

2026

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# Standards in Social Work Education

Valuing Practice:  
Scotland's  
Framework for  
Social Work  
Education and  
Learning

March  
2026

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# Introduction

The Standards in Social Work Education (SiSWE) and ethical principles underpin social work education in Scotland. They set out the values, knowledge, skills and competence required to gain an approved qualification and be registered as a social worker with the Scottish Social Services Council (SSSC). They incorporate the SSSC Codes of Practice and key elements of the Quality Assurance Agency Benchmark Statement.



Education providers must be approved by the SSSC and meet the rules and requirements for social work education and training. They must provide social work students with opportunities to demonstrate the ethical principles, knowledge, skills and competence set out in the SiSWE before they are awarded the degree. This assessment of learning is critical to understanding the power and authority afforded to the protected title and ensuring that people who experience services are at the centre.

The SiSWE are the foundation to career long learning and development and responses to ethical dilemmas that arise in exercising the reserved functions social workers are accountable for. Ethical and rights-based practice is at the heart of social work and a golden thread connecting pre and post-qualifying education and learning.

Following consultation, the standards were refreshed and approved by the SSSC Council in November 2025. Approved programmes begin to adopt the refreshed standards from September 2026. We will review the standards at regular intervals to ensure they continue to reflect changes in professional knowledge and have a meaningful relationship with social work education and learning.

# Readiness for practice

Approved providers develop programmes to take account of their academic strengths and professional expertise. They ensure that the content, structure and delivery of learning is designed to assess student social workers readiness to practice throughout the programme. The ethical principles and SiSWE provides the national framework for assessment and students must successfully pass the practice learning opportunities to complete the award.

Student social workers will evidence the six ethical principles and six standards through their practice learning opportunities. Guided by academic and work-based professionals including practice tutors, practice educators and link workers, they will be provided with the opportunity to develop and consolidate the required values, knowledge, transferable skills and competence. Social work students are continually assessed throughout their practice learning opportunities and provided with relevant learning opportunities while ensuring that the needs of individuals, families and carers remain at the centre.



