



The framework for

education in



The Quality Assurance Agency
for Higher Education



Scottish
Social Services
Council



SCOTTISH EXECUTIVE

Making it work together

The framework for

Social Work

education in Scotland

Foreword



In April 2002, I launched an Action Plan for the Social Services Workforce. This plan focused on developing the workforce we will need for the future to deliver high-quality services. The people of Scotland expect and deserve high-quality services that respond to their individual needs, are reliable, and are based on best practice. This means having a well-trained, well-supported and highly-valued workforce. Social workers are an important part of this workforce. They need to be properly trained and equipped to carry out the increasingly challenging and complicated tasks we expect of them, both now and in the future.

Social workers provide advice, support, care and protection to children and families, vulnerable adults and older people. They also contribute to community safety through the supervision and rehabilitation of offenders. It is crucial that their education and preparation is provided at a level that is suited to their heavy responsibilities. To achieve this, I announced that from 2004 there will be a new honours degree level qualification for social workers.

This new degree is part of my vision for the future.

The Standards in Social Work Education (SiSWE) set out what student social workers will need to achieve to gain the honours degree and to become professionally qualified. The SiSWE bring together key elements of two previous standards documents for social work: the Quality Assurance Agency for Higher Education's Benchmark Statement and the National Occupational Standards for Social Work. These are combined in an easy-to-read way to strengthen the links between academic and professional standards. In this way, the SiSWE follow similar developments in Scotland in initial teacher education, nursing, midwifery and health visiting.

In this document, I am also setting out requirements for those who provide qualifying training and education for social workers. I am convinced that these standards and requirements will ensure we have competent, confident social workers who can respond to the challenge of delivering high-quality public services.

I want to thank everyone who has been involved in helping us to develop the SISWE and the requirements. Their contribution has made sure we continue to keep the needs and interests of the key stakeholders, including people who use services and carers, at the heart of our thinking.

I know that the standards and requirements create considerable challenges. But there is much that needs to be done to make sure we have the competent, confident social workers we need in the 21st century. I am confident that everyone will rise to the challenge and that the introduction of the new honours degree level qualification in 2004 will help us develop the future social services we want for the people of Scotland.



Cathy Jamieson, MSP
Minister for Education and Young People



Who the Framework is for

This document will be useful for the following people:

- those involved in designing, approving, accrediting or validating social work programmes;
- those who teach social work programmes;
- those who assess and examine students;
- those who provide opportunities for practice learning within social work programmes;
- students studying for the social work qualification;
- those who are responsible for the quality of social work programmes;
- social services employers;
- those who are responsible for continuing professional development;
- members of other professions who work closely with social services; and
- the general public, particularly people who use social services and carers.

Contents

	Page
The Framework for Social Work Education in Scotland	9
Scottish Requirements for Social Work Training	13
Introduction to the Standards in Social Work Education	17
Standards in Social Work Education	25
Annex 1 Project Group	46
Annex 2 Standards in Social Work Education Working Group	47
Annex 3 Practice Learning Working Group	48

The Framework for Social Work Education in Scotland

The framework has been prepared as part of the new arrangements for enhancing the quality and standards of social work education in Scotland linked to the introduction of the new honours degree in social work or equivalent postgraduate awards. The aim is to provide an approach that serves the needs of all the stakeholders in social work education in Scotland. The key stakeholders include higher education institutions (HEIs), employers, the Quality Assurance Agency for Higher Education, the Scottish Social Services Council and the Scottish Executive.

This framework is made up of:

- the Scottish Requirements for Social Work Training;
- an Introduction to the Standards in Social Work Education; and
- the Standards in Social Work Education.

The Scottish Requirements for Social Work Training are aimed at providers of social work programmes. They specify what providers must do and/or comply with in order to provide programmes of training. These requirements are organised in two sections:

- the entry requirements (A-G). These have been carefully drafted to encourage wide access to the course but also to ensure essential learning outcomes are achieved.
- the teaching, learning and assessment requirements (H-R). These incorporate the practice learning proposals for the new degree at L-O.

The Introduction to the Standards in Social Work Education defines the guiding principles underpinning social work, the vision for social work and the transferable skills which social work students will acquire. It sets out the learning requirements that each programme of social work education in Scotland must meet.

The Standards in Social Work Education set out what students need to learn to do, what they need to be able to understand and the competences they must have when they complete their training.

The framework was developed by three working groups whose membership was drawn from a wide range of key interests and stakeholders including representatives of people who use services and carers. Membership of these groups is included in the Annexes.

This document can be found at the following websites:

www.scotland.gov.uk

www.qaa.ac.uk

www.sssc.uk.com



Scottish Requirements for Social Work Training

Programme providers must make sure that they meet the Scottish Requirements for Social Work Training that are set out in this document. The requirements are organised into two sections – entry requirements, and teaching, learning and assessment requirements.

Entry requirements

All providers must do the following:

- A** Make sure that the candidate meets the university's admission requirements for the degree.
- B** Make sure that the candidate is registered on the part of the Scottish Social Services Council's (SSSC) register for students. (The SSSC's registration requirements will normally be completed by the beginning of the course and will include criminal records checks. A student will not be able to start practice learning in a service delivery setting unless they are registered.)
- C** Make sure that the candidate has the language and literacy skills they need to:
 - understand and use the written materials that are used to teach the degree; and
 - communicate clearly and accurately in spoken and written English.

(These skills would normally be equivalent to Standard Grade 2 in English.)

- D** Make sure that the candidate has one of the following:
 - the basic numeracy skills they need to understand the course materials and meet the Standards in Social Work Education (SiSWE), for example:
 - managing resources;
 - financial statistics; and
 - budgetary procedures.

(These skills would normally be equivalent to Standard Grade 2 in Mathematics.)

- the ability and opportunity to learn and to demonstrate these skills while studying for the degree.
- E** Make sure that the candidate has the potential and willingness to learn the basic information technology and communication skills they need to get the European

Computer Driving Licence, or its equivalent, by the end of their first year of study.

- F** Use selection procedures that:
- take account of the candidate's strengths and weaknesses; and
 - exclude individuals who would not meet the SSSC's registration conditions.
- G** Make sure that selection policies and procedures include effective and appropriate ways of involving key stakeholders in social services. ('Stakeholders' include people who use services, carers and employers.)

