Occupation Profile

Social Work
Graduate Apprenticeship
at SCQF Level 10

Approved by: Graduate Apprenticeship Social Work Apprenticeship Development Group

Approved date: May 2025

Purpose:

This occupation profile consists of 12 learning outcomes routinely carried out in Social Work roles. This provides all the performance requirements and knowledge and understanding requirements apprentices need to demonstrate competence in the occupation.

Learning Outcomes

Meta-skills

Appendix 1

Learning Outcome 1

Prepare for practice with people, professionals and organisations.

Goal of learning outcome:

To prepare for initial contact and involvement with people, professionals, and organisations.

Outline:

Aligned to *Standard 1* of the Standards in Social Work Education and Ethical Principles (SSSC, 2019), this learning outcome requires you to think about the process of preparing for contact with a range of people, communities, professionals and organisations. Preparation is a necessary and crucial aspect of all social work tasks and processes. You must be able to locate, gather, organise and analyse relevant information to inform your initial approach to contact and engagement with people who use services and other professional groups. Social workers are expected to be fully informed and briefed before undertaking relevant tasks and processes. This extends to working in crisis situations where social workers must demonstrate advanced skills in collating and analysing information quickly before taking first steps in a case. Social workers must be clear about the purpose and rationale of their contact, including any legal mandate.

As a student you will be expected to evidence your ability to situate, collate and assimilate relevant and appropriate information to prepare you for working with people who use services. Students must demonstrate an understanding of the role and purpose of social work at different stages of contact, including any legal basis for intervention. Students must adhere to agency policy and procedure when accessing files and case notes. Students will be expected to demonstrate use of professional communication skills when liaising and interacting with a range of allied services and organisations. Students should evidence confidence and competence in their application of digital literacy skills. Students must approach preparation for practice in a trauma-informed way. Students must ensure that all dimensions of practice are underpinned by SSSC Ethical Principles (SSSC, 2019).

Performance requirements	Knowledge and understanding requirements
1. Gather information from a wide range of sources and in a variety of ways for a range of purposes. These methods should include: electronic searches, reviews of relevant written materials, face-to-face discussion, digital means, telephone contact with individuals and groups, and reference to literature and research. [S] 2. Review agency notes and other literature that is relevant to the situation. 3. Contact and work effectively with relevant professionals and others, to get additional information that can influence initial contact and involvement. 4. Engage and relate to people who receive services and others in a manner which reflects the principles of social justice and an understanding of the context in which people live. 5. Engage and relate effectively with people receiving services, their carers and others, with appropriate use of self. 6. Take account of different views when gathering information and assess the reliability and relevance of the information. [S] 7. Practice ethically and with professional integrity. 8. Evaluate all information to identify the best form of initial involvement. 9. Develop and record an initial action plan alongside people who receive services and other key people.	1. The social contexts in which people live, including the impact of social injustice; unsuitable housing; lack of education; unemployment; poverty; homelessness; migration; asylum and ethnic segregation. 2. The effect these contexts (above) have on the demand for social work services. 3. Social disadvantage which may lead to marginalisation, isolation, exploitation, victimisation, exclusion and crime. 4. The impact of difference which may result in inequality, including age; gender; ethnicity; sexual orientation; disability. 5. The impact of mental or physical ill health, disability, domestic abuse, and substance and alcohol misuse. 6. Demonstrate applied knowledge and understanding around intersectionality of social issues across micro, meso and macro levels. 7. Demonstrate applied knowledge and understanding of trauma. 8. Demonstrate applied knowledge and understanding of systems theory across different contexts. 9. Legal, policy and organisational bases for intervention, and the significance of relationships with statutory and other services. 10. Understanding of own role and task and the importance of inter-personal factors and inter-professional working in delivering effective social work services.

Learning Outcome 2

Build and sustain relationships with adults, children, families, carers, groups, communities and organisations.

Goal of learning outcome:

To develop effective professional relationships with people receiving services, carers, communities and organisations.

Outline:

Aligned to *Standard 1* of the Standards in Social Work Education and Ethical Principles (SSSC, 2019), this learning outcome requires you to think about the process of working in partnership with a range of people, communities, professionals and organisations. Social workers must be able to communicate, liaise, advocate and build relationships in the course of their everyday work. Partnership in this context means working with services users and recognising that people are experts in their own lives. Listening is a key skill, as well as being able to negotiate and promote choice and independence – challenging discrimination and barriers to empowerment wherever you may find it. Principles of co-production must underpin this learning outcome, and you are expected to apply a strengths-based and trauma-informed approach to partnership working here. Social workers must always be mindful of professional boundaries in all types of relationship.

Students are expected to evidence the development of co-productive therapeutic relationships with people who use services. Students should apply a trauma-informed approach and demonstrate knowledge and understanding around principles of partnership working, use of power, cultural competence, service user rights, and methods of communication. Students will evidence confidence and competence in the application of engagement, liaison, and advocacy skills. Students must demonstrate knowledge and understanding of professional boundaries and evidence the application of this in practice. Students must ensure that all dimensions of practice are underpinned by SSSC Ethical Principles (SSSC, 2019).

Performance requirements	Knowledge and understanding requirements
1. Listen actively to others, respond appropriately to their experiences and accurately understand their viewpoint. [S] 2. Demonstrate empathy and compassion as appropriate to the situation. [S] 3. Support people who receive services to express their expectations, strengths and limitations, and to understand and fully realise their rights, entitlements and responsibilities. 4. Clarify and explain the social work organisation's duties, services and responsibilities. 5. Explain and negotiate the purpose of contact and set professional boundaries. [S] 6. Identify, gather, analyse and understand relevant information including personal strengths and community assets. 7. Analyse and take account of specific factors that are relevant to social work practice such as: risk; resilience; rights; cultural, racial and ethnic identity; language difference; legal obligations and statutory responsibilities to protect vulnerable individuals. [S] 8. Identify, analyse and manage the risks involved in the situation. 9. Support people to access choice and, where appropriate, take control over their support arrangements through a process of co-production.	1. Understanding the nature of social work services in a diverse society (with particular reference to concepts such as social need, informed choice, personalised services, prejudice, inter-personal, institutional and structural discrimination, empowerment and anti-discriminatory practices). 2. Understanding the lived experience of people receiving services and their experience of receiving services, applying a trauma-informed approach. 3. Demonstrate knowledge and understanding of relationship- and strength-based approaches and theories. 4. Demonstrate applied knowledge and understanding of models of co-production. 5. Demonstrate applied knowledge and understanding of diverse methods of communication. 6. Demonstrate knowledge, understanding, and application of professional boundaries.