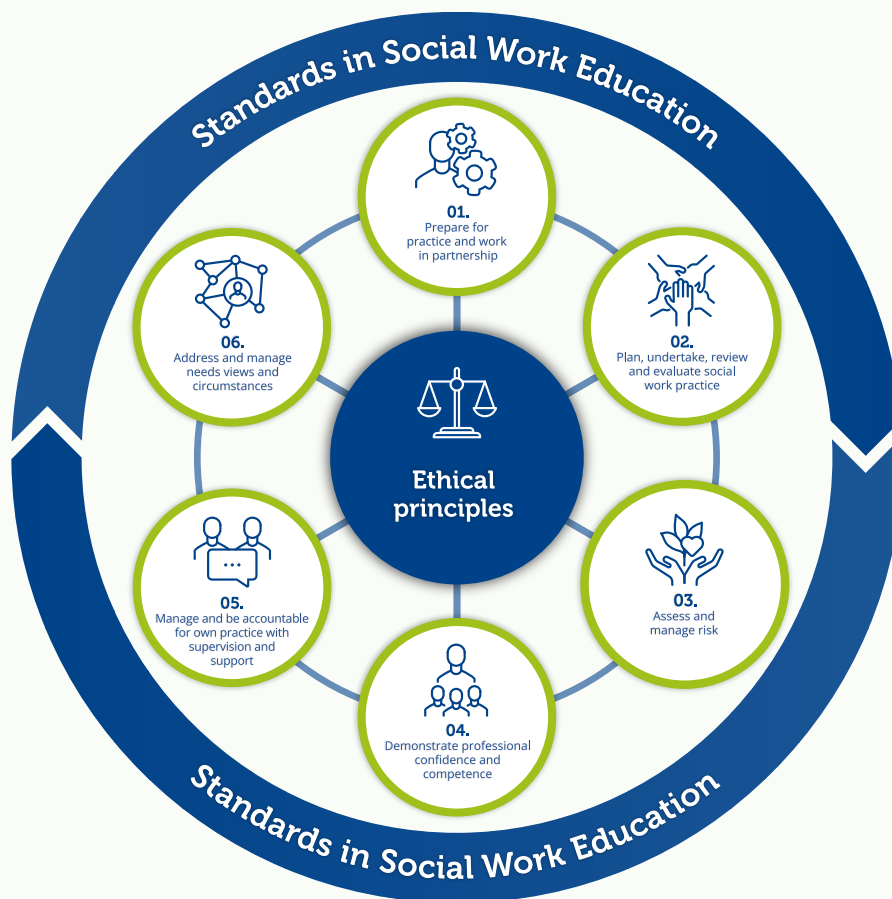
# Ethical principles

| Principle                                           | For student social workers this means                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Social justice and equality</b>                  | Embracing values such as the equal worth of all citizens and their right to have their basic needs met and have equal access to wealth, health, wellbeing, justice and opportunity. Recognising, challenging and working to reduce social injustice and of the impact of social and structural factors on the lives of people. Embedding the trauma informed principles of safety, trustworthiness, choice, collaboration and empowerment into all social work interventions. |
| <b>Respecting diversity</b>                         | Recognising and respecting diversity and identifying and challenging intentional and unintentional discrimination based on characteristics including 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.    |
| <b>Human rights and dignity</b>                     | Respecting the inherent worth and dignity of all individuals, families and groups and their rights, including those defined within legislation. This also involves conveying empathy and compassion for individuals, families and groups, protecting them as far as possible, from danger and harm and using power and authority responsibly.                                                                                                                                 |
| <b>Self-determination</b>                           | Facilitating individuals, families and groups' right to self-determination and respecting individuals, families and groups' rights to make their own choices and informed decisions, irrespective of their values and life choices, providing this does not compromise the rights and safety of others and is within legal boundaries.                                                                                                                                        |
| <b>Partnership, participation and co-production</b> | Promoting the full involvement and participation of individuals, families and groups, as far as they are able, in ways that address what matters to them and enable 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 individuals, families, groups, carers and communities and providing access to forms of representation they find helpful.    |
| <b>Honesty and integrity</b>                        | Appropriate use of self, maintaining personal and professional boundaries, honesty, responsible use of data, and not abusing the trust of individuals, families and groups receiving services. This also means taking responsibility for making ethical and evidence-based decisions and being accountable for actions.                                                                                                                                                       |

# The Standards in Social Work Education



The standards should be considered holistically with the ethical principles at the centre of all practice.



# The Standards

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## Standard 01

**Prepare for practice and work in partnership with individuals, families, carers, groups, communities, professionals and organisations.**



**Prepare for social work contact and involvement, including working in multidisciplinary teams and integrated services.**

standard 1.1

| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Transferable skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Competence demonstrated                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p>The social contexts in which individuals, families and groups live including: the impact of social and structural factors on the lives of people – such as poverty, lack of education, poor housing, migration, social exclusion, intersectional discrimination and disadvantage etc.</p> <p>The effect these contexts have on the demand for social work interventions.</p> <p>Social disadvantage which may lead to marginalisation, isolation, exploitation, victimisation, exclusion and crime.</p> <p>The prevalence and impact of trauma.</p> <p>The impact of difference which may result in inequality.</p> <p>The impact of mental or physical ill health, disability, domestic abuse, substance and alcohol misuse.</p> <p>Legal, policy and organisational bases for intervention, and the significance of relationships with statutory and other services.</p> <p>Understanding of social work role and task and the importance of relationship-based practice for the effective delivery of social work interventions.</p> | <p>Contact individuals, families, groups, carers and organisations by appropriate means.</p> <p>Gather, analyse and review relevant information from a wide range of sources and in a variety of ways eg reviews of relevant electronic and written materials, face-to-face discussion, and evidence from research etc.</p> <p>Take account of differing views when gathering relevant information and assess their relevance, reliability and accuracy.</p> <p>Begin to compile a chronology, assessing and analysing the relevance of information.</p> <p>Make effective use of appropriate technology to access and facilitate access to services.</p> | <p>Identify and review agency notes and other literature that is relevant to the situation.</p> <p>Communicate confidently and effectively with professionals and others, to gather information that may be relevant for social work involvement.</p> <p>Communicate at all times, in a respectful way that reflects the boundaries of the social work role and upholds the trust and confidence in public services.</p> <p>Evaluate all information to identify the most appropriate form of contact and consider how to best collaborate with those experiencing services and relevant others.</p> <p>Develop and record an initial action plan alongside people who experience services and relevant others.</p> |

**Work effectively in partnership with individuals, families, groups, carers and communities receiving services, so they can gain control over their lives, make informed decisions and achieve positive outcomes.**

## standard 1.2

| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Transferable skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Competence demonstrated                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The nature of social work interventions 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.</p> <p>The lived experience of individuals, families, carers, groups and communities who experience services.</p> <p>The role of representation in enabling individuals, families, carers and groups to be actively involved in decisions which may affect their lives.</p> | <p>Analyse and take account of specific factors that are relevant to social work practice, such as rights, strengths, resilience, harm, risks, environment, protected characteristics and the legal and statutory responsibilities to protect vulnerable individuals, families and groups.</p> <p>Communicate clearly with compassion and empathy, using a range of skills and strategies to build supportive relationships with individuals, families, carers and groups that explain the purpose and role of social work involvement.</p> <p>Facilitate open, constructive and empowering discussions with individuals, carers, families, groups and communities.</p> <p>Encourage, enable and facilitate access to forms of representation where appropriate.</p> | <p>Communicate confidently, compassionately and effectively with individuals, families, carers, groups and communities who experience services, in a manner which is empowering, trauma informed and recognises need and the impact of social disadvantage, injustice and lived experience.</p> <p>Support individuals, families, carers and groups who experience services to express their wishes and concerns in the context of their rights and responsibilities, strengths and vulnerabilities and risks and resources. Enable them to share their lived experience and be actively involved in decisions and plans that may impact on their lives.</p> <p>Clarify and explain the social work role in the context of the organisation, including, where relevant, the role and responsibilities of statutory social work services.</p> <p>Identify, analyse, communicate and manage the risks involved in the situation.</p> <p>Support individuals, families, carers and groups to access choice and have appropriate control over their support arrangements through co-production.</p> |

