

**Benchmarking the Standards in Social Work  
Education against the Scottish Credit and  
Qualifications Framework:  
Six case studies**

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## **A note about terminology**

Different social work programmes and agencies in Scotland may use different words to describe the same thing (e.g. some social programmes refer to the 6 'Key Roles' of the SiSWE and others refer to these as 'Standards'). The glossary at the end of this pack provides definitions of terms and abbreviations used in these case materials, including alternative terminology where relevant.

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## Introduction

The six case studies in this pack have been developed as part of a project commissioned and funded by the **Scottish Social Services Council (SSSC)** to benchmark the practice competences of the **Standards in Social Work Education (SiSWE)** against levels 9 and 10 of the **Scottish Credit and Qualifications Framework (SCQF)**. The SCQF is Scotland's national qualification framework. It enables students, educators, employers and employees to understand and compare the full range of Scottish qualifications and how these qualifications relate to each other. The framework supports credit transfer between a very wide range of qualifications and clarifies progression routes (see Glossary).

Recent research into social work education has highlighted inconsistencies in the way that the SiSWE are applied, particularly in relation to student practice learning (Bellevue Consulting and Critical Thinking, 2006; IRISS, 2008). In particular there is an identified need to clarify changing expectations of students as they progress through successive workplace practice learning opportunities (PLOs) during the degree level programme so that all stakeholders in social work education have “clearer common understandings” of how to make fair judgements of the skills, knowledge and values of social work students at different points in their training. These six case studies, each written to illustrate one of the six key roles in the SiSWE have been designed to assist students, practice teachers (practice assessors), workplace supervisors, tutors, service users, carers, and others involved in social work education in Scotland to make these judgements at different stages of social work training. The six case studies at each level are based on a Learning Focus drawn from each of the six Key Roles that frame the SiSWE:

1. Prepare for and work with individuals, families, carers, groups and communities to assess their needs and circumstances
2. Plan, carry out, review and evaluate social work practice with individuals, families, carers, groups, communities, and other professionals
3. Assess and manage risk to individuals, families, carers, groups, communities, self and colleagues
4. Demonstrate professional competence in social work practice
5. Manage and be accountable, with supervision and support, for their social work practice within their organisation
6. Support individuals to represent and manage their needs, views and circumstances

Each case study consists of a **practice example**, supported by practice indicators and ideas for learning and assessment activities at SCQF Levels 9 and 10, the levels at which student PLOs are assessed by most social work programmes in Scotland.

## **Standards in Social Work Education:**

### **Preparing for Assessment: Key Role 1, Learning Focus 1.3**

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

#### **Learning Focus 1.3:**

#### **Assessing needs and options to recommend a course of action**

#### **What is this learning focus about?**

This learning focus is about assessing the needs of service users and carers, taking account of people's diverse needs and views, and of the range of practice contexts in which social workers practice. For example, students might provide evidence through:

- Working with multidisciplinary colleagues to undertake a single shared assessment of the needs of an older person
- Assessing a child's needs and/or a parent's parenting capacity
- Assessing the needs of a hospital patient to determine what supports s/he may require on discharge from hospital
- Re-assessing (or reviewing) need when an individual's circumstances have changed e.g. in a residential setting or supported accommodation

The practice example used to illustrate Learning Focus 1.3 is a case study about assessing the needs of a child in her family, social and educational context.

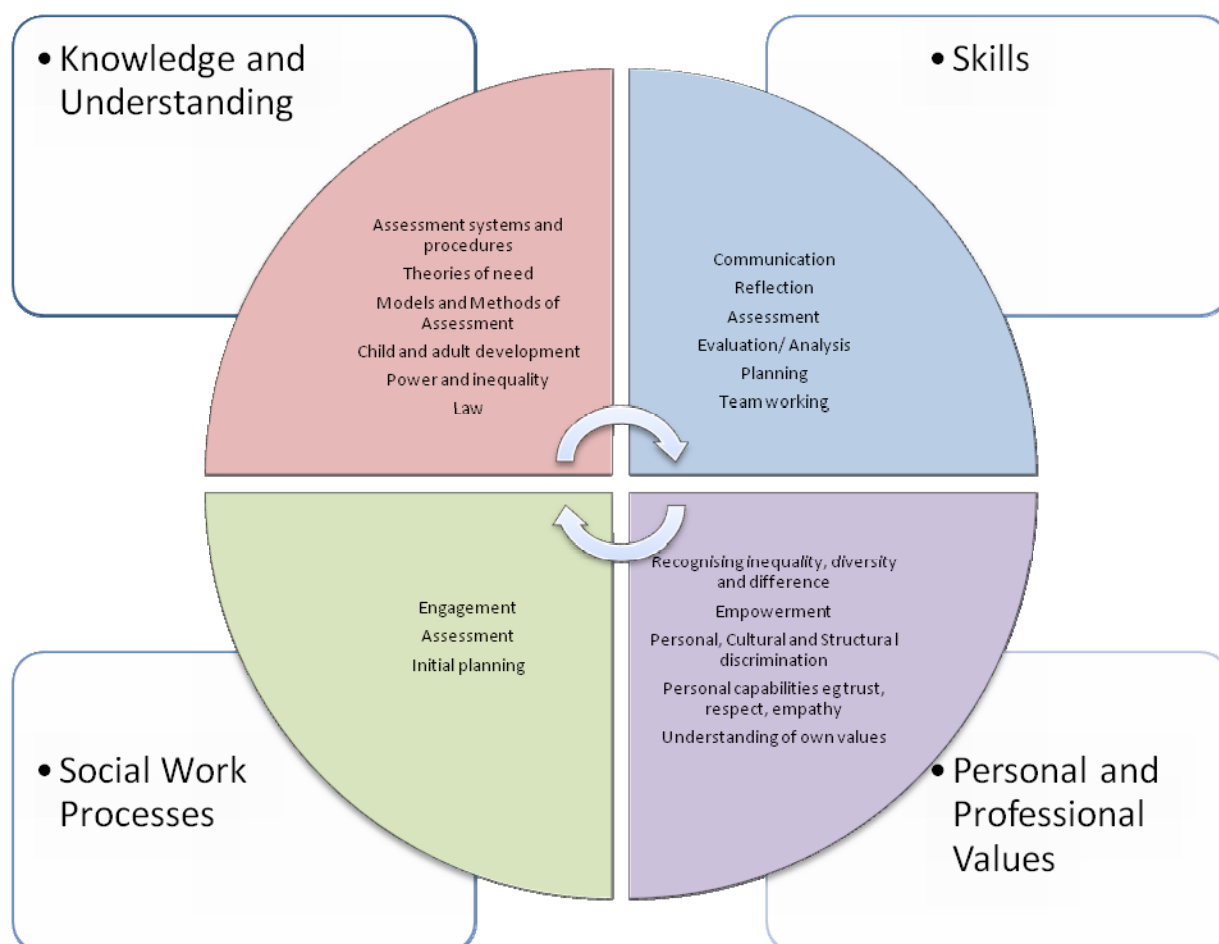
Students also will demonstrate evidence of their ability to evaluate people's needs, options and strengths, as well as potential risks, so that they can recommend appropriate courses of action. Students will need to demonstrate their ability to act as accountable practitioners, taking into account relevant legislation and service standards.

This learning focus is underpinned by professional social work values, and, in particular, the importance of taking account of individual diversity of need, and enabling service users and carers to be as independent as they are able. Students will need to be aware of their duties under the **SSSC Codes of Practice**, and their responsibility to:

- Protect the rights and promote the interests of service users and carers
- Strive to establish and maintain the trust and confidence of service users and carers

## Knowledge, Skills, Values and Processes

This learning focus requires students at all levels to be able to combine a range of knowledge, skills and values, as well as understand the stage of the social work process in which they are engaged. Key aspects will be:



You can find out more about Learning Focus 1.3 and the SiSWE at:


<http://www.scotland.gov.uk/Publications/2003/01/16202/17019>

## Using the SCQF to assess student practice learning

The SCQF brings all Scottish mainstream qualifications into a single framework. The Standards in Social Work Education (SiSWE) set out the knowledge, skills and values required of students undertaking social work training i.e. it sets out WHAT students are required to learn to become competent and confident social workers. In contrast, the SCQF provides information about the LEVEL of achievement of these standards as students move through successive stages of the Social Work Degree. The SCQF level denotes the complexity of learning and degree of demand associated with fulfilment of the assessed outcomes of the SiSWE. Each level is described in terms of its outcomes in terms of knowledge and understanding - mainly subject-based, practice – applied knowledge and understanding, cognitive skills (e.g. evaluation and critical analysis), communication – including IT skills, autonomy and accountability, and working with others.

Social work degree students undertake practice learning at either SCQF Level 9 (ordinary degree level) or SCQF Level 10 (honours degree level) depending on the stage the student has reached in his or her degree programme. Different universities and different routes for social work qualification have different patterns of practice learning but most final Practice Learning Opportunities (PLOs) [also referred to as ‘placements’] are assessed at Level 10 whilst most first PLOs are assessed at SCQF 9 (some programmes have 3 PLOs which may include a shorter PLO at SCQF 7 or 8 near the start of the social work degree). Further information about SCQF levels and social work degree programmes can be obtained from individual University degree programmes.

These learning materials are designed to illustrate how practice teachers can apply the SCQF levels to assessing students against the SiSWE. A case study is used to illustrate how the practice teacher can support and assess a student at SCQF 9 and 10, and the different expectations of the student at these levels. The case study comprises brief background information about the scenario followed by a series of activities which provide opportunities for the student to learn about and evidence their practice in relation to the learning focus. Each case study is accompanied by a summary of practice indicators at SCQF Levels 9 and 10 in relation to knowledge, skills, values and processes relevant to the learning focus and the SCQF level that is being addressed. The key aspects of the SCQF (e.g. ‘working with others’) are highlighted **in bold print** at each SCQF level.

It is important that learning about this particular learning focus is integrated with learning about other aspects of social work practice, both within Key Role 1 and the other five Key Roles. Particularly strong links with Learning Foci in other Key Roles have been highlighted within the text [

You can find out more about the SCQF at: <http://www.scqf.org.uk/>



## Learning Focus 1.3 Case Study @ SCQF 9

### Background information

Carly is five years old and lives with her mother, Anna (23). The family home is a one bedroomed flat in a deprived district of a large Scottish city. Carly does not have any contact with her father who left the family home when she was a baby and apparently has only had intermittent contact with Carly. The family is living in very cramped conditions and their flat is inadequately heated. Carly started school six months ago. The school's head teacher recently contacted the local social work department to express concerns about Carly. She says that Carly's attendance at school is sporadic, and when she does attend she is inadequately clothed and sometimes not very clean. She is withdrawn and seems to have difficulties relating to other children and following the teacher's instructions. Although the school has tried to engage with Anna to discuss these concerns she has not responded to their communications.

Carly's case has been allocated to a student social worker, who, in consultation with the practice teacher, is preparing for contact with the family by accessing social work records and speaking to Carly's health visitor and class teacher. The health visitor has not seen Carly since she was a baby and had her early immunisations, and Carly did not attend a nursery or playgroup. There is no record of previous social work contact. In supervision with the practice teacher it is agreed that the student, with guidance from the practice teacher, will undertake an assessment of Carly's situation using the 'My World' Assessment Framework (also called the 'Assessment Triangle').

### **Examples of learning and assessment activities at SCQF 9:**

These examples of activities for student and practice teacher (or e.g. workplace supervisor/student) should be read in conjunction with the Case Study Evidence Indicators which follow the activities. The activities for this case study may contribute to assessment of the student's achievement of the Key Capabilities in Child Care and Protection (Scottish Government, 2006).

- **Preparatory supervision discussion**



**Links to: 5.1**

At this stage in their practice learning students are likely to still be learning about the purpose and value of supervision, and may benefit from opportunities to explore this with their practice teacher and/or workplace supervisor (see Useful Resources). Students are likely to require support and guidance to prepare for engagement with the family. This will include discussion of the reasons for and purpose of social work involvement. Supervision will offer opportunities for the student to, for example: reflect on personal and professional

values that may inform the process of engagement and relationship building; identify relevant existing communication skills and knowledge from academic study and practice experience and areas for development; understand the significance of referral information available (e.g. in relation to Anna's role as a single parent) and what still needs to be explored (e.g. the rights, responsibilities, and involvement of Carly's father); gain understanding of own role and that of others.

- **Use of reflective journal/ learning log**



**Links to:** 4.2

Reflective writing provides an opportunity for the student to explore his/her own values in relation to e.g. family life, parenting, discrimination, inequality, gender, stereotyping. At this level the student is likely to be developing his or her understanding of reflective writing and may well need guidance about, for example, the difference between reflective and descriptive writing. Discussion of the journal in supervision will provide opportunities to signpost the student to helpful resources, and to equip him or her with models and frameworks to support reflection and understanding of personal and professional values e.g. Thompson's PCS model (Thompson, 2006a)

- **Using inquiry and collaboration skills**



**Links to:** 4.1, 5.2

Students will benefit from guided activities to familiarise themselves with relevant information about law, policy, and procedures. For example students will need to become familiar with the My World Assessment Framework unless they have used this model of assessment before. This will involve them in expanding their knowledge of theory (e.g. the ecological approach), law (e.g. Children (Scotland) Act 1995), policy (e.g. Getting it Right for Every Child), and organisational policies, procedures, and recording systems. At SCQF 9 students will require some guidance about how to gain this knowledge but also show some initiative in finding out about assessment processes. Students will have the opportunity to demonstrate and build on ICT and other information skills. This activity will involve communicating with colleagues from their own and other professions, and conveying this knowledge to service users, colleagues and to their practice teacher in supervision.



**Useful learning resources and activities:**

Slessor, S., Morago, P., Bruce, L. and Macmillan, M. (2006) Reflective Practice, IRISS  
[http://learnx.iriss.ac.uk/IntraLibrary?command=open-preview&learning\\_object\\_key=i01n28191t](http://learnx.iriss.ac.uk/IntraLibrary?command=open-preview&learning_object_key=i01n28191t)

IRISS (2007) The Assessment Triangle

<http://www.iriss.org.uk/opencontent/assessment/index.html>

Lefevre, M. Gathering information, SCIE

[http://learnx.iriss.ac.uk/IntraLibrary?command=open-preview&learning\\_object\\_key=i05n327928t](http://learnx.iriss.ac.uk/IntraLibrary?command=open-preview&learning_object_key=i05n327928t)

OpenLearn (2009) Diversity and Difference in Communication

<http://openlearn.open.ac.uk/course/view.php?id=1536>

Social Care Institute for Excellence Poverty, parenting and social exclusion

<http://www.scie.org.uk/publications/elearning/poverty/index.asp>

## Practice Indicators for Learning Focus 1.3 at SCQF 9

### Knowledge

Students will have a **broad knowledge** of a selection of the principal theories and principles, and more **detailed knowledge** of one or more specialist areas. Knowledge will include:

- Broad and integrated understanding of assessment approaches
- Human growth and development
- The impact of discrimination and oppression e.g. in relation to poverty and inequality
- Duties of social worker in practice learning context

### Skills

Students will use **a selection** of the main skills and practices and a few skills in a more advanced way. Skills will include communication, routine inquiry skills, and the ability to **analyse routine professional problems** using different sources of knowledge. Skills will include:

- Communication, relationship building, empowerment across potential barriers arising from differences to develop purposeful relationships in partnership with service users and carers
- Drawing on a range of sources of information, knowledge, comment/opinion and practice experience in relation to assessment

Students will be working **under the guidance of professionals**, practising in ways that take account of others' roles and responsibilities and showing **some appropriate autonomy** in their practice:

- Show responsibility and accountability at a professional level
- Demonstrate flexibility and ability to manage less predictable situations with support

### Values

Students will work within the SSSC Code of Practice and the values of their organisation, seeking guidance where appropriate. They will draw on their ability **to reflect on and analyse both personal and professional values**. Values will include:

- Understanding of difference, diversity, and personalisation
- Values and capabilities underpinning effective communication and assessment e.g. respect and trust
- Safeguarding of rights and choices, anti-discriminatory practice including potential tensions and dilemmas in relation to the rights and needs service users and carers

### Processes

Assessment at this level will include **understanding of a range of social work processes**:

- Engagement, assessment, networking – scope of roles and boundaries/interfaces

## Learning Focus 1.3 Case Study at SCQF 10

### Background Information

This case study uses the same scenario described for the student working at SCQF 9 (above) but uses different activities to demonstrate the increased expectations of the students at SCQF 10 (see Evidence Indicators @ SCQF 10)

### Examples of Learning and Assessment activities at SCQF 10

- **Using rehearsal and role play to develop active listening skills**



**Links to:** 2.2, 3.1

Assessed outcome 1.3a requires students to demonstrate their ability to be active listeners. At SCQF 10 this requires the demonstration of advanced listening skills, underpinned by well-embedded values such as respect for others and promotion of participation and involvement. One way to develop these skills is through role play and rehearsal, either with the practice teacher in supervision or, for example, through group supervision opportunities.

- **Critical Incident Analysis**



**Links to:** 4.2, 4.3

Working towards SCQF 10 requires the development of critical reflection and evaluation skills. One tool for achieving this is through critical incident analysis (CIA). In this case the student is asked to reflect on and analyse an incident that the student views as critical using a CIA Framework. This might, for example, relate to responding to unexpected circumstances or trying to resolve an ethical dilemma for the student. The analysis can be carried out in a range of ways, through student reflection and recording and/or discussion in a supervision session.

