



Family & Friends/Connected Foster Carers

Department of Education Training,
Support and Development Standards

Workbook

Working in partnership with:



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Introduction

Foster carers play an extremely important role, providing much needed support and security for often very vulnerable children, and enabling their successful transition into independent adult life. Fostering is a challenging role and requires skills and dedication

The Training, Support and Development (TSD) standards form part of a foster carer's induction in the role. They provide a national minimum benchmark that sets out what foster carers should know, understand and be able to do within the first 12-18 months after being approved

These standards were developed by the sector and were introduced in 2007 and apply to all approved foster carers in England

They form part of a national strategy, supported by the Department for Education, to raise the profile of foster carers as valued professionals and to improve and standardise service provision for looked after children.

All foster care providers are expected to engage with their foster carers to support them in achieving the TSD Standards. This ensures that the Standards are delivered in a way which allows carers to understand how the standards support them in their caring role, encouraging them to build on any areas for development identified in their assessment.

It is the government's view that all foster carers who are approved under the Fostering Services Regulations should complete the TSD Standards, which are designed to equip all foster carers with the skills and knowledge to provide high quality care to the children they look after. The TSD Standards are also now a requirement of the National Minimum Standards (Fostering)

Training Support and Development Standards

There are seven TSD standards:

Standard 1: Understand your role as a family and friends carer

Standard 2: Know how to provide a safe environment and healthy care

Standard 3: Know how to communicate effectively

Standard 4: Understand the development of children and young people

Standard 5: Keep children and young people safe from harm

Standard 6: Develop yourself

Foster carers must evidence that they have met **all** these standards, where these apply to the child(ren) they are caring for.

In each of the six standards there are a number of topics that you will need to know about.

Evidencing the Standards

This workbook has been developed to help you to evidence your TSD standards through a range of questions and activities. The activities below that you completed during your Skills to Foster training can be used as evidence.

No.	Activity	TSD Standards Covered
1	Typical Ages & Stages	4.1a 4.1b
2	What do Foster Carers Do?	1.1a, 1.1b 1.1c 1.1d 1.2a, 1.2b, 3.1a, 3.1b, 3.1c, 3.1d, 4.4a 4.4b 4.4c 4.5a & 4.5b
3	Being Someone	1.2a, 1.2b,
4	Something Precious	1.2b, 1.3b, 3.2b
5	Life Chances	1.2a, 2.4a
6	Case Study - Megan	1.1a 1.1b 1.1c 1.1d 3.1d 5.2a
7	Managing Contact - Case Study Barry & Mark	1.1a, 1.3b,3.1d 3.2a
8	You Should Be In My Shoes	1.1a, 3.2a
9	Case Study - Jamil & Ellie	2.4c 4.1a, 4.2a 4.2b 4.2c 5.2a, 5.3a.
10	Clear & Fuzzy	3.2b
11	Case Study - Naomi & Richard	3.2b 5.2b
12	Risky Business	
13	Case Study - Jessie & Tim	1.1a 1.1b, 1.1c 4.1, 4.2

Although the amount of evidence will vary with each outcome, it should be short and simple, use bullets points where appropriate. Essays are not required! The evidence box in the workbook is meant to be guidance and is not an indication of amount of evidence expected. In some cases, this may be reference to another document with a short accompanying paragraph or witness statement. Other outcomes may require a short

reflective piece of writing, giving an example of when a task was carried out or when an incident occurred.

The exemplars given below indicate the maximum amount.

Exemplar: Standard 4.2c Transitions

P has been in foster care for over 13 years and been placed with me for the past 4 years. She is now 19 years old and I have been helping her prepare for adulthood and independent living over the past few years. Some of the ways I have helped P include:

- Support with decision making and encouraging P to develop her own opinion.
- Teaching her basic recipes and cooking skills.
- Involving her in household chores and talking to her about safety in the home.
- Supporting and encouraging her to continue with her education.
- Helping her with financial planning and budgeting. These are just some of the ways

that we are helping P get ready for independence. As someone who has been brought up in foster care most of her life, she is uncomfortable and wary of new situations. This means she needs additional encouragement, support, love and patience until she feels able to deal with new situations.