## Assess needs and options, in partnership, to plan a course of action.

## standard 1.3

| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Transferable skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Competence demonstrated                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The range of expressed, and/or identified need(s) of individuals, families, carers and groups who experience services, their support networks and the social context within which their needs arise.</p> <p>Inequality and oppression arising from individual, inter-personal, societal, cultural, organisational, ideological and political processes.</p> <p>The nature of intersectionality and its impact on those who experience services.</p> <p>Frameworks, models, and methods of assessment in different practice contexts, considering the strengths and resources of individuals, families, carers, groups and communities.</p> | <p>Assess situations from a strength-based perspective, identifying risks, while taking into account the views and lived experience of those involved. Consider relevant research, organisational policies and procedures and legislation and guidance.</p> <p>Collaborate with individuals, families, carers, groups and relevant others to identify, assess and plan a course of action to deliver positive outcomes.</p> <p>Analyse the information gathered, taking account of different perspectives and evidence.</p> <p>Respond flexibly to new information and adapt assessment outcomes and plans accordingly.</p> | <p>Collaborate effectively and appropriately with individuals, families, carers and groups, valuing their experience and enabling them to exercise choice and be actively involved in the decisions and plans that will impact their lives.</p> <p>Competently use assessment frameworks, processes, procedures and legislation to assess and evaluate needs, resources, strengths and risks and agree a course of action.</p> <p>Demonstrate professional confidence in supporting and enabling a negotiated plan of action for individuals, families, carers and groups who experience services.</p> <p>Demonstrate effective partnership working, valuing and taking account of the expertise of people, including individuals, families, carers, groups and relevant others involved.</p> |

## Standard 02

**In collaboration with individuals, families, groups, carers and other professionals, plan, undertake, review and evaluate social work practice.**



## Identify and develop opportunities for prevention and early intervention.

## standard 2.1

| Knowledge                                                                                                                                                                                                                                                                                   | Transferable skills                                                                                                                                                                                                                                                                                                                                                        | Competence demonstrated                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The benefits and positive long-term impact of providing social work and community support and resources at an early stage.</p> <p>Strength-based approaches to working with individuals, families, carers and groups.</p> <p>Factors that increase risk and vulnerability over time.</p> | <p>Using strength and relationship-based practice, collaborate with individuals, families, carers and relevant others, including community groups and organisations, to identify creative options and create networks of support.</p> <p>Develop a plan of actions to achieve positive outcomes.</p> <p>Review and evaluate the effectiveness of preventative actions.</p> | <p>Work in a proactive, structured and collaborative way with individuals, families, carers, groups and community resources to anticipate crises, address problems and resolve conflicts.</p> <p>Collaboratively plan and implement approaches and actions, to support individuals, families, carers and groups to improve outcomes.</p> <p>Review and evaluate outcomes with individuals, families, carers, groups and relevant others, ensuring plans reflect an approach that is strength-based and supports resilience.</p> |

## Identify and respond to crisis situations.

## standard 2.2

| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Transferable skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Competence demonstrated                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The complexity of factors that can contribute to a crisis and the environment within which they arise.</p> <p>The nature of crisis and how it is different from an emergency.</p> <p>Models of crisis intervention.</p> <p>Psychological trauma.</p> <p>Models of risk assessment and management.</p> <p>Risk assessment policies and procedures.</p> <p>The role of contingency, resilience and recovery plans in organisations when dealing with emergencies.</p> | <p>Gather and critically analyse multiple sources of information to inform professional decision making, seeking organisational support when necessary.</p> <p>Assess the nature and implications of risk.</p> <p>Manage the process of change.</p> <p>Identify strengths, resources and opportunities within crisis situations.</p> <p>Assess and respond appropriately to abuse, danger and harm, recognising the impact of trauma and promoting recovery.</p> <p>Identify and prioritise actions according to agreed deadlines, to protect individuals, families, carers, groups and communities from danger and harm.</p> <p>Plan and manage a series of actions to achieve specific outcomes.</p> <p>Review and evaluate interventions and plans as appropriate.</p> | <p>Critically assess the urgency of requests and requirements for action.</p> <p>Identify, collaborate, and agree with others the need for statutory and procedural intervention.</p> <p>Plan, implement and record action taken to meet immediate needs and requirements.</p> <p>Review the outcomes with individuals, families, carers and groups experiencing services.</p> <p>Exercise professional judgement based on a critical analysis of all aspects of a situation.</p> |

**Work in an ethnically and culturally sensitive manner with individuals, families and groups receiving services, carers and communities, to achieve change, promote dignity, realise potential and improve life opportunities.**