- **Using research and inquiry skills**



**Links to:** 4.1

This activity involves the student being proactive in drawing on research findings that will inform a better understanding of assessing needs and options in this case. Students working towards SCQF Level 10 will be developing skills in undertaking research and development, and interpretation and evaluation of information and perspectives. One activity would involve asking the student to take responsibility for identifying and exploring a research study that will help to understand issues relating to the assessment of Carly and

her family's needs, and draw on relevant evidence to inform practice development. There are some examples of studies relevant to this case scenario in the Suggestions for Further Reading (below). The student's role is to identify the main findings and assess their relevance to this assessment of needs and options. There may also be opportunities for students to demonstrate their presentation skills e.g. the practice teacher could ask the student to summarise relevant research findings and give examples of how they may be applied in the practice context in, for example, a team meeting or group supervision session with other students.



#### **Useful resources and activities:**

Cree, V. and Hughes, M. (2007) Communication and Practice Learning  
<http://www.iriss.org.uk/communication/index.html>

Crisp, B.R., Green Lister, P. and Dutton, K. (2005), Integrated Assessment, New Assessment Methods: Evaluation of an Innovative Method of Assessment: Critical Incident Analysis, <http://www.iriss.ac.uk/files/NAMdemonstrationproject0403.pdf>

Scottish Organisation for Practice Teaching (2008) Critical Incident Analysis. In: Practice Teaching: Tools for the Job, SCOPT (available to ScOPT members, see: <http://www.scopt.co.uk/>)

Whittington, C. (2007) SCIE Guide 18: Assessment in Social Work: A Guide for Learning and Teaching, London, Social Care Institute for Excellence  
<http://www.scie.org.uk/publications/guides/guide18/index.asp>

## Practice Indicators for Learning Focus 1.3 at SCQF 10

### Knowledge

Students will have a **broad knowledge** and a **critical understanding** of most of the principal theories, and principles, and more **detailed knowledge** of one or more specialist areas, some at the 'cutting edge of this focus'. Knowledge will include:

- Broad, integrated, critical understanding of assessment theories, methods and principles
- Detailed knowledge of key concepts in child /adult development and their impact
- Inequality, disadvantage, and stigmatisation and their impact on service users and carers
- Application of a range of relevant law e.g. Children (Scotland) Act 1995 and anti-discriminatory legislation e.g. Human Rights Act 1998

### Skills

Students will use a **range** of the **main skills and practices** and a few skills in a more advanced way. Skills will include communication, research and development, and the ability to **critically analyse** complex ideas, concepts and information to solve problems and offer insights in ways that demonstrate creativity and originality. Skills will include:

- Communication, relationship building, empowerment across potential barriers arising from differences to develop purposeful relationships with service users, carers and professional colleagues.
- Integration of a range of sources of information, knowledge, comment/opinion and theory to offer professional insights, interpretations and solutions to assessment issues
- Creativity in responses to perceived needs, demonstrating ability to respond effectively to unpredictable situations

Students will be taking **significant responsibility** for their work and the use of resources, and working with a range of professionals, exercising **autonomy and initiative**.

### Values

Students will work within the SSSC Code of Practice and the values of their organisation, seeking guidance where appropriate. They will draw on their ability to reflect on and **critically analyse both personal and professional values**. Values will include

- Recognising diversity, difference, and the values of personalisation
- Values underpinning effective communication and assessment e.g. respect and trust
- Safeguarding of rights and choices, anti-discriminatory practice, including dealing with the complexity of tensions and dilemmas in relation to rights and needs of service users, carers, groups and communities

### Processes

Assessment at this level will include **critical** understanding of a **range of social work processes**:

- Engagement, assessment, networking – including awareness of the scope of own and others' roles and responsibilities and the value of collaborative working

## Suggestions for further reading

Buckley, R. (2007) Social Work with Children and Families: A Case Study of the Integration of Law, Social Policy and Research in the Development of Assessment and Intervention with Children and Families, In: J. Lishman (Ed.) Handbook for Practice Learning in Social Work and Social Care. London: Jessica Kingsley Publishers

Coulshed, V. and Orme, J. (2006) Chapter 2: Social Work Processes: Assessment, In: Social Work Practice, 4<sup>th</sup> Edition. Basingstoke: Palgrave MacMillan

Crisp, B.R., Green Lister, P. and Dutton, K. (2005), Integrated Assessment, New Assessment Methods: Evaluation of an Innovative Method of Assessment: Critical Incident Analysis, <http://www.iriss.ac.uk/files/NAMdemonstrationproject0403.pdf>

Crisp, B.R., Anderson, M.R., Orme, J., and Green Lister, P. (2005) Learning and Teaching in Social Work Education: Textbooks and Frameworks on Assessment Knowledge Review. London: Social Care Institute for Excellence.  
<http://www.scie.org.uk/publications/knowledgereviews/kr09.pdf>

Daniel, B. And Taylor, J. (2001) Engaging with Fathers: Practice Issues for Health and Social Care Jessica Kingsley

Daniel, B. and Wassell, S. (2002) Assessing and Promoting Resilience in Vulnerable Children II (School Years) London: Jessica Kingsley

Doel, M. and Shardlow, S. (2005) Modern Social Work Practice: Teaching and learning in practice settings, Aldershot: Ashgate

Dominelli, L. (2004) Social Work Interventions with Children and Families. In: L. Dominelli (Ed.) Social Work: Theory and Practice for a Changing Profession, Cambridge: Polity Press

Hothersall, S. (2008) Social work with children, young people and their families in Scotland (Transforming Social Work Practice), 2<sup>nd</sup> Edition, Exeter: Learning Matters

Koprowska, J. (2008) Communication and Interpersonal skills in Social Work, Exeter: Learning Matters

Lishman, J. (2009) Communication in Social Work, 2<sup>nd</sup> Edition, Basingstoke: Palgrave MacMillan

Milner, J. and O'Byrne, P. (2002) Assessment in Social Work, 2<sup>nd</sup> Edition, Basingstoke: Palgrave MacMillan

Morrison T. (2001) Staff Supervision in Social Care – Making a real difference for staff and service users. Pavilion.



Scottish Government Getting it Right for Every Child

<http://www.scotland.gov.uk/Topics/People/Young-People/childrensservices/girfec>

Scottish Government (2006) Key Capabilities in Child Care and Protection, Edinburgh, Scottish Government <http://www.scotland.gov.uk/Resource/Doc/160522/0043657.pdf>

Scottish Organisation for Practice Teaching (2008) Practice Teaching: Tools for the Job, SCOPT (available to ScOPT members, see: <http://www.scopt.co.uk/>)

Thompson, N. (2006a) Anti-Discriminatory Practice, 4<sup>th</sup> Edition. Basingstoke: Palgrave MacMillan

Thompson, N. (2006b) Promoting Workplace Learning, University of Bristol: Policy Press

Trevithick, P. (2000) Chapter 3: The Importance of Communication, Listening and Assessment Skills, In: Social Work Skills: A Practice Handbook, Buckingham: The Open University

Turney D (2009) Analysis and Critical Thinking in Assessment. Dartington: Research in Practice

Walker, J., Crawford, K. and Taylor, F. (2008) Listening to children: Gaining a perspective of the experiences of poverty and social exclusion from children and young people of single parent families, Health and Social Care in the Community, 16(4), pp.429-436



## **Standards in Social Work Education:**

### **Working Together for Change: Key Role 2, Learning Focus 2.2**

**Plan, carry out, review and evaluate work with individuals, families, carers, groups and communities to assess their needs and circumstances.**

Learning Focus 2.2: Working to achieve change, promote dignity, realise potential and improve life opportunities

### **What is this learning focus about?**

This learning focus is about **how** social workers carry out the work of assessment, planning, and intervention in the lives of service users and carers. It emphasises the role of social workers as agents of change, and their ability to work in ways that promote people's independence and self-worth, and enable them improve their life chances. For example, students might provide evidence through:

- Working from a criminal justice practice base with a group of people who have offended, for example e.g. an anger management programme or support group
- Developing a relationship with a child with disabilities and his parents to find ways to help him become more independent in his social activities and access short break services
- Working with an older person who is preparing to move from their own home to supported accommodation
- Working with a young person on a supervision requirement, her family, and school to support her return to school after a period of absence

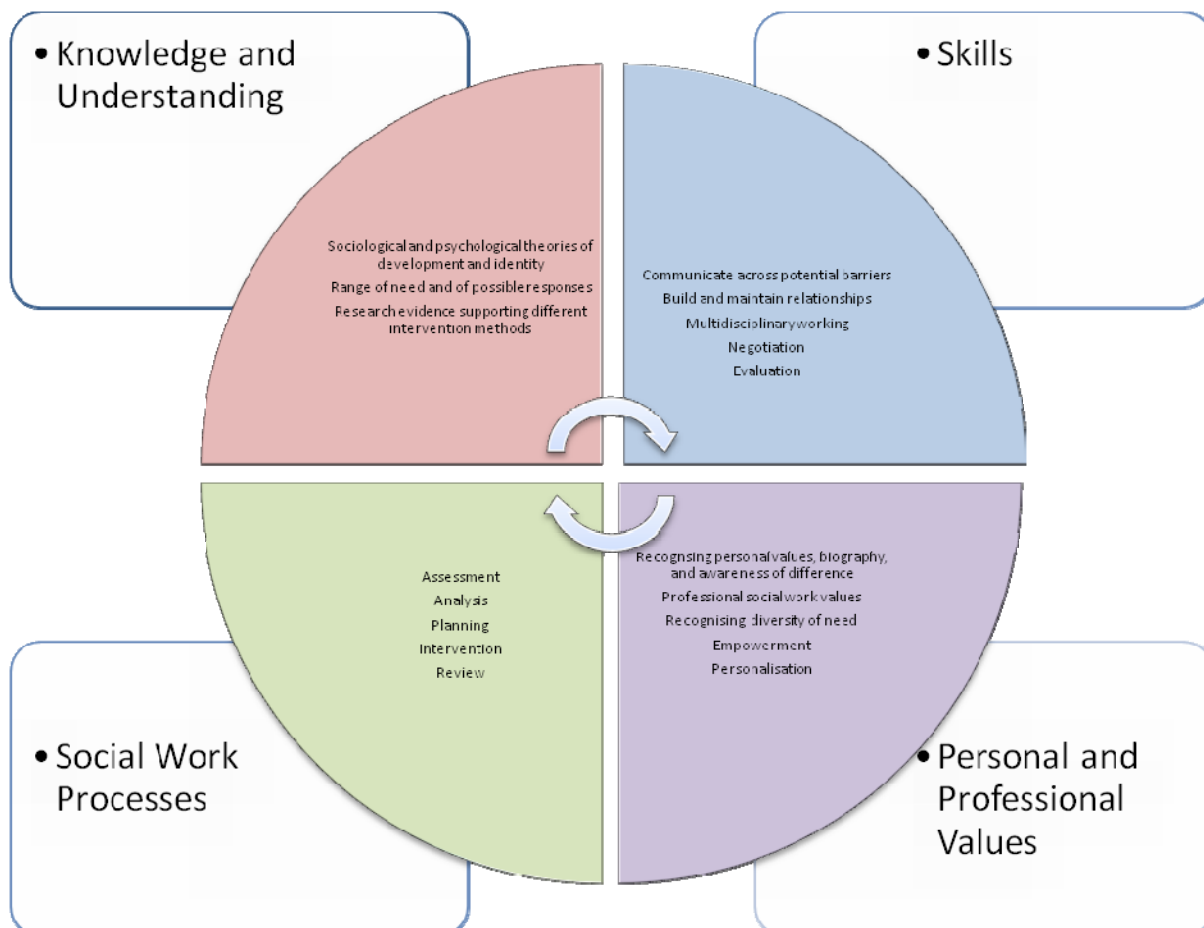
The practice example used to illustrate Learning Focus 2.2 is a case study about working with an adult with learning disabilities and her elderly father, who provides care for her at home. The learning focus highlights the importance of the student's personal capabilities and values, including their ability to work with others in ways that promote equality, diversity and privacy. The student will require a good understanding of the different stages of the social work process, and be able to use assessments of needs and options to develop and justify different methods of intervention. Whether the student is engaged in a brief intervention or a longer term relationship with service users, s/he will need to be able to demonstrate the ability to regularly review their involvement and, as necessary, change, withdraw or reduce the service provided.

This learning focus is underpinned by professional social work values, and, in particular the importance of valuing others, promoting their rights and being able to work constructively with tensions between care and control in the social work role. Students will need to be aware of their duties under the **SSSC Codes of Practice**, and, in particular their responsibility to:

- Protect the rights and promote the interests of service users and carers
- Promote the independence of service users while protecting them as far as possible from danger or harm

### Knowledge, Skills, Values and Social Work Processes

This learning focus requires students at all levels to be able to combine a range of knowledge, skills and values, as well as understand the stage of the social work process in which they are engaged. Key aspects will be:



You can find out more about Learning Focus 2.2 and the SiSWE at:

<http://www.scotland.gov.uk/Publications/2003/01/16202/17019>

### Using the SCQF to assess student practice learning

The SCQF brings all Scottish mainstream qualifications into a single framework. The Standards in Social Work Education (SiSWE) set out the knowledge, skills and values required of students undertaking social work training i.e. it sets out WHAT students are required to learn to become competent and confident social workers. In contrast, the SCQF provides information about the LEVEL of achievement of these standards as students move through successive stages of the Social Work Degree. The SCQF level denotes the complexity of learning and degree of demand associated with fulfilment of the assessed outcomes of the SiSWE. Each level is described in terms of its outcomes in terms of knowledge and understanding - mainly subject-based, practice – applied knowledge and understanding, cognitive skills (e.g. evaluation and critical analysis), communication – including IT skills, autonomy and accountability, and working with others.

Social work degree students undertake practice learning at either SCQF Level 9 (ordinary degree level) or SCQF Level 10 (honours degree level) depending on the stage the student has reached in his or her degree programme. Different universities and different routes for social work qualification have different patterns of practice learning but most final Practice Learning Opportunities (PLOs) [also referred to as ‘placements’] are assessed at Level 10 whilst most first PLOs are assessed at SCQF 9 (some programmes have 3 PLOs which may include a shorter PLO at SCQF 7 or 8 near the start of the social work degree). Further information about SCQF levels and social work degree programmes can be obtained from individual University degree programmes.

These learning materials are designed to illustrate how practice teachers can apply the SCQF levels to assessing students against the SiSWE. A case study is used to illustrate how the practice teacher can support and assess a student at SCQF 9 and 10, and the different expectations of the student at these levels. The case study comprises brief background information about the scenario followed by a series of activities which provide opportunities for the student to learn about and evidence their practice in relation to the learning focus. Each case study is accompanied by a summary of practice indicators at SCQF Levels 9 and 10 in relation to knowledge, skills, values and processes relevant to the learning focus and the SCQF level that is being addressed. The key aspects of the SCQF (e.g. ‘working with others’) are highlighted **in bold print** at each SCQF level.

It is important that learning about this particular learning focus is integrated with learning about other aspects of social work practice, both within Key Role 1 and the other five Key Roles. Particularly strong links with Learning Foci in other Key Roles have been highlighted within the text [↺↻]. A list of paper and web resources relating to the Key Role at both SCQF levels is provided after the second case study [↻→].

You can find out more about the SCQF at: <http://www.scqf.org.uk/>

### Case Study: Learning Focus 2.2 at SCQF Level 9

#### Background information (1)

Ms R is a white Scottish woman in her early 50s whose home/family situation has changed in the last 12 months. Ms. R has a moderate learning disability and lives in the family home with her father (early 80s), her mother having died some months ago after a short illness. For many years Ms R. has attended local resources and group activities and also receives support to participate in social activities.

In recent months her carer and support workers have noted changes in Ms R's behaviour, demeanour and well-being – comments/observations including that she is less enthusiastic about and needs more encouragement to participate in her usual activities; is more withdrawn in communication; some deterioration in personal care, hygiene and general well being has also been noted alongside a specific health concern about reduced appetite and preference to eat on her own.

The student has been asked to review assessment of her needs and those of her carer.

NB The student in this case study may be based in a range of different settings e.g. in a day care centre, local authority community care team; this working context will clearly influence their role and remit.

#### **Examples of learning and assessment activities @ SCQF 9:**

These examples of activities for student and practice teacher (or e.g. workplace supervisor/student) should be read in conjunction with the Case Study Evidence Indicators which follow the activities).

- **Preparation for practice**

This begins with the student's initial response to the information and his thoughts and reflections about how to approach the assessment. Supervision discussion then focuses on

each of the elements of knowledge, skills, values and social work processes (see SCQF 9 Evidence Indicators below) to draw out the student's understanding and to provide support and guidance in further preparation through reading, inquiry and discussion with identified others.

- **Using supervision**



**Links to: 5.1**

Providing evidence of working to achieve change and improve life opportunities requires the student to be able to 'stay with' service users and carers through assessment, care planning and intervention. The practice teacher role over time will include supporting, facilitating and evaluating the student's involvement in building relationships with Ms R., her father and her support network. Supervision discussion will include discussion of the student's approach to information gathering, processing, and applying knowledge to develop goals and plans with Ms R at the centre in terms of her needs, rights and choices. Chapter 6 in Thompson's book 'Preparing for Practice' (2005) may be a helpful starting point for considering purposeful and systematic practice at this SCQF level.