Learning Outcome 3

Conduct assessments using appropriate methods and approaches

Goal of learning outcome:

To assess needs and options in partnership with individuals, families, carers, professionals and organisations.

Outline:

Aligned to *Standard 1* of the Standards in Social Work Education and Ethical Principles (SSSC, 2019), this learning outcome requires you to think about the process of conducting assessments in partnership with a range of people, communities, professionals and organisations to identify needs and options. Assessment is a critical part of the social work process. Social workers must be able to gather, analyse, and evaluate a wide range of evidence to inform decision-making and underpin interventions in a case, and approach this in a trauma-informed way. Key skills here include active listening, reflection, critical analysis, and the ability to communicate and explain complex information using different methods, e.g. written reports and oral presentations. Social workers must be able to recognise and record strengths, needs, protective factors, levels of risk, and provide a detailed and balanced analysis with the voice of people who use services being front and centre of their assessment. Social workers must demonstrate a dynamic approach to assessment and adapt their analysis in light of new information and changing circumstances.

Students are expected to demonstrate knowledge and understanding of social works role and purpose during assessment processes. In particular, students should evidence their knowledge and application of theory and models of assessment. Students are required to demonstrate a range of verbal and written skills associated with assessment processes. These include the production of comprehensive, evidence-informed assessments in the form of reports and other written outputs. Students must evidence the use of advanced communication techniques during information gathering events such as interviews and consultations, acknowledging methods and tools required to communicate with different groups, such as non-verbal children and adults. Students must evidence skills in the synthesis and analysis of information and be able to demonstrate how their decision-making has been underpinned by this and other sources of evidence. Students should demonstrate knowledge and understanding of ethical principles and be able to explore dilemmas, challenges and issues through a lens of anti-discriminatory practice. Students must ensure that all dimensions of practice are underpinned by SSSC Ethical Principles (SSSC, 2019).

Performance requirements	Knowledge and understanding requirements
1. Assess a diverse range of situations, taking account of a number of factors including the views of those involved, the context in which people live, theoretical concepts, research evidence, legislation and organisational policies and procedures. [S] 2. Analyse the information gathered, taking account of different perspectives and evidence. [S] 3. Listen actively to people (including children) who receive services and their carers, respecting their experience and taking full account of their views. 4. Use advanced tools and methods of communication where necessary. 5. Engage effectively with people who receive services, and their carers, to facilitate and enable them to access choice, make decisions, and take control over their support arrangements through a process of co-production. 6. Competently assess and evaluate needs, assets, strengths, risks and options, taking account of legal and other duties and service standards requirements. 7. Demonstrate professional confidence in supporting and enabling a negotiated course of action for people who receive services and their carers. 8. Demonstrate effective, integrated practice with other professionals, to support people to make choices and achieve positive outcomes. 9. Effectively challenge oppressive processes which disadvantage people. 10. Respond flexibly to new / additional information and adapt assessment outcomes and plans appropriately. [S]	1. Understanding the range of expressed, and/or identified need(s) of people (including children) who receive services and their carers, and the social context in which need arises. 2. Understanding inequality and oppression arising from individual, inter-personal, societal, cultural, organisational, ideological and political processes. 3. Understanding the impact of trauma. 4. Understanding the impact and intersection of disadvantage and social divisions arising from factors such as: social class; gender; disability; culture; race; migration; asylum status. 5. Understanding frameworks, models, approaches, and methods of assessment in different practice contexts, taking into account the strengths and assets of people and communities.

Learning Outcome 4
Undertake social work intervention

Goal of learning outcome:

To identify and action social work intervention, responding to crisis situations where necessary.

Outline:

Aligned to *Standard 2* of the Standards in Social Work Education and Ethical Principles (2019), this learning outcome requires you to think about the process of intervention with a range of people, communities, and professionals. Intervention often follows the assessment stage and requires the application of professional knowledge and skills. Each situation is different, so the contours of intervention will align with the diversity of assessed needs found across a range of scenarios and circumstances. Social workers must be able to apply professional judgement, exercise trauma-informed principles, and use evidence-informed methods to support people to reach goals and outcomes, including referral to appropriate third sector agencies to provide services where necessary. Research consistently demonstrates that interventions are effective and meaningful if underpinned by relationship-based and person-centred approaches to practice. This means that the starting point of any successful intervention must be the establishment of an authentic, strengths-based relationship with those at the centre of social work involvement.

Students must be able to evidence knowledge and critical understanding of social work approaches and methods of intervention. Students should demonstrate confidence and competence in the application of social work interventions, including in crisis situations, with attention paid to the range of professional skills used here. Students must be able to demonstrate how methods of intervention are tailored and aligned to address broad dimensions of need and risk. Students must apply and demonstrate evidence of using professional judgement and ensure that the process of intervention is done in partnership with people who use services, including the involvement of third sector agencies where necessary. Students must demonstrate an ability to evaluate and adapt interventions where necessary. Students must ensure that all dimensions of practice are underpinned by SSSC Ethical Principles (SSSC, 2019).

Performance requirements	Knowledge and understanding requirements
1. Use knowledge of a range of interventions and evaluation processes to build and maintain purposeful partnerships with people and organisations, in community-based and professional contexts, including group situations. [S] 2. Develop relationships with people that show respect for diversity, equality, dignity, confidentiality and privacy. [S] 3. Work in a structured, collaborative way with people and community resources to deal with problems, resolve conflicts, and avoid crises. 4. Collaboratively plan, and implement approaches and actions, to support people and improve situations and outcomes. 5. Collaboratively review and evaluate the outcomes with people and community resources. 6. Critically assess the urgency of requests and requirements for action. 7. Identify, collaborate, and agree with others the need for statutory and procedural intervention. 8. Plan, implement and record action taken to meet immediate needs and requirements. 9. Review outcomes with people receiving services, their carers and key people. 10. Exercise professional judgement based on a critical analysis of all aspects of the situation. 11. Use effective inter-personal communication and engagement skills with people, appropriate to age, ability and disability, language and culture. 12. Maintain purposeful, professional relationships for as long as is necessary. 13. Apply and justify social work methods to achieve change, maintain stability, promote independence and improve life opportunities.	1. The benefits of providing resources early in the emergence of problems, to prevent escalation of problems. 2. The longer-term benefits of addressing factors that lead to the development of problems, rather than waiting for the problem to develop. 3. Factors influencing the selection and testing of relevant information, especially if it is collected within tight timescales or in challenging circumstances. 4. The nature of professional judgement. 5. The nature of crisis and how it is different from related ideas such as emergency. 6. The importance of emotional intelligence, use of self, managing relationships and professional boundaries effectively within social work practice. 7. Sociological, psychological and physiological theories of individual and social development, identity and functioning from infancy to old age and death. 8. The nature, characteristics and effects of developmental delay, disruption and trauma, and the nature of resilience across the lifespan. 9. Research based concepts and critical explanations from social work theory and other disciplines that contribute to the knowledge base of social work, including their reliability and how they contribute to an evidence base around interventions and outcomes. 10. Theoretical ideas and evidence from international research on designing and putting into practice effective outcome-focussed social work services for a wide range of people. 11. The complex relationships between justice, care and control in social welfare and community justice, and the practical and ethical effects of these.