## standard 2.3

| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Transferable skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Competence demonstrated                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p>The importance of emotional intelligence, use of self, managing relationships and professional boundaries effectively within social work practice.</p> <p>The impact of cultural identity, value, beliefs, communication styles and experiences on practice and intervention.</p> <p>Sociological, psychological and physiological theories of individual and social development, identity and functioning across the lifespan.</p> <p>The nature, characteristics and effects of learning disability, developmental delay, psychological trauma and resilience.</p> <p>Critical understanding of social work theory and research and its contribution to an evidence base.</p> <p>Theory in relation to the use of technology when responding to different communication and learning styles.</p> <p>The complex factors that influence motivation and capacity for change.</p> <p>Theoretical ideas and evidence from international research on designing and implementing effective social work interventions for individuals, families, carers and groups.</p> | <p>Develop relationships with individuals, families, carers and groups that show respect for diversity, equality, dignity, privacy and confidentiality.</p> <p>Collaborate and engage in ways that promote diversity and respect different language and communication styles, securing specialist resources when required.</p> <p>Use a range of interventions to build and maintain effective partnerships with those experiencing services.</p> <p>Work in partnership with individuals, families, carers, groups and communities to devise plans designed to meet their needs.</p> <p>Bring work to an effective conclusion taking account of the implications for everyone involved.</p> | <p>Demonstrate ethically and culturally sensitive practice, professionalism and emotional intelligence in the management of relationships with others.</p> <p>Value and strive to build respectful, relationships that acknowledge diversity, are inclusive and culturally responsive, using clear and destigmatising language.</p> <p>Maintain purposeful, professional relationships to achieve required outcomes.</p> <p>Apply evidence informed social work methods to achieve change, maintain stability, promote independence and improve life outcomes.</p> <p>Engage and disengage in a purposeful way that promotes strengths and resilience.</p> |

**Co-produce, implement and evaluate plans with individuals, families and groups receiving services, including relevant professionals.**

standard 2.4

| Knowledge                                                                                                                                                                                                                                             | Transferable skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Competence demonstrated                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Evidence informed approaches and methods of intervention in a range of organisational and community-based settings.</p> <p>Knowledge of co-production and power sharing approaches within the implementation, review and evaluation of a plan.</p> | <p>Use a range of skills and strategies to engage, communicate and build effective, empathetic relationships that empower individuals, families, carers and groups.</p> <p>Collaborate with individuals, families, carers, groups and relevant others to design, implement, review and evaluate plans to ensure they meet agreed outcomes.</p> <p>Take account of relevant factors including own level of competence; codes of practice; agency procedures, guidance and legislative requirements.</p> <p>Using a variety of skills and techniques, develop creative and flexible approaches, using technology when appropriate, to gather views, agree outcomes, implement and evaluate plans.</p> | <p>Promote the leadership of people, including individuals, families, carers and groups, listening to and valuing their lived experience and supporting and enabling their participation.</p> <p>Identify and record responsibilities, actions and outcomes to be taken within agreed timescales</p> <p>Collaborate, negotiate and deliver actions agreed in plans.</p> <p>Regularly review the effectiveness of plans with relevant others.</p> <p>Renegotiate and revise plans to meet changing needs and circumstances.</p> |

## Develop collaborative and effective networks to meet assessed needs and planned outcomes.

## standard 2.5

| Knowledge                                                                                                                                                                                                                               | Transferable skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Competence demonstrated                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The purpose and role of statutory, third sector and independent organisations and the range of services they provide.</p> <p>The significance and complexities of relationships with other professionals, services and agencies.</p> | <p>Develop effective helping relationships and partnerships with key individuals, families, carers and groups that strengthen communities, to bring about change and achieve planned outcomes.</p> <p>Consult actively with others who have relevant experience, information or expertise, including individuals, families, carers and groups who experience services.</p> <p>Negotiate goals and plans, identifying and responding to organisational and structural barriers to change.</p> <p>Demonstrate leadership skills to motivate, influence, inspire and challenge others to improve outcomes.</p> | <p>Empower individuals, families, carers and groups to promote their independence, enabling them to understand and exercise their rights.</p> <p>Work collaboratively with individuals, families, carers and groups using a strength and relational based approach to identify and develop support networks.</p> <p>Work in partnership with individuals, families, carers and groups to maintain, manage, develop and evaluate integrated support networks, community networks and resources and build community capacity.</p> <p>Where appropriate, manage complex aspects of dependency in partnership with relevant others.</p> |

## Working with groups to achieve effective outcomes.

## standard 2.6

| Knowledge                                                                                                                                                                                                                                                                                                                                                  | Transferable skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Competence demonstrated                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The relevance of sociological, psychological and criminological perspectives to understand societal and structural influences on human behaviour at individual, group and community levels.</p> <p>The social and cultural context within which practice takes place.</p> <p>Social science theories explaining group and organisational behaviour.</p> | <p>Involve individuals, families and carers and groups, in ways that increase power sharing, resources, capacity and promote social inclusion.</p> <p>Communicate and engage effectively with individuals, families and carers in a group setting.</p> <p>Empower individuals, families and carers within groups to identify opportunities to address issues and concerns.</p> <p>Develop relationships with community networks and resources.</p> <p>Manage endings within the context of groups in a strength-based and supportive way.</p> | <p>Promote the leadership of people, families and carers, listening to and valuing their lived experience, supporting and enabling their participation.</p> <p>Support groups to achieve planned outcomes and review at regular intervals.</p> <p>Use group methods to encourage participation of individuals and families and promote strengths, wellbeing, choice, potential, dignity and independence.</p> <p>Engage and disengage in groups in a purposeful way that promotes their strengths and resilience.</p> |