- **Reflective writing**



**Links to: 4.2**

Use by the student of his or her Reflective Journal or Learning Log e.g. to reflect on his or her own experiences of empowerment and disempowerment or of loss. Reflection of this nature may raise personal issues making it important to ensure that the student receives additional support from the practice teacher or PLO colleagues to understand their initial responses to this case scenario (see, for example, Morrison, 2001). Students at or near SCQF 9 are also likely to need guidance and feedback to move their writing from description towards reflection. Jennifer Moon's Handbook of Reflective and Experiential Learning (2004) could form a useful basis for a discussion in supervision about what 'reflective writing' looks like in practice.

- **Projects and Tasks**



**Links to: 4.1, 5.2**

Students working at this level should be demonstrating initiative, but are likely to need some guidance to structure their inquiries and reading and to develop their knowledge for practice. For example the practice teacher might ask the student to explore different methods of intervention, to develop their understanding of the perspectives of people with learning

disabilities, and/or update their knowledge of legislation, organisational standards, and procedures in relation to e.g. confidentiality, incapacity.



### **Useful Activities and Learning Resources at SCQF 9**

BBC Radio 4 Sadness [http://www.bbc.co.uk/radio4/womanshour/2004\\_45\\_mon\\_02.shtml](http://www.bbc.co.uk/radio4/womanshour/2004_45_mon_02.shtml)

Downs Syndrome Scotland Let's Talk about Death  
[http://learnx.iriss.ac.uk/IntraLibrary?command=open-preview&learning\\_object\\_key=i08n155466t](http://learnx.iriss.ac.uk/IntraLibrary?command=open-preview&learning_object_key=i08n155466t)

Doel, M. and Shardlow, S. (2005) Supervision and Reflective Practice  
[http://learnx.iriss.ac.uk/IntraLibrary?command=open-preview&learning\\_object\\_key=i02n228808t](http://learnx.iriss.ac.uk/IntraLibrary?command=open-preview&learning_object_key=i02n228808t)

Enable An Introduction to the Adults with Incapacity Act  
[http://learnx.iriss.ac.uk/IntraLibrary?command=open-preview&learning\\_object\\_key=i06n482499t](http://learnx.iriss.ac.uk/IntraLibrary?command=open-preview&learning_object_key=i06n482499t)

McConkey, R. (2010) Learning Disability <http://www.iriss.org.uk/search/node/mcconkey>

Slessor, S., Morago, P., Bruce, L. and Macmillan, M. (2006) Reflective Practice, IRISS  
[http://learnx.iriss.ac.uk/IntraLibrary?command=open-preview&learning\\_object\\_key=i01n28191t](http://learnx.iriss.ac.uk/IntraLibrary?command=open-preview&learning_object_key=i01n28191t)

ScOPT (2008) Using role plays in student supervision <http://www.scopt.co.uk/>



## Practice Indicators for Learning Focus 2.2 at SCQF 9

### Knowledge

Students will have a **broad knowledge** of a selection of the principal theories and principles, and more **detailed knowledge** of one or more specialist areas. This knowledge will include:

- A broad understanding of approaches to assessment, care planning and intervention
- Understanding of key theories
- Disadvantage and inequality
- Social worker's statutory duties under key legislation e.g. Social Work (Scotland) Act 1968
- Specific knowledge relating to the practice setting e.g. the needs of different service user groups, local and national policy

### Skills

Students will use **a selection** of the main skills and practices and a few skills in a more advanced way. Skills will include communication, routine inquiry skills, and the ability to **analyse routine professional problems** using different sources of knowledge. These skills will include:

- Communication skills and purposeful relationship building with service users and their support networks
- Identifying and drawing on different perspectives to develop integrated support plans
- Demonstrating flexibility and ability to manage less predictable situations with support

Students will be working **under the guidance of professionals**, practising in ways that take account others' roles and responsibilities and showing **some appropriate autonomy** in their practice.

### Values

Students will work within the SSSC Code of Practice and the values of their organisation, seeking guidance where appropriate. They will draw on their ability **to reflect on and analyse both personal and professional values**. Values will include

- Understanding and application of the value base of key legislation and policy e.g. 'The Same as You'
- Demonstration of personal capabilities e.g. respect, dignity
- Ability to take account of and safeguard rights and choices
- Anti-discriminatory practice including awareness of tensions and dilemmas in relation to the rights and needs of service users and carers

### Processes

Assessment at this level will include **understanding of a range of social work processes**:

- Engagement, assessment, planning and networking: Scope of these processes and boundaries/interfaces between them.

## Case Study: Learning Focus 2.2 at SCQF Level 10

This case study uses the scenario described for the student working at SCQF 9 (above), adding a degree of complexity, unpredictability and risk that makes this a suitable learning opportunity for a student at SCQF 10. The information below should be read in conjunction with Background Information (1).

### Background Information (2)

Mr R has phoned the student social worker to express his concerns that there has been further deterioration in the past few days. His daughter has been less willing to communicate, and has shut herself in her room for long periods. She has not attended college and has suggested that she does not want to go back. Mr. R. is seeking support and an earlier visit to help with his concerns about his daughter's health and well-being. It is agreed the student will respond to these concerns about Ms R's well being as a priority. Mr. R is also indicating that he has been advised through a member of a parents' self help group that he should formally become Ms. R's guardian.

### Examples of learning and assessment activities @ SCQF 10:

- **Direct Observation**



**Links to:** 2.1, 4.3

The student at SCQF 10 will have had experience of being observed in practice and receiving and using feedback. An expectation of a student at this stage is that they will be able to take initiative in identifying the assessed outcomes that they are likely to be able to evidence during observation. After the observation students can be encouraged to analyse their performance, identifying areas of strength and weakness and reflecting on ways to improve their practice (see, for example, University of York materials on Direct Observation, below). Many social work programmes have proformas to support this kind of structured preparation and post-observation analysis. It may be possible to combine observation with feedback from Ms R. and/or her father about their views of the student's practice. Key areas at SCQF 10 will include demonstration of the student's ability to manage unpredictable situations, demonstrating some creativity in their responses and the ways they draw on values, skills and knowledge to work towards change with family members, colleagues and other professionals.

- **Underpinning values**



**Links to:** 4.3, 5.1

This case study will involve the student in consideration of competing rights, needs and responsibilities of Ms R and her father. There are opportunities for the student working towards SCQF 10 to demonstrate their ability to work with complex ethical and professional issues. BASW Code of Ethics, SSSC Code of Practice, and the principles of Adults with Incapacity (Scotland) 2000 will all provide helpful frameworks for the students to consider their responses to the circumstances of the case study and develop a critical understanding of their legal and professional responsibilities and their implications for intervention.

- **Loss and change**



**Links to:** 4.1

Learning Focus 2.2 addresses the social work process over time, including reducing contact and withdrawing from relationships. Supervision discussion and reflective journal entries will address issues relating to loss and change both in relation to the case study itself and to the student's time limited involvement with Ms R. and her family. This work will enable the student to develop a comprehensive knowledge of a key area of theory and research in social work practice, and support its transfer to other social work contexts.



### **Useful Activities and Learning Resources at SCQF 10**

British Association of Social Workers BASW Code of Ethics

<http://www.basw.co.uk/Default.aspx?tabid=64>

Doel, M. and Shardlow, S. (2005) Endings: Are we there yet?

[http://learnx.iriss.ac.uk/IntraLibrary?command=open-review&learning\\_object\\_key=i05n110004t](http://learnx.iriss.ac.uk/IntraLibrary?command=open-review&learning_object_key=i05n110004t)

OpenLearn Living with Death and Dying <http://openlearn.open.ac.uk/course/view.php?id=1621>

Scottish Organisation for Practice Teaching (2008): Practice Learning and Teaching: Tools for the job (available to ScOPT members or for purchase from: <http://www.scopt.co.uk/>)

University of York Direct Observation of Students' Practice and What Helps (p.164)

Glasgow School of Social Work : Direct Observation (p.165)

## Practice Indicators for Learning Focus 2.2 at SCQF 10

### Knowledge

Students will have a **broad knowledge** and a **critical understanding** of most of the principal theories, and principles, and more **detailed knowledge** of one or more specialist areas, some at the 'cutting edge' of this focus. Knowledge will include:

- Application of range of relevant assessment, planning and intervention methods and frameworks, drawing on up to date research
- Application and integration of a range of relevant theory
- Impact of oppression and discrimination and ways to challenge these
- A range of legislation, including human rights, anti-discriminatory law, understanding of legal and procedural issues relating to e.g. autonomy, capacity, safeguarding

### Skills

Students will use a **range** of the **main skills and practices** and a few skills in a more advanced way. Skills will include communication, research and development, and the ability to **critically analyse** complex ideas, concepts and information to solve problems and offer insights in ways that demonstrate creativity and originality. Skills will include:

- Advanced communication skills, demonstrating empowerment across potential barriers, developing purposeful relationships in partnership with service users, carers, support networks, colleagues and specialists from other disciplines and consulting appropriately with others.
- Drawing on a range of sources of information, knowledge, comment/opinion and practice experience to offer professional insights, interpretations and solutions to emerging issues and concerns.

Students will be taking **significant responsibility** for their work and the use of resources, and working with a range of professionals, **exercising autonomy and initiative**.

### Values

Students will work within the SSSC Code of Practice and the values of their organisation, seeking guidance where appropriate. They will draw on their ability to **reflect on and critically analyse both personal and professional values**. Values will include

- Critical awareness of and skilled use of personal capabilities e.g. respect, dignity
- Safeguarding of rights and choices, including resolution of competing rights, needs and wishes
- Anti-discriminatory practice including dealing with the complexity of tensions and dilemmas in relation to the rights and needs of service users, carers, and communities.

### Processes

Assessment at this level will include **critical understanding of the range of social work processes**:

- Engagement, assessment, befriending, advocacy, networking – showing clear awareness of the scope of own and others' roles and responsibilities in working collaboratively to bring about change/development.

## Suggestions for further research and reading

Carers Scotland <http://www.carerscotland.org/Home>

Coulshed, V. and Orme, J. (2006) Social Work practice. 4<sup>th</sup> Edition. Basingstoke: Palgrave MacMillan

Currer, C. (2007) Loss and Social Work (Transforming Social Work Practice). Exeter: Learning Matters

Doel, M. and Shardlow, S. (2005) Modern social work practice: Teaching and learning in practice settings, Aldershot: Ashgate

Dumbleton, S. (2006) Learning disability in 21<sup>st</sup> Century Scotland, In: Mooney, G., Sweeney, T., and Law, A. (Eds.) Social Care, Health and Welfare in Contemporary Scotland. Paisley: Kynoch and Blaney

Enable Scotland <http://www.enable.org.uk/>

Lishman, J. (2007) Handbook for Practice Learning in Social Work and Social Care, 2<sup>nd</sup> Edition. London: Jessica Kingsley Publishers

Moon J.A.,(2004) A Handbook of Reflective and Experiential Learning – Theory and practice. Oxford: Routledge Falmer

Oswin, M. (1991) 'Am I allowed to cry? Study of bereavement amongst people who have learning disabilities. London: Souvenir Press Ltd

Scottish Consortium for Learning Disability <http://www.sclld.org.uk/>

Scottish Executive (2000) The Same as You? A Review of Services for People with Learning Disabilities, Edinburgh: Scottish Executive

<http://www.scotland.gov.uk/Resource/Doc/159140/0043285.pdf>

Scottish Organisation for Practice Teaching (2008) Practice Teaching: Tools for the Job, SCOPT (available to SCOPT members, see: <http://www.scopt.co.uk/>)

Thompson, N. (2005) Understanding social work: Preparing for practice. 2nd Edition. Basingstoke: Palgrave

Thompson, N. (2006) Anti-Discriminatory Practice, 4<sup>th</sup> Edition. Basingstoke: Palgrave MacMillan

Thompson, N. (2006) Promoting Workplace Learning, University of Bristol: Policy Press

Williams, P. (2009) Social work with People with Learning Disabilities. Exeter: Learning Matters

## Standards in Social Work Education:

### Assessing and Managing Risk: Key Role 3, Learning Focus 3.1

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

#### **Learning Focus 3.1:**

**Assessing and managing risks to individuals, families, carers, groups and communities**

#### **What is this learning focus about?**

This learning focus is about assessing risks to service users and carers in a range of different contexts. For example, students might provide evidence through:

- Assessing the risk of an individual re-offending
- Assessing and proposing ways to manage risk when planning a holiday with a group of service users living in a residential setting
- Identifying risks to child arising from a parent's misuse of alcohol
- Balancing the rights of an adult to be involved in risk-taking activities against the risk to and rights of other family members

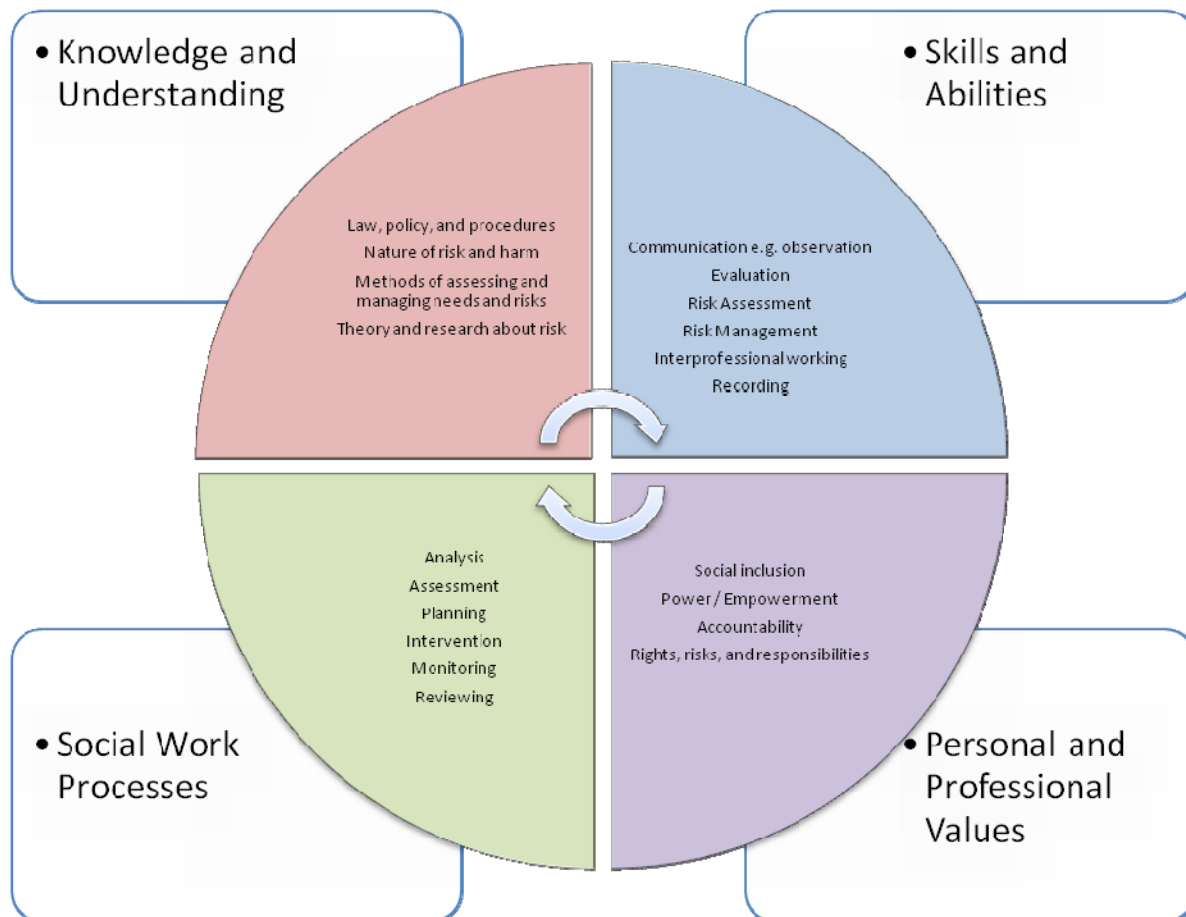
The practice example used to illustrate Learning Focus is a case study about assessing the needs of Amit, who has been diagnosed with depression. Students are required to demonstrate evidence of their ability to understand their roles as statutory agents in promoting rights and protecting people's interests. They also require an understanding of relevant legislation and practice standards.

