



# **The National Occupational Standards for Social Work**

**January 2003**

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## **1. Introduction**

These national occupational standards for social work were developed jointly with Northern Ireland Social Care Council, Scottish Social Services Council and TOPPS England. The consultation exercise in Wales included people who use services, carers, employers, practitioners, government officials, representatives from further and higher education and from professional bodies. The Care Council for Wales agreed the standards in March 2002. The standards were approved by the Qualification and Curriculum Authority (QCA) in June 2002.

The document contains:

- The Care Council for Wales codes of practice for social care workers and employers.
- A statement of expectations from individuals, families, carers, groups and communities who use services and those who care for them.
- The NATIONAL OCCUPATIONAL STANDARDS FOR SOCIAL WORK.

Alongside other uses, the standards in this document will be used to underpin a new social work qualification that is at degree level.

### **The Development of the Standards**

In developing the standards we have:

- tried to ensure consistency with the functional analyses, standards and codes of ethics of other professional groups
- tried to ensure that the standards are applicable to all settings within which social workers practice now, and in the foreseeable future
- tried to capture the “holistic” approach of the social worker in their work with individuals, families, carers, groups and communities, that differentiates their role from that of the other professionals with whom they work
- incorporated, at strategic points within the knowledge and the performance of the standards, reference to working in a multi cultural and multi racial society and the need to take account of equity, diversity and language choice
- sought to reflect the changing context and expectations of social work practice and accommodate likely future requirements for practice in multi-disciplinary settings and diverse organisational structures
- recognised the need for social workers to manage some inherent tensions between work focused on those requiring services, and their carers and statutory requirements

## 2. The Key Purpose and Key Roles of Social Work

The starting point for the development of these standards is the identification of the Key Purpose of Social Work, for which the international definition of social work has been adopted:

***“a profession which promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilising theories of human behaviour and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work”***

International Association of Schools of Social Work and the International Federation of Social Workers (2001)

From this key purpose the following six Key Roles have been identified:

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

In demonstrating competence against these National Occupational Standards account must be taken of:

- the code of practice for social care workers
- the statement of expectations from individuals, families, carers, groups and communities who use services and those who care for them
- the unit commentary, knowledge base and performance criteria of the standards themselves,

### ***Who are the Standards for?***

The standards relate to the generic competences required by social workers in whatever setting they may work.

### ***How should the Standards be used?***

The standards have several intended uses:

- They can be used for human resource management purposes, including induction, supervision and appraisal
- They can be used for training needs analysis and the development of training programmes
- They will be used to underpin the new social work qualification

### ***Key and Core Skills***

Core to all social work practice is the ability to know, understand, critically analyse, evaluate and apply the knowledge for each unit. The key and core skills of communications (verbal and written), application of number and information technology are also essential to competent social work practice and, accordingly, they have been embedded in the units.

Figure 1 Links between the Key Roles

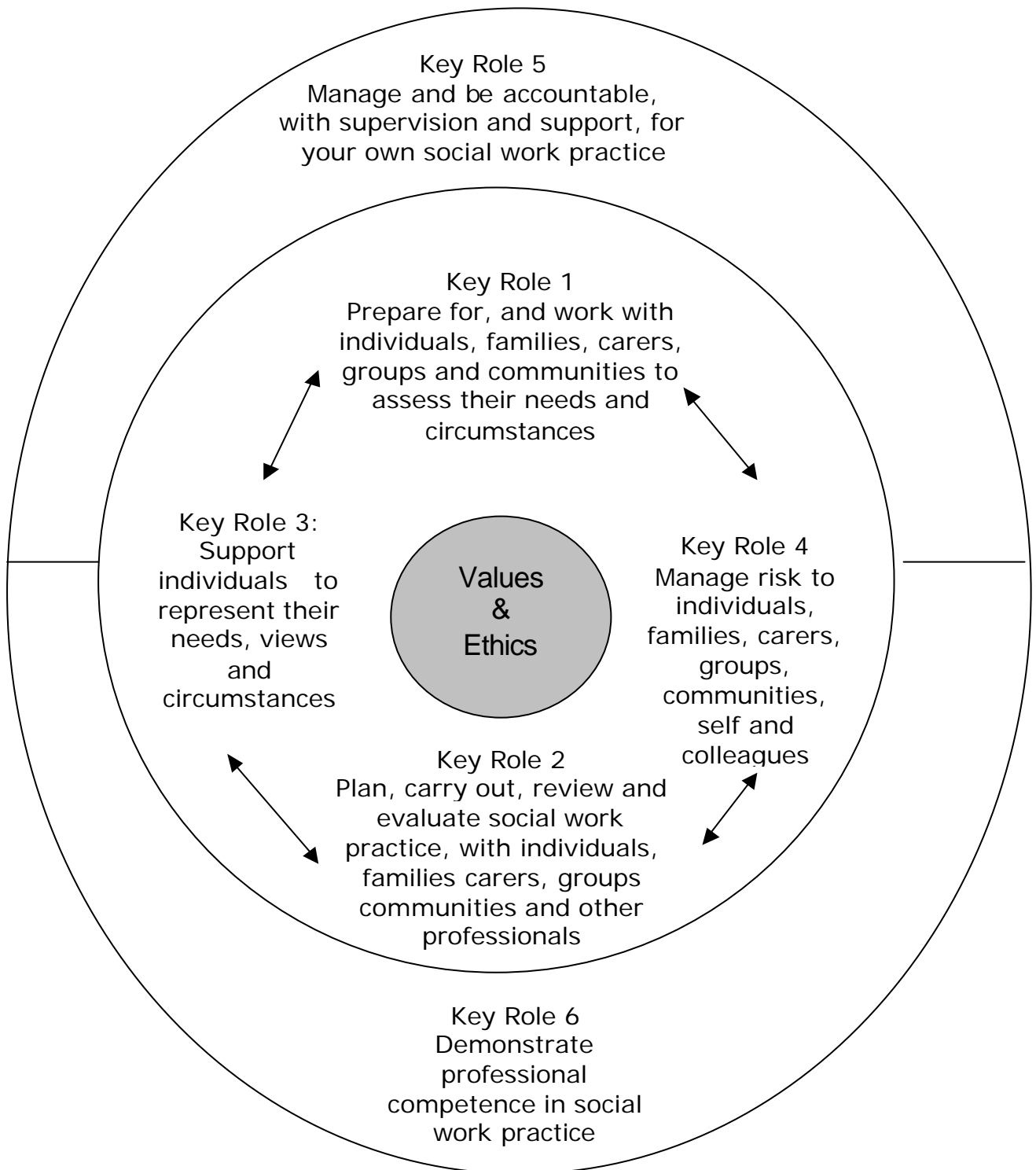


Figure 1 illustrates the links between the Key Roles and represents the holistic nature of social work practice. Values and ethics are core to competent social work practice. Key Roles 1 – 4 cover the practice of social work. Key Roles 5 and 6 refer to the social worker as an accountable and professionally competent practitioner, and underpin all other activity.

### 3. Code of Practice for Social Care Workers

In demonstrating competence against these National Occupational Standards, social workers are required to adhere to the Care Council for Wales Code of Practice for Social Care Workers.

The purpose of this Code is to set out the conduct that is expected of social care workers and to inform service users and the public about the standards of conduct they can expect from social care workers. It forms part of the wider package of legislation, practice standards and employers' policies and procedures that social care workers must meet. Social care workers are responsible for making sure that their conduct does not fall below the standards set out in this Code and that no action or omission on their part harms the well-being of service users.

#### Status

The Care Council for Wales expects social care workers to meet this Code and may take action if registered workers fail to do so. Employers of social care workers are required to take account of this Code in making any decisions about the conduct of their staff.

Social care workers must:

1. Protect the rights and promote the interests of service users and carers;
2. Strive to establish and maintain the trust and confidence of service users and carers;
3. Promote the independence of service users while protecting them as far as possible from danger or harm;
4. Respect the rights of service users whilst seeking to ensure that their behaviour does not harm themselves or other people;
5. Uphold public trust and confidence in social care services; and
6. Be accountable for the quality of their work and take responsibility for maintaining and improving their knowledge and skills.

#### **1 – As a social worker, you must protect the rights and promote the interests of service users and carers**

This includes:

- 1.1 treating each person as an individual;



- 1.2 respecting and, where appropriate, promoting the individual views and wishes of both service users and carers;
- 1.3 supporting service users' rights to control their lives and make informed choices about the services they receive;
- 1.4 respecting and maintaining the dignity and privacy of service users;
- 1.5 promoting equal opportunities for service users and carers; and
- 1.6 respecting diversity and different cultures and values.

**2 – As a social care worker, you must strive to establish and maintain the trust and confidence of service users and carers**

This includes:

- 2.1 being honest and trustworthy;
- 2.2 communicating in an appropriate, open, accurate and straightforward way;
- 2.3 respecting confidential information and clearly explaining agency policies about confidentiality to services users and carers;
- 2.4 being reliable and dependable;
- 2.5 honouring work commitments, agreements and arrangements and, when it is not possible to do so, explaining why to service users and carers;
- 2.6 declaring issues that might create conflicts of interest and making sure that they do not influence your judgement or practice; and
- 2.7 adhering to policies and procedures about accepting gifts and money from service users and carers.

**3 – As a social care worker, you must promote the independence of service users while protecting them as far as possible from danger or harm**

This includes:

- 3.1 promoting the independence of service users and assisting them to understand and exercise their rights;
- 3.2 using established processes and procedures to challenge and report dangerous, abusive, discriminatory or exploitative behaviour and practice;
- 3.3 following practice and procedures designed to keep you and other people safe from violent and abusive behaviour at work;
- 3.4 bringing to the attention of your employer or the appropriate authority resource or operational difficulties that might get in the way of the delivery of safe care;
- 3.5 informing your employer or an appropriate authority where the practice of colleagues may be unsafe or adversely affecting standards of care;
- 3.6 complying with employers' health and safety policies including those relating to substance abuse;
- 3.7 helping service users and carers to make complaints, taking complaints seriously and responding to them or passing them to the appropriate person; and

- 3.8 recognising and using responsibly the power that comes from your work with service users and carers.

**4 – As a social care worker, you must respect the rights of service users whilst seeking to ensure that their behaviour does not harm themselves or other people**

This includes:

- 4.1 recognising that service users have the right to take risks and helping them to identify and manage potential and actual risks to themselves and others;
- 4.2 following risk assessment policies and procedures to assess whether the behaviour of service users presents a risk of harm to themselves or others;
- 4.3 taking necessary steps to minimise the risks of service users from doing actual or potential harm to themselves or other people; and
- 4.4 ensuring that relevant colleagues and agencies are informed about the outcomes and implications of risk assessments.

**5 – As a social care worker, you must uphold public trust and confidence in social care services**

In particular you must not:

- 5.1 abuse, neglect or harm service users, carers or colleagues;
- 5.2 exploit service users, carers or colleagues in any way;
- 5.3 abuse the trust of service users and carers or the access you have to personal information about them, or to their property, home or workplace;
- 5.4 form inappropriate personal relationships with service users;
- 5.5 discriminate unlawfully or unjustifiably against service users, carers or colleagues;
- 5.6 condone any unlawful or unjustifiable discrimination by service users, carers or colleagues;
- 5.7 put yourself or other people at unnecessary risk; or
- 5.8 behave in a way, in work or outside work, which would call into question your suitability to work in social care services.

**6 – As a social care worker, you must be accountable for the quality of your work and take responsibility for maintaining and improving your knowledge and skills**

This includes:

- 6.1 meeting relevant standards of practice and working in a lawful, safe and effective way;
- 6.2 maintaining clear and accurate records as required by procedures established for your work;

- 6.3 informing your employer or the appropriate authority about any personal difficulties that might affect your ability to do your job competently and safely;
- 6.4 seeking assistance from your employer or the appropriate authority if you do not feel able or adequately prepared to carry out any aspect of your work or you are not sure about how to proceed in a work matter;
- 6.5 working openly and co-operatively with colleagues and treating them with respect;
- 6.6 recognising that you remain responsible for the work that you have delegated to other workers;
- 6.7 recognising and respecting the roles and expertise of workers from other agencies and working in partnership with them;
- 6.8 undertaking relevant training to maintain and improve your knowledge and skills and contributing to the learning and development of others.

#### **4. Code of Practice for Employers of Social Care Workers**

The purpose of this Code is to set down the responsibilities of employers in regulating social care workers. The purpose of workforce regulation is to protect and promote the interests of service users and carers. The Code is intended to complement rather than replace or duplicate existing employers' policies and it forms part of the wider package of legislation, requirements and guidance that relate to the employment of staff. Employers are responsible for making sure that they meet the standards set out in this Code, provide high quality services and promote public trust and confidence in social care services.

#### **Status**

The Care Standards Inspectorate for Wales will take this Code into account in its enforcement of care standards. To meet their responsibilities in relation to regulating the social care workforce, social care employers must:

1. Make sure people are suitable to enter the workforce and understand their roles and responsibilities;
2. Have written policies and procedures in place to enable social care workers to meet the Care Council for Wales' (the Care Council) Code of Practice for Social Care Workers;
3. Provide training and development opportunities to enable social care workers to strengthen and develop their skills and knowledge;
4. Put in place and implement written policies and procedures to deal with dangerous, discriminatory or exploitative behaviour and practice; and
5. Promote the Care Council's Codes of Practice to social care workers, service users and carers and co-operate with the Care Council's proceedings.

#### **1 – As a social care employer, you must make sure people are suitable to enter the social care workforce and understand their roles and responsibilities**

This includes:

- 1.1 using rigorous and thorough recruitment and selection processes focused on making sure that only people who have the appropriate knowledge and skills and who are suitable to provide social care are allowed to enter your workforce;
- 1.2 checking criminal records, relevant registers and indexes and assessing whether people are capable of carrying out the duties of the job they have been selected for before confirming appointments;
- 1.3 seeking and providing reliable references;

- 1.4 giving staff clear information about their roles and responsibilities, relevant legislation and the organisational policies and procedures they must follow in their work; and
- 1.5 managing the performance of staff and the organisation to ensure high quality services and care.

**2 – As a social care employer, you must have written policies and procedures in place to enable social care workers to meet the Care Council’s Code of Practice for Social Care Workers**

This includes:

- 2.1 implementing and monitoring written policies on: confidentiality; equal opportunities; risk assessment; substance abuse; record keeping; and the acceptance of money or personal gifts from service users or carers;
- 2.2 effectively managing and supervising staff to support effective practice and good conduct and supporting staff to address deficiencies in their performance;
- 2.3 having systems in place to enable social care workers to report inadequate resources or operational difficulties which might impede the delivery of safe care and working with them and relevant authorities to address those issues; and
- 2.4 supporting social care workers to meet the Care Council’s Code of Practice for Social Care Workers and not requiring them to do anything that would put their compliance with that Code at risk.

**3 – As a social care employer, you must provide training and development opportunities to enable social care workers to strengthen and develop their skills and knowledge**

This includes:

- 3.1 providing induction, training and development opportunities to help social care workers do their jobs effectively and prepare for new and changing roles and responsibilities;
- 3.2 contributing to the provision of social care and social work education and training, including effective workplace assessment and practice learning;
- 3.3 supporting staff in posts subject to registration to meet the Care Council’s eligibility criteria for registration and its requirements for continuing professional development; and
- 3.4 responding appropriately to social care workers who seek assistance because they do not feel able or adequately prepared to carry out any aspects of their work.

**4 – As a social care employer, you must put into place and implement written policies and procedures to deal with dangerous, discriminatory or exploitative behaviour and practice**

This includes:

- 4.1 making it clear to social care workers that bullying, harassment or any form of unjustifiable discrimination is not acceptable and taking action to deal with such behaviour;
- 4.2 establishing and promoting procedures for social care workers to report dangerous, discriminatory, abusive or exploitative behaviour and practice and dealing with these reports promptly, effectively and openly;
- 4.3 making it clear to social care workers, service users and carers that violence, threats or abuse to staff are not acceptable and having clear policies and procedures for minimising the risk of violence and managing violent incidents;
- 4.4 supporting social care workers who experience trauma or violence in their work;
- 4.5 putting in place and implementing written policies and procedures that promote staff welfare and equal opportunities for workers; and
- 4.6 while ensuring that the care and safety of service users is your priority, providing appropriate assistance to social care workers whose work is affected by ill health or dependency on drugs and alcohol, and giving clear guidance about any limits on their work while they are receiving treatment.

**5 – As a social care employer, you must promote the Care Council's Codes of Practice to social care workers, service users and carers and co-operate with the Care Council's proceedings**

This includes:

- 5.1 informing social care workers about this Code and your responsibility to comply with it;
- 5.2 informing social care workers about the Care Council's Code of Practice for Social Care Workers and their personal responsibility to meet that Code;
- 5.3 making service users and carers aware of this Code and the Code of Practice for Social Care Workers and informing them about how to raise issues through your policies and, if necessary, contact the Care Council in relation to the Codes;
- 5.4 taking account of the Care Council's Code of Practice for Social Care Workers in making any decision that relates to the conduct of workers;
- 5.5 informing the Care Council about any misconduct by registered social care workers that might call into question their registration, and inform the worker involved that a report has been made to the Care Council; and
- 5.6 co-operating with Care Council investigations and hearings and responding appropriately to the findings and decisions of the Care Council.

## **5. Statement of Expectations from those who use services, and carers**

As part of the development of the National Occupational Standards, the following Statement of Expectations has been produced following the detailed consultations which took place with those who use services, their carers and their organisations. In practising social workers should be mindful of the views of people who use services, and carers, expressed here. These Expectations have informed the development of the Standards.

