



Our Programmes:

Social Work Skills



Last Updated: September 2021





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Why Choose Us?

Daisy, Chloe & Crew...interactive



Why Choose Us?

Quality Assurance Processes



In partnership with:

- ✓ Customers & Commissioners.
- ✓ Crew & Associate Crew.
- ✓ Managers & Leaders.
- ✓ L & D Organisational Leads.
- ✓ Programme Participants.
- ✓ Other Stakeholders (where appropriate).
- ✓ Children & Families (where appropriate).
- ✓ Linked to contract KPI's.

What our customers are saying about our approach:

"I will use the Decisional Balance as a Direct Work tool to have adolescents have internal motivation to behaviour change. In terms of interviewing, I will use more open-ended questions to get the views and feelings of adolescents and children in behaviour change. I will encourage service users to set their own goals in behaviour change and we work together to achieve them."

(Participant, January 2021)

"Overall, a really good course and delivered incredibly well. All activities worked well with breakout rooms, and Tony was a very knowledgeable facilitator and I feel I learned a lot. I will be recommending it to my colleagues."

(Participant, April 2021)

"I liked Chloe's presentation because she used a variety of live case scenarios from her practice (self-neglect, probation, alcohol). Each time when she introduced a new skill/ concept she gave an example how she used that in practice."

(Participant, November 2020)

"I will use this learning when it comes to assessment of clients. To encourage little steps/goals and to understand the benefits of living a fulfilled life."

(Participant, September 2020)

"One of the most interactive sessions I have encountered, with the break outs and communication with colleagues."

(Participant, June 2020)



Our Programmes:

Interventions & Skills





Interventions & Skills: Contents

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Learning Outline:

Active Listening for Social Workers



Listening skills are at the heart of all roles within Health and Social Care. Listening allows professionals to understand an individual's needs from their perspective, have empathy and build a rapport that forms the basis of professional relational interventions.

Listening is essential to identifying both strengths and risks, identifying a service user's own motivations for change and ensuring that any plans put in place have the optimum chance for success.

This course initially takes us back to basics – but also gives the opportunity to practice advanced engagement skills.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understand the importance of non-verbal communication
- Understand the importance of language.
- Understanding and using a strengths-based approach
- Utilising a conversational approach to assessment
- Know and apply exchange model to interactions
- Understand how to listen for risks, strengths and key legal thresholds whilst also listening for the lived experience of the child/vulnerable adult.
- Be able to utilise advanced communication techniques such as paradox, reframing and eliciting self-motivational statements.

Learning Outline:

An Introduction to Counselling Skills



Counselling Skills are the bedrock to staff-service user relationships in many forms of health and social care. This course gives delegates a brief overview of different models of counselling and enables them to have the opportunity to practice key skills.

These skills can be used to build a strong working rapport, undertake effective assessments and empower service users to address their difficulties.

This can help professionals be able to respond effectively to support a service user in crisis and distress including challenging behaviour.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understand key concepts such as 'Unconditional Positive Regard' (Carl Rogers) and Active Helping (Egan).
- Have an overview of different counselling perspectives including Person-Centred Approaches and Transactional Analysis and know how these models may be useful in practice
- For participants to develop the following skills: Active listening, Paraphrasing, Reflecting, Summarising and effective non-verbal communication.
- To be able to apply these skills to own role and setting.

Learning Outline:

Brief Solution Focused Approaches



Brief Solution Focused Therapy (BSFT) emphasises a focus on a specific goal and direct intervention. It is unique in that it focuses on solutions, rather than problems, this is achieved through precise observation, utilisation of natural resources, and temporary suspension of disbelief to consider new perspectives and multiple viewpoints.

This course aims to equip workers with the awareness of benefits of applying a solution focused approach.

Participants will learn how to apply BSFT techniques to help service users to identify and work towards positive goals and make the desired changes to their lives.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- An increased understanding of the solution focused approach.
- How beliefs and values impact upon the worker-service user relationship.
- Relationship and rapport building in the context of working towards goals.
- Negotiating goals and supporting achievements.
- Practice the skills needed to effectively apply BSFT into practice.
- Supporting individuals to identify and implement their own solutions.
- An understanding of how to apply the tools for change such as exceptions, scales and miracle questioning.



Learning Outline:

Motivational Interviewing Techniques

This one-day session is designed to support Social Workers and Social Care staff to feel better equipped to engage reluctant service users or family members in services by using communication techniques aimed at eliciting behaviour change by helping clients to explore and resolve ambivalence.

Delegates will learn how to support Service users to actively encourage and utilise their own strengths, those of their networks and services to meet their own needs.

The programme aims to establish and develop the skills needed to facilitate and encourage change when working with complex behaviours. Participants will learn how to apply the stages of change model and understand the purpose and principles of Motivational Interviewing as a person-centred approach to maximise positive change.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- An understanding of the Stages of Change model and how this can guide intervention selection and the key theory, principles and philosophy underpinning a motivational approach.
- Understanding MI as a key tool within a Relational Model of Social Work.
- An understanding of how to 'roll with resistance' to avoid entrenching behaviours.
- An understanding of what is meant by ambivalence and how to approach it to support self-efficacy.
- An understanding of how to apply the tools for change such as working with scales and decisional balancing can be used to maximise commitment to change.

Learning Outline:

Delivering Effective Supervision



Professional supervision is a key organisational tool in ensuring high quality provision and consistent outcomes. It can also contribute to meeting performance standards and ensuring that the expectations of service users are met.

This course can be offered in, one, two or three-day versions which aims to provide participants with the knowledge, skills and confidence required to deliver effective supervision. There is a focus on methods and tools for developing critical reflection and decision making skills for staff to ensure quality outcomes for service users. The course also looks at the challenging area of performance management and what happens when there is a breakdown in the supervisor/supervisee relationship.

We are able to include local policies and supervision models or templates in this training.

Learning Outcomes:

This course will provide participants with the improved knowledge, understanding, confidence and skills in:

- What constitutes effective supervision and its relationship to safe practice and positive outcomes for service users.
- The role of supervision throughout the stages of professional development from newly qualified to experienced practitioner.
- Applying model of supervision and; be able to demonstrate how it can assist in understanding the functions of supervision and its impact of supervision on the system.
- Integrating the local Practice Model into the supervision methods to ensure effective managerial oversight
- Utilising the authoritative supervisory style in promoting good outcomes through supervision and the importance of the positive expectations model when working to improve practice.
- The importance and function of recording.



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Our Programmes:

Legal Literacy & Court Skills



Last Updated: September 2021





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Learning Outline:

An Overview of Child Protection Legislation



This one-day programme provides Social Workers and other professionals who are not working primarily working within Child Protection an overview of key Child Protection Legislation including The Children Act 1989, The Adoption and Children Act 2002, The Children Act 2004, The Children and Families Act 2014 and The Children and Families Act 2017.

The training will give a brief overview of other important legislation in the protection of Children ie: The Domestic Abuse Bill 2020 the FGM Act 2003 and Sexual Offences Act 2003, as well as looking at the interface of the Children Act 1989, The Mental Health Act 1983/2007 and The Capacity Act 2005 in respect of Capacity, Competence and Consent and what Parental Responsibility Covers.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- An understanding of the key components of the Children's Act 1989 and the safeguarding pathway from Early Help, through to Child in Need, Child Protection, Pre-Proceedings and Care Proceedings.
- An understanding of the key changes made to The Children Act 1989 by the Acts of 2002,2004,2014 and 2017 – in particular in terms of child protection and care provisions of children not living with their parents.
- A brief overview of other relevant legislation to Child Protection including the FGM Act 2003, Sexual Offences Act 2003, Policing Acts in particular 2015 and the Domestic Abuse Bill 2020
- The opportunity to explore the issues of competence, capacity and consent in respect of what children, parents and carers with or without PR can consent to – considering the Children Act 1989, The Mental Capacity Act 2005, The Mental Health Act.

Learning Outline:

Court Skills for Children's or Adult Social Care



Attending Court can be a daunting experience for even the most experienced practitioners.

This course provides delegates with an overview of the court and legal processes in Children's or Adult Social Care, key tips on how to prepare good quality evidence and the opportunity to practice giving evidence and being cross-examined.

