

Prospective Foster Carer(s) Report (Form F) (Scotland)

Contents

1. **Guidance notes, including ethnicity guidelines and symbols used in drawing family trees and ecomaps**
2. **Section A**
Factual information about the application and the applicants
3. **Section B**
Qualitative information, evaluation and recommendation of the suitability of the applicants to foster
4. **Section C**
Other reports and supporting material
C1 Family tree
C2 Ecomap
C3 Chronology from birth to present
C4 Preparation of the applicant(s)
C5 Home study assessment
C6 Medical adviser summary of the health of the applicant(s)
C7 Summary of reports from the applicant's home local authorities over the last 10 years
C8 Other reports, if any
C9 Health and safety report
C10 The applicant's observations on the report
C11 Observations and comments of other people (adults and children) who live in the household
C12 Summary of information and evaluation of the significance of information from each referee
5. **Section D**
References, including statutory checks
6. **Section E**
Competency matrix
7. **Section F**
Personal professional development plan
8. **Section G**
Summary sheet for fostering panel

Prospective Foster Carer(s) Report (Form F) (Scotland)

Guidance notes, including ethnicity guidelines and symbols used in drawing family trees and ecomaps

Please read these notes before completing this report format for the first time. References to the 2009 Regulations are to the Looked After Children (Scotland) Regulations 2009, SSI 2009/210, as amended by the Looked After Children (Scotland) Amendment Regulations 2009, SSI 2009/290.

Introduction

This framework is intended to be used with applicants who are being assessed for their capacity to care for a child or young person in those situations where it is **not** intended that the child or young person becomes a permanent member of the family. It can therefore be used in the following circumstances: short breaks; respite care; emergency fostering; and task-centred, intermediate or temporary care. It could also be the basis for a kinship care assessment where such an arrangement is likely to be short-term.

Many agencies have designed their own formats for the assessment and preparation of kinship carers based on the work of the framework provided as an annex to the guidance on Looked After Children (Scotland) Regulations 2009 and the Adoption and Children (Scotland) Act 2007, available at <http://www.gov.scot/Publications/2010/06/01094202/0>. In those situations where applicants wish to offer care to a child or young person on a permanent basis, either through adoption or within the framework of a Permanence Order, then Form F (Adoption and Permanence) Scotland should be used.

The assessment report which is central to this Prospective Foster Carer(s) Report is a method of capturing the work that has been done with applicants to prepare them for the task of fostering, in order to convey to the fostering panel the essence of the applicants and their family. The assessment report is a means to an end and **not** an end in itself. It should reflect both the specific requirements of individual agencies and the general requirements of the 2009 Regulations and the National Care Standards.

Approaching the assessment

Both social workers new to family placement and experienced workers continue to grapple with the twin issues of the different approaches to the assessment task and how these establish who would make a “good” foster carer. What do applicants need to demonstrate before they are approved, and what can be added through ongoing training and support? Any report format such as this can only provide a vehicle for recording the information gathered during preparation, and for the assessment made as a result of agency processes. It is intended to be used flexibly and be informed by individual agency practice. The aim is therefore to provide a framework for presenting applicants to the fostering panel for approval, one that is consistent and will be familiar both within an agency and, if necessary, to other agencies across Scotland and in the UK as a whole. The format will ensure that all the information required by legislation, regulation and guidance is covered. The heart of the assessment is obviously much more complex than this. This report format provides sections and headings which reflect the key concerns and issues that should be addressed in an assessment. This will help in structuring and

Prospective Foster Carer(s) Report (Form F) (Scotland)

shaping the report. Within this, there is scope to use this format to focus on the major factors of each individual application, highlighting the skills and aptitudes brought to the task and also indicating to the agency those areas where further training or support is needed and the potential carer's starting point in providing a service.

Criteria for prospective carers

Each fostering agency will have its own general criteria for potential applicants, internal processes and procedures and materials for group preparation. Alongside these, it is useful to reflect, in the light of research and experience, on the principles, concepts and ideas about what agencies are looking for in potential new carers.

Some points to consider are detailed below.

1. One of the major shifts in the assessment of foster carers has been the introduction of the "competence" approach, focusing on the formulation of a set of skills or "competencies" for which evidence could be sought and recorded. Agencies vary as to how far they have embraced this approach. Practice ranges from a process based firmly on this approach, elements of a competence-based assessment incorporated into a more broadly based approach, or retention of a home study as the core of the process.

In Scotland, the work done by the Scottish Recruitment and Selection Consortium on safer recruitment and selection (published 2001), which included foster care, added to the debate. While it was not adopted as a model, it raised the useful idea of looking both at how applicants could demonstrate the skills they brought to fostering (termed their key capabilities) and also considering where these came from. This was based on talking to foster carers who were regarded as good at the task and identifying certain important qualities about them which could be evidenced in many areas of life. These included: tenacity; flexibility; interpersonal understanding; self-confidence; emotional awareness; and also achievement drive, service user orientation, planning and organising and working within role boundaries.

Some new applicants to foster may already have very obvious skills in working with children while others may have less relevant experiences. For the latter group, it is useful to have some clear ideas of fertile areas to explore that could evidence their potential to develop more specific fostering competence. This is often achieved through exploration of what made the applicants the people they are today, both their childhood and family experiences, and also other life and work experiences. This form assumes that a competence-based assessment does not preclude much of what has traditionally been covered in a home study, including reflection on each applicant's individual development and their key relationships.

2. The promotion of positive and secure attachments for children and young people is a key task in fostering. Some applicants may come forward offering short-term or time-limited care in the belief that such arrangements will not necessarily involve the establishment of significant relationships with children and young people, and as such they will avoid experiencing distress on separation. It is now recognised that children and young people who have been exposed to early adversity must

Prospective Foster Carer(s) Report (Form F) (Scotland)

experience reparative care which is based on the formation of close personal relationships, irrespective of the duration of the placement. Every interaction counts! The capacity to build and sustain relationships is therefore a key requirement for anyone coming forward as a foster carer, as is the ability to contain inevitable feelings of distress. Building such relationships also requires carers to demonstrate an understanding of a child's history and, in particular, their relationship with significant members of the birth family.

3. The concept of the applicant's pathway to fostering is a useful one. Each applicant's journey along that path will have started before she or he made that initial enquiry and will continue beyond his or her approval. It is the responsibility of the assessment process to explore the expectations of individuals and their families from the time they make an initial enquiry. This needs to be done alongside conveying the reality of the fostering task. Some applicants may start with very clear ideas of what they can and cannot offer, while others will have a much broader or generalised view. All need to understand the range of fostering services offered by their agency. This will help both themselves and their agency understand the best starting point for them in becoming foster carers and also where they fit into the other services surrounding children in care. It should also serve to identify potential areas of vulnerability to be considered when making placements.
4. The assessment framework directs workers and applicants to consider diversity. The term embraces diversity across many areas of life, including family structures, disability, sexuality, ethnicity, religion and culture. Fostering agencies are able to accept applications both from single applicants and from those in partnerships, including gay and lesbian couples. When assessing partnerships, the task for the assessing worker is to encourage applicants to reflect on the qualities of the relationship that make it work for both applicants, rather than making assumptions based on the legal basis of the partnership or the sexuality of the individuals concerned.