There should be at least one piece of evidence per outcome. Please note: one piece of evidence can be used as the basis for a number of different outcomes. For example, in the exemplar below the evidence has been cited for Standard 5.5b. This evidence could also be used as the basis for Standard 2.4a, 4.4a and also for Standard 3.4b. TSD Standards for Foster Carers – Guidance 6

The guidance

The guidance explains what the Standards are and how you can show that you have met each Standard. Foster carers who have previous experience of working with children and young people can use their prior learning and experience as evidence to show that they can meet the Standards.

Experienced carers who may also be professionally qualified in health or care or any other similar field (e.g. care work, nursing, schools, youth work) or who have a relevant NVQ or level 3 Diploma units are still required to complete the Standards, as they are tailored to fostering. You can use your qualifications and experience as evidence against specific outcomes in the Standards.

To note: If you are undertaking the social care pathway and optional foster care units in the level 3 diploma working in the children and young people's workforce you should have completed the TSD standards before embarking on the optional foster care units.

Your supervising social worker or support worker will help you complete the Evidence Workbook and will sign off each Standard when you have provided sufficient evidence to meet the Standard.

At the end, a manager or the training officer in your fostering service will check to ensure that the Evidence Workbook has been completed satisfactorily, and will issue you with the Certificate of Successful Completion

Principles and values statement

The same principles and values underpin all the induction standards for staff and carers who work with children, young people and their families.

Principles

- ❖ The welfare of the child or young person is paramount.
- ❖ Carers contribute to children and young people's care, learning and development, and safeguarding. This is reflected in every aspect of practice and service provision.
- ❖ Carers support parents and families who are partners in the care, learning, development and safeguarding of their children, recognising they are the child or young person's first, and in most situations, their most enduring carers and educators.
- ❖ Carers are integral to the team supporting children and young people.

Values

- ❖ The needs, rights and views of the child or young person are at the centre of all practice and provision.
- ❖ Individuality, difference and diversity are valued and celebrated.
- ❖ Equality of opportunity and anti-discriminatory practice are actively promoted.
- ❖ Children and young people's health and well-being are actively promoted.
- ❖ Children and young people's personal and physical safety is safeguarded, whilst allowing for risk and challenge, as appropriate to the capabilities of the child or young person.
- ❖ Self-esteem and resilience are recognised as essential to every child and young person's development.
- ❖ Confidentiality and agreements about confidential information are respected as appropriate unless a child or young person's protection and well-being are at stake.
- ❖ Professional knowledge, skills and values are shared appropriately in order to enrich the experience of children and young people more widely.
- ❖ Social inclusion and advancement of children and young people are actively promoted as specified in the UN Convention on the Rights of the Child.

What to expect from Gateshead Fostering Service

We have a duty to arrange for you to learn about the different areas within the standards and to make sure that you know enough to meet the outcomes for each area. We will also provide you with learning opportunities and support through your supervising social worker and Workforce Development Adviser. Before you were approved, you will have attended the Skills to Foster course. You will be able to use the knowledge you gained from this training to help you complete this workbook. You will have been given a list showing which activities and handouts can be used for which standard.

