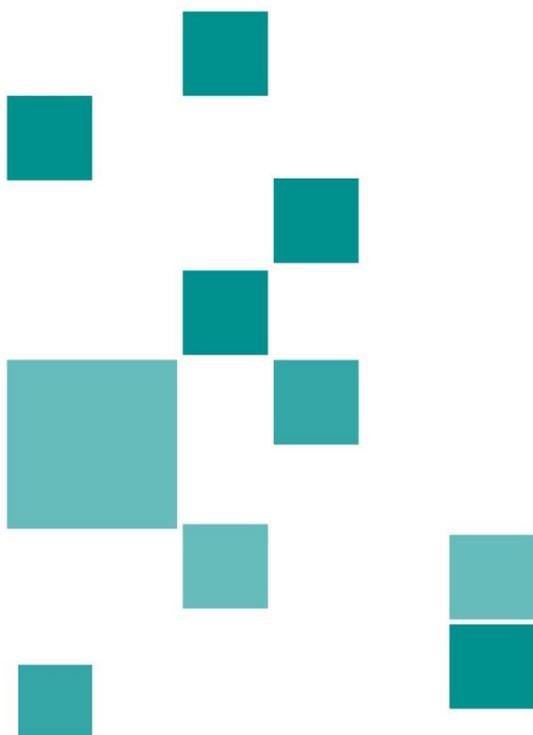# Standards in Social Work Education in Scotland

August 2019

Introduction

From 2020 all social work programmes will embed the revised Standards in Social Work Education (SiSWE) throughout taught courses.

This document contains the Standards in Social Work Education and Ethical Principles. We will publish the full Framework for Social Work Education with requirements for social work programmes on the Scottish Social Services Council website.

Standards in Social Work Education in Scotland

Standard 1: Prepare for practice and work in partnership with individuals, children, parents, families and extended families, carers, groups and communities, professionals and organisations.

1.1 Prepare for social work contact and involvement, including in the context of inter-professional and integrated services.		
Knowledge	Transferable skills	Competence demonstrated
The social contexts in which people live including: the impact of social injustice; unsuitable housing; lack of education; unemployment; poverty; homelessness; migration; asylum and ethnic segregation. The effect these contexts have on the demand for social work services. Social disadvantage which may lead to marginalisation, isolation, exploitation, victimisation, exclusion and crime. The impact of difference which may result in inequality, including: age; gender; ethnicity; sexual orientation; disability. The impact of mental or physical ill health, disability, domestic abuse, and substance and alcohol misuse.	Make active and effective contact with individuals and organisations by means appropriate to the circumstances and aims, including: in person; by phone; via an appropriately secure digital medium; in writing. Gather information from a wide range of sources and in a variety of ways for a range of purposes. These methods should include: electronic searches, reviews of relevant written materials, face-to-face discussion, digital means, telephone contact with individuals and groups, and reference to literature and research. Take account of different views when gathering information and assess the reliability and relevance of the information.	Review agency notes and other literature that is relevant to the situation. Contact and work effectively with relevant professionals and others, to get additional information that can influence initial contact and involvement. Engage and relate to people who receive services and others in a manner which reflects the principles of social justice and an understanding of the context in which people live. Engage and relate effectively with people receiving services, their carers and others, with appropriate use of self. Practice ethically and with professional integrity.

Legal, policy and organisational bases for intervention, and the significance of relationships with statutory and other services. Understanding of own role and task and the importance of inter-personal factors and inter-professional working in delivering effective social work services.	Make effective use of appropriate technology to access, and to facilitate access, to services.	Evaluate all information to identify the best form of initial involvement. Develop and record an initial action plan alongside people who receive services and other key people.

1.2 Work effectively in partnership with people receiving services, carers and communities so they can gain control over their lives, make informed decisions and achieve positive outcomes.		
Knowledge	Transferable skills	Competence demonstrated
The nature of social work services in a diverse society (with particular reference to concepts such as social need, informed choice, personalised services, prejudice, inter-personal, institutional and structural discrimination, empowerment and anti-discriminatory practices). The lived experience of people receiving services and their experience of receiving services.	Analyse and take account of specific factors that are relevant to social work practice such as: risk; resilience; rights; cultural, racial and ethnic identity; language difference; legal obligations and statutory responsibilities to protect vulnerable individuals. Explain and negotiate the purpose of contacts and the boundaries of their involvement. Listen actively to others, respond appropriately to their experiences and accurately understand their viewpoint. Demonstrate empathy and compassion as appropriate to the situation.	Support people who receive services to express their expectations, strengths and limitations, and to understand and fully realise their rights, entitlements and responsibilities. Clarify and explain the social work organisation's duties, services and responsibilities. Identify, gather, analyse and understand relevant information including personal strengths and community assets. Identify, analyse and manage the risks involved in the situation. Support people to access choice and, where appropriate, take control over their support arrangements through a process of co-production.