When responding to applicants from minority ethnic backgrounds or from people with a disability, agencies will need to be able to demonstrate that they have been well-informed and have not made assumptions or stereotyped the individuals concerned. A positive approach to diversity means not just accepting applications from a wider range of individuals, but also considering how applicants themselves have responded throughout their lives to "difference", as this is a crucial element of the fostering task.

In Scotland, attention has been drawn to the diverse needs of children in foster care, sometimes with a particular focus on children from black and minority ethnic groups or on the number of children in foster care with some level of disability or significant developmental delay. The assumption in this form is that all foster carers need to have an understanding of diversity issues. All children in foster care may feel uncomfortably different by a combination of how their birth family may have been viewed and also by public perceptions of children in foster care. For those who have an additional area of "difference", the expectation is not only that foster carers will be "accepting", but that they will also be prepared to extend their skills in positively promoting a child's identity and self-esteem.

Prospective Foster Carer(s) Report (Form F) (Scotland)

Completing Prospective Foster Carer(s) (Form F) (Scotland)

Once completed, this report form should cover all the information required in Scotland as laid out in Schedule 3 of the R2009 – 'Information as to prospective foster carer or kinship carer and other members of the household and family'. The assessment should also comply with the National Care Standards: foster care and family placement services, in particular Standards 5, 6, 7 and 12. The list of particulars to be gathered about prospective foster carers is diverse: some are obvious, factual details whilst some relate to the checks, medicals and references required to ensure the safety and welfare of children. Those such as para 9 of Schedule 3: 'Present capacity to care for the prospective foster carer's...own and other children...and ability to do so in this respect', and para 13: an analysis of the applicant's motivation in seeking to become a foster carer, are professional tasks which require specialist knowledge.

Completing an assessment requires the assessor to establish an effective working relationship with the applicants so that their anxieties and concerns may be managed. The assessor must also ensure sufficient recording of the discussions and subsequent assessment. At all times, the assessor must retain a focus on the needs of children and young people.

The structure of this form

The form is laid out in sections, as follows.

- **Section A**
Contains much of the factual information that the assessor would expect to obtain about the applicants, plus a summary profile of the applicants and the type of resource they are offering as foster carers at the time they are being considered for approval.
- **Section B**
The heart of the assessment, covering all the key areas addressed with the applicants throughout the assessment process and leading up to the analysis, evaluation and recommendation to the fostering panel.
- **Section C**
Contains a range of additional and supporting material together with the applicant's observations on the report.
- **Section D**
Brings together the information required to complete the necessary checks and the responses relating to statutory checks and references.
- **Section E**
Contains the Competence Matrix that summarises the evidence for the fostering competences that have been detailed in sections B, C and D.

Prospective Foster Carer(s) Report (Form F) (Scotland)

- **Section F**

Brings together any gaps in the applicant's competencies, experiences or training. It helps to define the professional development which is required by the applicant(s) in the next year before their first annual foster carer review. It also identifies the ways in which the agency will assist them in this development.

In addition, there is a summary sheet to accompany the presentation of the report to the fostering panel.

Clearly, by the time of the presentation of the report to the panel, all sections of the form must have been completed. However, it is not anticipated that it will be worked through section by section. While the information sought is either required by legislation or is based on knowledge and experience of the key issues in fostering, applicants may need time and explanations to understand why some very private and personal aspects of their lives may come under scrutiny. Equally, where the emphasis is on the competence approach, some applicants may be familiar with this type of approach already, while others may struggle to identify aspects of their lives to provide "evidence". The assessment process is most likely to be fruitful if it is based on an open, honest, professional relationship between social worker and applicant. Taking time at the outset to talk through and explain the process should help to reduce barriers to open communication and enable further detailed discussion of more sensitive or difficult aspects which otherwise might be perceived as bureaucratic. Applicants may find it helpful to have a general discussion about the framework at the beginning of the assessment process.

Generally, this form closely mirrors its companion, the Adoption and Permanence Form F. This is to facilitate updating in the event of approved foster carers wishing to be reassessed as adopters/permanent carers. The following notes on the different sections relate specifically to applications to foster.

Notes

Section A

This section starts by gathering together the basic factual information about both the applicants and the agency/workers compiling the report.

Summary pen picture: The initial purpose of the summary pen picture is to provide a context for those reading the assessment form. The applicants themselves may wish to write some or all of this. You may need to consider within your agency any further potential uses for this summary, such as a starting point for identifying placements or information to share with birth parents, placing social workers, children who are to be "placed" or children's panel members.

Type of resource: The choice of type of resource offered is in very broad terms which can be amplified in the space provided. There is an obvious overlap with the Adoption and Permanence Form F in relation to "permanent fostering". At present, the intention is that the adoption and permanence form will be used only in situations where the applicants wish to assume a full parenting role for the child and hope that the child will

Prospective Foster Carer(s) Report (Form F) (Scotland)

experience a real sense of belonging within the foster family. There are other children who may require foster care through to adulthood but for whom full integration within the foster family may not be appropriate, such as children who need family-based therapeutic care or teenagers who need a secure base until they reach independence. This Prospective Foster Carer(s) Report Form F should be used for applicants for this type of foster care.

It is important when completing this section to establish with applicants what their expectations are about the amount of time that children will stay within the family. Everyone has a slightly different interpretation of the meaning of “respite” or “short term”. It is anticipated that preparation groups will help applicants to appreciate the types of placements and uncertainties in planning and timescales.

The remainder of this “factual” section of the form is likely to require further discussion with applicants to explain the purpose of seeking information and address any anxieties raised.

Partnership status: This section reflects the implementation of the Regulations, which have no prohibitions about who may foster as a couple, and enable couples who are married, in a civil partnership or cohabiting to apply to be considered as foster carers.

Identity: Attached to these guidance notes is a framework adapted from one provided by the Commission for Racial Equality, which is now part of the Equality and Human Rights Commission, to standardise the identification of an individual's ethnic background. This may be used here, with more detailed discussion given in Section B.

Details of household: Information about family structure within the household and significant members who are 16 or over will be important both in planning the assessment process and also in preparing the applicants and their family and close friends for Disclosure Scotland checks. This is covered more fully in Section D but it is important that the assessing worker is clear from the outset about the agency's policy and procedures for completing the necessary checks and about which additional adults may be interviewed, so that he or she can explain the reasons for this to applicants.

Household finance: This is an area in which applicants will benefit from careful discussion about all aspects of both the information sought from them and also the range of financial support that the agency can offer. Applicants need to be aware of the importance of practical stability and security for children in foster care and the standard of care expected by the agency. Going into potentially more personal areas of financial management needs to be balanced by clear information about: any fees payable as well as allowances; availability of different specialist schemes and any requirements attached to these; the elements of risk, especially if an applicant gives up regular employment; and any other financial information particular to the agency.