### **1 – Communications skills and information sharing**

#### **Social workers must:**

- a. Explain their:
  - role and the purpose of contact, e.g. assessment
  - their powers, including legal powersin a way that can be understood by all involved
- b. Inform users and carers about what steps they are going to take
- c. Give information to users and carers about their rights and entitlements
- d. Be open and honest about what they can and cannot do
- e. Be honest if they cannot offer the resources needed
- f. Inform users and carers about what is available, beyond the brief of their organisation
- g. Listen actively to what users and carers have to say
- h. Talk to those requiring and using services, and their carers, with due respect for their age, ethnicity, culture, understanding and needs
- i. Involve users and carers in decision making
- j. Offer users and carers choices and options
- k. Share records with users and carers
- l. Build honest relationships based on clear communication

### **2 – Good social work practice**

#### **Social workers must:**

- a. Be good at time keeping
- b. Be good at starting, continuing and closing relationships
- c. Respect confidentiality, and explain when there is a need to share information with others
- d. Recognise the expertise of users and carers about their own situation and have regard for their wishes
- e. Involve users and carers in all meetings which may affect them
- f. Give users and carers sufficient time to work with them properly
- g. Ensure that contact is maintained
- h. Assess needs properly:
  - making sure that all options are explored properly before deciding on a plan
  - looking for options when the services needed are not available

- being creative
- involving users and carers:
  - in setting goals
  - when developing a care plan, and being honest about the limitations of choice and the options
  - when reviewing and changing plans
- i. Help users and carers access benefits and services
- j. Assess risk and support risk taking when appropriate
- k. Work with users and carers to develop and/or maintain independence
- l. Link users and carers to support groups and networks and support them to extend involvement with groups and networks
- m. Be accountable to users and carers for their practice

### 3 - Advocacy

**Social workers must:**

- a. Be able to:
  - lobby on behalf of users and carers to access services
  - challenge their own organisations on behalf of users and carers
  - challenge injustice and lack of access to services
  - challenge poor practice
  - advise users and carers about independent advocacy that can best meet their needs
- b. Enable users and carers to be empowered to represent their views
- c. Help users and carers to represent their views in all meetings affecting them
- d. Involve independent advocates, where appropriate

### 4 – Working with other professionals

**Social workers must:**

- a. Be honest, clear and make sure all involved understand:
  - what happens to the information users and carers give to the social worker
  - how it is kept
  - who it is shared with, and why
  - how it might be used
- b. Understand what information other organisations can offer and share with users and carers
- c. Work effectively with others to improve services offered to users and carers

### 5 - Knowledge

**Social workers must:**

- a. Have knowledge of:



- services relevant to users' and carers' needs and circumstances (not just those offered by their organisation) and how to access other relevant services
  - benefits and direct payments
  - of legislation
- b. Have in-depth knowledge of the users and carers group they are working with
- c. Keep themselves up to date with:
- all relevant knowledge and information
  - the rights of users and carers

## 6 - Values

### **Social workers must:**

- a. Have respect for:
- users and carers, regardless of their age, ethnicity, culture, level of understanding and need
  - for the expertise and knowledge users and carers have about their own situation
- b. Empower users and carers in decisions affecting them
- c. Be honest about:
- the power invested in them, including legal powers
  - their role and resources available to meet need
- d. Respect confidentiality, and inform users and carers when information needs to be shared with others
- e. Be able to:
- challenge discriminatory images and practices affecting users and carers
  - put users and carers first

## 6. Unit and Element titles

<b>Key Role 1</b>	
<b>Prepare for, and work with individuals, families, carers, groups and communities to assess their needs and circumstances</b>	
<b>Unit 1 – Prepare for social work contact and involvement</b>	
1.1	Review case notes and other relevant material
1.2	Liaise with others to access additional information that can inform initial contact and involvement
1.3	Evaluate all information to identify the best form of initial involvement
<b>Unit 2 – Work with individuals, families, carers, groups and communities to help them make informed decisions</b>	
2.1	Inform individuals, families, carers, groups and communities about your own, and the organisation's duties and responsibilities
2.2	Work with individuals, families, carers, groups and communities to identify, gather, analyse and understand information
2.3	Work with individuals, families, carers, groups and communities to enable them to analyse, identify, clarify and express their strengths, expectations and limitations
2.4	Work with individuals, families, carers, groups and communities to enable them to assess and make informed decisions about their needs, circumstances, risks, preferred options and resources
<b>Unit 3 – Assess needs and options to recommend a course of action</b>	
3.1	Assess and review the preferred options of individuals, families, carers, groups and communities
3.2	Assess needs, risks and options taking into account legal and other requirements
3.3	Assess and recommend an appropriate course of action for individuals, families, carers, groups and communities
<b>Key Role 2</b>	
<b>Plan, carry out, review and evaluate social work practice, with individuals, families, carers, groups, communities and other professionals</b>	
<b>Unit 4 – Respond to crisis situations</b>	
4.1	Assess the urgency of requests for action
4.2	Identify the need for legal and procedural intervention
4.3	Plan and implement action to meet the immediate needs and circumstances
4.4	Review the outcomes with individuals, families, carers, groups, communities, organisations, professionals and others
<b>Unit 5 – Interact with individuals, families, carers, groups and communities to achieve change and development and to improve life opportunities</b>	

5.1	Develop and maintain relationships with individuals, families, carers, groups, communities and others
5.2	Work with individuals, families, carers, groups, communities and others to avoid crisis situations and address problems and conflict
5.3	Apply and justify social work methods and models used to achieve change and development, and improve life opportunities
5.4	Regularly monitor, review and evaluate changes in needs and circumstances
5.5	Reduce contact and withdraw from relationships appropriately
<b>Unit 6 – Prepare, produce, implement and evaluate plans with individuals, families, carers, groups, communities and professional colleagues</b>	
6.1	Negotiate the provision to be included in the plans
6.2	Identify content and actions and draft plans
6.3	Carry out your own responsibilities and monitor, co-ordinate and support the actions of others involved in implementing the plans
6.4	Review the effectiveness of the plans with the people involved
6.5	Renegotiate and revise plans to meet changing needs and circumstances
<b>Unit 7 – Support the development of networks to meet assessed needs and planned outcomes</b>	
7.1	Examine with individuals, families, carers, groups, communities and others support networks which can be accessed and developed
7.2	Work with individuals, families, carers, groups, communities and others to initiate and sustain support networks
7.3	Contribute to the development and evaluation of support networks
<b>Unit 8 – Work with groups to promote individual growth, development and independence</b>	
8.1	Identify opportunities to form and support groups
8.2	Use group programmes, processes and dynamics to promote individual growth, development and independence, and to foster interpersonal skills
8.3	Help groups to achieve planned outcomes for their members and to evaluate the appropriateness of their work
8.4	Disengage from groups appropriately
<b>Unit 9 – Address behaviour which presents a risk to individuals, families, carers, groups and communities</b>	
9.1	Take immediate action to deal with the behaviour that presents a risk
9.2	Work with individuals, families, carers, groups, communities and others to identify and evaluate situations and circumstances that may trigger the behaviour
9.3	Work with individuals, families, carers, groups and communities on strategies and support that could positively change the behaviour

<b>Key Role 3</b>	
<b>Support individuals to represent their needs, views and circumstances</b>	
<b>Unit 10 – Advocate with, and on behalf of, individuals, families, carers, groups and communities</b>	
10.1	Assess whether you should act as the advocate for the individual, family, carer, group or community
10.2	Assist individuals, families, carers, groups and communities to access independent advocacy
10.3	Advocate for, and with, individuals, families, carers, groups and communities
<b>Unit 11 – Prepare for, and participate in decision making forums</b>	
11.1	Prepare reports and documents for decision making forums
11.2	Work with individuals, families, carers, groups and communities to select the best form of representation for decision making forums
11.3	Present evidence to, and help individuals, families, carers, groups and communities to understand the procedures of and the outcomes from, decision making forums
11.4	Enable individuals, families, carers, groups and communities to be involved in decision making forums
<b>Key Role 4</b>	
<b>Manage risk to individuals, families, carers, groups, communities, self and colleagues</b>	
<b>Unit 12 – Assess and manage risks to individuals, families, carers, groups and communities</b>	
12.1	Identify and assess the nature of the risk
12.2	Balance the rights and responsibilities of individuals, families, carers, groups and communities with associated risk
12.3	Regularly monitor, re-assess, and manage risk to individuals, families, carers, groups and communities
<b>Unit 13 – Assess, minimise and manage risk to self and colleagues</b>	
13.1	Assess potential risk to self and colleagues
13.2	Work within the risk assessment and management procedures of your own and other relevant organisations and professions
13.3	Plan, monitor and review outcomes and actions to minimise stress and risk
<b>Key Role 5</b>	
<b>Manage and be accountable, with supervision and support, for your own social work practice within your organisation</b>	
<b>Unit 14 – Manage and be accountable for your own work</b>	
14.1	Manage and prioritise your workload within organisational policies and priorities
14.2	Carry out duties using accountable professional judgment and

	knowledge based social work practice
14.3	Monitor and evaluate the effectiveness of your programme of work in meeting the organisational requirements and the needs of individuals, families, carers, groups and communities
14.4	Use professional and managerial supervision and support to improve your practice
<b>Unit 15 – Contribute to the management of resources and services</b>	
15.1	Contribute to the procedures involved in purchasing and commissioning services
15.2	Contribute to monitoring the effectiveness of services in meeting need
15.3	Contribute to monitoring the quality of the services provided
15.4	Contribute to managing information
<b>Unit 16 – Manage, present and share records and reports</b>	
16.1	Maintain accurate, complete, accessible, and up-to-date records and reports
16.2	Provide evidence for judgments and decisions
16.3	Implement legal and policy frameworks for access to records and reports
16.4	Share records with individuals, families, carers, groups and communities
<b>Unit 17 – Work within multi-disciplinary and multi-organisational teams, networks and systems</b>	
17.1	Develop and maintain effective working relationships
17.2	Contribute to the identifying and agreeing the goals, objectives and lifespan of the team, network or system
17.3	Contribute to evaluating the effectiveness of the team, network or system
17.4	Deal constructively with disagreements and conflict within relationships
<b>Key Role 6</b>	
<b>Demonstrate professional competence in social work practice</b>	
<b>Unit 18 – Research, analyse, evaluate, and use current knowledge of best social work practice</b>	
18.1	Review and update your own knowledge of legal, policy and procedural frameworks
18.2	Use professional and organisational supervision and support to research, critically analyse, and review knowledge based practice
18.3	Implement knowledge based social work models and methods to develop and improve your own practice
<b>Unit 19 – Work within agreed standards of social work practice and ensure own professional development</b>	
19.1	Exercise and justify professional judgements
19.2	Use professional assertiveness to justify decisions and uphold professional social work practice, values and ethics

19.3	Work within the principles and values underpinning social work practice
19.4	Critically reflect upon your own practice and performance using supervision and support systems
19.5	Use supervision and support to take action to meet continuing professional development needs
<b>Unit 20 – Manage complex ethical issues, dilemmas and conflicts</b>	
20.1	Identify and assess issues, dilemmas and conflicts that might affect your practice
20.2	Devise strategies to deal with ethical issues, dilemmas and conflicts
20.3	Reflect on outcomes
<b>Unit 21 – Contribute to the promotion of best social work practice</b>	
21.1	Contribute to policy review and development
21.2	Use supervision and organisational and professional systems to inform a course of action where practice falls below required standards
21.3	Work with colleagues to contribute to team development

## 7. The National Occupational Standards for Social Work

**Key Role 1: Prepare for, and work with individuals, families, carers, groups and communities to assess their needs and circumstances**

### Unit 1 - Prepare for social work contact and involvement

#### Elements:

- 1.1 **Review case notes and other relevant material**
- 1.2 **Liase with others to access additional information that can inform initial contact and involvement**
- 1.3 **Evaluate all information to identify the best form of initial involvement**

### Unit Commentary

This unit is about the preparation required to make the initial contact (with individuals, families, carers, groups and communities) effective, useful and meaningful. This is an important standard for those who use services and their carers who have felt in the past that, on many occasions, social workers were inadequately prepared to meet them or that they had already made decisions about the case before the first meeting. The main issue for this standard is balancing the need to be fully prepared, in terms of accessing information about the individual, family, group and community (including legal requirements), with the need to consult with, and acknowledge the expertise of, individuals, families, carers, groups and communities about their situation and circumstances, before making any firm decisions. There is also the need to access and review information from other sources. It is also important with this unit to recognise that the information that you can access may be incomplete or absent. You will need to ensure that you explore other avenues to gain any incomplete and missing information. Often this information can be provided by the individual, family, group and community with whom you are working.

### Key words and concepts used specifically within the Unit

- 1.1 **Case Notes** – refers to case records, reports, reviews, court reports and material contributed by individuals, families, carers, groups and communities
- 1.2a **Individuals, families, carers, groups and communities** - encompasses the people that a competent social worker would be expected to take account of in practice.
- 1.2a **Organisations** – the term used to describe all the agencies and institutions that are involved in the provision of services in social care and related activities

Indicative **Ecological** - An individual must be located within the context of the family and the groups/networks to knowledge which they belong, and of the wider communities in which they live. A wide range of environmental

Base 1 factors can affect people's functioning, such as the wider family, belonging to specific groups, network and communities, housing, employment, income, the family's/ groups'/ community's integration and access to services. The importance of the interface between environmental considerations, and the influence of environmental factors on people's capacity to respond to social work intervention must be recognised and incorporated into any assessment and care plan.

### **Scope**

To be competent in this unit you need to demonstrate the ability to:

- Work with situations of differing levels of complexity
- Work with situations where a range of support needs have to be addressed
- Work holistically with service users and carers
- Transfer and apply knowledge, skills and values to new and unfamiliar contexts

### **Links with other Units**

This unit links directly with units 2, 3, 4, 12, 13, 16 and 17



## Unit 1 – Indicative knowledge base

*In your specific area of practice you must understand, critically analyse, evaluate and apply the following knowledge:*

- 1. The legal, social, economic and ecological context of social work practice**
  - a. Country, UK, EU legislation, statutory codes, standards, frameworks and guidance relevant to social work practice and related fields, including multi-disciplinary and multi-organisational practice, data protection and confidentiality of information.
  - b. Social policy, including policy on social care, criminal justice, education, health, housing, welfare rights
  - c. Demographic and social trends
  - d. Theories of poverty, unemployment, health, impairment and other sources of discrimination and disadvantage and their impact on social exclusion
  - e. Policies on diversity, discrimination and promoting independence/autonomy of adults, children, families, groups and communities, and research on their effectiveness
- 2. The context of social work practice for this area of work**
  - a. Historical perspectives of social work and social welfare
  - b. International law and social policy, in broad terms, for the purpose of comparison
  - c. Contemporary issues and trends in social work
  - d. Understanding of why people use social work and social care services
  - e. Psychological and sociological explanations of:
    - human growth and development and the factors that impact on it
    - mental health and well being
    - social interactions and relationships
    - discrimination and oppression
    - human behaviour
  - f. Knowledge of the range of local, and appropriate national, resources and services
  - g. Theories about how systems work
  - h. Organisational structures, policies and procedures for referral
  - i. Policies, procedures and legal requirements for the security and confidentiality of information
  - j. How to access and use information and communications technology (ICT) and other electronic systems that may help in the collection of information
- 3. Values and Ethics**
  - a. Awareness of your own values, prejudices, ethical dilemmas and conflicts of interest and their implications on your practice
  - b. Respect for, and the promotion of:
    - each person as an individual
    - independence and quality of life for individuals, whilst protecting them from harm
    - dignity and privacy of individuals, families, carers, groups and communities

- c. Recognise and facilitate each person's use of the language and form of communication of their choice
- d. Value, recognise and respect the diversity, expertise and experience of individuals, families, carers, groups and communities
- e. Maintain the trust and confidence of individuals, families, carers, groups and communities by communicating in an open, accurate and understandable way
- f. Understand, and make use of, strategies to challenge discrimination, disadvantage and other forms of inequality and injustice
- 4. Social work theories, models and methods for working with individuals, families, carers, groups and communities**
  - a. Principles, theories and methods of social work practice
  - b. Theories about the impact of authority and power in the social work role
  - c. Theories about the impact of discrimination, and methods of working with diversity
  - d. Theories and methods about working with the main groups of people using services. These include children, mental health, learning difficulties, older people, minority and ethnic groups, drug and alcohol use, disability and impairment
  - e. Principles about balancing the rights of individuals, families, carers, groups and communities with the interests of society and the requirements of practice
  - f. Lessons learned from both serious failure of service and practice, and from successful interventions
  - g. Approaches to evidence and knowledge based practice
  - h. Theories of organisations, group behaviour and organisational change
  - i. Theories and methods of promoting personal, social and emotional well being

## Unit 1 - Prepare for social work contact and involvement

To achieve this standard you must:

### 1.1 Review case notes and other relevant material

- a. Identify and access case notes and relevant information
- b. Read and review information to identify:
  - sources and nature of referral
  - areas of consistency
  - areas where there are differences in perspective
  - areas where differences in evidence or professional judgements exist
  - any legal requirements and duties and their implications for contact and involvement
- c. Identify and access sources that can fill:
  - information gaps
  - gaps in your own knowledge
- d. Where information does not exist, decide on a strategy to deal with information gaps and gaps in your own knowledge

### 1.2 Liaise with others to access additional information that can inform initial contact and involvement

- a. Identify, contact, and liaise with individuals, families, carers, groups, communities and organisations, that could provide information which is relevant to the initial and subsequent contact
- b. Work within your own professional, ethical and anti-discriminatory boundaries and practices when contacting individuals and organisations
- c. Follow legal and organisational procedures and practices for:
  - seeking approval to contact people and organisations
  - confidentiality and sharing of information when you contact and liaise with individuals and organisations who are providing information

### 1.3 Evaluate all the information to identify the best form of initial involvement

- a. Reflect on your own background, experiences and practice that may have an impact on the relationship
- b. Review the likely impact of your own, and your organisation's, role and responsibilities in the relationship
- c. Seek supervision and support in areas that might cause conflict or hinder the relationship
- d. Identify the nature of the relationship and the processes required for contact, including, where necessary, contact with the referrer
- e. Analyse and evaluate all the information
- f. Develop a strategy to enable a purposeful relationship
- g. Identify any legal requirements and duties relating to the contact and initial involvement

## Unit 2 - Work with individuals, families, carers, groups and communities to help them make informed decisions

### Elements:

- 2.1 Inform individuals, families, carers, groups and communities about your own, and the organisation's duties and responsibilities
- 2.2 Work with individuals, families, carers, groups and communities to identify, gather, analyse and understand information
- 2.3 Work with individuals, families, carers, groups and communities to enable them to analyse, identify, clarify and express their strengths, expectations and limitations
- 2.4 Work with individuals, families, carers, groups and communities to enable them to assess and make informed decisions about their needs, circumstances, risks, preferred options and resources

### Unit Commentary

This unit focuses on working with individuals, families, carers, groups and communities to help them make their own informed decisions. You will need to ensure that the individuals, families, carers, groups and communities have sufficient, relevant and understandable information to make informed decisions and choices. This will include legal interventions where the safety of vulnerable children and adults are involved. The individuals, families, carers, groups and communities will also need information to help them consider the best course of action within the context of any legal requirements and duties. Information should be provided in an understandable and usable format. Competent social work practice should enable them to analyse, identify, clarify and express their strengths, expectations and limitations, and to make informed decisions about needs and preferred options.

### Key words and concepts used specifically within the Unit

- 2.2a **Associated Risks** – in this context risk refers to any hazards to safety and/or welfare
- 2.2a **Resources** – could be from local, regional or national networks and groups to support the individual group or community
- 2.2b **Information** – in this context refers to information from central and local government, specialist organisations and those organisations controlled by those requiring services
- 2.2b **Culture** - is an identity which is based on a number of factors such as race, values, ethnicity, religion and class, and which are constantly evolving for individuals and families
- 2.3a **Holistically** – includes taking account of the social, economic and ecological context in which the individuals, families, carers, groups and communities are living

2.4 **Preferred options** - are the options 'preferred' and stated by individuals, families, carers, groups and communities when they have considered their needs, circumstances and risks. Preferred options also take account of expectations.