**Respond appropriately to behaviour which presents a risk to individuals, families and groups who experience services, carers, communities and the wider public.**

standard 2.7

| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Transferable skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Competence demonstrated                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The processes, procedures, law and policy underpinning support and protection interventions and the role of self and others.</p> <p>The roles and responsibilities of a social worker (SSSC Codes of Practice) in collaborating and negotiating with others in relation to the need for statutory and procedural intervention, using professional authority as required.</p> <p>Theories, models, procedures and methods of risk assessment and management.</p> <p>Evidence informed theory and research about the importance of wellbeing, the nature of risk and harm across the lifespan.</p> | <p>Help people gain, regain or maintain, control of their own lives while taking account of the safety, wellbeing, protection and rights of self and others.</p> <p>Draw on the concepts of strength, resilience, vulnerability, protective factors, and risk to understand forms of harm, respond appropriately and enhance wellbeing.</p> <p>Exercise professional curiosity and use evidence informed practice to support positive risk taking while managing risk to people, including families, carers and the wider public.</p> <p>Follow risk assessment policies and procedures to assess whether the behaviour of individuals who use services presents a risk of harm to themselves or others.</p> <p>Plan for and manage situations in which there is a significant element of risk.</p> | <p>Identify and take positive action, appropriate to own role, to promote the rights, wellbeing, support and protection of vulnerable children and adults, regardless of the practice setting and context.</p> <p>While working in partnership with individuals, families, carers and groups and drawing on their lived experience, assess, analyse, manage risk of harm and abuse and support the development of plans to promote wellbeing and protection.</p> <p>Identify and take prompt action to address immediate risk.</p> <p>Plan, manage and record intervention designed to manage risk and review as appropriate.</p> |

## Standard 03

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



## Assess and manage risks to individuals, families, groups who receive services, carers and communities.

## standard 3.1

| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Transferable skills                                                                                                                                                                                                                                                                                                                           | Competence demonstrated                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <p>The complex balance of rights, responsibility, autonomy, freedom and choice, with risk, wellbeing and protection.</p> <p>The statutory role of social work and the functions that the protected title allows, to safeguard the wellbeing of children and adults across the spectrum of protection areas.</p> <p>The nature of risks, harm and positive risk-taking associated with intervention in the lives of individuals, families, carers and groups and those who pose a risk to others.</p> <p>Legislation, guidance, policy and procedure underpinning support and protection including rights-based legislation.</p> <p>The role of chronologies in identifying patterns of risk and managing risk effectively.</p> <p>Evidence informed models of risk assessment and management.</p> | <p>Analyse the nature of risks and potential for both benefits and harm associated with planned intervention.</p> <p>Take prompt action to address identified risk and agree a plan to reduce or manage the level of risk.</p> <p>Contribute to the development, implementation and review of plans, including when circumstances change.</p> | <p>In collaboration with others, investigate, identify, assess and record the nature of risk, the significance of harm.</p> <p>Exercise professional judgement and analysis of evidence informed practice in supporting positive risk taking while managing risk, including families and carers and the wider public.</p> <p>Demonstrate appropriate use of professional role, balancing authority and statutory functions with supporting and enabling others.</p> <p>Recognise the limits of own role, accountability and authority, making effective use of supervision, guidance and support when required.</p> |

## Assess and manage risk to self and colleagues.

## standard 3.2

| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Transferable skills                                                                                                                                                                                                                                                                                                                                                                                                  | Competence demonstrated                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The complex relationship between justice, care and control in social welfare and community justice.</p> <p>The nature of risks, harm and positive risk-taking associated with intervention in the lives of vulnerable, socially excluded individuals, families, carers and groups and those who pose a risk to others.</p> <p>The range of potential impacts on staff when working with individuals affected by trauma.</p> <p>Personal safety in the workplace, including reference to organisational policy and procedures.</p> | <p>Practise in ways that maximise safety of self and others, especially in situations of uncertainty or if there is incomplete information.</p> <p>Identify risks to self and others and follow organisational procedures.</p> <p>Seek and use supervision, guidance and support effectively.</p> <p>Undertake or contribute to risk assessments and plans, adhere to them and revise in changing circumstances.</p> | <p>Understand the importance of self-care, the demands of professional practice and recognise signs of vulnerability in self and others.</p> <p>Understand the role of organisational support systems available to social workers and how to access them.</p> <p>Develop and apply strategies to deal with professional concerns, conflict, change and the impact of trauma within the workplace.</p> <p>Work effectively within the risk assessment and management procedures of own and other relevant organisations.</p> <p>Plan, monitor, review and record outcomes and actions taken, to minimise risk, stress and harm.</p> |