The course identifies common mistakes and how to avoid them by utilising best practice guidance.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- The different types of courts, cases and how law works.
- When and why professionals have to go to court in Children's or Adult Social Care.
- Key legal terms and concepts.
- What constitutes good evidence.
- How to prepare for going to court.
- What happens when you get there.
- Common mistakes and how to avoid them.
- How to be confident in giving evidence.

Learning Outline:

Legal Literacy for Adult Social Care



Working in adult health and social care requires practitioners to develop an understanding across several pieces of primary legislation in order to assess, support and review individuals who may be in need of services or protections under the banner of adult social care.

This one-day programme, delivered jointly by a specialist social worker and our solicitor associate, will explore the concept of legal literacy in practice, focusing on the interfaces between the Care Act, the Mental Capacity Act and other pieces of relevant legislation, in order to equip participants with the knowledge of their practice context and the capabilities to apply the relevant provisions to their day-to-day practice and decision making

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- To increase delegate awareness of the value and importance of legal literacy in social care practice.
- To support delegates to explore the functions and interfaces of the core adult social care legislation (e.g., Care Act, Mental Capacity Act & Mental Health Act) and consider how different needs and risks may require navigation through several legal frameworks.
- To increase participant awareness of the core statutory duties and functions of adult social care and how these are discharged by the Local Authorities and their statutory partners.
- To provide a grounding in the principles and provisions of the key Acts and explore how they can/do interface to provide services and safeguards for individuals who may have needs or otherwise be at risk.
- To provide the opportunity to reflect on legal literacy in practice and explore own strengths and development needs in this essential area of practice capability

Learning Outline:

Working with the Human Rights Act



The application of the Human Rights Act and the knowledge and skills to deliver a rights-based approach are fundamental aspects of social work and health & social care practice in a range of settings.

The practitioner's ability to advocate for and protect the individuals' rights and freedoms are even more important when working within the statutory frameworks of mental health, mental capacity and safeguarding, and this one-day course is designed to provide knowledge and skills needed to deliver a rights-based approach in practice.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understand and apply the principles and duties of the HRA to social work / health and social care practice.
- Increased knowledge of specific articles and the practitioner's role in protecting and upholding these.
- Knowledge of and ability to apply the FREDA principles to practice
- Understand the difference between absolute and qualified rights
- In-depth knowledge of articles 5 & 8 within social care practice – safeguards, principles, processes and precedents.

Learning Outline:

Mental Capacity Act in Practice



The process of undertaking a mental capacity assessment, ensuring that the principles of the act and the requirements of the law are applied can be a daunting task for practitioners.

This one-day session is designed to move beyond basic awareness of the legislation.

It aims to support participants to apply their knowledge to practice and develop the skills necessary to undertake a time-specific and decision-specific assessment.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understand why, when, and how to assess capacity.
- Formulate an accurate question for the basis of the MCA Assessment and be able to decide if there is more than one question/assessment required.
- Confidently assess the responses given by customers to inform a decision on whether they have capacity for that decision, including assessing fluctuating capacity.
- Decide who is the most appropriate decision-maker for each decision to be made and ensure the response is proportionate to the decision.
- Use a range of different communication methods which can help assist a person to make their own decisions where possible.
- Understand the importance of record all information appropriately and in line with the code of practice and Act.

Learning Outline:

Working with the MCA/DoLS in Practice



Working within the framework of the Mental Capacity Act 2005 (MCA) and the Deprivation of Liberty Safeguards (DoLS) has become increasingly complex over the last five years, with case law increasingly providing the guidance and grounding on how it is interpreted in practice and the roles and responsibilities of staff in relation to ensuring article 5 safeguards are in place. These developments have led to a review of the law and proposals for a new bill to simplify and streamline the current DoLS processes.

This one-day programme is designed for staff working in adult services. It aims to support participants to apply knowledge of the legal and policy framework to their practice and facilitate a critically reflective approach to working within the MCA/DoLS.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- A working knowledge and understanding of the MCA principles and how they apply to practice in both MCA and DoLS scenarios.
- Understanding of the best interest process and application of the section 4 checklist in practice.
- Knowledge of the criteria for when a restriction becomes a deprivation and able to apply the Storck criteria and the Acid Test to practice situations.
- Awareness of the role of the IMCA and where advocacy may be required / beneficial.
- Knowledge of the range of advance planning provisions (e.g., LPA, Deputies, Advance Decisions)
- Understanding of the importance of documentation in MCA and DoLS processes.
- An introduction to the LPS, due for implementation 2022

Learning Outline:

Working with the Mental Health Act



This session aims to give an overview of the Mental Health Act 1983/ 2007, its role in providing for the care and treatment of mental disorder, and its interface with the Mental Capacity Act 2005.

The powers and duties within the Act will be set within their historical context, and the principles, values and ethics that underpin their application in practice will be explored.

This session also considers the interface with the Care Act 2014, the way that services are assessed, planned, co-ordinated and reviewed for someone with mental health problems or a range of related complex needs and Section 117 after care.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understand the key provisions of the Mental Health Act 1983 and subsequent amendments (MHA 2007), including the statutory duties of the detaining authority and required governance arrangements.
- Understand how the MHA interfaces with other legislation – Care Act 2014, Mental Capacity Act 2005 and DoLS – and creates a decision-making framework.
- Increased awareness of the various roles and responsibilities under the MHA
- Recognise the need to balance rights and protection
- Consider the wider impacts on Service Users and Carers of the MHA

Learning Outline: *Care Act Essentials*



The Care Act 2014 was implemented from April 2015 and represented a significant change in the way social care thought about and approached the process of supporting individuals with social care needs. The well-being principle, and a range of new statutory duties, including placing safeguarding adult's boards on a new statutory footing, were introduced.

This one-day programme provides an update for practitioners in respect to practice and processes and provides an opportunity to reflect upon and develop an applied understanding of the impact of the Act in social care practice.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Refresh knowledge and understanding of the Care Act, its principles and duties and reflect on its operation in practice;
- Outline ways in which legal challenges have influenced interpretation of the Care Act;
- Identify actions to enable you to keep up to date with the legal framework in line with your professional requirements and be aware of the law and legal challenges
- Describe the key elements of a defensible decision;
- Apply and use your knowledge of the Care Act in your practice and explain how decisions comply with the requirements of the Act
- Identify how to engage in critical thinking and be able to challenge decision making.
- Identify actions that would promote person centred practice.

Learning Outline:

Utilising S25 of the Children Act in Safeguarding Children



The use of secure accommodation is carried out by Local Authorities for the purposes of restricting a child or young persons' liberty in certain circumstances to prevent the child from being a risk to themselves or others. The legal power to carry this out is authorised under the Children Act 1989- section 25 and the Children (Secure Accommodation) Regulations 1991.

This one day programme focuses on the use and scope of section 25 and aims to support practitioners to apply best practice to the process of reviewing secure criteria within their child protection practice.

The course explores why and how a S25 Order differs from the use of Court authorised DoLS, Community DoLS for 16/17year olds or detention under the Mental Health Act 1983. It also explores the roles and rights of parents, recent case-law and changes to the use of S25 following a change in response to Child Sexual Exploitation.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- The criteria for a secure order – what must have been tried first and how this should be evidenced.
- The purpose of utilising S25 of the Children Act 1989
- The difference between this method of detaining a young person and the other legal frameworks available – including short and long-term implications.
- The duties of the panel, the role of the Chair and Panel Member.
- Best practice in utilising Secure Orders.
- The rights of the young person.
- The rights of any person with PR.



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Our Programmes:

Motivational Interviewing



Last Updated: September 2021





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Learning Outline:

Motivational Interviewing Techniques

This one-day session is designed to support Social Workers and Social Care staff to feel better equipped to engage reluctant service users or family members in services by using communication techniques aimed at eliciting behaviour change by helping clients to explore and resolve ambivalence.

Delegates will learn how to support Service users to actively encourage and utilise their own strengths, those of their networks and services to meet their own needs.