1.3 Assess needs and options, in partnership, to plan a course of action.		
Knowledge	**Transferable skills**	**Competence demonstrated**
The range of expressed, and/or identified need(s) of people (including children) who receive services and their carers, and the social context in which need arises.

Inequality and oppression arising from individual, inter-personal, societal, cultural, organisational, ideological and political processes.

Understanding the impact and inter-relationship of disadvantage and social divisions arising from factors such as: social class; gender; disability; culture; race; migration; asylum status.

Frameworks, models, and methods of assessment in different practice contexts, taking into account the strengths and assets of people and communities. | Assess situations, taking account of a number of factors including the views of those involved, the context in which people live, theoretical concepts, research evidence, legislation and organisational policies and procedures.

Work in partnership with people to identify how their lives could be improved, and identify actions to achieve positive outcomes.

Analyse the information gathered, taking account of different perspectives and evidence.

Respond flexibly to new/ additional information and adapt assessment outcomes and plans appropriately. | Listen actively to people (including children) who receive services and their carers, respecting their experience and taking full account of their views.

Engage effectively with people who receive services, and their carers, to facilitate and enable them to access choice, make decisions, and take control over their support arrangements through a process of co-production.

Competently assess and evaluate needs, assets, strengths, risks and options, taking account of legal and other duties and service standards requirements.

Demonstrate professional confidence in supporting and enabling a negotiated course of action for people who receive services and their carers.

Demonstrate effective, integrated practice with other professionals, to support people to make choices and achieve positive outcomes. |

		Effectively challenge oppressive processes which disadvantage people.

Standard 2. Plan, undertake, review and evaluate social work practice with individuals, children, parents, families and extended families, carers, groups, communities and other professionals.

2.1 Identify and develop opportunities for prevention and early intervention.		
Knowledge	Transferable skills	Competence demonstrated
The benefits of providing resources early in the emergence of problems, to prevent escalation of problems. The longer term benefits of addressing factors that lead to the development of problems, rather than waiting for the problem to develop.	Engage with people and community resources to identify creative options. Plan a sequence of actions to achieve specific aims. Review and evaluate effectiveness of preventative actions.	Work in a structured, collaborative way with people and community resources to deal with problems, resolve conflicts, and avoid crises. Collaboratively plan, and implement approaches and actions, to support people and improve situations and outcomes. Collaboratively review and evaluate the outcomes with people and community resources.

2.2 Identify and respond to crisis situations.		
Knowledge	Transferable skills	Competence demonstrated
Factors influencing the selection and testing of relevant information, especially if it is collected within tight timescales. The nature of professional judgement and of risk assessment. The nature of crisis and how it is different from related ideas such as emergency.	Critically consider options, even under pressure, seeking organisational support if necessary. Plan a sequence of actions to achieve specific aims. Manage the process of change and identify opportunities for growth within crisis and change. Identify priorities and meet agreed deadlines. Review and evaluate interventions and plans as appropriate.	Critically assess the urgency of requests and requirements for action. Identify, collaborate, and agree with others the need for statutory and procedural intervention. Plan implement and record action taken to meet immediate needs and requirements. Review the outcomes with people receiving services, their carers and key people. Exercise professional judgement based on a critical analysis of all aspects of the situation.