As an approved foster carer you are required to complete several mandatory training courses which need to be repeated on a three yearly basis. This can be found in the Training Directory at <https://www.gateshead.gov.uk/article/10734/Foster-carer-training>

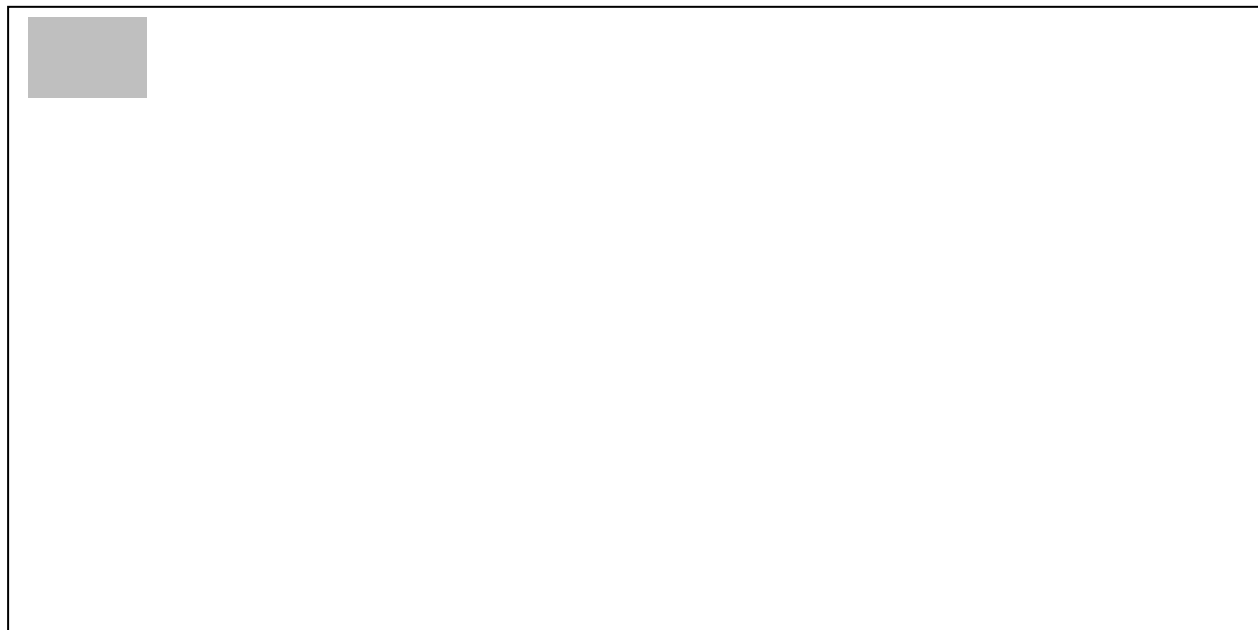
If you move and are approved as a foster carer in a new area after you have successfully completed the Training, Support and Development Standards, your new foster care provider will want to see your Certificate of Successful Completion. You may still need to undertake some further induction or training to familiarise you with your new fostering service, but you will not need to repeat the standards. Similarly, if you decide to take up a job working with children you will be able to use your Certificate of Successful Completion to indicate that you have met the Training, Support & Development Standards for Foster Care.

Standard 1: Understand Your Role as a Family and Friends Foster Carer

Summary: This standard sets out what you need to know about your role and responsibilities as a foster carer in relation to the law, Government policies and other professionals working with children and young people. You will be expected to know and understand the legislation, policies, values and procedures relevant to your work as a foster carer. You will be expected to know how to work well with colleagues in your fostering service and local authority and from other organisations involved in the care and education of the children and young people you foster. You will also be expected to understand the value of, and how to work with, families and carers.

1.1 Understand your role as a family and friends foster carer

1.1a Describe what you do as a foster carer for your child/young person.



Read the Principles and Values Statement on page 7 of this workbook.

Use a highlighter to indicate which principles and values you think are important in caring for children.

Why are these principles and values important to you?

Evidence:

Please detail the evidence you have used for this outcome below,

Principles and Values Statement from the TSD Standards Guidance

Supervisor sign off:

Date:

1.1b Describe what you must always inform your supervising social worker about and when e.g. child protection concerns

1.1c & d Explain how you work well with other important people in making plans for the child or young person in your care.

Evidence:

Please detail the evidence you have used for this outcome below.


Supervisor sign off:

Date:

1.2 Equality, inclusion and anti-discriminatory practice

1.2a Describe why it is important to help a child feel good about who they are?