The programme aims to establish and develop the skills needed to facilitate and encourage change when working with complex behaviours. Participants will learn how to apply the stages of change model and understand the purpose and principles of Motivational Interviewing as a person-centred approach to maximise positive change.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- An understanding of the Stages of Change model and how this can guide intervention selection and the key theory, principles and philosophy underpinning a motivational approach.
- Understanding MI as a key tool within a Relational Model of Social Work.
- An understanding of how to 'roll with resistance' to avoid entrenching behaviours.
- An understanding of what is meant by ambivalence and how to approach it to support self-efficacy.
- An understanding of how to apply the tools for change such as working with scales and decisional balancing can be used to maximise commitment to change.



Learning Outline:

Motivational Interviewing in Mental Health Settings

This session is designed to support mental health practitioners and staff to feel better equipped to engage reluctant service users or family members in services by using communication techniques aimed at eliciting behaviour change by helping clients to explore and resolve ambivalence.

Delegates will learn how to support Service users to actively encourage and utilise their own strengths, those of their networks and services to meet their own needs.

The programmes aims to establish and develop the skills needed to facilitate and encourage change when working with complex behaviours. Participants will learn how to apply the stages of change model and understand the purpose and principles of Motivational Interviewing as a person-centred approach to maximise positive change.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- An understanding of the Stages of Change model and how this can guide intervention selection and the key theory, principles and philosophy underpinning a motivational approach.
- Understanding MI as a key tool within a Relational Model of practice
- An understanding of how to 'roll with resistance' to avoid entrenching behaviours.
- An understanding of what is meant by ambivalence and how to approach it to support self-efficacy.
- An understanding of how to apply the tools for change such as working with scales and decisional balancing can be used to maximise commitment to change.



Learning Outline:

Basic Motivational Interviewing Skills: Children's Social Care

Motivational Interviewing is an essential skill for embedding a relational approach to working with families. The focus is on the individual as the expert in their own lives, able to find their own motivation, resolve their own ambivalence and commit to a change strategy that will be effective in both the short and the long-term. The role of the worker is facilitation and using the Motivational Toolbox to help service users identify changes they want to make, commit to those changes and make them in a sustainable way that is beneficial to the child and the whole family system.

This 2-day course will introduce, explain, and explore the concepts of the cycle of change, the challenge of ambivalence, rolling with resistance, identifying and building on discrepancies between the current situation and their desired outcomes for their family and eliciting self-motivational statements that can form the basis of a plan.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understand the nature of motivation and the cycle of change.
- Understand the philosophy of MI and be able to apply the principles.
- Have an understanding of the key principles of Motivational interviewing (Processes and OARS).
- Develop skills in exploring ambivalence and readiness for change.
- Be able to engage with young people and families using a range of MI skills.
- Develop skills to aid children, young people and families move through the stages of behaviour change including maintenance and relapse prevention.
- Have explored ways to use MI within work with children, young people and families.



Learning Outline:

Advanced Motivational Interviewing: Children's Social Care

This 2-day advanced Motivational interviewing programme is aimed at embedding relational approach to practice in Children's Services. It is based on building and maintaining respectful and trusting relationships WITH people, rather than just "doing to" or "doing for" and ensuring that to achieve and sustain change, the approach supports parents to care for their children. The course revisits the key principles of Motivational Interviewing and explores what practitioners have successfully been able to embed and what they are struggling with.

Practitioners will be encouraged to take part in a deeper reflection on their own practice, any ambivalence they may hold in respect of this way of working and explore their own motivation to develop their skills further. This course will challenge practitioners to explore how they can use MI in all areas of their work with families.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- To refresh their basic MI knowledge.
- To extend their knowledge and skills in MI.
- To have deepened OARS skills.
- To have enhanced ability to recognize, elicit, and respond to change talk.
- To Improved their working with discord skills.
- To have enhanced skills in working with ambivalence.
- To have learnt strategies for developing change/action plans.
- To know how to evaluate progress – including their own progress as well as that of the child, young person or family.
- To know how to offer information and education in an MI-consistent manner.
- To be able to apply techniques in practice to improve outcomes for children, young people and their families.

Learning Outline:

Basic Motivational Interviewing: Adult Social Care



In Adult Social Care, it is common that Adults with capacity in relation to specific areas of their lives such as substance use, alcohol use, hoarding, medication compliance, lifestyle choices or family relationships, choose not to make positive changes and continue with behaviours that are harmful to their health and well-being and increase their vulnerability and social isolation.

This can be an area of great frustration for Adult Social Care staff as they may feel that there is little they can do until a crisis occurs or the person loses capacity around the area in question.

This course equips staff to explore and promote change and to know how to increase future chances of engagement if the person chooses not to change at this time.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- An understanding of the Stages of Change model and how this can guide intervention selection and the key theory, principles and philosophy underpinning a motivational approach.
- Understanding MI as a key tool within a Strengths-Based Model of Social Work.
- An understanding of how to 'roll with resistance' to avoid entrenching behaviours.
- An understanding of what is meant by ambivalence and how to approach it to support self-efficacy.
- An understanding of how to apply the tools for change such as working with scales and decisional balancing can be used to maximise commitment to change.
- The skills to maximise the chance of future engagement if the person doesn't engage at the present time.

Learning Outline:

Advanced Motivational Interviewing: Adult Social Care



This 2-day advanced Motivational interviewing programme is aimed at embedding a strength-s based approach to practice in Adult Services. It is based on building and maintaining respectful and trusting relationships WITH people, rather than just “doing to” or “doing for” and ensuring that to achieve and sustain change, the approach supports individual and the carers to lead on their own plan for change. The course revisits the key principles of Motivational Interviewing and explores what practitioners have successfully been able to embed and what they are struggling with.

Practitioners will be encouraged to take part in a deeper reflection on their own practice, any ambivalence they may hold in respect of this way of working and explore their own motivation to develop their skills further.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- To refresh their basic MI knowledge.
- To extend their knowledge and skills in MI.
- To have deepened OARS skills.
- To have enhanced ability to recognize, elicit, and respond to change talk.
- To Improved their working with discord skills.
- To have enhanced skills in working with ambivalence.
- To have learnt strategies for developing change/action plans.
- To know how to evaluate progress – including their own progress as well as that of the citizen, their carers and network.
- To know how to offer information and education in an MI-consistent manner.
- To be able to apply techniques in practice to improve outcomes for citizens, their carers and networks

Learning Outline:

Motivational Interviewing Skills for Support Staff



Administrators and support staff are key to any organisation and in Children's Social Care are often the first point of contact for service users. It is critical that support staff understand all key approaches underpinning the approach of the organisation in working with families and that they also have some of the same skills to use in their interactions with service users.

This half-day awareness session ensures administrators and support staff understand the use of Motivational Interviewing and how this approach is part of achieving better outcomes for children by taking a solution-focused, strengths-based approach of finding their own internal motivations for sustainable change rather than being directed by services.

The course also provides a brief introduction to useful approaches that these staff can apply in their interactions with families – such as rolling with resistance, solution-focused language and reinforcing self-motivational statements.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understand the principles of MI.
- Understand how MI is being used in the organisation
- Be able to use some basic Motivational Tools in interacting with families to roll with resistance, be solution-focused and reinforce motivation where they see it.

Learning Outline:

Motivational Interviewing for Senior Leaders



Research into change management highlights the importance of leadership in both achieving and embedding change. This session is for Directors and Assistant Directors who are leading the roll-out of motivational interviewing across their organisation.

Senior Managers will be able to ask questions of the programme team delivering training to the wider workforce and we will invite senior leaders to explore their own accountability for the success of programme using motivational interviewing techniques to explore the potential barriers to change and ways to strengthen and maximise the likelihood of change occurring.

Utilising an Appreciative Enquiry approach – this half day session will enable Senior Managers to be able to clearly articulate their vision to their own managers, enabling them to model motivational interviewing to their management team to reduce resistance and promote commitment to change.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Have a good understanding of the training being delivered to the wider workforce including the opportunity to ask questions and challenge.
- Be able to articulate & promote the purpose of the programme across the organisation.
- Have contributed to the messaging to the organisation.
- Be able to model to simple motivational interviewing techniques with managers to reduce barriers to implementation
- Be able to promote motivation to embrace the approach.