14. Regularly monitor, record and review. 15. Reduce contact and withdraw appropriately from relationships when necessary. 16. Work in partnership with people, their carers and communities to identify and evaluate situations and circumstances that may increase risks. 17. Take prompt action to deal with behaviour or situations that present a risk to people and reduce or contain the level of risk. 18. Plan, manage and record intervention designed to manage and change identified risk behaviours.	12. The complex relationship between promoting welfare and ensuring safety and protection. 13. Social workers' roles as statutory agents with duties and responsibilities to protect the public and uphold the law. 14. Models, methods, and processes of risk assessment and risk management.

Learning Outcome 5
Review and evaluate practice

Goal of learning outcome:

To evaluate intervention and review plans with people receiving services.

Outline:

Aligned to *Standard 2* of the Standards in Social Work Education and Ethical Principles (SSSC, 2019), this learning outcome requires you to think about planning, reviewing and evaluating practice with a range of people, communities, and professionals. Developing plans and reviewing progress are important dimensions of social work assessment and intervention. Key skills here include communication, negotiation, and partnership working. Social workers must ensure that plans are co-produced with people who use services in recognition of the expertise they bring to the assessment and intervention process, acknowledging that competing demands, needs and priorities will require the application of professional judgment and demonstration of advanced skills in communication and negotiation. Plans must align with desired outcomes, and social workers must keep this under review over the course of their work with families and individuals. Social workers must demonstrate an understanding of the dynamic nature of people's lives and adapt their planning, review and evaluation of interventions (including those delivered by third sector agencies) as necessary in partnership with people who use services.

Students are required to evidence knowledge and understanding of processes of co-production, planning and evaluation. Students must demonstrate the application of communication, advocacy, and negotiation skills during all stages of planning, reviewing and evaluation of practice. Students should demonstrate an understanding of person-centred and strengths-based approaches. Students should be able to review and report on progress and respond to situations by adapting plans and intervention in partnership with people who use services, and with third sector agencies where necessary. Students must evidence confidence and competence in the overall management of a case and be able to demonstrate a clear understanding of social work tasks and processes. Students must ensure that all dimensions of practice are underpinned by SSSC Ethical Principles (SSSC, 2019).

Performance requirements	Knowledge and understanding requirements
1. Involve people who receive services, and where appropriate their carers, in ways that increase their resources, capacity and power to influence factors affecting their lives and promote social inclusion. [S] 2. Negotiate goals and plans with others, analysing and dealing creatively with human, organisational and structural barriers to change. [S] 3. Collaborate, negotiate and appropriately influence the services and resources that will be included in plans. 4. Identify and record responsibilities and actions to be taken, developing and recording plans based on these. 5. Carry out own responsibilities and monitor, coordinate and support the actions of others involved in putting plans into practice. 6. Regularly review the effectiveness of plans with the people involved. 7. Renegotiate and revise plans to meet changing needs and circumstances. 8. Exercise appropriate professional judgement. [S] 9. Work collaboratively with people to identify, explore and evaluate support networks that can be accessed and developed. 10. Work in partnership with people who receive services, their carers and other key people to maintain community supports, networks and resources and build community capacity. 11. Contribute effectively to the development, maintenance and evaluation of integrated support networks and services. 12. In partnership with others, manage complex aspects of dependency and, where appropriate, access and enable direct care and personal support in everyday living situations. 13. Demonstrate leadership in challenging others when necessary, in ways that are most likely to produce positive outcomes. [S]	1. Theoretical ideas and evidence from national and international research on reviewing and evaluating effective social work services for a wide range of people. 2. Approaches and methods of intervention and evaluation in a range of organisational and community-based settings. 3. The nature and characteristics of effective practice skills, in working in partnership with a range of people receiving services, and in a variety of settings. 4. Factors guiding the choice of evaluation of interventions in different circumstances. 5. The current range and appropriateness of statutory, third sector and private agencies providing community- based, day care, residential and other services and the organisational systems within these. 6. The significance of inter relationships with other services, especially education, housing, mental and physical health, community justice, income maintenance and other services provided by partner organisations. 7. The relevance of sociological, psychological and criminological perspectives to understanding societal and structural influences on human behaviour at individual, group and community levels. 8. Understanding the cultural context of the locality in which practice takes place. 9. Understanding the purpose of outcome-focussed assessments and interventions, and how these should be reviewed and evaluated in a range of placement contexts.

Learning Outcome 6

Assess and manage risk to people who use services and communities

Goal of learning outcome:

To assess and manage risks to people who receive services, carers, and communities. To support the safety and protection of children and adults at risk of harm.

Outline:

Aligned to *Standard 3* of the Standards in Social Work Education and Ethical Principles (SSSC, 2019), this learning outcome requires you to think about the conceptualisation, assessment, and management of risk in your practice with people and communities. For social workers, understanding and managing dimensions of risk are critical in all areas of professional practice. A number of serious case reviews (now called 'learning reviews' in Scotland) have provided a wealth of evidence to underline the importance of being able to identify, assess and respond to emerging patterns of behaviour and actions that indicate escalating levels of risk in a case. It is crucial that social workers are able to analyse and critically reflect on information coming from a range of sources, and to use formal supervision (with managers) and informal supervision (with peers), as well as risk assessment tools, to support their sense-making of the information before them. In their analysis, social workers must aim to strike a balance between protecting the public and promoting the rights of individuals. It's important to note here that risk is not owned by social work but is shared and managed between a range of agencies, as well as with people who use services. Social workers must work in partnership with agencies to share information and incorporate and analyse what they receive in return to inform their own assessment of risk, responding and adapting practice and intervention when and where necessary. Risk must be conceptualised as a dynamic, fluid, and plural across all areas of social work activity.