1.2b Give an example of how you support the development of self-worth and challenge prejudice with the child/young person in your care.



Evidence:

Please detail the evidence you have used for this outcome below.

Supervisor sign off:

Date:

1.3 Policies and Procedures

1.3a Describe what you understand about being a family and friends foster carer and the importance of the safety and welfare of the child or young person in your care

Where can you find out about Gateshead Fostering Services Policies and Procedures?

Pick **two** of Gateshead's Fostering Services Policies, how do these policies support you in your role as a foster carer?

One

Two

Why is it important to follow the fostering services policies?

1.3b - Read the Fostering Services Confidentiality Policy within the Foster Carer Handbook.

What do you understand by the word 'confidentiality'? Why is confidentiality important?

1.3c List the people you are accountable to in your work as a foster carer?

Read and highlight the key points of the Whistle blowing policy set out in section 6.7 of the Foster Carer Handbook.

- 1) What are the main points of the Whistle blowing policy
- 2) If you were concerned about a child or young person's welfare or any instance of malpractice, negligence or unprofessional behaviour what would you do?

What would you do if you consider the practice of another person is unsafe or inappropriate?

What would you do if you had reported abuse or unsafe behaviour but no action was taken by the person you reported it to?

What would you do if you didn't receive a satisfactory response from another organisation or agency after reporting a child protection or welfare concern?

Evidence:

Please detail the evidence you have used for this outcome below.

Supervisor sign off:

Date:

Standard 2 – Understand Health and Safety and Healthy Care

Summary: This standard is about all the things you need to know to do your job as a foster carer safely, and not to put yourself, your family or the children and young people you look after in danger. It is also about providing 'healthy care'. You will be expected to understand health and safety laws and regulations as they apply to your role as well as the policies and procedures of your fostering service. You may be expected to undertake specialist training, for example, to help a child with a specific health need. You will be expected to demonstrate that you have an understanding of the health care needs of children and young people, how to promote healthy lifestyles, and what to do in case of accidents or illness. You will be expected to assess potential risks and understand how to manage challenging behaviour in line with the guidance provided by your fostering service.

2.1 Legislation, Policies and Procedures

2.1a Give an example of how you use health and safety legislation to protect the child or young person in your care.

Section 7.3 of Foster Carer Handbook. First Aid Training, Health and Safety Training

Supervisor Sign off:

Date:

2.1b What procedures must foster carers follow in respect of the health and safety of children and young people?

Look at the following sections in the handbook and briefly explain how you follow these policies when caring for children or young people you care for:

Section 6.3 Responding to Children and Young People Missing from Placement
Section 6.5 Internet Safe Use Policy Guidance:
Section 7.3 Health and Safety Guidance:
Section 7.4 Transporting Children and Young People:

First Aid Training, Health and Safety Training

Supervisor sign off:

Date:

2.2 Accommodation

2.2a How do you minimise the following hazards in your home:

Electrical:
Hazardous Substances:
Play Equipment:

Give two examples of potential fire hazards and how you can reduce the risk of fire:

1.
2.

2.2a

<p>How do you prevent the spread of infections in your household:</p>
<p>How should you dispose of infected waste (eg bodily fluids):</p>

Supervisor sign off:

Date:

2.2c How have you made sure everyone in the house knows what to do in case of fire?

On the grid below draw a diagram of your home detailing all of the fire exits:

A large grid consisting of 20 columns and 20 rows of small squares, intended for drawing a diagram of a home and detailing fire exits.

Health and Safety Training

2.2c How have you explained what to do in case of a fire to the members of your household:

Health and Safety Training

Evidence: Please detail the evidence you have used for this outcome below. This could be a reflective account and attendance certificate of training, or policy, procedures handouts you have used.

Health and Safety Training

Supervisor sign off:

Date:

2.3 Healthy Care and Medication

2.3a Describe the health needs of the child or young person you care for and where relevant, any procedures you must follow to meet the child's or young person's health needs.