#### **Scope**

To be competent in this unit you need to demonstrate the ability to:

- Work with situations of differing levels of complexity
- Work with situations where a range of support needs have to be addressed
- Work holistically with service users and carers
- Transfer and apply knowledge, skills and values to new and unfamiliar contexts
- Use paper and ICT-based sources of information

#### **Links with other Units**

This unit links directly with units 1, 3, 4, 5, 8, 9, 12 and 16

## Unit 2 – Indicative knowledge base

*In your specific area of practice you must understand, critically analyse, evaluate and apply the following knowledge:*

- 1. The legal, social, economic and ecological context of social work practice**
  - a. Country, UK, EU legislation, statutory codes, standards, frameworks and guidance relevant to social work practice and related fields, including multi-disciplinary and multi-organisational practice, data protection and confidentiality of information.
  - b. Social policy, including policy on social care, criminal justice, education, health, housing, welfare rights
  - c. Demographic and social trends
  - d. Theories of poverty, unemployment, health, impairment and other sources of discrimination and disadvantage and their impact on social exclusion
  - e. Policies on diversity, discrimination and promoting independence/autonomy of adults, children, families, groups and communities, and research on their effectiveness
- 2. The context of social work practice for this area of work**
  - a. Historical perspectives of social work and social welfare
  - b. International law and social policy, in broad terms, for the purpose of comparison
  - c. Contemporary issues and trends in social work
  - d. Understanding of why people use social work and social care services
  - e. Psychological and sociological explanations of:
    - human growth and development and the factors that impact on it
    - mental health and well being
    - social interactions and relationships
    - discrimination and oppression
    - human behaviour
  - f. Knowledge of the range of local, and appropriate national, resources and services
  - g. Theories about how systems work
  - h. Organisational structures, policies and procedures for information sharing and decision making
  - i. Policies, procedures and legal requirements for the security and confidentiality of information
  - j. Methods of accessing information in your own and other organisations, including the use of ICT
  - k. Methods for providing information in understandable and accessible formats
- 3. Values and Ethics**
  - a. Awareness of your own values, prejudices, ethical dilemmas and conflicts of interest and their implications on your practice
  - b. Respect for, and the promotion of:
    - each person as an individual

- independence and quality of life for individuals, whilst protecting them from harm
  - dignity and privacy of individuals, families, carers, groups and communities
- c. Recognise and facilitate each person's use of the language and form of communication of their choice
  - d. Value, recognise and respect the diversity, expertise and experience of individuals, families, carers, groups and communities
  - e. Maintain the trust and confidence of individuals, families, carers, groups and communities by communicating in an open, accurate and understandable way
  - f. Understand, and make use of, strategies to challenge discrimination, disadvantage and other forms of inequality and injustice
- 4. Social work theories, models and methods for working with individuals, families, carers, groups and communities**
- a. Principles, theories and methods of social work practice
  - b. Theories about the impact of authority and power in the social work role
  - c. Theories about the impact of discrimination, and methods of working with diversity
  - d. Theories and methods about working with the main groups of people using services. These include children, mental health, learning difficulties, older people, minority and ethnic groups, drug and alcohol use, disability and impairment
  - e. Principles about balancing the rights of individuals, families, carers, groups and communities with the interests of society and the requirements of practice
  - f. Lessons learned from both serious failure of service and practice, and from successful interventions
  - g. Approaches to evidence and knowledge based practice
  - h. Theories of organisations, group behaviour and organisational change
  - i. Theories and methods of promoting the empowerment of individuals, families, carers, groups and communities in relation to decision making

**Unit 2 – Work with individuals, families, carers, groups and communities to help them make informed decisions**

To achieve this standard you must:

**2.1 Inform individuals, families, carers, groups and communities about your own, and the organisation's duties and responsibilities**

- a. Prepare and provide relevant and accessible information about your own and your organisation's duties and responsibilities
- b. Provide information at an appropriate time, and in a manner that will maximise understanding, and ensure an open and honest interaction about your role, responsibilities and duties
- c. Discuss information given, and answer questions, to ensure that your own and your organisation's roles, responsibilities and duties, including any legal requirements, are fully understood
- d. Provide additional information where required

**2.2 Work with individuals, families, carers, groups and communities to identify, gather, analyse and understand information**

- a. Support people to identify, gather, analyse and understand information about:
  - their needs, circumstances, associated risks and the implications of these for themselves and others
  - resources which are relevant to their needs, circumstances and associated risks
- b. Ensure that the information provided:
  - is accurate
  - is socially inclusive
  - addresses cultural, religious and other needs
  - is not discriminatory and is in an appropriate language and format
- c. Identify gaps in the information and feed these back to the appropriate sources

**2.3 Work with individuals, families, carers, groups and communities to enable them to analyse, identify, clarify and express their strengths, expectations and limitations**

- a. Work holistically with individuals, families, carers, groups and communities to help them identify:
  - their expectations, limitations, rights and responsibilities as citizens
  - any potential conflicts between their own and other people's expectations and perceptions
  - the implications of any legal requirements on their expectations
- b. Assist people to identify and address:
  - obstacles to using their strengths, abilities and achievements
  - developmental needs and associated risks
  - how they can communicate and use their strengths and abilities to promote independent living



**2.4 Work with individuals, families, carers, groups and communities to enable them to assess and make informed decisions about their needs, circumstances, risks, preferred options and resources**

- a. Help individuals, families, carers, groups and communities to:
- identify and assess their own needs, circumstances and any associated risks
  - identify and assess their options and resources to meet their needs and circumstances, taking account of any risks and legal requirements
  - analyse and assess the implications of using different options and resources
  - make decisions about their preferred options and resources, taking account of any risk and legal requirements
  - identify any risk that may arise from their needs not being met
- b. Identify, with individuals, families, carers, groups and communities, ways in which they can communicate:
- their needs
  - their circumstances
  - their preferred options
  - any associated risks

## Unit 3 - Assess needs and options to recommend a course of action

### Elements:

- 3.1 **Assess and review the preferred options of individuals, families, carers, groups and communities**
- 3.2 **Assess needs, risks and options, taking into account legal and other requirements**
- 3.3 **Assess and recommend an appropriate course of action for individuals, families, carers, groups and communities**

### Unit Commentary

This unit is about assessing the needs and options available to individuals, families, carers, groups and communities to recommend a course of action. This course of action must balance the needs and preferences of the individual, family, carer, group and community, and must take account of any legal requirements as well as your duties and responsibilities as a social worker, and the available resources.

It is recognised that, when you are making your assessment, some people with whom you are working might not wish to co-operate or might firmly disagree with your assessment of the situation. In these cases, you are expected to use appropriate support and social work skills and knowledge.

When assessing and making recommendations, you must ensure that the individuals, families, carers, groups and communities understand why you have made the recommendations and the implications of those recommendations. Areas of conflict and unmet need, and any risks associated with these, should be recorded and fed back to the appropriate individuals and organisations.

### Key words and concepts used specifically within the Unit

- 3.3e **Justify** - covers the rationale and reasons for the use of the models and explanations of behaviour and practice
- 3 **Assess** – covers the whole procedure by which judgements are made about individuals, families, carers, groups and communities, in deciding what their needs are. In this context it covers all dimensions of people's lives, including the impact of the environment. Assessment must be considered as a process, not a single event.

### Scope

To be competent in this unit you need to demonstrate the ability to:

- Work with situations of differing levels of complexity
- Work with situations where a range of support needs have to be addressed
- Work holistically with service users and carers
- Consider issues of gender, ethnicity, culture, impairment and diversity

### **Links with other Units**

This unit forms links directly with units 1, 2, 4, 5, 6, 10, 12 and 16

## Unit 3 – Indicative knowledge base

***In your specific area of practice you must understand, critically analyse, evaluate and apply the following knowledge:***

- 1. The legal, social, economic and ecological context of social work practice**
  - a. Country, UK, EU legislation, statutory codes, standards, frameworks and guidance relevant to social work practice and related fields, including multi-disciplinary and multi-organisational practice, data protection and confidentiality of information.
  - b. Social policy, including policy on social care, criminal justice, education, health, housing, welfare rights
  - c. Demographic and social trends
  - d. Theories of poverty, unemployment, health, impairment and other sources of discrimination and disadvantage and their impact on social exclusion
  - e. Policies on diversity, discrimination and promoting independence/autonomy of adults, children, families, groups and communities, and research on their effectiveness
- 2. The context of social work practice for this area of work**
  - a. Historical perspectives of social work and social welfare
  - b. International law and social policy, in broad terms, for the purpose of comparison
  - c. Contemporary issues and trends in social work
  - d. Understanding of why people use social work and social care services
  - e. Psychological and sociological explanations of:
    - human growth and development and the factors that impact on it
    - mental health and well being
    - social interactions and relationships
    - discrimination and oppression
    - human behaviour
  - f. The remit, powers and resources of your own and other relevant organisations
  - g. Theories about how systems work
  - h. Approaches to unmet need and associated risks
  - i. Organisational structures, policies and procedures for assessment
  - j. Policies, procedures and legal requirements for the security and confidentiality of information
  - k. How to access and use information and communications technology (ICT) and other electronic systems that may help in assessment and information gathering
- 3. Values and Ethics**
  - a. Awareness of your own values, prejudices, ethical dilemmas and conflicts of interest and their implications on your practice
  - b. Respect for, and the promotion of:
    - each person as an individual
    - independence and quality of life for individuals, whilst protecting them from harm

- dignity and privacy of individuals, families, carers, groups and communities
- c. Recognise and facilitate each person's use of the language and form of communication of their choice
- d. Value, recognise and respect the diversity, expertise and experience of individuals, families, carers, groups and communities
- e. Maintain the trust and confidence of individuals, families, carers, groups and communities by communicating in an open, accurate and understandable way
- f. Understand, and make use of, strategies to challenge discrimination, disadvantage and other forms of inequality and injustice
- 4. Social work theories, models and methods for working with individuals, families, carers, groups and communities**
- a. Principles, theories and methods of social work practice
- b. Theories about the impact of authority and power in the social work role
- c. Theories about the impact of discrimination, and methods of working with diversity
- d. Theories, models and methods relating to the assessment of need
- e. Assessment frameworks and procedures in your own and other appropriate organisations
- f. Theories and methods about working with the main groups of people using services. These include children, mental health, learning difficulties, older people, minority and ethnic groups, drug and alcohol use, disability and impairment
- g. Principles about balancing the rights of individuals, families, carers, groups and communities with the interests of society and the requirements of practice
- h. Lessons learned from both serious failure of service and practice, and from successful interventions
- i. Approaches to evidence and knowledge based practice
- j. Theories of organisations, group behaviour and organisational change
- k. Theories and methods of promoting personal, social and emotional well being

## **Unit 3 – Assess needs and options to recommend a course of action**

To achieve this standard you must:

### **3.1 Assess and review the preferred options of individuals, families, carers, groups and communities**

- a. Discuss whether and how the preferred options and resources, identified by individuals, families, carers, groups and communities, could be met from available resources
- b. Review preferred options, resources and legal requirements and assess whether these can be met from available resources
- c. Where the preferred options cannot be met, work with individuals, families, carers, groups, communities and other people and organisations to identify:
  - other appropriate options and resources
  - the consequences that may arise from any unmet need
- d. Identify gaps in provision, unmet needs and appropriate referral services (including independent advocacy and organisations controlled by those requiring services and their carers)

### **3.2 Assess needs, risks and options taking into account legal and other requirements**

- a. Analyse:
  - the needs and circumstances of individuals, families, carers, groups and communities
  - risks to individuals, families, carers, groups, communities and others
  - priorities and potential conflicts between different needs and interests
  - the impact on others of meeting the individual's, family's, group's and community's needs and preferred options
- b. Assess options, taking into account:
  - legal, organisational and other requirements
  - risks to individuals, families, carers, groups and communities
  - the preferred options of individuals, families, carers, groups and communities
  - available and alternative resources
- c. Work with individuals, families, groups and communities to make decisions about available options

### **3.3 Assess and recommend an appropriate course of action for individuals, families, carers, groups and communities**

- a. Identify: -areas of consistency, any differences in perspective, and any conflict- legal requirements and duties for yourself, for people requiring services and for their carers

- b. Assess information from all relevant sources
- c. Review relevant guidance and frameworks
- d. Seek advice through supervision
- e. Assess, justify and recommend a course of action, taking into account:
  - information from all relevant sources
  - any legal requirements and duties and their implications
  - your duty to protect and safeguard individuals, families, carers, groups and communities
  - the needs and preferred options of individuals, families, carers, groups and communities
  - risks to individuals, families, carers, groups, communities and others
  - available resources, including creative alternatives
  - your own impact on the process and outcomes
  - unmet need and any risks arising from this

**Key Role 2: Plan, carry out, review and evaluate social work practice, with individuals, families, carers, groups, communities and other professionals**

## Unit 4 - Respond to crisis situations

### Elements:

- 4.1 Assess the urgency of requests for action
- 4.2 Identify the need for legal and procedural intervention
- 4.3 Plan and implement action to meet the immediate needs and circumstances
- 4.4 Review the outcomes with individuals, families, carers, groups, communities, organisations, professionals and others

### Unit Commentary

This unit is about responding to crisis situations. You must assess the urgency for action, and take full account of any known or potential risks.

You will also need to be clear about the use of appropriate statutory powers. In your plan of action you must consider who else needs to be informed and involved in any course of action.

Finally, you must review the outcomes of the action taken, recording any areas of conflict, disagreement and unmet need, and enabling those involved to reflect upon what happened.

### Key words and concepts used specifically within the Unit

- 4.1 **Requests for Action** – can come from: individuals, families, carers, groups and communities; neighbours; other people; members of your own team; members of other teams; **and officers?** and professionals from other organisations
- 4.2e **Crisis situations**- refers to episodes that have become difficult or impossible to handle, and to the understanding of how services/interventions might be organised to offer help through such events.

### Scope

To be competent in this unit you need to demonstrate the ability to:

- Work with single emergencies and with situations of persistent crisis
- Work with situations of differing levels of complexity
- Work with situations where a range of support needs have to be addressed
- Work holistically with service users and carers
- Transfer and apply knowledge, skills and values to new and unfamiliar contexts



## **Links with other Units**

This unit links directly with units 1, 2, 3, 5, 9, 12, 13, and 16.

## Unit 4 – Indicative knowledge base

*In your specific area of practice you must understand, critically analyse, evaluate and apply the following knowledge:*

### **1. The legal, social, economic and ecological context of social work practice**

- a. Country, UK, EU legislation, statutory codes, standards, frameworks and guidance relevant to social work practice and related fields, including multi-disciplinary and multi-organisational practice, data protection and confidentiality of information.
- b. Social policy, including policy on social care, criminal justice, education, health, housing, welfare rights
- c. Demographic and social trends
- d. Theories of poverty, unemployment, health, impairment and other sources of discrimination and disadvantage and their impact on social exclusion
- e. The impact of discrimination, disadvantage, diversity, power and authority on loss, change or crises
- f. Policies on diversity, discrimination and promoting independence/autonomy of adults, children, families, groups and communities, and research on their effectiveness

### **2. The context of social work practice for this area of work**

- a. Historical perspectives of social work and social welfare
- b. International law and social policy, in broad terms, for the purpose of comparison
- c. Contemporary issues and trends in social work
- d. Understanding of why people use social work and social care services
- e. Psychological and sociological explanations of:
  - human growth and development and the factors that impact on it
  - mental health and well being
  - social interactions and relationships
  - discrimination and oppression
  - human behaviour
  - risks of harm to individuals, families , groups and communities
- f. Knowledge of the range of local, and appropriate national, resources and services
- g. Theories about how systems work
- h. Organisational structures, policies and procedures for crisis management
- i. Theories, models and approaches to crisis management
- j. Policies, procedures and legal requirements for the security and confidentiality of information
- k. How to access and use information and communications technology (ICT) and other electronic systems that may help in planning and review

### **3. Values and Ethics**

- a. Awareness of your own values, prejudices, ethical dilemmas and conflicts of interest and their implications on your practice
- b. Respect for, and the promotion of:

- each person as an individual
  - independence and quality of life for individuals, whilst protecting them from harm
  - dignity and privacy of individuals, families, carers, groups and communities
- c. Recognise and facilitate each person's use of the language and form of communication of their choice
  - d. Value, recognise and respect the diversity, expertise and experience of individuals, families, carers, groups and communities
  - e. Maintain the trust and confidence of individuals, families, carers, groups and communities by communicating in an open, accurate and understandable way
  - f. Understand, and make use of, strategies to challenge discrimination, disadvantage and other forms of inequality and injustice
- 4. Social work theories, models and methods for working with individuals, families, carers, groups and communities**
- a. Principles, theories and methods of social work practice
  - b. Theories about the impact of authority and power in the social work role
  - c. Theories about the impact of discrimination, and methods of working with diversity
  - d. Theories and methods about working with the main groups of people using services. These include children, mental health, learning difficulties, older people, minority and ethnic groups, drug and alcohol use, disability and impairment
  - e. Principles about balancing the rights of individuals, families, carers, groups and communities with the interests of society and the requirements of practice
  - f. Lessons learned from both serious failure of service and practice, and from successful interventions
  - g. Approaches to evidence and knowledge based practice
  - h. Theories of organisations, group behaviour and organisational change
  - i. Theories and methods of promoting personal, social and emotional well being

## Unit 4 – Respond to crisis situations

To achieve this standard you must:

### 4.1 Assess the urgency of requests for action

- a. Receive and appropriately record requests following legal and organisational procedures
- b. Assess the urgency of the need and response
- c. Access any information that may be relevant to the request for action
- d. Discuss the request and possible actions with all appropriate people and organisations
- e. Where possible, agree a course of action with your supervisor or manager

### 4.2 Identify the need for legal and procedural intervention

- a. Assess the situation, including risks to individuals, families, carers, groups, communities, yourself and other workers and colleagues, and take appropriate action
- b. Involve individuals, families, carers, groups and communities in the discussions, debates and proceedings, wherever possible
- c. In a way that can be understood, inform, clarify and explain to individuals who may be subject to legal powers:
  - their rights
  - the rights of others in their networks
  - the basis of the power to protect and control
  - any legal procedures that might follow and their stages and processes
- d. Share information according to legal, policy and procedural requirements
- e. Identify, justify and record the need for, and the type of, legal and procedural interventions, necessary to address the crisis

### 4.3 Plan and implement action to meet the immediate needs and circumstances

- a. Identify any needs which require immediate attention
- b. Identify any legal requirements and the available resources
- c. Negotiate with colleagues within and outside your own organisation to meet the immediate needs
- d. Take action to address the immediate need
- e. Record, justify and communicate actions and the need for any further actions, according to legal, policy and procedural requirements

### 4.4 Review the outcomes with individuals, families, carers, groups, communities, organisations, professionals and others

- a. Collect, analyse, collate and evaluate feedback on actions from all relevant people and organisations
- b. Reflect on your own decisions to follow a particular course of action and

the consequences of that action

- c. Identify gaps, unmet need and the need for further work to help prevent future crises
- d. Provide feedback from the evaluation to relevant people in a usable and accessible form
- e. Record, and use review outcomes to inform:
  - future plans for individuals, families, carers, groups and communities
  - your own work
  - the work of your own team and organisation
  - the work of other teams and organisations

## Unit 5 - Interact with individuals, families, carers, groups and communities to achieve change and development and to improve life opportunities

### Elements:

- 5.1 **Develop and maintain relationships with individuals, families, carers, groups, communities and others**
- 5.2 **Work with individuals, families, carers, groups, communities and others to avoid crisis situations and address problems and conflict**
- 5.3 **Apply and justify social work methods and models used to achieve change and development, and to improve life opportunities**
- 5.4 **Regularly monitor, review and evaluate changes in needs and circumstances**
- 5.5 **Reduce contact and withdraw from relationships appropriately**

### Unit Commentary

This unit involves using effective interpersonal and communication skills and applying holistic social work models and methods to enable development and change, and to improve life opportunities. You must be able to develop purposeful and effective working relationships as part of this process.

### Key words and concepts used specifically within the Unit

- 5.3 **Methods** - have been used to cover tested, accepted and recognised social work procedures and practices
- 5.3 **Models** - describe what happens during practice in a general way. They apply to a wide range of situations and will extract certain principles and patterns of activity to give the practice consistency.