Students must demonstrate knowledge and understanding of theoretical and practical dimensions of how risk is conceptualised, assessed and managed across different areas of social work. Students must demonstrate effective assessment skills, including competent use of formal accredited risk assessment tools, informed by differing theoretical approaches towards assessment, as well as effective analysis of information gathered for assessment. Students must demonstrate clarity when completing risk assessments, sharing of assessment outcomes with people who use services, and when reviewing risk levels in a case. Students must evidence and be accountable for decision-making and actions relating to the management of risk in

the community. Students must demonstrate effective and appropriate information sharing with relevant agencies. Students must ensure that all dimensions of practice are underpinned by SSSC Ethical Principles (SSSC, 2019).

Performance requirements

1. In collaboration with others, investigate, identify, assess and record the nature of risk, its seriousness and the harm that it may cause.
2. Communicate effectively with vulnerable children and adults using language and methods that are appropriate and understood clearly. [S]
3. Enable children and adults to express their emotions including fears, anxieties and concerns.[S]
4. Actively support vulnerable people to express their views in informal and/or formal settings and decision-making forums [S]
5. Balance the rights and responsibilities of people to take positive risks with the potential harm from associated risks to them and the wider public.
6. Exercise professional judgement and evidence informed risk-taking in managing risk to people and the wider public over time.
7. Effectively manage the inherent ethical dilemmas in striking a balance between care and control.
8. Identify people who are vulnerable and take appropriate action to protect/safeguard them.
9. Effectively respond to indicators of harm and abuse within boundaries of your professional role.
10. Take responsibility for actively sharing information and concerns with other professionals.
11. Work with others to assess and manage risk of harm and abuse and support the development of care planning to promote wellbeing and protection.

Knowledge and understanding requirements

1. The concept of rights, responsibility, freedom, authority and power associated with the practice of social workers as moral and statutory agents.
2. The statutory role of social work with duties and responsibilities to protect people across the lifespan, the public and uphold the law.
3. Up to date legislation defining the rights of people, especially measures designed to address all forms of inequality and discrimination.
4. The nature of risks, harm and positive risk-taking associated with intervention in the lives of vulnerable or dangerous or socially excluded individuals and groups.
5. Factors contributing to vulnerability across the lifespan, including societal factors and social injustice.
6. The prime importance of the rights, wellbeing and support of children and adults in the context of safeguarding.
7. Understanding of the impact of trauma and loss on human development across the lifespan.
8. Indicators of potential harm and abuse.
9. Knowledge of legislation, policy, guidance and agency processes related to supporting and protecting children and adults.
10. Knowledge of social workers' responsibilities for the wellbeing, support, and protection of vulnerable children and adults, regardless of own practice setting and context.
11. The importance of recording and chronologies to the recognition of the patterns of harm of abuse.
12. Key messages from significant case reviews/audits and links to practice.
13. Understanding the fluid, dynamic and plural nature of risk in all settings and scenarios.

12. Work collaboratively with other professionals to develop, review and evaluate plans to ensure the wellbeing, support and protection of children and adults. 13. Present evidence-informed assessment and recommendations to decision making forums. [S] 14. Use supervision to reflect on practice and emotional wellbeing, including potential value conflicts and ethical dilemmas. 15. Practice ethically using evidence informed methods. 16. Effectively challenge decisions, actions or behaviours which are not in the best interests of people receiving services or which lead to or increase harm or risk.	14. Understanding the nature, purpose, limits and benefits of professional judgment. 15. Understanding how a range of risk assessment tools may be used to inform judgement and decision-making across a range of practice settings and contexts.

Learning Outcome 7

Assess and manage risk to self and colleagues.

Goal of learning outcome:

To assess and manage risk to self and colleagues within different working environments and situations.

Outline:

Aligned to *Standard 3* of the Standards in Social Work Education and Ethical Principles (SSSC, 2019), this learning outcome requires you to think about the assessment and management of risk to yourself and colleagues. Social workers understand that the course of their everyday work involves a range of potential risks and safety issues. Social workers must be able to assess, analyse and respond to all potential risks to themselves and colleagues. Risk will never be eliminated, but it is critical for social workers to minimise risks by applying a range of methods to ensure the safety of self and colleagues. Social workers must have a good understanding of their agency's lone working policy, as well as being versed in emergency protocol and procedures. Each situation is different, and social workers must be able to conceptualise and respond to the dynamic nature of risk in a range of environments.

Students evidencing this learning outcome must demonstrate awareness and applied knowledge of relevant organisational policies and procedures to minimise risk and maximise safety for themselves and others. It is likely that reflexivity skills will be demonstrated when responding to contextual environments with people who use services when maintaining professional safety. Connected to *Learning Outcome 6*, students must also demonstrate their knowledge and understanding here of how risk is conceptualised across different areas of social work, taking steps to mitigate against risk to self and colleagues where necessary. Students must ensure that all dimensions of practice are underpinned by SSSC Ethical Principles (SSSC, 2019).

Performance requirements	Knowledge and understanding requirements
1. Assess, analyse and record potential risk to self and colleagues. 2. Take steps to ensure own personal safety and that of colleagues in situations where there is risk of harm. [S] 3. Work effectively within the risk assessment and management procedures of own and other relevant organisations and professions. 4. Plan, monitor, review and record outcomes and actions taken to minimise risk, stress and harm. 5. Practise in ways that maximise safety of self and colleagues, especially in situations of uncertainty or if there is incomplete information. [S] 6. Review actions in the light of expected and unintended consequences. [S]	1. Agency lone working policy. 2. Agency emergency procedures and protocol. 3. Conceptualisation of risk in different environments such as office-based contacts, home visits, prison visits, hospital visits, etc… 4. The complex relationship between justice, care and control in social welfare and community justice. 5. The nature of risks, harm and positive risk-taking associated with intervention in the lives of vulnerable, or dangerous, or socially excluded individuals and groups. 6. The nature and application of professional judgement in urgent and challenging contexts. 7. Models of de-escalation, crisis intervention and conflict resolution.