2.3 Work in an ethnically and culturally sensitive manner with people receiving services, carers and communities, to achieve change, promote dignity, realise potential and improve life opportunities.		
Knowledge	Transferable skills	Competence demonstrated
The importance of emotional intelligence, use of self, managing relationships and professional boundaries effectively within social work practice. Sociological, psychological and physiological theories of individual and social development, identity and functioning from infancy to old age and death. The nature, characteristics and effects of developmental delay, disruption and trauma, and the nature of resilience across the lifespan. Research based concepts and critical explanations from social work theory and other disciplines that contribute to the knowledge base of social work, including their reliability and how they contribute to an evidence base. Theoretical ideas and evidence from international research on designing and putting into practice effective social work services for a wide range of people.	Develop relationships with people that show respect for diversity, equality, dignity, confidentiality and privacy. Use knowledge of a range of interventions and evaluation processes to build and maintain purposeful partnerships with people and organisations, in community-based and professional contexts, including group care. Implement plans through a variety of processes including contracting, drawing on community assets and working in partnership with others, to co-produce services designed to meet individual circumstances, needs and strengths. Bring work to an effective conclusion taking account of the implications for everyone involved.	Use effective inter-personal communication and engagement skills with people, appropriate to age, ability and disability, language and culture. Maintain purposeful, professional relationships for as long as is necessary. Apply and justify social work methods to achieve change, maintain stability, promote independence and improve life opportunities. Regularly monitor, record and review. Reduce contact and withdraw appropriately from relationships.

2.4 Co-produce, implement and evaluate plans with people receiving services, carers and others.		
Knowledge	Transferable skills	Competence demonstrated
Approaches and methods of intervention in a range of organisational and community based settings including group care. The nature and characteristics of effective practice skills, in working in partnership with a range of people receiving services, and in a variety of settings including group care. Factors guiding the choice of evaluation of interventions in different circumstances.	Practice ethically and in partnership with those who receive services and others to make decisions, set goals and develop specific plans to achieve these. Take account of relevant factors including: own level of competence; codes of practice; agency guidance and legislative requirements. Consult actively with, and where appropriate use the knowledge and skills of, other people who have relevant experience, information or expertise, including people receiving services and their carers. Creatively and innovatively develop and deliver person-centred services to achieve outcomes.	Collaborate, negotiate and appropriately influence the services and resources that will be included in plans. Identify and record responsibilities and actions to be taken, developing and recording plans based on these. Carry out own responsibilities and monitor, coordinate and support the actions of others involved in putting plans into practice. Regularly review the effectiveness of plans with the people involved. Renegotiate and revise plans to meet changing needs and circumstances.

2.5 Develop collaborative and effective networks to meet assessed needs and planned outcomes.		
Knowledge	Transferable skills	Competence demonstrated
The current range and appropriateness of statutory, third sector and private agencies providing community-based, day care, residential and other services and the organisational systems within these. The significance of inter relationships with other services, especially education, housing, mental and physical health, community justice, income maintenance and other services provided by partner organisations.	Develop effective helping relationships and partnerships with key people that strengthen communities, to bring about change and achieve planned outcomes. Consult actively with others who have relevant experience, information or expertise, including people who receive services and their carers. Negotiate goals and plans with others, analysing and dealing creatively with human, organisational and structural barriers to change. Demonstrate leadership in challenging others when necessary, in ways that are most likely to produce positive outcomes.	Work collaboratively with people to identify, explore and evaluate support networks that can be accessed and developed. Work in partnership with people who receive services, their carers and other key people to maintain community supports, networks and resources and build community capacity. Contribute effectively to the development, maintenance and evaluation of integrated support networks and services. In partnership with others, manage complex aspects of dependency and, where appropriate, access and enable direct care and personal support in everyday living situations.

2.6 Work with groups to achieve effective outcomes.		
Knowledge	Transferable skills	Competence demonstrated
The relevance of sociological, psychological and criminological perspectives to understanding societal and structural influences on human behaviour at individual, group and community levels. Understand the cultural context of the locality in which practice takes place. Social science theories explaining group and organisational behaviour. Understand group processes and dynamics.	Involve people who receive services, and where appropriate their carers, in ways that increase their resources, capacity and power to influence factors affecting their lives and promote social inclusion. Identify and use opportunities for purposeful and supportive communication with people who receive services in their everyday living situation, including children and adults with additional support needs. Develop relationships with and access community networks and assets.	Help groups to achieve planned outcomes for their members, and to evaluate the value and appropriateness of their work. Identify opportunities to support existing groups and to help new groups to develop. Use group processes and dynamics to improve participation of group members and to promote wellbeing, choice, potential, dignity and independence. Engage in and disengage from groups appropriately.