### Scope

To be competent in this unit you need to demonstrate the ability to:

- Work with situations of differing levels of complexity
- Work with situations where a range of support needs have to be addressed
- Work holistically with service users and carers
- Work with direct and indirect provision of service
- Transfer and apply knowledge, skills and values to new and unfamiliar contexts

### Links with other Units

This unit links directly with units 2, 3, 4, 6, 8, and 9

## Unit 5 – Indicative knowledge base

*In your specific area of practice you must understand, critically analyse, evaluate and apply the following knowledge:*

### **1. The legal, social, economic and ecological context of social work practice**

- a. Country, UK, EU legislation, statutory codes, standards, frameworks and guidance relevant to social work practice and related fields, including multi-disciplinary and multi-organisational practice, data protection and confidentiality of information.
- b. Social policy, including policy on social care, criminal justice, education, health, housing, welfare rights
- c. Demographic and social trends
- d. Theories of poverty, unemployment, health, impairment and other sources of discrimination and disadvantage and their impact on social exclusion
- e. Policies on diversity, discrimination and promoting independence/autonomy of adults, children, families, groups and communities, and research on their effectiveness

### **2. The context of social work practice for this area of work**

- a. Historical perspectives of social work and social welfare
- b. International law and social policy, in broad terms, for the purpose of comparison
- c. Contemporary issues and trends in social work
- d. Understanding of why people use social work and social care services
- e. Psychological and sociological explanations of:
  - human growth and development and the factors that impact on it
  - mental health and well being
  - social interactions and relationships
  - discrimination and oppression
  - human behaviour
- f. Organisation, structure and responsibilities of statutory, voluntary and private organisations in social care, education, health, housing, income maintenance and criminal justice
- g. Knowledge of the range of local, and appropriate national, resources and services
- h. Theories about how systems work
- i. Organisational structures, policies and procedures for referral, intervention, support and closure
- j. Approaches to effective professional relationships
- k. Policies, procedures and legal requirements for the security and confidentiality of information
- l. How to access and use information and communications technology (ICT) and other electronic systems

### **3. Values and Ethics**

- a. Awareness of your own values, prejudices, ethical dilemmas and conflicts of interest and their implications on your practice
- b. Respect for, and the promotion of:
  - each person as an individual

- independence and quality of life for individuals, whilst protecting them from harm
  - dignity and privacy of individuals, families, carers, groups and communities
- c. Recognise and facilitate each person's use of the language and form of communication of their choice
  - d. Value, recognise and respect the diversity, expertise and experience of individuals, families, carers, groups and communities
  - e. Maintain the trust and confidence of individuals, families, carers, groups and communities by communicating in an open, accurate and understandable way
  - f. Understand, and make use of, strategies to challenge discrimination, disadvantage and other forms of inequality and injustice
- 4. Social work theories, models and methods for working with individuals, families, carers, groups and communities**
- a. Principles, theories and methods of social work practice
  - b. Theories about the impact of authority and power in the social work role
  - c. Theories about the impact of discrimination, and methods of working with diversity
  - d. Theories and methods about working with the main groups of people using services. These include children, mental health, learning difficulties, older people, minority and ethnic groups, drug and alcohol use, disability and impairment
  - e. Principles about balancing the rights of individuals, families, carers, groups and communities with the interests of society and the requirements of practice
  - f. Lessons learned from both serious failure of service and practice, and from successful interventions
  - g. Approaches to evidence and knowledge based practice
  - h. Theories of organisations, group behaviour and organisational change
  - i. Theories and methods of promoting personal, social and emotional well being
  - j. Theories, models and methods of intervention, social and personal problem solving
  - k. Theories, models and methods of managing innovation and change



**Unit 5 – Interact with individuals, families, carers, groups and communities to achieve change and development and to improve life opportunities**

To achieve this standard you must:

<b>5.1</b>	<b>Develop and maintain relationships with individuals, families, carers, groups, communities and others</b>
a.	Identify the nature of the relationship and the processes required to develop purposeful relationships, taking account of ethnicity, gender, age, disability, sectarianism and sexuality issues
b.	Explain clearly: <ul style="list-style-type: none"><li>• your role and that of your organisation</li><li>• your legal powers, other legal requirements and duties, and how these might affect the relationship</li><li>• your organisation's confidentiality requirements, including if and when information could be shared with others</li><li>• the opportunities to work together on issues relating to protection and control</li></ul>
c.	Provide emotional and practical support to: <ul style="list-style-type: none"><li>• enable people to express, explore and assess their feelings and emotions</li><li>• sustain people through the process of change</li><li>• develop a supportive relationship</li></ul>
d.	Listen effectively, take account of the expressed wishes of, and give constructive, useful and understandable feedback to individuals, families, carers groups and communities,
e.	Identify legal requirements and duties and areas of agreement and conflict in order to establish the best way forward
f.	Observe the individual's right to privacy and to be informed when communicating with individuals, families, carers, groups and communities
<b>5.2</b>	<b>Work with individuals, families, carers, groups, communities and others to avoid crisis situations and address problems and conflict</b>
a.	Identify the nature of the relationship and the processes required to develop purposeful relationships, taking account of ethnicity, gender, age, disability, sectarianism and sexuality issues
b.	Work with individuals who may be subject to statutory powers, and their networks, to prevent or minimise the need to use statutory powers
c.	Mediate and negotiate yourself, or through another relevant person or organisation, where people have different views
d.	Identify with all involved how potential and actual problems will be addressed
e.	Provide information and, if necessary, contact relevant organisations and networks that can support change, and address problems and conflict
f.	Assess and respond efficiently and effectively to changes

<b>5.3</b>	<b>Apply and justify social work methods and models used to achieve change and development, and to improve life opportunities</b>
a. b. c. d. e.	<p>Identify social work methods and models appropriate to the needs and circumstances</p> <p>Select and justify the methods and models to be used in consultation with your supervisor, individuals, families, carers, groups, communities and other relevant people and organisations</p> <p>Identify resource requirements including:</p> <ul style="list-style-type: none"> <li>• time required from individuals, families, carers, groups and communities</li> <li>• worker's time and expertise</li> <li>• time and expertise required from within and outside the organisation</li> </ul> <p>Work with individuals, families, carers, groups and communities to plan the pace, style and methods to meet needs, evaluate planned outcomes and, where necessary adhere to legal requirements</p> <p>Identify the procedures and timescales for reviewing the effectiveness of the methods and models selected</p>
<b>5.4</b>	<b>Regularly monitor, review and evaluate changes in needs and circumstances</b>
a. b. c. d. e.	<p>Support individuals, families, carers, groups and communities to carry out and feedback their own monitoring, reviews and evaluation of:</p> <ul style="list-style-type: none"> <li>• any changes in needs and circumstances</li> <li>• the effectiveness of the social work models and methods used</li> <li>• the effectiveness of the resources used in meeting existing and changing needs and circumstances</li> </ul> <p>Collect, analyse, collate and evaluate feedback from all sources</p> <p>Identify and justify any alterations needed to the services and provision offered</p> <p>Provide feedback to relevant people in a usable and accessible form</p> <p>Record, and use review outcomes to inform:</p> <ul style="list-style-type: none"> <li>• your future work with individuals, families, carers, networks, groups and communities</li> <li>• your own work</li> <li>• work of the team and organisation</li> <li>• the work of other teams and organisations</li> <li>• unmet needs arising from changing needs and circumstances and any risks associated with these</li> </ul>
<b>5.5</b>	<b>Reduce contact and withdraw from relationships appropriately</b>
a. b.	<p>Assess the timescale for the contact, and plan how and when reduction and withdrawal is likely</p> <p>Identify and involve individuals, families, carers, groups, communities and other appropriate people and organisations when making a decision to withdraw or reduce contact and services</p>

- c. Seek agreement with relevant people and organisations about whether and when contact and services should be withdrawn or reduced in intensity
- d. Agree any additional support that may be required when contact or services end or are reduced
- e. Identify and seek to address conflict and disagreement about withdrawal or reduction of contact or services
- f. Inform relevant people about withdrawn and reduced services
- g. Report and record unresolved issues, unmet need and any risks that might arise from these

## Unit 6 - Prepare, produce, implement and evaluate plans with individuals, families, carers, groups, communities and professional colleagues

### Elements:

- 6.1 **Negotiate the provision to be included in the plans**
- 6.2 **Identify content and actions and draft plans**
- 6.3 **Carry out your own responsibilities and monitor, co-ordinate and support the actions of others involved in implementing the plans**
- 6.4 **Review the effectiveness of the plans with the people involved**
- 6.5 **Renegotiate and revise plans to meet changing needs and circumstances**

### Unit Commentary

This unit is about planning. This involves the social work process of preparing, implementing, reviewing and revising plans for practice. The unit requires that you work with individuals, families, carers, groups and communities to develop a plan that best meets and balances the needs of all concerned, including your own organisation. It will be essential that the plan is reviewed by all the people who are involved and that individuals, families, carers, groups and communities fully understand the content of, and any implications arising from the plan. The unit not only requires you to carry out your own responsibilities within the plan, but also to ensure that others involved in implementing the plan carry out their responsibilities and actions effectively. You should ensure that the plan includes a programme for reviewing its effectiveness. You will be pivotal to this and will need to collect and collate review information, discussing it with the relevant people. Finally, the unit requires that you are able to renegotiate and revise plans to meet changing needs and circumstances.

### Key words and concepts used specifically within the Unit

- 6.1 **Plans** - have been used throughout the standards to include the development of care plans and care programmes of all types, including those devised to meet court orders
- 6.1b **Potential resources** - means considering all the available resources, including those that are present or could be set up within the individual's family, network and community
- 6.1b **Well being** - a sense of well being is created through promoting physical and mental health, education, employment, adequate housing, income, satisfying personal and social relationships, and the capacity to fulfil personal and social responsibilities, and contributions as citizens.
- 6.1c **Inclusively** - means ensuring that all concerned have a voice and that diverse views are taken into account
- 6.4 **Effectiveness** - refers to how well the plans meet the needs of individuals, families, carers, groups and communities and achieves (or is working towards achieving) the expected outcomes

### **Scope**

To be competent in this unit you need to demonstrate the ability to:

- Work with situations of differing levels of complexity
- Work with situations where a range of support needs have to be addressed
- Work holistically with service users and carers
- Work with direct and indirect provision of service
- Transfer and apply knowledge, skills and values to new and unfamiliar contexts

### **Links with other Units**

This unit links directly with units 1, 2, 3, 5, 7, 8, 10, 11, 15 and 16

## Unit 6 – Indicative knowledge base

*In your specific area of practice you must understand, critically analyse, evaluate and apply the following knowledge:*

- 1. The legal, social, economic and ecological context of social work practice**
  - a. Country, UK, EU legislation, statutory codes, standards, frameworks and guidance relevant to social work practice and related fields, including multi-disciplinary and multi-organisational practice, data protection and confidentiality of information.
  - b. Social policy, including policy on social care, criminal justice, education, health, housing, welfare rights
  - c. Demographic and social trends and the interaction between social, economic and ecological factors on life opportunities and outcomes
  - d. Theories of poverty, unemployment, health, impairment and other sources of discrimination and disadvantage and their impact on social exclusion
  - e. Policies on diversity, discrimination and promoting independence/autonomy of adults, children, families, groups and communities, and research on their effectiveness
- 2. The context of social work practice for this area of work**
  - a. Historical perspectives of social work and social welfare
  - b. International law and social policy, in broad terms, for the purpose of comparison
  - c. Contemporary issues and trends in social work
  - d. Understanding of why people use social work and social care services
  - e. Psychological and sociological explanations of:
    - human growth and development and the factors that impact on it
    - mental health and well being
    - social interactions and relationships
    - discrimination and oppression
    - human behaviour
  - f. Knowledge of the range of local, and appropriate national, resources and services
  - g. Theories about how systems work
  - h. Approaches to care planning and review
  - i. Organisational structures, policies and procedures for planning and review
  - j. Policies, procedures and legal requirements for the security and confidentiality of information
  - k. How to access and use information and communications technology (ICT) and other electronic systems that may help in planning and review
- 3. Values and Ethics**
  - a. Awareness of your own values, prejudices, ethical dilemmas and conflicts of interest and their implications on your practice
  - b. Respect for, and the promotion of:
    - each person as an individual
    - independence and quality of life for individuals, whilst protecting them from harm

- dignity and privacy of individuals, families, carers, groups and communities
- c. Recognise and facilitate each person's use of the language and form of communication of their choice
- d. Value, recognise and respect the diversity, expertise and experience of individuals, families, carers, groups and communities
- e. Maintain the trust and confidence of individuals, families, carers, groups and communities by communicating in an open, accurate and understandable way
- f. Understand, and make use of, strategies to challenge discrimination, disadvantage and other forms of inequality and injustice
- 4. Social work theories, models and methods for working with individuals, families, carers, groups and communities**
- a. Principles, theories and methods of social work practice
- b. Theories about the impact of authority and power in the social work role
- c. Theories about the impact of discrimination, and methods of working with diversity
- d. Theories and methods about working with the main groups of people using services. These include children, mental health, learning difficulties, older people, minority and ethnic groups, drug and alcohol use, disability and impairment
- e. Principles about balancing the rights of individuals, families, carers, groups and communities with the interests of society and the requirements of practice
- f. Theories, methods and skills to support planning, personal and social problem solving and participation, including where legal intervention will or may be used
- g. Lessons learned from both serious failure of service and practice, and from successful interventions
- h. Approaches to evidence and knowledge based practice
- i. Theories of organisations, group behaviour and organisational change
- j. Theories and methods of promoting personal, social and emotional well being, skill development and behaviour change

**Unit 6 – Prepare, produce, implement and evaluate plans with individuals, families, carers, groups, communities and professional colleagues**

To achieve this standard you must:

**6.1 Negotiate the provision to be included in the plans**

- a. Provide information about the planning process, informing all concerned about their rights and responsibilities
- b. Clarify:
  - options and potential resources
  - opportunities to promote personal, social and emotional well being
  - who is responsible for the delivery of services, monitoring changes and review periods, financial assessments and, where appropriate, eligibility requirements
  - any legal requirements and duties and their implications for the provision to be included within the plan
- c. Work with colleagues, provider organisations and inclusively with individuals, families, carers, groups and communities to identify creative ways of meeting needs
- d. Identify and record short, medium and long term objectives to be included in the plan
- e. Negotiate and record how the objectives will be reviewed
- f. Record outcomes including agreements, disagreement and areas of uncertainty

**6.2 Identify content and actions, and draft plans**

- a. Write plans to meet objectives and outcomes, ensuring that they:
  - are sufficiently clear to be evaluated
  - acknowledge people as citizens and respect their human rights
  - identify how any legal requirements will be met
  - include and specify (with reasons) any disagreements, unmet needs and any potential risk associated with these
  - include how problems that emerge will be addressed
  - include details of complaints procedures
- b. Identify:
  - how the plan will be implemented
  - the timescales for the plan
  - the outcomes of the plan
  - the criteria against which the outcomes will be evaluated
  - who is responsible for carrying out the different parts of the plan and the support they will require
  - how issues of privacy and confidentiality will be addressed
  - how areas of conflict and difference in perspective will be managed
  - how those involved in, and affected by, the implementation of the plan will provide feedback
- c. Distribute draft copies of plans to appropriate people for comment



- d. Revise and finalise plans, taking account of feedback
- e. Distribute final copies of plans according to organisational and legal requirements

**6.3 Carry out your own responsibilities and monitor, co-ordinate and support the actions of others involved in implementing the plans**

- a. Identify the actions for which you and others are responsible
- b. Carry out the actions for which you are responsible
- c. Ensure others are clear about their responsibilities for carrying out actions required to implement the plan, and support them appropriately
- d. Record and report on actions taken and their effectiveness
- e. Observe the individual's right to privacy and to be informed when implementing the plan

**6.4 Review the effectiveness of the plans with the people involved**

- a. Collect and analyse information required for the review
- b. Review:
  - plans according to arrangements and legal requirements, or more frequently, where appropriate
  - outcomes against objectives
  - the quality of the provision in meeting needs and circumstances
  - different perspectives on progress
- c. Identify gaps in provision and where improvements can be made
- d. Communicate the outcomes from the review to relevant people and organisations
- e. Record and report on the review, and distribute as agreed and required

**6.5 Renegotiate and revise plans to meet changing needs and circumstances**

- a. Identify changes that should be made to meet agreed and required outcomes, gaps in provision, and unmet needs
- b. Negotiate where the plans should be expanded and/or reduced and where alternative support is needed and available
- c. Explain, in an accessible way, why the plans have been changed
- d. Re-write plans to accommodate changes and distribute the plans as agreed or required
- e. Record disagreements and report on continuous unmet need and any risk that might arise from these

## Unit 7 - Support the development of networks to meet assessed needs and planned outcomes

### Elements:

- 7.1 Examine with individuals, families, carers, groups, communities and others support networks which can be accessed and developed
- 7.2 Work with individuals, families, carers, groups, communities and others to initiate and sustain support networks
- 7.3 Contribute to the development and evaluation of support networks

### Unit Commentary

This unit is about supporting the development of formal or informal networks to meet assessed needs and planned outcomes. You will be required to work in partnership with individuals, families, carers, groups and communities, to help them to engage effectively with networks that will help meet their needs. Finally, you need to be able to contribute to the development, maintenance and evaluation of the support networks.

### Key words and concepts used specifically within the Unit

- 7 **Networks** - can be formal, which are often linked to national, regional and local organisations and agencies, or informal, that is, where loosely knit networks are established to provide for particular support needs
- 7.1 **Others** - to include professional colleagues
- 7.2a **Type of support** - could be at family, neighbourhood and community level and will take account of their strengths, vulnerabilities and breaking points
- 7.2b **Resources** - will include organisational resources, direct payments or organisations representing individuals using the services
- 7.3b **Discrimination and social exclusion** - in the context of these standards relates to race, gender, religion, sectarianism, language, age, class, disability (including sensory disability), poverty and sexual orientation
- 7.3f **Social Work Theories** – usually implies that sets of assumptions have been formalised, published, debated and tested in some way. Theory provides a structure through which reality can be observed, and predictions about events may be made. In social work theories offer a framework to aid and explanation of behaviour and situations. Theories offer: models; approaches and/or perspectives; explanations; prescriptions; accountability and justifications.