Section B

The layout of this section allows social workers to build up the picture of the applicants under a range of headings. As well as looking at the separate areas in this section, workers should hold in mind the overall evaluation of what the applicants bring to the

Prospective Foster Carer(s) Report (Form F) (Scotland)

task. There are three broad aspects to consider: past experiences, current circumstances and potential capacity.

Please note that assessing social workers should not feel constrained by this framework – its intention is to provide prompts to address those areas identified as central to assessing capacity to foster.

Past experiences

- 1) For each applicant: what has made him or her the person that he or she is today; what has been the impact of his or her own individual past experiences; and from this, what creates stability and security in adult life which would enable him or her to become an effective and attuned foster carer?

Where a couple is applying, these areas should be covered separately with each individual.

Current circumstances

- 2) For all applicants: who is a part of their household and how does the household currently meet the needs of existing family members, including current lifestyle and exploration of adult relationships, support networks and local community?

Potential capacity

- 3) Looking ahead to the prospect of becoming foster carers, this includes: motivation; hopes and expectations; assessment of the applicant's capacity to embark on the fostering task; and the potential impact on their current family structure.

Evidence

This is obviously the main part of the **assessment** of the applicants as opposed to the recording of necessary information. The analysis, evaluation and summary of key factors required at the end of this section should logically underpin the recommendation from the assessing social worker to the fostering panel. It is important that statements made about carer's qualities, abilities, skills or competence throughout this section are evidenced by drawing upon particular relevant experiences and their way of recounting and reflecting on these experiences. This includes relating their experiences to the fostering task. Where agencies use the competence approach, the margin throughout this section should be used to note where the information explored adds to the body of evidence. The applicant's own contributions may be confirmed by the addition of the perspectives of other family members, referees or independent information about work or voluntary experience of caring for children. This can be cross-referenced to such additional material in Section C. Equally, the production of genograms and/or ecomaps may have proved a useful starting point for productive discussion, as may exercises during preparation groups, which can also be included in Section C. The intention of this form is that all the evidence is included within it, and there should be no need for a separate portfolio.

It is recommended that as social workers complete Section B, they note where information evidences a competence or skill and also add this to the competence matrix in Section E. Reviewing this before the completion of the assessment should highlight any areas that require further exploration prior to presentation of the report to the panel,

Prospective Foster Carer(s) Report (Form F) (Scotland)

for example, in talking to referees or other family members or suggesting relevant activities.

Other notes

The first group of questions to explore should be completed for each individual applicant; where the application is from a couple, they should be recorded as applicant one and two. This may also identify areas of similarity or differences in their experiences during their formative years, which will be valuable in considering caring for a child with his or her own individual background and history. Clearly, for most applicants, this will focus on their experience of being parented, but should also open up areas for the later part of this section, about the influence of other people who had a caring or other important role in their childhood development. Information about any earlier experiences of loss, hurt, separation, illness, rejection or abuse to themselves or others in their childhood network are likely to be key both to understanding particular qualities which individuals may be able to offer, and also their points of vulnerability. It will be part of the assessment task not only to evaluate any such events in the past but also to be clear with applicants about their relevance now. A useful question is about the applicant's individual views on the influence of their childhood experiences on their adult personality. Equally, aspects such as identity formation are very pertinent to prospective foster carers, who may have approached the agency with a wish to provide "good parenting", including welcoming a child fully into their family network, and who need to examine how foster care may differ from parenting their own children, as well as finding a positive place for a child's own birth parents.

In response to current developments in Scotland such as GIRFEC – 'Getting it right for every child', available at www.scotland.gov.uk/Topics/People/Young-People/childrenservices/girfec – and 'We can and must do better', available at <http://www.gov.scot/Publications/2007/01/15084446/0> – attitudes to areas such as health, education, leisure and employment are growing in importance, as part of the challenge created by the poor outcomes experienced by so many children who become looked after by their local authority.

The next group of questions moves the assessment on to the applicant's current lifestyle and relationships, examining in more detail both the immediate environment and care they could provide for a child and also the part which may be played by the wider community and local support services. At this point, it is helpful for an agency to articulate ideas about the sort of approaches and relationships which may enable applicants to demonstrate the main competencies which are expected of foster carers: 'for children'; 'providing a safe and nurturing environment'; 'working as part of a team'; and 'own development' (see Section E).

Consideration also needs to be given to the applicant's capacity for:

- making and sustaining close relationships;
- emotional openness;
- reflectiveness or "psychological mindedness";
- making sense, in a helpful and open way, of earlier losses or traumatic experiences.

Prospective Foster Carer(s) Report (Form F) (Scotland)

These qualities can be expected to be demonstrated in areas such as the applicant's experience of relationships, the depth and quality of their social network, and their approach and attitudes to the application.

Forming a judgement about these issues is a highly skilled task and will require training, ongoing supervision and constant updating from relevant literature and research findings.

The final group of questions in this section relate specifically to the applicant's understanding of the fostering task and should reflect their development throughout the preparation and home study period. It is useful to record here the expectations of applicants when they made their initial enquiry and reflect with them about how their understanding has grown to the point where their application is being presented to the fostering panel. Questions such as 'Why now?' and 'Who within this family will be most affected by fostering?' are useful. Asking the applicants about different family members will add depth, as will information about the experience of fostering within the wider family network.

Information about any previous applications to foster, adopt or care for other people's children is both a safeguard and may also reveal positive interest and prior knowledge of what is involved. This information is also required by the 2009 Regulations.

Particular attention should be paid to the views of other members of the applicant's household, especially if they have children. In Section C, there is provision for recording the observations and comments of these other people (C11). While this is positioned in the report along with other third party information which may be given in confidence, clearly it is vital that any fears or concerns expressed by children or other close family members or friends are fully addressed and that, wherever possible, they are supported in discussing these with the applicants. Many agencies have developed imaginative ways of including the children of applicants in the assessment and this should be reflected both in Section B and supporting material added to Section C. There is ample information about children needing foster care and their likely behaviours; can the applicants both put themselves in the child's shoes and also recognise how fostering may impact on their own children and affect their current family functioning?

Understanding diversity as it relates to the fostering task covers ethnicity, sexuality, gender, religion and disability, among other considerations. Foster carers should be able to demonstrate a flexible, inclusive and open perspective. At different stages, they will need to advocate on behalf of children in their care and at times challenge discrimination from whatever source. This may relate to a specific issue for a child or more generalised views of disadvantaged or "looked after" children.

Different children and different types of fostering often require different levels of contact with birth family members and all that this entails. Exploring how applicants can foresee themselves managing this is one of the central areas in fostering, as carers strive to meet the needs as specified in a child's care plan and/or as a condition made by the children's hearing, while not making unrealistic demands of themselves and their family. The assessing worker must also be clear from the start about both expectations of the carer's part in facilitating contact and also what safeguards can be put in place.