For example, the child or young person may have asthma, a life limiting condition that could be compromised by exposure to infection or requires specific medical regime such as peg feeding. Or it may be general Health needs like registering at GP etc.

Evidence: Please detail the evidence you have used for this outcome below.

Healthy Care Training

Supervisor sign off:

Date:

2.3b How have you/do you encourage children and young people to maintain personal hygiene?

2.3c Explain what you would do in response to a medical emergency concerning the child or young person you care for?

Supervisor sign off:

Date:

2.4 Managing Risk, Personal Safety and Security

2.4a Give two examples of risks to children and young people (e.g. from their own behaviour, from the environment, from other people). What have you/can you do to reduce each risk? and appropriate action to reduce or manage the risks. E.g. stopping a toddler from touching a fire, ensuring online safety of an older child.

1. Risk



Method to reduce or manage



2. Risk



Method to reduce or manage



Evidence:

Please detail the evidence you have used for this outcome below

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Supervisor sign off:

Date:

2.4b Where this is relevant, describe an example of a situation where you or your family might be placed at risk. What could you do to reduce or manage the risks?

For example, this could include a risk to your safety from the child or young person you care for or an extended family member.

1. Risk

Method to reduce or manage

2. Risk

Method to reduce or manage

Evidence:

Please detail the evidence you have used for this outcome below.

Supervisor sign off:

Date:

2.4c - Give an example of challenging behaviour presented by a child or young person you care for.

Give two examples of how you can encourage positive behaviour.

1. _____

2. _____

Evidence:

Please detail the evidence you have used for this outcome below.

Supervisor sign off:

Date:

Standard 3: Know how to communicate effectively

Summary: This standard is about developing your communication skills for working with children, young people and their families, as well as with other professionals in your fostering service, and other organisations. These are fundamental skills for foster carers and are needed to achieve all the other standards. You will be expected to show that you know about communication, what helps and what hinders communication, and how to use it effectively.

You will be expected to know about and use different forms of communication. You will be expected to understand the importance of good record keeping and how you can make, use and keep records properly.

3.1 Encourage Communication

3.1a Explain how you listen to children and young people and how you know what they want and how they feel. What have you done in response to this?

How can you ensure that the child or young person in your care's wishes and feelings are taken into account?

Evidence:

Please detail the evidence you have used for this outcome below

Recording Skills Training

Supervisor sign off:


Date:

3.1b Give two examples of **difficulties** in communicating with children you have encountered:

1. _____

2. _____

How would you try to overcome this.



Give two examples of communication you have used:

1. _____

2. _____

Evidence:

Please detail the evidence you have used for this outcome below.

Supervisor sign off:

Date:

3.1c How do you encourage and empower children and young people to make their own decisions? Explain how you have helped children and young people contribute to planning.

Give an example of when you have encouraged/how you could encourage a child or young person to make their own decisions

Give an example of when you have encouraged/how you could discourage a child or young


Evidence:

Please detail the evidence you have used for this outcome below.

Supervisor sign off:

Date:

3.1d What is your role as a foster carer in arranging contact? What different contact arrangements might be made?



Explain your role as a foster carer in helping a child or young person maintain contact with their family and friends? Give a practical example of how you have done this if appropriate, using evidence from your daily recordings. Give details of the work that you do in relation to practical as well as emotional support.

What information should you pass on to parents and carers? What should happen to information that a child or young person might pass to you or your family?



Evidence:

Please detail the evidence you have used for this outcome below.

Supervisor sign off:

Date:

3.2 Principles of Keeping Good Records


3.2a Give an example of an agency (e.g. school, CAMHS) you have contact with. What was the purpose of your contact and how has it benefited the child or young person?.



3.2b Provide a copy of from your daily recording.



3.2c How do you ensure that children and young people have recorded memories of their stay?