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Our Programmes:

Professional Practice



Last Updated: September 2021





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Learning Outline:

Cultural Competency & Diversity in Health & Social Care

Cultural sensitivity is more than recognising differences in race or religion, it involves recognising that we are all shaped by our experiences and are influenced by cultural norms and understanding. All our interactions and communications are interpreted via cultural filters, and it is an understanding of these and how they can impact on working in teams and groups that will be the focus of the day.

This one-day course will consider culture and diversity issues within groups and teams and how our experiences are shaped by our own cultural filters. Participants will be supported to explore how we can apply a culturally sensitive approach and respond to diversity in practice in order to facilitate effective team working and improve outcomes for all citizens.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- To increase understanding and awareness in relation to working with and alongside individuals from different cultural and social groups and how these influence how we all experience and engage in professional interactions.
- To consider diversity as a power issue and how this might impact on health and social care practice and professional dynamics.
- To reflect on the cultural diversity within participants practice areas, and consider how this might impact on the individual, family and community and how they experience public services.
- To explore concepts of discrimination and oppression arising due to diversity issues. Including how organisational / professional cultures can impact on the experience of individuals working within and/or using public services.
- To be able to demonstrate an awareness of how experiences of discrimination and oppression can be internalised and impact on an individual's emotional and environmental well-being.



Learning Outline:

Developing & Using Professional Curiosity in Practice

Professional curiosity is the capacity to critically reflect and analyse situations to understand what is happening in a family rather than making assumptions and taking situations at face value.

A number of factors can support professional curiosity in practice. These include reflection and supervision to develop a case consultation approach to complex work and using a range of tools and models such as multi-agency collaboration, positive challenge of both professionals and service users / parents and respectful uncertainty in our interactions.

This one-day session, focuses on the principles and practice of professional curiosity in a range of social care contexts and supports delegates to apply critical analysis and reflection to foster and develop their own sense of professional curiosity in the work that they do.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- To understand what professional curiosity looks like and the contribution it can make in practice.
- To facilitate participants to critically reflect on their own professional curiosity, and identify the knowledge and skills needed to develop and embed it in practice.
- To understand the impact, and learning, from situations where professional curiosity is not evident, including examination of relevant SAR/SCR and other reports.

Learning Outline:

Effective Assessment & Decision Making in Adult Social Care



This one-day session is designed to support Social Workers to effectively incorporate meaningful analysis into all levels of assessment and review processes to ensure delegates are able to articulate clear evidence-based recommendations for the individual and/or carer care and support plans.

The course will provide participants with practical tips for ensuring assessments are concise and easy to follow whilst still containing the necessary depth for complex decision making and support planning within the adult social care legislative and policy frameworks such as the Care Act 2014 and the Mental Capacity Act 2005.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- A clear understanding and ability to articulate the *needs* of an individual, free from jargon and with a clear analysis regarding the implications of leaving the needs unmet, the options for responding to the needs, including resource implications and the how successful outcomes will be measured.
- The ability to *effectively analyse information* gathered during the assessment or review process to make appropriate decisions and inform both case management and support planning.
- A transferable approach that can be used for a range of settings.
- The ability to articulate clearly, concisely and appropriately record information, understanding the difference between fact and opinion and being aware of bias.
- The ability to articulate the reasoning for decision-making and recommendations, including recording issues of capacity, consent and choice, available options and explain clearly and own professional judgement.





Learning Outline:

Effective Assessment & Decision Making in Children's Social Care

This one-day course aims to support practitioners undertake good quality, analytical, evidence-based assessments that can positively influence future decision-making and planning for children and families.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Planning and carrying out an evidence and strengths-based assessment that captures children and families views.
- Considering all the factors that might affect the assessment process including attitudes, values, assumptions and biases and inter-agency relationships.
- The ability to write concisely about complex circumstances.
- How to use evidenced based professional judgement when analysing information and reaching conclusions.
- Utilising chronologies, genograms and other assessment tools can support the assessment process.
- A transferable approach that can be used for early help, S17 and S47 assessments and care-proceedings.
- The importance of good quality case recording and report-writing on the assessment process.
- Understanding the components of an outcome focused plan that effectively measures change for the child.





Learning Outline:

Effective Case Recording for Children's Social Care

Case recording is an area of professional practice that is repeatedly highlighted as a development need across health and social care. Good record keeping serves many purposes and the frameworks of data protection, care management, and confidentiality are areas participants need to be confident in.

The course will provide participants with practical tips for ensuring case notes in all formats, for a range of purposes are concise and easy to follow, whilst still capturing the voice of the child and containing the necessary depth for complex decision making and long-term care-planning.

Please see our additional courses on Professional Report Writing.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- How to capture the voice of the child throughout.
- Understand individual responsibilities in relation to consistent and quality case recording.
- Be able to record in a concise, clear, accountable and defensible manner.
- Understand what information means from an individual & service perspective and use the information to make an informed plan with clear outcomes..
- Understand the need for analysis in case recordings to inform risk management, intervention and care-planning.
- Understand the role of case recordings in developing chronologies and informing decision-making.
- Consider the requirements of the Children Act in relation to recordings for Children under CIN, CP or LAC Arrangements

Learning Outline:

Effective Case Recording for Adult Social Care



Case recording is an area of professional practice that is repeatedly highlighted as a development need across health and social care. Good record keeping serves many purposes and the frameworks of data protection, care management, and confidentiality are areas participants need to be confident in.

This one-day session is designed to support staff to effectively document their practice and incorporate meaningful analysis into all levels of case note recording. To ensure recordings are linked to, and can be used for, providing safe and effective interventions, monitoring and managing risk and to feed into assessments, decision-making and long term care-planning.

The course will provide participants with practical tips for ensuring case notes in all formats, for a range of purposes are concise and easy to follow, whilst still capturing the voice of the individual and their network, the risks and strengths.

Please see our additional course on Professional Report Writing / MH Tribunal Report Writing. We can also deliver a version adapted to focus on Welsh Law.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understand individual responsibilities in relation to consistent and quality case recording.
- How to capture the voice of the service user, and the voice of carers & the person's network.
- Be able to record in a concise, clear, accountable and defensible manner.
- Be able to decide how to give weight/ascertain relevance of information.
- Understand the need for analysis in case recordings to inform capacity assessments, eligibility, risk management, intervention and care-planning.
- Understand the role of case recordings in developing chronologies and informing decision-making.
- Consider the requirements of the Care Act, Mental Capacity Act and Mental Health Act in keeping records.



Learning Outline:

Professional Report Writing – Adult Social Care

Social workers and social care workers are required to write reports in a range of formal situations from conferences to court appearances.

It can feel that this is a skill that practitioners are expected to have with very little in the way of training to ensure staff are clear on the expectations and equipped with the skills they need.

This one-day programme is designed to support social worker and social care staff who are required to write formal written reports to develop the core skills and reflect upon their report any further development needs.

Please also see additional programmes for Mental Health Tribunal Report Writing and also a Report Writing course focused on Welsh Law.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- An understanding of the principles, expectations and requirements of formal report writing for social work/social care practitioners.
- An awareness of the complexities of reports and the need to meet the legislative framework of decision-making forums such a funding panels, tribunals or Court of Protection Hearings.
- The ability to structure and prepare reports which are based on clear evidence, distinguishing between fact, opinion and hearsay.
- Distinguish between information gathering and analysis and improve analytical skills.
- Explore how to provide an overview that is as balanced as possible whilst still containing detailed analysis that is the basis for a clear recommendation – utilising the Care Act Eligibility Criteria, Best Interest Checklist and Balance Sheet Approach.
- The ability to present an argument and defend their own professional judgements within a report format.

Learning Outline:

Professional Report Writing – Children’s Social Care



Social workers and social care workers are required to write reports in a range of formal situations from conferences to court appearances. It can feel that this is a skill that practitioners are expected to have with very little in the way of training to ensure staff are clear on the expectations and equipped with the skills they need.