## Support the wellbeing, safety and protection of vulnerable children and adults.

## standard 3.3

| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Transferable skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Competence demonstrated                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p>Factors contributing to vulnerability across the lifespan, including societal factors and social injustice.</p> <p>The prime importance of the rights, wellbeing and support of children and adults in the context of safeguarding.</p> <p>The impact of trauma and loss on human development across the lifespan.</p> <p>Indicators of potential harm and abuse.</p> <p>Legislation, policy, guidance and agency procedures related to the support and protection of vulnerable children and adults.</p> <p>Social worker responsibilities for the wellbeing, support and protection of vulnerable children and adults, regardless of practice setting and context.</p> <p>Key messages from Learning Reviews, audits and how they link to practice.</p> | <p>Communicate clearly in ways that are person-centred and appropriate to the individual and context.</p> <p>Enable children and adults to express their emotions, including their worries, fears and concerns, using flexible and creative approaches when required.</p> <p>Actively support vulnerable individuals, families, carers and groups to express their views in informal and/or formal decision-making forums, using other forms of representation if needed.</p> <p>Work alongside individuals, families, carers, relevant others, including key professionals to analyse harm, identify existing strengths/resources, assess risk and undertake required actions.</p> <p>Demonstrate ethical decision making, taking account of complexity, differing views and competing perspectives.</p> <p>Devise evidenced based assessments, plans and recommendations to address wellbeing, safety and protection concerns.</p> <p>Present plans and recommendations to decision making forums as required.</p> <p>Recognise and assess the possible unintended consequences of decisions and actions.</p> <p>Review plans on an ongoing basis and revise assessments and plans as necessary, including when circumstances change.</p> | <p>Identify individuals, families, carers and groups who are vulnerable and take appropriate action to protect/safeguard them.</p> <p>Effectively respond to indicators of harm and abuse within boundaries of own role.</p> <p>Take responsibility for actively sharing information and concerns with other professionals.</p> <p>Work collaboratively with other professionals to assess risk, develop, review and evaluate plans, to ensure the wellbeing, support and protection of children and adults.</p> <p>Use supervision to critically reflect on own practice, including biases, assumptions, and ethical principles, taking account of best practice</p> <p>Apply relevant knowledge, theory and research to develop evidence-based interventions.</p> <p>Effectively challenge decisions, actions or behaviours which are not in the best interests of individuals, families and groups or which lead to increased harm or risk.</p> |

## Standard 04

**Demonstrate professional confidence and competence in social work practice.**



Through critical analysis and reflection, evaluate and use up-to-date knowledge and national and international research.

standard 4.1

| Knowledge                                                                                                                                                                                                                                                                                                                                                                               | Transferable skills                                                                                                                                                                                                                                                                                                                                                                                                                                               | Competence demonstrated                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The characteristics of effective social work practice in a range of community based and organisational settings.</p> <p>Factors influencing changes in practice within statutory, voluntary and independent sector services.</p> <p>Relevant research and evaluation methodologies.</p> <p>The role of knowledge and evidence within the assessment and decision making process.</p> | <p>Actively engage with tools, resources and support that encourage self-awareness and critical self-reflection.</p> <p>Gather, reflect and critically analyse multiple sources of information eg policies and procedures, legislation, research etc. to inform professional decision making, incorporating and evaluating existing and new knowledge and apply to practice.</p> <p>Review and monitor situations and plans to ensure outcomes are being met.</p> | <p>Critically review and regularly update knowledge of relevant policies and procedure, legislation, research, guidance, standards, frameworks etc.</p> <p>Use professional and organisational supervision, support from managers and peers to research, critically analyse, reflect upon and evaluate the evidence base for effective practice.</p> |

**Work ethically within agreed standards of social work practice using personal and professional knowledge and skills.**

standard 4.2

| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Transferable skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Competence demonstrated                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Social work principles, values as outlined in SSSC Codes of Practice and international codes of practice.</p> <p>The importance of critical reflection and evaluation to maximise personal learning.</p> <p>Legislative frameworks, service standards and practice guidelines.</p> <p>The nature of legal authority, the application of legislation in practice, statutory responsibility and conflicts between law, policy and practice.</p> <p>Evidenced informed practice and defensible decision making.</p> | <p>Communicate effectively and respectfully with others, recognising and valuing their values, beliefs and expertise.</p> <p>Analyse and assess the impact of inequality, discrimination and social exclusion in work with individuals, families, carers and groups in a wide range of contexts and situations.</p> <p>Apply the SSSC Code of Practice to the professional role.</p> <p>Work in an open and transparent way and be able to assert and justify own actions within accepted ethical and professional standards.</p> | <p>Demonstrate ethical practice, professional integrity and emotional intelligence in the management of relationships with others.</p> <p>Work always within the SSSC Codes of Practice, ethical principles and service standards that underpin excellence in social work practice.</p> <p>Exercise, justify and record own professional judgements.</p> <p>Use appropriate professional authority and evidence informed practice to explain professional decisions and uphold social work practice values and reflect this in records.</p> <p>Critically reflect on own practice and performance, be open to continuous professional learning, adapt and modify practice accordingly.</p> |

## Understand and manage complex ethical issues, dilemmas and conflicts.

## standard 4.3

| Knowledge                                                                                                                                                                                                                                                                                                                                                   | Transferable skills                                                                                                                                                                                                                                                                                                                         | Competence demonstrated                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Ethical issues, values and rights-based practice relevant to social work in interdisciplinary and multi-agency contexts.</p> <p>Knowledge of equalities and anti-discriminatory policy and legislation and the impact of disadvantage and discrimination.</p> <p>Factors influencing the effectiveness of conflict resolution in different settings.</p> | <p>Demonstrate leadership in challenging individual, institutional and structural discrimination in constructive ways.</p> <p>Contribute to meetings, facilitate effective collaboration and manage barriers and challenges.</p> <p>Identify, analyse and manage ethical dilemmas and conflicts to produce clear, accountable outcomes.</p> | <p>Identify, understand, critically evaluate and manage complex ethical issues, dilemmas and conflicts.</p> <p>Use evidence informed approaches and methods to inform assessments, decision making and the management of ethical issues using knowledge, policy and research.</p> <p>Demonstrate professionalism, self-leadership and emotional intelligence in the management of conflict in relationships and decision making processes.</p> |