2.7 Respond appropriately to behaviour which presents a risk to people who receive services, carers, communities and the wider public.		
Knowledge	Transferable skills	Competence demonstrated
The complex relationships between justice, care and control in social welfare and community justice, and the practical and ethical effects of these. Social workers' roles as statutory agents with duties and responsibilities to protect the public and uphold the law. Models, methods, and processes of risk assessment and risk management. Knowledge of relevant literature including research.	Help people to gain, regain or maintain, control of their own affairs while taking account of the safety, wellbeing, protection and rights of self and others. Identify protective factors and promote resilience to enhance wellbeing and reduce risks. Use holistic assessment, including observation, to guide interpretation of behaviour and to assess risk. Plan for and manage situations in which there is a significant element of risk. Exercise appropriate professional judgement.	Work in partnership with people, their carers and communities to identify and evaluate situations and circumstances that may increase risks. Take prompt action to deal with behaviour or situations that present a risk to people and reduce or contain the level of risk. Plan, manage and record intervention designed to manage and change the identified risk behaviour.

Standard 3. Assess and manage risk to individuals, children, parents, families and extended families, carers, groups, communities, self and colleagues.

3.1 Assess and manage risks to people who receive services, carers, and communities.		
Knowledge	Transferable skills	Competence demonstrated
The concept of rights, responsibility, freedom, authority and power associated with the practice of social workers as moral and statutory agents. Social workers' roles as statutory agents with duties and responsibilities to protect people across the lifespan, the public and uphold the law. Up to date legislation defining the rights of people, especially measures designed to address all forms of inequality and discrimination. The nature of risks, harm and positive risk-taking associated with intervention in the lives of vulnerable or dangerous or socially excluded individuals and groups.	Analyse the nature of risks and potential for both harm and benefits associated with the circumstances and of planned intervention. Undertake practice in a way that tries to protect the safety of everyone involved, while promoting the wellbeing and positive risk-taking of people who receive services. Agree plans where there is risk of harm or abuse at all stages of the lifespan.	In collaboration with others, investigate, identify, assess and record the nature of risk, its seriousness and the harm that it may cause. Balance the rights and responsibilities of people to take positive risks with the potential harm from associated risks to them and the wider public. Exercise professional judgement and evidence informed risk-taking in managing risk to people and the wider public over time. Effectively manage the inherent ethical dilemmas in care and control.

3.2 Assess and manage risk to self and colleagues.		
Knowledge	Transferable skills	Competence demonstrated
The complex relationship between justice, care and control in social welfare and community justice. The nature of risks, harm and positive risk-taking associated with intervention in the lives of vulnerable, or dangerous, or socially excluded individuals and groups.	Practise in ways that maximise safety and effectiveness especially in situations of uncertainty or if there is incomplete information. Review actions in the light of expected and unintended consequences. Take steps to ensure own personal safety and that of colleagues in situations where there is risk from harm.	Assess, analyse and record potential risk to self and colleagues. Work effectively within the risk assessment and management procedures of own and other relevant organisations and professions. Plan, monitor, review and record outcomes and actions taken, to minimise risk, stress and harm.

3.3 Support the wellbeing, safety and protection of vulnerable children and adults.		
Knowledge	Transferable skills	Competence demonstrated
Factors contributing to vulnerability across the lifespan, including societal factors and social injustice. The prime importance of the rights, wellbeing and support of children and adults in the context of safeguarding. Understanding of the impact of trauma and loss on human development across the lifespan. Indicators of potential harm and abuse. Knowledge of legislation, policy, guidance and agency processes related to supporting and protecting children and adults. Knowledge of social workers' responsibilities for the wellbeing, support, and protection of vulnerable children and adults, regardless of own practice setting and context.	Communicate effectively with vulnerable children and adults using language and methods that is understood. Enable children and adults to express their emotions including fears, anxieties and concerns. Actively support vulnerable people to express their views in informal and/or formal decision making forums Analyse the nature and level of risk. Demonstrate ethical decision making taking account of complexity and competing perspectives. Present evidence-informed assessment and recommendations to decision making forums. Recognise and assess the possible unintended consequences of decisions and actions.	Identify people who are vulnerable and take appropriate action to protect/safeguard them. Effectively respond to indicators of harm and abuse within boundaries of own role. Take responsibility for actively sharing information and concerns with other professionals. Work with others to assess and manage risk of harm and abuse, and support the development of care planning to promote wellbeing and protection. Work collaboratively with other professionals to develop, review and evaluate plans to ensure the wellbeing, support and protection of children and adults.