This one-day programme is designed to support social worker and social care staff who are required to write formal written reports to develop the core skills and reflect upon their report any further development needs.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- An understanding of the principles, expectations and requirements of formal report writing for social work/social care practitioners.
- An awareness of the complexities of reports and the need to meet the legislative framework of decision-making forums such a funding panels/fostering or adoption panels, Conferences or LAC Reviews or Care Proceedings.
- The ability to structure and prepare reports which are based on clear evidence and distinguish between fact, opinion and hearsay.
- Distinguish between information gathering and analysis and improve analytical skills.
- Explore how to provide an overview that is as balanced as possible whilst still containing detailed analysis that is the basis for a clear recommendation – utilising the Welfare Checklist and Balance Sheet Approach.
- The ability to present an argument and defend their own professional judgements within a report format.

Learning Outline:

The Right Side of Regulation: Recording with Care & Critical Reflection



This one-day course looks at the broad principles of good record keeping for Children, Adult and Mental Health Services and is applicable to all levels of recording from case notes to formal reports. We offer more in-depth courses for specific areas of practice and specific levels of recording in this catalogue.

This course considers the frameworks of data protection, care management, and confidentiality and is designed to support professionals to effectively document their practice and incorporate meaningful analysis.

The course will provide participants with practical tips for ensuring case notes in all formats, for a range of purposes are concise and easy to follow, whilst still capturing the voice of the child/vulnerable adult/service user and containing the necessary depth for complex decision making.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- How to write an appropriate length and depth the record.
- How to know what to include and if anything should be left out,
- How to record concisely, accurately and appropriately.
- How to capture hypothesis & analysis.
- How to record actions and recommendations.
- How to be accountable and defensible
- Lessons from Serious Case Reviews
- An opportunity to reflect on practice, strengths and areas for development.



Learning Outline:

Mental Health Tribunals & Professional Report Writing

Mental Health Review Tribunals (MHRTs) are courts of law, and while they usually take place on hospital grounds, they should be accorded the respect and professional standards of behaviour that would be extended in a formal court room environment. The different reports are intended to assist and inform the tribunal and will be used to inform decisions that may affect an individual's liberty and as such preparing these reports is a skill that practitioners need to develop and continue to improve.

This one-day course is designed for professional staff that may be required to prepare and write reports for Mental Health Review Tribunals.

The course will provide participants with an overview of MHRTs, including practitioner responsibilities and requirements, and will focus on good practice in writing reports for tribunal.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understand the various routes of appeal under the MHA 1983 and MHRT rules
- Awareness of the members of the panel and their roles
- Understanding the difference in thresholds for different types of appeal
- Appraise principles of good practice and values to the preparation of tribunal reports
- Evaluate good practice in giving evidence



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Our Programmes:

Supervision Skills



Last Updated: September 2021



Supervision Skills: Contents



1. [Delivering Effective Supervision](#)
2. [Strengths Based Supervision](#)
3. [Professional Development & Reflective Supervision, Managing Expectations & Workloads](#)
4. [ASYE Supervision](#)
5. [Supervising Mental Capacity Act Practice](#)
6. [Utilising Supervision Effectively for Supervisees](#)
7. [Can't find what you're looking for?](#)

Learning Outline:

Delivering Effective Supervision



Professional supervision is a key organisational tool in ensuring high quality provision and consistent outcomes. It can also contribute to meeting performance standards and ensuring that the expectations of service users are met.

This course can be offered in, one, two or three-day versions which aims to provide participants with the knowledge, skills and confidence required to deliver effective supervision. Local policies can be incorporated.

There is a focus on methods and tools for developing critical reflection and decision-making skills for staff to ensure quality outcomes for service users. The course also looks at the challenging area of performance management.

Learning Outcomes:

This course will provide participants with the improved knowledge, understanding, confidence and skills in:

- What constitutes effective supervision and its relationship to safe practice and positive outcomes for service users.
- The role of supervision throughout the stages of professional development from newly qualified to experienced practitioner.
- Applying model of supervision and; be able to demonstrate how it can assist in understanding the functions of supervision and its impact of supervision on the system.
- Integrating the local Practice Model into the supervision methods to ensure effective managerial oversight
- Utilising the authoritative supervisory style in promoting good outcomes through supervision and the importance of the positive expectations model when working to improve practice.
- The importance and function of recording.

Learning Outline:

Strengths Based Supervision



Strengths-based practice is at the forefront of adult social care practice, with a statutory framework to support it, provided by the Care Act 2014. Taking a strengths-based approach is not just about working with individual service users, it can also be used as an approach to assuring quality and applying a continuous improvement approach to governance and assurance systems and arrangements.

The programme will provide an overview of some of the methods and tools used in SBP and how they can be applied to supervision. This modelling also helps embed SBP in both the culture of the organisation and individual practice.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- To understand the ethos, key models and evidence that underpins strengths-based practice and how this applies in the context of supervision and line management.
- To understand and apply the KcVETS model (DHSC, 2019) and associated practice framework guidance in relation to SBP in supervision.
- To explore and critically analyse supervisory practice and identify how a strengths-based approach can be used to improve practice, staff experience and ultimately service user outcomes.
- To provide the opportunity to reflect on knowledge and skills and work with peers to embed the strengths-based approach into organisational practice.

Learning Outline:

Professional Development & Reflective Supervision, Managing Expectations & Workloads



This 3-hour session is designed for Practice Assessors (PA's) for Newly Qualified Social Workers (NQSW's) undertaking their initial post-qualifying year in practice. The session outlines the basic requirements of the post qualifying programme for both the PA and the NQSW and explores how this can be achieved via managing the expectations of both the NQSW & the assessor, appropriate workload management and effective reflective supervision.

This course explores how to ensure the NQSW gets sufficient learning opportunities throughout the year to be able to manage a full & varied caseload at the 12 month point without being overloaded. The course also looks at the support NQSW's need to link policies, procedures & theory to their cases, and will explore how supervision underpins the assessment process against the KSS and PCF.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understand what the requirements are for the NQSW and the Assessor – including roles and responsibilities and links to the KSS & PCF assessment
- Understand the supervision & caseload requirements for NQSW's including the 90% guidance and progressing the nature and amount of work allocated over the course of the year.
- Understand the supervision requirements for NQSW's including exploring well-being, professional development & case reflection to improve practice underpinned by law & best practice.

Learning Outline:

ASYE Supervision



This 3-day course equips managers, supervisors, practice educators and ASYE Assessors to understand the framework for supervision, in terms of the PCF and KSS, from student level to senior staff level and to be able to assess effectively against these and the individual's job description and the organisational standards as well as make the links to the SWE standards.

Supervisors will be guided to consider how to ensure they have sufficient management oversight of the caseload of their team and how to address any concerns that arise.

There will be ample opportunity for peer support and learning as well as to consider how best to capture supervision discussions in a meaningful and accountable way.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- An understanding of supporting and assessing students, NQSW's and staff against the PCF, KSS and SWE standards , as well as their own job description and the organisational polices, procedures and expectations.
- What constitutes effective supervision and its relationship to safe practice and positive outcomes for service users and the role of supervision throughout the stages of professional development from student to experienced practitioner.
- How past experience of supervision can impact on the supervisory relationship and the importance of developing and reviewing the supervisory relationship.
- Utilising the authoritative supervisory style in promoting good outcomes through supervision and be able to apply authority appropriately to avoid setting people up to fail by applying strategies for addressing poor performance.

Learning Outline:

Supervising MCA Practice



At the current time team managers and supervising practitioners, across and between different agencies, practice in a variety of ways in relation to delivering responsibilities of the legal framework. This ranges from supervising practitioners and auditing assessments, through to acting as chair within best interest discussions and meetings and providing directive leadership in relation to the processes within their teams.

In preparation for the upcoming changes brought about by the Mental Capacity (Amendment) Act 2019, these one-day sessions are designed to capture areas of good practice, and both upskill and increase the confidence of managers in the application of the legislative framework.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Develop an evidence-based understanding of the mental capacity assessment and best interest requirements, including the learning and evolution of practice via an understanding of developments brought about by statutory guidance and caselaw.
- Understand how the principles of the Mental Capacity Act should be used to underpin mental capacity assessment and best interest decision making and how this should be evidenced in practice.
- Develop professional confidence in application of the Act to support delegates management and leadership of this area of practice.
- To inform the development of a robust, evidence-based, process for best interest decision making.
- To develop a greater awareness of the value of quality assurance and peer review processes as a means of improving practice.