Learning Outcome 8

Apply theory, research, values and ethics to social work practice

Goal of learning outcome:

Through critical analysis and reflection, to evaluate and use up-to-date knowledge and national and international research, and work ethically within agreed standards, ensuring that practice is underpinned by social work values.

Outline:

Aligned to *Standard 4* of the Standards in Social Work Education and Ethical Principles (SSSC, 2019), this learning outcome requires you to demonstrate confidence and competence in professional practice through the application of knowledge, research, values and ethics in your everyday work. As well as being a practice-based profession, social work is an academic discipline, and social workers must underpin their practice with theory and research. Evidence-informed interventions and methods produce the most effective outcomes, and social workers must be able to demonstrate their knowledge and understanding of the most up-to-date literature and research in these areas. A critical understanding of relevant legislation, policy, strategy and frameworks must also inform and underpin practice too. In all cases, social workers must apply an ethical lens to all dimensions of practice, ensuring that social work values are applied, and therefore must be able to negotiate and navigate through dilemmas, challenges and opportunities with this in mind. Critical here is an understanding of the Ethical Principles embedded within the Standards in Social Work Education (SSSC, 2019). To help support defensible and ethical decision-making, social workers must be able to deploy the best and most up-to-date knowledge and understanding in their field.

Students must demonstrate competence and confidence in critical reflection as part of their developing professional identity foregrounded by knowledge and understanding of social work values and ethics. This is likely to include skills of self-awareness and responsivity to feedback, applied knowledge of research to inform practice interventions and how this relates to professional decision making. Students will be expected showcase their knowledge and understanding, as well as evidence their application of theory and research to practice during periods of assessed placement. Students must demonstrate capability to locate and use research and literature appropriately. Students must demonstrate confidence and competence in their knowledge, understanding, and application of relevant legislation and policy where necessary. Students must ensure that all dimensions of practice are underpinned by SSSC Ethical Principles (SSSC, 2019).

Performance requirements	Knowledge and understanding requirements
1. Review and regularly update knowledge of relevant legislation, policy guidelines, service standards and procedural frameworks. 2. Locate, understand, and critically evaluate research findings and literature that are relevant to social work practice. 3. Critically and reflexively apply a wide range of knowledge to own practice. [S] 4. Use professional and organisational supervision and support to research, critically analyse and review the evidence base for effective practice. 5. Critically implement evidence-informed social work approaches and methods to develop and improve own practice. 6. Act in a professional manner, with appropriate use of self, in management of relationships. 7. Work at all times within professional codes of practice, ethical principles and service standards that underpin excellence in social work practice. 8. Recognise and manage the complex tensions in intra-personal and inter-personal relationships and processes. [S] 9. Ensure that professional judgement is underpinned by social work values and ethical principles. 10. Use appropriate professional authority in justifying and defending professional decisions and upholding social work values. 11. Demonstrate ethical leadership in challenging individual, institutional and structural discrimination in constructive ways. [S] 12. Critically reflect on own practice and performance and modify these as a result.	1. Understanding dimensions of quality and reliability in research evidence. 2. Applied understanding of research across a range of practice contexts. 3. Understanding and applying models of critical appraisal to research and evidence. 4. Critical understanding of social work theory across a range of practice areas and contexts. 5. The ethical dimensions of social work practice in a range of community based and organisational settings. 6. Factors influencing changes in practice within statutory, voluntary and private sector services. 7. Relevant research and evaluation methods and methodology. 8. The importance of knowledge and evidence within assessment and decision-making processes. 9. Social work principles, values, ethics and national and international codes of practice. 10. The importance of critical reflection, reflexivity and self-evaluation to identify learning needs and maximise personal development.. 11. Legislative and legal frameworks, service standards, practice guidelines and codes of practice. 12. The nature of legal authority, the application of legislation in practice, statutory responsibility and conflicts between law, policy and practice. 13. Principles of ethics and morality relevant to understanding and attempting to resolve value dilemmas and conflicts, in both inter-personal and inter-professional contexts. 14. Knowledge of human rights, equalities and anti-discriminatory policy and legislation, and the impact of disadvantage and discrimination. 15. The content of different codes defining ethical practice and the regulation of professional conduct.

13. Identify, understand and critically evaluate ethical issues, dilemmas and conflicts. 14. Devise effective strategies to manage ethical issues using knowledge, policy, and research. 15. Act professionally even in uncertain and ambiguous circumstances. 16. Contribute to policy and practice review and development. 17. Use supervision, together with other organisational and professional systems, to influence courses of action where practice falls below the standards required. 18. Demonstrate the contribution and relevance of ethical and value-driven social work with colleagues in related professions, to develop and further professional relationships and services.	16. The effective management of potential conflicts created by codes and values held by different professional groups. 17. Comparative perspectives of social work including European and international contexts.

Learning Outcome 9

Manage and be accountable for your own social work practice, learning, professional development, and management of resources

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Goal of learning outcome:

To manage your own role as a student social worker in an ethical and accountable way by taking responsibility for your own practice, professional learning, development, and contributing where possible to the management of resources.

Outline:

Aligned to **Standard 5** of the Standards in Social Work Education (SSSC, 2019), this learning outcome requires you to demonstrate accountability across all aspects of your practice, learning, and use of resources. All social workers in Scotland are bound by the Code for Social Service Workers (SSSC, 2024). Critical here is Code 5: *'I must be accountable for the quality of my work and take responsibility for maintaining and improving my knowledge and skills'*. Social workers must practice in a safe and lawful way. They must use policies and procedures to frame the recording of information such as case notes and official records. Social workers must be transparent about anything that may affect their ability to carry out their role. Social workers must take responsibility for their own professional development and should use supervision to explore learning needs and areas for growth. Supervision must be recognised as a safe space for emotional expression where important dimensions of self-care, wellbeing and support can be explored and addressed. Social workers also have a responsibility for the effective and efficient use of resources. Taken together, accountability is an important feature of social work practice and must be evidenced across all tasks and processes.

Students evidencing this learning outcome must demonstrate an applied knowledge of accountability in professional practice. This is likely to include reference to SSSC Codes of Practice, policy and legal frameworks relevant to practice settings, as well as working in accordance with organisational policies and procedures. Students must be able to evidence knowledge of own practice areas for further enhancement as part of continuous professional development. Students should explore learning and development needs in their formal supervision sessions and ensure that these are recorded and addressed through access to training, formal and informal learning, self-directed learning, and use of university resources. Students should demonstrate applied knowledge and understanding of self-care and ensure that priority is given to identifying wellbeing needs during supervision. Students will contribute to the management of agency resources by demonstrating knowledge of applied organisational criteria and eligibility for services, as well as

knowledge on commissioning and referral processes where appropriate. Students must ensure that all dimensions of practice are underpinned by SSSC Ethical Principles (SSSC, 2019).