Prospective Foster Carer(s) Report (Form F) (Scotland)

The culmination of this section is the analysis, evaluation and summary leading to the recommendation to the fostering panel. This task is the primary responsibility of the assessing social worker. It is not sufficient to lay information in front of panels, but rather to submit a considered evaluation as to the applicant's suitability to foster. This will, of course, be easier if the assessor has noted what competences and/or standards have been evidenced throughout the descriptive report.

This section must be signed and dated by the assessing worker and signed off by the assessing worker's manager in time for the report to be shared with the applicants and their signatures and comments obtained for inclusion in Section C.

Section C

This section lists 12 possible items for inclusion. Individual agencies or workers may wish to add additional items that they find particularly valuable in contributing to the assessment process, such as a family policy for safe caring or material from a preparation task.

C1–3: The first three items (C1–3: family tree, ecomap and chronology from birth) are well established tools for opening up discussion on the significance of people and events in applicants' lives. The key factors emerging from this supporting material should either be incorporated within the relevant parts of Section B or attached here as written comments. The chronology has an added purpose in helping to ensure the safety of children as any gaps or inconsistencies will be identified sufficiently early in the process to inform the need for any additional checks or questions for referees, former employers or former partners.

Where the information about an applicant's personal history is largely self-reported, and especially if it includes episodes in their lives involving relationship difficulties, employment changes and moves of house or locality where the reasons for this are unclear, it is important that the information received from the applicant is verified by other reliable sources.

Disclosure Scotland checks will not cover any periods living abroad. In these cases, it will be up to the agency to decide in individual circumstances what is necessary or feasible for checks about such periods, and to record the conclusions in the report.

The chronology has been divided into three tables to aid clarity about what needs to be provided.

C4: this addresses the preparation of the applicants. It should include information about the preparation material used, for example, 'Skills to foster', and efforts should be made to ensure that panel members are familiar with this. Applicants should be clear about whether their participation in group preparation is recorded as part of their assessment and any formats used for this should be attached to this report. Otherwise, it is good practice for the group preparation trainers to meet with the applicant(s) and their assessing worker at the end of the course to discuss everyone's views of the principal areas of learning during preparation, and to identify further areas to address.

Prospective Foster Carer(s) Report (Form F) (Scotland)

C5: this details the home study element of the process, especially the number of times that the applicants, any children living at home and other adults within the household were seen by the social worker. Adult children who have left home and other members of the extended family or close friends who may play a part in the proposed fostering should also be included here. This section should summarise who was involved and how. The conclusions from this should be detailed in the assessment in Section B.

C6 and C7: these provide both the medical adviser's summary on the applicants and also any information from the applicant's home local authorities over the last 10 years. Further details necessary for obtaining this information are brought together in Section D. Any issues raised by this information should have been addressed fully in section B. The summaries should alert panel members to any concerns and identify the source of the information.

C8: this should similarly identify any additional reports made available to the assessing worker, such as information from any other agency for whom the applicants have provided a service in caring for children. This includes, for example, other fostering agencies, childminding and/or nanny services.

All of these reports and information, plus the agency health and safety report **C9** should be shared with the applicants along with the completed assessment report in Section B to enable the applicants to complete **C10**, the applicant's observations on the report. Ample time should be given to the applicant(s) to read these and add any comments, observations or requests for corrections, in order for the report to be signed before its presentation to the panel.

The other two elements of Section C – **C11 and C12** – provide space to record the observations and views of other people in the household and references that may have been given in confidence. Information given in confidence should not be shared with applicants. Third party information given with no restriction can be shared.

Where concerns have been raised by third parties, information should be included here about: how these were addressed with the applicants, including any consultation with managers; the conclusions of the assessing worker about any allegations and the source of these; the relevance of any potentially negative comments within the overall assessment; and a clear statement for the panel about confidentiality issues.

Section D

This is a comprehensive list of references and statutory checks that can be used in any family assessment, and the information which is required to obtain and carry them out. Schedule 3 of the Looked After Children (Scotland) Regulations 2009 merely states that the information gathered should include references from third parties about an applicant's character and suitability to be a foster carer. In the past, the practice was that an agency obtain two personal references, at least one of whom was not a relative. However, agency practice now frequently expects both a wider range of referees and also that most, if not all, are interviewed. Agencies can choose which of the extra non-statutory references they might decide to require of prospective foster carers and provision is made for this in Section D.

Prospective Foster Carer(s) Report (Form F) (Scotland)

The circumstances as described by the applicants may be supplemented by information from other referees or family and friends. Where there are two applicants, attention may need to be paid to the balance of references between those who have long-term knowledge of one or other applicant as an individual and those who know them as partners. While friends who have many years' knowledge of the applicants may be especially valuable, if the applicants have moved recently it will also be important to ascertain if they have established new social networks.

Agencies should have in place clear policies about the following: checks with previous employers; contacts with previous partners; and contact with adult children living away from the family. Good practice would be to interview or seek a reference from a previous partner. In a situation where a relationship was acrimonious or parents have become estranged from children, it will be important to seek a perspective on this from referees. It will also be important to record the discussion within an agency about the significance of such references and what conclusions have been reached. Agency guidelines should also set out the extent to which agencies should go to contact former partners or estranged children, i.e. how much tracing they are required to attempt.

The remainder of the information in this section should be familiar to workers who carry out foster carer assessments and the associated statutory checks. The area where individual agency procedures and practice may vary relates to verification of household income. This should be in the wider context of discussion with applicants about financial matters, and of agency requirements in relation to income confirmation.

Section E

The competency table summarises at a glance the competencies that the prospective carers have satisfied and highlights areas for future development. The two columns provide a framework for noting: in the first column, whether the applicant(s) have fully, partly or not yet evidenced each of the elements within the four main areas of competency; and in the second column, where within the report this information can be found. This will be mainly within the main assessment in Section B or as part of the supporting material and references in Sections C and D.

Agencies may wish to include provision for signing off the competence matrix and space for the assessing worker's supervisor to add comments on the evidence offered.

Section F

This section has two main components.

- 1) A summary of any specific identified areas for development arising out of the assessment and/or the competence matrix.
- 2) A post-approval training programme.

This is intended to set a framework for the development and support of new foster carers during their first year of fostering. A review of this development plan should be presented to the fostering panel at the first annual foster carer review.

Where a foster carer who has been assessed by a Scottish agency is used by an English agency, it will be useful to be aware of the expectation that in England all fostering services will be implementing the training and development standards

Prospective Foster Carer(s) Report (Form F) (Scotland)

established by the Children's Workforce Development Council. These set out seven standards that foster carers should work towards attaining during their first year. This has been omitted from this form as it is not a requirement in Scotland. Further information is available at www.cwdcouncil.org.uk/foster-care.

Once you have completed the whole form, please check that you and your team manager have signed and dated the end of Section B and that the applicants have signed, dated and added any observations on the report in C11.

Section G

The first part of the summary sheet for the fostering panel to accompany the report should now be completed. This provides space for panel members to prepare for the panel discussion and to note both the strengths of the application emerging from the report and issues they wish to discuss further.