Teaching, learning and assessment requirements

All providers must do the following:

- H** Design the content, structure and delivery of the training to allow social work students to show that they can meet the SiSWE and are suitable to be registered with the SSSC.
- I** Make sure that students' achievement against the SiSWE is regularly and accurately assessed, and confirm that all social work students have been assessed and have met **all** the learning outcomes before they are awarded the degree in social work.
- J** Make sure that policies and procedures for assessment include effective and appropriate ways of meeting the requirements of key stakeholders in social services.
- K** Make sure that students understand that they must be registered with the SSSC to start and stay on the programme, and that if the SSSC removes them from the register as a result of their misconduct, they will not be able to achieve the professional qualification in social work.
- L** Make sure that all students have the practice learning they need to meet the SiSWE.
- M** Make sure that all social work students spend **at least** 200 days in practice learning, of which **at least** 160 must be spent in supervised direct practice in service delivery settings. This practice learning must be assessed. Up to 60 days of the supervised direct practice element can be subject to credit from prior experiential learning.

- N** Make sure that this assessed practice learning is structured over the course of the new degree to allow students to gain experience of:
- carrying out statutory social work tasks, involving legal interventions;
 - working in **at least** two contrasting service delivery settings (for students entering through work-based routes, **at least** one of these should be outwith their employing agency other than in exceptional circumstances);
 - providing services to **at least** two user groups; and
 - providing services in a way that takes account of and values diversity.
- O** Make sure that all students undergo assessed preparation for direct practice to make sure they are safe to carry out practice learning in a service delivery setting. This preparation must include the opportunity to develop a greater understanding of the experience of service users and the role of social workers.
- P** Make sure that the students spend enough time in structured academic learning, under the direction of an educator, to meet the required level of competence. This is expected to be **at least** 200 days or 1,200 hours.
- Q** Make sure that the programme is continually updated as a result of developments in legislation, government policy and best practice so students have the skills, knowledge and understanding they need.
- R** Make sure that the students' continuing learning requirements are recorded in an individual learning plan that they can take with them into their career in social work.

Introduction to the Standards in Social Work Education

Introduction

From 2004 onwards, student social workers must achieve an honours degree in social work, or an equivalent postgraduate award, to become professionally qualified.

This document sets out the learning requirements that each programme of social work education in Scotland must meet. These learning requirements form the Standards in Social Work Education (SiSWE).

The purpose

The SiSWE will be used for a variety of purposes. In particular:

- higher education institutions will use them to design, monitor and review social work education programmes;
- staff who are responsible for examining and assessing the work of students will use them as the criteria for awarding the degree;
- the Scottish Social Services Council (SSSC) will use them to decide whether or not to approve social work education programmes; and
- social workers and employers will use them as a basis for planning further professional development.

The guiding principles

Social work has always had a strong ethical basis that emphasises the importance of building a positive, professional relationship with people who use services as well as with professional colleagues. Social workers must be able to balance the tension between the rights and responsibilities of the people who use services and the legitimate requirements of the wider public (for example, where there are issues to do with child protection, criminal justice or mental health). They must also be able to understand the implications of, and to work effectively and sensitively with, people whose cultures, beliefs or life experiences are different from their own. In all of these situations, they must recognise and put aside any personal prejudices they may have, and work within guiding ethical principles and accepted codes of professional conduct.

These principles say that social workers must:

- maintain and promote the dignity, safety, choice, privacy and potential of people who use services and balance these with consideration of the needs of others for protection;
- treat everyone equally, and value their distinctiveness and diversity; and
- maintain public trust and confidence in social services.

These guiding principles are also at the heart of the national care standards, which set out in detail what people who use services can expect. Graduates from the new social work education programmes will gain the knowledge and skills they need to deliver services to these requirements. The principles are also embedded in the Code of Practice for Social Service Workers published by the SSSC. This Code sets out the standards of professional conduct and practice that social workers must meet. All social workers must understand and agree to follow the Code as a condition of their continuing registration with the SSSC. Student social workers must register with the Council and sign up to the Code. The SiSWE use the Code as the ethical basis for practice and the value base underpinning study for the new qualification.

Social workers work in complex social situations to protect individuals and groups and promote their well-being. Social workers need to be able to act effectively in these demanding circumstances and, to achieve this, students must learn to reflect critically on, and take responsibility for, their actions. Since the nature, scope and purpose of social work services themselves are often fiercely debated, graduates should also be able to understand these debates fully and to analyse, adapt to, manage and promote change. The new social work education programmes must be designed to prepare newly qualified social workers to do this.

Students on these programmes must understand that social work is a moral activity in the sense that social workers make and follow up difficult decisions about human situations that directly benefit or harm an individual or group. They should be able to understand moral reasoning and to make decisions in difficult ethical situations, especially where there are conflicting moral obligations.

Practice is seen as an essential element of the new qualification. Development of the students' skills and abilities in practice is based on the fact that practice is *a setting* for learning, *a way* of learning and *an essential part* of the learning that students must complete.

The vision

People who use services expect to be able to use them quickly and easily. Society demands increasingly seamless services, delivered more efficiently. To achieve these requirements, the way in which social services are delivered is changing and will continue

to change. More and more, social workers will be working closely with a range of other professional groups in health, social care, criminal justice and education services. Social workers must know when they need to work together to deliver better services. To work effectively, as part of a multi-skilled and multi-disciplinary team, all of the different professionals involved need to understand and value the distinctive contributions each can bring to the task of delivering the services that people want. They must also be aware of, and tackle, barriers to working in an integrated way.

In delivering seamless services, social workers need to be able to use modern information and communications technology to bring real benefits for people using services and achieve greater organisational effectiveness. The demands on them mean that they need high level skills in personal organisation, managing their workload and dealing with conflict and stress.

Social work services are designed **for** people and they depend essentially **on** people. How to work with people using services, carers, professional colleagues and volunteers, and work closely in partnership with them is central to the SiSWE.

The new social work education programmes prepare social workers to work in this challenging and changing environment. They are designed to improve service standards by producing social workers who are:

- competent to work across a wide range of settings;
- confident in what they know and can do;
- clear about their professional identity and that of other professionals;
- flexible and adaptable;
- committed to continuous improvement;
- responsive to change in a positive way; and
- able to contribute to the development of the profession.

The nature and scope of the learning requirements

The professional framework

The SiSWE set out the knowledge, understanding and skills that social workers need, and act as a basis for their continuing professional development. They are demanding because they aim

to make sure that social workers are committed to providing an excellent service and can work in a changing world where they must accept responsibility for their actions and take account of many social, economic, cultural and political issues.

The SiSWE guide the design of suitable social work education programmes for students and set the criteria they will be assessed against. They define the core elements of these programmes in terms of the skills, abilities, knowledge, understanding and ethical standards that newly qualified social workers must demonstrate.