This learning focus is underpinned by professional social work values, and, in particular the relationship between care, control and justice that is inherent in the social work role. Students will need to be aware of their duties under the **SSSC Codes of Practice**, and, in particular their responsibility to:

- Promote the independence of service users while protecting them as far as possible from danger or harm
- Respect the rights of service users while seeking to ensure that their behaviour does not harm themselves or other people

## Knowledge, Skills, Values and Social Work Processes

This learning focus requires students at all levels to be able to combine a range of knowledge, skills and values, as well as understand the stage of the social work process in which they are engaged. Key aspects will be:



You can find out more about Learning Focus 3.1 and the SiSWE at:

<http://www.scotland.gov.uk/Publications/2003/01/16202/17019>




## Using the SCQF to assess student practice learning

The SCQF brings all Scottish mainstream qualifications into a single framework. The Standards in Social Work Education (SiSWE) set out the knowledge, skills and values required of students undertaking social work training i.e. it sets out WHAT students are required to learn to become competent and confident social workers. In contrast, the SCQF provides information about the LEVEL of achievement of these standards as students move through successive stages of the Social Work Degree. The SCQF level denotes the complexity of learning and degree of demand associated with fulfilment of the assessed outcomes of the SiSWE. Each level is described in terms of its outcomes in terms of knowledge and understanding - mainly subject-based, practice – applied knowledge and understanding, cognitive skills (e.g. evaluation and critical analysis), communication – including IT skills, autonomy and accountability, and working with others.

Social work degree students undertake practice learning at either SCQF Level 9 (ordinary degree level) or SCQF Level 10 (honours degree level) depending on the stage the student has reached in his or her degree programme. Different universities and different routes for social work qualification have different patterns of practice learning but most final Practice Learning Opportunities (PLOs) [also referred to as ‘placements’] are assessed at Level 10 whilst most first PLOs are assessed at SCQF 9 (some programmes have 3 PLOs which may include a shorter PLO at SCQF 7 or 8 near the start of the social work degree). Further information about SCQF levels and social work degree programmes can be obtained from individual University degree programmes..

These learning materials are designed to illustrate how practice teachers can apply the SCQF levels to assessing students against the SiSWE. A case study is used to illustrate how the practice teacher can support and assess a student at SCQF 9 and 10, and the different expectations of the student at these levels. The case study comprises brief background information about the scenario followed by a series of activities which provide opportunities for the student to learn about and evidence their practice in relation to the learning focus. Each case study is accompanied by a summary of practice indicators at SCQF Levels 9 and 10 in relation to knowledge, skills, values and processes relevant to the learning focus and the SCQF level that is being addressed. The key aspects of the SCQF (e.g. ‘working with others’) are highlighted **in bold print** at each SCQF level.

It is important that learning about this particular learning focus is integrated with learning about other aspects of social work practice, both within Key Role 1 and the other five Key Roles. Particularly strong links with Learning Foci in other Key Roles have been highlighted within the text [

You can find out more about the SCQF at:

<http://www.scqf.org.uk/>

### Learning Focus 3.1 Case Study at SCQF 9

#### Background information

Amit (30) has recently moved back to the small Scottish rural town where he was brought up. His parents, who are now quite elderly, live nearby in sheltered housing. Amit's father had a stroke two years ago and his very restricted in his mobility. Amit has experienced periods of depression since he was in his mid twenties, and these have made it difficult for him to sustain full time employment over recent years. He is currently unemployed. Two years ago he was admitted to a psychiatric hospital for two weeks for assessment. Recently Amit's mother contacted their GP to express concern that Amit was spending most of his time in his flat, and was eating and sleeping poorly. She also thought that he had stopped taking his prescribed anti-depressant medication. Following a visit to Amit's home the GP has referred him to the local Community Mental Health Team (CMHT) for an assessment of his health and social needs.

A student social worker at the CMHT has been asked by her practice teacher to work with an experienced Community Psychiatric Nurse to undertake an assessment of Amit's needs and any risks to his welfare.

#### Examples of Learning and Assessment Activities

##### Activity 1: Preparatory supervision discussion



**Links to:** 2.6, 5.1

The student is asked by the practice teacher to reflect on and make notes on their understanding of risk and potential harm in relation to this referral. The emphasis at this level is on helping the student understand the concepts of risk and harm in the context of assessment of need, and to begin to engage with the process of risk assessment in partnership with service users, carers, and other professionals. The expectation is that the student will be working effectively under the guidance of the Practice Teacher and CPN in this scenario, but will also demonstrate a degree of initiative in this preparation for risk assessment. Some guide questions might include:

- What needs and risks can you identify from the information provided in the case study?

- What protective factors may there be for Amit and other family members?
- What skills and knowledge do you think you need to assess these risks?
- What preparation do you need to do with the CPN before contacting Amit?

The student's responses to these questions are discussed in supervision, drawing on the evidence indicators for SCQF 9 (see end of this section).

## Activity 2: Reflecting on practice



**Links to:** 4.3

Use by the student of their reflective journal (or learning log) and/or supervision discussion to consider rights, responsibilities and risks. This could focus on the student's attitude towards risk e.g. is s/he a risk taker or inclined to be cautious? How might these attitudes affect his or her approach to assessing risks to Amit and/or family members? Alternatively the focus might be on adult autonomy vs. use of legal powers to protect individuals, incorporating the student's reflection on personal and professional experiences of power and powerlessness. In this case study consideration should be given to issues around equality and power relating to race, ethnicity, culture and mental health (see, for example Myers et al., 2005). At SCQF 9 the emphasis is on understanding and applying concepts of rights, risks, and responsibility, development of the student's understanding of power and capacity to empower others, and engaging with debates about care and control. The student should be able to demonstrate their understanding of professional codes (SSSC Codes of Practice, BASW Code of Ethics), be able to apply these to the case study, and to recognise situations where they need to seek guidance to deal with complex ethical and professional issues.

This reflection could then be followed by a supervision discussion linked to ongoing work with Amit and his family.

## Activity 3: Recording and Confidentiality



**Links to:** 5.3

Students are required to meet standards in relation to recording the nature of risk, its seriousness and the harm it can cause. They will, at SCQF 9 be developing 'routine skills' in communicating in a variety of formats in line with local and national procedures. Key skills will

include written English, in distinguishing fact and opinion, in anti-discriminatory recording, and in implementing legislation, principles, and procedures in relation to data protection.



### **Useful Activities and Learning Resources at SCQF 9**

Doel, M. and Shardlow, S. (2005) Activity 13: Dial D for Danger (pp.193-195) Modern Social Work Practice: Teaching and learning in practice settings, Aldershot: Ashgate

Doel, M. and Shardlow, S. Recording the Work: Matter of Fact

[http://learnx.iriss.ac.uk/IntraLibrary?command=open-preview&learning\\_object\\_key=i03n85713t](http://learnx.iriss.ac.uk/IntraLibrary?command=open-preview&learning_object_key=i03n85713t)

Cowe, T. and Forshaw, P. (2008) Power and Powerlessness, In: Scottish Consortium for Practice Teaching, Practice Teaching: Tools for the Job. Dundee: ScOPT

## Practice Indicators for Learning Focus 3.1 at SCQF 9

### Knowledge

Students will have a **broad knowledge** of a selection of the principal theories and principles, and more **detailed knowledge** of one or more specialist areas. Knowledge will include:

- The rights of service users and legal duties of social workers in statutory/ non-statutory settings
- Local and national organisational policies and procedures about risk
- Examples of ways to assess, analyse and manage risk in the context of the assessment of need
- Understanding of concepts of rights, responsibility, authority and power in relation to intervening in people's lives
- The range of resources available to meet relevant needs and prevent harm
- Understanding of roles of different professionals
- Types of risks e.g. relating to different service user needs and living contexts

### Skills

Students will use **a selection** of the main skills and practices and a few skills in a more advanced way. Skills will include communication, routine inquiry skills, and the ability to **analyse routine professional problems** using different sources of knowledge. Skills will include:

- Communication including engagement, negotiation, listening and observation
- Working with other professionals
- Early development of analysis, assessment, planning and management skills in relation to protection and risk
- Accurate recording of actual and perceived risks and responses to these

Students will be working **under the guidance of professionals**, practising in ways that take account others' roles and responsibilities and showing **some appropriate autonomy** in their identification and assessment of risk.

### Values

Students will work within the SSSC Code of Practice and the values of their organisation, seeking guidance where appropriate. They will draw on their ability **to reflect on and analyse both personal and professional values**. Values will include

- Ability to reflect on personal values and beliefs about risk
- Ability to weigh up and reflect on rights, risks and responsibilities and be able to suggest ways of resolving ethical dilemmas in relation to risk
- Recognition of the diversity of people's experiences e.g. of mental well being
- Appreciation of own power and that of others in relation to identifying, assessing and managing risk
- Anti-oppressive practice e.g. in relation to race, culture and disability

### Processes

**In this case study assessment at this level will include understanding of a range of social work processes:**

- Ability to work in a systematic way in relation to risk including assessment, prevention, management, and monitoring of risk

### Learning Focus 3.1 Case Study at SCQF 10

This case study uses the scenario described for the student working at SCQF 9 (above), adding a degree of complexity, unpredictability and considerations about risk that make this a suitable learning opportunity for a student working towards SCQF 10.

#### Background Information

Amit (30) has recently moved back to the small Scottish rural town where he was brought up. His parents, who are now quite elderly, live nearby in sheltered housing. Amit's father had a stroke two years ago and is very restricted in his mobility. Amit has experienced periods of depression since he was in his mid twenties, and these have made it difficult for him to sustain full time employment over recent years. He is currently unemployed. Two years ago he was admitted to a psychiatric hospital for two weeks for assessment. Amit's GP referred him to the Community Mental Health Team for an assessment of his needs three months ago but Amit decided he did not want any involvement from the team and in the light of this the GP agreed to monitor Amit's mental health at the Health Centre.

The Community Mental Health Team has now been contacted by Amit's mother. She is extremely concerned about Amit, who, she said, is now hardly eating and rarely leaving his flat. Amit's mother says that she is also now struggling to cope, torn between supporting her husband and her son. A student social worker in the team is asked to work alongside a Community Psychiatric Nurse to assess needs and risks in relation to Amit, and to undertake an assessment of Amit's mother's needs as a carer. Amit agrees to engage with services on condition he is not pressurised to start taking anti-depressants again.

#### Examples of Learning and Assessment Activities at SCQF 10

##### Activity 1: Direct Observation



**Links to:** 4.3

Preparation for direct observation of work with Amit and/or his mother (with their permission at a suitable stage in the assessment) would include discussion of the SiSWE for Learning Focus 3.1, and clarification of the level of practice expected at SCQF 10 (see Evidence Indicators at SCQF 10). Crucial themes at this stage include the ability to work with complexity, to communicate effectively with Amit, his family, and other professionals, respond appropriately to unexpected situations, and be able to critically analyse practice using a range of different sources. The student will be active in preparation for the observation (e.g. discussing the observation with Amit and/or his mother, identifying standards that are likely to be met) and

subsequent debriefing (e.g. identifying outcomes met in discussion with her practice teacher after the observation).

### **Activity 2: Inquiry and knowledge building**



**Links to:** 4.1

This activity is an opportunity for the student to build on her existing knowledge base about risk. For example the practice teacher might ask the student to use a range of different inquiry methods (online search, use of agency intranet, reading, discussion with colleagues) to find out about:

- a. Agency policies and procedures relating to risk assessment and management
- b. Law relating to the case study e.g. Mental Health (Care and Treatment) (Scotland) Act 2003, Social Work (Scotland) Act 1968, Disability Discrimination Act 1995, Race Relations legislation
- c. Different approaches to risk assessment and management.

The reading list at the end of this case study may be helpful. This work could be followed by a discussion of the student's findings with the practice teacher in supervision and relating these to the case study. This activity will enable the student to demonstrate 'knowledge that covers and integrates most of the principal areas, features, boundaries, terminology and conventions' relating to risk assessment and management (SCQF Knowledge and Understanding outcome at Level 10). This activity also draws on the student's skills in critically reviewing and consolidating knowledge and practice, and on a range of inquiry skills including searching for information (e.g. from the internet, journals), interpretation, and evaluation.

### **Activity 3: Risk and Recovery**



**Links with:** 4.2, 4.3, 5.4

As students work towards SCQF 10 they will be developing an increasing understanding of complex ethical issues relating to risk. The 10 Essential Shared Capabilities for Mental Health Practice (NHS Education for Scotland, 2007: see link at the end of this section) provide a framework for person-centred ethical practice that promotes safety and positive risk taking. The Shared Capabilities and other recovery-based learning materials (see below) provide helpful opportunities for individual reflection, as well as activities that could be shared with the practice teacher and others in supervision and discussion with colleagues. There are also opportunities for multi-disciplinary learning (e.g. group supervision with students from other

professional backgrounds within the Community Mental Health Team, case presentation at multi-disciplinary team meetings).



### **Useful learning activities and resources @ SCQF 10**

NHS Education for Scotland Mental Health (Care and Treatment) Scotland Act 2003

<http://www.nes.scot.nhs.uk/mha/elearning/>

NHS Education for Scotland and Scottish Recovery Network Realising Recovery Learning Materials Module 5: Sharing Responsibility for Risk and Risk-Taking Edinburgh: NES.

<http://www.nes.scot.nhs.uk/mentalhealth/publications/documents/13875-NES-MentalHealth-Allmodules.pdf>

NHS Education for Scotland (2007) The 10 Essential Shared Capabilities for Mental Health Practice: Learning Materials (Scotland). Edinburgh: NES.

[www.nes.scot.nhs.uk/mentalhealth/work/#values](http://www.nes.scot.nhs.uk/mentalhealth/work/#values)

ScOPT (2008) Direct Observation of Students' Practice and What Helps

ScOPT (2008) Glasgow School of Social Work: Direct Observation

(both available to ScOPT members, see: <http://www.scopt.co.uk/>)



## Practice Indicators for Learning Focus 3.1 at SCQF 10

### Knowledge

Students will have a **broad knowledge** and a **critical understanding** of most of the principal theories, and principles, and more **detailed knowledge** of one or more specialist areas, some at the 'cutting edge of this focus'. This knowledge includes:

- The range of law relating to the practice context, including anti-discriminatory, data protection and human rights legislation
- Local and national organisational policies and procedures about risk
- Theories and methods of risk assessment and management; the evidence base and strengths of different approaches
- Concepts of rights, responsibility, autonomy, and care/ control in relation to intervening in the lives of service users and carers
- The range of resources available to meet a range of different needs and to prevent harm, including access to self help and service user led groups.
- Service user experiences and needs relevant to practice setting

### Skills

Students will use a **range** of the **main skills and practices** and a few skills in a more advanced way. Skills will include communication, research and development, and the ability to **critically analyse** complex ideas, concepts and information to solve problems and offer insights in ways that demonstrate creativity and originality. These skills include:

- Advanced communication skills, and ability to overcome barriers to communication
- Communication, negotiation and partnership working skills in multidisciplinary practice
- Recording, including use of different ways of recording risk; accurate recording of actual and perceived risks and responses to these

Students will be taking **significant responsibility** for their work and use of resources, and working with a range of professionals, exercising **autonomy and initiative**. Indicators will include the ability to take the initiative in aspects of identifying, assessing and managing risk and protection, working in partnership with service users, carers and other professionals.

### Values

Students will work within the SSSC Code of Practice and the values of their organisation, seeking guidance where appropriate. They will draw on their ability to reflect on and **critically analyse both personal and professional values**. Values will include

- Ability to reflect on and critically analyse personal values and beliefs about risk
- Ability to weigh up and reflect on rights, risks and responsibilities and be active in resolution of practice dilemmas relating to risk whilst protecting the safety of service users, carers and the public
- Recognition of the diversity of people's experiences of stigma, social exclusion and disadvantage that may be related to relevant service user needs and experiences

### Processes

Assessment at this level will include **critical** understanding of a **range of social work processes**:

- Ability to work both systematically, analytically, and creatively in relation to risk including assessment, prevention, management, and monitoring of risk

## Further reading and resources

Barry, M. (2007) Effective Approaches to Risk Assessment in Social Work: An International Literature Review, Edinburgh: Scottish Government

<http://www.scotland.gov.uk/Publications/2007/08/07090727/0>

British Association of Social Workers Code of Ethics

<http://www.basw.co.uk/Default.aspx?tabid=64>

Commission for Social Care Inspection (2007) Making Choices – Taking risks: A Discussion Paper, Dundee: CSCI <http://www.jitscotland.org.uk/>

Healy, K. and Mulholland, J. (2007) Writing skills for social workers (Social Work in Action Series), London: Sage

Hothersall, S., Maas-Lowit, M. and Golightly, M. (2008) Social Work and Mental Health in Scotland (Transforming Social Work Practice), Exeter: Learning Matters

Hothersall, S.J. (2010) Need, Risk and Protection in Social Work Practice (Transforming Social Work Practice), Exeter: Learning Matters

Joint Improvement Team (2007) Working together to improve adult protection: Risk assessment and protection plan, Edinburgh: Scottish Government

<http://www.jitscotland.org.uk/>

Kemshall, H. (2002) Risk, social policy, and welfare, Milton Keynes: Open University Press.

Mental Welfare Commission for Scotland [http://www.mwcscot.org.uk/mwc\\_home/home.asp](http://www.mwcscot.org.uk/mwc_home/home.asp)

Myers, F., M, McCollam, A. and Woodhouse, A. (2005) National Programme for Improving Mental Health and Well being: Addressing mental health inequalities in Scotland, Edinburgh: Scottish Executive <http://www.scotland.gov.uk/Resource/Doc/76169/0019039.pdf>

NHS Education for Scotland

<http://www.nes.scot.nhs.uk/mentalhealth/publications/default.asp#recovery>

Scottish Association for Mental Health <http://www.samh.org.uk/frontend/index.cfm?page=1>

Scottish Recovery Network <http://www.scottishrecovery.net/>

Thompson, N. (2003) Promoting Equality, 2<sup>nd</sup> Edition, Palgrave MacMillan

Webb, S. A. (2006) Social Work in a Risk Society: Social and Political Perspectives, London: Palgrave Macmillan.