SAMPLE

Prospective Foster Carer(s) Report (Form F) (Scotland)

Identifying an individual's ethnic group

These categories are **adapted** from the Commission for Racial Equality's (now the Equalities and Human Rights Commission) recommended template for identifying an individual's ethnic group. In completing the prospective foster carer's form, it is recommended that these categories be used for any individual subject to the report where their ethnic identity needs to be stated.

To use these categories, first choose one section from A to E, and then choose the most appropriate term from within that section to identify the individual's ethnic group. If the applicant(s) cannot identify themselves from the five groups below, they should use their own preferred way of identifying their ethnic group.

Although these categories allow for some standardisation to be established in completing the report, they have the disadvantage of conflating what are often very specific issues about ethnic identity and origin. Where this is relevant, these issues should be identified and explored in Section B of the report.

A **WHITE**

British
specify) English Scottish Welsh Other British (*please*

Irish Any other white background (*please specify*)

B **MIXED**

White and Black Caribbean White and Black African White and Asian

Any other mixed background (*please specify*)

C **ASIAN**

Asian British Asian English Asian Scottish Asian Welsh

Indian Pakistani Bangladeshi Chinese

Any other Asian background (*please specify*)

D **BLACK**

Black British Black English Black Scottish Black Welsh

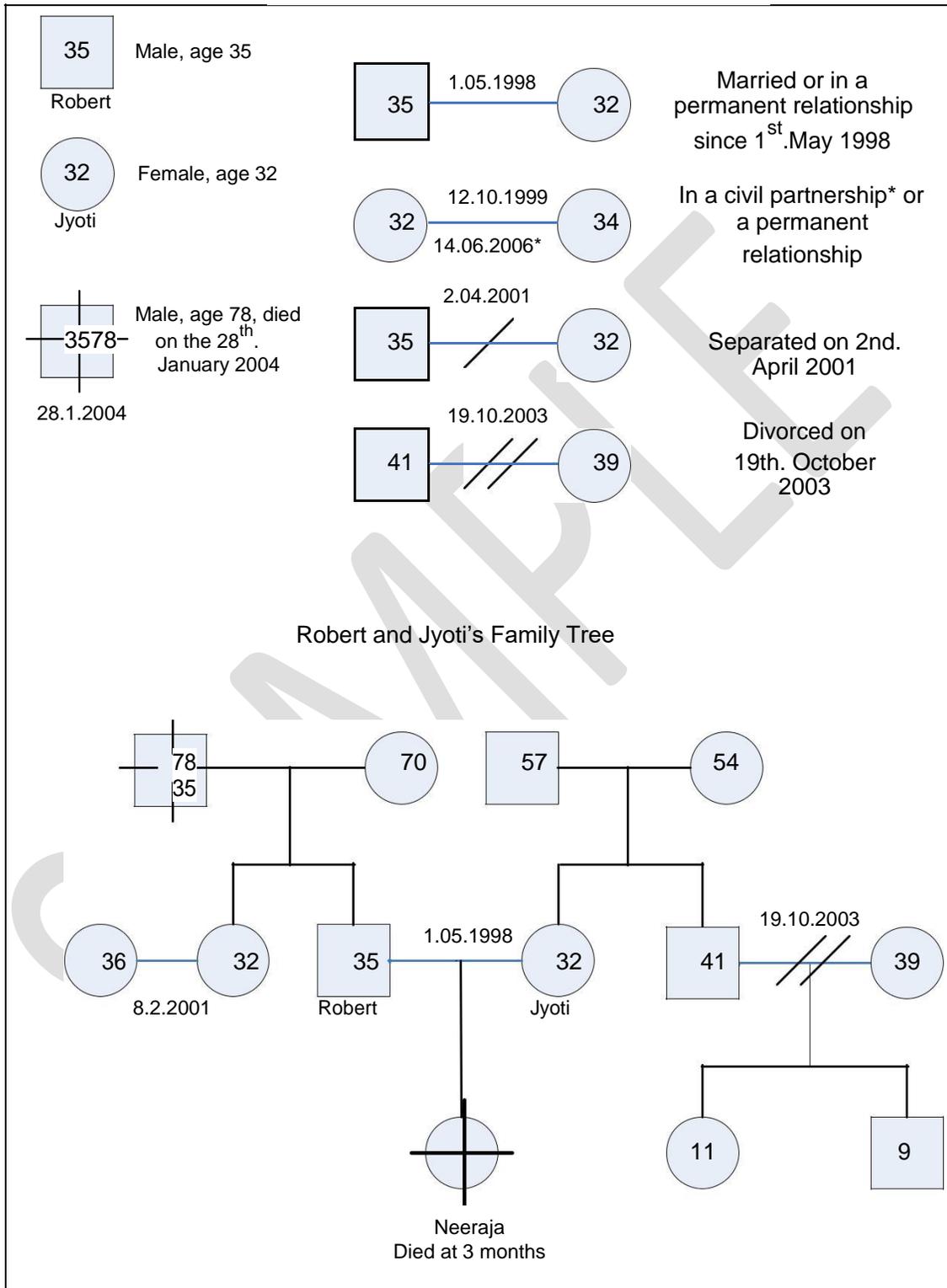
Caribbean African Any other Black background (*please specify*)

E **OTHER**

Any other background (*please specify*)

Prospective Foster Carer(s) Report (Form F) (Scotland)

Exemplar for family tree symbols



Prospective Foster Carer(s) Report (Form F) (Scotland)

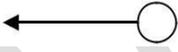
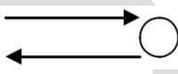
Drawing an ecomap

An ecomap is used to represent in a picture format the applicant(s), their immediate family and the connections that they have with their community. These connections can be drawn in such a way as to indicate the quality of these connections and the energy that makes up these connections. Used in conjunction with a family tree, ecomaps contain a large amount of information about an individual's relationships and social networks on just two pages.

Ecomaps are drawn by placing the family household at the centre of the drawing and then enclosing this in a circle. The symbols identified previously on drawing family trees should be used to do this.

Individuals then identify the people with whom they have relationships outside of the household; this should include groups or organisations in the community that are of significance. These should be defined in a broad way so that individuals or groups not in the immediate geographical vicinity can be shown if they are significant.

Connections should then be made between individuals in the household and individuals, groups and organisations using the following lines.

	A strong connection
	A tenuous connection
	A stressful connection
	A flow of energy away from a female in the household
	A flow of energy towards a female in the household
	A flow of energy towards and away from the same source

Prospective Foster Carer(s) Report (Form F) (Scotland)

Section A

Agency reference number	
-------------------------	--

Details of agency completing the assessment

Name of agency			
Address			
Postcode			
Telephone		Fax	
Name of social worker		Name of team manager	
Telephone		Telephone	
Minicom		Minicom	
Fax		Fax	
Email		Email	
Date application accepted		Date Form F completed/updated	

Applicant 1

Family name			
Previous name			
Forename(s)			
Other "known by" names			
Date of birth		Age	
Place of birth			

Applicant 2

Family name			
Previous name			
Forename(s)			
Other "known by" names			
Date of birth		Age	
Place of birth			

Home address			
Town		Length of time at this address	
Is this the applicant's permanent place of residence?			
Give details			
Name of home local authority			

Prospective Foster Carer(s) Report (Form F) (Scotland)

Section A

Summary pen picture of the applicant(s) and their plan to foster (not more than 300 words)
Type of resource offered
Additional comments and terms of approval being recommended (please specify)

Is this report written in relation to the suitability of the applicant(s) to foster a child or children already identified or placed? Yes / No

Note – it may be more likely that the adoption/permanence Form F will be more suited to this task.