Institutions that provide social work education programmes may structure their courses to take account of their particular academic strengths or professional expertise as long as the programme fully covers the necessary learning outcomes of the SiSWE. This means that students can choose a programme which best meets their interests and, at the same time, know that it will prepare them for registration as social workers so they can work in any setting once they have graduated.

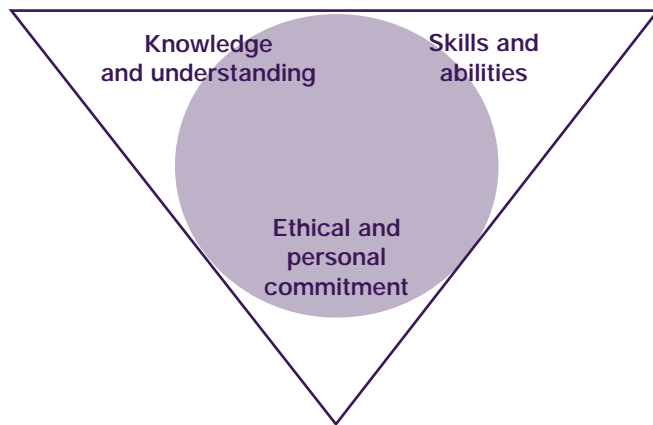
The educational framework

The SiSWE are outcome statements which set out what student social workers must know, understand and be able to do to get the new professional social work qualification. They incorporate key elements of the Quality Assurance Agency for Higher Education's Benchmark Statement that takes account of both the academic and practice elements of social work education programmes. In doing so, in Scotland, they replace this Benchmark Statement. They also reflect the fact that practice experience is central to the new qualification and covers a wide range of learning experiences.

Some graduates or some people with other qualifications (for example Higher National Certificates) will 'fast track' into the new social work programme if they can show their previous learning allows them to do so. Others with a first degree may choose to study for a postgraduate qualification. Programme providers must show their institutions that whatever qualification they are offering, the programme meets the requirements of the SiSWE, the SSSC and the Scottish Credit and Qualifications Framework.

Aspects of professional development

Social work education programmes need to promote the following three main aspects of professional development:



Placing these elements in a triangle emphasises that they are linked essentially to each other and one cannot exist without the other two. These three linked elements make up social workers' professionalism.

The SiSWE learning requirements will develop all three elements of professional development. They incorporate practice competences and other nationally recognised requirements in social work education as well as the requirements of academic study. In doing so, they replace the six core competencies of the present Diploma in Social Work. (The Diploma in Social Work will not be offered once the new qualification is available.)

Transferable skills

All social work education programmes help students to develop high-level planning, analytical, teamwork and communication skills that they can use in other settings. In adopting this academic level as the requirement for registration, it is recognised that social work graduates need these skills to work effectively in changing and complex situations and alongside other well-educated professionals. This is reflected in the SiSWE emphasis on self-critical reflection and the importance of logical thinking and skills in handling evidence and information. The third column of the SiSWE identifies these transferable skills in a generic manner, and it is assumed that, using them, all graduates from the social work education programmes will be equipped to contribute positively to change and development in service delivery.

Registering social workers

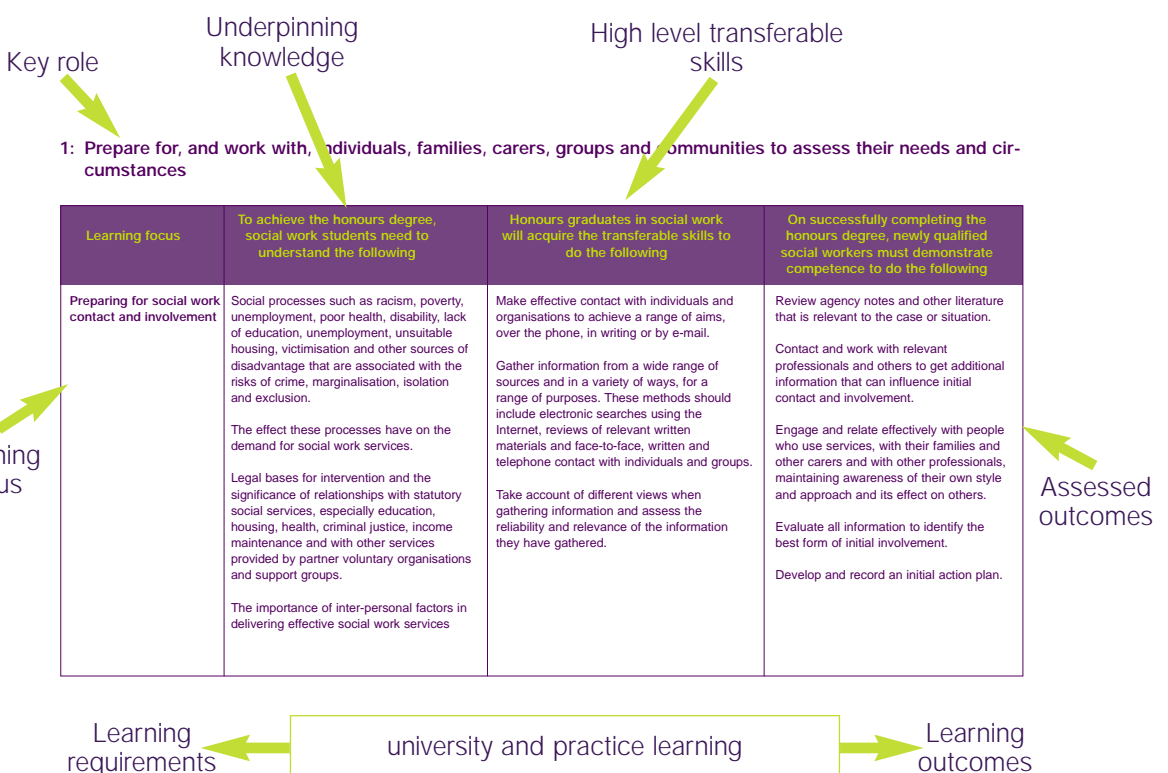
The SSSC was set up under the Regulation of Care Act (Scotland) 2001. One of its functions is to set up a register of key social services workers. In order to be eligible to apply to the part of the register for social workers, people must have a qualification in social work that is approved by the SSSC. The courses leading to the honours degree based on SiSWE, and the equivalent postgraduate qualifications in social work, will be approved qualifications for this purpose.

The SSSC will publish the register on its website, and the public and employers will be able to check whether a social worker is registered on the social work part of the register.