The importance of recording and chronologies to the recognition of the patterns of harm of abuse. Key messages from significant case reviews/audits and links to practice.		Use supervision to reflect on own practice, including potential value conflicts. Practice ethically using evidence informed methods. Effectively challenge decisions, actions or behaviours which are not in the best interests of people receiving services or which lead to or increase harm or risk.

Standard 4. Demonstrate professional confidence and competence in social work practice.

4.1 Through critical analysis and reflection, evaluate and use up-to-date knowledge and national and international research.		
Knowledge	Transferable skills	Competence demonstrated
The characteristics of effective social work practice in a range of community based and organisational settings. Factors influencing changes in practice within statutory, voluntary and private sector services. Relevant research and evaluation methodologies. The importance of knowledge and evidence within the assessment and decision making process.	Undertake critical enquiry and review relevant literature, drawing evidenced conclusions from the data. Assess the relative strength, applicability and implications of contrasting theories and explanations including: practice wisdom; research; policies; procedures; methods of intervention. Critically and reflexively apply a wide range of knowledge to own practice. Monitor situations, review processes and record and evaluate outcomes.	Review and regularly update knowledge of relevant legislation, policy guidelines, service standards and procedural frameworks. Locate, understand, and critically evaluate research findings and literature that are relevant to social work practice. Use professional and organisational supervision and support to research, critically analyse and review the evidence base for effective practice. Critically implement evidence-informed social work approaches and methods to develop and improve own practice.

4.2 Work ethically within agreed standards of social work practice using personal and professional knowledge and skills.		
Knowledge	Transferable skills	Competence demonstrated
Social work principles, values and national and international codes of practice. The importance of the processes of critical reflection and evaluation to maximise personal learning. Legislative and legal frameworks, service standards, practice guidelines and codes of practice. The nature of legal authority, the application of legislation in practice, statutory responsibility and conflicts between law, policy and practice.	Recognise and manage the complex tensions in intra-personal and inter-personal relationships and processes. Analyse and assess the impact of inequality, discrimination and social exclusion in work with people in a wide range of contexts and problem situations. Ensure that social work principles, codes of practice and values are applied when working with others. Work in an open and transparent way and be able to assert and justify own actions within accepted ethical and professional standards.	Act in a professional manner, with appropriate use of self, in management of relationships. Work at all times within the professional codes of practice, ethical principles and service standards that underpin excellence in social work practice. Exercise, justify and record own professional judgements. Use appropriate professional authority in justifying and defending professional decisions and upholding social work practice values. Critically reflect on own practice and performance and modify these as a result.

4.3 Understand and manage complex ethical issues, dilemmas and conflicts.		
Knowledge	Transferable skills	Competence demonstrated
Principles of ethics and morality relevant to understanding and attempting to resolve value dilemmas and conflicts, in both inter-personal and inter-professional contexts. Knowledge of equalities and anti-discriminatory policy and legislation and the impact of disadvantage and discrimination. Factors influencing the effectiveness of conflict resolution in different settings.	Analyse the impact of injustice, social inequality and oppression. Demonstrate leadership in challenging individual, institutional and structural discrimination in constructive ways. Analyse and manage ethical dilemmas and conflicts to produce clear, accountable outcomes.	Identify, understand and critically evaluate ethical issues, dilemmas and conflicts. Devise effective strategies to manage ethical issues using knowledge, policy, and research. Act professionally even in uncertain and ambiguous circumstances.

4.4 Promote best social work practice, adapting positively to change.		
Knowledge	Transferable skills	Competence demonstrated
The content of different codes defining ethical practice and the regulation of professional conduct. The effective management of potential conflicts created by codes and values held by different professional groups. Comparative perspectives of social work including European and international contexts. The nature, processes and responses to change, its significance for those involved, and the characteristics of effective change management.	Reflect critically on own conduct and practice and consider the need to modify own judgement and actions where new evidence is presented. Analyse and respond positively and flexibly to changes in the need and demand for services or changes in context and organisation of services. Demonstrate leadership by challenging unacceptable practices in a responsible manner, including whistleblowing and knowledge of whistleblowing policies. Share and promote good practice within the team, service or organisation and in collaborative practice with colleagues and other professionals.	Contribute to policy and practice review and development. Use supervision, together with other organisational and professional systems, to influence courses of action where practice falls below the standards required. Demonstrate the contribution of social work with colleagues in related professions, to develop and further integrate services.