Webb, S. (2009) Risk, Social Work and Society, 7(1)  
<http://www.socwork.net/2006/2/glossary/webb>

WellScotland <http://www.wellscotland.info/index.html>



## **Standards in Social Work Education:**

### **Knowledge for Practice: Key Role 4, Learning Focus 4.1**

#### **Key Role 4: Demonstrate professional competence in social work practice**

##### **Learning Focus 4.1:**

##### **Evaluating and using up to date knowledge of, and research into, social work practice**

##### **What is this learning focus about?**

This learning focus is about ensuring that social work practice is informed by relevant and accurate knowledge. The knowledge base is a wide one that includes research findings, theoretical frameworks, law, policy, service standards, and procedures. Students need to know how to locate, understand, evaluate, and update their knowledge, and how to use their findings to improve their practice. These skills include very practical ones like being able to search online databases for relevant information as well as the more reflective and analytical abilities required to understand and evaluate their findings. Students will need to build their understanding of evaluation and research methodologies and be able to use these skills to contribute to small scale inquiries into their own work or that of their team or organisation. Developing these capabilities also requires students to be able to collaborate with colleagues and use supervision effectively to build their own understanding and that of others.

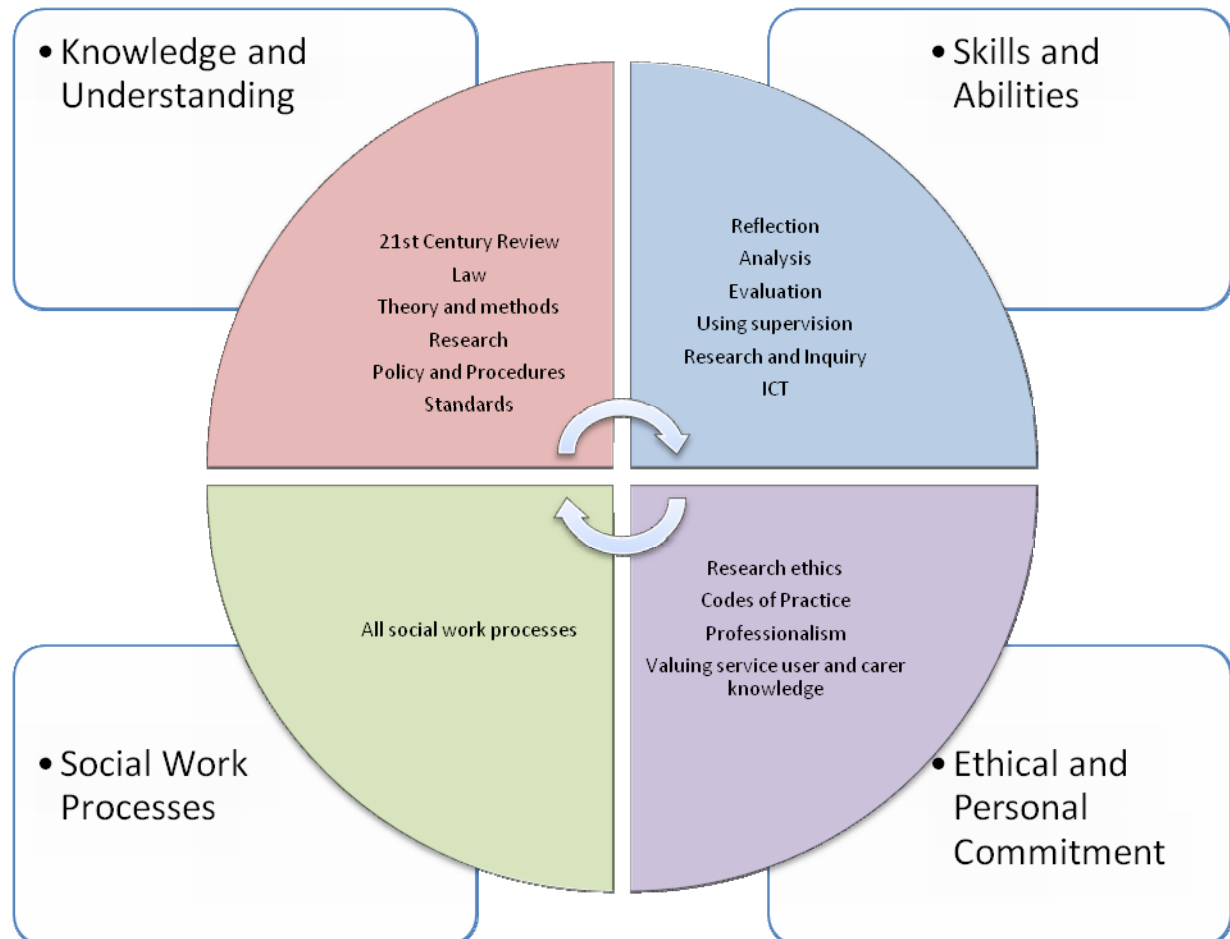
This learning focus is underpinned by professional social work values, and, in particular, the importance of social workers being able to take responsibility for their continuing professional development. Students will need to be aware of their duties under the **SSSC Codes of Practice**, and, in particular, their responsibility to:

- Be accountable for their practice and take responsibility for maintaining and improving their knowledge and skills.

These learning materials include activities based on students' reflections on their use of knowledge in relation to a practice example drawn from their PLO (or placement), or from their other experiences of working in social services.

## Knowledge, Skills, Values and Social Work processes

This learning focus requires students at all levels to be able to combine a range of knowledge, skills and values, as well as understand the stage of the social work process in which they are engaged. Key aspects will be:




You can find out more about Learning Focus 4.1 and the SiSWE at:

<http://www.scotland.gov.uk/Publications/2003/01/16202/17019>

## Using the SCQF to assess student practice learning

The SCQF brings all Scottish mainstream qualifications into a single framework. The Standards in Social Work Education (SiSWE) set out the knowledge, skills and values required of students undertaking social work training i.e. it sets out WHAT students are required to learn to become competent and confident social workers. In contrast, the SCQF provides information about the LEVEL of achievement of these standards as students move through successive stages of the Social Work Degree. The SCQF level denotes the complexity of learning and degree of demand associated with fulfilment of the assessed outcomes of the SiSWE. Each level is described in terms of its outcomes in terms of knowledge and understanding - mainly subject-based, practice – applied knowledge and understanding, cognitive skills (e.g. evaluation and critical analysis), communication – including IT skills, autonomy and accountability, and working with others.

Social work degree students undertake practice learning at either SCQF Level 9 (ordinary degree level) or SCQF Level 10 (honours degree level) depending on the stage the student has reached in his or her degree programme. Different universities and different routes for social work qualification have different patterns of practice learning but most final Practice Learning Opportunities (PLOs) [also referred to as 'placements'] are assessed at Level 10 whilst most first PLOs are assessed at SCQF 9 (some programmes have 3 PLOs which may include a shorter PLO at SCQF 7 or 8 near the start of the social work degree). Further information about SCQF levels and social work degree programmes can be obtained from individual University degree programmes. These learning materials are designed to illustrate how practice teachers can apply the SCQF levels to assessing students against the SiSWE. A case study is used to illustrate how the practice teacher can support and assess a student at SCQF 9 and 10, and the different expectations of the student at these levels. The case study comprises brief background information about the scenario followed by a series of activities which provide opportunities for the student to learn about and evidence their practice in relation to the learning focus. Each case study is accompanied by a summary of practice indicators at SCQF Levels 9 and 10 in relation to knowledge, skills, values and processes relevant to the learning focus and the SCQF level that is being addressed. The key aspects of the SCQF (e.g. 'working with others') are highlighted **in bold print** at each SCQF level.

It is important that learning about this particular learning focus is integrated with learning about other aspects of social work practice, both within Key Role 4 and the other five Key Roles. Particularly strong links with Learning Foci in other Key Roles have been highlighted within the text [

You can find out more about the SCQF at: <http://www.scqf.org.uk/>

## Activities for Learning Focus 4.1 at SCQF Level 9

This activity draws on the student's work with service users and carers during the practice learning opportunity to help build on the application of knowledge in practice. The activity draws on an example of the student's practice which forms the case study for this learning focus. It can be carried out at any point during the practice learning opportunity.

### Background information

The practice teacher helps the student choose a current case for analysis. This might be, for an example, assessment prior to writing a Social Enquiry Report, review of a service user's needs, or work with a group of service users or carers in residential or day care. This may be a piece of work that has been completed or is still in progress. The choice of case will be guided by the student's learning needs e.g. to learn about an aspect of service user need that is unfamiliar to the student.

### Examples of Learning and Assessment Activities at SCQF 9

#### Activity 1: Reviewing use of knowledge



Links to: 5.2

The practice teacher asks the student to review the knowledge s/he has drawn on in relation to the work, considering and reflecting on:

- Theories used to inform practice
- Social work methods used
- Standards and Codes of Practice that have been drawn on
- Research findings that have been used
- Knowledge about the organisation – or other organisations
- Law, policy and procedures
- Any other knowledge that has informed practice

The student could undertake this task alone and then discuss with practice teacher in supervision. The ScOPT (2008) toolkit (see below) has frameworks (p.113 and p. 122) the student could use to undertake this exercise or the practice teacher may want to suggest one to the student. At or near SCQF 9 students are expected to demonstrate and work with **broad** knowledge that covers and integrates the **main** areas relating to their practice learning opportunity (see Evidence Indicators). This activity will also enable students to build on their knowledge of available sources of



knowledge (e.g. the Learning Exchange, Office for Public Sector Information [OPSI], social work texts), using basic search, selection, and interpretation skills.

## Activity 2: Creating a knowledge map

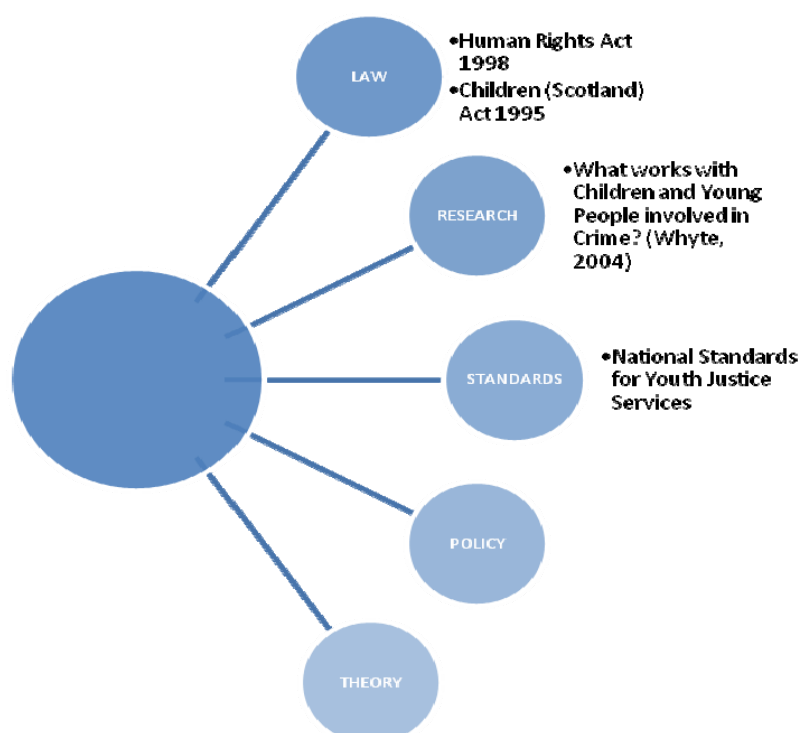


Links to: 5.2

When the student is compiling a list of different forms of knowledge he or she has used connections and links between different aspects of knowledge are likely to emerge. One way to bring together this knowledge without losing these important connections is to draw a 'knowledge map'. This is very similar to using a 'mind map' or a 'concept map'.

For example, a social worker in training in a youth justice social work team, has started to complete a knowledge map in relation to work with a young person who is offending. You can see part of the knowledge map below. This can be extended to include a wide range of different knowledge, and to link different areas of knowledge (e.g. research and law). The work from Activity 1 can now be used to create a knowledge map about work with the service user(s) and/or carer(s) in the case example.

### An example of the first steps in constructing a knowledge map



The map may be drawn freehand or downloadable software used to do this (see below). The completed knowledge map is reviewed with the practice teacher – the student offering an explanation of how the knowledge highlighted has been used to

inform and improve practice. The practice teacher will offer suggestions and feedback. Alternatively the student and practice teacher may decide to work on the 'knowledge map' together in supervision.

There are other examples of tools which may be used to reflect on use of knowledge, and to link this more explicitly to social work skills and values e.g. 'The Practice Pyramid' (Ross, 2008) the 'Theory Practice Circle' (Collingwood, 2007) (see below and Further Reading and Research at the end of Key Role 4).

### **Activity 3: Understanding Evidence-based practice**

Students at this stage should understand a basic definition of 'evidence based practice' and understand its rationale. Student reading and discussion will refer to developing policy in Scotland in relation to evidence-based practice including Changing Lives (Scottish Executive, 2006).



#### **Useful Activities and Learning Resources @ SCQF 9**

Doel, M. and Shardlow, S. Evaluating Practice: Mapping the Work activity  
[http://learnx.iriss.ac.uk/IntraLibrary?command=open-preview&learning\\_object\\_key=i03n55022t](http://learnx.iriss.ac.uk/IntraLibrary?command=open-preview&learning_object_key=i03n55022t)

OpenLearn Knowledge Mapping: Quick Start Guide The Open University  
<http://openlearn.open.ac.uk/course/view.php?id=2824>

ScOPT(2008): Practice Learning and Teaching: Tools for the job:

Collingwood, P. The Three Stage Theory Framework p. 104

Ross, M. The Practice Pyramid p. 116

University of York Direct Observation of Students' Practice and What Helps p.164

Glasgow School of Social Work Direct Observation p.165

(all available to ScOPT members or for purchase from: <http://www.scopt.co.uk/>)

Social Services Knowledge for Scotland Information Literacy Pack  
<http://www.ssks.org.uk/infolit.aspx>

## Practice indicators for Learning Focus 4.1 at SCQF 9

### Knowledge

Students will have a **broad knowledge** of a selection of the principal theories and principles, and more **detailed knowledge** of one or more specialist areas. This knowledge will include:

- A broad and integrated understanding of knowledge (e.g. theories, methods, research findings) relevant to the practice situation
- Understanding the nature and importance of evidence based practice
- Social work values and principles
- Disadvantage and inequality in relation to the practice area/situation
- Law, policy, procedures and good practice in relation to the practice area/situation

### Skills

Students will use **a selection** of the main skills and practices and a few skills in a more advanced way. Skills will include communication, routine inquiry skills, and the ability to **analyse routine professional problems** using different sources of knowledge. Skills will include:

- Searching for knowledge from a range of sources e.g. databases, books
- Applying a range of knowledge to practice situations
- Using knowledge to inform and improve own practice
- Communicating understanding of relevant knowledge to others

Students will be working **under the guidance of professionals**, practising in ways that take account others' roles and responsibilities and showing **some appropriate autonomy** in their practice. They will show initiative in inquiry, seeking guidance in more complex situations

### Values

Students will work within the SSSC Code of Practice and the values of their organisation, seeking guidance where appropriate. They will draw on their ability **to reflect on and analyse both personal and professional values**. Indicators will include

- Understanding and application of social work values in relation to research and inquiry
- An ethical approach to understanding and using knowledge
- Ability to use knowledge to take account of and safeguard rights and choices
- Understanding of the nature and importance of anti-discriminatory and anti-oppressive practice and the research, theory, and legislation on which this practice is based

### Processes

Assessment at this level will include **understanding of a range of social work processes**:

- Understanding and using evidence of the nature, relevance and efficacy of social work processes, such as assessment, review and planning, in social work practice
- Working in a structured, explicit way, analysing/ evaluating/synthesising knowledge for practice

## Activities for Learning Focus 4.1 at SCQF Level 10

### Background information

These activities draw on the student's work with service users and carers and their understanding of the practice learning context to help build on the application of knowledge in practice.

### Examples of Learning and Assessment Activities at SCQF 10

#### Activity 1: Using research findings



**Links to: 1.1, 2.2 and 5.1**

As students work towards SCQF 10 their knowledge base should be increasing to cover and integrate most of the principal areas relevant to the practice setting. They should be able to critically review and consolidate their knowledge, and integrate this with skills and values. A significant aspect of this work is the identification, interpretation, and application of research findings.

This activity will build on knowledge in relation to one aspect of the student's work. The student, in discussion with the practice teacher, chooses an example of research that has been drawn on to inform the example of practice. Alternatively, if research findings were not identified, another research study should be located as relevant to the work during the practice learning opportunity.

The student is asked to note the author, title, publication details, and date of the research, and considers:

1. The methods used for this research
2. The ethics of the research
3. What are the main findings of the research?
4. What relevance do they have to the practice example chosen?
5. How might these findings be applied to improve/progress work in other practice situations?

Discussion and exploration of the reliability, validity, currency, and relevance of the research findings and student's consideration of them would then take place in supervision with practice teacher (and/or with other colleagues/team members in the practice setting).