## Promote best social work practice, adapting positively to change.

## standard 4.4

| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Transferable skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Competence demonstrated                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The professional identity of social work, the distinctive role, responsibilities and contribution, as outlined in the SSSC Codes of Practice.</p> <p>The effective management of contrasting views and values held by different professional groups.</p> <p>Comparative perspectives of social work including European and International contexts.</p> <p>The nature, processes and responses to change, the significance for those involved, and the importance of effective change management.</p> | <p>Critically evaluate own conduct and practice and revise judgement and actions when new evidence is presented.</p> <p>Analyse and respond positively and flexibly to changes in the need and demand for services or changes in the organisation and delivery of services.</p> <p>Demonstrate leadership in accordance with SSSC Codes of Practice, including challenging unacceptable practice, following whistle blowing policies and procedures when required.</p> <p>Exercise leadership skills to motivate, influence and inspire others, share and promote good practice and contribute constructively to teamwork and development.</p> | <p>Contribute to policy and practice review and development.</p> <p>Use supervision, together with other organisational and professional systems, to influence courses of action where practice falls below the standards required.</p> <p>Work alongside other professionals to improve partnership working and integrated services.</p> <p>Demonstrate an ability to adapt to change within the working environment.</p> |

## Standard 05

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



## Manage own role as a professional social worker in an ethical and accountable way.

## standard 5.1

| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Transferable skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Competence demonstrated                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The relationship between agency policies, legal requirements, ethical principles and professional boundaries, in shaping the nature of services.</p> <p>Knowledge and understanding of emotional intelligence.</p> <p>The demands of professional practice and how to use professional support systems.</p> <p>The nature, characteristics and boundaries of professional activity and judgement.</p> <p>Effective time and workload management and project planning.</p> | <p>Proactively seek, critically evaluate and apply a range of knowledge from research, policy, practice and legislation to ensure best practice.</p> <p>Identify and keep under review, personal and professional boundaries in all situations.</p> <p>Develop and apply skills in workload management, identifying, prioritising work and meeting deadlines.</p> <p>Implement strategies to develop personal and professional resilience to manage uncertainty, change and stress using professional supervision and other organisational support systems when appropriate.</p> <p>Collaborate effectively with individuals, families, carers and relevant others, valuing and managing difference in a respectful and constructive way.</p> <p>Proactively seek and integrate feedback from others on own practice to support development, including from those who use services.</p> | <p>Demonstrate professionalism, empathy, self-leadership, (including appropriate use of autonomy) and emotional intelligence in the management of self and others, manage time and prioritise workload within organisational policies and changing demands.</p> <p>Demonstrate an awareness of own strengths, capabilities, personal and professional vulnerabilities and their impact upon practice.</p> <p>Critically review, and evaluate, the appropriateness and effectiveness of intervention, demonstrating professional curiosity.</p> |

## Take responsibility for own continuing professional learning and development.

## standard 5.2

| Knowledge                                                                                                                                                                                                                                           | Transferable skills                                                                                                                                                                                                                                                                        | Competence demonstrated                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The importance of critical reflection in relation to continuous professional learning.</p> <p>Use of resources and digital technology in the delivery of social work services and digital skills and capabilities for professional practice.</p> | <p>Engage in reflective dialogue and critical thinking to evaluate and enhance own professional development and support the development of others.</p> <p>Recognise gaps in own knowledge and skills and seek ways of meeting them through research mindedness and continuous enquiry.</p> | <p>Using supervision, consultancy and professional support, take action to identify and meet continuing professional development needs.</p> <p>Contribute appropriately to the learning of others.</p> |

## Contribute to the management of resources and services.

## standard 05 | 5.3

| Knowledge                                                                                                                                                                                                                                                                                                                                                | Transferable skills                                                                                                                                                                                                                                               | Competence demonstrated                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The contribution of different approaches to improving the management, leadership and the improvement of social services within public, independent and third sectors.</p> <p>Communication and information technology and their role in service delivery.</p> <p>Basic statistical, resource management, and budgetary procedures and techniques.</p> | <p>Safe and effective use of information, communication systems and technology.</p> <p>Calculate, analyse figures and interpret data in both statistical and financial contexts.</p> <p>Maintain accurate and up-to-date administrative databases or records.</p> | <p>Contribute to monitoring of outcomes and cost effectiveness of services in meeting need.</p> <p>Contribute to the processes involved in purchasing and commissioning services and setting and maintaining service standards.</p> <p>Contribute to managing and sharing information.</p> |