Learning Outline:

Utilising Supervision Effectively for Supervisees



Supervision is a key organisational tool in ensuring high quality provision and consistent outcomes. It can also contribute to meeting performance standards and help to embed critical thinking and reflection into practice.

There are a range of models of supporting reflective practice and reflective learning. Critical reflection is seen as a fundamental element of professional practice.

Effective supervision is the responsibility of both the supervisor and supervisee. This day aims to give staff in receipt of 1:1 supervision in health and social care an opportunity to understand the key elements of supervision, and how they can work with their supervisors in order to utilise the process successfully to improve practice & wellbeing.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- What constitutes effective supervision and its functions.
- How previous experience of being supervised can impact upon their current supervisory relationship.
- The importance of effective agreements within supervision.
- The relationship between supervision and outcomes for service users.
- How the supervision cycle aids the process of reflecting, analysing and action planning within supervision.
- The role of the supervisee in working with their supervisors to develop positive supervision practice
- The supervision policy, including how this outlines the role of supervisees in supervision and the interaction with the supervisor.
- How to address difficulties in supervision.



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Our Programmes:

Practice Education & Assessment



Last Updated: September 2021





Practice Education & Assessment: Contents

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2. [Assessing the Quality of Evidence & Addressing Concerns](#)
3. [Direct Observations, Gathering Feedback & Reporting Progress](#)
4. [PEPS 2020](#)
5. [Professional Development & Reflective Supervision - Managing Expectations and Workloads](#)
6. [Providing Practice Education in Challenging Times](#)
7. [Wellbeing in the Workplace & Professional Leadership](#)
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Learning Outline: *ASYE Supervision*



This 3-day course equips managers, supervisors, practice educators and ASYE Assessors to understand the framework for supervision, in terms of the PCF and KSS, from student level to senior staff level and to be able to assess effectively against these and the individual's job description and the organisational standards as well as make the links to the SWE standards.

The course looks at key models of supervision and critical reflection, how to match the style of supervision to the level, role and learning style of the staff member and tools for supporting staff to develop professional curiosity and sound decision-making.

Supervisors will be guided to consider how to ensure they have sufficient management oversight of the caseload of their team and how to address any concerns that arise.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- An understanding of supporting and assessing students, NQSW's and staff against the PCF, KSS and SWE standards , as well as their own job description and the organisational polices, procedures and expectations.
- What constitutes effective supervision and its relationship to safe practice and positive outcomes for service users and the role of supervision throughout the stages of professional development from student to experienced practitioner.
- How past experience of supervision can impact on the supervisory relationship and the importance of developing and reviewing the supervisory relationship, the role of supervision agreements in promoting anti oppressive practice and the use of the supervision cycle as a model to facilitate effective supervision.
- Utilising the authoritative supervisory style in promoting good outcomes through supervision and be able to apply authority appropriately to avoid setting people up to fail by applying strategies for addressing poor performance.



Learning Outline:

Assessing the Quality of Evidence & Addressing Concerns

This 3-hour session is designed for Practice Assessors (PA's) for Newly Qualified Social Workers (NQSW's) undertaking their initial post-qualifying year in practice.

The session outlines the requirements of Practice Assessors in terms of assessing the evidence provided by the NQSW for their portfolio / assessment process.

This course explores what to look for in terms of quality of evidence and also explores how to identify if there are concerns with an NQSW's progress and how to take these forward to improve practice or address any serious concerns around ability or suitability.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understand what constitutes good quality evidence of progress from both the NQSW and the Assessor including matching evidence to the assessment criteria.
- Confidence in assessing the progress of the NQSW against the stage of their post-qualifying journey and analysing what is a proportionate response to any concerns.
- The ability to raise and address concerns with NQSW's regarding any concerns regarding practice and a plan to address these.



Learning Outline:

Direct Obs, Gathering Feedback & Reporting Progress

This 3-hour session is designed for Practice Assessors (PA's) for Newly Qualified Social Workers (NQSW's) undertaking their initial post-qualifying year in practice.

The session outlines the requirements of Practice Assessors in terms of assessing the progress of their NQSW via observations of practice, written work, service user and professional feedback.

This course explores how to ensure the NQSW is developing as a well-rounded practitioner, able to work with their own team, other professionals, their primary service user and the service user's wider network. Assessors need to be able to undertake a holistic assessment process and triangulate the evidence and use this to support the NQSW in their learning journey.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understand what to look for when undertaking observations, how to record this and how to support the NQSW to draw learning from the experience.
- Understand how to gain meaningful feedback from the team, other professionals, service users and their families.
- Understand how to report progress against the NQSW's requirements and support them to identify their learning.

Learning Outline:

PEPS 2020



During 2019, a significant refresh of the Practice Educator Professional Standards (PEPS) was undertaken by BASW and a group of interested stakeholders across the field.

This refresh sought to draw on the learning from the previous iteration and sought to align them with both the PCF and the Practice Supervisor Knowledge and Skills statements published by the two chief social worker offices.

This bite-sized session is designed for practice educators and practice development educators to introduce and examine the refreshed framework and consider its application to current and future practice.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- To understand, explore and apply the PEPs 2020 standards into current PE practice.
- To engage in a critically reflective peer learning activity and apply this learning to own PE practice.
- To consider own development needs, strengths and skills and reflect on the adaptations needed to deliver the PE role via different delivery methods.

Learning Outline:

Professional Development & Reflective Supervision, Managing Expectations & Workloads



This 3-hour session is designed for Practice Assessors (PA's) for Newly Qualified Social Workers (NQSW's) undertaking their initial post-qualifying year in practice. The session outlines the basic requirements of the post qualifying programme for both the PA and the NQSW and explores how this can be achieved via managing the expectations of both the NQSW & the assessor, appropriate workload management and effective reflective supervision.

This course explores how to ensure the NQSW gets sufficient learning opportunities throughout the year to be able to manage a full & varied caseload at the 12 month point without being overloaded. The course also looks at the support NQSW's need to link policies, procedures & theory to their cases, and will explore how supervision underpins the assessment process against the KSS and PCF.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understand what the requirements are for the NQSW and the Assessor – including roles and responsibilities and links to the KSS & PCF assessment
- Understand the supervision & caseload requirements for NQSW's including the 90% guidance and progressing the nature and amount of work allocated over the course of the year.
- Understand the supervision requirements for NQSW's including exploring well-being, professional development & case reflection to improve practice underpinned by law & best practice.



Learning Outline:

Providing Practice Education in Challenging Times

It can be daunting for practice educators when they are faced with more remote and home-working and perhaps feel less able to provide onsite supervision or team/peer support; yet are facing complex decisions around both managing the safety of students and service users.

Most Practice Educators or ASYE Assessors are having to adapt their assessment methods to involve less face-to-face interventions whilst still providing sufficient learning opportunities and robust assessment and evidencing for students on placement.

This half-day workshop gives practice educators the opportunity to explore how they can be confident in their student's practice when working in challenging times, such as the recent pandemic.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Explore and reflect on the current/post pandemic impact on student learning and the practice educator role, including consideration of how placements and assessment can be sustained within the context of long-term social distancing, home or agile working.
- To explore safety issues in relation to responding to student anxieties and concerns in relation to engaging in learning opportunities with service users, children, families, and significant others.
- To consider own development needs, strengths and skills and reflect on the adaptations needed to deliver the PE role via different/digital delivery methods.
- To explore new and innovative ways of improving the student experience and maintaining robust assessment.



Learning Outline:

Wellbeing in the Workplace & Professional Leadership

This half-day session is designed for Practice Assessors (PA's) for Newly Qualified Social Workers (NQSW's) undertaking their initial post-qualifying year in practice. The session explores the importance of ensuring the well-being of NQSW's in the workplace recognising the unique pressures NQSW's may experience.

In addition this course explore the importance of modelling professional leadership and encouraging NQSW's to develop as independent and confident practitioners.