Another approach to the exploration of research findings is to ask students to reflect on the way that certain forms of knowledge can become embedded in practice without evaluation of their relevance or accuracy. This helps to test students' abilities

to be evaluative and sceptical about sources of information and ‘taken for granted’ beliefs. The discrediting of research which found links between the MMR vaccine and autism provides a good, if extreme, example of bias in reporting and uptake of research. Students could also be asked to explore and weigh up the evidence for popular beliefs about, for example, parenting or violence and mental illness.

## **Activity 2: Using inquiry skills**



**Links with:** Learning focus 4.4, 5.3

Students working towards this level will be developing their own inquiry and research skills. Carrying out their own investigation in the workplace will provide opportunities for collaboration with colleagues, and demonstration of autonomy, creativity and originality. Any small scale project will need to be negotiated with the practice teacher and workplace early in the practice learning opportunity. Pre-placement meetings provide a useful opportunity to initiate these discussions, but the need for small scale inquiry may also be suggested by the experiences of the student early in the PLO or through discussion with colleagues. Importantly this kind of learning may also provide the student with the opportunity to work with others to use any findings to bring about change and development in the workplace. There are a range of useful texts and websites that students may consult to help them plan, execute, and disseminate a project of this kind. Students are also likely to have access to relevant learning materials through their social work degree programme, and may already have participated in taught modules about, for example, research methods.



## **Useful learning activities and resources at SCQF 10**

Evaluation Support Scotland Evaluation Resource Guides

<http://www.evaluationsupportscotland.org.uk/resources1.asp?id=27>

Family and Parenting Institute Knowing what you do works

<http://www.familyandparenting.org/item/publication/76>

Intute Social Research Methods

<http://www.vts.intute.ac.uk/tutorial/socialresearchmethods/>

Orme, J. (2008) Why (not) Research Practice? <http://www.iriss.org.uk/node/605>

Social Care Institute for Excellence (2005) Researchmindedness in social work and social care <http://www.resmind.swap.ac.uk/index.htm>

Social Services Knowledge for Scotland Information Literacy Pack

<http://www.ssks.org.uk/infolit.aspx>

## Practice Indicators for Learning Focus 4.1 at SCQF 10

### Knowledge

Students will have a **broad knowledge** and a **critical understanding** of most of the principal theories, and principles, and more **detailed knowledge** of one or more specialist areas, some at the 'cutting edge' of this focus. This knowledge will include:

- A broad, integrated and critical understanding of knowledge (e.g. theories, methods, research findings) relevant to the practice situation
- The range of evidence that social workers may draw on, its sources, and different perspectives on what 'counts' as evidence for practice
- Social work values and principles
- The impact on service users of disadvantage, discrimination and oppression
- Law, policy, procedures and good practice guidelines in relation to the practice area/situation

### Skills

Students will use a **range** of the **main skills and practices** and a few skills in a more advanced way. Skills will include communication, research and development, and the ability to **critically analyse** complex ideas, concepts and information to solve problems and offer insights in ways that demonstrate creativity and originality. Skills will include:

- Drawing on a range of sources of information, knowledge, comment/opinion and experience to improve own practice and that of others
- Information literacy, including use of the internet to search for relevant information
- Interpreting, using and evaluating information drawing on both qualitative and quantitative research, including interpretation of numerical and graphical data
- Sharing knowledge with others e.g. in developmental and decision-making forums

Students will be taking **significant responsibility** for their work and the use of resources, and working with a range of professionals, exercising **autonomy and initiative** in inquiry, research and service development. They will have an active involvement in development of their own and their organisation's practice

### Values

Students will work within the SSSC Code of Practice and the values of their organisation, seeking guidance where appropriate. They will draw on their ability to **reflect on and critically analyse both personal and professional values**. Values will include

- Understanding and explicit application of social work research values and ethics
- Demonstration of personal capabilities in accessing and using knowledge e.g. curiosity, openness, motivation
- Ability to use knowledge to take account of and safeguard rights and choices
- Anti-discriminatory and anti-oppressive practice in research and use of research

### Processes

Assessment at this level will include **critical understanding of the range of social work processes**:

- Understanding and using evidence of the nature, relevance and efficacy of social work processes, such as assessment, review and planning, in social work practice
- Working in a structured, explicit way, analysing/ evaluating/synthesising knowledge for practice

## Further Reading and Research

Collingwood, P., Emond, R. and Woodward, R. (2007) The Theory Circle: A tool for learning and for practice, *Social Work Education*, 27, 1, 70-83

Evaluation Support Scotland <http://www.evaluationsupportscotland.org.uk/>

Frost, S. et al. (2006) *The Evidence Guide*, Edinburgh: Barnardo's

Institute for Research and Innovation in Social Services (IRISS): The Learning Exchange <http://www.iriss.org.uk/learnx/>

Joseph Rowntree Foundation <http://www.jrf.org.uk/>

McGlaughlin, H. (2006 ) *Understanding Social Work Research*. London: Sage Publications Ltd.

Mathews, I. and Crawford, K. (2010) *Evidence Based Practice In Social Work.(Thinking Through Social Work)*. Exeter: Learning Matters

Office for Public Sector Information <http://www.opsi.gov.uk/>

Research in Practice <http://www.rip.org.uk/>

Research in Practice for Adults <http://www.ripfa.org.uk/aboutus/>

Ross, M. (2008) *The Practice Pyramid: A model for integrating social work values, theory and practice*, In: Scottish Consortium for Practice Teaching, *Practice Learning and Teaching: Tools for the Job*. ScOPT <http://www.scopt.co.uk/>

Scottish Government <http://www.scotland.gov.uk/Home>

Social Services Knowledge Scotland <http://www.ssks.org.uk/home.aspx>

SocialWorkScotland <http://www.socialworkscotland.org.uk/>

Scottish Government (2006) *Changing Lives: The Report of the 21<sup>st</sup> Century Social Work Review*, Edinburgh: Scottish Executive <http://www.socialworkscotland.org.uk/>

Whittaker, A. (2007) *Research Skills for Social Work (Transforming Social Work Practice)*. Exeter: Learning Matters





## **Standards in Social Work Education:**

### **Multi-disciplinary Practice: Key Role 5, Learning Focus 5.6**

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

#### **Learning Focus 5.6:**

**Work effectively with professionals within integrated, multi-disciplinary and other service settings**

### **What is this learning focus about?**

This learning focus is about the social worker's role and accountability in relation to working with other professionals in a range of different contexts. These contexts may include hospitals, schools, prisons, and community organisations, but there should also be frequent opportunities for working across professional and agency backgrounds in all practice learning contexts. Examples of learning opportunities for the student social worker will include:

- Developing working relationships in a multidisciplinary practice learning setting such as a Community Mental Health Team or school.
- Assessing the needs of an adult with disabilities, working in partnership with the adult, his/ her GP, District Nurse, Occupational Therapist, and, where applicable, his or her carer.
- Involvement in regular multidisciplinary meetings to discuss common interests with professional colleagues
- Dealing with differences in opinion with colleagues in a residential or hospital setting about methods of intervention, or professional values

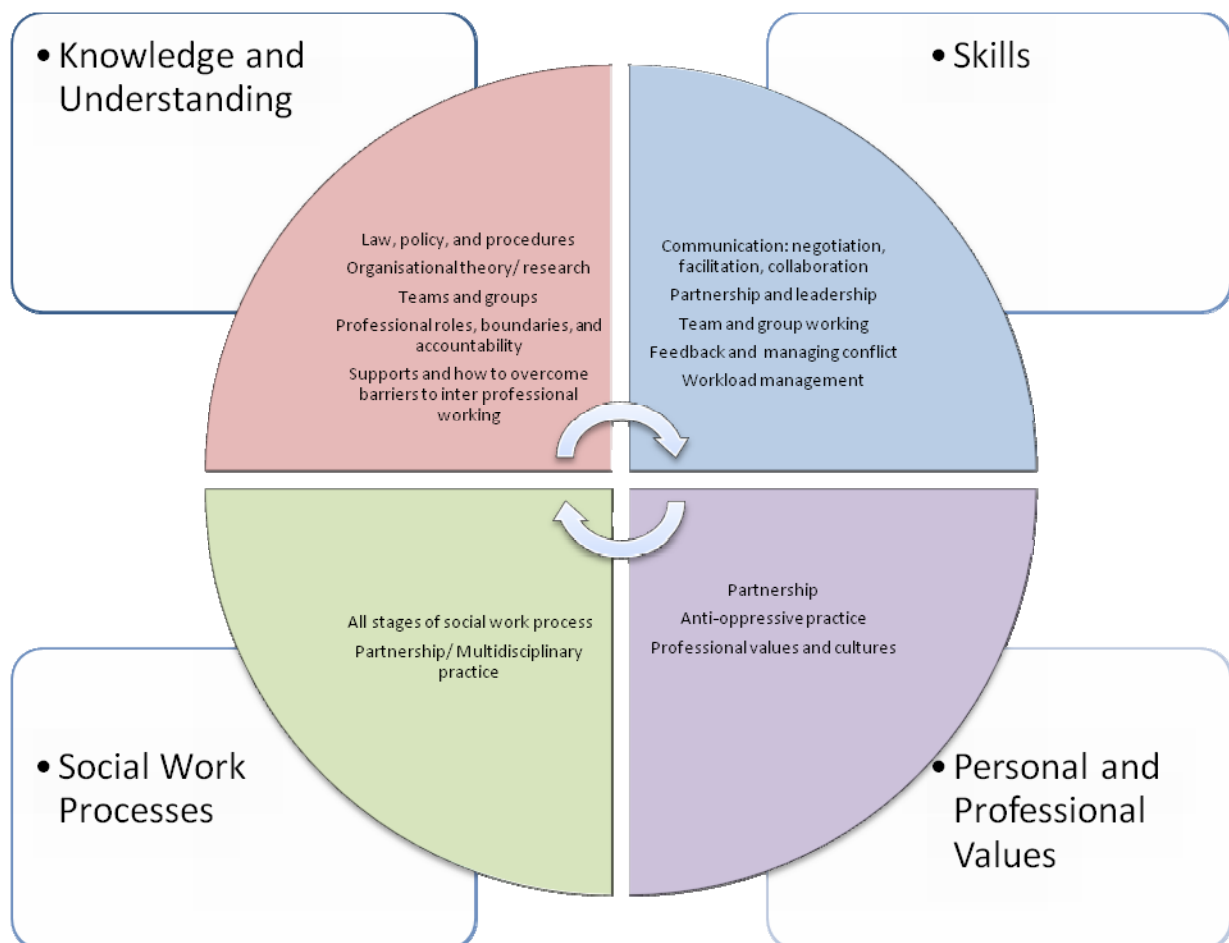
The practice example used to illustrate Learning Focus 5.6 relates to working with a multidisciplinary team in a hospital to assist a patient and her family to prepare for discharge from hospital. Important skills include the ability to communicate, both verbally and in writing, with colleagues. Social workers will need to be knowledgeable about others' roles and responsibilities and how to work in partnership with others.

This learning focus is underpinned by professional social work values, and the importance of drawing on a range of expertise and perspectives to promote people's rights, and by an understanding of the student social worker's accountability – to service users, carers, their employer, and the public. Students will need to be aware of their duties under the **SSSC Codes of Practice**, and, in particular, their responsibility to:

- Strive to establish and maintain the trust and confidence of service users and carers
- Uphold public trust and confidence in social services

### Knowledge, Skills, Values and Social Work Processes

This learning focus requires students at all levels to be able to combine a range of knowledge, skills and values, as well as understand the stage of the social work process in which they are engaged. Key aspects will be:



You can find out more about Learning Focus 5.6 and the SiSWE at:


<http://www.scotland.gov.uk/Publications/2003/01/16202/17019>


## Using the SCQF to assess student practice learning

The SCQF brings all Scottish mainstream qualifications into a single framework. The Standards in Social Work Education (SiSWE) set out the knowledge, skills and values required of students undertaking social work training i.e. it sets out WHAT students are required to learn to become competent and confident social workers. In contrast, the SCQF provides information about the LEVEL of achievement of these standards as students move through successive stages of the Social Work Degree. The SCQF level denotes the complexity of learning and degree of demand associated with fulfilment of the assessed outcomes of the SiSWE. Each level is described in terms of its outcomes in terms of knowledge and understanding - mainly subject-based, practice – applied knowledge and understanding, cognitive skills (e.g. evaluation and critical analysis), communication – including IT skills, autonomy and accountability, and working with others.

Social work degree students undertake practice learning at either SCQF Level 9 (ordinary degree level) or SCQF Level 10 (honours degree level) depending on the stage the student has reached in his or her degree programme. Different universities and different routes for social work qualification have different patterns of practice learning but most final Practice Learning Opportunities (PLOs) [also referred to as 'placements'] are assessed at Level 10 whilst most first PLOs are assessed at SCQF 9 (some programmes have 3 PLOs which may include a shorter PLO at SCQF 7 or 8 near the start of the social work degree). Further information about SCQF levels and social work degree programmes can be obtained from individual University degree programmes.

These learning materials are designed to illustrate how practice teachers can apply the SCQF levels to assessing students against the SiSWE. A case study is used to illustrate how the practice teacher can support and assess a student at SCQF 9 and 10, and the different expectations of the student at these levels. The case study comprises brief background information about the scenario followed by a series of activities which provide opportunities for the student to learn about and evidence their practice in relation to the learning focus. Each case study is accompanied by a summary of practice indicators at SCQF Levels 9 and 10 in relation to knowledge, skills, values and processes relevant to the learning focus and the SCQF level that is being addressed. The key aspects of the SCQF (e.g. 'working with others') are highlighted **in bold print** at each SCQF level.

It is important that learning about this particular learning focus is integrated with learning about other aspects of social work practice, both within Key Role 5 and the other five Key Roles. Particularly strong links with Learning Foci in other Key Roles have been highlighted within the text []. A list of paper and web resources

relating to the Key Role at both SCQF levels is provided after the second case study [  ]. You can find out more about the SCQF at:

<http://www.scqf.org.uk/>

### **Case Study: Learning Focus 5.6 at SCQF Level 9**

#### **Background information**

Mrs B is an older white woman who is in hospital receiving treatment for a deteriorating medical condition - multiple sclerosis. The consultant asks for a meeting with the family and the professionals involved, including the social worker. The consultant is concerned because the family want Mrs B home urgently but do not seem to be aware of the scale of her care needs, nor of the rapidity of her deterioration. The case is allocated to the student social worker who has only had time to visit Mrs B in the ward on one occasion and has not yet been able to speak to the family.

At the multidisciplinary meeting the student realises that the family have unrealistic expectations about the speed with which the services they need can be put in place. Neither he nor the Occupational Therapist have yet started an assessment of Mrs B's abilities and needs in her home environment. The consultant is pleased that the family are keen to have her home because pressure on hospital beds has suddenly increased after a ward had to be closed because of an infection; the consultant encourages discussion of arrangements for an early discharge. The student feels pressurised to agree that discharge can be arranged very quickly but takes refuge in his student status, saying that he needs to confirm the proposed action with his practice teacher.

In subsequent supervision discussion with his practice teacher the student raised his concerns about the impact of early discharge on Mrs B and her family. He also reflected on his sense of powerlessness and his perceived lack of status as a student social worker within the multidisciplinary team. He would like to be able to raise these issues at the next ward team meeting but is unsure how to do so.

#### **Examples of Learning and Assessment Activities at SCQF 9 and 10**

This practice example provides some substantial learning opportunities to evidence learning focus 5.6 (as well as other learning foci) at both SCQF 9 and 10. The examples of activities below should be read in conjunction with the evidence indicators

## Activity 1: Reflection on multidisciplinary practice and personal and professional values



**Links to:** 4.2, 4.3

Supervision with the practice teacher will provide opportunities to enable the student to reflect on multidisciplinary practice and the challenges of upholding social work values and working towards an outcome that meets Mrs B's needs. This could be supported by use of the student's reflective journal (or Learning Log). The student may need to be guided towards sources of specific knowledge, such as information about multiple sclerosis, effective multidisciplinary practice and hospital discharge planning and protocols to help inform his reflection.

Students working towards SCQF 9 will require guided opportunities to develop their understanding of the roles of multidisciplinary colleagues, and to reflect on their personal responses to professionalism, stigma, institutionalisation, and differentials in power and status in the workplace. Students may well require help to plan and structure a reflective account, and there are a number of online and paper resources and tools to help the student develop their reflective writing abilities e.g.

Doel, M. and Shardlow, S. (2005) Supervision and Reflective Practice

[http://learnx.iriss.ac.uk/IntraLibrary?command=open-preview&learning\\_object\\_key=i02n228808t](http://learnx.iriss.ac.uk/IntraLibrary?command=open-preview&learning_object_key=i02n228808t)

Slessor, S., Morago, P., Bruce, L. and Macmillan, M. (2006) Reflective Practice,

IRISS [http://learnx.iriss.ac.uk/IntraLibrary?command=open-preview&learning\\_object\\_key=i01n28191t](http://learnx.iriss.ac.uk/IntraLibrary?command=open-preview&learning_object_key=i01n28191t)

As they move to SCQF 10 students can be expected to be more proactive and autonomous in their practice with a good understanding of others' roles and responsibilities. Here the stress will be on students initiating discussion in supervision about the impact of poor planning in relation to Mrs B., and demonstrating the ability to learn from this experience to challenge poor organisational practices and seek creative and workable solutions in a proactive way. Reflective writing at this stage should be more confident, analytical and critical, drawing on knowledge about how organisations work, as well as theory and research findings about how to integrate and develop service provision. Advanced critical reflection on personal and professional values in this case example could cover a range of issues in relation to anti-oppressive practice, including consideration of discrimination relating to age, gender, and disability.