The structure of SiSWE

The format of the SiSWE parallels used for the Standards in Initial Teacher Education and comparable documents for nursing, midwifery and health visiting. This allows for the identification of common elements in the training of these different professions and in future, opportunities to develop integrated training initiatives.

The SiSWE are made up of the following parts:



There are six **key roles** taken from the National Occupational Standards. Each is broken down into a number of **learning focuses**, and the **underpinning knowledge** and the **high level transferable skills** are identified. All of this learning supports the assessed outcomes located in the right-hand column. SiSWE must be read as a complete document that emphasises the balance between professional knowledge, professional skills and ethical practice. The learning requirements are connected in such a way that the student must be competent in **all** of them to complete the honours degree successfully and be able to show this in a thorough assessment of the learning outcomes.

Definitions

The term '**people who use services**' means any individual, group, community or organisation who receive social work services. This term will include some people who do not want or ask for these services, for example people who are on probation or parole.

The term '**carer**' means people who provide informal, unpaid care to a member of their family or to another person, and who work in partnership with social workers to deliver a service. As part of their learning, students must gain the understanding and skills they need to separate the conflicting interests that some people who use services and some carers have, in order to offer appropriate support.

The term '**social worker**' is defined in the Regulation of Care (Scotland) Act 2001 as 'a person who has an entitling professional qualification in social work'.

Standards in Social Work Education

STANDARDS IN SOCIAL WORK EDUCATION

1: Prepare for, and work with, individuals, families, carers, groups and communities to assess their needs and circumstances

Learning focus	To achieve the honours degree, social work students need to understand the following	Honours graduates in social work will acquire the transferable skills to do the following	On successfully completing the honours degree, newly qualified social workers must demonstrate competence to do the following
<p>Preparing for social work contact and involvement</p> <p>Social processes such as racism, poverty, unemployment, poor health, disability, lack of education, unemployment, unsuitable housing, victimisation and other sources of disadvantage that are associated with the risks of crime, marginalisation, isolation and exclusion.</p> <p>The effect these processes have on the demand for social work services.</p> <p>Legal bases for intervention and the significance of relationships with statutory social services, especially education, housing, health, criminal justice, income maintenance and with other services provided by partner voluntary organisations and support groups.</p> <p>The importance of inter-personal factors in delivering effective social work services</p>	<p>Make effective contact with individuals and organisations to achieve a range of aims, over the phone, in writing or by e-mail.</p> <p>Gather information from a wide range of sources and in a variety of ways, for a range of purposes. These methods should include electronic searches using the Internet, reviews of relevant written materials and face-to-face, written and telephone contact with individuals and groups.</p> <p>Take account of different views when gathering information and assess the reliability and relevance of the information they have gathered.</p>	<p>Review agency notes and other literature that is relevant to the case or situation.</p> <p>Contact and work with relevant professionals and others to get additional information that can influence initial contact and involvement.</p> <p>Engage and relate effectively with people who use services, with their families and other carers and with other professionals, maintaining awareness of their own style and approach and its effect on others.</p> <p>Evaluate all information to identify the best form of initial involvement.</p> <p>Develop and record an initial action plan.</p>	

Learning focus	To achieve the honours degree, social work students need to understand the following	Honours graduates in social work will acquire the transferable skills to do the following	On successfully completing the honours degree, newly qualified social workers must demonstrate competence to do the following
<p>Working with individuals, families, carers, groups and communities so they can make informed decisions</p>	<p>The nature of social work services in a diverse society (with particular reference to concepts such as social need, informed choice, prejudice, inter-personal, institutional and structural discrimination, empowerment and anti-discriminatory practices).</p> <p>Different explanations for the characteristics and circumstances of people who use services and the services they need.</p>	<p>Consider specific factors that are relevant to social work practice such as risk, resilience, rights, cultural, racial and ethnic identity, language differences, legal obligations and statutory responsibilities to protect vulnerable individuals.</p> <p>Explain and negotiate the purpose of contacts and the boundaries of their involvement.</p> <p>Listen actively to others, respond appropriately to their life experiences and understand accurately their viewpoint.</p>	<p>Work with individuals, families, carers, and communities to:</p> <ul style="list-style-type: none"> inform them of their own rights, entitlements and responsibilities; clarify and explain the social work organisation's duties, services and responsibilities; identify, gather, analyse and understand relevant information; identify and analyse the risks involved in the situation. <p>Work in partnership with individuals, families, carers, groups and communities, so they can:</p> <ul style="list-style-type: none"> identify, clarify and express their expectations, strengths and limitations; assess and make informed decisions about their circumstances, resources and preferred options.

1: Prepare for, and work with, individuals, families, carers, groups and communities to assess their needs and circumstances

Learning focus	To achieve the honours degree, social work students need to understand the following	Honours graduates in social work will acquire the transferable skills to do the following	On successfully completing the honours degree, newly qualified social workers must demonstrate competence to do the following
<p>Assessing needs and options in order to recommend a course of action</p>	<p>The range of need expressed by, and attributed to, people who use services and their carers and the social processes by which such needs become defined and acted upon.</p> <p>Models and methods of assessment in different practice contexts.</p> <p>Explanations of the links between processes contributing to social difference (for example, social class, gender, racial and ethnic differences) and the problems of inequality and differential need that people who use services face.</p>	<p>Assess human situations, taking account of a number of factors including the views of those involved, theoretical concepts, research evidence, legislation and organisational policies and procedures.</p> <p>Analyse the information they have gathered, weighing competing evidence and changing their viewpoint in light of new information, then relate this information to a particular task, situation or problem.</p>	<p>Listen actively to people who use services and their carers, respecting their experience and taking full account of their views.</p> <p>Assess and review the preferred options of individuals, families, carers, groups and communities.</p> <p>Assess and evaluate needs, strengths, risks and options, taking account of legal and other duties and service standards requirements.</p> <p>Identify, evaluate and recommend appropriate courses of action for individuals, families, carers, groups and communities.</p> <p>Work with others to help people who use services to achieve and maintain greater independence.</p>

2: Plan, carry out, review and evaluate social work practice with individuals, families, carers, groups, communities and other professionals