This training can be offered to assessors from across the UK, looking at transferrable principles rather than country specific requirements.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Consider the pressures that NQSW's may experience and the relevance of the power dynamics for NQSW's in seeking support.
- Explore how to model professional leadership.
- Explore how to encourage NQSW's to develop independent practice.
- Explore how to monitor and promote well-being, emotional intelligence and resilience.
- Provide opportunities for feedback and support outside of the supervision framework.
- Consider how Supervision can be utilised to support the development of the NQSW.



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Our Programmes:

NQSW / ASYE



Last Updated: September 2021





NQSW / ASYE: Contents

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 2. [Analysis into Assessment for NQSWs](#)
 3. [Culture, Diversity & Inclusion for NQSWs](#)
 4. [Emotional Intelligence & Professional Resilience for NQSWs](#)
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 8. [Recording with Care & Critical Reflection on Learning for NQSWs](#)
 9. [Working with Families who Struggle to Engage – An Overview for NQSWs](#)
 10. [An Introduction to Motivational Interviewing & Brief Solution Focused Therapy for NQSWs](#)
1. [Working Effectively with Children in Situations of Neglect – An Introduction for NQSWs](#)
 2. [An Introduction to Working Effectively with Alcohol & Substance Use for NQSWs](#)
 3. [An Introduction to Working with Personality Disorders for NQSWs](#)
 4. [If you can't find what you're looking for...](#)

Learning Outline:

Advanced Child Sexual Exploitation for NQSWs



This session is designed to support Social Workers undertaking their ASYE in Children's Social Care to feel confident in working with families where CSE is a factor. Some foundation knowledge has been assumed in order to focus on the deeper understanding, knowledge and skills needed to be able to work effectively with both young people and their parents/carers and supporting professionals.

The course will explore the current context for CSE across the UK, including learning from the cases such as Rotherham, Rochdale, Oxford and Telford and will refresh delegates' knowledge on grooming models, law and safeguarding responsibilities and links to areas such as attachment and trauma.

The course will explore all elements of supporting young people and their carers/families and support network where CSE is present including the process of criminal investigations and children who may have to give evidence in court.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Refreshed understanding of the Law, Learning from SCR's, Grooming Models and links to attachment and trauma theories.
- An understanding of why some children may be particularly vulnerable to CSE including children in the child protection system, in care and/or care leavers, children with disabilities and from BME backgrounds and how perpetrators utilise vulnerabilities to groom and silence children they target.
- An understanding of the risks associated with CSE including absence from education, missing episodes, gangs, substance use, financial and criminal exploitation – How to formulate a risk assessment and management plan and possible responses available to the police and social care.
- An understanding of the experience of children involved with CSE, how trauma may influence their responses and how to support children actively involved in CSE, with disclosures, exiting CSE, attending court and moving forward.
- Tools to support children/families/carers and professionals.

Learning Outline:

Analysis into Assessment for NQSWs



This one-day session, is designed to support Newly Qualified Social Workers to effectively incorporate meaningful analysis into all levels of assessment and review processes to ensure they are able to articulate clear evidence- based recommendations for the child / family, individual and/or carer.

The course will provide participants with practical tips for ensuring assessments are concise and easy to follow whilst still containing the necessary depth for complex decision making and support planning within the social care legislative and policy frameworks.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- A clear understanding and ability to articulate the needs of an individual, free from jargon and with a clear analysis regarding the implications of leaving needs unmet, the options for responding and how successful outcomes can be measured.
- The ability to effectively analyse information gathered during the assessment or review process to make appropriate decisions and inform both case management and support planning.
- The ability to use decision-making models and articulate the reasoning for recommendations, including considering legal responsibilities to children and vulnerable adults, assessment of risk, issues of capacity, consent, wishes & feelings and the available options for responding.
- The ability to articulate clearly, concisely and appropriately record information, understanding the difference between fact, professional opinion and being aware of bias.

Learning Outline:

Culture, Diversity & Inclusion for NQSWs



As Newly Qualified Social Workers – it can be daunting to manage diversity issues no matter what background the NQSW is from. Cultural sensitivity is more than recognising differences in race or religion, it involves recognising that we are all shaped by our experiences and are influenced by cultural norms and understanding. All our interactions and communications are interpreted via cultural filters, and it is an understanding of these and how they can impact on working in teams and groups that will be the focus of the day.

Diversity is about more than just difference; it is about the use of power within our society and structures, and how that power can prevent individuals and groups from accessing appropriate support and services.

This one-day course will consider culture and diversity issues within groups and teams and how our experiences are shaped by our own cultural filters. Participants will be supported to explore how we can apply a culturally sensitive approach and respond to diversity in practice in order to facilitate effective team working and improve outcomes for all citizens.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- To increase understanding and awareness in relation to working with and alongside individuals from different cultural and social groups and how these influence how we all experience and engage in professional interactions.
- To consider diversity as a power issue and how this might impact on health and social care practice and professional dynamics.
- To reflect on the cultural diversity within participants practice areas, and consider how this might impact on the individual, family and community and how they experience public services.
- To explore concepts of discrimination and oppression arising due to diversity issues. Including how organisational / professional cultures can impact on the experience of individuals working within and/or using public services.
- To have the confidence to whistle-blow if working within a culture where the NQSW experiences or witnesses discrimination.

Learning Outline:

Emotional Intelligence and Professional Resilience for NQSWs



Newly qualified Social Workers are particularly susceptible to work stresses as they become increasingly responsible for their own caseload, decision-making and professional practice, at a time where their caseload is increasing. This course explores emotional resilience and looks at how to manage organisational pressure, systemic issues and differences between professions in a safe and effective manner. This includes consideration of time management, supervision and professional and organisational processes.

Delegates will be supported to recognise when their own beliefs, values, experiences and emotions may be impacting on their practice and how to manage this with the use of good boundaries, critical reflection, self-management, peer support and supervision.

There will be the opportunity to recognise and accept the impact of the emotive nature of working with adults, children and families including how to utilise different techniques to assist them in terms of practicing in a safe, accountable and defensible manner and protecting their own well-being.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understand what is meant by emotional intelligence.
- Understand the importance of professional boundaries, how to develop, maintain and utilise them.
- Understand how to improve individual resilience skills to combat stress and anxiety.
- Have an increased ability to control emotions when making difficult decisions during periods of high demand.
- Be able to be realistically optimistic during periods of adversity and uncertainty.
- Know how to build strong supportive relationships with colleagues, families and clients.
- Have a better understanding of professional empathy.
- Be able to use resilience skills to deliver the right messages at the right time and feel confident in having difficult discussions.
- Be able to be appropriately flexible with the ability to be in control when faced with uncertainty.

Learning Outline:

Ethical Dilemmas, Legal Literacy, Reasoning & Expertise



Often Newly Qualified Social Workers have learnt each key piece of Social Work Legislation in turn, however in reality multiple pieces of legislation can apply to one situation, and these pieces of legislation can contradict each other. The use of different pieces of legislation can radically alter the impact on the life of the service user and this presents ethical dilemmas and highlights the power held by Social Workers in carrying out statutory interventions.

This session explores the complexity of legal interfaces, the ethical dilemmas this can raise and the role of the professional in managing and negotiating such issues, including managing power appropriately. This includes looking at issues of capacity, competence and consent, decision-making authorities such as PR and the impact of using different legislative options.

This session will utilise case examples and caselaw to demonstrate how these impact on Social Workers and then considers the transferrable skills needed to ensure NQSW's are able to negotiate these complexities in practice.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Interfaces between the Care Act, Mental Capacity Act, Mental Health Act and Children Act.
- An exploration of legal interfaces underpinned by the European Convention on Human Rights (ECHR) and considering this in the context of social care legal frameworks in operation across the UK nations.
- An increased awareness and confidence in practice in relation to the balance in legislation between rights, choice and empowerment and safeguarding and public protection.
- The ability to identify and consider the complexities involved in balancing principles of autonomy & protection.



Learning Outline:

Evidence Informed Decisions & Professional Judgement

This session explores how we intuitively and experientially make decisions and what influences decision-making as a foundation for understanding how to make decisions as a professionals.