**Approaches** - are a set of principles and values where there is insufficient evidence from research or the expertise of individuals, carers, families, groups and communities, practitioners and managers. Often these are innovative and form the basis for future theories and methods. Approaches to, or perspectives on complex human activity allow

participants to order their minds sufficiently to be able to manage themselves while participating

### **Scope**

To be competent in this unit you need to demonstrate the ability to:

- Work with situations of differing levels of complexity
- Work with situations where a range of support needs have to be addressed
- Work holistically with service users and carers
- Transfer and apply knowledge, skills and values to new and unfamiliar contexts

### **Links with other Units**

This unit links directly with units 6, 8 and 10

## Unit 7 – Indicative knowledge base

*In your specific area of practice you must understand, critically analyse, evaluate and apply the following knowledge:*

- 1. The legal, social, economic and ecological context of social work practice**
  - a. Country, UK, EU legislation, statutory codes, standards, frameworks and guidance relevant to social work practice and related fields, including multi-disciplinary and multi-organisational practice, data protection and confidentiality of information.
  - b. Social policy, including policy on social care, criminal justice, education, health, housing, welfare rights
  - c. Demographic and social trends
  - d. Theories of poverty, unemployment, health, impairment and other sources of discrimination and disadvantage and their impact on social exclusion
  - e. Policies on diversity, discrimination and promoting independence/autonomy of adults, children, families, groups and communities, and research on their effectiveness
- 2. The context of social work practice for this area of work**
  - a. Historical perspectives of social work and social welfare
  - b. International law and social policy, in broad terms, for the purpose of comparison
  - c. Contemporary issues and trends in social work
  - d. Understanding of why people use social work and social care services
  - e. Psychological and sociological explanations of:
    - human growth and development and the factors that impact on it
    - mental health and well being
    - social interactions and relationships
    - discrimination and oppression
    - human behaviour
  - f. Knowledge of the range of local, and appropriate national, networks, resources and services
  - g. Theories about how systems work
  - h. The support, maintenance and developmental needs of networks at different stages of their development
  - i. Organisational structures, policies and procedures for the development and support of networks
  - j. Policies, procedures and legal requirements for the security and confidentiality of information
  - k. How to access and use information and communications technology (ICT) and other electronic systems that may help in the development and support of networks
- 3. Values and Ethics**
  - a. Awareness of your own values, prejudices, ethical dilemmas and conflicts of interest and their implications on your practice
  - b. Respect for, and the promotion of:
    - each person as an individual

- independence and quality of life for individuals, whilst protecting them from harm
  - dignity and privacy of individuals, families, carers, groups and communities
- c. Recognise and facilitate each person's use of the language and form of communication of their choice
  - d. Value, recognise and respect the diversity, expertise and experience of individuals, families, carers, groups and communities
  - e. Maintain the trust and confidence of individuals, families, carers, groups and communities by communicating in an open, accurate and understandable way
  - f. Understand, and make use of, strategies to challenge discrimination, disadvantage and other forms of inequality and injustice
- 4. Social work theories, models and methods for working with individuals, families, carers, groups and communities**
- a. Principles, theories and methods of social work practice
  - b. Theories about the impact of authority and power in the social work role
  - c. Theories about the impact of discrimination, and methods of working with diversity
  - d. Theories and methods about working with the main groups of people using services. These include children, mental health, learning difficulties, older people, minority and ethnic groups, drug and alcohol use, disability and impairment
  - e. Principles about balancing the rights of individuals, families, carers, groups and communities with the interests of society and the requirements of practice
  - f. Lessons learned from both serious failure of service and practice, and from successful interventions
  - g. Approaches to evidence and knowledge based practice
  - h. Theories of organisations, group behaviour and organisational change
  - i. Methods of supporting networks to identify opportunities, and secure resources and of engaging with, and disengaging from networks
  - j. Theories and methods of promoting personal, social and emotional well being

<b>Unit 7 – Support the development of networks to meet assessed needs and planned outcomes</b>
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To achieve this standard you must:

<b>7.1 Examine with individuals, families, carers, groups, communities and others support networks which can be accessed and developed</b>
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| <p>a. Identify and collate information:</p> <ul style="list-style-type: none"><li>• on possible networks that could be accessed locally, regionally and nationally</li><li>• that will enable networks to be developed to meet assessed needs and planned outcomes</li></ul> <p>b. Provide information on, and discuss and clarify, the range of networks that could meet needs and achieve planned outcomes</p> <p>c. Identify and record gaps in provision, unmet need and any consequences that might arise from these</p> <p>d. Discuss and identify whether and how, networks could be formed to fill identified gaps</p> |
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<b>7.2 Work with individuals, families, carers, groups, communities and others to initiate and sustain support networks</b>
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| <p>a. Identify the type of support individuals, families, carers, groups and communities would need to organise networks</p> <p>b. Work with, and support others to identify, provide and secure resources and support new and existing networks</p> <p>c. Discuss and agree the ways in which you, your organisation and other organisations can initiate and sustain support networks, including support:</p> <ul style="list-style-type: none"><li>• for the leadership of the network</li><li>• to promote the involvement of members</li><li>• to establish ways in which changes can be made to the network</li><li>• to establish and maintain ways of renewing membership of the network</li></ul> <p>d. Ensure agreements are kept or re-negotiated</p> |
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<b>7.3 Contribute to the development and evaluation of support networks</b>
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| <p>a. Work with key individuals and organisations to identify best practice</p> <p>b. Make full use of existing and potential networks to reduce discrimination and social exclusion</p> |
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- c. Provide support to the network which:
  - helps the network identify the stages of development, and any changes needed
  - supports individuals within networks when they wish to increase or reduce their contributions, or to disengage
  - enhances the leadership of the network
- d. Continuously monitor the support networks for vulnerability and breaking points
- e. Review the value of your organisation's contribution to the network
- f. Identify and use appropriate social work theories, methods and approaches to disengage from networks

## Unit 8 - Work with groups to promote individual growth, development and independence

### Elements:

- 8.1 Identify opportunities to form and support groups
- 8.2 Use group programmes, processes and dynamics to promote individual growth, development and independence, and to foster interpersonal skills
- 8.3 Help groups to achieve planned outcomes for their members and to evaluate the appropriateness of their work
- 8.4 Disengage from groups appropriately

### Unit Commentary

This unit is about developing the knowledge and skills to work with groups, either formal or informal, in a variety of settings. You need to help the groups to plan achievable outcomes for their members and to help the group and its members to evaluate the effectiveness of the group in achieving the outcomes for the group and its members. Within any group situation you need to be able to understand and work with group dynamics. You will need to be able to analyse the extent to which any group promotes individual growth, development and independence for all of its members. Where this is not happening you will need to take appropriate corrective action. Finally, when you are working with time limited groups, you must be able to withdraw from the group to allow the group to grow and develop. It is essential when withdrawing that contact is available to the group, if required.

### Key words and concepts used specifically within the Unit

8. **Groups**- in this context groups may be aimed at alleviating isolation, promoting social learning and maturation, preparing for an approaching crisis or other life change, solving or clarifying problems at the personal/familial level, solving or clarifying problems in the member's environment, and achieving insight. It is important to notice that in practice, groups may combine these aims, or start with one and develop into another during the life of the group.
- 8.4b **Handover processes** - to include transfer to another worker, organisation or self-direction by group members.

### Scope

To be competent in this unit you need to demonstrate the ability to:

- Work with situations of differing levels of complexity
- Work with situations where a range of support needs have to be addressed
- Work with groups for individuals with different needs and requirements (e.g. children and young people, older people, people from black and minority ethnic communities, people with learning difficulties, mental health or physical impairments)
- Work holistically with service users and carers



- Transfer and apply knowledge, skills and values to new and unfamiliar contexts

### **Links with other Units**

This unit links directly with units 2, 5, 6, 7 and 12

## Unit 8 – Indicative knowledge base

*In your specific area of practice you must understand, critically analyse, evaluate and apply the following knowledge:*

- 1. The legal, social, economic and ecological context of social work practice**
  - a. Country, UK, EU legislation, statutory codes, standards, frameworks and guidance relevant to social work practice and related fields, including multi-disciplinary and multi-organisational practice, data protection and confidentiality of information.
  - b. Social policy, including policy on social care, criminal justice, education, health, housing, welfare rights
  - c. Demographic and social trends
  - d. The interaction between the social, economic and ecological context on life opportunities and outcomes in groups and group care
  - e. Theories of poverty, unemployment, health, impairment and other sources of discrimination and disadvantage and their impact on social exclusion
  - f. Policies on diversity, discrimination and promoting independence/autonomy of adults, children, families, groups and communities, and research on their effectiveness
- 2. The context of social work practice for this area of work**
  - a. Historical perspectives of social work and social welfare
  - b. International law and social policy, in broad terms, for the purpose of comparison
  - c. Contemporary issues and trends in social work
  - d. Understanding of why people use social work and social care services
  - e. Psychological and sociological explanations of:
    - human growth and development and the factors that impact on it
    - mental health and well being
    - social interactions and relationships
    - discrimination and oppression
    - human behaviour
  - f. Knowledge of the range of local, and appropriate national, resources and services
  - g. Theories of group work, group care, and the sociological and psychological explanations of group behaviour in working with individuals, families, carers, groups and communities
  - h. The contribution of different types of group work and group care to the support and development of children and adults, including groups run and controlled by the individuals themselves
  - i. The distinctive features and the contribution of group care to the support and development of children and adults in different contexts
  - j. The role of groups in promoting the well being of group members
  - k. Policies, procedures and legal requirements for the security and confidentiality of information

### **3. Values and Ethics**

- a. Awareness of your own values, prejudices, ethical dilemmas and conflicts of interest and their implications on your practice
- b. Respect for, and the promotion of:
  - each person as an individual
  - independence and quality of life for individuals, whilst protecting them from harm
  - dignity and privacy of individuals, families, carers, groups and communities
- c. Recognise and facilitate each person's use of the language and form of communication of their choice
- d. Value, recognise and respect the diversity, expertise and experience of individuals, families, carers, groups and communities
- e. Maintain the trust and confidence of individuals, families, carers, groups and communities by communicating in an open, accurate and understandable way
- f. Understand, and make use of, strategies to challenge discrimination, disadvantage and other forms of inequality and injustice

### **4. Social work theories, models and methods for working with individuals, families, carers, groups and communities**

- a. Principles, theories and methods of social work practice
- b. Theories about the impact of authority and power in the social work role
- c. Theories about the impact of discrimination, and methods of working with diversity
- d. Theories, methods and models of:
  - group work and group care, including therapeutic groups
  - promoting the participation of individuals, families, carers, groups and communities in planning, setting up, running and evaluation of the group
- e. The impact of discrimination, disadvantage and differences in power and authority on planning, running and on group processes and group care
- f. Theories and methods about working with the main groups of people using services. These include children, mental health, learning difficulties, older people, minority and ethnic groups, drug and alcohol use, disability and impairment
- g. Principles about balancing the rights of individuals, families, carers, groups and communities with the interests of society and the requirements of practice
- h. Lessons learned from both serious failure of service and practice, and from successful interventions
- i. Approaches to evidence and knowledge based practice
- j. Theories of organisations, group behaviour and organisational change
- k. Theories and methods of promoting personal, social and emotional well being

## **Unit 8 – Work with groups to promote individual growth, development and independence**

To achieve this standard you must:

<b>8.1 Identify opportunities to form and support groups</b>
<p>a. Assess and clarify the facilitation, leadership and co-working skills required to form and support groups</p> <p>b. Work with support groups to enable them to use an anti-oppressive framework within the group</p> <p>c. Identify:</p> <ul style="list-style-type: none"><li>• organisational policy, any legal requirements, and best practice in relation to supporting groups</li><li>• where you or others might help to create or support existing groups</li><li>• where to secure help to access resources</li></ul> <p>d. Discuss and agree:</p> <ul style="list-style-type: none"><li>• the type of leadership required for the group</li><li>• any other support required</li></ul>
<b>8.2 Use group programmes, processes and dynamics to promote individual growth, development and independence, and to foster interpersonal skills</b>
<p>a. Contribute to the development of a positive culture in groups and group care</p> <p>b. Assess and balance the opportunities for individual outcomes to be achieved in groups and group care</p> <p>c. Identify and plan to meet the growth and development needs of individuals within the group</p> <p>d. Evaluate the processes, effects and outcomes of group and group care experiences</p> <p>e. Identify and take action to moderate any adverse effects on individuals from groups and group care</p>
<b>8.3 Help groups to achieve planned outcomes for their members and to evaluate the appropriateness of their work</b>
<p>a. Assist groups to identify:</p> <ul style="list-style-type: none"><li>• the personal, interpersonal and social outcomes</li><li>• ways individuals may usefully participate on the basis of their strengths and needs</li><li>• the implications of any legal requirements and duties</li></ul> <p>b. Identify and take action to address any adverse effects on individuals where group participation may replicate instances of discrimination or exclusion</p> <p>c. Select and use appropriate theories, models and methods to help</p>

participants understand group processes

- d. Ensure the safety of group members
- e. Discuss and review the progress of individuals and the group as a whole

#### **8.4 Disengage from groups appropriately**

- a. Review your own role in group with colleagues and the group
- b. Identify:
  - points and stages required to disengage appropriately from the group
  - how the disengagement will be perceived
  - identify the handover processes
- c. Assess, select and use appropriate social work approaches to disengage effectively from groups

## **Unit 9 - Address behaviour which presents a risk to individuals, families, carers, groups and communities**

### **Elements:**

- 9.1 Take immediate action to deal with the behaviour that presents a risk**
- 9.2 Work with individuals, families, carers, groups, communities and others to identify and evaluate situations and circumstances that may trigger the behaviour**
- 9.3 Work with individuals, families, carers, groups and communities on strategies and support that could positively change the behaviour**

### **Unit Commentary**

This unit is about addressing behaviour that presents a risk to others. This could be particularly relevant to those who work in criminal justice, child protection and mental health, for example. You should consider who else may need to be informed and involved in dealing with the behaviour.

It will be important to work with individuals, families, carers, groups and communities to identify and evaluate situations and circumstances that trigger the behaviour that may cause a risk. Finally, you must be able to demonstrate that you can work with individuals, families, carers, groups and communities to develop and use strategies, and provide support that will help to change behaviour positively.

### **Key words and concepts used specifically within the Unit**

- 9.1 Risk-** in this context it refers to any hazards to safety and/or welfare.

### **Scope**

To be competent in this unit you need to demonstrate the ability to:

- Work with situations of differing levels of complexity
- Work with situations where a range of support needs have to be addressed
- Work holistically with service users and carers
- Work in situations where statutory intervention has occurred or is likely to occur, and with voluntary contacts
- Work with isolated incidents of behaviour that presents a risk and persistent behaviour that presents a risk
- Transfer and apply knowledge, skills and values to new and unfamiliar contexts

### **Links with other Units**

This unit links directly with units 2, 4, 5, 12 and 13

## Unit 9 – Indicative knowledge base

*In your specific area of practice you must understand, critically analyse, evaluate and apply the following knowledge:*

### **1. The legal, social, economic and ecological context of social work practice**

- a. Country, UK, EU legislation, statutory codes, standards, frameworks and guidance relevant to social work practice and related fields, including multi-disciplinary and multi-organisational practice, data protection and confidentiality of information.
- b. Social policy, including policy on social care, criminal justice, education, health, housing, welfare rights
- c. Demographic and social trends
- d. Theories of poverty, unemployment, health, impairment and other sources of discrimination and disadvantage and their impact on social exclusion
- e. Policies on diversity, discrimination and promoting independence/autonomy of adults, children, families, groups and communities, and research on their effectiveness

### **2. The context of social work practice for this area of work**

- a. Historical perspectives of social work and social welfare
- b. International law and social policy, in broad terms, for the purpose of comparison
- c. Contemporary issues and trends in social work
- d. Understanding of why people use social work and social care services
- e. Psychological and sociological explanations of:
  - human growth and development and the factors that impact on it
  - mental health and well being
  - social interactions and relationships
  - discrimination and oppression
  - human behaviour
- f. Knowledge of the range of local, and appropriate national, resources and services
- g. Theories about how systems work
- h. Methods, principles and approaches about risk assessment, risk management and safe working practices
- i. Theories and methods about behaviour management, including permissible forms of control
- j. Organisational structures, policies and procedures for risk assessment and risk management
- k. Policies, procedures and legal requirements for the security and confidentiality of information
- l. How to access and use information and communications technology (ICT) and other electronic systems that may help in the collection of information

### **3. Values and Ethics**

- a. Awareness of your own values, prejudices, ethical dilemmas and conflicts of interest and their implications on your practice
- b. Respect for, and the promotion of:
  - each person as an individual

- independence and quality of life for individuals, whilst protecting them from harm
  - dignity and privacy of individuals, families, carers, groups and communities
- c. Recognise and facilitate each person's use of the language and form of communication of their choice
  - d. Value, recognise and respect the diversity, expertise and experience of individuals, families, carers, groups and communities
  - e. Maintain the trust and confidence of individuals, families, carers, groups and communities by communicating in an open, accurate and understandable way
  - f. Understand, and make use of, strategies to challenge discrimination, disadvantage and other forms of inequality and injustice
- 4. Social work theories, models and methods for working with individuals, families, carers, groups and communities**
- a. Principles, theories and methods of social work practice
  - b. Principles and methods of risk assessment, risk management and safe working practices
  - c. Theories about the impact of authority and power in the social work role
  - d. Theories and methods of behaviour management, including permissible forms of control
  - e. Theories about the impact of discrimination, and methods of working with diversity
  - f. Theories and methods about working with the main groups of people using services. These include children, mental health, learning difficulties, older people, minority and ethnic groups, drug and alcohol use, disability and impairment
  - g. Principles about balancing the rights of individuals, families, carers, groups and communities with the interests of society and the requirements of practice
  - h. Lessons learned from both serious failure of service and practice, and from successful interventions
  - i. Approaches to evidence and knowledge based practice
  - j. Theories of organisations, group behaviour and organisational change
  - k. Theories and methods of promoting personal, social and emotional well being



**Unit 9 – Address behaviour which presents a risk to individuals, families, carers, groups and communities**

To achieve this standard you must:

<b>9.1</b>	<b>Take immediate action to deal with the behaviour that presents a risk</b>
a.	Obtain information about the events, situation, circumstances and actions which triggered the behaviour
b.	Identify the nature and impact of the risks associated with the behaviour
c.	Taking account of the risk to self and others, take appropriate action to: <ul style="list-style-type: none"><li>• calm and reassure those involved</li><li>• channel their behaviour into other activities</li><li>• reduce the risks from the behaviour and of the behaviour reoccurring, within legal and organisational procedures and your own expertise</li></ul>
d.	Record and report, according to legal and organisational requirements
<b>9.2</b>	<b>Work with individuals, families, carers, groups, communities and others to identify and evaluate situations and circumstances that may trigger the behaviour</b>
a.	Assess: <ul style="list-style-type: none"><li>• the possibility of the behaviour reoccurring</li><li>• the risk to self, individuals, families, carers, groups, communities, workers and colleagues if behaviour continues or reoccurs</li></ul>
b.	Seek advice about addressing the behaviour
c.	Take appropriate opportunities to discuss with all concerned: <ul style="list-style-type: none"><li>• the possible causes of the behaviour</li><li>• any consequences arising from the behaviour</li></ul>
d.	Support those involved to identify: <ul style="list-style-type: none"><li>• the first signs of the behaviour</li><li>• situations that trigger the behaviour</li><li>• how situations, actions, feelings and emotions leading to the behaviour can be reduced or avoided</li><li>• the effect and impact of the behaviour on self and others</li></ul>
<b>9.3</b>	<b>Work with individuals, families, carers, groups and communities on strategies and support that could positively change the behaviour</b>
a.	Support those involved to learn, and use, appropriate behaviour
b.	Listen and offer support to those involved about how they can help to change behaviour

c. Support those involved to identify the likely and actual benefits from changed behaviour

**Key Role 3: Support individuals to represent their needs, views and circumstances**

**Unit 10 - Advocate with, and on behalf of, individuals, families, carers, groups and communities**

**Elements:**

- 10.1 Assess whether you should act as the advocate for the individual, family, carer, group and community**
- 10.2 Assist individuals, families, carers, groups and communities to access independent advocacy**
- 10.3 Advocate for, and with, individuals, families, carers, groups and communities**

**Unit Commentary**

This unit is about advocacy situations where social workers are:

- helping individuals, families, carers, groups and communities to advocate on their own behalf
- advocating jointly with individuals, families, carers, groups and communities
- working as the advocate
- evaluating and enabling individuals, families, carers, groups and communities to access effective independent advocacy

It is essential for the unit, therefore that you are fully aware of and conversant with the advocacy services for your area of specialism in your locality.

**Key words and concepts used specifically within the Unit**

- 10.1 **Advocate** – refers to both the action of, and the person, assisting individuals, families, carers, groups and communities to put forward their views, or making a case on their behalf.