Evidence:

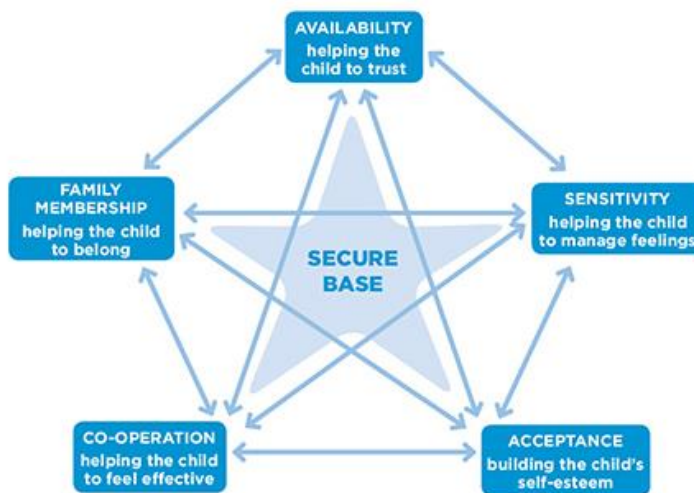
Please detail the evidence you have used for this outcome below:

You may have evidence of memory box or life story work.

Standard 4 – Understand the Development of Children and Young People

Summary: This standard sets out what you need to know about the development, behaviour and special needs of the children and young people you look after. You will be expected to show that you understand the stages of normal child development and how children develop attachments, and the impact of interrupted development, loss and separation. You will be expected to know how to help children develop 'resilience' and self-esteem and how to support them through changes in their lives. You will be expected to know how to help children achieve their full potential and promote their learning and development at different stages of their childhood. You will be expected to know how to promote positive sexual health and sexual identity. You will be expected to understand how to support children with disabilities and special educational needs.

The Secure Base model



4.1a

How children form attachments

What factors affect attachments?

How you can help children to overcome loss, trauma or abuse?

4.1b What are

1. The main stages of development
2. The difference between chronological age and stages of development

Give two examples of developmental needs of children or young people you look after.

1.

2.

4.1b Fill in the table below for a child or young person that you know

Chronological Age	Intellectual Age
Social Age	Emotional Age

Evidence:

Please detail the evidence you have used for this outcome below:

Attendance certificate and reflective account for one of the below training courses.

Practical Strategies to Deal with Behaviours We Find Challenging Training, Attachment Strategies: Safety in Relationships Training, Relationships Builds Brains Training.

Supervisor sign off:

Date:

4.2 Building Resilience and Supporting Children Through Change

4.2a Understand how foster carers can help children and young people develop 'resilience' and self-esteem.

What can you do, as a foster carer, to help children and young people increase their ability to overcome difficulties and develop a good self-esteem?



Think about your own life and the significant milestones that you have experienced. What helped you through these?



What significant milestones have you seen children and young people experience? Give examples of different responses to these milestones.