Performance requirements

1. Demonstrate professionalism, professional integrity, self-leadership and emotional intelligence in the management of self and relationships.
2. Manage inter-personal and intra-personal conflict constructively using social work knowledge and skills. [S]
3. Manage time and prioritise workload within organisational policies and changing demands.
4. Implement self-care strategies to help manage uncertainty, challenge, change and stress. [S]
5. Reflect on and change own professional behaviour in the light of growing experience and professional confidence. [S]
6. Support accountability of your practice by using defensible decision-making, evidence-informed professional judgement, and evidence-based approaches, models and methods of social work practice.
7. Monitor and evaluate, through critical reflection, the appropriateness and effectiveness of intervention.
8. Using supervision, peer and professional support, take action to identify and meet continuing professional development and learning needs.
9. Increase learning and understanding with an appropriate degree of independence. [S]
10. Contribute appropriately to the learning of others.
11. Contribute to monitoring the outcomes, quality and cost effectiveness of services in meeting need.

Knowledge and understanding requirements

1. Knowledge and self-assessment of learning styles.
2. Understanding of self-directed and experiential modes of learning, maximising formal and informal learning opportunities.
3. The relationship between agency policies, legal requirements, ethical principles and professional boundaries, in shaping the nature of services.
4. Knowledge and understanding of emotional intelligence.
5. Demonstrate knowledge and understanding of self-care strategies and application of these in practice.
6. The nature, characteristics and boundaries of professional relationships, activity and judgement.
7. The characteristics of effective time management, workload management and project planning.
8. Use of digital technology in social work practice.
9. The importance of critical reflection and self-monitoring in defining new and ongoing professional learning and development needs.
10. The use of conventional and digital resources in accessing learning and development opportunities.
11. The contribution of different approaches to improving management, leadership and quality enhancement social services within public, independent and third sectors.
12. Communication and information technology, especially information systems and their applications to service delivery.
13. Basic statistical, resource management, and budgetary procedures and techniques.

12. Contribute to the processes involved in purchasing and commissioning services and setting and maintaining service standards. 13. Contribute to procedures for managing and sharing information. 14. Identify, and keep under review, personal and professional boundaries in all situations. [S]	

Learning Outcome 10

Manage and be accountable for data protection and the sharing of information with relevant parties

Goal of learning outcome:

To manage, present, and share records and reports in line with relevant legislation, policy and agency procedures.

Outline:

Aligned to *Standard 5* of the Standards in Social Work Education (SSSC, 2019), this learning outcome requires you to demonstrate accountability for data protection and the sharing of information with relevant parties. Social workers must demonstrate a working knowledge of the Data Protection Act 2018 which incorporates the UK General Data Protection Regulation (UKGDPR). Social workers will have access to a range of personal data necessary for purposes of investigation, recording, and assessment. Information may also be shared with statutory partners under relevant information sharing agreements. Social workers should be familiar with the seven principles of UKGDPR, namely: lawfulness, fairness, and transparency; purpose limitation; data minimisation; accuracy; storage limitation; integrity and confidentiality; and accountability. These principles should guide the processing of all information, including the management, presentation, and sharing of records and reports.

Students demonstrating this learning outcome will need to evidence applied knowledge of UKGDPR and relevant organisational processes and expectations. Students must demonstrate knowledge and understanding around recording processes and management of data, including what to do when a data breach has occurred. Students are reminded that they are bound by Codes of Practice (SSSC, 2024) where they must *'uphold public trust and confidence'* (Code 6). Students must not access or share any information beyond the purposes of their social work role and task. Students who fail to meet this expectation could meet the threshold for referral to the SSSC for formal investigation and potential removal from the register. Students should demonstrate confidence and competence in the application of digital literacy skills. Students must ensure that all dimensions of practice are underpinned by SSSC Ethical Principles (SSSC, 2019).

Performance requirements	Knowledge and understanding requirements
1. Maintain accurate, complete, accessible and up-to-date records and reports. 2. The use of digital literacy and information technology in preparing reports and sharing and storing official information. [S] 3. Provide clear evidence and rationale for judgements and decisions. 4. Synthesise and analyse information and lines of enquiry and sustain detailed reasoning at length and over time. [S] 5. Present conclusions in a form that is appropriate to the audience for which these have been prepared. [S] 6. Produce accurate and clear written reports in styles that are adapted to the audience, purpose and context of the communication. [S] 7. Implement legal and policy frameworks for access to records and reports and protection of data. 8. Share records with people receiving services and other key people within legal and ethical guidelines and requirements. 9. Follow agency process and protocol in the event of a data breach.	1. The statutory basis of reports and the requirement to share these with relevant parties. 2. Legal requirements relating to data protection and the rights of citizens to have access to information held about them. 3. Applied knowledge and understanding of the Data Protection Act 2018 and UKGDPR principles. 4. The value of accurate administrative databases for service development and research. 5. Values and principles of ethical recording and management of data. 6. Applied understanding of Codes of Practice for Social Services Workers (SSSC, 2024) and Ethical Principles (SSSC, 2019).

Learning Outcome 11

Manage and be accountable for decision-making in multi-disciplinary forums

Goal of learning outcome:

To demonstrate accountability for decision-making within integrated, multi-disciplinary and other service settings.

Outline:

Aligned to *Standard 5* of the Standards in Social Work Education (SSSC, 2019), this learning outcome requires you to demonstrate accountability for decision-making in multi-disciplinary forums. Social workers frequently engage in work involving a range of different statutory and non-statutory partners. Social workers should be familiar with the Public Bodies (Joint Working) (Scotland) Act 2014 which provides the basis and framework for the integration of NHS and local authority services across Scotland. Other legislation, such as the Management of Offenders (Scotland) Act 2005 and the Community Justice (Scotland) Act 2016, situates social work as a key statutory partner in fora such as MAPPA (Multi Agency Public Protection Arrangements) and community justice partnerships. In terms of practice this means that social workers will contribute to a range of decision-making arenas and will represent their respective agencies in doing so. Social workers must therefore demonstrate professional confidence in dimensions of preparation, communication, negotiation, listening, partnership working and accountability. Social workers must be clear about their role and professional identity among other professional groups, and aim to work collaboratively in solution-focused ways.