**Scope**

To be competent in this unit you need to demonstrate the ability to:

- Work with situations of differing levels of complexity
- Work with situations where a range of support needs have to be addressed
- Work holistically with service users and carers
- Work directly as an advocate and when individuals, families, carers, groups and communities are referred to an independent advocate
- Transfer and apply knowledge, skills and values to new and unfamiliar contexts

**Links with other Units**

This unit links directly with units 3,6 and 7

## Unit 10 – Indicative knowledge base

*In your specific area of practice you must understand, critically analyse, evaluate and apply the following knowledge:*

- 1. The legal, social, economic and ecological context of social work practice**
  - a. Country, UK, EU legislation, statutory codes, standards, frameworks and guidance relevant to social work practice and related fields, including multi-disciplinary and multi-organisational practice, data protection and confidentiality of information.
  - b. Social policy, including policy on social care, criminal justice, education, health, housing, welfare rights
  - c. Demographic and social trends
  - d. Theories of poverty, unemployment, health, impairment and other sources of discrimination and disadvantage and their impact on social exclusion
  - e. Policies on diversity, discrimination and promoting independence/autonomy of adults, children, families, groups and communities, and research on their effectiveness
- 2. The context of social work practice for this area of work**
  - a. Historical perspectives of social work and social welfare
  - b. International law and social policy, in broad terms, for the purpose of comparison
  - c. Contemporary issues and trends in social work
  - d. Understanding of why people use social work and social care services
  - e. Psychological and sociological explanations of:
    - human growth and development and the factors that impact on it
    - mental health and well being
    - social interactions and relationships
    - discrimination and oppression
    - human behaviour
  - f. Knowledge of the range of local, and appropriate national, resources and services
  - g. Theories about how systems work
  - h. Organisational structures, policies and procedures for advocacy
  - i. Policies, procedures and legal requirements for the security and confidentiality of information
  - j. How to access and use information and communications technology (ICT) and other electronic systems that may help in the collection of information
- 3. Values and Ethics**
  - a. Awareness of your own values, prejudices, ethical dilemmas and conflicts of interest and their implications on your practice
  - b. Respect for, and the promotion of:
    - each person as an individual
    - independence and quality of life for individuals, whilst protecting them from harm
    - dignity and privacy of individuals, families, carers, groups and communities

- c. Recognise and facilitate each person's use of the language and form of communication of their choice
- d. Value, recognise and respect the diversity, expertise and experience of individuals, families, carers, groups and communities
- e. Maintain the trust and confidence of individuals, families, carers, groups and communities by communicating in an open, accurate and understandable way
- f. Understand, and make use of, strategies to challenge discrimination, disadvantage and other forms of inequality and injustice
- 4. Social work theories, models and methods for working with individuals, families, carers, groups and communities**
  - a. Principles, theories and methods of social work practice
  - b. Theories about the impact of authority and power in the social work role
  - c. Theories about the impact of discrimination, and methods of working with diversity
  - d. Theories and methods about working with the main groups of people using services. These include children, mental health, learning difficulties, older people, minority and ethnic groups, drug and alcohol use, disability and impairment
  - e. Principles, theories and methods of advocacy
  - f. Principles, theories and methods of empowerment
  - g. Principles about balancing the rights of individuals, families, carers, groups and communities with the interests of society and the requirements of practice
  - h. Approaches to presenting evidence and information in different formats and for different audiences
  - i. Lessons learned from both serious failure of service and practice, and from successful interventions
  - j. Approaches to evidence and knowledge based practice
  - k. Theories of organisations, group behaviour and organisational change
  - l. Theories and methods of promoting personal, social and emotional well being

**Unit 10 – Advocate with, and on behalf of, individuals, families, carers, groups and communities**

To achieve this standard you must:

**10.1 Assess whether you should act as the advocate for the individual, family, carer, group and community**

- a. Discuss, with individuals, families, carers, groups and communities, the issues advocacy will address and the outcomes sought
- b. Assess and identify the most appropriate types of advocacy
- c. Discuss and clarify:
  - the individual's, family's, carer's, group's and community's rights to use you as an advocate or to access independent advocacy
  - legal and organisational policies and procedures that might affect your decision to act as an advocate
  - your ability, and that of others, to advocate on behalf of the individual, family, carer, group and community

**10.2 Assist individuals, families, carers, groups and communities to access independent advocacy**

- a. Support individuals, families, carers, groups and communities to identify, assess and access independent advocacy
- b. Contribute to a database of advocates with the expertise to represent individuals, families, carers, groups and communities
- c. Work with people requiring advocacy to:
  - use information to select the most appropriate advocate or advocacy service
  - clarify their own role in accessing independent advocacy
- d. Access and brief advocates with, or on behalf of, those requiring independent advocacy

**10.3 Advocate for, and with, individuals, families, carers, groups and communities**

- a. Identify methods, gather sufficient information, and evaluate key points that will allow you to prepare to case for advocacy
- b. Prepare a case that represents the best interests of the individuals, families, carers, groups and communities
- c. Explain clearly, and in a way that can be understood, the procedures, practices and the likely outcomes from the advocacy
- d. Advocate with, and on behalf of, individuals, families, carers, groups and communities
- e. Communicate outcomes from the advocacy in a way that can be understood
- f. Review and record the effectiveness of advocacy according to legal and organisational procedures and practices

## Unit 11 - Prepare for, and participate in decision making forums

### Elements:

- 11.1 Prepare reports and documents for decision making forums
- 11.2 Work with individuals, families, carers, groups and communities to select the best form of representation for decision making forums
- 11.3 Present evidence to, and help individuals, families, carers, groups and communities to understand the procedures of and the outcomes from, decision making forums
- 11.4 Enable individuals, families, carers, groups and communities to be involved in decision making forums

### Unit Commentary

This unit is about preparing for and participating in decision making forums. You will need to prepare reports and documents in an appropriate format. You will have to liaise with a number of people and review all relevant material related to the forum's requirements. Secondly, you will need to make a decision about the best form of representation for the decision making forum. You must be able to present information and evidence personally, in an effective and appropriate manner and help others to provide information, give evidence, and be involved in the decision making forum. You must also ensure that individuals, families, carers, groups and communities understand the processes involved, the outcomes, and any implications for themselves and others.

### Key words and concepts used specifically within the Unit

- 11.1 **Decision Making Forums** – refers to all types of forums where decisions may be made about individuals, families, carers, groups and communities. They include courts, hearings (formal and informal), case conferences etc.

### Scope

To be competent in this unit you need to demonstrate the ability to:

- Work with situations of differing levels of complexity
- Work with situations where a range of support needs have to be addressed
- Work with informal case conferences and statutory forums including courts
- Work holistically with service users and carers
- Transfer and apply knowledge, skills and values to new and unfamiliar contexts

### Links with other Units

This unit links directly with units 6, 16 and 18

## Unit 11 – Indicative knowledge base

*In your specific area of practice you must understand, critically analyse, evaluate and apply the following knowledge:*

- 1. The legal, social, economic and ecological context of social work practice**
  - a. Country, UK, EU legislation, statutory codes, standards, frameworks and guidance relevant to social work practice and related fields, including multi-disciplinary and multi-organisational practice, data protection and confidentiality of information.
  - b. Social policy, including policy on social care, criminal justice, education, health, housing, welfare rights
  - c. Demographic and social trends
  - d. Theories of poverty, unemployment, health, impairment and other sources of discrimination and disadvantage and their impact on social exclusion
  - e. Policies on diversity, discrimination and promoting independence/autonomy of adults, children, families, groups and communities, and research on their effectiveness
- 2. The context of social work practice for this area of work**
  - a. Historical perspectives of social work and social welfare
  - b. International law and social policy, in broad terms, for the purpose of comparison
  - c. Contemporary issues and trends in social work
  - d. Understanding of why people use social work and social care services
  - e. Psychological and sociological explanations of:
    - human growth and development and the factors that impact on it
    - mental health and well being
    - social interactions and relationships
    - discrimination and oppression
    - human behaviour
  - f. Knowledge of the range of local, and appropriate national, resources and services
  - g. Theories about how systems work
  - h. Methods and principles of effective communication
  - i. Theories, methods and principles of empowerment.
  - j. Organisational structures, policies and procedures for information sharing and confidentiality of information
  - k. Organisational and other requirements for report writing and recording
  - l. How to access and use information and communications technology (ICT) and other electronic systems that may help in the collection of information
- 3. Values and Ethics**
  - a. Awareness of your own values, prejudices, ethical dilemmas and conflicts of interest and their implications on your practice
  - b. Respect for, and the promotion of:
    - each person as an individual
    - independence and quality of life for individuals, whilst protecting them from harm



- dignity and privacy of individuals, families, carers, groups and communities
- c. Recognise and facilitate each person's use of the language and form of communication of their choice
- d. Value, recognise and respect the diversity, expertise and experience of individuals, families, carers, groups and communities
- e. Maintain the trust and confidence of individuals, families, carers, groups and communities by communicating in an open, accurate and understandable way
- f. Understand, and make use of, strategies to challenge discrimination, disadvantage and other forms of inequality and injustice
- 4. Social work theories, models and methods for working with individuals, families, carers, groups and communities**
- a. Principles, theories and methods of social work practice
- b. Principles and methods for effective communication
- c. Principles, theories and methods of empowerment
- d. Theories about the impact of authority and power in the social work role
- e. Theories about the impact of discrimination, and methods of working with diversity
- f. Theories and methods about working with the main groups of people using services. These include children, mental health, learning difficulties, older people, minority and ethnic groups, drug and alcohol use, disability and impairment
- g. Principles about balancing the rights of individuals, families, carers, groups and communities with the interests of society and the requirements of practice
- h. Approaches to presenting evidence and information in different formats and for different audiences
- i. Lessons learned from both serious failure of service and practice, and from successful interventions
- j. Approaches to evidence and knowledge based practice
- k. Theories of organisations, group behaviour and organisational change
- l. Theories and methods of promoting personal, social and emotional well being

## **Unit 11 – Prepare for, and participate in decision making forums**

To achieve this standard you must:

### **11.1 Prepare reports and documents for decision making forums**

- a. Clarify decision making forum requirements, including:
  - the type of evidence required
  - the degree of detail required
  - any other information required
  - the format for the presentation of evidence
  - who requires copies of the evidence
- b. Work with all involved to gather evidence in ways which:
  - enhances trust
  - is understandable to all, including those who prefer to use another language
  - identifies legal requirements
- c. Prepare reports and documents that:
  - are accurate, understandable and accessible
  - identify gaps and conflicts of evidence, professional judgement and opinion
  - contain clear summaries and recommendations in a format appropriate to the task
- d. Share reports and documents, as appropriate
- e. Revise reports and documents in response to feedback

### **11.2 Work with individuals, families, carers, groups and communities to select the best form of representation for decision making forums**

- a. Work with individuals, families, carers, groups and communities to assess:
  - their representation needs
  - decision making forum requirements
- b. Identify any obstacles that might hinder representation at the forums
- c. Work with individuals, families, carers, groups, communities and others to identify, negotiate, and select the best form of representation

### **11.3 Present evidence to, and help individuals, families, carers, groups and communities to understand the procedures of and the outcomes from, decision making forums**

- a. Work with individuals, families, carers, groups and communities to clarify what will happen prior to, during and following forums
- b. Present evidence in an accurate, accessible and understandable form that:
  - justifies your professional judgement
  - distinguishes factual information from professional judgement and opinion
- c. Ensure that individuals, families, carers, groups and communities understand:
  - the decisions made

<ul style="list-style-type: none"> <li>• the short, medium and long term implications of the decisions</li> <li>• how the decisions will be taken forward and who will do this</li> </ul> <p>d. Where you have no continuing role:</p> <ul style="list-style-type: none"> <li>• end the relationship appropriately and sensitively</li> <li>• establish links to other support systems</li> </ul>
<p><b>11.4 Enable individuals, families, carers, groups and communities to be involved in decision making forums</b></p>
<p>a. Work with individuals, families, carers, groups and communities to:</p> <ul style="list-style-type: none"> <li>• identify their responsibilities and legal requirements</li> <li>• identify and take account of any formal procedures that could influence their involvement</li> <li>• prepare for their participation</li> <li>• consider how they may be involved</li> <li>• Ensure that any special equipment or aids are available at the forum</li> <li>• Help individuals, families, carers, groups and communities to give evidence and information at the forum</li> <li>• Review, with individuals, families, carers, groups and communities the outcomes of the decision making forum</li> </ul>

**Key Role 4: Manage risk to individuals, families, carers, groups, communities, self and colleagues**

**Unit 12 - Assess and manage risk to individuals, families, carers, groups and communities**

**Elements:**

- 12.1 Identify and assess the nature of the risk**
- 12.2 Balance the rights and responsibilities of individuals, families, carers, groups and communities with associated risk**
- 12.3 Regularly monitor, re-assess, and manage risk to individuals, families, carers, groups and communities**

**Unit Commentary**

This unit is about assessing, responding to, and managing risk to individuals, families, carers, groups and communities. You are required to identify and assess the nature of the risk with, and to, the individual, family, group and community. You will need to balance the rights, responsibilities and needs of individuals, families, carers, groups and communities with any associated risk.

This will include the need to promote individual growth, development and independence balanced against any potential risk. It will be important to take account of the rights of individuals to take risks and to balance these against the concerns raised by others.

**Key words and concepts used specifically within the Unit**

- 12.1c **Legal duties/requirements** - cover the legal and/or statutory responsibilities you have as a social worker within your specific practice/employment context
- 12.2e **Non-discriminatory practice** - refers to practice which takes action to prevent discrimination on grounds such as race, culture, religion, age, disability, sexual orientation and class. It also refers to practice which promotes the development of a positive self-identity.

**Scope**

To be competent in this unit you need to demonstrate the ability to:

- Work with situations of differing levels of complexity
- Work with situations where a range of support needs have to be addressed
- Work with risk, that is associated with human growth and development, promoting independence, learning, social inclusion or “alternative” lifestyles
- Work holistically with service users and carers
- Transfer and apply knowledge, skills and values to new and unfamiliar contexts

### **Links with other Units**

This unit links directly with units 1, 2, 3, 4, 8, 9 and 16

## Unit 12 – Indicative knowledge base

*In your specific area of practice you must understand, critically analyse, evaluate and apply the following knowledge:*

- 1. The legal, social, economic and ecological context of social work practice**
  - a. Country, UK, EU legislation, statutory codes, standards, frameworks and guidance relevant to social work practice and related fields, including multi-disciplinary and multi-organisational practice, data protection and confidentiality of information.
  - b. Social policy, including policy on social care, criminal justice, education, health, housing, welfare rights
  - c. Demographic and social trends
  - d. Theories of poverty, unemployment, health, impairment and other sources of discrimination and disadvantage and their impact on social exclusion
  - e. Policies on diversity, discrimination and promoting independence/autonomy of adults, children, families, groups and communities, and research on their effectiveness
- 2. The context of social work practice for this area of work**
  - a. Historical perspectives of social work and social welfare
  - b. International law and social policy, in broad terms, for the purpose of comparison
  - c. Contemporary issues and trends in social work
  - d. Understanding of why people use social work and social care services
  - e. Psychological and sociological explanations of:
    - human growth and development and the factors that impact on it
    - mental health and well being
    - social interactions and relationships
    - discrimination and oppression
    - behaviour that presents a risk
  - f. Knowledge of the range of local, and appropriate national, resources and services
  - g. Theories about how systems work
  - h. Organisational structures, policies and procedures for risk assessment and management
  - i. Policies, procedures and legal requirements for the security and confidentiality of information
  - j. How to access and use information and communications technology (ICT) and other electronic systems that may help in the collection of information
- 3. Values and Ethics**
  - a. Awareness of your own values, prejudices, ethical dilemmas and conflicts of interest and their implications on your practice
  - b. Respect for, and the promotion of:
    - each person as an individual
    - independence and quality of life for individuals, whilst protecting them from harm

- dignity and privacy of individuals, families, carers, groups and communities
- c. Recognise and facilitate each person's use of the language and form of communication of their choice
- d. Value, recognise and respect the diversity, expertise and experience of individuals, families, carers, groups and communities
- e. Maintain the trust and confidence of individuals, families, carers, groups and communities by communicating in an open, accurate and understandable way
- f. Understand, and make use of, strategies to challenge discrimination, disadvantage and other forms of inequality and injustice
- 4. Social work theories, models and methods for working with individuals, families, carers, groups and communities**
- a. Principles, theories and methods of social work practice
- b. Theories about the impact of authority and power in the social work role
- c. Theories about the impact of discrimination, and methods of working with diversity
- d. Theories and methods about working with the main groups of people using services. These include children, mental health, learning difficulties, older people, minority and ethnic groups, drug and alcohol use, disability and impairment
- e. Principles about balancing the rights of individuals, families, carers, groups and communities with the interests of society and the requirements of practice
- f. Lessons learned from both serious failure of service and practice, and from successful interventions
- g. Approaches to evidence and knowledge based practice
- h. Theories of organisations, group behaviour and organisational change
- i. Theories and methods of promoting personal, social and emotional well being

## **Unit 12 – Assess and manage risk to individuals, families, carers, groups and communities**

To achieve this standard you must:

### **12.1 Identify and assess the nature of the risk**

- a. Assess and analyse:
  - concerns raised by individuals, families, carers, groups, communities and others
  - any risks associated with unmet need
  - any legal implications
  - the individual's right to take risk, balanced against the likelihood of harm
  - the situation and circumstances associated with the risk
- b. Identify your own, and your organisation's legal duties to:
  - promote life opportunities and independent living
  - reduce social exclusion
  - protect people from harm
  - prevent offending behaviour
- c. Consult with relevant organisations and individuals to assess risk, according to legal and organisational requirements
- d. Record all necessary information about assessed risks, including any areas of uncertainty, according to legal and organisational requirements

### **12.2 Balance the rights and responsibilities of individuals, families, carers, groups and communities with associated risk**

- a. Identify and seek to balance:
  - conflict of opinion
  - conflict between the individual's rights to independence and self-determination
  - any risks to themselves and others
- b. Identify and use legal and organisational procedures when balancing risk with the rights and responsibilities of individuals, families, carers, groups and communities
- c. Examine and review the balance made between risks, rights and responsibilities, with relevant individuals and organisations
- d. Amend decisions in light of review
- e. Ensure any agreements are consistent with non-discriminatory practice
- f. Support people to take appropriate risks
- g. Record all stages in the decision making process and justify the preliminary and final outcomes according to legal and organisational requirements



### **12.3 Regularly monitor, re-assess, and manage risk to individuals, families, carers, groups and communities**

- a. Review and identify legal and organisational duties and responsibilities to protect individuals from harm
- b. Explain, and check that people understand, the reasons why specific legal powers and resources are being used
- c. Use, with support, legal powers to protect individuals from harm
- d. Implement legal and organisational frameworks and procedures to manage risk
- e. Identify and support networks who will share the management of risk
- f. Record, and take appropriate action, where:
  - shared understanding of risk is not possible
  - disagreement and conflict remains
- g. Monitor the level of risk, and renegotiate planned action when changes occur

## Unit 13 - Assess, minimise and manage risk to self and colleagues

### Elements:

**13.1 Assess potential risk to self and colleagues**

**13.2 Work within the risk assessment and management procedures of your own and other relevant organisations and professions**

**13.3 Plan, monitor and review outcomes and actions to minimise stress and risk**

### Unit Commentary

This unit is about dealing with the risk inherent in social work practice.

In carrying out your duties you must take account of any guidance/procedures set out by the profession, those required by your own organisation, and the organisations you may be working with.

Finally, it is important to continually monitor and review your social work practice and your strategies for minimising stress and risk, alongside that of colleagues and the actions of individuals, families, carers, groups and communities. This will allow you gauge the effectiveness of your work and that of colleagues in the particular situation, contexts, environments and circumstances where you are seeking to minimise stress and risk associated with social work practice.

### Key words and concepts used specifically within the Unit

**Indicative Knowledge Base 2e**      **Violence and abuse** - includes abuse and threat, threatening behaviour, any assault or sexual harassment or other serious or persistent harassment. It extends from what may be seen as a minor incident to serious assault and murder and threats against your own and other colleague's families.