## Activity 2: Direct Observation



**Links to:** 1.3, 2.3, 4.3, 5.3

Many students at or near SCQF 9 would be likely to find the multi-disciplinary meeting a challenging one. Direct observation of a subsequent multidisciplinary meeting or the student's joint assessment with the family and professional colleagues could provide a valuable opportunity for the practice teacher to gather evidence of the student's ability in relation to this learning focus (and other learning foci within the SiSWE). Assessment of the student's performance at this stage would look for evidence of the student's ability to take some initiative, whilst working under the guidance of qualified practitioners. The expectation at this level is that students will take account of others' roles and responsibilities, but some of their knowledge (e.g. about organisational systems and underpinning theory, responsibilities of different professionals) may still be partial. They should be able to demonstrate awareness of how to deal constructively with conflict within work relationships and the mechanisms to resolve disagreements, but may not yet be confident in doing so in practice. Reflective writing, supervision/ colleague discussion, and role play/ rehearsal can all offer further opportunities to practise skills in active listening, giving feedback and resolving difference. Video and audio resources may also be helpful. Practice teacher feedback to the student after observation will take account of the student's stage of learning and offer opportunities for further learning, including integration of new knowledge and insights into practice. It will also be important for students to offer their own perceptions of their performance at the meeting, one way of helping to develop verbal skills in critical analysis and self-evaluation.

The observation of this multidisciplinary meeting offers the student opportunities to demonstrate a range of skills, knowledge and values that meet the SiSWE at SCQF Level 10. For example, the student will be able to demonstrate their ability to work in unpredictable contexts, to exercise autonomy and initiative, deal with complex professional issues, and work in peer relationships with qualified practitioners from different professional backgrounds. The observation itself, and the opportunities for feedback after observation (which at this level could appropriately be led by the student), will demonstrate the ability to make appropriate judgements when information is partial and from multiple sources, and to deal with complex professional issues in accordance with professional codes of practice. Some useful resources for structuring planning and feedback for direct observations include:

ScOPT (2008) Direct Observation of Students' Practice and What Helps [University of York model] (p.164)

Glasgow School of Social Work (2008): Direct Observation (p.165)

(available to ScOPT members or for purchase from: <http://www.scopt.co.uk/>)

### Activity 3: Organisational and practice development



**Links to:** 4.3, 4.4

The planned ward team meeting with multidisciplinary colleagues also provides learning opportunities at both SCQF 9 and 10. At Level 9 the student is likely to require guidance, and possibly direct support from the practice teacher, workplace supervisor or other colleague to contribute effectively to this kind of forum. Preparation for participation will be important and will provide an opportunity for the student to build on his knowledge base about roles, responsibilities and local policy/procedure. At SCQF 10 the expectation is that learners will 'work with others to bring about change, development and/or new thinking'. Active participation in and reflection on these processes, supported through e.g. supervision, discussion with PLO colleagues will enable the student to demonstrate a range of skills, including negotiation, facilitation, conflict resolution, and evaluation. This might include the student's exploration of how plans, procedures and protocols (e.g. in relation to hospital discharges) are developed. Who contributes to them and who is consulted? (How) are service users and carers involved in these processes? Are there ways in which the student can become involved in discussions with multidisciplinary colleagues about evaluating and developing these processes to better meet service user and carer needs?

## Practice Indicators for Learning Focus 5.6 at SCQF 9

### Knowledge

Students will have a **broad knowledge** of a selection of the principal areas, theories and principles, and more **detailed knowledge** of one or more specialist areas. These will include:

- Understanding of the benefits of integrated service delivery, supported by broad knowledge of legislation and local/ national policies and procedures
- Legal duties and service user rights in practice and other related contexts
- Applied knowledge of local circumstances, priorities, and resources including roles of different professionals and professional groups
- Conflicts that may arise in integrated and multidisciplinary practice.
- Some methods of resolving conflicts including legislation and local procedures

### Skills

Students will use **a selection** of the main skills and practices and a few skills in a more advanced way. Skills will include communication, routine inquiry skills, and the ability to **analyse routine professional problems** using different sources of knowledge. Skills will include:

- Communication, including relationship building, collaboration, facilitation and negotiation
- Developing team and group work skills
- Evaluating effectiveness of outcomes of professional groups and integrated services
- Awareness of ways of resolving conflict constructively and some skills in doing so

Students will be working **under the guidance of professionals**, practising in ways that take account others' roles and responsibilities and showing **some appropriate autonomy** in their practice.

### Values

Students will work within the SSSC Code of Practice and the values of their organisation, seeking guidance where appropriate. They will draw on their ability **to reflect on and analyse both personal and professional values**. Values will include

- Demonstration of understanding of accountability to range of stakeholders
- Awareness of own values in relation to multidisciplinary practice
- Focus on achieving outcomes for service users and carers, safeguarding rights and choices
- Weighing up and reflecting on rights, risks and responsibilities suggesting ways of resolving professional dilemmas and conflicts in line with Codes of Practice
- Developing understanding of different organisational cultures, their values and priorities
- 

### Processes

Assessment at this level will include **understanding of a range of social work processes**, working in a structured, explicit way within professional groups in the practice learning context taking account of stages of social work process, roles, remit and boundaries.



## Practice Indicators for Learning Focus 5.6 at SCQF 10

### Knowledge

Students will have a **broad knowledge** and a **critical understanding** of most of the principal theories, and principles, and more **detailed knowledge** of one or more specialist areas, some at the 'cutting edge of this focus'. Knowledge will include:

- Understanding the benefits and challenges of integrated service delivery, supported by comprehensive knowledge of legislation and local/ national policies and procedures
- Service user and carer rights and tensions relating to upholding these in different contexts.
- Local partnership arrangements, resources, nature/ role of different professional groups
- Theory and research findings about multidisciplinary and integrated service delivery and outcomes, and effective group and team work
- Ways to resolve conflicts and overcome barriers in multidisciplinary practice

### Skills

Students will use a **range** of the **main skills and practices** and a few skills in a more advanced way. Skills will include communication, research and development, and the ability to **critically analyse** complex ideas, concepts and information to solve problems and offer insights in ways that demonstrate creativity and originality. Skills will include:

- Advanced communication skills including relationship building, facilitation, and negotiation
- Team and group work, including shared analysis and decision making in relation to complex and/or uncertain issues
- Ability to research and evaluate multidisciplinary practice and outcomes
- Skills in giving and receiving feedback and constructive conflict resolution

Students will be taking **significant responsibility** for their work and the use of resources, and working with a range of professionals, exercising **autonomy and initiative**, including some responsibility for the work of others and/or for resources.

### Values

Students will work within the SSSC Code of Practice and the values of their organisation, seeking guidance where appropriate. They will draw on their ability to reflect on and **critically analyse both personal and professional values**. Values will include

- Ability to seek to resolve tensions and dilemmas about conflicting rights, needs, and cultures in the context of multidisciplinary working and accountability to a range of stakeholders
- Challenge of oppressive and discriminatory practice in multidisciplinary context
- Critical reflection on own values and experiences in relation to multidisciplinary practice
- Focus on achieving outcomes for service users and carers, safeguarding rights and choices
- Weighing up and reflecting on rights, risks and responsibilities implementing ways of resolving professional dilemmas and conflicts drawing on e.g. Codes of Practice
- Good understanding of different organisational cultures, their values and priorities within practice context, and impact on outcomes for service users

### Processes

Assessment at this level will include **critical** understanding of a **range of social work processes**, working in a structured, explicit way with clear understanding of stages of social work process and how these relate to multidisciplinary and integrated working processes in practice setting.

## Further Reading and Resources

Cameron, K. and Cadman, M. (2007) Case Study: Community Care and Older People, IRISS [http://learnx.iriss.ac.uk/IntraLibrary?command=open-preview&learning\\_object\\_key=i02n479688t](http://learnx.iriss.ac.uk/IntraLibrary?command=open-preview&learning_object_key=i02n479688t)

Community Care (2005) How to Work in Multidisciplinary Teams Community Care 27<sup>th</sup> October <http://www.communitycare.co.uk/Articles/2005/11/07/51502/How-to-work-in-multi-disciplinary-teams.htm>

Crawford, K. and Walker, J. (2008) Social Work with Older People (Transforming Social Work Practice). Exeter: Learning Matters

Doel, M. and Shardlow, M Meetings Skills: Topical Islands [http://learnx.iriss.ac.uk/IntraLibrary?command=open-preview&learning\\_object\\_key=i08n28311t](http://learnx.iriss.ac.uk/IntraLibrary?command=open-preview&learning_object_key=i08n28311t)

Integrated Care Network (2004) Integrated Care: A Guide. ICN [http://learnx.iriss.ac.uk/IntraLibrary?command=open-preview&learning\\_object\\_key=i04n138764t](http://learnx.iriss.ac.uk/IntraLibrary?command=open-preview&learning_object_key=i04n138764t)

Littlechild, R. in K. Morris (Ed.) (2008) Social Work and Multi-Agency Working, Making a difference. BASW/Policy Press, Bristol.

OpenLearn Caring in Hospitals <http://openlearn.open.ac.uk/course/view.php?id=1494>

Quinney, A. (2009) Collaborative Social Work Practice, (Transforming Social Work Practice). Exeter: Learning Matters

Scottish Organisation for Practice Teaching (2008) Practice Teaching: Tools for the Job, SCOPT (available to ScOPT members and for purchase, see: <http://www.scopt.co.uk/>)

Taylor, B. (2010) Professional Decision Making in Social Work. Exeter: Learning Matters

Workman, A. and Pickard, J. (2008) Professional identity in multi-disciplinary teams: The staff speak. Journal of Integrated Care 16(3) [http://www.careknowledge.com/uploadedFiles/CareKnowledge\CMS/Public/Journals/Journal\\_of\\_Integrated\\_Care/JIC2008/JIC163JunWorkman.pdf](http://www.careknowledge.com/uploadedFiles/CareKnowledge\CMS/Public/Journals/Journal_of_Integrated_Care/JIC2008/JIC163JunWorkman.pdf)

## **Standards in Social Work Education:**

### **Advocacy and Empowerment: Key Role 6, Learning Focus 6.1**

**Support individuals to represent and manage their needs, views, and circumstances**

#### **Learning Focus 6.1:**

**Support individuals to represent and manage their needs, views and circumstances**

#### **What is this learning focus about?**

This learning focus is about representation, advocacy and promoting people's independence. At its heart are principles of social justice, and how social workers can use their knowledge and skills to enable people to get the support they need to access their rights and manage their affairs. Examples of learning opportunities that will help to evidence this learning focus include:

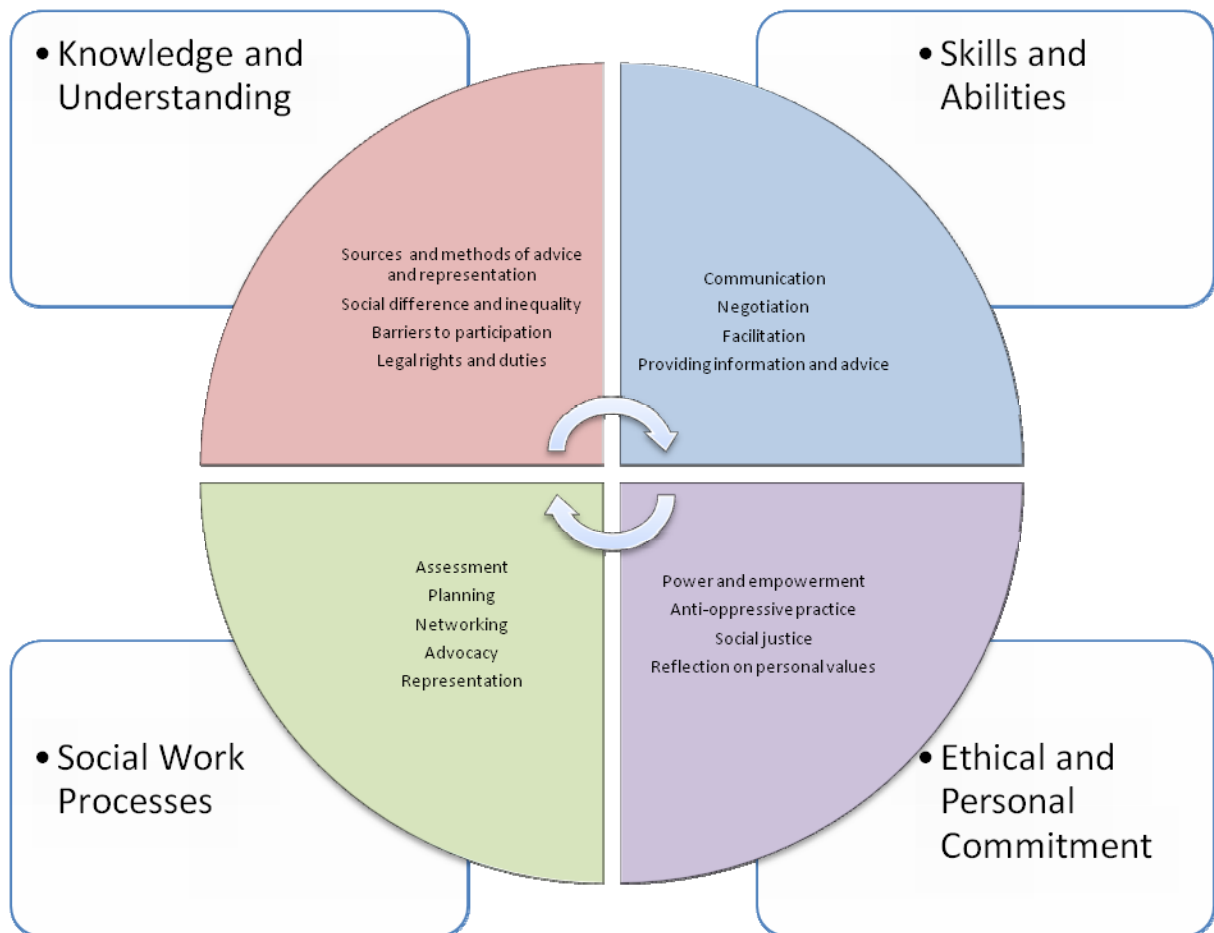
- Supporting a self-advocacy group of people with learning disabilities to represent their views about proposed changes to service provision
- Helping a parent with limited understanding of English to access and use interpretation services so they can take a full part in decision making about services for their child
- Providing advice about how to access welfare benefits, or how to challenge decisions about benefits
- Recognising the limitations to social workers' ability to advocate for service users and enabling an individual to access independent advice or advocacy

The practice example used to illustrate Learning Focus 6.1 relates to working with a young person who is accommodated in foster care to help him plan a move to more independent living. This learning focus is underpinned by professional social work values, and the importance of promoting people's rights, and complex relationships between justice, care and control. Students will need to be aware of their duties under the **SSSC Codes of Practice**, and, in particular, their responsibility to:

- Protect the rights and promote the interests of service users and carers
- Promote the independence of service users while protecting them as far as possible from danger or harm

## Knowledge, Skills, Values and Social Work Processes

This learning focus requires students at all levels to be able to combine a range of knowledge, skills and values, as well as understand the stage of the social work process in which they are engaged. Key aspects will be:




You can find out more about Learning Focus 6.1 and the SiSWE at:

<http://www.scotland.gov.uk/Publications/2003/01/16202/17019>

## Using the SCQF to assess student practice learning

The SCQF brings all Scottish mainstream qualifications into a single framework. The Standards in Social Work Education (SiSWE) set out the knowledge, skills and values required of students undertaking social work training i.e. it sets out WHAT students are required to learn to become competent and confident social workers. In contrast, the SCQF provides information about the LEVEL of achievement of these standards as students move through successive stages of the Social Work Degree. The SCQF level denotes the complexity of learning and degree of demand associated with fulfilment of the assessed outcomes of the SiSWE. Each level is described in terms of its outcomes in terms of knowledge and understanding - mainly subject-based, practice – applied knowledge and understanding, cognitive skills (e.g. evaluation and critical analysis), communication – including IT skills, autonomy and accountability, and working with others.

Social work degree students undertake practice learning at either SCQF Level 9 (ordinary degree level) or SCQF Level 10 (honours degree level) depending on the stage the student has reached in his or her degree programme. Different universities and different routes for social work qualification have different patterns of practice learning but most final Practice Learning Opportunities (PLOs) [also referred to as 'placements'] are assessed at Level 10 whilst most first PLOs are assessed at SCQF 9 (some programmes have 3 PLOs which may include a shorter PLO at SCQF 7 or 8 near the start of the social work degree). Further information about SCQF levels and social work degree programmes can be obtained from individual University degree programmes. These learning materials are designed to illustrate how practice teachers can apply the SCQF levels to assessing students against the SiSWE. A case study is used to illustrate how the practice teacher can support and assess a student at SCQF 9 and 10, and the different expectations of the student at these levels. The case study comprises brief background information about the scenario followed by a series of activities which provide opportunities for the student to learn about and evidence their practice in relation to the learning focus. Each case study is accompanied by a summary of practice indicators at SCQF Levels 9 and 10 in relation to knowledge, skills, values and processes relevant to the learning focus and the SCQF level that is being addressed. The key aspects of the SCQF (e.g. 'working with others') are highlighted **in bold print** at each SCQF level.