Standard 5. Manage and be accountable, with supervision and support, for own social work practice within the organisation.

5.1 Manage own role as a professional social worker in an ethical and accountable way.		
Knowledge	Transferable skills	Competence demonstrated
The relationship between agency policies, legal requirements, ethical principles and professional boundaries, in shaping the nature of services. Knowledge and understanding of emotional intelligence. The effect that work situations may have on personal physical and emotional wellbeing and practice. The nature, characteristics and boundaries of professional activity and judgement. The characteristics of effective time management, workload management and project planning. Use of digital technology in social work practice.	Increase learning and understanding with an appropriate degree of independence. Identify, and keep under review, personal and professional boundaries in all situations. Plan, with support, how to prioritise work in order to use time effectively. Implement strategies to develop personal and professional resilience in order to manage uncertainty, change and stress. Manage inter-personal and intra-personal conflict constructively using social work knowledge and skills. Use professional supervision and support to improve practice and to develop personal and professional resilience.	Demonstrate professionalism, professional integrity, self-leadership and emotional intelligence in the management of self and relationships. Manage time and prioritise workload within organisational policies and changing demands. Carry out duties accountably using professional judgement and evidence-informed social work practice. Monitor and evaluate, through critical reflection, the appropriateness and effectiveness of intervention.

5.2 Take responsibility for own continuing professional learning and development.		
Knowledge	Transferable skills	Competence demonstrated
The importance of critical reflection and self-monitoring in defining new personal learning plans. The use of conventional and digital resources in accessing learning.	Reflect on and change own professional behaviour in the light of growing experience and professional confidence. Take responsibility for continuing development of knowledge and skills through research mindedness and continuous enquiry. Demonstrate leadership in making a positive contribution to the continuing education of colleagues.	Using supervision, consultancy and professional support, take action to identify and meet continuing professional development needs. Contribute appropriately to the learning of others.

5.3 Contribute to the management of resources and services.		
Knowledge	Transferable skills	Competence demonstrated
The contribution of different approaches to improving management, leadership and quality enhancement social services within public, independent and third sectors. Communication and information technology, especially information systems and their applications to service delivery. Basic statistical, resource management, and budgetary procedures and techniques.	Safe and effective use of information and communication systems and technology for a variety of purposes including: professional communication; data storage and retrieval; information searching; resource management. Calculate, analyse figures and interpret data in both statistical and financial contexts. Maintain accurate and up-to-date administrative databases or records.	Contribute to monitoring the outcomes quality and cost effectiveness of services in meeting need. Contribute to the processes involved in purchasing and commissioning services and setting and maintaining service standards. Contribute to procedures for managing and sharing information.

5.4 Manage, present and share records and reports.		
Knowledge	Transferable skills	Competence demonstrated
The statutory basis of reports and the requirement to share these with relevant parties. Legal requirements relating to data protection and the rights of citizens to have access to information held about them. The value of accurate administrative databases for service development and research. Values and principles of ethical recording.	The use of digital literacy and information technology in preparing reports and sharing and storing official information. Synthesise and analyse information and lines of enquiry and sustain detailed reasoning at length and over time. Present conclusions in a form that is appropriate to the audience for which these have been prepared. Produce accurate and clear written reports in styles that are adapted to the audience, purpose and context of the communication.	Maintain accurate, complete, accessible and up-to-date records and reports. Provide clear evidence and rationale for judgements and decisions. Implement legal and policy frameworks for access to records and reports and protection of data. Share records with people receiving services and other key people within legal and ethical guidelines and requirements.

5.5 Prepare for, and take part in, decision making forums.		
Knowledge	Transferable skills	Competence demonstrated
The nature and characteristics of decision making in a variety of settings and in complex situations. Issues and trends in modern public and social policy and their relationship to contemporary practice and service delivery. Factors that inhibit effective participation in decision making in different settings. The complexity and tension in exercising professional judgement within the context of organisational processes, policies and structures.	Communicate clearly, accurately and understandably in a range of formal and informal situations. Prepare effectively for meetings and lead them in a productive and inclusive way. Follow and develop lines of argument. Respect and evaluate the viewpoints and evidence presented by others.	Work in partnership with people receiving services, carers and communities to enable their appropriate involvement in decision making forums. Work collaboratively with people receiving services, carers and other key people to access the best forms of representation. Present evidence to decision making forums and help people to understand the procedures involved and the possible and actual outcomes. Prepare accurate, articulate, and evidence-supported reports and documents for decision making forums such as courts, hearings, tribunals, adjudications and case conferences.