This session builds on the previous sessions and pulls together skills of risk assessment and analysis as the means of informing evidence-based decision-making. This session supports the principles of defensible and accountable recording, including knowing when to seek guidance and supervision.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understand the factors in complex decision-making and ethical dilemmas in order to be able to apply this, in practice.
- Reflect on and identify multiple hypotheses in terms of risk and explain reasoning for the decisions they have reached and their recommendations (in relation to the KSS identified.)
- Use practice evidence and legislative frameworks as a foundation for increasingly complex judgements and decisions.
- Understand the importance of working in partnership with individuals, carers, parents, children and young people relate this to available tools in practice.
- Understand the concept of risk and risk management and be able to transfer this information into written formats such as assessments, reports and care plans.

Learning Outline:

Managing Unseen Risks for NQSWs



A particular anxiety for newly qualified frontline practitioners in the assessment of risk, particularly in the current challenging times, when there may be less options for face-to-face assessment, interventions and monitoring.

Whilst there are no easy answers to this dilemma, this workshop gives frontline practitioners in both Children and Adults settings some frameworks for conceptualising and assessing risks; ideas to consider for triangulating information effectively, an exploration of the implications of undertaking risk assessment without face-to-face contact and when and how direct assessments may still need to take place. This session is an opportunity for professionals to share ideas and experiences from their own practice and engage in valuable peer support

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Be able to identify possible (unseen) risks (e.g., neglect/abuse/emotional harm/restricted rights)
- Outline ways of conceptualising risk to help evaluate them and the options for managing them effectively.
- Explore the impact of our personal and professional values on how we view and respond to risk.
- Explore ways of assessing risk and triangulating information with reduced face to face contact.
- Be able to weigh up if face-to-face risk assessment is needed and options for triangulating this
- Explore strategies for monitoring and managing risks where contact is not possible.
- Explore the principles of positive risk-taking.
- Know how to seek support and/or escalate concerns.
- Know how to record risk in an accountable manner.

Learning Outline:

Recording with Care & Critical Reflection on Learning



Good record keeping serves many purposes and the frameworks of data protection, care management, and confidentiality are all areas in which participants need to be aware of.

This one-day session is designed to support Newly Qualified Social Workers to effectively document their practice and incorporate meaningful analysis into all levels of case note recording and review processes to ensure staff are able to articulate clear evidence-based recommendations for the individuals care-plan.

This Session also supports Newly Qualified Social Workers to be reflective in their practice and learning and to identify both their strengths and areas for development.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- How to write an appropriate length and depth the record.
- How to know what to include and if anything should ever be left out,
- How to record concisely, accurately and appropriately.
- How to capture hypothesis & analysis.
- How to record actions and recommendations.
- How to be accountable and defensible
- Lessons from Serious Case Reviews
- An opportunity to reflect on practice, strengths and areas for development.

Learning Outline:

Working with Families who Struggle to Engage – An Overview for NQSWs



This one day programme will explore some of the challenges involved in working with families where their behaviour is experienced by staff as difficult, potentially dangerous and evasive. This can be particularly challenging for Newly Qualified Social Workers, who may feel intimidated, stuck or struggling to know what strategies may help the family engage.

The day will explore the impact on practitioners of fear in these situations and support participants to think through strategies for effective engagement while ensuring children and young people are safeguarded and best interests are promoted.

The programme will support participants to recognise and understand different forms of uncooperative behaviours and to develop strategies to promote engagement and challenge disguised compliance where it occurs.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Understand why individuals and families can be challenging to work with.
- Understand the impact challenging individuals and families can have on safeguarding effectively.
- Understand the impact of professional values on managing challenging behaviour and vice versa.
- Be able to use techniques to work with Individuals & families where the behaviours feel challenging, evasive or dangerous.
- Know how to use the model of safe uncertainty when managing risk.
- Know how to assess and manage risk using a multi-agency approach.
- Know how to use supervision to keep yourself and service users safe.

Learning Outline:

An Introduction to Motivational Interviewing & Brief Solution Focused Therapy for NQSWs



This session is designed to support Newly Qualified Social Workers to feel better equipped to engage reluctant service users or family members in services by using communication techniques aimed at eliciting behaviour change that help clients to explore and resolve ambivalence.

This course aims to equip workers with the awareness of benefits of applying a solution focused approach.

Emphasising the three key aspects of:

- Individual abilities and strengths;
- Present and future; and
- Aspirations, achievements and successes.

Participants will learn how to apply BSFT techniques to help service users to identify and work towards positive goals and make the desired changes to their lives.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Increased understanding of motivation, motivational and solution focused approaches.
- Be able to apply the stages of change to behaviour and use this to guide interventions.
- Understand what is meant by resistance and how to work with it.
- Understand the role of the worker-client relationship in eliciting change and working towards goals.
- Understand how beliefs and values impact upon the worker-service user relationship
- Be able to support individuals to identify and implement their own solutions.
- Be able to support individuals to be able to find personal motivation to work with imposed expectations.
- Be able to use a range of tools to work with motivation and promote change.

Learning Outline:

Working Effectively with Children in Situations of Neglect – An Introduction for NQSWs



The impact of neglect can be far reaching for the child or young person, from developmental delay to exposure to child sexual exploitation or serious medical issues. An estimated 1 in 10 children experiencing neglect (Radford et al, 2011) and therefore it is vital that staff have are able to identify, intervene and safeguard children and young people where neglect may be an issue. Neglect is evident in a high proportion of SCR's and has often been left unaddressed for significant lengths of time.

Utilising DfE (2014), NSPCC (2015) Children's Society (2016) and Nice Guidance (2017), this one-day programme aims to support newly qualified social workers to develop the knowledge and skills needed to effectively assess and support children who may be living in situations of neglect.

Specific national or local neglect tools such as the graded care profile can be included on request.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- Be able to recognise the risk indicators and signs of neglect.
- Understand the impact of cumulative harm.
- Explore the concept of good enough parenting.
- Understand that normative developmental tasks are different for each child depending on the interaction between environmental and genetic factors and be able to assess if neglect is a relevant factor.
- Apply a range of helpful strategies and resources to support children and families where there are difficulties relating to neglectful parenting.
- An awareness of the risks attached to 'start again' syndrome and the ability to recognise and address drift and delay
- Understanding when strategies are not working, and escalation and alternative care needs to be considered.

Learning Outline:

An Introduction to Working Effectively with Alcohol & Substance Use for NQSWs



Substance and alcohol use are prevalent factors in many concerns regarding children's welfare. This training will improve delegates understanding of substance use and the potential impacts it may have on parenting capacity and children's welfare.

This one day course looks at improving delegates knowledge of substances, how to assess the impacts and risks and how to engage and offer intervention to families to reduce harm.

The course will briefly explore the impact of substance use on other factors such as domestic abuse, mental health, physical health and social functioning.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- An awareness of different types of substance use and their possible impacts on users.
- An awareness of how alcohol use may impact on users, including the difference between recreational, harmful and dependent use.
- The ability to assess the potential impact of substance and/or alcohol on parenting capacity.
- The ability to assess the potential impact of parental substance use and/or alcohol use on children at different ages and stages of development.
- The options available to support families to address substance/alcohol use.
- Strategies for supporting young people who are using substances or alcohol problematically.

Learning Outline:

An Introduction to Working with Personality Disorders for NQSWs



Individuals accessing adult social care and health services, with personality disorder characteristics and/or diagnoses, can present particular challenges for practitioners in adult teams.

It is also common for parents of children who have been identified as a child in need or at risk of significant harm to have a parent with a diagnosed or suspected personality disorder.

This one-day course will provide an introduction to the group of complex emotional and behavioural problems known as personality disorders and explore the related difficulties that accompany them. Participants will be encouraged to challenge their own assumptions and develop their knowledge and skills in working with this group. The course provides some simple tips for working with and supporting people with personality disorders to engage.

Learning Outcomes:

This course will provide participants with the following learning outcomes:

- An understanding of the causes and background to complex emotional and behavioural disorders and exploration of effective working with this group.
- Understanding of impact of childhood abuse and neglect on the development of emotional and behavioural regulation.
- An understanding of a range of effective interventions /effective management of dependent and destructive service user behaviour.
- An understanding of risk and responsibility, and the promotion of responsible agency support.
- An understanding of the importance of belongingness and the use of social learning.
- How to assess the risk they may present to self or others



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