It is important that learning about this particular learning focus is integrated with learning about other aspects of social work practice, both within Key Role 6 and the other five Key Roles. Particularly strong links with Learning Foci in other Key Roles have been highlighted within the text [http://www.scqf.org.uk/

## Case Study: Learning Focus 6.1 at SCQF Level 9 and 10

### Background situation

John (15) is a young person who has been looked after by the local authority and accommodated in residential and foster care since he was 11. John, who is white and originally from London, will be leaving the care of the local authority within the next six months and moving towards independence.

John never had a relationship with his birth father, and his birth mother was supported to bring him up by her mother who gradually became John's main carer. John's mother has had a sporadic presence in John's life related to her chaotic life-style arising from substance misuse and mental health problems and a deteriorating relationship with her own mother. John became known to the social work department during his grandmother's terminal illness which he helped support her through. He has been looked after and accommodated by them since his grandmother's death. John has also been supported by a school-based social work project, but his social worker there has recently moved on.

John moved from a series of residential placements to foster carers 2 years ago and they are supportive of him and his wish to progress towards independence. His relationship with them is strong and important to him as is his relationship with two younger teenagers – a boy and a girl - in the same foster care placement. John still has some contact with his birth mother but this is intermittent and unpredictable.

The work with John and his foster carers is being transferred to a student social worker for some intensive partnership working in developing goals and planning the transition towards independence.

### **Examples of Learning and Assessment Activities at SCQF 9**

The focus of the illustrative activities below is on meeting the standards relating to Key Role 6, but the examples provided will meet other learning foci within the other 5 Key Roles. Some particularly strong links to other learning foci are highlighted for each activity. The activities should be linked to the case study indicators for SCQF 9.

#### **Activity 1: Supporting young people to represent themselves**



**Links to:** 2.2, 5.5

In the context of this case study learning focus 6.1 is about developing skills, values and knowledge in representing, and supporting John to represent his views. Practice Students working towards SCQF 9 will need to develop a good understanding of what supports and what inhibits young people's participation in decision making,

including an understanding of influences on their own values and beliefs (e.g. beliefs about stigma, power and stereotyping), and their background and origins (e.g. ethnicity, age). This work would be well supported by the student's reflection on self and early contact with John and his foster parents, and subsequent discussion in supervision, linked to SSSC Codes of Practice and BASW Code of Ethics. Use of narratives by young people themselves could provide further insight into service users' perspectives and what supports good transitions (e.g. Who Cares Scotland?, 2008).

## **Activity 2: Local and national resources**



**Links to:** 5.2, 5.5

If students are to help service users and carers to get independent advice, support and representation they require knowledge of what resources and the kinds of representation are available. Students will need an understanding of different forms of advocacy and representation, including self-advocacy. This is an opportunity for the student to practice routine inquiry skills and to demonstrate some initiative in seeking out information and accessing views. Their work could, for example, involve meeting with young people in a self-advocacy group or exploring the work of Who Cares? The student may also be able to contribute to organisational development by updating information about services for young people for colleagues in his practice setting to use after she finishes the PLO. Their research will explicitly link to their work with John and his foster parents in terms of providing good quality advice about options for representation. In some practice settings this may involve students in local discussion and debate about the role and importance of independent advocacy. Students may require additional support from the practice teacher to reflect on any reasons for differences in the way that professionals may think about and draw on advocacy in their day to day practice.



## **Useful Activities and Learning Resources at SCQF 9**

Donnison, D. Advocacy <http://www.iriss.org.uk/node/1282>

IRISS Reflective Practice [http://learnx.iriss.ac.uk/IntraLibrary?command=open-preview&learning\\_object\\_key=i01n28191t](http://learnx.iriss.ac.uk/IntraLibrary?command=open-preview&learning_object_key=i01n28191t)

Partners in Advocacy (2007) About Advocacy and Advocacy Stories  
<http://www.partnersinadvocacy.org.uk/section-advocacy/about-advocacy.html>

Scottish Throughcare and Aftercare Forum Pathways Practice  
<http://www.scottishthroughcare.org.uk/bestpractice.php?page=Pathways+Practice>



## Practice Indicators for Learning Focus 6.1 at SCQF 9

### Knowledge

Students will have a **broad knowledge** of a selection of the principal areas, theories and principles, and more **detailed knowledge** of one or more specialist areas. Knowledge will include:

- The rights of service users and legal duties of social workers in different settings
- Local and national organisational policies and procedures impacting on advice, advocacy and representation
- Nature of rights, responsibility, authority and power in relation to advice, representation and advocacy
- The range of resources available to meet representation needs of service users and carers
- Understanding of roles of different professionals
- Methods of empowering people to manage their affairs and represent their needs and wishes
- Theories underpinning empowerment, advocacy, and personalisation

### Skills

Students will use **a selection** of the main skills and practices and a few skills in a more advanced way. Skills will include communication, routine inquiry skills, and the ability to **analyse routine professional problems** using different sources of knowledge. Skills will include:

- Communication skills, especially engagement, negotiation, listening and observation
- Working with other professionals
- Assessment and planning
- Planning, coordinating and networking

Students will be working **under the guidance of professionals**, practising in ways that take account others' roles and responsibilities and showing **some appropriate autonomy** in their practice.

### Values

Students will work within the SSSC Code of Practice and the values of their organisation, seeking guidance where appropriate. They will draw on their ability **to reflect on and analyse both personal and professional values**. Values will include

- Ability to reflect on personal values and beliefs about independence and life choices
- Ability to weigh up and reflect on rights, risks and responsibilities and be able to suggest ways of resolving ethical dilemmas
- Recognition of the diversity of people's experiences, aspirations, resilience and significant relationships
- Appreciation of own power and that of others

### Processes

Assessment at this level will include **understanding of a range of social work processes**:

- Representation and support of service users and carers to represent themselves through different stages of the social work process e.g. assessment of need, service planning



## **Examples of Learning and Assessment Activities at SCQF 10**

As students move to SCQF 10 they will be developing an increasingly critical understanding of promoting independence and representation, dealing with complex ethical and professional issues and demonstrating increasing autonomy in their practice. The activities below are all assessed using the evidence indicators for SCQF 10 (see below).

### **Activity 1: Using process recording to evaluate dilemmas and tensions**



**Links to:** 4.2, 4.3

Process recording can provide a good way of helping the student to develop ‘micro-skills’ in relation to challenging situations (Hughes, 2008). For example, in this case study the student could use a process recording to help understand and reflect on his/her responses to different responses and agendas in relation to John’s rights and who can ‘talk for’ John. This would require the student to take account of the rights, responsibilities and roles of John’s birth parents as well as his foster parents, and to incorporate understanding of the nature of social justice, young people’s rights, and social workers’ roles in challenging discrimination and oppression. Supplementary approaches could include individual or group exercises that help students to learn about managing conflicting views in relation to advocacy and empowerment (see Doel and Shardlow, below). This links with the requirement at SCQF Level 10 to analyse and respond to complex ethical and professional level problems and issues.

### **Activity 2: Direct Observation**



**Links to:** 5.4, 5.5, 5.6

There will be opportunities for direct observation of the student, subject to the consent of John and others. For example the practice teacher could observe the student taking an active role (e.g. chairing) a planning meeting with John, his foster parents, and other involved individuals. This will provide opportunities to, for example, fulfil SCQF 10 requirements such as evidencing clear awareness of others’ roles and responsibilities, working effectively in peer relationships with colleagues, and working with others to bring about change, development and/or new thinking. The student would take an active role in identifying learning outcomes likely to be evidenced through observation and in reflecting on the achievement of outcomes and practice development arising from this observation in consultation with his practice teacher (see ScOPT materials below). Direct observation may also be linked with an opportunity for the practice teacher to seek feedback from, for example, John and his foster parents about the quality of the student’s practice (subject to

appropriate consents). Many universities provide advice and proformas to support verbal and/or written service user and carer feedback (see also Ager et al., 2005).



### **Useful Activities and Learning Resources at SCQF 10**

Doel, M. and Shardlow, M. Advocacy: In my view.

[http://learnx.iriss.ac.uk/IntraLibrary?command=open-preview&learning\\_object\\_key=i06n25391t](http://learnx.iriss.ac.uk/IntraLibrary?command=open-preview&learning_object_key=i06n25391t)

Doel, M. and Shardlow, M. (2005) Meetings Skills: Topical Islands

[http://learnx.iriss.ac.uk/IntraLibrary?command=open-preview&learning\\_object\\_key=i08n28311t](http://learnx.iriss.ac.uk/IntraLibrary?command=open-preview&learning_object_key=i08n28311t)

Doel, M. and Shardlow, M. Family-centred practice: Whanau

[http://learnx.iriss.ac.uk/IntraLibrary?command=open-preview&learning\\_object\\_key=i02n55042t](http://learnx.iriss.ac.uk/IntraLibrary?command=open-preview&learning_object_key=i02n55042t)

Scottish Organisation for Practice Teaching (2008): Practice Learning and Teaching: Tools for the job:

King, E. An introduction to process recording (p.99)

ScOPT Outline Guide to process recording (p.100)

University of York Direct Observation of Students' Practice and What Helps (p.164)

Glasgow School of Social Work : Direct Observation (p.165)

(all available to ScOPT members or for purchase from: <http://www.scopt.co.uk/>)

## Practice Indicators for Learning Focus 6.1 at SCQF 10

### Knowledge

Students will have a **broad knowledge** and a **critical understanding** of most of the principal theories, and principles, and more **detailed knowledge** of one or more specialist areas, some at the 'cutting edge of this focus'. Knowledge will include:

- The range of law and legal principles relating to promoting independence, including mental health, community care, anti-discriminatory and human rights legislation and personalisation policies
- Local and national organisational policies and procedures impacting on advice, advocacy and representation and potential tensions and conflicts in their implementation
- Nature of rights, responsibility, autonomy, and care/ control in relation to advice, representation and advocacy and ability to apply these concepts to practice
- Methods of empowering people to manage their affairs and represent their needs and wishes; the evidence base and strengths of different approaches
- The range of resources and opportunities available to meet needs and prevent harm, including self help and service user led groups.

### Skills

Students will use a **range** of the **main skills and practices** and a few skills in a more advanced way. Skills will include communication, research and development, and the ability to **critically analyse** complex ideas, concepts and information to solve problems and offer insights in ways that demonstrate creativity and originality. Skills will include:

- Advanced communication skills in working with service users and carers and support/social networks
- Communication, negotiation and partnership working skills in multidisciplinary practice
- Ability to take the initiative in aspects of identifying, assessing and managing change, working in partnership with service users, foster carers and other professionals.

Students will be taking **significant responsibility** for their work and the use of resources, and working with a range of professionals, exercising **autonomy and initiative**.

### Values

Students will work within the SSSC Code of Practice and the values of their organisation, seeking guidance where appropriate. They will draw on their ability to reflect on and **critically analyse both personal and professional values**. Indicators will include

- Ability to reflect on and critically analyse personal and professional values and beliefs about power, independence, and social justice
- Ability to weigh up and reflect on rights, risks and responsibilities and be active in resolution of practice dilemmas whilst supporting service users and their personal development
- Recognition of the diversity of people's experiences, including aspects of social exclusion and disadvantage relevant to achieving greater independence.

### Processes

Assessment at this level will include **critical** understanding of a **range of social work processes**:

- Representation and support service users and carers to represent themselves through different stages of the social work process e.g. assessment of need, service planning
- Recognition that advocacy role is about listening to service users and supporting them to express their perspective and not about promoting the advocate's own view.

## Further Reading and Resources

Ager, W., Dow, J. Ferguson, I., Gee, M., McPhail, M., and McSloy, N. (2005) Service user and carer involvement in social work education: Good practice guidelines.

Dundee: SIESWE <http://www.iriss.org.uk/files/IA33GoodPracticeGuidelines.pdf>

Bostock, L. (2004) Promoting resilience in fostered children and young people.

London: Social Care Institute for Excellence

<http://www.scie.org.uk/publications/guides/guide06/index.asp>

British Association of Social Workers Code of Ethics

<http://www.basw.co.uk/Default.aspx?tabid=64>

Clapton, G. (2000) In praise of process recording, In: Cree, V.E. and Macaulay, C. (Eds.) Transfer of Learning in Professional and Vocational Education. London: Routledge

Cocker, C. and Allein, L. (2008) Social work and looked after children. Exeter: Learning Matters

Dixon, J. and Stein, M. (2005) Leaving Care: Throughcare and aftercare in Scotland. London: Jessica Kingsley Publishers

Gaine, C. (2010) Equality and diversity in social work practice. Exeter: Learning Matters

Hughes, M. (2008) Standards in Social Work Education and Values, In: ScOPT: Practice Learning and Teaching: Tools for the job <http://www.scopt.co.uk/>

McPhail, M. (2006) Children and young people, social work and Scotland, In: Mooney, G., Sweeney, T., and Law, A. (Eds.) Social Care, Health and Welfare in Contemporary Scotland. Paisley: Kynoch and Blaney

Partners in Advocacy <http://www.partnersinadvocacy.org.uk/>

Scottish Independent Advocacy Alliance <http://www.siaa.org.uk/>

Scottish Institute for Residential Child Care <http://www.sircc.org.uk/>

Scottish Throughcare and Aftercare Forum <http://www.scottishthroughcare.org.uk/>

Social Care Institute for Excellence (2004) Fostering

<http://www.scie.org.uk/publications/guides/guide07/files/guide07.pdf>

Social Care Institute for Excellence (2009) Care-experienced young people

<http://www.scie.org.uk/socialcaretv/video-player.asp?guid={23D82CF5-9171-4F46-B1C6-89149397EB1F}>

Stein, M., Munro, E.R. and Ward, H. (2008) Young people's transitions from care to adulthood: International research and practice (Child Welfare Outcomes). London: Jessica Kingsley Publishers

Who Cares? Scotland (2008) Caring about Success: Young people's stories. Who Cares? Scotland <http://www.whocaresScotland.org/>



## Glossary

The definitions below apply to the use of these terms in this report. They may have different meanings in other contexts.

**Assessed Outcome:** one of 83 learning outcomes, grouped into Learning Foci within the Standards in Social Work Education (SiSWE) and assessed during social work qualifying training. Students must achieve all 83 outcomes as social workers, although they may not be required to meet every outcome during every practice learning opportunity.

**Continuous Learning Framework:** describes what people need in order to do their job effectively now and in the future in terms of: qualifications and training; knowledge, skills, values and understanding; personal capabilities; organisational capabilities <http://www.iriss.org.uk/clf>

**Key Capabilities in Child Care and Protection:** Learning outcomes and competences relating to child care and protection that student social workers are required to meet during their honours degree level training  
<http://www.iriss.org.uk/keycapabilities/sssc>

**Key Role:** One of six overarching standards in the Standards in Social Work Education (SiSWE) taken from the National Occupational Standards. Each comprises one or more learning focuses (see below), and is associated with particular areas of underpinning knowledge and high level transferable skills.

**Learning Focus:** A subdivision of one of the six Key Roles of the SiSWE e.g. Key Role 1 comprises 3 learning foci. Each learning focus includes a number of assessed outcomes e.g. Learning focus 1.3 comprises 5 assessed outcomes.

**IRISS:** Institute for Research and Innovation in Social Services  
<http://www.iriss.org.uk/>

**Practice Learning Opportunity (PLO)** (or placement, practicum): Social work degree students in Scotland are required to undertake 200 days of assessed practice learning in social services and/or other workplaces. The length and number of PLOs varies between different social work degree programmes.

**Practice Educator:** An individual with the skills, knowledge and understanding to develop and evaluate learning opportunities, facilitate learning assess practice across a wide range of settings.

**Practice Teacher** (also known as 'Practice Assessor'): An individual with responsibility for assessing the practice of social work degree students undertaking work-based practice learning opportunities. Practice teachers usually have or are

working towards a Practice Learning Qualification (PLQ) or an older award, the Practice Teaching Award.

**Scottish Credit and Qualifications Framework (SCQF):** enables learners, employers, education providers, and the public to understand how different qualifications relate to each other by providing a 'road map' through different levels of qualification, and a 'national vocabulary' to describe different learning opportunities). The SCQF provides a means of enabling all qualifications and learning to be credit-rated, and of recognising prior learning. <http://www.scqf.org.uk/>

**Scottish Social Services Council (SSSC)** - performs the functions of registration/regulation of the workforce and acts as Sector Skills Council for Social Services in Scotland <http://www.sssc.uk.com/Homepage.htm>

**Standards in Social Work Education (SiSWE)** set out what students need to learn to do, what they need to be able to understand and the outcomes they must achieve in order to complete the honours degree level qualification. The SiSWE emphasise a balance between professional knowledge, skills and values. <http://www.scotland.gov.uk/Resource/Doc/47021/0025613.pdf>

## References

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