### Scope

To be competent in this unit you need to demonstrate the ability to:

- Work with individuals, families, carers, groups and communities where potential and persistent risks are known, and where individuals, families, carers, groups and communities are unknown to you and your organisation
- Work on your own; in the individual's, families', groups' and communities' premises; within a group or community; as part of a team; and within your organisation or workplace
- Work in situations when health and safety legislation, instructions and procedures apply, and when they do not operate
- Work holistically with service users and carers
- Transfer and apply knowledge, skills and values to new and unfamiliar contexts

### Links with other Units

This unit links directly with units 1, 4, 9, and 16

## Unit 13 – Indicative knowledge base

*In your specific area of practice you must understand, critically analyse, evaluate and apply the following knowledge:*

- 1. The legal, social, economic and ecological context of social work practice**
  - a. Country, UK, EU legislation, statutory codes, standards, frameworks and guidance relevant to social work practice and related fields, including multi-disciplinary and multi-organisational practice, data protection and confidentiality of information.
  - b. Social policy, including policy on social care, criminal justice, education, health, housing, welfare rights
  - c. Relevant criminal and civil law on abuse of staff including violence, racial, sexual and homophobic abuse and on religious tolerance
  - d. Health and safety legislation and procedures in own and related organisations
  - e. Demographic and social trends
  - f. Theories of poverty, unemployment, health, impairment and other sources of discrimination and disadvantage and their impact on social exclusion
  - g. Policies on diversity, discrimination and promoting independence/autonomy of adults, children, families, groups and communities, and research on their effectiveness
- 2. The context of social work practice for this area of work**
  - a. Historical perspectives of social work and social welfare
  - b. International law and social policy, in broad terms, for the purpose of comparison
  - c. Contemporary issues and trends in social work
  - d. Understanding of why people use social work and social care services
  - e. Psychological and sociological explanations of:
    - human growth and development and the factors that impact on it
    - mental health and well being
    - social interactions and relationships
    - discrimination and oppression
    - behaviour that presents a risk
    - complex causes of risks, violence and abuse
  - f. Knowledge of the range of local, and appropriate national, resources and services
  - g. Theories about how systems work
  - h. Organisational structures, policies and procedures for risk management and creating a safe working environment
- 3. Values and Ethics**
  - a. Awareness of your own values, prejudices, ethical dilemmas and conflicts of interest and their implications on your practice
  - b. Respect for, and the promotion of:
    - each person as an individual
    - independence and quality of life for individuals, whilst protecting them from harm

- dignity and privacy of individuals, families, carers, groups and communities
- c. Recognise and facilitate each person's use of the language and form of communication of their choice
- d. Value, recognise and respect the diversity, expertise and experience of individuals, families, carers, groups and communities
- e. Maintain the trust and confidence of individuals, families, carers, groups and communities by communicating in an open, accurate and understandable way
- f. Understand, and make use of, strategies to challenge discrimination, disadvantage and other forms of inequality and injustice
- 4. Social work theories, models and methods for working with individuals, families, carers, groups and communities**
- a. Principles, theories and methods of social work practice
- b. Theories about the impact of authority and power in the social work role
- c. Theories about the impact of discrimination, and methods of working with diversity
- d. Areas of risk and methods of working where there is a risk of abuse and violence
- e. How to de-escalate abusive and violent situations
- f. Safe working practices for managing and reducing risk to yourself and colleagues
- g. Theories and methods about working with the main groups of people using services. These include children, mental health, learning difficulties, older people, minority and ethnic groups, drug and alcohol use, disability and impairment
- h. Principles about balancing the rights of individuals, families, carers, groups and communities with the interests of society and the requirements of practice
- i. Lessons learned from both serious failure of service and practice, and from successful interventions
- j. Approaches to evidence and knowledge based practice
- k. Theories and methods of promoting personal, social and emotional well being

## **Unit 13 – Assess, minimize and manage risk to self and colleagues**

To achieve this standard you must:

### **13.1 Assess potential risk to self and colleagues**

- a. Review knowledge based best practice relating to risk assessment and management within the social work context
- b. Identify, by listening and discussing, behaviour, situations and circumstances related to individuals, families, carers, groups and communities which have, and could, present a risk to yourself and colleagues
- c. Review case notes and literature to assess the potential risk
- d. Collate, analyse, and evaluate as much relevant information as possible within the timescales available
- e. Establish the level of risk to self and others prior to, and when entering, a situation of potential risk

### **13.2 Work within the risk assessment and management procedures of your own and other relevant organisations and professions**

- a. Review:
  - legal and professional requirements and guidance for risk assessment and management
  - organisational policies and procedures for risk assessment and management within a social work context
  - your own status and responsibilities for assessing and managing risk
  - inform appropriate people where you are going, when you will be there and arrangements for contact
- b. Assess whether the established procedures and systems are appropriate for the worker(s) and the people whose behaviour may present a risk
- c. Assess and use principles of best practice to identify any shortcomings to risk assessment and management procedures

### **13.3 Plan, monitor, and review outcomes and actions to minimise stress and risk**

- a. Establish measures and procedures within your own practice that adhere to legal and organisational requirements to minimise stress and risk
- b. Identify, plan and use stress and risk reduction measures
- c. Monitor and review the effectiveness of the measures in reducing stress and risk
- d. Record, report and share the outcomes with colleagues in accordance with legal and organisational policies and procedures

**Key Role 5: Manage and be accountable, with supervision and support, for your own social work practice within your organisation**

## **Unit 14 - Manage and be accountable for your own work**

### **Elements:**

- 14.1 Manage and prioritise your workload within organisational policies and priorities**
- 14.2 Carry out duties using accountable professional judgement and knowledge based social work practice**
- 14.3 Monitor and evaluate the effectiveness of your programme of work in meeting the organisational requirements and the needs of individuals, families, carers, groups and communities**
- 14.4 Use professional and managerial supervision and support to improve your practice**

### **Unit Commentary**

This unit is about managing and being accountable for your own work. You must demonstrate your ability to manage and prioritise your work. You must be able to justify and be accountable for your social work practice. You will need to monitor and evaluate the effectiveness of your practice.

Finally, it is essential that you effectively use professional and managerial support to improve and develop your practice.

### **Key words and concepts used specifically within the Unit**

- 14.2d **Supervision and support** - includes both formal supervision and other support and supervision provided by management, team members and colleagues

### **Scope**

To be competent in this unit you need to demonstrate the ability to:

- Work with situations of differing levels of complexity
- Work with situations where a range of support needs have to be addressed
- Use supervision and professional support appropriate to the level of complexity and risk
- Access social care knowledge that is factual and that requires reflection and professional judgement, from research; from the expertise of others; from management; and from inspections and regulation
- Work holistically with service users and carers
- Transfer and apply knowledge, skills and values to new and unfamiliar contexts

### **Links with other Units**

This unit links directly with units 18, 19 and 21

## Unit 14 – Indicative knowledge base

*In your specific area of practice you must understand, critically analyse, evaluate and apply the following knowledge:*

- 1. The legal, social, economic and ecological context of social work practice**
  - a. Country, UK, EU legislation, statutory codes, standards, frameworks and guidance relevant to social work practice and related fields, including multi-disciplinary and multi-organisational practice, data protection and confidentiality of information.
  - b. Social policy, including policy on social care, criminal justice, education, health, housing, welfare rights
  - c. Demographic and social trends
  - d. Theories of poverty, unemployment, health, impairment and other sources of discrimination and disadvantage and their impact on social exclusion
  - e. Policies on diversity, discrimination and promoting independence/autonomy of adults, children, families, groups and communities, and research on their effectiveness
- 2. The context of social work practice for this area of work**
  - a. Historical perspectives of social work and social welfare
  - b. International law and social policy, in broad terms, for the purpose of comparison
  - c. Contemporary issues and trends in social work
  - d. Understanding of why people use social work and social care services
  - e. Psychological and sociological explanations of:
    - human growth and development and the factors that impact on it
    - mental health and well being
    - social interactions and relationships
    - discrimination and oppression
    - human behaviour
  - f. Knowledge of the range of local, and appropriate national, resources and services
  - g. Models of team working, learning and accountability
  - h. Organisational structures, policies and procedures for supervision and accountability
  - i. Policies, procedures and legal requirements for the security and confidentiality of information
  - j. How to access and use information and communications technology (ICT) and other electronic systems that may help in the collection of information
- 3. Values and Ethics**
  - a. Awareness of your own values, prejudices, ethical dilemmas and conflicts of interest and their implications on your practice
  - b. Respect for, and the promotion of:
    - each person as an individual
    - independence and quality of life for individuals, whilst protecting them from harm

- dignity and privacy of individuals, families, carers, groups and communities
- c. Recognise and facilitate each person's use of the language and form of communication of their choice
- d. Value, recognise and respect the diversity, expertise and experience of individuals, families, carers, groups and communities
- e. Maintain the trust and confidence of individuals, families, carers, groups and communities by communicating in an open, accurate and understandable way
- f. Understand, and make use of, strategies to challenge discrimination, disadvantage and other forms of inequality and injustice
- 4. Social work theories, models and methods for working with individuals, families, carers, groups and communities**
- a. Principles, theories and methods of social work practice
- b. Theories about the impact of authority and power in the social work role
- c. Theories about the impact of discrimination, and methods of working with diversity
- d. Theories and methods about working with the main groups of people using services. These include children, mental health, learning difficulties, older people, minority and ethnic groups, drug and alcohol use, disability and impairment
- e. Principles about balancing the rights of individuals, families, carers, groups and communities with the interests of society and the requirements of practice
- f. Theories and methods of evaluating your own role in teams and in multi-disciplinary practice
- g. Theories and methods of reflective practice, including self and peer assessment and evaluation
- h. Methods of workload management, including setting priorities
- i. Lessons learned from both serious failure of service and practice, and from successful interventions
- j. Approaches to evidence and knowledge based practice
- k. Theories of organisations, group behaviour and organisational change
- l. Theories and methods of promoting personal, social and emotional well being



## Unit 14 – Manage and be accountable for own work

To achieve this standard you must:

### **14.1 Manage and prioritise your workload within organisational policies and priorities**

- a. Identify best practice and policy for managing the volume and balance of your workload and levels of intervention
- b. Report, using organisational and inter-organisational procedures, where:
  - current expectations differ from organisational policy and best practice
  - policy is not clear
- c. Use supervision to:
  - review your workload and associated stress levels
  - balance best practice requirements with organisational policies, procedures and priorities
- d. Discuss priorities with individuals, families, carers, groups and communities
- e. Use supervision and team meetings to:
  - assess best practice recommendations
  - record shortfalls in service, and any potential risks

### **14.2 Carry out duties using accountable professional judgement and knowledge based social work practice**

- a. Identify areas where:
  - practice is directed by national, organisational and inter-organisational codes, standards and procedures
  - advice and guidance is available from professional and policy-specific organisations
  - professional judgements are required and supported
  - boundaries are unclear
  - conflict exists
- b. Work within your organisation's priorities and responsibilities
- c. Provide evidence for professional judgements, in an accessible and appropriate form, which indicates the strengths and weaknesses of the judgements made
- d. Use supervision and support from team members to address concerns if your professional judgement is persistently disregarded
- e. Where supervision and support fail, seek advice from professional organisations and the regulatory councils

### **14.3 Monitor and evaluate the effectiveness of your programme of work in meeting the organisational requirements and the needs of individuals, families, carers, groups and communities**

- a. Identify national and organisational requirements and responsibilities for performance review
- b. Provide information for, and involve, individuals, families, carers, groups and communities in monitoring and evaluating the processes, methods and the impact of your work
- c. Analyse, collate and evaluate feedback about your effectiveness from:

- individuals, families, carers, groups and communities
- colleagues
- other professionals
- your manager's reviews

d. Take steps to improve areas of weakness

e. Identify differences of opinion about your effectiveness, and seek to address these with management, using, where appropriate, professional organisations

**14.4 Use professional and managerial supervision and support to improve your practice**

a. Identify your own professional practice support and development needs

b. Identify and use:

- managerial support and development systems to improve your practice
- other professional support and development when managerial support and development systems are not available

c. Evaluate and report on the value of, and outcomes from, the support provided

## Unit 15 - Contribute to the management of resources and services

### Elements:

- 15.1 Contribute to the procedures involved in purchasing and commissioning services
- 15.2 Contribute to monitoring the effectiveness of services in meeting need
- 15.3 Contribute to monitoring the quality of the services provided
- 15.4 Contribute to managing information

### Unit Commentary

This unit is about contributing to the management of resources and services. You are expected to work with others to provide, review and manage resources to meet the needs of individuals, families, carers, groups and communities. You also need to evaluate the effectiveness of the services in meeting need. Finally, you are required to manage information effectively, adhering to legal and organisational requirements, making effective use of information sources, and providing information in an accessible and understandable format and style for recipients.

### Key words and concepts used specifically within the Unit

- 15.1a **Cost Services** – includes that which is administered by your own and other organisations.
- 15.2 **Effectiveness** – refers to all types of effectiveness related to social work practice, its context and the provision purchased and commissioned. It includes cost effectiveness, the quality of the provision, the effectiveness of the resources etc.

### Scope

To be competent in this unit you need to demonstrate the ability to:

- Work with situations of differing levels of complexity
- Work with situations where a range of support needs have to be addressed
- Work where services are required from outside your own organisation, including services from statutory, voluntary and private organisations
- Work where complex services are required from different sources, including community groups
- Work holistically with service users and carers
- Transfer and apply knowledge, skills and values to new and unfamiliar contexts

### Links with other Units

This unit links directly with unit 6

## Unit 15 – Indicative knowledge base

*In your specific area of practice you must understand, critically analyse, evaluate and apply the following knowledge:*

- 1. The legal, social, economic and ecological context of social work practice**
  - a. Country, UK, EU legislation, statutory codes, standards, frameworks and guidance relevant to social work practice and related fields, including multi-disciplinary and multi-organisational practice, data protection and confidentiality of information.
  - b. Social policy, including policy on social care, criminal justice, education, health, housing, welfare rights
  - c. Demographic and social trends
  - d. Theories of poverty, unemployment, health, impairment and other sources of discrimination and disadvantage and their impact on social exclusion
  - e. Policies on diversity, discrimination and promoting independence/autonomy of adults, children, families, groups and communities, and research on their effectiveness
  - f. Mapping and auditing local community based resources, including in organisations controlled by individuals who use services
- 2. The context of social work practice for this area of work**
  - a. Historical perspectives of social work and social welfare
  - b. International law and social policy, in broad terms, for the purpose of comparison
  - c. Contemporary issues and trends in social work
  - d. Understanding of why people use social work and social care services
  - e. Mapping and auditing local community based resources, including in organisations controlled by individuals who use services
  - f. Psychological and sociological explanations of:
    - human growth and development and the factors that impact on it
    - mental health and well being
    - social interactions and relationships
    - discrimination and oppression
    - human behaviour
  - g. Theories about how systems work
  - h. Organisational structures, policies and procedures for costing and allocating resources
  - i. The impact of gaps and shortages in resources in social care and related fields
  - j. Organisational structures, policies, procedures and legal requirements for purchasing and commissioning services
  - k. How to access and use information and communications technology (ICT) and other electronic systems that may help in the identification and allocation of resources
- 3. Values and Ethics**
  - a. Awareness of your own values, prejudices, ethical dilemmas and conflicts of interest and their implications on your practice
  - b. Respect for, and the promotion of:

- each person as an individual
  - independence and quality of life for individuals, whilst protecting them from harm
  - dignity and privacy of individuals, families, carers, groups and communities
- c. Recognise and facilitate each person's use of the language and form of communication of their choice
  - d. Value, recognise and respect the diversity, expertise and experience of individuals, families, carers, groups and communities
  - e. Maintain the trust and confidence of individuals, families, carers, groups and communities by communicating in an open, accurate and understandable way
  - f. Understand, and make use of, strategies to challenge discrimination, disadvantage and other forms of inequality and injustice
- 4. Social work theories, models and methods for working with individuals, families, carers, groups and communities**
- a. Principles, theories and methods of social work practice
  - b. Theories about the impact of authority and power in the social work role
  - c. Theories about the impact of discrimination, and methods of working with diversity
  - d. Theories and methods about working with the main groups of people using services. These include children, mental health, learning difficulties, older people, minority and ethnic groups, drug and alcohol use, disability and impairment
  - e. Principles about balancing the rights of individuals, families, carers, groups and communities with the interests of society and the requirements of practice
  - f. The roles and responsibility of the worker and colleagues in managing resources and provision
  - g. Systems for costing provision, projects and managing budgets
  - h. Lessons learned from both serious failure of service and practice, and from successful interventions
  - i. Approaches to evidence and knowledge based practice
  - j. Theories and methods of promoting personal, social and emotional well being

## **Unit 15 – Contribute to the management of resources and services**

To achieve this standard you must:

### **15.1 Contribute to the procedures involved in purchasing and commissioning services**

- a. Identify and cost services required by individuals, families, carers, groups and communities
- b. Process accounts and monitor budgets for purchasing services
- c. Identify who is responsible for handling human, physical and financial resources in your own, and in other relevant organisations
- d. Work with individuals requiring services who wish to use direct payments

### **15.2 Contribute to monitoring the effectiveness of services in meeting need**

- a. Identify national standards on types, volume and quality of resources for people requiring services
- b. Set up, maintain, monitor and control budgets using organisational systems and procedures
- c. Work with others to obtain and communicate relevant information on:
  - gaps in resources
  - unmet need
  - any associated risks
- d. Seek advice from professional organisations about an appropriate course of action when national standards are not being met

### **15.3 Contribute to monitoring the quality of the services provided**

- a. Identify national standards on quality of services in your area of practice
- b. Identify who is responsible for monitoring quality in your own and other organisations involved in the provision of services
- c. Review how your own practice, and that of your colleagues:
  - promotes human growth, development and independent living
  - counters disadvantage, discrimination and social exclusion
  - takes account of the holistic needs of individuals, families, carers, groups and communities
- d. Plan and take action to improve practice and the quality of the services provided

#### **15.4 Contribute to managing information**

- a. Identify systems and procedures for collecting, analysing and evaluating information to improve practice and service
- b. Identify your own responsibilities for managing and sharing information with other organisations and individuals
- c. Contribute to ensuring that information provided is accessible to, and useable and understandable by recipients
- d. Record, store and disseminate information according to legal, professional and organisational requirements and procedures

## Unit 16 - Manage, present and share records and reports

### Elements:

- 16.1 Maintain accurate, complete, accessible, and up-to-date records and reports**
- 16.2 Provide evidence for judgements and decisions**
- 16.3 Implement legal and policy frameworks for access to records and reports**
- 16.4 Share records with individuals, families, carers, groups and communities**

### Unit Commentary

This unit is about managing, presenting and sharing records and reports. You should use clear, straightforward language. Your reports should be concise and accurate and up to date, not only in fact but also in differentiating between opinion, judgments and evidence. They should be accessible and understandable to all with whom the information is to be shared. Where information and communications technology (ICT) is available, you should use this to develop and update records, write reports and keep information secure, and to search for, identify and review relevant research. When allowing access to records, you should do this within legal and policy frameworks which are associated with records generally, and with specific records and reports. Finally, you will be required to demonstrate that you are able to share records with individuals, families, carers, groups and communities in a way that will promote good and effective working relationships, trust, and respect.