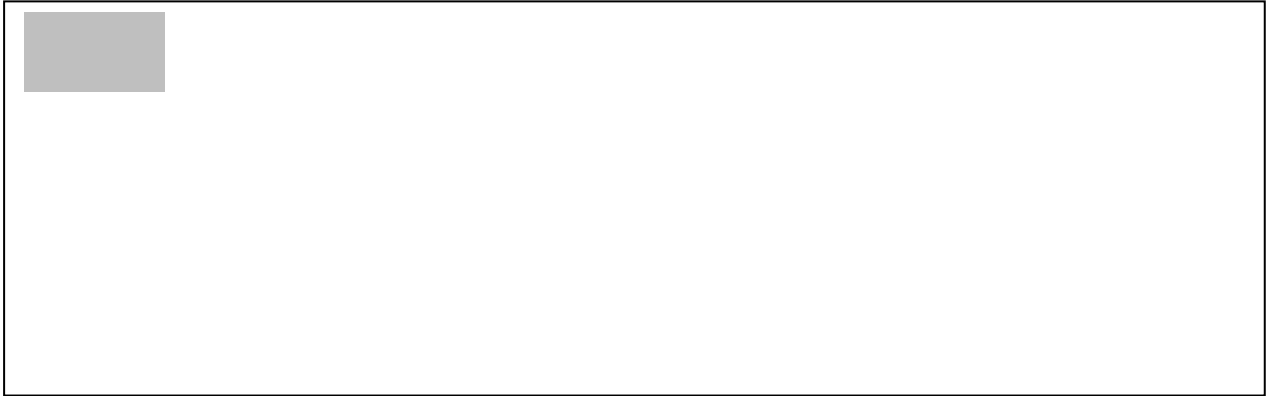
1. _____
2. _____
3. _____

4.2c Think of a child or young person you know who is going through a significant period in their life (e.g. starting a new school, separation from their birth family). What support will they need?



4.3c What helped you to prepare for adulthood and to live independently of your family?

How can you develop a child's/young person's life skills?



Give examples of specific help the children or young people you care for might need.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Evidence:

Please detail the evidence you have used for this outcome below:

Attendance Certificate and Reflective Account of Your Role in the Adoption Process, Transitions.Training

Supervisor sign off:

Date:

4.3 Supporting Play, Activities and Learning

4.3a How would you encourage children and young people to take part in activities:

1. At Home

2. Sporting and Outdoor Activities

3. With Friends

4. Out of School Activities

4.3b Explain how play, hobbies and interests are important to social and personal development and enjoyment of recreational activities.

Why are play, hobbies and interests important?

4.3c Explain the importance of adhering to appropriate routines for children and young people. How do routines benefit children and young people? What routines do you have in your household?

Evidence:

Please detail the evidence you have used for this outcome below:

Attendance certificate and reflective account of Relationships Builds Brains Training, Practical Strategies for Dealing with Behaviours We Find Difficult Training, Promoting Positive Behaviour Training.

Supervisor sign off:

Date:

4.4 Supporting Educational Potential

4.4a How have you encouraged children and young people to aspire?
How have you helped pre-school children with their learning and development?

Why might a child or young person in foster care struggle to succeed in education?

4.4b Make a list of resources and support available for young people who have left school.
How would you assist a young person to access further education or find employment?

4.4c What would you do if you felt that a child or young person's educational needs were not being met?

How have you worked with others to support a child or young person's education?

Evidence:

Please detail the evidence you have used for this outcome below:

Certificate of attendance and reflective accounts from the following training: Personal Education Plans PEPS, SEN Training, Learning and Attachment, Fostering Learning in Primary School Literacy or Numeracy session, Dyslexia Awareness Training or Speech, Language, Communication Needs Training

Supervisor sign off:

Date:

4.5 Promote Positive Sexual Health and Sexual Identity

4.5a What information and advice should be available to children and young people to promote their sexual health and when?

What is your role as a foster carer?

4.5b When help do children and young people need to develop their sexual identity in positive ways?

How would you respond to a child or young person telling you that he or she is gay/lesbian or bi-sexual or who was unsure of their sexual identity?

Evidence:

Please detail the evidence you have used for this outcome below:

Attendance Certificate and reflective account of Let's talk about Growing Up, Body Changes and Sexual Health Training

Supervisor sign off:

Date:

Standard 5 – Keep Children and Young People Away From Harm

Summary: This standard sets out what you need to know and do to keep children and young people safe and protect them from harm. You will be expected to show you understand the relevant laws, policies and local safeguarding arrangements to protect a child or young person from harm or abuse. You will be expected to show you understand how to recognise that a child or young person is being abused or neglected and what action you should take working alongside other agencies who have a child protection role. You will be expected to know what to do if you have concerns about a child or young person's welfare, instances of malpractice, negligence or unprofessional behaviour.

5.1 Legislation, Policies and Procedures

5.1 a Visit <https://www.gatesheadsafeguarding.org.uk/>

What are the procedures for protecting children in your area?