## Manage, present and share records and reports.

## standard 5.4

| Knowledge                                                                                                                                                                                                                                                                                                                                                                        | Transferable skills                                                                                                                                                                                                                                                                                                              | Competence demonstrated                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The statutory basis of reports and the requirement to share them with relevant others.</p> <p>Legal requirements relating to data protection and rights of individuals to have access to information held about them.</p> <p>The value of accurate information for service development and quality assurance purposes.</p> <p>Values and principles of ethical recording.</p> | <p>Using digital technology for recording and preparing reports.</p> <p>Summarise, analyse and evaluate information for assessment and decision making purposes.</p> <p>Produce accurate and clear recording that adheres to best practice guidelines and share with relevant others in accordance with required timescales.</p> | <p>Maintain accurate, complete, accessible and up-to-date records and reports.</p> <p>Provide clear evidence and rationale for judgements and decisions.</p> <p>Implement legal and policy frameworks for access to records.</p> <p>Share records with individuals, families, carers and groups experiencing services and relevant others within legal and procedural requirements.</p> |

## Prepare for, and take part in, decision making forums.

## standard 5.5

| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Transferable skills                                                                                                                                                                                                                                                                                                                                                                                                                                      | Competence demonstrated                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The nature and characteristics of decision making in a variety of settings and in complex situations.</p> <p>Issues and trends in modern public and social policy and their relationship to contemporary practice and service delivery.</p> <p>Factors that promote and inhibit effective participation in decision making within different settings, group processes and dynamics eg groupthink.</p> <p>The complexity and tension in exercising professional judgement within the context of organisational structures, policies and processes.</p> | <p>Communicate confidently, clearly and accurately in a range of formal and informal situations, listening and responding effectively to the perspectives of others.</p> <p>Value, respect and critically evaluate the viewpoints and evidence presented by others, acknowledging the important role of different perspectives and revising professional judgement when required.</p> <p>Offer professional challenge and/or advocacy when required.</p> | <p>Work in partnership with individuals, families, carers and groups receiving services, to encourage their participation in decision making forums.</p> <p>Work collaboratively with individuals, families, carers and groups experiencing services, to access the best forms of representation.</p> <p>Present evidence to decision making forums and help individuals, families, carers and groups understand the procedures involved, their rights and potential outcomes.</p> <p>Prepare clear, accurate, and evidence informed reports and documents for decision making forums.</p> |

## Work effectively with professionals within integrated, multidisciplinary and other service settings.

## standard 5.6

| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Transferable skills                                                                                                                                                                                                                                                                                                                                                                                      | Competence demonstrated                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Relationships between legal and regulatory requirements, guidance, policies and procedures and professional boundaries, in shaping the nature of services and working relationships required in interprofessional and multiagency contexts.</p> <p>The role and contribution of different disciplines and the opportunities and challenges associated with working across professional boundaries.</p> <p>Factors and processes facilitating effective service integration, inter-agency collaboration and partnership.</p> <p>Information sharing legislation and procedures.</p> <p>Collaborative behaviours eg team-based decision making, conflict resolution etc.</p> <p>Cognitive biases eg stereotyping, attribution and confirmation bias etc.</p> | <p>Develop, maintain and review effective collaborative relationships within and across agency boundaries.</p> <p>Understand and take account of the roles, responsibilities, constraints and views of others who are involved in collaborative practice.</p> <p>Identify and work to address barriers to effective collaboration and integrated practice across professional and agency boundaries.</p> | <p>Practise effectively and with accountability, within a complex interprofessional and multiagency environment, upholding the role and function of social work.</p> <p>Effectively carry out responsibilities for the wellbeing, support and protection of vulnerable children and adults, regardless of practice setting.</p> <p>Identify the benefits and the legislative and procedural requirements associated with collaborative practice.</p> <p>Work collaboratively with others to demonstrate the contribution of social work in delivering effective integrated and multidisciplinary services.</p> <p>Apply social work knowledge and skills to deal constructively with disagreements and conflict within work relationships.</p> <p>Evaluate the effectiveness of interprofessional practice on the outcomes for individuals, families and groups.</p> |

## Standard 06

**Work in partnership with individuals, families, groups and communities to address and manage their needs, views and circumstances.**



**Work in partnership with individuals, families, carers and groups receiving services, to achieve greater independence and direct or maintain their own support, demonstrating social work values and ethical practice.**

standard 6.1

| Knowledge                                                                                                                                                                                                                                                                                 | Transferable skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Competence demonstrated                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The different needs of individuals, carers, families, groups and communities who experience services.</p> <p>The statutory social work role and the ethical use of professional authority.</p> <p>The nature of intersectionality and its impact on those who experience services.</p> | <p>Act effectively with others to promote rights and social justice, by identifying and responding to prejudice, institutional discrimination and structural inequality.</p> <p>Identify and manage own and others' prejudices and value conflicts to respond appropriately to a range of complex situations.</p> <p>Value and take account of the identities, beliefs and expertise of individuals, carers, families and groups.</p> <p>Involve, encourage, promote and respect the rights and choices of individuals, families and carers within decision making processes.</p> | <p>Assess level of support required to enable individuals, families, carers and groups to navigate systems and achieve positive outcomes.</p> <p>Promote the leadership of people, including individuals, families, carers and groups, listening to and valuing their lived experience, including enabling them to access independent advice, support and their choice of representation.</p> <p>Work in partnership with individuals, families, carers and groups to promote their independence and direct their own support.</p> |



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