



Adult Social Care

Progression Guidance for Social Workers

Version 3

Version: 3 FOI Status: Controlled	Derbyshire County Council Adult Social Care Progression Guidance for Social Workers	Originally Issued: 2014 V3 Issued: February 2024 Review due: February 2026 Author: Vanessa Ward/Amanda Davis
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If you would like to make any comments, amendments, additions etc. please email ASCH.AdultCare.Policy@derbyshire.gov.uk

Introduction

The Progression Scheme for Social Workers has been developed to attract and retain experienced employees.

For grade 11, the progression submission dates are: 15 January, 15 May, and 15 September each year.

Progression validation meetings will be held as soon as possible following submission, and once quality assurance arrangements have been completed.

Continuing Professional Development (CPD)

Continuing Professional Development (CPD) is the reflection and learning activity which social workers must undertake throughout their career to maintain and improve their practice.

By undertaking and recording CPD, social workers demonstrate to Social Work England and the public that they uphold the professional standards and continue to remain fit to practise.

Meeting the requirement for CPD is one element of maintaining social work registration with Social Work England.

The link below provides guidance on Social Work England requirements and expectations around CPD.

[Social Work England CPD Record](#)

It is the social worker's responsibility to ensure that their registration remains current, and to alert their manager of any changes.

Derbyshire County Council continues to reimburse social workers for the Social Work England fees, and guidance on the process can be found [here](#).

There is further guidance on CPD activities on [Connect](#) and registration and CPD on [Our Derbyshire](#)

Process for Progression for Social Workers from Grade 9

Qualified, registered social workers are eligible to progress from grade 9 to 10 when they have:

- Completed a minimum of 12 months in practice as a qualified, registered social worker (pro rata for part time colleagues).
- Completed and submitted their Assessed and Supported Year of Employment (ASYE) portfolio to Learning and Development team (see ASYE submission section for more details).
- Have received their line manager's recommendation that they are ready to progress to grade 10.

Assessed and Supported Year in Employment (ASYE) Submission

Skills for Care – The ASYE for Adult Services

It is the assessor **and** line manager's responsibility to read and sign off the ASYE's portfolio of evidence before submission. The relevant group manager should be aware of, and be satisfied with, the contents of the portfolio before submission.

ASYE portfolios should be submitted on 1st Friday in April, August, and December each year, electronically to the Learning and Development Team via the Derbyshire Learning Online (DLO) portal.

Following submission through DLO, portfolios will be quality assured by the Internal Quality Assurance Panel (IQAP) and the External Quality Assurance Panel (EQAP) using the guidance issued by Skills for Care:

Skills for Care Internal Moderation

Skills for Care External Moderation

It is essential that all portfolios are fully anonymised and observe confidentiality, by ensuring that all personal and identifiable information is removed prior to submission.

Once the "pass" recommendation has been quality assured and agreed, confirmation will be sent by email from the learning and development team to the social worker, service manager and group manager. At this point, the service manager will complete the payroll adjustment requesting pay progression from grade 9 to grade 10.

The Skills for Care portal will be updated via the learning and development team. Skills for Care will send the social worker an ASYE certificate which confirms their successful completion of the ASYE programme.

If there are any queries relating to this process, colleagues can contact the ASYE Co-ordinator based in the learning and development team.

Progression from Grade 9 to 10 Without Completion of ASYE

This will only happen in exceptional circumstances. For example, when a social worker is recruited externally and due to timings or organisational arrangements has not had the opportunity to participate in the ASYE programme.

Where a social worker has not completed ASYE, and wish to progress to grade 10 they will be asked to submit a portfolio of information which includes appropriate evidence of how they meet the Professional Capabilities Framework (PCF), the Knowledge and Skills Statement (KSS) and the Social Work England Professional Standards requirements via a completed Continuous Professional Development Record (CPD).

The portfolio must be signed by group manager and line manager to verify the information and confirm that they support pay progression to grade 10 prior to submission.

Portfolio submission dates are the first Friday in April, August, and December. Following the completion and submission of the portfolio, internal quality assurance (QA) will be completed by the learning and development team via a QA meeting. Once the “pass” recommendation has been quality assured and agreed, confirmation will be sent by email to the social worker, service manager and group manager.

If a Return to Social Work candidate is appointed to grade 9 on their return to practice, and does not undertake ASYE, they will follow the above process to progress to grade 10.

Derbyshire social workers are expected to achieve progression from grade 9 within a reasonable period of time. Failure to progress may lead to consideration under [performance capability procedures](#).

Process for Progression of Social Workers from Grade 10 to Grade 11

It is not expected that a social worker would be able to demonstrate sufficient consolidation of their practice and evidence of experience to move straight from grade 9 to grade 11.