5.6 Work effectively with professionals within integrated, multi-disciplinary and other service settings.		
Knowledge	Transferable skills	Competence demonstrated
Relationships between agency policies, legal and regulatory requirements and professional boundaries, in shaping the nature of services provided in inter-disciplinary contexts. Opportunities and challenges associated with working across professional boundaries and with different disciplines. Factors and processes facilitating effective service integration, inter-agency collaboration and partnership.	Develop, maintain and review effective collaborative relationships within and across agency boundaries. Understand and take account of the roles, responsibilities, constraints and views of others, who are involved in collaborative practice. Analyse and work with the factors that inhibit integrated working across disciplines and professional and agency boundaries, drawing on the conciliation skills of the social worker. Contribute knowledge of best practice to the continuing development of the profession and wider social services.	Practise effectively, while upholding the role and function of social work, within a framework of complex accountability to people who receive services, agencies, the public and others. Effectively carry out responsibilities for the wellbeing, support and protection of vulnerable children and adults, regardless of practice setting. Clearly identify the goals and working procedures involved in collaborative practice. Work effectively with others to demonstrate the contribution of social work in delivering integrated and multi-disciplinary services. Apply social work knowledge and skills to deal constructively with

		disagreements and conflict within work relationships. Evaluate the effectiveness of inter-professional practice.

Standard 6. Work in partnership with individuals, children, parents, families and extended families, carers, groups and communities to address and manage their needs, views and circumstances.

6.1 Work in partnership with people receiving services, carers and communities to achieve greater independence and direct or maintain their own support, demonstrating social work values and ethical practice.		
Knowledge	Transferable skills	Competence demonstrated
The different needs faced by people who receive services. The complex relationships between justice, care and control in social welfare, and community justice, and the practical and ethical implications of these. Social work roles as statutory agent, particularly in upholding the law in respect of discrimination. The impact and inter relationship of disadvantage and social divisions arising from factors such as: social class; gender; disability; culture; race; migration; asylum status.	Act effectively with others to promote citizen leadership and social justice, by identifying and responding to prejudice, institutional discrimination and structural inequality. Identify and manage own and others' prejudices and value conflicts to respond appropriately to a range of complex situations. Support and advocate for people receiving services, carers and communities to participate in decision making processes and manage their own support.	Assess level of support required to enable people receiving services, carers and communities to navigate systems and achieve self-defined outcomes. Promote citizen leadership so that people receiving services, carers or communities access independent advice, support and their choice of representation. Work in partnership with people receiving services to manage their affairs including managing finances and directing their own support.

Ethical Principles

Principle	For student social workers this means
Social justice and equality	Embracing values such as the equal worth of all citizens and their right to meet their basic needs and have equal access to wealth, health, wellbeing, justice and opportunity. This involves commitment to the principles of social justice and taking responsibility for promoting it and challenging injustice.
Respecting diversity	Recognising and respecting diversity and challenging negative discrimination on the basis of: age; gender or sex; gender identity; sexual orientation; religion; spiritual beliefs; culture; ethnicity; socio-economic status; ability; racial or other physical characteristics. This also involves treating the individual as a whole person within family, cultural, community, societal and political contexts.
Human rights and dignity	Respecting the inherent worth and dignity of all people and their rights, including as defined within the legislation. This also involves conveying empathy and compassion for people.
Self-determination	Facilitating peoples' right to self-determination and respecting peoples' rights to make their own choices and informed decisions, irrespective of their values and life choices, providing this does not threaten the rights and safety of others.
Partnership, participation and co-production	Promoting the full involvement and participation of people receiving services, as far as they are able, in ways that address what matters to them and enables them to be empowered, unless it compromises the safety and wellbeing of self or others. This also involves identifying, developing and valuing the strengths and resources of people and communities.
Honesty and integrity	Appropriate use of self, maintaining personal and professional boundaries, honesty, responsible confidentiality management and not abusing the trust of people receiving services. This also means taking responsibility for making ethical and evidence-informed decisions and being accountable for actions.

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