If yes

Child/ren's full name(s)	Date(s) of birth	Relationship to the applicant(s)

Partnership status

	Applicant 1	Applicant 2
If the applicant is married, give date and place of marriage		

Prospective Foster Carer(s) Report (Form F) (Scotland)

Section A

	Applicant 1	Applicant 2
If the applicant has a registered civil partnership, give date and place of registration		
If the applicant is living with a partner, date on which the applicants set up a household together		
If the applicant is separated or divorced or has dissolved a civil partnership, give date and name of partner		
If the applicant had previously set up a household with a partner, give date when this ended and name of partner		

Identity

	Applicant 1	Applicant 2
Sex		
Nationality		
Ethnic origin		
Primary language spoken in the home		
Other language(s) spoken in the home		
Religion or faith group		
Practising or non-practising		
Is the applicant registered as disabled?		

Occupation or profession

	Applicant 1	Applicant 2
Current occupation (if any)		
Current employer (if any)		
Date started		
Current hours of work		
Proposed hours of work following placement of child		

Prospective Foster Carer(s) Report (Form F) (Scotland)

Section A

Who else lives in the household?

Children under 18

Family name	Forename(s)	Sex M/F	Date of birth	Ethnic descent	Relationship to applicant(s)	Current school	Were they interviewed?

Adults (including grown-up children) living in the household

Family name	Forename(s)	Sex M/F	Date of birth	Ethnic descent	Relationship to applicant(s)	Education/ Employment	Were they interviewed?

Are there other adults (not in the household) who may have responsibility on a regular basis for the care of any child/ren placed?

**indicates that they are subject to a Disclosure Scotland check*

Family name	Forename(s)	Sex M/F	Date of birth	Ethnic descent	Relationship to applicant(s)	Were they interviewed?

Are there children (under 18) from a current or previous partnership living elsewhere? Where a child has died, their details should be recorded here

Family name	Forename(s)	Sex M/F	Date of birth/ death	Ethnic descent	Relationship to applicant	Were they interviewed?

Prospective Foster Carer(s) Report (Form F) (Scotland)

Section A

Does the applicant have adult children living elsewhere? Where a person has died, the details should be recorded here

Family name	Forename(s)	Sex M/F	Date of birth/death	Ethnic descent	Relationship to applicant	Were they interviewed?

Does the applicant(s) hold a valid driving licence?

Applicant 1	Applicant 2
Date seen	

Does the applicant(s) have regular use of a car?

Applicant 1	Applicant 2

Pets

Are there any animals in the household? Please give species, number and age.
Has a pet questionnaire been completed and were there any issues arising from this?

--

Household finance

	Applicant 1	Applicant 2
Monthly earned income (after deductions)		
Monthly state benefits (please indicate type)		
Monthly income from any other source		
Monthly mortgage or rent payments		
Monthly council tax payments		
Any other significant regular expenditure		
Are there any significant debts or loans apart from a mortgage?		

Prospective Foster Carer(s) Report (Form F) (Scotland)

Section B

What has made the applicant into the person they are today and what creates stability and security in their adult life that would enable them to become a foster carer? (Family and environmental factors)

1. For each individual applicant, provide information and evaluate the significance for the applicant(s):

Family of origin, including siblings and other significant family members	Competence evidenced
Other significant relationships that have influenced the applicant's development (including any that may have ended)	
Identity (personal, class, ethnicity, gender, sexual, cultural, language and spiritual). This should also include the applicant's attitudes and experiences of diversity)	
Education	
Employment	
Health (including physical and mental health and emotional well-being)	
Leisure and recreational interests	
Any other information that is relevant	

Prospective Foster Carer(s) Report (Form F) (Scotland)

Section B

2. For couples and for single applicants, provide information and discuss the applicant(s):

Current adult relationships that are the basis of the household (by marriage, civil partnership, co-habitation)	Competency evidenced
The household, its membership and their relationships with each other, including any birth or fostered/adopted children, and other adults related or not	
Social and support network including their integration into the local community	
Accommodation (including an evaluation of its suitability for children)	
Financial circumstances	
Access to and use of key local services, e.g. schools/recreational activities, etc	
Neighbourhood and community and its suitability for children	

Prospective Foster Carer(s) Report (Form F) (Scotland)

Section B

3. Becoming foster carer(s): the assessment of foster carer parenting capacity

THIS SECTION SHOULD BE COMPLETED WITH BOTH APPLICANTS IN MIND – IF THIS APPLIES

What are the reasons the applicant(s) is/are applying to foster? Why is now a good time to foster?	Competency evidenced
Have the applicants or any member of their household ever applied to foster; adopt; child-mind before? What were the outcomes of any application?	
What experiences of caring for children have prepared the applicant/s to become foster carers? In what ways are those experiences indicative of how they might parent a fostered child?	
What are the applicant's expectations about fostering children and are these realistic? How will they manage the competing demands and priorities of children placed?	
Do the applicants have the personal qualities and capabilities identified as important for successful fostering (see guidance note)?	
Evidence how they have addressed issues of diversity in their lives. How will they promote the child's cultural and religious heritage?	
What are the anticipated changes in the applicant/s life and lifestyle following the placement of a child/ren and what plans do they have to address this?	

Prospective Foster Carer(s) Report (Form F) (Scotland)

Section B

What will be the impact of fostering upon the everyday lives of other family members and in particular any children in the household?	
How will a fostered child experience this family?	
What is the applicant's view or expectations about the characteristics, ages or number of child/ren that they hope to foster? What is their view of the likely duration of placements? What is the agency's view of this?	
How will they manage issues of contact and working with birth families? Would there be any restrictions on these?	

4. Analysis, evaluation and summary

Analysis, evaluation and summary of key factors leading to the recommendation. This should identify the strengths, vulnerabilities and any areas for the applicant's further development as foster carer(s)

Prospective Foster Carer(s) Report (Form F) (Scotland)

Section B

Recommendation to the panel

Using the analysis, evaluation and summary above, what is the recommendation to the panel about the suitability of the applicant(s) to be approved as foster carer(s)? This recommendation should include details of terms of approval, i.e. the number and age of children to be placed.