In order to apply for progression from grade 10 to 11, social workers must provide evidence of consolidation and development of their practice whilst at grade 10, whilst also demonstrating their progress to the professional standards required of those of an experienced social worker (grade 11).

Discussions regarding progression to grade 11 can occur once the social worker has reached grade 10. These discussions should take place and be documented within supervision and Performance and Development Review (PDR) meetings and should be used to identify any required learning and how this can be enabled to support progression.

In order to meet the required standards, it is expected that social workers will be able to demonstrate a number of skills which may include, but not limited to, the following:

- Leadership.
- Safeguarding.
- Undertaking court work.
- Enabling the learning of others - this could include mentoring, practice education, contributing to improvements and CPD, supporting induction and shadowing opportunities, supporting students, apprentices, and Newly Qualified Social Workers (NQSW) on the ASYE programme.
- Mental Capacity Assessment (MCA) work.
- Managing situations of high risk and complexity, welfare dispute and/or complex dynamics within relationships, care, and support and/or funding arrangements.
- Contribution to service development.
- Completion of qualifications and practicing as an Approved Mental Health Professional (AMHP), Practice Educator (PE) and/or Best Interest Assessor (BIA).

For further guidance please see Appendix 2, Case Allocation Matrix

Where the social worker would not routinely have opportunities to meet these requirements, the PDR and supervision process should be utilised to identify shadowing opportunities within other teams.

Social workers will be required to complete an anonymised portfolio which demonstrates that they meet the [Social Work England Professional Standards](#), the [KSS](#), and the nine domains of the [PCF](#) at both the social worker and the experienced social worker levels. Please see appendix A for portfolio requirements.

Once complete, the service manager and group manager will check the portfolio. It is recommended that the portfolio is sent to the group manager no less than two weeks prior to the submission date.

For grade 11, the progression submission dates are: 15 January, 15 May, and 15 September each year.

Progression validation meetings will be held as soon as possible following submission, and once quality assurance arrangements have been completed.

The portfolio will be quality assured by the Principal Social Worker (PSW), Learning and Development and/or the Practice Standards and Quality Team. Once quality assurance is complete, a progression validation meeting will be arranged. This is not an interview. It is a discussion framed around a series of questions and is designed to give the social worker the opportunity to discuss the contents of their portfolio and celebrate their achievements.

The progression meeting will consist of the social worker, the PSW, and the group manager. The service manager is welcome to attend if the social worker wishes.

Approval for pay progression will be agreed by the PSW who will email the service manager. The service manager will be responsible for the SAP adjustment.

Derbyshire social workers are expected to achieve progression from grade 10 within a reasonable period of time. Failure to progress may lead to consideration under [performance capability procedures](#). HR advice should be sought if required.

Appendix 1 – Portfolio Checklist for Social Workers

- ☐ Copy of social work qualification certificate and Social Work England registration number.
- ☐ Payroll number.
- ☐ Evidence of completion of any further accredited learning, such as AMHP, BIA, PE training, if applicable.
- ☐ Two anonymised case examples which should offer reflection on how the social worker feels they have developed, and should clearly show how they have demonstrated the nine PCF domains, the KSS and the Social Work England Professional Standards.

If applicable, and completed within a six-month period, case studies written for other accredited learning can be used here.

Word count guidance: 1000 word per case study.

- ☐ One direct observation, completed within the last six months. This should include feedback from the adult.

This could be an observation associated with the AMHP or BIA training course. Template is available at [Direct observation pro forma social work progression from grade 10 to 11](#).

- ☐ A statement of how the social worker has contributed to enabling the learning of others.

Word count guidance: 500 words.

- ☐ A statement of how the social worker views their on-going professional development.

Word count guidance: 500 words.

Once complete, please email the portfolio to your Service Manager, Group Manager and the PSW.

The portfolio will be returned to, and stored by, the service manager in the social worker's HR file. The portfolio will also be sent to Learning and Development team and the quality team.

Appendix 2 – Case Allocation Matrix

Case Allocation

Decisions about the allocation of case work and specific tasks will be informed by information about complexity and risk and the necessary levels of knowledge, experience, qualifications, and responsibility required.

Social work roles, responsibilities, and grading links to the relevant JPP and

- Grade 9 NQSW PCF - Newly Qualified Social Worker (ASYE level) | www.basw.co.uk and [KSS.pdf \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)
- Grade 10 Social Worker with experience PCF - Social worker | www.basw.co.uk
- Grade 11 Experienced Social Worker PCF - Experienced social worker | www.basw.co.uk
- Grade 12 Advanced Social Worker Advanced social worker | BASW

Complexity

In many cases the level of a person's needs does not translate to a similar degree of complexity. Indeed, many of the most complex allocations are with people who are often more able but may be exposed to or present greater risks in the community.