Students demonstrating this learning outcome will likely evidence applied knowledge of defensible decision making informed by analysis of relevant information, up to date risk assessment and management plans, inclusion of views from people who use services, and application of social work values and ethics throughout. Students should demonstrate applied knowledge of the purpose and remit of relevant multi-agency forums, be prepared to summarise professional opinions and the evidence base of these, both prior to and during multi-agency meetings. Students should demonstrate understanding of timely review and evaluation of all decision making and action planning agreed within multi-agency forums. Students must ensure that all dimensions of practice are underpinned by SSSC Ethical Principles (SSSC, 2019).

Performance requirements	Knowledge and understanding requirements
1. Work in partnership with people receiving services, carers and communities to enable their appropriate involvement in decision making forums.	1. The nature and characteristics of decision making in a variety of settings and in complex situations.
2. Work collaboratively with people receiving services, carers and other key people to access the best forms of representation.	2. Issues and trends in modern public and social policy and their relationship to contemporary practice and service delivery.
3. Communicate clearly, accurately and understandably in a range of formal and informal situations. [S]	3. Factors that inhibit effective participation in decision making in different settings.
4. Prepare effectively for meetings and lead them in a productive and inclusive way. [S]	4. The complexity and tension in exercising professional judgement within the context of organisational processes, policies and structures.
5. Present evidence to decision making forums and help people to understand the procedures involved and the possible and actual outcomes.	5. Relationships between agency policies, legal and regulatory requirements and professional boundaries, in shaping the nature of services provided in inter-disciplinary contexts.
6. Prepare accurate, articulate, and evidence-supported reports and documents for decision making forums such as courts, hearings, tribunals, adjudications and case conferences.	6. Opportunities and challenges associated with working across professional boundaries and with different disciplines.
7. Practise effectively, while upholding the role and function of social work, within a framework of complex accountability to people who receive services, agencies, the public and others.	7. Factors and processes facilitating effective service integration, inter-agency collaboration and partnership.
8. Develop, maintain and review effective collaborative relationships within and across agency boundaries. [S]	
9. Effectively carry out responsibilities for the wellbeing, support and protection of vulnerable children and adults, regardless of practice setting.	
10. Clearly identify the goals and working procedures involved in collaborative practice.	
11. Work effectively with others to demonstrate the contribution of social work in delivering integrated and multi-disciplinary services.	
12. Understand and take account of the roles, responsibilities, constraints and views of others, who are involved in collaborative practice. [S]	

13. Apply social work knowledge and skills to deal constructively with disagreements and conflict within work relationships. 14. Analyse and work with the factors that inhibit integrated working across disciplines and professional and agency boundaries, drawing on the conciliation skills of the social worker. [S] 15. Evaluate the effectiveness of inter-professional practice.	

Learning Outcome 12
Promote independence, empowerment and citizen leadership

Goal of learning outcome:

To work in partnership with people receiving services, carers and communities to achieve greater independence and to direct, control, and maintain their own support.

Outline:

Aligned to *Standard 6* of the Standards in Social Work Education and Ethical Principles (SSSC, 2019), this learning outcome requires you to think about your role in empowering people and communities to achieve goals of independence, citizen leadership, and self-direction. Social work is a profession that seeks to make an impact across micro, meso, and macro levels of society. This learning outcome seeks to bridge these levels. The Scottish Social Services Council states that citizen leadership is about recognising the leadership skills of people using services, supporting their leadership development and involving them to make sure services meet their needs. Social workers should aim to achieve this by providing opportunities for participation in decision-making processes, working in partnership with people who use services. Social work should aim to support and empower individuals to take control and achieve greater independence in their own lives. Social workers should apply skills of advocacy, communication, negotiation, and aim to support the development of these skills in others.

Students must demonstrate knowledge and understanding around concepts of citizen leadership, power, and empowerment. Students will likely evidence their application of social work values through skills of co-production, relationship-based approaches to intervention, applied knowledge of community based social work, as well as an appreciation of different perspectives, views and desired outcomes. Skills of negotiation, effective communication, leadership and defensible decision making will be evidenced. Professional values will be foregrounded in partnership working. There will likely be co-produced action planning with timely review and evaluation of all decision making and outcomes. Students must ensure that all dimensions of practice are underpinned by SSSC Ethical Principles (SSSC, 2019).

Performance requirements	Knowledge and understanding requirements
1. Assess level of support required to enable people receiving services, carers and communities to navigate systems and achieve self-defined outcomes. 2. Promote citizen leadership so that people receiving services, carers or communities access independent advice, support and their choice of representation. 3. Act effectively with others to promote citizen leadership and social justice, by identifying and responding to prejudice, institutional discrimination and structural inequality. [S] 4. Work in partnership with people receiving services to manage their affairs including managing finances and directing their own support. 5. Identify and manage own and others' prejudices and value conflicts to respond appropriately to a range of complex situations. [S] 6. Support and advocate for people receiving services, carers and communities to participate in decision making processes and manage their own support. [S]	1. The different needs faced by people who receive services. 2. The complex relationships between justice, care and control in social welfare, and the practical and ethical implications of these. 3. Social work roles as statutory agent, particularly in upholding the law in respect of discrimination. 4. The impact and inter-relationship of disadvantage and social divisions arising from factors such as: social class; gender; disability; culture; race; migration; asylum status. 5. Models of empowerment, co-production, participation and citizen leadership. 6. Knowledge and understanding of outcomes-focussed assessment, intervention and support.

Note: [S] reference to Standards in Social Work Education Scotland

The Relationship Between Meta-skills and Learning outcomes

Learning outcome	Meta Skills Alignment											
	Adapting	Collaborating	Communicating	Creativity	Critical Thinking	Curiosity	Feeling	Focusing	Initiative	Integrity	Leading	Sense Making
1) Prepare for practice with people, professionals and organisations.	✓	✓	✓	✓	✓	✓		✓	✓	✓		✓
2) Build relationships with adults, children, families, carers, groups, communities and organisations.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
3) Conduct assessments	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓
4) Undertake social work intervention	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
5) Review and evaluate practice	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
6) Assess and manage risk to people who use services and communities	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
7) Assess and manage risk to self and colleagues.	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
8) Apply theory, research and ethics to social work practice	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
9) Manage and be accountable for your own social work practice, learning, and management of resources	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
10) Manage and be accountable for data protection and the sharing of information with relevant parties		✓	✓		✓			✓	✓	✓	✓	✓
11) Manage and be accountable for decision-making in multi-disciplinary forums	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓

12) Promote independence, empowerment and citizen leadership	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

The table above indicates where there are opportunities to develop and evidence meta-skills in each learning outcome within the occupation profile. Please note, this information is for guidance and indicates where meta-skills are explicit rather than an exhaustive list. There may be opportunities for individuals to develop and evidence other meta-skills when carrying out their role.