SAMPLE

Signature of social worker completing the report

Date

Signature of team manager responsible for the report

Date

Prospective Foster Carer(s) Report (Form F) (Scotland)

Section C: Other reports and supporting material

Indicate which of the following are attached to this report

		Notes or comments
C1	Family tree	
C2	Ecomap	
C3	Chronology from birth to present	
C4	Preparation of the applicant(s)	
C5	Home study assessment	
C6	Medical adviser summary of the health of the applicant(s)	
C7	Summary of reports from the applicant's home local authorities over the last 10 years	
C8	Other reports, if any	
C9	Health and safety report	
C10	The applicant's observations on the report	
C11	Observations and comments on other people (adults and children) who live in the household <i>(not to be shared with applicant(s))</i>	
C12	Summary of information and evaluation of the significance of information from each referee <i>(not to be shared with applicant(s))</i>	

**Prospective Foster Carer(s)
Report (Form F) (Scotland)**

Section C1: Family Tree

(Insert family tree)

SAMPLE

**Prospective Foster Carer(s)
Report (Form F) (Scotland)**

Section C2: Ecomap

(Insert Ecomap)

SAMPLE

Prospective Foster Carer(s) Report (Form F) (Scotland)

Section C3: Chronology from birth to present

Complete a separate chronology for each applicant

Name of applicant	
--------------------------	--

Addresses including periods living abroad apart from holidays

Date started month/year	Date finished month/year	Address or location	Details (include reasons for changes if appropriate and comments, if verified by whom and how)

Education and employment

Date started	Date finished	Event	Address or location	Details

Significant changes in individual or family circumstances (e.g. separation/divorce of parents, death of family members, start of a new relationship, major health events)

Date started	Date finished	Event	Address or location	Details

**Prospective Foster Carer(s)
Report (Form F) (Scotland)**

Section C3: Chronology from birth to present

Date started	Date finished	Event	Address or location	Details

SAMPLE

Prospective Foster Carer(s) Report (Form F) (Scotland)

Section C4: Preparation of the applicant(s)

Outline the preparation the applicant(s) have received. This should include the agency responsible for this, the number of sessions and the curriculum used.

Training and preparation groups

	Applicant 1		Applicant 2	
Has the applicant(s) attended the following?	Date started/ completed	Number of sessions	Date started/ completed	Number of sessions
Information session(s)				
Group preparation or training sessions to date				
Individual training or preparation sessions to date				

The applicant's views of their principle areas of learning during preparation and the adequacy of this

The trainer's views of the applicants principle areas of learning during preparation and any further areas that should be addressed.

Prospective Foster Carer(s) Report (Form F) (Scotland)

Section C5: Home study assessment

State number of times applicant/s interviewed

	Applicant 1	Applicant 2
Individually		
Together		

For applicants where there are already children in the household, state number of times family group interviewed and number of times children interviewed (individually or together)

Applicant(s) and child/ren together	
Child 1 (name)	
Child 2 (name)	
Child 3 (name)	
Child 4 (name)	

Where other members of the household have been interviewed, identify who they are and number of times seen

Name	Number of times interviewed

Prospective Foster Carer(s) Report (Form F) (Scotland)

Section C6: Medical adviser summary of the health of the applicant(s)

Does the applicant(s) have any health conditions or physical and mental health impairments that are likely to significantly impact on their capacity to care for any child placed with them?

Applicant			
Applicant			
Name of medical adviser			
Contact telephone number		Date	

**Prospective Foster Carer(s)
Report (Form F) (Scotland)**

**Section C7: Summary of reports from the applicant's
home local authorities over the last 10 years**

Name of local authority	
Name of referee and status	
Dates of residence in each authority	
Summary of information provided	

Name of local authority	
Name of referee and status	
Dates of residence in each authority	
Summary of information provided	

Name of local authority	
Name of referee and status	
Dates of residence in each authority	
Summary of information provided	

Prospective Foster Carer(s) Report (Form F) (Scotland)

Section C8: Other reports, if any

Name of applicant(s)	
Name of person completing this report	
Status	
Reasons for report and significance of report	
Report on visit	

SAMPLE

**Prospective Foster Carer(s)
Report (Form F) (Scotland)**

Section C9: Health and safety report

(insert Health and Safety Report)

SAMPLE

**Prospective Foster Carer(s)
Report (Form F) (Scotland)**

Section C10: The applicant's observations on the report

Name of applicant	
I have read the report prepared on my suitability to foster	
I have the following observations/additional comments on the report.	
<p>I/we certify that, to the best of my/our knowledge and belief, the details contained in this report are correct. I/we have indicated below any factual corrections that I/we believe need to be made in the box below. I/we understand that the agency may seek verification of any of the facts supplied. I/we understand that if any of this information is found to be false or misleading, this may result in the agency rejecting my/our application. I/we understand that it is important not to withhold any information about factors that may influence my/our capacity to care for a child. I/we understand that the agency may ask me/us to supply further information in order to assess my/our application.</p> <p>The factual corrections which need to be made are:</p>	
<p>I/we understand that any information supplied by me/us in respect of this application may be held and/or processed in an electronic form and is subject to the relevant provisions in the Data Protection Act 1998 and other relevant statutes. I/we understand that any information supplied will form part of the agency's case record in respect of my/our application.</p> <p>I/we understand that this form is the property of the agency to which I/we have applied. I/we agree not to copy this document (other than for my/our own personal records) or disclose its contents in full or in part, to any other person, agency or authority without the agency's permission.</p>	
Signature	
Date	
Signature	
Date	

**Prospective Foster Carer(s)
Report (Form F) (Scotland)**

**Section C11: Observations & comments of other
people (adults & children) who live in the household**

Family name	Forename(s)	Gender M/F	Date of birth	Ethnic descent	Relationship to applicant(s)

Pen picture of adult or child (not more than 300 words)

Observations and comments (including adult or child's views on the application to foster and the impact of any child/ren joining the household)

**Prospective Foster Carer(s)
Report (Form F) (Scotland)**

**Section C12: Summary of information and evaluation of the
significance of information from each referee**

Name of referee	
Relationship to applicant	
Date of contact and/or visits	
Name of person completing this report	
Status	

Name of referee	
Relationship to applicant	
Date of contact and/or visits	
Name of person completing this report	
Status	

Name of referee	
Relationship to applicant	
Date of contact and/or visits	
Name of person completing this report	
Status	

**Prospective Foster Carer(s)
Report (Form F) (Scotland)**

**Section D: References including statutory checks
STRICTLY CONFIDENTIAL – for limited circulation**

Agency reference number			
Applicant 1 family name		Forename(s)	
Applicant 2 family name		Forename(s)	

Name of social worker		Name of team manager	
Telephone		Telephone	
Minicom		Minicom	
Fax		Fax	
Email		Email	

Applicant 1

Family name			
Forename(s)			
Other “known by” names			
Previous names			
Date of birth		Age	
Place of birth			
Day telephone number		Evening telephone number	
Mobile number		Email address	

Applicant 2

Family name			
Forename(s)			
Other “known by” names			
Previous names			
Date of birth		Age	
Place of birth			
Day telephone number		Evening telephone number	
Mobile number		Email address	

**Prospective Foster Carer(s)
Report (Form F) (Scotland)**

**Section D: References including statutory checks
STRICTLY CONFIDENTIAL – for limited circulation**

Home address			
House name and/or number and street			
Town		Postcode	
Length of time at this address			
Is this the applicant(s) permanent place of residence? Give details			
Name of home local authority			