Levels of complexity must be related to the risks involved and the implications if things go wrong:

- What is the type and nature of risk to the person, and/or their carers, to other individuals and/or the wider community?
- Is there any dispute or conflict present or imminent?
- How stable/unstable is the presenting situation?
- How unpredictable/unpredictable is the presenting situation?
- Does the allocation of the case to that worker grade reasonable and appropriate, based on all the available information?
- Have reasonable steps been taken to clarify information, obtain relevant advice and establish robust oversight/support?

Consideration should be given to other factors that might inform complexity such as the person's presenting need, family dynamics, and conflict or specific inter-agency issues that either are or have the potential to become intractable.

The consideration of complexity must be a dynamic judgement. Casework that initially appears to be low in complexity may ultimately prove to be much more complex.

Alternatively, other allocations may prove to be far less complex than as first presented.

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There is an expectation that all colleagues obtain advice and support from their senior practitioner/manager through supervision, team meetings, case reviews, audit, and peer group discussions.

If the practitioner has concerns between these formal discussions, this must be escalated immediately.

Any concerns raised, resulting outcomes or actions agreed must be recorded in supervision notes.

	Safeguarding	Mental Capacity	Funding	Risk Assessments	Assessment and Planning	Specialist Roles
Grade 11 SW	<p>Leading on enquiries. Unpredictable risk.</p> <p>Situation requires close monitoring.</p> <p>Welfare dispute</p>	<p>Court of Protection reports.</p> <p>Fluctuating mental capacity assessments.</p> <p>Person objects.</p> <p>Welfare dispute.</p> <p>Work alongside MDT including advocates and IMCA</p>	<p>High cost</p> <p>Unstable care and support arrangements.</p> <p>Person objects.</p> <p>Multiple funding streams.</p> <p>Contribute to MDT when conversations expected to be highly challenging or dispute present</p>	<p>Court Skills – Coroner, chronologies, and applications.</p> <p>Situation requires very close monitoring (daily)</p> <p>Unpredictable or imminent risk to life and limb</p>	<p>Unpredictable or imminent breakdown</p> <p>Welfare dispute</p> <p>Person objects to assessment but safeguarding risk present</p>	<p>NRPF – Human Rights Assessment.</p> <p>Specialist roles for example:</p> <p>BIA</p> <p>AMHP</p> <p>Prisons</p> <p>Sensory</p> <p>MARAC</p> <p>Mental Health Hospitals</p>
Grade 10 SW	<p>Leading on Enquiries predictable risk</p>	<p>Court of Protection reports.</p> <p>Mental capacity assessments.</p> <p>Work alongside MDT including advocates and IMCA.</p>	<p>High-cost, stable</p>	<p>Situation requires close monitoring (weekly)</p> <p>Completion of CAADA-DASH</p>	<p>Placement breakdown</p>	<p>Link Worker</p> <p>MARAC</p> <p>Prisons</p> <p>Sensory</p> <p>Mental Health Hospitals</p>

	Safeguarding	Mental Capacity	Funding	Risk Assessments	Assessment and Planning	Specialist Roles
Grade 9 SW (ASYE)	Contributing to enquiries. Predictable risk	Responsible for co-ordinating, completion, recording and communicating mental capacity where the person doesn't object and no welfare dispute present. Make referrals for advocacy / IMCA	Medium cost stable	Completion of CAADA DASH		Sensory Equipment necessary training to assess for and dispense low-level needs equipment and non-complex adaptations. Mental Health hospitals
Grade 8 SCP	Contributing to enquiries Predictable risk Undertaking safe and well visits, Reporting back and updating records.	Support with information gathering activities such as joint visits. Not responsible for co-ordinating, completion or authorisation of an MCA Make referrals for advocacy IMCA	Continuing Health Care: contribute to MDT assessment and care discussions	Contribute to but not accountable for risk assessment	Care Act assessment and support planning	Moving and Handling Assessments: These should only be assigned to those Social Care Practitioners who have had relevant technical training and it has been agreed as part of their primary role. Equipment provision Sensory

Approval and Authorisation History

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Name	Job Title	Date
Authored by Linda Clowes	Senior HR Consultant	2014
Approved by SMT	Senior Management Team	2014

Change History

Version	Date	Name	Reason
Version 1	2014	Linda Clowes	New Document
Version 2	March 2022	Vanessa Ward/ Linda Clowes	Reviewed and updated
Version 2a	April 2022	Vanessa Ward/ Linda Clowes	Minor update
Version 2b	April 2022	Vanessa Ward/ Linda Clowes	Minor update to email addresses
Version 3	January 2024	Vanessa Ward/ Amanda Davis	Reviewed and updated