Learning focus	To achieve the honours degree, social work students need to understand the following	Honours graduates in social work will acquire the transferable skills to do the following	On successfully completing the honours degree, newly qualified social workers must demonstrate competence to do the following
<p>Identifying and responding to crisis situations</p>	<p>Factors influencing the selection and testing of relevant information, especially if it is collected within tight timescales.</p> <p>The nature of professional judgement and processes of risk assessment.</p> <p>The nature of crisis and how it is different from related ideas such as emergency.</p>	<p>Think logically, even under pressure.</p> <p>Plan a sequence of actions to achieve specific aims.</p> <p>Manage the processes of change.</p> <p>Meet deadlines and task definitions.</p> <p>Review actions taken in the light of actual outcomes.</p>	<p>Critically assess the urgency of requests and requirements for action.</p> <p>Identify the need for statutory and procedural intervention.</p> <p>Plan, implement and record action taken to meet immediate needs and requirements.</p> <p>Review the outcomes with individuals, families, carers, groups, communities, organisations, professionals and others, as relevant.</p>

2: Plan, carry out, review and evaluate social work practice with individuals, families, carers, groups, communities and other professionals

Learning focus	To achieve the honours degree, social work students need to understand the following	Honours graduates in social work will acquire the transferable skills to do the following	On successfully completing the honours degree, newly qualified social workers must demonstrate competence to do the following
<p>Working with individuals, families, carers, groups and communities to achieve change, promote dignity, realise potential and improve life opportunities</p>	<p>Psychological and physiological theories of individual and social development, identity and functioning from infancy to old age and death.</p> <p>The nature, characteristics and effects of developmental delay, disruption and trauma and the significance of resilience.</p> <p>Theoretical ideas and evidence from international research on designing and putting into practice effective social work service for a wide range of people.</p> <p>Research-based concepts and critical explanations from social work theory and other disciplines that contribute to the knowledge base of social work, including their reliability and how they are applied.</p>	<p>Communicate effectively across potential barriers resulting from differences, for example in culture, language, ability and age.</p> <p>Use their knowledge of a range of interventions and evaluation processes to build and maintain purposeful relationships with people and organisations in community-based and professional contexts, including group-care.</p> <p>Implement plans through a variety of processes including contracting and working in partnership with others.</p> <p>Bring work to an effective conclusion, taking account of the implications for everyone involved.</p>	<p>Develop relationships with individuals, families, carers, groups and communities that show respect for diversity, equality, dignity and privacy.</p> <p>Maintain purposeful relationships for as long as is necessary</p> <p>Work in a structured way with individuals, families, carers, groups, communities and others to deal with problems, resolve conflicts and avoid crises.</p> <p>Apply and justify social work methods to achieve change, maintain stability, promote independence and improve life opportunities.</p> <p>Regularly monitor, record, review and evaluate changes in circumstances and adapt plans to take account of these changes.</p> <p>Reduce contact and withdraw appropriately from relationships.</p>

<p>Learning focus</p>	<p>To achieve the honours degree, social work students need to understand the following</p>	<p>Honours graduates in social work will acquire the transferable skills to do the following</p>	<p>On successfully completing the honours degree, newly qualified social workers must demonstrate competence to do the following</p>
<p>Producing, implementing and evaluating plans with individuals, families, carers, groups, communities and colleagues</p>	<p>Approaches and methods of intervention in a range of community-based settings including group care.</p> <p>Factors guiding the choice and evaluation of interventions in different circumstances.</p> <p>The nature and characteristics of effective direct and indirect practice skills, with a range of people who use services and in a variety of settings including group care.</p>	<p>Make decisions, set goals and develop specific plans to achieve these, taking account of relevant factors including codes of practice, ethical guidelines, professional guidance and legislative requirements.</p> <p>Consult actively with other people, including people who use services and their carers, who have relevant experience, information or expertise.</p> <p>Apply ethical principles and practices critically when planning problem-solving activities.</p>	<p>Negotiate with others the services and resources that will be included in plans.</p> <p>Identify and record responsibilities and actions to be taken, developing and recording plans based on these.</p> <p>Carry out their own responsibilities and monitor, co-ordinate and support the actions of others involved in putting plans into practice.</p> <p>Regularly review the effectiveness of plans with the people involved.</p> <p>Renegotiate and revise plans to meet changing needs and circumstances.</p>

2: Plan, carry out, review and evaluate social work practice with individuals, families, carers, groups, communities and other professionals

Learning focus	To achieve the honours degree, social work students need to understand the following	Honours graduates in social work will acquire the transferable skills to do the following	On successfully completing the honours degree, newly qualified social workers must demonstrate competence to do the following
<p>Developing networks to meet assessed needs and planned outcomes</p>	<p>The current range and appropriateness of statutory, voluntary and private agencies providing community-based, daycare, residential and other services and the organisational systems within these.</p> <p>The significance of interrelationships with other social services, especially education, housing, health, criminal justice, income maintenance and other services provided by partners.</p>	<p>Develop effective helping relationships and partnerships with other individuals, groups and organisations that bring about change and achieve planned outcomes.</p> <p>Consult actively with others, including people who use services and their carers, who have relevant experience, information or expertise.</p> <p>Negotiate goals and plans with others, analysing and dealing creatively with human, organisational and structural barriers to change.</p> <p>Challenge others when necessary, in ways that are most likely to produce positive outcomes.</p>	<p>With individuals, families, carers, groups, communities and others, identify, explore and evaluate support networks that can be accessed and developed.</p> <p>Work in partnership with individuals, families, carers, groups, communities and others to develop and maintain support networks.</p> <p>Contribute to the development, maintenance and evaluation of integrated support networks and services.</p> <p>In partnership with others, manage complex aspects of dependency and, where appropriate, provide direct care and personal support in everyday living situations.</p>

<p>Learning focus</p>	<p>To achieve the honours degree, social work students need to understand the following</p>	<p>Honours graduates in social work will acquire the transferable skills to do the following</p>	<p>On successfully completing the honours degree, newly qualified social workers must demonstrate competence to do the following</p>
<p>Working with groups to promote choice and independent living</p>	<p>The relevance of sociological and criminological perspectives to understanding societal and structural influences on human behaviour at individual, group and community levels.</p> <p>Social science theories explaining group and organisational behaviour, adaptation and change.</p>	<p>Involve users of social work services and, where appropriate their carers, in ways that increase their resources, capacity and power to influence factors affecting their lives and promote social inclusion.</p> <p>Identify and use opportunities for purposeful and supportive communication with people who use services within their everyday living situations.</p>	<p>Identify opportunities to support existing groups and to help new groups to develop.</p> <p>Use group programmes, processes and dynamics to improve the skills of group members and to promote well-being, choice, potential, dignity and independence.</p> <p>Help groups to achieve planned outcomes for their members and to evaluate the value and appropriateness of their work.</p> <p>Engage in, and disengage from, groups appropriately and in a planned way.</p>

2: Plan, carry out, review and evaluate social work practice with individuals, families, carers, groups, communities and other professionals

Learning focus	To achieve the honours degree, social work students need to understand the following	Honours graduates in social work will acquire the transferable skills to do the following	On successfully completing the honours degree, newly qualified social workers must demonstrate competence to do the following
<p>Tackling behaviour which presents a risk to individuals, families, carers, groups, communities and the wider public</p>	<p>The complex relationships between justice, care and control in social welfare and community justice and the practical and ethical effects of these.</p> <p>Social workers' roles as statutory agents with duties and responsibilities to protect the public and uphold the law.</p> <p>Models and methods of assessment, the use of relevant research, selection and testing of relevant information, the nature of professional judgement and the processes of risk assessment and management.</p>	<p>Help people to gain, regain or maintain control of their own affairs, insofar as this is compatible with their own or others' safety, well-being and rights.</p> <p>Use both verbal and non-verbal cues to guide interpretation of behaviour and to assess risk.</p> <p>Plan for and manage situations in which there is a significant element of risk.</p>	<p>Take prompt action to deal with behaviour or situations that present a risk to people who use services, their carers, colleagues or the wider public.</p> <p>Work with individuals, families, carers, groups, communities and others to:</p> <ul style="list-style-type: none"> ● identify and evaluate situations and circumstances that may increase risks; and ● reduce or contain the the level of those risks. <p>Plan, manage and record intervention designed to change the identified risk behaviour positively.</p>

3: Assess and manage risk to individuals, families, carers, groups, communities, self and colleagues

Learning focus	To achieve the honours degree, social work students need to understand the following	Honours graduates in social work will acquire the transferable skills to do the following	On successfully completing the honours degree, newly qualified social workers must demonstrate competence to do the following
<p>Assessing and managing risks to individuals, families, carers, groups and communities</p>	<p>The concepts of rights, responsibility, freedom, authority and power associated with the practice of social workers as moral and statutory agents.</p> <p>Social workers' roles as statutory agents with duties and responsibilities to protect the public and uphold the law.</p> <p>Up-to-date legislation defining the rights of people, especially measures designed to tackle all forms of discrimination.</p> <p>The nature of risks and harm associated with intervention in the lives of vulnerable, dangerous or socially excluded individuals and groups.</p>	<p>Analyse the nature of risks and potential for harm associated with the circumstances and nature of planned interventions.</p> <p>Undertake practice in a way that tries to protect the safety of everyone involved whilst promoting the well-being of people who use services.</p>	<p>Identify, assess and record the nature of risk, its seriousness and the harm that it may cause.</p> <p>Balance the rights and responsibilities of individuals, families, carers, groups and communities with the associated risks to them or the wider public.</p> <p>Manage risk to individuals, families, carers, groups and communities and the wider public over time, regularly monitoring and re-assessing priorities and actions with them.</p>
<p>Assessing and managing risks to self and colleagues</p>	<p>The complex relationships between justice, care and control in social welfare and community justice and the practical and ethical effects of these.</p> <p>The nature of risks and harm associated with intervention in the lives of vulnerable or socially excluded individuals and groups.</p>	<p>Practise in ways that maximise safety and effectiveness, especially in situations of uncertainty or if there is incomplete information.</p> <p>Review intentions and actions in the light of expected and unintended consequences.</p>	<p>Assess, analyse and record potential risk to themselves and colleagues.</p> <p>Work within the risk assessment and management procedures of their own and other relevant organisations and professions.</p> <p>Plan, monitor, review and record outcomes and actions taken to minimise risk, stress and harm.</p>

4: Demonstrate professional competence in social work practice

Learning focus	To achieve the honours degree, social work students need to understand the following	Honours graduates in social work will acquire the transferable skills to do the following	On successfully completing the honours degree, newly qualified social workers must demonstrate competence to do the following
<p>Evaluating and using up-to-date knowledge of, and research into, social work practice</p>	<p>The characteristics and evidence of the effectiveness of social work practice in a range of community-based and organisational settings including group care.</p> <p>Factors influencing changes in practice within statutory, voluntary and private sector services.</p> <p>Relevant social research and evaluation methodologies.</p> <p>The place theoretical perspectives and evidence from international research has in assessment and decision-making processes</p>	<p>Assess the relative strength, applicability and implications of contrasting theories, explanations, research, policies, procedures and methods of intervention.</p> <p>Employ understanding of human behaviour and intention at societal, organisational, community, inter-personal and intra-personal levels.</p> <p>Monitor situations, review processes and record and evaluate outcomes.</p> <p>Undertake critical enquiry and review relevant literature, drawing evidenced conclusions from the data.</p>	<p>Review and regularly update their own knowledge of relevant legislation, policy guidelines, service standards and procedural frameworks.</p> <p>Locate, understand and critically evaluate research findings and literature that is relevant to social work practice.</p> <p>Use professional and organisational supervision and support to research, critically analyse, and review the evidence base for effective practice.</p> <p>Implement knowledge-based social work approaches and methods to develop and improve their own practice.</p>

Learning focus	To achieve the honours degree, social work students need to understand the following	Honours graduates in social work will acquire the transferable skills to do the following	On successfully completing the honours degree, newly qualified social workers must demonstrate competence to do the following
<p>Working within agreed standards of social work practice</p>	<p>The nature, historical development and application of social work values and codes of practice.</p> <p>The processes of reflection and evaluation, including familiarity with the range and significance of approaches for evaluating welfare outcomes.</p> <p>The significance of legislative and legal frameworks, service standards, practice guidelines and codes of practice.</p> <p>The nature of legal authority, the application of legislation in practice, statutory responsibility and conflicts between statute, policy and practice.</p>	<p>Recognise and work with the complex tensions and links between intra-personal and inter-personal processes and the wider social, legal, economic, political and cultural context of people's lives.</p> <p>Analyse and take account of the impact of inequality, discrimination and social exclusion in work with people in a wide range of contexts and problem situations.</p> <p>Work in an open way and be able to justify their own actions within accepted ethical and professional standards.</p>	<p>Work at all times within the professional codes of practice, ethical principles and service standards that underpin high-quality social work practice.</p> <p>Exercise and justify their professional judgement.</p> <p>Use appropriate assertiveness in justifying professional decisions and upholding social work practice values.</p> <p>Critically reflect on their practice and performance and modify these as a result.</p>

4: Demonstrate professional competence in social work practice

Learning focus	To achieve the honours degree, social work students need to understand the following	Honours graduates in social work will acquire the transferable skills to do the following	On successfully completing the honours degree, newly qualified social workers must demonstrate competence to do the following
<p>Understanding and managing complex ethical issues, dilemmas and conflicts</p>	<p>Aspects of philosophical ethics that are relevant to understanding and attempting to resolve value dilemmas and conflicts in both inter-personal and professional contexts.</p> <p>Knowledge of equal opportunities and anti-discriminatory legislation and policy.</p> <p>Factors influencing the effectiveness of conflict resolution in different settings.</p>	<p>Analyse the impact of injustice, social inequality and oppression.</p> <p>Challenge individual, institutional and structural discrimination in constructive ways.</p> <p>Analyse and handle ethical dilemmas and conflicts to produce clear, accountable outcomes.</p> <p>Review ethical decisions and reflect accurately on factors that influence decision-making</p>	<p>Identify, understand and critically evaluate ethical issues, dilemmas and conflicts affecting their practice.</p> <p>Devise effective strategies to deal with ethical issues, dilemmas and conflicts.</p> <p>Act appropriately, even in uncertain and ambiguous circumstances and critically reflect on, and learn from, the outcomes.</p>
<p>Promoting best social work practice, adapting positively to change</p>	<p>Links between the content of different codes defining ethical practice and the regulation of professional conduct.</p> <p>The effective management of potential conflicts created by codes and values held by different professional groups.</p> <p>The position of contemporary social work within historical and comparative perspectives, including European and international contexts.</p> <p>The nature of change, its significance for those involved and the characteristics of effective change management.</p>	<p>Reflect critically on their own conduct and practice, identifying the need for change</p> <p>Analyse and respond positively and flexibly to changes in the demand for, context, setting and organisation of, services.</p> <p>Challenge unacceptable practices in a responsible manner.</p>	<p>Contribute to policy and practice review and development.</p> <p>Use supervision, together with other organisational and professional systems, to influence courses of action where practice falls below the standards required.</p> <p>Work with colleagues in related professions to develop and further integrate services.</p>

5: Manage and be accountable, with supervision and support, for their own social work practice within their organisation

Learning focus	To achieve the honours degree, social work students need to understand the following	Honours graduates in social work will acquire the transferable skills to do the following	On successfully completing the honours degree, newly qualified social workers must demonstrate competence to do the following
<p>Managing one's own work in an accountable way</p>	<p>The relationship between agency policies, legal requirements, ethical principles and professional boundaries in shaping the nature of services.</p> <p>The significance of modern communication and information technologies in planning and managing work programmes.</p> <p>The nature, characteristics and boundaries of professional activity and judgement.</p> <p>The characteristics of effective workload management and project planning.</p>	<p>Increase their learning and understanding with an appropriate degree of independence.</p> <p>Identify and keep under review personal and professional boundaries.</p> <p>Manage uncertainty, change and stress in work situations, using appropriate support.</p> <p>Handle inter-personal and intra-personal conflict constructively.</p>	<p>Manage and prioritise their workload within organisational policies and changing demands.</p> <p>Carry out duties accountably, using professional judgement and knowledge-based social work practice.</p> <p>Monitor and evaluate the appropriateness and effectiveness of their programmes of work in meeting the needs of individuals, families, carers, groups and communities and meeting organisational requirements.</p> <p>Use professional and managerial supervision and support to improve their practice.</p>
<p>Taking responsibility for one's own continuing professional development</p>	<p>The importance of critical reflection and self-monitoring in defining new personal learning plans.</p>	<p>Reflect on and change their professional behaviour in the light of growing experience.</p> <p>Take responsibility for their own further and continuing acquisition of knowledge and skills.</p> <p>Make a positive contribution to the continuing education of colleagues.</p>	<p>Using supervision, consultancy and professional support, take action to identify and meet their continuing professional development needs.</p> <p>Contribute appropriately to the continuing education of others.</p>

5: Manage and be accountable, with supervision and support, for their own social work practice within their organisation

Learning focus	To achieve the honours degree, social work students need to understand the following	Honours graduates in social work will acquire the transferable skills to do the following	On successfully completing the honours degree, newly qualified social workers must demonstrate competence to do the following
<p>Contributing to the management of resources and services</p>	<p>The contribution of different approaches to improving management, leadership and quality enhancement in public and independent social services.</p> <p>Modern communication and information technology, especially management information systems, and their application to service delivery.</p> <p>Basic statistical, resource management and budgetary procedures and techniques.</p>	<p>Use information and communications technology methods and techniques for a variety of purposes including professional communication, data storage and retrieval, information searching and resource management.</p> <p>Calculate, analyse figures and interpret data in both statistical and financial contexts.</p>	<p>Contribute to monitoring the outcomes, quality and cost effectiveness of services in meeting need.</p> <p>Contribute to the processes involved in purchasing and commissioning services and setting and maintaining service standards.</p> <p>Contribute to procedures for managing and sharing information.</p>
<p>Managing, presenting and sharing records and reports</p>	<p>The statutory basis of reports and the requirement to share these with relevant parties.</p> <p>Legal requirements relating to data protection and the rights of citizens to have access to information held about them.</p> <p>The use of communication and information technology in preparing reports and sharing and storing official information.</p>	<p>Write accurately and clearly in styles that are adapted to the audience, purpose and context of the communication.</p> <p>Present conclusions verbally and on paper, in a structured form that is appropriate to the audience for which these have been prepared.</p> <p>Synthesise information and lines of enquiry and sustain detailed reasoning at length and over time.</p>	<p>Maintain accurate, complete, accessible and up-to-date records and reports.</p> <p>Provide clear evidence for judgements and decisions.</p> <p>Implement legal and policy frameworks for access to records and reports and the protection of data.</p> <p>Share records with individuals, families, carers, groups and communities within legal and ethical guidelines and requirements.</p>

<p>Learning focus</p>	<p>To achieve the honours degree, social work students need to understand the following</p>	<p>Honours graduates in social work will acquire the transferable skills to do the following</p>	<p>On successfully completing the honours degree, newly qualified social workers must demonstrate competence to do the following</p>
<p>Preparing for, and taking part in, decision-making forums</p>	<p>The nature and characteristics of decision-making in a variety of settings.</p> <p>The complex relationships between public, social and political philosophies, policies and priorities and the organisation and practice of social work.</p> <p>Issues and trends in modern public and social policy and their relationship to contemporary practice and service delivery.</p> <p>Factors that inhibit effective participation in decision-making in different settings.</p>	<p>Communicate clearly, accurately and precisely (both verbally and in writing) with individuals and groups in a range of formal and informal situations.</p> <p>Make effective preparation for meetings and lead them in a productive way.</p> <p>Follow and develop lines of argument and evaluate the viewpoints of, and evidence presented by, others.</p>	<p>Prepare reports and documents for decision-making forums such as courts, hearings, tribunals, adjudications and case conferences.</p> <p>Work with individuals, families, carers, groups and communities to select the best forms of representation and involvement in decision-making.</p> <p>Present evidence to decision-making forums and help individuals, families, carers, groups and communities to understand the procedures involved and the possible and actual outcomes.</p> <p>Help individuals, families, carers, groups and communities to be involved appropriately in decision-making forums.</p>

5: Manage and be accountable, with supervision and support, for their own social work practice within their organisation

<p>Learning focus</p>	<p>To achieve the honours degree, social work students need to understand the following</p>	<p>Honours graduates in social work will acquire the transferable skills to do the following</p>	<p>On successfully completing the honours degree, newly qualified social workers must demonstrate competence to do the following</p>
<p>Working effectively with professionals within integrated, multi-disciplinary and other service settings</p>	<p>Relationships between agency policies, legal and regulatory requirements and professional boundaries in shaping the nature of services provided in inter-disciplinary contexts.</p> <p>Issues associated with working across professional boundaries and with different disciplines.</p> <p>Factors and processes facilitating effective service integration, inter-agency collaboration and partnership.</p>	<p>Function effectively within a framework of complex accountability to people who use services, agencies, the public and others.</p> <p>Understand and take account of the views of others who are involved in collaborative work.</p> <p>Analyse and work with the factors that inhibit integrated working across discipline, professional and agency boundaries.</p>	<p>Develop, maintain and review effective working relationships within and across agency boundaries.</p> <p>Contribute to identifying and agreeing the goals, objectives, working procedures and duration of professional groups and to evaluating their effectiveness.</p> <p>Work effectively with others in delivering integrated and multi-disciplinary services.</p> <p>Deal constructively with disagreements and conflict within work relationships.</p>

6: Support individuals to represent and manage their needs, views and circumstances

Learning focus	To achieve the honours degree, social work students need to understand the following	Honours graduates in social work will acquire the transferable skills to do the following	On successfully completing the honours degree, newly qualified social workers must demonstrate competence to do the following
<p>Representing in partnership with, and on behalf of, individuals, families, carers, groups and communities to help them achieve and maintain greater independence</p>	<p>The complex relationships between justice, care and control in social welfare and community justice and the practical and ethical implications of these.</p> <p>Social work roles as statutory agent, particularly in upholding the law in respect of discrimination.</p> <p>Links between processes contributing to social differences (for example, social class, gender and ethnic differences) and the problems of inequality and differential need faced by people who use services.</p>	<p>Act effectively with others to promote social justice by identifying and responding to prejudice, institutional discrimination and structural inequality.</p> <p>Overcome personal prejudices to respond appropriately to a range of complex personal and interpersonal situations.</p>	<p>Assess to what extent they should act as representative for an individual, family, carer, group or community.</p> <p>Help individuals, families, carers, groups and communities to get independent advice, support and representation.</p> <p>Where appropriate, represent individuals, families, carers, groups and communities, in partnership with them.</p> <p>Support people who use services to manage their affairs, including managing finances and purchasing care services.</p>



Annexes

- Annex 1 Project Group
- Annex 2 Standards in Social Work Education
Working Group
- Annex 3 Practice Learning Working Group

Annex 1

Project Group

Members

Gillian Ottley (Chair)	Depute Chief Social Work Inspector, Social Work Services Inspectorate
Sandy Cameron	Association of Directors of Social Work
Margret Coutts	Social Work Services Inspectorate
Bryan Healy	Attain Scotland
Christine Humphries	Scottish Consumer Council
Gordon Jeyes	Association of Directors of Education in Scotland
Karen Lax	Social Work Services Inspectorate
Jill Lewis	Social Work Services Inspectorate
Colin Mackenzie	Convention of Scottish Local Authorities
Kirstie Maclean	Scottish Institute for Residential Child Care
Angela O'Hagan	Carers Scotland
Chris Robinson	The Open University in Scotland
Ruth Stark	British Association of Social Workers
Tim Warren	Social Work Services Inspectorate
Carol Watson	NHS Education for Scotland
Carole Wilkinson	Scottish Social Services Council
Bryan Williams	Joint University Council/Social Work Education Council (Scotland) and Association of Professors of Social Work (Scotland)
Pauline Miller (Secretary)	Social Work Services Inspectorate

Annex 2

Standards in Social Work Education Working Group

Members

Bryan Williams (Chair)	Vice Dean of the Faculty of Education and Social Work, University of Dundee Joint University Council/Social Work Education Council (Scotland) and Association of Professors of Social Work (Scotland)
David Bottomley	Quality Assurance Agency for Higher Education
Margret Coutts	Social Work Services Inspectorate
Sheila Dunn	Quality Assurance Agency for Higher Education
Colin Mackenzie	Convention of Scottish Local Authorities
Gillian Ottley	Social Work Services Inspectorate

Annex 3

Practice Learning Working Group

Members

Karen Lax (Chair)	Inspector, Social Work Services Inspectorate
Caroline Chittleburgh	Attain Scotland
Chris Clark	Professors and Heads of Courses Group
Sandra Costigan	Association of Directors of Social Work
Margret Coutts	Social Work Services Inspectorate
Penny Forshaw	British Association of Social Workers
Harry Garland (represented by Maggie Maclean)	Association of Directors of Social Work
Stephen Hagan	Scottish Care
Neil Henery	Scottish Organisation of Practice Teachers
Jill Lewis	Social Work Services Inspectorate
Meg Lindsay	CareVisions
Joyce Lishman	Professors and Heads of Courses Group
Maggie Maclean	Association of Directors of Social Work
Joan Mitchell	Scottish Social Services Council
Beth Moore	Lanarkshire Community Care Forum
Gillian Ottley	Social Work Services Inspectorate
Chris Robinson	The Open University in Scotland
Brian Smith	Attain Scotland
Janet Spence	Scottish Social Services Council

Jenny Thompson	Convention of Scottish Local Authorities
Tim Warren	Social Work Services Inspectorate
Eilidh Whiteford	Scottish Carers' Alliance
Pauline Miller (Secretary)	Social Work Services Inspectorate

© Crown Copyright 2003

Further copies are available from The Stationery Office Bookshop
71 Lothian Road, Edinburgh EH3 9AZ
Tel 0870 606 55 66

The text pages of this document are produced from 100% elemental chlorine-free,
environmentally-preferred material and are 100% recyclable.

Astron. B28182 01/03