Date application accepted	
Date assessment completed	
Any comments about length of assessment	
Date assessment updated	
Date assessment updated	
Date applicant notified of referral to the adoption panel	

Verification and required checks

Identity and status

	Applicant 1		Applicant 2	
Date original birth certificate seen		Certificate number		Certificate number
Date passport verified or other certification of nationality		Number		Number
National Insurance number				
If the applicants are married to each other, date marriage certificate seen				
If the applicant(s) have registered a civil partnership, date certificate seen				
If the applicant(s) is/are divorced, date divorce decree(s) seen				
If the applicant(s) have terminated a civil partnership, date dissolution order(s) seen				

**Prospective Foster Carer(s)
Report (Form F) (Scotland)**

**Section D: References including statutory checks
STRICTLY CONFIDENTIAL – for limited circulation**

Has household income and expenditure been verified?
Date and methods of verification

Domicile (adoption only)

Is/are the applicant(s) domiciled in the UK, Channel Islands or Isle of Man?
Yes / No
If no, state domicile
How long has/have the applicant(s) been habitually resident in the UK?

General Practitioner

	Applicant 1	Applicant 2
Name of General Practitioner		
Address of practice		
Telephone number		

Name and contact details of the medical practitioner who undertook the statutory health assessment (if different from GP)	Date

Where an updated health assessment has been completed, indicate date, by whom, and reason

Date	Medical practitioner	Reason

**Prospective Foster Carer(s)
Report (Form F) (Scotland)**

**Section D: References including statutory checks
STRICTLY CONFIDENTIAL – for limited circulation**

Checks (Give date completed)

	Applicant 1	Applicant 2
Enhanced CRB check (England and Wales)		
Protection of Vulnerable Groups Scheme Membership/Disclosure Certificate (Scotland)		
PoC (Northern Ireland)		
Vetting and barring		
Home local authority		
Previous local authorities		
Current employer		
Past employers (where this includes work with children or vulnerable adults)		
School, college, nursery		
Previous partner(s)		
Other checks completed (Give details)		

Has the applicant ever had a court judgement made against them or have they ever been declared bankrupt?

Yes / No

If yes, please give date(s), court and brief details

Date	Name of court	Note

Has the applicant been involved in any in any proceedings in the Court of Session, Sherriff Court or Children’s Hearing about children and/or family?

Date	Court	Court Order made (if applicable)	Name of children

**Prospective Foster Carer(s)
Report (Form F) (Scotland)**

**Section D: References including statutory checks
STRICTLY CONFIDENTIAL – for limited circulation**

Has the applicant previously applied to become a foster carer, adopter or child minder?

	Date	Name of agency	Address	Type of application	Outcome
Applicant 1					
Applicant 2					

Has any other member of the household previously applied to become a foster carer, adopter or child minder?

Date	Name	Name of agency	Address	Outcome

Personal references completed

Applicant 1

	Referee (1)	Referee (2)	Referee (3)
Name			
Address			
Relationship to applicant(s)			
Number of years known			
Interviewed: give date(s)			

Applicant 2

	Referee (1)	Referee (2)	Referee (3)
Name			
Address			
Relationship to applicant(s)			
Number of years known			
Interviewed: give date(s)			

**Prospective Foster Carer(s)
Report (Form F) (Scotland)**

**Section D: References including statutory checks
STRICTLY CONFIDENTIAL – for limited circulation**

Have other references been taken up?

	Referee	Referee	Referee
Name			
Address			
Relationship to applicant(s)			
Number of years known			
Interviewed: give date(s)			
Reference in relation to which applicant			

SAMPLE

**Prospective Foster Carer(s)
Report (Form F) (Scotland)
Section E – Competency Matrix**

1. Caring for children	Evidenced F/P/N *	Page/ Section
1.1 Ability to provide a good standard of care to children which promotes healthy emotional, physical, sexual and intellectual development.		
1.2 An ability to accept the individual child.		
1.3 An ability to provide care appropriate to the individual child as he/she is.		
1.4 An ability to work closely with children’s families and others who are important to the child.		
1.5 An ability to set appropriate boundaries, and manage children’s behaviour within these, without the use of physical or other inappropriate behaviour.		
1.6 Knowledge of normal child development and an ability to listen to and communicate with children appropriate to their emotional age and understanding.		
1.7 An ability to promote a young person’s development towards adult status.		
2. Providing a safe and caring environment		
2.1 An ability to ensure that children are cared for in a home where they are safe from harm or abuse.		
2.2 An ability to help children keep themselves safe from harm or abuse, and to know how to seek help if their safety is threatened.		
2.3 An ability to recognise the particular vulnerability to abuse and to discrimination of disabled children.		
3. Working as part of a team		
3.1 An ability to collaborate with other professional workers and to contribute to the department’s planning for the child/young person.		
3.2 An ability to communicate effectively.		
3.3 An ability to keep information confidential.		
3.4 An ability to promote equality, diversity and rights of individuals and groups within society.		
4. Own development		
4.1 An ability to appreciate how personal experiences have affected themselves and their families, and the impact that fostering is likely to have on them all.		
4.2 An ability to use people and links within the community to provide support.		
4.3 An ability to use training opportunities and improve skills.		
4.4 An ability to sustain positive relationships and maintain effective functioning through periods of stress.		

*Key: F=fully evidenced P=part-evidenced N=not evidenced

Signature of assessing worker		Date	
Signature of supervisor/manager		Date	

Prospective Foster Carer(s) Report (Form F) (Scotland)

Section F – PERSONAL PROFESSIONAL DEVELOPMENT PLAN (PPDP)

The PPDP is constructed by identifying any gaps in the prospective foster carer's experience, understanding and training when looking at:

- their competency matrix;
- their participation and learning from the preparation and training programme.

The resulting PPDP becomes the framework for supervising foster carers during their first year of fostering and a review of this PPDP should be presented to panel with their first annual foster care review .

Competency matrix

Areas of further development	How will this be achieved?	By when?

Post-approval training and preparation programme

(Please include any preparation sessions that were missed by the prospective foster carers during their assessment.)

Areas of further development	How will this be achieved?	By when?

Date of induction programme to be attended	
How will the fostering agency help the foster carers achieve this PPDP?	
I/we understand that during our first year of fostering, I/we will work with my/our supervising social worker to achieve this PPDP and that my/our progress will be reviewed as part of our first annual review which is presented to panel.	
Signature	
Signature	
Date	

**Prospective Foster Carer(s)
Report (Form F) (Scotland)**

Section G – Summary sheet for use of the fostering panel

The presenting worker should complete this section

Name of Applicant 1	
Name of Applicant 2	
Date of fostering panel meeting	
Purpose of current presentation to panel	
Presented by	

Previous panel meetings

Date	
Purpose	
Outcome	
Summary of strengths of application (this section is for the use of panel members)	
Suggested questions and issues to be discussed in panel	