DEFINING KNOWLEDGE, SKILLS AND BEHAVIOURS

This apprenticeship is designed to develop apprentices' careers by developing their knowledge and understanding of their role, by increasing their skills and by enhancing their behaviours.

Employers from *social work* have helped to identify the key **knowledge, skills and behaviours** that *graduate apprenticeships* working in *a social worker role* need to develop. Throughout their apprenticeship, apprentices should be regularly assessed to ensure they can demonstrate both know-how and ability in each of these areas; a high-level summary is provided below.

Knowledge

- *Role and purpose of social work.*
- *Social work values and ethics.*
- *Relationship based practice, use of self, and methods of co-production.*
- *Applying and managing professional boundaries.*
- *Models of critical reflection and reflexivity.*
- *Law and legal mandates for social work involvement, including duties, responsibilities, and awareness and understanding of human rights and equalities legislation.*
- *Policy and practice frameworks that inform, direct and underpin social work activity, including codes of practice, national guidance, Scottish Government directives and national initiatives.*
- *Models and processes of assessment, including a critical understanding of professional judgement and the conceptualisation and management of risk.*
- *Models and processes of intervention, including voluntary and involuntary involvement, as well as brief and long-term intervention at individual, family and group levels.*
- *Critical understanding of trauma and the application of trauma-informed practice.*
- *A sociological understanding of structural inequalities, including poverty, oppression, social injustice, marginalisation, discrimination, racism, sexism, homophobia, transphobia, exploitation, exclusion, disablism, and ageism.*
- *A sociological understanding of intersectionality, disadvantage and social division around dimensions of class, gender, sexuality, disability, spiritual beliefs, religion, culture, race, ethnicity, migration, asylum status, and any other individual or social characteristics.*
- *Critical understanding of sociological, psychological and physiological theories of human development, identity and functioning from pre-birth to death.*
- *Critical understanding of social and medical models of health, disability, and substance misuse.*
- *Critical understanding of child and adult protection, including dimensions of coercive control, disguised compliance, nature and presentation of physical, psychological and emotional signs of abuse.*
- *Critical understanding of mental disorder, neurodiversity, co-morbidity and how to support people in their community.*
- *Critical understanding of evidence-informed theory and research on social work methods, approaches and interventions.*
- *Core dimensions of self-care, wellbeing, and emotional intelligence.*

- *Understanding and awareness of ecological sustainability, acknowledging the intersection and impact of environmental issues on development, justice, people and communities.*
- *A working knowledge of the Data Protection Act 2018 and the UK General Data Protection Regulation (UKGDPR), including local and national arrangements for recording and sharing information between agencies for the purposes of support and protection.*

Skills

- *Building and sustaining relationships through application of strengths-based and person-centred approaches to practice.*
- *Undertaking a diverse range of assessments using different approaches, methods and techniques as appropriate.*
- *Negotiating goals and co-producing plans.*
- *Applying professional judgement through analysing and synthesising information and evidence from a range of sources, identifying risk and protective factors while assessing reliability and relevance for the purposes of assessment and intervention in urgent and non-urgent contexts.*
- *Applying professional curiosity and critical reflection in all situations, using formal supervision and peer discussions to explore impressions, gut feelings, and emotions.*
- *Production of accurate records and clear reports, assessments, case notes and other written material as appropriate.*
- *Using a range of communication techniques and methods as appropriate.*
- *Practicing research mindedness by using knowledge, research and evidence to underpin all aspects of decision-making and practice.*
- *Demonstrate ethical decision-making by taking account of competing perspectives and balancing these with rights, duties and responsibilities.*
- *Active listening in all situations.*
- *Advocating on behalf of people who use services, ensuring that voices are elevated where appropriate.*
- *Monitoring, reviewing and evaluating practice.*
- *Responding to unpredictable and rapidly changing situations by applying methods and techniques of crisis intervention.*
- *Applying and maintaining professional boundaries.*
- *Applying techniques and methods of de-escalation and conflict resolution.*
- *Apply principles and techniques of self-care, emotional intelligence and reflexivity*
- *Demonstrating digital literacy by safe and effective use of information and communication systems, as well as recording and managing records according to agency policy and protocol.*
- *Structure, management and co-ordination of tasks, using appropriate time, diary and resource management.*

Behaviours

- *Uphold and promote social justice and equality by embracing values such as the equal worth of all citizens and their right to meet their basic needs and have equal access to wealth, health, wellbeing, justice and opportunity.*

- *Respect diversity by challenging oppression and discrimination on the basis of age, gender or sex, gender identity, sexual orientation, religion, spiritual beliefs, culture, ethnicity, socio-economic status, ability, racial or other physical characteristics.*
- *Respect, uphold, and promote human rights and dignity by acknowledging the inherent worth of all people and demonstrating compassion and empathy.*
- *Facilitate the right to self-determination and choice irrespective of peoples' values and life choices, providing this does not threaten the rights and safety of others.*
- *Promote, empower and encourage people, as far as they are able, to work in partnership to co-produce plans and achieve desired outcomes.*
- *Demonstrate honesty and integrity by being transparent, respecting confidentiality, managing professional boundaries, and being accountable for decision-making and actions.*
- *Embody and model ethical practice, professionalism, professional integrity and emotional intelligence in the management of relationships with people who use services, as well as with other professionals and organisations.*
- *Recognise and uphold public trust and confidence, including behaviour when inside and outside work (e.g. use of social media) that would bring into question suitability to practice as a social worker.*
- *Demonstrate professional curiosity and confidence to question and appropriately challenge individuals, families, groups, team members, managers, other professionals and organisations.*
- *Demonstrate leadership capabilities to motivate, influence and inspire others, contributing where possible to the learning and professional development of colleagues.*
- *Actively promote the value of research, evidence and continuous professional development, recognising the value in both formal and informal learning opportunities.*