Describe your responsibilities as a foster carer for protecting and safeguarding children?

5.1b Describe how you understand the role of your supervising social worker and the child or young persons social worker in ensuring that children are safe, have effective care and grow up successfully

Evidence:

Provide a witness testimony from someone to back up the example you have given:

Attendance cert and reflective summary for Child Protection Awareness Training or The Impact of Neglect Training.

Supervisor sign off:

Date:

5.2 Keeping Children Safe and Young People Safe

5.2a What can you do as a foster carer to help these children feel safe in your home? What might you want to ask the social worker about the children coming into your care?

How could you create a 'safer' environment for fostered children and young people?

5.2b How can you help fostered children and young people keep themselves safe from harm or abuse?


5.2c List the local agencies involved in the Local Safeguarding Children Board?

Agency	Responsibility

Be aware of the safeguarding policy of the school, preschool group, club or other activity.

Getting a copy of the safeguarding policy from the school, pre-school group, club or other activity and using it as evidence in your portfolio.

Who is the designated member of staff at the school, pre -school group, club or other activity?



Evidence:

Please detail the evidence you have used for this outcome below:

--

Safeguarding Policy, Attendance certificate and reflective account for Child Protection Awareness

Supervisor sign off:

Date:

5.3 Recognising and Responding to Abuse

5.3a Give an example of how children and young people could be harmed by each of the following:

<ol style="list-style-type: none">1. Adults – 2. Other children/young people – 3. Individuals through the internet -
--

How can you reduce the risks from the internet and mobile phones?

--

5.3b Give the definition of two areas of abuse; Physical, Emotional, Sexual, Neglect

--

List the signs and indicators for the types of abuse you defined above

--

5.3c In what different ways children and young people might be bullied and what action would you take to stop or prevent bullying.

Section 7.10 of the Foster Carer Handbook

Evidence:

Please detail the evidence you have used for this outcome below:

Attendance certificate and reflective account for Impact of Neglect training

Supervisor sign off:

Date:

5.3d Read and highlight the key points of the Whistle blowing policy set out in section 6.7 of the Foster Carer Handbook.

- 1) What are the main points of the Whistle blowing policy
- 2) If you were concerned about a child or young person's welfare or any instance of malpractice, negligence of unprofessional behaviour what would you do?




What would you do if you consider the practice of another person is unsafe or inappropriate?



What would you do if you had reported abuse or unsafe behaviour but no action was taken by the person you reported it to?



What would you do if you didn't receive a satisfactory response from another organisation or agency after reporting a child protection or welfare concern?



Evidence:

Please detail the evidence you have used for this outcome below:

Attendance certificate and reflective account for Recording skills& disclosure training

Supervisor sign off:

Date:

Standard 6 – Develop Yourself

Summary: This standard is to help you make the most of the support and development opportunities that are available to you. This is important for developing your skills as a foster carer, for your own well-being, and to help you provide the highest standard of care. You will be encouraged to think about how fostering has affected you and your family, in particular the impact on your own sons and daughters. You will be expected to show that you know how to access and use information and supervision sessions, and use the support and supervision provided by your fostering service. You will be expected to show that you are committed to improving your practice as a foster carer through training opportunities and continuing professional development. You will be encouraged to think about how you can develop your career, either by remaining as a foster carer or through other career opportunities.

6.1 Using Support and Supervision to Develop your Role

6.1a Why is supervision necessary? What do you expect to gain from supervision?

How have you used supervision and support from your Supervising social Worker?

Why is your annual review necessary?

6.1b What training and support is available to foster carers?

Give an example of when you have asked for help.

Give an example of some advice you have been given as a carer

6.2 Personal Development

6.2a Why do you need to develop and improve your skills and knowledge?

How does your training improve your work?

Evidence:

Please detail the evidence you have used for this outcome below:

You may be able to prove this outcome by including extracts from your supervisions with your supervising social worker and evidence of your attendance at training.

Supervisor sign off:

Date: