Gofal Cymdeithasol **Cymru**
Social Care **Wales**

Ariennir gan
Lywodraeth Cymru
Funded by
Welsh Government

Practice education guidance for the social work degree in Wales

Contact

Social Care Wales
South Gate House
Wood Street
Cardiff CF10 1EW
Tel: 0300 30 33 444
Minicom: 029 2078 0680
Email: info@socialcare.wales
socialcare.wales

© Social Care Wales 2019

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means without the prior written permission of Social Care Wales.

Enquiries for reproduction outside the scope expressly permitted by law should be sent to the Chief Executive of Social Care Wales at the address given above.

Other formats:

This document is available in large print or other formats, if required. It is also available in Welsh.

Contents

Section 1

Introduction....4

The social work degree....4

Stages of learning....5

Role of the practice educator....5

On-site supervisors....6

Section 2

The student's journey....7

Introduction and foundation stage – level 1....7

Applying knowledge, skills and values in social work practice – level 2....8

Development and confirmation of competence in social work practice – level 3....9

Final remarks....11

Appendix 1

National Occupational Standards for Social Work 2011....12

Appendix 2

Subject Benchmark Statements for Social Work 2016....38

Appendix 3

Skills audit tool....43

Section 1

Introduction

Social Care Wales is responsible for assuring the quality of social work education in Wales. We set rules for approving, monitoring and reviewing social work training. These are set out in *The Framework for the Degree in Social Work* (2018)[1]. The rules and associated guidance set the standards and approach to assessing student social worker competence. The standards are drawn from:

- the National Occupational Standards for Social Work
- the Quality Assurance Agency's (QAA) Subject Benchmark Statements for Social Work
- the *Code of Professional Practice for Social Care*.

We have developed this guide to provide more information about the expectations for assessing students in their practice learning opportunities, and how the standards need to be evidenced.

This guide will help practice educators support and assess students undertaking the social work degree in Wales. It also provides a structure for practice educators, to use their own knowledge and skills to make decisions about the student's developing competence.

We use various terms in social work education, which may need clarification. They are:

- **Programme** – this refers to the arrangements for delivering social work training. A programme is provided by a partnership consisting of employers and a university, so when the guide refers to "the programme" it refers to the partnership's responsibility. If the responsibility lies with the university, the employer partner or the placement provider, we will use those terms instead.
- **Practice learning** is used to describe what the student gains from a practical placement where they learn about and practise the skills, knowledge and values needed by a professional social worker.
- **Practice educator** is used to describe the role of the social worker responsible for the student's practice learning. This role used to be known as practice teacher, practice supervisor or practice assessor. We have decided to use the term practice educator to capture the role's range of responsibilities for promoting learning, teaching, assessing and managing the practice placement.

The social work degree

The social work degree is an academic and professional award. The teaching, learning and assessment for the degree must combine theory and practice, whether the student is college-based or on their practice learning opportunity.

To pass the degree, students must:

- pass all the assessed components of academic work
- successfully complete each academic level of learning before proceeding to the next
- successfully complete each practice learning element of the programme before proceeding to the next
- pass at least 200 days of assessed practice learning
- provide evidence of competence against the six key roles of social work and the 20 National Occupational Standards for Social Work (2011)
- show a growing understanding, analysis and application of the *Code of Professional Practice for Social Care*
- show they are able to use ICT methods and techniques to support their learning and practice, as defined by the relevant QAA Subject Benchmark Statement for Social Work (see Appendix 2).

1. *The Framework for the Degree in Social Work*, Social Care Wales, 2018

The professional social work qualification can be completed through a graduate or master's level degree. The standards of professional competence students must meet are the same for both routes and the academic curriculum for each programme must meet specific standards.

Stages of learning

The stages of learning students progress through on a qualifying programme are:

- introduction and foundation
- applying knowledge, skills and values in social work practice
- development and confirmation of competence in social work practice.

The student's practice is assessed at each stage of the degree. Programme partnerships have some flexibility over the structure of the practice learning opportunities and some programmes choose to bring together the first two stages.

However, all programmes must make sure:

- students undertake one period of practice learning in a local social services authority that lasts for at least 80 days and includes experience of statutory social work functions, including safeguarding
- the assessment of practice learning must be carried out by a registered and experienced social worker who is, or is training to be, a qualified assessor
- the student's practice is observed and assessed on a specified number of occasions
- students and practice educators present a portfolio of evidence of the student's learning and all accompanying material, including the practice educator report
- students and practice educators pay due regard to the confidential nature of information about people with care and support needs when compiling the portfolio
- students and practice educators produce all written work to a professional standard. The portfolio must be presented in a satisfactory manner in terms of spelling and grammar, and the writing must be clear and easy to understand. Students are strongly encouraged to keep as much evidence as possible in an electronic format
- students meet the standards described in the National Occupational Standards for Social Work by the end of the programme.

The role of the practice educator

The practice educator has a critical role in social work education. The role involves promoting learning, teaching, assessment and management. Practice educators must therefore be familiar with the principles and practice of adult learning.

Practice educators should make sure they:

- are familiar with the education standards for social work students
- are familiar with the specific programme the student is studying
- share their knowledge and skills with the student to help them practise in-line with the *Code of Professional Practice for Social Care* and the National Occupational Standards for Social Work
- are responsible for the work allocated to the student and that it's appropriate to their learning needs and the stage of their training

- provide regular professional and developmental supervision, including evaluative feedback on all aspects of the student's work
- observe the student's practice
- use a range of evidence, and complete assessment and evaluative reports, as required by the programme
- support students who have educational learning needs, as identified in the practice learning opportunity/hosting agreement.

On-site supervisors

If the practice educator does not work in the same team as the student, the host agency will arrange for them to have an on-site supervisor. The practice educator will still be responsible for the overall supervision and assessment of the student, drawing on information and evidence from the on-site supervisor.

The on-site supervisor will need to be appropriately prepared for the role. The programme must make sure, as a minimum, that the on-site supervisor is familiar with the programme requirements, their role and responsibilities, and how they contribute to the student's development.

Each programme will provide practice educators and on-site supervisors with a practice learning handbook that has more information about their role and the expectations of them.

2. This section has been adapted from the programme handbook for the MA Social Work at Bangor University. We are grateful to the programme for allowing us to use this material.

An on-site supervisor should[2]:

- make sure the student is introduced to, and integrated with, other members of staff within the agency
- plan and provide the student with an induction to the agency, including relevant documentation about the agency's practice, policies and procedures
- identify suitable work for the student to carry out in consultation with the practice educator. This work will allow the student to demonstrate the evidence needed to meet the required standards and practice for their specific level of study
- exercise responsibility for the day-to-day management and supervision of the student
- attend regular meetings with the practice educator and student
- contribute to the ongoing evaluation of the student. The practice educator will consult with the on-site supervisor about the student's progress in the placement
- have a basic knowledge about the qualifying programme and the assessment arrangements for social work students.

It is important that the on-site supervisor:

- is part of the practice learning agreement meeting to agree expectations and requirements of the placement
- attends on a regular basis, the student's supervision sessions with their practice educator to provide feedback about the student's progress and discuss any issues that need addressing
- make sure the work allocated to the student is agreed with the practice educator, that it is manageable in terms of complexity and volume, and that it meets the learning outcomes required. The practice educator will be able to guide the on-site supervisor about the type and level of work required.

Section 2

Programmes vary in their arrangements for practice learning. So they must produce a practice learning handbook that describes the arrangements and requirements of practice learning opportunities for each stage of the qualification.

The handbook sets out the stages of learning in the social work degree. For each stage, it describes:

- the focus of the learning
- what students must demonstrate
- the criteria upon which assessment decisions will be made
- any specific requirements relating to assessment or the gathering of evidence.

The student's journey

The three stages of the qualifying programme are:

- introduction and foundation
- applying knowledge, skills and values in social work practice
- development and confirmation of competence in social work practice.

By the end of the programme, students are expected to have the level of competence required to carry out the six key roles of social workers, as defined by the National Occupational Standards for Social Work. This competence should be underpinned by the knowledge and skills described in the standards and in the Benchmark Statements for Social Work (see Appendices).

Each National Occupational Standard has performance criteria. These are used to help the student and practice educator understand the requirement. There is no expectation that all the criteria will be met. However, practice educators should take into account any evidence of a student not meeting the criteria when they make assessment decisions.

Introduction and foundation stage – level 1

The first stage of the social work qualification focuses on developing a broad understanding of the role of social workers and the essential concepts needed to practice effectively. Students will develop knowledge, understanding and skills, and explore how their value base affects the quality of their social work practice.

Depending on the arrangements in each programme, students will gain an understanding of:

- the broad legislative and policy framework for social services and well-being in Wales
- the key skills needed by social work professionals
- the impact of social work practice upon people in need of care and support, and their carers
- the organisation and structure of social work and social care services
- research that's relevant to their practice learning opportunity.

At this stage, students will be assessed on their potential for further development.

Practice educators should facilitate practice learning that helps the student gain an understanding of the role of social workers, their responsibilities, and the knowledge, skills and values required. Students should be provided with work that reflects their learning needs and supports their academic learning. Students will have relevant experience

from before they joined the course, so the work they are given should present an appropriate challenge while being well-supported. Students must communicate and engage with people with care and support needs and carers. Such opportunities should be well-planned and appropriately supervised. This is not an observational placement.

Students are expected to demonstrate:

- an emerging competence in, and understanding of, the six key roles of social work as defined by the National Occupational Standards for Social Work, and the knowledge and skills they require
- the interpersonal skills and values required to be suitable and safe to work with people with care and support needs, and their carers
- an understanding of the impact of social work practice upon people with care and support needs, and their carers. This understanding should be gained directly from people with care and support needs, and their carers
- they have understood and applied the *Code of Professional Practice for Social Care* in their practice, conduct and academic work.

Applying knowledge, skills and values in social work practice – level 2

At this level, students will focus on further developing their knowledge, skills and experience, and applying them in their practice.

They will cover:

- the five areas of subject knowledge and understanding[3]:
  - social work theory
  - values and ethics
  - people with care and support needs, and carers with support needs
  - the nature of social work practice
  - the leadership, organisation and provision of social work and social care services
- the five subject-specific skills and other skills[4]:
  - problem-solving
  - communication
  - working with others
  - personal and professional development
  - use of technology and numeracy[5].

By the end of these two stages of practice learning, students should be applying social work knowledge, skills and values, including research findings, in their practice. They will also need to show they are developing critical, analytical and reflective practice.

In making a decision about student competence, practice educators will asses students on the basis of the evidence:

- needed for each of the 20 National Occupational Standards for Social Work. For each standard, practice educators will also need to take into account any contra-evidence

3. Based upon the Subject Benchmark Statements for Social Work, Quality Assurance Agency 2016
4. Ibid p.17
5. See appendix 2

- of the student's analysis and evaluation of their application of the *Code of Professional Practice for Social Care* in their practice, conduct and academic work.

The performance critieria describe ways in which the National Occupational Standard is evidenced and this can be used to inform the assessment.

The student's work with people in need of care or support must be directly observed on at least five occasions. The practice educator must carry out at least three of these observations, the others can be carried out by a different registered social worker.

For all observations undertaken, the observor should ask for feedback about the student's practice. A minimum of three pieces of feedback is required.

The assessment of the student's practice at the end of these two stages will involve:

- assessed practice learning of at least 100 days, in no more than two practice learning opportunities
- student analysis and evaluation of their application of the *Code of Professional Practice for Social Care* through:
  - their approach to professional and academic development
  - their conduct
  - assessed work
  - practice learning
- demonstrating an understanding of the six key roles of social work as defined by the National Occupational Standards for Social Work, and the knowledge and skills they require
- the potential for further development.

Development and confirmation of competence in social work practice – level 3

Building on the knowledge, skills and values gained in the previous two stages, students at this level should be demonstrating professional judgement, intervention and critical reflection in their practice.

Students are expected to demonstrate:

- they are able to apply the principles of Welsh social policy and the legislative framework in their practice
- they are able to make appropriate use of research in their decision-making and professional judgement about practice and in evaluating outcomes
- professional judgement, intervention and critical reflection.

In making a decision about the student's competence, practice educators will assess the students on the basis of:

- assessed practice learning of at least 80 days in one practice learning opportunity
- the evidence required for each of the 20 National Occupational Standards for Social Work at this level. For each standard, practice educators will also need to take into account any contra-evidence
- the evidence the student has fully integrated and critically analysed their application of the *Code of Professional Practice for Social Care* through:
  - their approach to professional and academic development
  - their conduct
  - assessed work
  - practice learning.

The performance critieria describe ways in which the National Occupational Standard is evidenced and this can be used to inform the assessment.

The student's work with people in need of care and support must be directly observed on at least five occasions. The practice educator must carry out at least four of these observations, the other can be carried out by a different registered social worker.

For all observations undertaken, the observor should ask for feedback about the student's practice from the individual the student has been working with. A minimum of three pieces of feedback is required.

Final remarks

Being a practice educator is a demanding role. It draws on many social work skills, such as communication, negotiation, collecting and analysing information, setting and working to targets, managing, enabling others and writing reports. It contributes to continuing professional development and provides excellent evidence of post-registration training and learning[6].

Practice educators have an important role in preparing and developing the next generation of social workers. It is a key part of being a professional social worker. The *Social Worker* practice guidance states:

> all social workers have a responsibility to contribute to the learning and development of others, including the training of future social work professionals[7].

In facilitating high-quality practice learning opportunities, practice educators make sure students get the most of out their practice learning, helping them grow in knowledge and skills to develop into professional, competent and confident social workers.

We hope you enjoy working with student social workers and recognise your valuable contribution in helping shape the social work workforce of the future.

6. Renewing your registration – Social Care Wales
7. *The Social Worker – Practice guidance for social workers registered with Social Care Wales*, 2017

Appendix 1

National Occupational Standards Social Work 2011

Please note the following extracts are the standards and performance criteria for Social Work NOS only.

You can find the full standards on our website at:
socialcare.wales

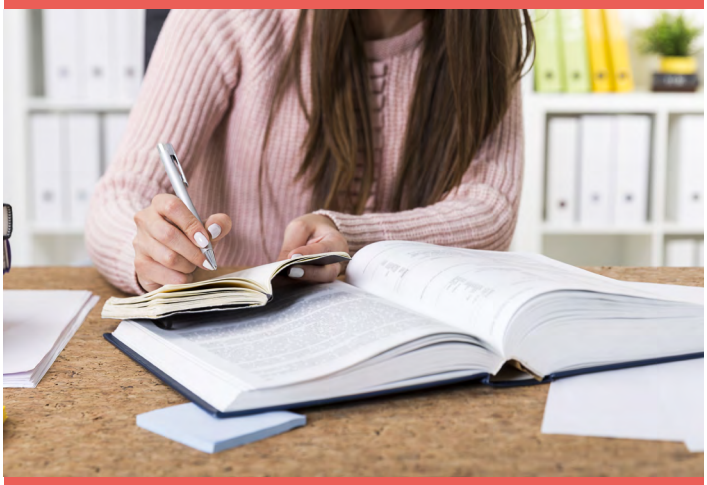
National Occupational Standards for Social Work – key roles

Key role 1	**Maintain professional accountability**
SW1	Maintain an up-to-date knowledge and evidence base for social work practice
SW2	Develop social work practice through supervision and reflection
Key role 2	**Practise professional social work**
SW3	Manage your role as a professional social worker
SW4	Exercise professional judgement in social work
SW5	Manage ethical issues, dilemmas and conflicts
SW6	Practise social work in multi-disciplinary contexts
SW7	Prepare professional reports and records relating to people
Key role 3	**Promote engagement and participation**
SW8	Prepare for social work involvement
SW9	Engage people in social work practice
SW10	Support people to participate in decision-making processes
SW11	Advocate on behalf of people
Key role 4	**Assess needs, risks and circumstances**
SW12	Assess needs, risks and circumstances in partnership with those involved
SW13	Investigate harm or abuse
Key role 5	**Plan for person-centred outcomes**
SW14	Plan in partnership to address short- and longer-term issues
SW15	Agree risk management plans to promote independence and responsibility
SW16	Agree plans where there is risk of harm or abuse
Key role 6	**Take actions to achieve change**
SW17	Apply methods and models of social work intervention to promote change
SW18	Access resources to support person centred solutions
SW19	Evaluate outcomes of social work practice
SW20	Disengage at the end of social work involvement

SCDSW1

Maintain an up-to-date knowledge and evidence base for social work practice.

Overview	This standard is for social workers working with individuals, families, carers, groups and communities. In order to practise safely and professionally, social workers must continually equip themselves with a body of knowledge and evidence that draws on academic literature, research, local understanding and national legislation relating to the sphere of activity. The standard establishes a planned approach to on-going study and research that will help to secure evidence-based and legally sound social work practice.	
Performance criteria **You must be able to:**	**P1**	establish your own strategy for maintaining an up to date knowledge and evidence base for social work practice
	P2	research statutory, legal and procedural requirements and academic literature relating to social work practice
	P3	analyse the statutory and non-statutory powers exercised by social workers and organisations
	P4	review the outcomes of previous social work practice for individuals, families, groups and communities locally
	P5	review your own knowledge about issues or equality, fairness, access and anti-discriminatory practise and provision
	P6	synthesise information to understand how evidence-based practice applies in your own role
	P7	plan, with support, how to integrate current and emerging research into your own practice



SCDSW2

Develop social work practice through supervision and reflection

Overview	This standard is for social workers working with individuals, families, carers, groups and communities. The twin strands of professional supervision and personal reflection are essential to the development of practice and social workers must make effective use of both. These in turn need to be informed by feedback from others and supplemented with less formal support when this is helpful or necessary. The standard addresses these areas and ensures that new learning is integrated within practice, so as to improve individual practice and contribute to developing the profession as a whole.	
Performance criteria **You must be able to:**	**P1**	seek **professional supervision** to develop accountable social work practice
	P2	prepare for formal **professional supervision** in ways that will maximise its effectiveness
	P3	access additional sources of support compatible with professional social work principles
	P4	use feedback from supervision and **other sources** to inform reflection on and evaluation of your social work practice
	P5	reflect on the cultural context in which you practice and how this impacts upon your work
	P6	reflect on your own values, beliefs and assumptions and how they impact on your social work practice
	P7	integrate learning within practice
	P8	contribute your own knowledge of best practice to the continuing development of the profession

SCDSW3

Manage your role as a professional social worker

Overview	This standard is for social workers working with individuals, families, carers, groups and communities. Social work makes demands not only on social workers' professional knowledge and skill, but also on their personal capacities. The work can affect their personal well-being, both physical and emotional. The standards addresses the need for conscious planning of how best to use time, energy and expertise, how best to stay safe in situations where there is risk, and how to manage the social work role within its various contexts and constraints.	
Performance criteria **You must be able to:**	**P1**	work within the **context** of your own organisation
	P2	establish the parameters of your own work role and how the responsibilities of others link with these
	P3	ensure your understanding of **processes** in which you may be involved
	P4	plan, with support, how to prioritise work in order to use your time effectively
	P5	take steps to ensure your safety in situations where there is risk of harm to you
	P6	recognise the effect that work situations may have on your well-being and your practice
	P7	implement strategies to develop your personal and professional resilience
	P8	challenge your own assumptions that could lead to discrimination in your practice
	P9	reflect on the way you manage your role, to ensure continual development and continued professional registration

SCDSW4

Exercise professional judgement in social work

Overview	This standard is for social workers working with individuals, families, carers, groups and communities. At the heart of social work practice is the need to make judgements that will impact on the lives of others, sometimes in challenging circumstances or with extreme effects. Independent judgements must be made even when working in person centred ways and in close partnership with others. The standard expresses how social workers must bring to the decision-making process a rigorous and thoughtful analysis of information and its implications, leading to judgements that can be asserted with confidence to ensure that the best interests of those involved are being served.	
Performance criteria **You must be able to:**	**P1**	analyse a range of information that will inform professional decisions about specific complex situations
	P2	develop a range of options for addressing the situation
	P3	evaluate the implications of different options for the **people** involved
	P4	exercise professional judgement to make evidence-based decisions
	P5	present both verbally and in writing the rationale for your professional judgements
	P6	justify your professional judgements where others disagree or challenge them
	P7	challenge judgements of others that appear to conflict with the evidence or to work against people's best interests
	P8	consider the need to modify your own judgement where new evidence is presented

SCDSW5

Manage ethical issues, dilemmas and conflicts

Overview	This standard is for social workers working with individuals, families, carers, groups and communities. The complex situations encountered by social workers often present issues, dilemmas and conflicts that have a strong ethical dimension. These may arise from tensions between rights and responsibilities, between risk and protection, between assessed need and available resources. The standard addresses the cycle of research, reflection, action and learning in the context of ethical decision-making.	
Performance criteria **You must be able to:**	**P1**	recognise ethical issues, dilemmas and conflicts that arise in the course of social work practice
	P2	review sources of information and knowledge that can inform professional judgements about ethical issues, dilemmas and conflicts
	P3	reflect on how your own values and experiences may impact on managing ethical issues, dilemmas and conflicts
	P4	make professional judgements taking account of ethical issues, dilemmas and conflicts
	P5	support others to understand how ethical considerations may have affected decisions made
	P6	evaluate outcomes of how you have managed ethical issues, dilemmas and conflicts to inform your future practice

SCDSW6

Practise social work in multi-disciplinary contexts

Overview	This standard is for social workers working with individuals, families, carers, groups and communities. Effective multi-disciplinary work is an essential component of social work: the information known to different agencies must be shared to identify those at risk, the skills of different professions must be co-ordinated to benefit those with complex requirements, the resources of different agencies must be pooled to maximise person centred outcomes. The standard addresses the components of multi-disciplinary working while maintaining the distinctive role and contribution of the social worker.	
Performance criteria **You must be able to:**	**P1**	develop collaborative working relationships with professionals from other disciplines
	P2	uphold the role and function of social work when working in a multi-disciplinary context
	P3	develop your understanding of the roles and responsibilities of others involved in multi-disciplinary work
	P4	ensure that social work principles, codes of practice and values are applied when working with others
	P5	contribute to identifying and agreeing the goals and objectives of the multi disciplinary work
	P6	negotiate responsibilities that respect legal, ethical, organisational and professional boundaries in a multi-disciplinary context
	P7	negotiate agreements on systems for the exchange of information which contribute to the safeguarding and well being of individuals and the wider community
	P8	apply social work knowledge and skills to deal constructively with disagreements and conflict within multi disciplinary relationships
	P9	contribute to evaluating the effectiveness of the multi disciplinary work

SCDSW7

Prepare professional reports and records relating to people

Overview	This standard is for social workers working with individuals, families, carers, groups and communities, and others whose work involves the preparation of professional reports and records in similar contexts. Reports that will be used when making decisions about people's lives must be accurate, honest, cogently presented and responsibly disseminated. Information technology offers new and effective ways of presenting and sharing information. The standard addresses practices for high quality report-writing, record-keeping and information-sharing in the context of legal, organisational and ethical requirements.	
Performance criteria **You must be able to:**	**P1**	use language appropriate to the intended audience to construct professional reports that are analytical and coherent
	P2	maintain accurate, complete, retrievable, and up-to-date records
	P3	ensure reports and records can be understood by those who have a right to see them
	P4	make use of information communication technology that supports information exchange within and across disciplines and organisations
	P5	ensure that records and reports comply with legal and organisational requirements, balancing the tension between safeguarding, confidentiality and data protection

SCDSW8

Prepare for social work involvement

Overview	This standard is for social workers working with individuals, families, carers, groups and communities. Inadequate preparation prior to initial social work contact can be disrespectful, a source of frustration and potentially dangerous. The need to be fully prepared must be balanced with an open-mindedness that avoids assumptions and recognises the expertise people have about their own situations, which may or may not have been captured in existing information. The standard addresses how best to gather diverse information (even if incomplete) and use it to plan the best beginning for social work involvement.	
Performance criteria **You must be able to:**	**P1**	clarify details of the **referral** and any associated risks
	P2	engage appropriately with **others** to access additional information
	P3	investigate legal requirements and organisational procedures with a bearing on the proposed involvement
	P4	research further information that may inform your initial involvement
	P5	reflect on aspects of self that may have an impact on the social work relationship
	P6	**synthesise** all information gathered
	P7	make a professional judgement with support from others about the best form of initial involvement

SCDSW9

Engage people in social work practice

Overview	This standard is for social workers working with individuals, families, carers, groups and communities. To engage people in exploring and addressing their own circumstances is a vital part of social work practice that weaves through all other aspects of the role. It requires social workers to use their own skills and qualities as resources to build and sustain engagement, sometimes when encountering reluctance or resistance. The standard addresses the central place of communication and creativity in this context, and recognises the potential of people to use their own resourcefulness to achieve change.	
Performance criteria **You must be able to:**	**P1**	plan how to use communication to secure initial engagement
	P2	use communication skills to establish the social work relationship
	P3	support people to find effective ways to communicate their views, needs and preferences
	P4	develop understanding in others of your own and the organisation's duties and responsibilities
	P5	support people to explore their own circumstances, their existing networks and other resources available to them
	P6	engage people to participate in finding creative ways to achieve change
	P7	work with others to address any hostility or resistance encountered
	P8	appraise the impact of self in sustaining engagement and partnership working
	P9	seek feedback from people on how effective your engagement with them has been
	P10	adjust the way you develop and sustain engagement in the light of reflection and feedback

SCDSW10

Support people to participate in decision-making processes

Overview	This standard is for social workers working with individuals, families, carers, groups and communities, and others who work in similar contexts. Decision-making processes relating to social work or similar contexts are often complex and may be daunting for those caught up in them. Supporting people to participate is of fundamental importance and may take many forms if it is to enable people to be heard rather than spoken for unnecessarily. The standard addresses the process of supporting participation, from assessing people's capacity to speak for themselves to confirming their understanding of the outcomes of their participation. It recognises that support for participation must include challenging barriers and discrimination as well as building people's own capacity to advocate for themselves.	
Performance criteria **You must be able to:**	**P1**	assess **people's capacity** to navigate systems and make their voices heard
	P2	agree the level and nature of **your own contribution** in supporting people to participate in **decision-making processes**
	P3	ensure literature and documentation is made available to people in their preferred language and format
	P4	support **people** to understand the concepts of power and empowerment in different situations
	P5	explain processes and procedures to enable people to participate as fully as possible
	P6	work with **people** to build their **capacity** to advocate for themselves
	P7	carry out your agreed role to support participation in **decision-making processes**
	P8	confirm **people's** understanding of the outcomes of their participation and any decisions made
	P9	identify any prejudice and discrimination encountered
	P10	promote social justice by challenging **systems or processes** that present barriers to people's participation
	P11	review the effectiveness of support provided

SCDSW11

Advocate on behalf of others

Overview	This standard is for social workers working with individuals, families, carers, groups and communities, and others working in similar contexts. In a particular situation or over a longer period of time, it may be necessary to represent people's views, needs or wishes when they are not in a position to do so for themselves. The standard addresses what is involved in advocating on behalf of others, including the need to consider conflicts of interest, to maximise participation by working closely together throughout, and to ensure that the outcomes of advocacy are fully understood.	
Performance criteria **You must be able to:**	**P1**	establish if people require you to advocate for them in specific situations
	P2	clarify with people the desired outcomes of the advocacy and other possible outcomes
	P3	support people to participate to the extent that they are able
	P4	make professional judgements about any potential conflicts of interest that may arise if you act as advocate
	P5	collaborate with people to prepare a case that represents their best interests
	P6	make representation to achieve desired outcomes
	P7	communicate outcomes of the advocacy in ways that can be understood
	P8	review the effectiveness of advocacy

SCDSW12

Assess needs, risks and circumstances in partnership with those involved

Overview	This standard is for social workers working with individuals, families, carers, groups and communities. Assessment is a distinctive professional activity within social work. Accurate, comprehensive and person centred assessment helps to ensure that consequent social work involvement will truly fit people's lives and circumstances, and planning cannot begin until assessment is complete. Assessment of risk is an important feature of the process (though not the only one) and tensions may arise between rights and responsibilities in relation to this. The standard recognises that people are experts about their own lives and that information held by others, including those in other agencies or disciplines, also has a crucial role to play in building a holistic assessment.	
Performance criteria **You must be able to:**	**P1**	listen to **people's** own accounts of their situation
	P2	work holistically with people to enable them to identify, clarify and express their strengths, **needs** and expectations
	P3	identify obstacles that create limitations for people
	P4	assist people to identify what would help them build on their own strengths, abilities and achievements
	P5	work with others to gather further information relevant to the assessment
	P6	work with people to identify any **risks** associated with their situation
	P7	analyse the nature, level, urgency and implications of any **risks** identified, in compliance with legal and other requirements
	P8	assess the balance of people's rights and responsibilities in relation to any risks identified
	P9	make professional judgements about needs, **risks** and protective factors to inform planning
	P10	record assessment information accurately and in accordance with organisational requirements

SCDSW13

Investigate harm or abuse

Overview	This standard is for social workers working with individuals, families, carers, groups and communities. Investigating harm or abuse is a complex and demanding activity which has at its heart the safe-guarding of a vulnerable adult, young person or child. It involves working closely with other disciplines and agencies; exercising professional assertiveness in situations where there may be overt or covert hostility; making difficult judgements; and developing options for action which may have far-reaching consequences. All this must be done in the context of legal, organisational and other binding requirements. The standard covers these aspects and highlights the need to maintain a focus on the person who is at risk, whatever others needs or issues may come to light during the investigation process.	
Performance criteria **You must be able to:**	**P1**	identify behaviours and environments that present potential risk of **harm or abuse**
	P2	work within organisational procedures and in **partnership with others** to plan an investigation into suspected harm or abuse
	P3	maintain a focus on safeguarding the person at risk throughout the investigation process
	P4	use **persistence and assertiveness** to gather direct evidence about the harm or abuse
	P5	co-ordinate other evidence from a variety of sources and disciplines to assess the level of risk
	P6	make a professional judgement in partnership with others on the level and nature of intervention required
	P7	develop options for achieving immediate and longer term outcomes
	P8	make recommendations in partnership with others about the intervention required
	P9	record information relating to the investigation accurately and in accordance with organisational and other requirements

SCDSW14

Plan in partnership to address short and longer term issues

Overview	This standard is for social workers working with individuals, families, carers, groups and communities. Planning within social work is about seeking creative ways to achieve outcomes, not about matching people to traditional or existing services. Solutions may be found within people themselves or their personal networks; through combining services in new or more established ways; or by specifying what tailor made support might look like. The standard addresses the cycle of working together to identify outcomes and objectives, explore possible solutions and check their feasibility, and agree a plan that builds in ways to test how well the solution is working.	
Performance criteria **You must be able to:**	**P1**	support **people** to understand the planning process and their rights and responsibilities within it
	P2	work with **people** to agree the overall outcome that the plan should achieve
	P3	establish agreement on short, medium- and long-term objectives
	P4	support people to recognise resources within themselves, their personal networks and the community
	P5	explore with the people involved a range of possible **solutions** and their **feasibility**
	P6	formulate a plan based on collated information
	P7	establish agreement to the plan with those involved in it or affected by it
	P8	agree how the plan will be monitored and reviewed
	P9	record the plan and any issues or needs that the plan does not seek to address

SCDSW15

Agree risk management plans to promote independence and responsibility

Overview	This standard is for social workers working with individuals, families, carers, groups and communities. The association between risk, independence and personal responsibility makes risk management within social work a dynamic undertaking. It includes balancing different rights and responsibilities, and exploring ways to enable risks to be taken where these have the potential to enhance people's lives. The standard addresses these areas while recognising that specific safe-guards may nonetheless be necessary. It sets risk management planning in the context of collaborative work and highlights the importance of shared agreement and on-going monitoring of risk-related plans.	
Performance criteria **You must be able to:**	**P1**	review your own and the organisation's legal and professional duties when supporting people to balance risks, rights and responsibilities
	P2	assess the individual's capacity to make decisions regarding risk
	P3	assess risk according to legal and organisational requirements
	P4	use assertiveness to ensure that the actions of others work in the best interests of the individual and take account of the wider community
	P5	with the individual, develop a plan to minimise risks while maximising independence and the responsibility for taking positive risks
	P6	work with the individual and others to ensure they understand the reasons why specific safeguards need to be put in place
	P7	establish agreement to the plan with all those who will share the management of risk
	P8	agree a strategy for monitoring and reviewing the risk management plan
	P9	complete records of the risk management plan

SCDSW16

Agree plans where there is risk of harm or abuse

Overview	This standard is for social workers working with individuals, families, carers, groups and communities. Where risk of harm or abuse has been investigated and confirmed, plans to address the risk must be agreed as a matter of urgency within a multi-agency framework. While the initial focus must be on securing short-term safety, therapeutic objectives must also be addressed. These will include identifying the least damaging plan of action for the short term and planning for restorative approaches, where possible, in the longer term. The standard covers these areas in the context of collaborative multi-disciplinary working.	
Performance criteria **You must be able to:**	**P1**	analyse from the outcome of an **investigation** the degree of risk to a person, to their immediate or extended network, or to the community
	P2	collaborate with the person, those close to them, colleagues and professionals from other disciplines to develop a plan that will protect the person, those in their networks and the community
	P3	support the person to be as fully involved as possible in the planning process
	P4	negotiate agreement on the least restrictive and least damaging plan of action that will offer short term safety in respect of the risks evidenced
	P5	develop a long-term therapeutic plan to restore or continue to provide protection
	P6	review plans with others at agreed times
	P7	make changes to the plan in response to the trajectory of the intervention in consultation with others
	P8	produce professional records and reports to document plans, progress, changes to plans and outcomes

SCDSW17

Apply methods and models of social work intervention to promote change

Overview	This standard is for social workers working with individuals, families, carers, groups and communities. Sound knowledge of a range of evidence-based interventions, coupled with a social worker's use of self in applying them, stand as key resources in social work practice. The focus of the intervention may be a group, an individual or a system within which an individual functions. The standard recognises that different interventions will need to be selected for different situations, and the choice explained when necessary. The standard also stresses the need for careful reflection on the effectiveness of any intervention used, with an openness to learn and adapt practice to help achieve change as the intervention proceeds.	
Performance criteria **You must be able to:**	**P1**	research a range of methods and models of social work intervention that may promote change in specific situations
	P2	analyse how your own professional and interpersonal skills can be demonstrated within methods and models of social work intervention
	P3	articulate your rationale for choosing particular interventions in specific situations
	P4	use your own professional and interpersonal skills to apply social work interventions
	P5	monitor through reflection in practice the effectiveness of the interventions in achieving change
	P6	revise interventions to take account of reflective monitoring

SCDSW18

Access resources to support person centred outcomes

Overview	This standard is for social workers working with individuals, families, carers, groups and communities. The role of social workers in accessing resources is often beset with constraints of eligibility, funding, availability and suitability. Creative problem-solving and innovative thinking are crucial skills, not only to maximise scarce resources but also to ensure that services and other resources truly suit the people for whom they have been secured and enable outcomes to be achieved. The standard reflects these considerations and acknowledges the different roles that social workers may need to take when accessing resources.	
Performance criteria **You must be able to:**	**P1**	confirm with the **people** involved the outcomes that **resources** are required to achieve
	P2	carry out **actions** needed to secure agreed resources
	P3	keep people informed of progress in securing resources
	P4	support people to deal with any unexpected or unwelcome news that may arise when securing resources
	P5	agree a way of monitoring and reviewing the use of resources, to meet the needs of both the people involved and the organisation
	P6	provide monitoring information on resources to meet organisational requirements and to inform service planning, commissioning strategies and capacity building
	P7	evaluate the effectiveness of resources in achieving outcomes for people over time

SCDSW19

Evaluate outcomes of social work practice

Overview	This standard is for social workers working with individuals, families, carers, groups and communities. Evaluation can easily be overlooked when new demands are constantly being presented, but it is an essential step in continually improving social work practice and people's experience of it. The primary focus of evaluation must be on people themselves and how well they have benefitted from interventions, risk management and resources. The standard addresses the process of evaluation including both personal reflection and objective review using different perspectives and measures, including organisational aspects. It recognises that lessons learned must inform future practice and can influence the wider profession also.	
Performance criteria **You must be able to:**	**P1**	review the intended outcomes of social work practice in specific situations
	P2	analyse information from **a range of perspectives** on progress towards outcomes
	P3	in partnership with **others**, evaluate **outcomes** for individuals, their families or communities
	P4	analyse the outcomes for your own organisation
	P5	reflect on your own role and use of self in specific social work interventions
	P6	in partnership with **others**, revise plans for practice and interventions to take account of evaluations
	P7	identify **lessons learned** that should inform your future practice and the work of your organisation
	P8	articulate how your own evaluations may contribute to the development of social work as a profession

SCDSW20

Disengage at the end of social work involvement

Overview	This standard is for social workers working with individuals, families, carers, groups and communities. Social work engagement with particular people may end because of changes in their circumstances or because of a change of social worker. Sensitive disengagement demonstrates respect for the people involved while clarity of information provides reassurance. The standard reflects these concerns along with the practical processes of disengagement.	
Performance criteria **You must be able to:**	**P1**	agree a plan for **disengagement** when the end of your involvement is approaching
	P2	explain to **people** the reasons for your forthcoming disengagement
	P3	provide **people** with information on the closure or continuity of support for them
	P4	arrange for the transfer or closure of information relating to social work involvement
	P5	complete required documentation to close your involvement

Compendium of Knowledge and Understanding in the Social Work NOS 2011

Introduction

While the National Occupational Standards for Social Work each address a discrete function within social work practice, the statements of knowledge and understanding within them are by their nature cross-cutting. These statements represent the extensive body of knowledge that underpins social work practice as a whole. Repetition of many items is therefore inevitable across the NOS themselves.

To clarify the relationship between all the knowledge and understanding statements, the following devices have been used:

- This document gathers together all statements of knowledge and understanding used anywhere in the Social Work NOS, grouping them under headings for ease of reference
- Within each NOS, the statements occur in the same overall order as in this document.

The Compendium of Knowledge and Understanding

Policy and legislation

1. International legislation, its relationship to UK policies and social work practices
2. UK legislation, its relationship to national policies and social work practices
3. National legislation, its relationship to policies and social work practices (scope: social care, safe-guarding, re-settlement/community re-integration, criminal justice, migration and asylum, education, health, housing, welfare benefits, diversity, discrimination and promoting the independence and autonomy of adults, children, families, groups and communities)
4. Statutory and professional codes, standards, frameworks and guidance; their relationship to social work policy and practice
5. The characteristics of the home nation, its language, culture, geography and institutions

Theory

6. Theories underpinning our understanding of human development and factors that affect it
7. Theories underpinning our understanding of social issues from psychological, sociological and criminological perspectives
8. Theories of discrimination in contemporary society
9. Theoretical and research based critiques of the relationships between legislation, policies and social work practice

Social work practice

10. Social work as a profession, including historical accounts and contemporary issues

11. The nature, role and mandate of the social work relationship, including professional and ethical boundaries

12. Principles, theories, methods and models of social work intervention and practice

13. Factors commonly associated with social work involvement (scope: substance misuse; mental health; frailty; physical ill health; physical disability; learning disability; sensory needs; migration and asylum; poverty; adults or children at risk of harm or abuse; children in need; difficulties around schooling; ethnic or other minority group status; offending behaviour; public protection)

14. Demographic and social trends

15. Your own background, experiences and practices that may have an impact on your social work practice

16. Principles of risk assessment and risk management

17. Principles of positive risk-taking

18. Techniques for problem solving and innovative thinking

19. Principles of conflict management

20. The nature of conflict and post-conflict impact on society

Processes and procedures

21. Working in your organisation: principles, procedures and professional practices

22. Assessment and planning tools and frameworks

23. Formal requirements for legal and other external processes

Multi-disciplinary working

24. The purpose of working with other professionals and agencies

25. The remit, functions, ethos and responsibilities of disciplines and organisations involved in multi-disciplinary work

Partnership working

26. The cultural and language context of the individual, family, group or community

27. Principles of partnership working with individuals, families, carers, groups and communities

28. The systems, processes and procedures of your own and other organisations in which individuals, families, groups or communities may participate

29. The range of support that may be needed to promote participation

Safeguarding

30. Local multi-disciplinary and organisational procedures for investigating harm or abuse

31. Types of harm or abuse

32. Indicators of potential harm or abuse

33. Common features of perpetrator behaviour

34. Indicators of hostility, resistance or disguised non-compliance

35. Legal and statutory powers and responsibilities that may be exercised in order to safeguard individuals, families, carers, groups and communities

Personalisation and resources

36. The potential of individuals to use their personal strengths and resources to achieve change

37. The value and role of family networks, communities and groups in achieving positive outcomes, and ways to develop them

38. The nature of personalisation and personalised services, including self-directed support; and the role of the social worker in relation to these in the context of national policy

39. The range of resources available within informal networks, within the wider community, through formal service provision and through innovation

Commissioning and funding

40. The eligibility criteria for services or funding streams

41. The opportunities afforded by different funding mechanisms including individual budgets and direct payments

42. The commissioning cycle for provision including opportunities for the commissioning of services by those using them

43. The brokerage role in securing services

Handling information

44. How to express written information with accuracy, clarity, relevance and an appropriate level of detail

45. Legal and organisational requirements for recording information and producing reports

46. Legal requirements, policies and procedures for the security and confidentiality of information

Reflective practice

47. Principles of reflective practice, critical thinking and learning

48. Processes and requirements for formal supervision within your own organisation

49. How and when to access informal support in the course of practice

50. Sources of feedback that may inform reflection on practice and critical thinking

Appendix 2

Subject Benchmark Statement: Social Work 2016

Subject Benchmark Statements form part of the UK Quality Code for Higher Education (Quality Code), which sets out the expectations that all providers of UK higher education reviewed by QAA are required to meet. They are a component of *Part A: Setting and Maintaining Academic Standards*, which includes the expectation that higher education providers "consider and take account of relevant Subject Benchmark Statements" in order to secure threshold academic standards

Subject-specific skills and other skills

The range of skills required by a qualified social worker reflect the complex and demanding context in which they work. Many of these skills may be of value in many situations, for example, analytical thinking, building relationships, working as a member of an organisation, intervention, evaluation, and reflection. What defines the specific nature of these skills as developed by social work students is:

- the context in which they are applied and assessed (for example communication skills in practice with people with sensory impairments or assessment skills in an interprofessional setting)
- the relative weighting given to such skills within social work practice (for example, the central importance of problem-solving skills within complex human situations)
- the specific purpose of skill development (for example, the acquisition of research skills in order to build a repertoire of research-based practice)
- a requirement to integrate a range of skills (that is, not simply to demonstrate these in an isolated and incremental manner)

All social work graduates demonstrate the ability to reflect on and learn from the exercise of their skills, in order to build their professional identity. They understand the significance of the concepts of continuing professional development and lifelong learning, and accept responsibility for their own continuing development.

Social work students acquire and integrate skills in the following five core areas:

Problem-solving skills

These are sub-divided into four areas:

a. Managing problem-solving activities: graduates in social work are able to:

- think logically, systematically, creatively, critically and reflectively, in order to carry out a holistic assessment
- apply ethical principles and practices critically in planning problem-solving activities
- plan a sequence of actions to achieve specified objectives, making use of research, theory and other forms of evidence
- manage processes of change, drawing on research, theory and other forms of evidence.

b. Gathering information: graduates in social work are able to:

- demonstrate persistence in gathering information from a wide range of sources and using a variety of methods, for a range of purposes. These methods include electronic searches, reviews of relevant literature, policy and procedures, face-to-face interviews, and written and telephone contact with individuals and groups
- take into account differences of viewpoint in gathering information and critically assess the reliability and relevance of the information gathered
- assimilate and disseminate relevant information in reports and case records.

c. Analysis and synthesis: graduates in social work are able to analyse and synthesise knowledge gathered for problem-solving purposes, in order to:

- assess human situations, taking into account a variety of factors (including the views of participants, theoretical concepts, research evidence, legislation and organisational policies and procedures)
- analyse and synthesise information gathered, weighing competing evidence and modifying their viewpoint in the light of new information, then relate this information to a particular task, situation or problem
- balance specific factors relevant to Social Work practice (such as risk, rights, cultural differences and language needs and preferences, responsibilities to protect vulnerable individuals and legal obligations)
- assess the merits of contrasting theories, explanations, research, policies and procedures and use the information to develop and sustain reasoned arguments
- employ a critical understanding of factors that support or inhibit problem solving including societal, organisational and community issues as well as individual relationships
- critically analyse and take account of the impact of inequality and discrimination in working with people who use Social Work services.

d. Intervention and evaluation: graduates in social work are able to use their knowledge of a range of interventions and evaluation processes creatively and selectively to:

- build and sustain purposeful relationships with people and organisations in communities and interprofessional contexts
- make decisions based on evidence, set goals and construct specific plans to achieve outcomes, taking into account relevant information including ethical guidelines
- negotiate goals and plans with others, analysing and addressing in a creative and flexible manner individual, cultural and structural impediments to change
- implement plans through a variety of systematic processes that include working in partnership
- practice in a manner that promotes well-being, protects safety and resolves conflict
- act as a navigator, advocate and support to assist people who need care and support to take decisions and access services
- manage the complex dynamics of dependency and, in some settings, provide direct care and personal support to assist people in their everyday lives
- meet deadlines and comply with external requirements of a task
- plan, implement and critically monitor and review processes and outcomes
- bring work to an effective conclusion, taking into account the implications for all involved
- use and evaluate methods of intervention critically and reflectively.

Communication skills

Graduates in Social Work are able to communicate clearly, sensitively and effectively (using appropriate methods which may include working with interpreters) with individuals and groups of different ages and abilities in a range of formal and informal situations, in order to:

- engage individuals and organisations, who may be unwilling, by verbal, paper based and electronic means to achieve a range of objectives, including changing behaviour
- use verbal and non-verbal cues to guide and inform conversations and interpretation of information
- negotiate and where necessary redefine the purpose of interactions with individuals and organisations and the boundaries of their involvement
- listen actively and empathetically to others, taking into account their specific needs and life experiences
- engage appropriately with the life experiences of service users, to understand accurately their viewpoint, overcome personal prejudices and respond appropriately to a range of complex personal and interpersonal situations
- make evidence informed arguments drawing from theory, research and practice
- wisdom including the viewpoints of service users and/or others
- write accurately and clearly in styles adapted to the audience, purpose and context of the communication
- use advocacy skills to promote others' rights, interests and needs
- present conclusions verbally and on paper, in a structured form, appropriate to the audience for which these have been prepared
- make effective preparation for, and lead, meetings in a productive way.

Skills in working with others

Graduates in Social Work are able to build relationships and work effectively with others, in order to:

- involve users of Social Work services in ways that increase their resources, capacity and power to influence factors affecting their lives
- engage service users and carers and wider community networks in active consultation
- respect and manage differences such as organisational and professional boundaries and differences of identity and/or language
- develop effective helping relationships and partnerships that facilitate change for individuals, groups and organisations while maintaining appropriate personal and professional boundaries
- demonstrate interpersonal skills and emotional intelligence that creates and develops relationships based on openness, transparency and empathy
- increase social justice by identifying and responding to prejudice, institutional discrimination and structural inequality
- operate within a framework of multiple accountability (for example, to agencies, the public, service users, carers and others)
- observe the limits of professional and organisational responsibility, using supervision appropriately and referring to others when required
- provide reasoned, informed arguments to challenge others as necessary, in ways that are most likely to produce positive outcomes.

Skills in personal and professional development

Graduates in Social Work are able to:

- work at all times in accordance with codes of professional conduct and ethics
- advance their own learning and understanding with a degree of independence and use supervision as a tool to aid professional development
- develop their professional identity, recognise their own professional limitations and accountability, and know how and when to seek advice from a range of sources including professional supervision
- use support networks and professional supervision to manage uncertainty, change and stress in work situations while maintaining resilience in self and others
- handle conflict between others and internally when personal views may conflict with a course of action necessitated by the Social Work role
- provide reasoned, informed arguments to challenge unacceptable practices in a responsible manner and raise concerns about wrongdoing in the workplace
- be open and honest with people if things go wrong
- understand the difference between theory, research, evidence and expertise and the role of professional judgement.

Use of technology and numerical skills

Graduates in social work to be able to use information and communication technology effectively and appropriately for:

- professional communication, data storage and retrieval and information searching
- accessing and assimilating information to inform working with people who use services
- data analysis to enable effective use of research in practice
- enhancing skills in problem-solving
- applying numerical skills to financial and budgetary responsibilities
- understanding the social impact of technology, including the constraints of confidentiality and an awareness of the impact of the 'digital divide'.

Appendix 3

Skills audit tool[8]

This is a useful resource for practice educators to use with students to review the development of personal and professional skills essential for social work practice. It is suggested it is used to identify strengths as well as areas for development.

This tool can also be used to inform the final assessment report completed by the practice educator and to identify future learning needs.

Values and personal skills
• Demonstrate an understanding of and respect for cultural diversity, difference, customs, practices and etiquette
• Awareness of own values and prejudices and willingness to discuss their implications for practice
• Recognise own strengths and limitations
• Exhibit a positive attitude, self-confidence and self-motivation
• Demonstrate empathy and emotional intelligence
• Demonstrate tactfulness and discretion
• Demonstrate honesty and integrity

Communication, interpersonal and networking skills
• Able to communicate and interact with people of different ages, status, needs, both genders, etc. which includes effective telephone skills
• Self-awareness and maintain professional boundaries
• General attitude to the work, colleagues, agency and individuals who use services
• Demonstrate appropriate social and collaborative skills in the workplace
• Work collaboratively as a positive team member
• Listening skills
• Interviewing skills
• Empowerment and enabling skills
• Manage conflict in a calm, professional manner
• Gathering appropriate information

8. This audit tool has been shared by the MA Social Work programme at Bangor University. We are grateful to the programme for allowing us to use this material.

Professional workplace skills
• Punctuality, time keeping and meeting deadlines
• Organisational skills and ability to prioritise workload
• Present a professional image
• Demonstrate pride in work
• Assessment skills
• Analytical skills
• Assertiveness skills
• Reflective skills
• Research skills
• Problem solving
• Ability to form judgements and make decisions
• Record and relay information clearly and accurately
• Complete work that is neat, accurate, and professional in presentation, using the correct format
• Compose reports and documents which are clear, correct, and concise, using correct grammar, spelling, and punctuation
• Operate within scope of authority, adhering to the organisation's policies and procedures
• Respond to guidance and instruction and act on advice and feedback
• Expressing thoughts and ideas succinctly
• Follow tasks to completion

Reflection and practice improvement skills
• Take responsibility for own learning
• Accept responsibility for own decisions and actions
• Seek ways to continuously improve self and performance and able to learn from mistakes
• Seek clarification, offer appropriate and relevant ideas, information and opinions
• Effective use of supervision
• Flexibility and receptiveness to consider new ideas
• Ability to respond to unexpected / unpredictable situations and adapt to change

IT skills
• Computer literacy
• Use e-mail effectively as a communication tool
• Use computer programmes e.g Word, PowerPoint to complete tasks
• Use the Internet to complete tasks effectively