### Key words and concepts used specifically within the unit

- 16.1a **Recording** - it refers to the process by which agencies maintain an account of their dealings with those who require services. The selection and recording of information are a central task for social workers. Recording has to be clear and purposeful, it must distinguish fact from opinion, and offer supporting evidence to any judgements made. Recording may be understood as an expression of accountability for the social worker to the agency, but it is also crucially a means by which there can be accountability to those requiring services. Recording can also constitute evidence in a court of law. Recording must always comply with agency and legal requirements.
- 16.4d **Actions arising** – might be associated with your own practice, the practice of others, organisational practices and procedures, actions related to the provision and services, the actions related to the recording systems and practices

### Scope

To be competent in this unit you need to demonstrate the ability to:

- Work with situations of differing levels of complexity



- Manage, present and share records and reports:
- Produce reports for supervision and teamwork (including multi-disciplinary and multi-organisational teams, partnerships, joint working between organisations and teams)
- Produce reports that are in the format required for legal and statutory purposes
- Work holistically with service users and carers
- Transfer and apply knowledge, skills and values to new and unfamiliar contexts

### **Links with other Units**

This unit links directly with units 1, 2, 3, 4, 6, 11, 12 and 13

## Unit 16 – Indicative knowledge base

*In your specific area of practice you must understand, critically analyse, evaluate and apply the following knowledge:*

- 1. The legal, social, economic and ecological context of social work practice**
  - a. Country, UK, EU legislation, statutory codes, standards, frameworks and guidance relevant to social work practice and related fields, including multi-disciplinary and multi-organisational practice, data protection and confidentiality of information.
  - b. Social policy, including policy on social care, criminal justice, education, health, housing, welfare rights
  - c. Demographic and social trends
  - d. Theories of poverty, unemployment, health, impairment and other sources of discrimination and disadvantage and their impact on social exclusion
  - e. Policies on diversity, discrimination and promoting independence/autonomy of adults, children, families, groups and communities, and research on their effectiveness
- 2. The context of social work practice for this area of work**
  - a. Historical perspectives of social work and social welfare
  - b. International law and social policy, in broad terms, for the purpose of comparison
  - c. Contemporary issues and trends in social work
  - d. Understanding of why people use social work and social care services
  - e. Psychological and sociological explanations of:
    - human growth and development and the factors that impact on it
    - mental health and well being
    - social interactions and relationships
    - discrimination and oppression
    - human behaviour
  - f. Knowledge of the range of local, and appropriate national, resources and services
  - g. Theories about how systems work
  - h. Organisational structures, policies and procedures for record keeping and report writing
  - i. Policies, procedures and legal requirements for the security and confidentiality of information
  - j. How to access and use information and communications technology (ICT) and other electronic systems that may help in the production and sharing of records and reports
- 3. Values and Ethics**
  - a. Awareness of your own values, prejudices, ethical dilemmas and conflicts of interest and their implications on your practice
  - b. Respect for, and the promotion of:
    - each person as an individual
    - independence and quality of life for individuals, whilst protecting them from harm

- dignity and privacy of individuals, families, carers, groups and communities
- c. Recognise and facilitate each person's use of the language and form of communication of their choice
- d. Value, recognise and respect the diversity, expertise and experience of individuals, families, carers, groups and communities
- e. Maintain the trust and confidence of individuals, families, carers, groups and communities by communicating in an open, accurate and understandable way
- f. Understand, and make use of, strategies to challenge discrimination, disadvantage and other forms of inequality and injustice
- 4. Social work theories, models and methods for working with individuals, families, carers, groups and communities**
- a. Principles, theories and methods of social work practice
- b. Theories about the impact of authority and power in the social work role
- c. Theories about the impact of discrimination, and methods of working with diversity
- d. Theories and methods about working with the main groups of people using services. These include children, mental health, learning difficulties, older people, minority and ethnic groups, drug and alcohol use, disability and impairment
- e. Principles about balancing the rights of individuals, families, carers, groups and communities with the interests of society and the requirements of practice
- f. Methods of recording and report writing for different purposes, in both supportive social work practice and where legal interventions are required
- g. Methods of involving children and adults in report writing and recording to promote human growth, development and independent living
- h. Lessons learned from both serious failure of service and practice, and from successful interventions
- i. Approaches to evidence and knowledge based practice
- j. Theories and methods of promoting personal, social and emotional well being

## Unit 16 – Manage, present and share records and reports

To achieve this standard you must:

### **16.1 Maintain accurate, complete, accessible, and up-to-date records and reports**

- a. Identify, with management support, the legal, organisational and inter-disciplinary policies and procedures for recording and reporting
- b. Clarify any uncertainties about recording and reporting, including inter-professional working
- c. Use recording and reporting procedures (including the use of information and communications technology) to produce records and reports that:
  - reflect best practice
  - are accurate, concise, objective, understandable, legible and accessible
  - promote the participation of individuals, families, carers, groups and communities in planning, carrying out, and reviewing the effectiveness of provision and services in:
    - meeting their needs
    - identifying and exposing gaps in resources, services and unmet need
    - promoting human growth, development and independent living
    - countering disadvantage, discrimination and social exclusion
  - document conflicts, disagreements and unmet needs (and any risks associated with these)
- d. Maintain and update records according to legal and organisational policies and procedures

### **16.2 Provide evidence for professional judgements and decisions**

- a. Document:
  - professional judgements and decisions accurately
  - the evidence on which the professional judgements have been based
  - where professional judgement is based on informed opinion
- b. Record other evidence and reports which:
  - support your professional judgements and decisions
  - conflict with your professional judgements and decisions
  - clarify events and decisions
- c. Check and agree the accuracy of the records and evidence with all concerned in the decision making process, and acquire the appropriate signatures, if required
- d. Record and report any disagreements and actions taken to address them

### **16.3 Implement legal and policy frameworks for access to records and reports**

- a. Identify legal and organisational requirements for confidentiality, access and security of records and reports
- b. Balance confidentiality requirements with the need for openness
- c. Clarify policy and best practice for method of dissemination
- d. Disseminate records and reports according to legal and organisational requirements and agreements with individuals, families, carers, groups and communities
- e. Store records and reports:
  - in a way that facilitates retrieval and sharing of information
  - according to legal and organisational procedures for confidentiality, access and security

### **16.4 Share records with individuals, families, carers, groups, communities and professional colleagues**

- a. Identify :
  - legal and organisational requirements for sharing information, including the need to maintain privacy, confidentiality and security of information
  - the criteria for sharing information including:
    - how the information will be accessed and shared
    - the frequency with which the information will be shared
- b. Share records with individuals, families, carers, groups, communities and professional colleagues according legal and organisational requirements and the criteria set
- c. Receive, discuss and take action in response to feedback from individuals, families, carers, groups and communities
- d. Record:
  - views on progress or the lack of it
  - areas of disagreement and conflict
  - any actions arising from feedback received

## **Unit 17 - Work within multi-disciplinary and multi-organisational teams, networks and systems**

### **Elements:**

- 17.1 Develop and maintain effective working relationships**
- 17.2 Contribute to the identifying and agreeing the goals, objectives and lifespan of the team, network or system**
- 17.3 Contribute to evaluating the effectiveness of the team, network or system**
- 17.4 Deal constructively with disagreements and conflict within relationships**

### **Unit Commentary**

This unit is about effectively working within multi-disciplinary and multi-organisational teams, networks and systems. You must demonstrate that you are able to develop and maintain relationships that are effective, both in meeting the needs of individuals, families, carers, groups and communities, and in meeting legal and organisation requirements. You must demonstrate your competence in identifying and setting goals and objectives within a team and in evaluating its effectiveness, in terms of both meeting the goals and objectives and functioning effectively as a team.

Finally, you should demonstrate that you are able to deal effectively with disagreement and conflict within the team or network setting. Where any disagreements are likely to disrupt the work of the team, you may need to seek advice from your supervisor, other colleagues and/or your manager.

### **Key words and concepts used specifically within the Unit**

Unit title **Multi-disciplinary and multi-organisational teams, networks and systems** - are those which operate within your own organisation and profession, and between organisations and professions

### **Scope**

To be competent in this unit you need to demonstrate the ability to:

- Work with situations of differing levels of complexity
- Work with multi-disciplinary partnerships and joint working
- Work with situations where a range of support needs have to be addressed
- Work holistically with service users and carers
- Transfer and apply knowledge, skills and values to new and unfamiliar contexts

### **Links with other Units**

This unit links directly with all other units

## Unit 17 – Indicative knowledge base

*In your specific area of practice you must understand, critically analyse, evaluate and apply the following knowledge:*

- 1. The legal, social, economic and ecological context of social work practice**
  - a. Country, UK, EU legislation, statutory codes, standards, frameworks and guidance relevant to social work practice and related fields, including multi-disciplinary and multi-organisational practice, data protection and confidentiality of information.
  - b. Social policy, including policy on social care, criminal justice, education, health, housing, welfare rights
  - c. Demographic and social trends
  - d. Theories of poverty, unemployment, health, impairment and other sources of discrimination and disadvantage and their impact on social exclusion
  - e. Policies on diversity, discrimination and promoting independence/autonomy of adults, children, families, groups and communities, and research on their effectiveness
- 2. The context of social work practice for this area of work**
  - a. Historical perspectives of social work and social welfare
  - b. International law and social policy, in broad terms, for the purpose of comparison
  - c. Contemporary issues and trends in social work
  - d. Understanding of why people use social work and social care services
  - e. Definitions and models of multi-disciplinary working and evaluation of their effectiveness
  - f. Models of team working, supervision and management in multi-disciplinary and multi-organisational teams
  - g. Psychological and sociological explanations of:
    - human growth and development and the factors that impact on it
    - mental health and well being
    - social interactions and relationships
    - discrimination and oppression
    - human behaviour
  - h. Knowledge of the range of local, and appropriate national, resources and services
  - i. Theories about how systems work
  - j. Organisational structures, policies and procedures for delegation in joint working and methods for auditing their effectiveness and implementing changes
  - k. Policies, procedures and legal requirements for the security and confidentiality of shared information
  - l. How to access and use information and communications technology (ICT) and other electronic systems that may help in multi-disciplinary working
- 3. Values and Ethics**
  - a. Awareness of your own values, prejudices, ethical dilemmas and conflicts of interest and their implications on your practice

- b. Respect for, and the promotion of:
  - each person as an individual
  - independence and quality of life for individuals, whilst protecting them from harm
  - dignity and privacy of individuals, families, carers, groups and communities
- c. Recognise and facilitate each person's use of the language and form of communication of their choice
- d. Value, recognise and respect the diversity, expertise and experience of individuals, families, carers, groups and communities
- e. Maintain the trust and confidence of individuals, families, carers, groups and communities by communicating in an open, accurate and understandable way
- f. Understand, and make use of, strategies to challenge discrimination, disadvantage and other forms of inequality and injustice
- 4. Social work theories, models and methods for working with individuals, families, carers, groups and communities**
  - a. Principles, theories and methods of social work practice
  - b. Theories about the impact of authority and power in the social work role
  - c. Theories about the impact of discrimination, and methods of working with diversity
  - d. Theories and methods about working with the main groups of people using services. These include children, mental health, learning difficulties, older people, minority and ethnic groups, drug and alcohol use, disability and impairment
  - e. Principles about balancing the rights of individuals, families, carers, groups and communities with the interests of society and the requirements of practice
  - f. Lessons learned from both serious failure of service and practice, and from successful interventions
  - g. Approaches to evidence and knowledge based practice
  - h. Theories of organisations, group behaviour and organisational change
  - i. Methods and skills required in joint monitoring and evaluation of practice, team working, review and development
  - j. Theories and methods of promoting personal, social and emotional well being



**Unit 17 – Work within multi-disciplinary and multi-organisational teams, networks and systems**

To achieve this standard you must:

<b>17.1 Develop and maintain effective working relationships</b>
a. Identify: <ul style="list-style-type: none"><li>• your responsibilities and the expectations of your organisation</li><li>• different priorities that exist for you and your organisation</li><li>• legal, ethical and professional boundaries and roles that need to be established and maintained</li></ul>
b. Negotiate and establish: <ul style="list-style-type: none"><li>• your responsibilities within the relationship</li><li>• your expectations from the relationship</li><li>• the expectations others have of you within the relationship</li></ul>
c. Ensure that differences in power and authority are addressed
d. Seek advice, supervision and support in areas of confusion and conflict
<b>17.2 Contribute to identifying and agreeing the goals, objectives, and lifespan of the team, network or system</b>
a. Contribute to identifying how the team, network or system should operate
b. Agree leadership and other responsibilities within the team, network or system, including where collective action and responsibility is needed
c. Contribute to: <ul style="list-style-type: none"><li>• setting up the team, network or system</li><li>• agreeing its goals, objectives, and potential lifespan</li><li>• agreeing how the work will be reviewed against its objectives</li><li>• agreeing the criteria for success</li><li>• agreeing how conflicts will be addressed</li><li>• setting ground rules to ensure effective working relationships</li><li>• agreeing how communication and sharing of information will occur within professional, ethical and organisational boundaries</li></ul>
<b>17.3 Contribute to evaluating the effectiveness of the team, network or system</b>
a. Contribute to: <ul style="list-style-type: none"><li>• promoting the involvement of individuals, families, carers, groups and communities</li><li>• monitoring processes and outcomes against objectives</li><li>• evaluating the work of the team, network or system in achieving its goals</li><li>• identifying changes and improvements that need to be made</li><li>• making changes and improvements that will enhance the quality of the team, network or system and the working relationships of its</li></ul>

members

**17.4 Deal constructively with disagreements and conflict within relationships**

- a. Identify the causes of, and the ways in which, disagreements and conflicts should be addressed
- b. Use mediation and advocacy to assist in the resolution of conflicts
- c. Work with others to resolve disagreements and conflicts
- d. Where resolution is not possible, work with others to identify how conflicts and disagreements will be managed
- e. Seek advice and guidance, supervision and support from within and outside the organisation when agreements and solutions cannot be reached

## Key Role 6      Demonstrate professional competence in social work practice

### Unit 18 - Research, analyse, evaluate and use current knowledge of best social work practice

#### Elements:

- 18.1 Review and update your own knowledge of legal, policy and procedural frameworks
- 18.2 Use professional and organisational supervision and support to research, critically analyse, and review knowledge based practice
- 18.3 Implement knowledge based social work models and methods to develop and improve your own practice

#### Unit Commentary

This unit is about researching, evaluating and using current knowledge of best social work practice. You must provide evidence that you regularly review and update your own knowledge of legal, policy and procedural frameworks, and implement those that are appropriate to your own practice. You should use information and communications technology and other electronic sources to search for, identify, and review relevant research and to update your knowledge of legal requirements and duties, regulation, guidance and frameworks. You should not rely wholly on your own review and analysis but also use professional and organisational supervision to support you in your research and critical analysis. Finally, you should be able to illustrate how you have used knowledge based social work models and methods to develop and improve your own practice.

#### Key words and concepts used specifically within the Unit

- 18.2 **Research** - refers to accessing and reviewing the research findings of others rather than carrying out fundamental research of your own
- 18.3 **Evidence and knowledge based practice** - Practice derives its knowledge from theory and research in many different disciplines, from policies laid down in legislation and government guidance, and from accumulated practice experience and wisdom, which has, in some cases, been empirically tested. Practice is expected to be evidence based which means that knowledge is used critically from research and practice about the needs of those requiring social work services, and the outcomes of services and interventions to inform future practice. The combination of practice grounded in knowledge and evidence based, together with the use of finely balanced professional judgment, is the foundation of effective social work practice

#### Scope

To be competent in this unit you need to demonstrate the ability to:

- Work with situations of differing levels of complexity
- Work with situations where a range of support needs have to be addressed

- Research, evaluate and use current knowledge of best social work practice, including that which has led to practice guidance and that where the findings are conflicting or unclear
- Transfer and apply knowledge, skills and values to new and unfamiliar contexts

<b>Links with other Units</b>
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This unit links directly with all other units

## Unit 18 – Indicative knowledge base

*In your specific area of practice you must understand, critically analyse, evaluate and apply the following knowledge:*

- 1. The legal, social, economic and ecological context of social work practice**
  - a. Country, UK, EU legislation, statutory codes, standards, frameworks and guidance relevant to social work practice and related fields, including multi-disciplinary and multi-organisational practice, data protection and confidentiality of information.
  - b. Social policy, including policy on social care, criminal justice, education, health, housing, welfare rights
  - c. Demographic and social trends
  - d. Theories of poverty, unemployment, health, impairment and other sources of discrimination and disadvantage and their impact on social exclusion
  - e. Policies on diversity, discrimination and promoting independence/autonomy of adults, children, families, groups and communities, and research on their effectiveness
- 2. The context of social work practice for this area of work**
  - a. Historical perspectives of social work and social welfare
  - b. International law and social policy, in broad terms, for the purpose of comparison
  - c. Contemporary issues and trends in social work
  - d. Understanding of why people use social work and social care services
  - e. Psychological and sociological explanations of:
    - human growth and development and the factors that impact on it
    - mental health and well being
    - social interactions and relationships
    - discrimination and oppression
    - human behaviour
  - f. Knowledge of the range of local, and appropriate national, resources and services
  - g. Theories about how systems work
  - h. Organisational policies for the accessing and using knowledge of best practice
  - i. Policies, procedures and legal requirements for the security and confidentiality of information
  - j. How to access and use information and communications technology (ICT) and other electronic systems that may help in accessing and utilising research and knowledge of best practice
- 3. Values and Ethics**
  - a. Awareness of your own values, prejudices, ethical dilemmas and conflicts of interest and their implications on your practice
  - b. Respect for, and the promotion of:
    - each person as an individual

- independence and quality of life for individuals, whilst protecting them from harm
  - dignity and privacy of individuals, families, carers, groups and communities
- c. Recognise and facilitate each person's use of the language and form of communication of their choice
  - d. Value, recognise and respect the diversity, expertise and experience of individuals, families, carers, groups and communities
  - e. Maintain the trust and confidence of individuals, families, carers, groups and communities by communicating in an open, accurate and understandable way
  - f. Understand, and make use of, strategies to challenge discrimination, disadvantage and other forms of inequality and injustice
- 4. Social work theories, models and methods for working with individuals, families, carers, groups and communities**
- a. Principles, theories and methods of social work practice
  - b. Theories about the impact of authority and power in the social work role
  - c. Theories about the impact of discrimination, and methods of working with diversity
  - d. Theories and methods about working with the main groups of people using services. These include children, mental health, learning difficulties, older people, minority and ethnic groups, drug and alcohol use, disability and impairment
  - e. Principles about balancing the rights of individuals, families, carers, groups and communities with the interests of society and the requirements of practice
  - f. Lessons learned from both serious failure of service and practice, and from successful interventions
  - g. Methods of using supervision, coaching and mentoring, as an individual and in teams
  - h. Approaches to evidence and knowledge based practice
  - i. Theories of organisations, group behaviour and organisational change
  - j. Theories and methods of promoting personal, social and emotional well being

**Unit 18 – Research, analysis, evaluate and use current knowledge of best social work practice**

To achieve this standard you must:

**18.1 Review and update your own knowledge of legal, policy and procedural frameworks**

- a. Continually up-date your own knowledge of:
  - legislation, policy and procedural requirements and associated human rights
  - procedures, recording processes, and resources of statutory bodies, including the courts
- b. Review the ways legal powers and duties are:
  - interpreted by local courts and organisations
  - perceived by those who are subject to them
- c. Communicate, in an appropriate and understandable format, the legal, policy and procedural frameworks that relate to individuals, families, carers, groups, communities and colleagues

**18.2 Use professional and organisational supervision and support to research, critically analyse and review knowledge based practice**

- a. Use supervision and teamwork to identify different sources of knowledge that can inform best practice
- b. Identify areas of your practice that require broader, more in-depth and up-to-date knowledge
- c. Use procedures and practices, and prioritise time and commitments, to ensure that you have sufficient time to:
  - access and review literature
  - access and review guidance on best practice
  - review and evaluate the effectiveness of team practice
  - review the impact of practice with individuals, families, carers, groups and communities

**18.3 Implement knowledge based social work models and methods to develop and improve your own practice**

- a. Access and review guidance, with support, on best practice and standards of service and practice applicable to your work
- b. Continually evaluate and learn from:
  - your own practice
  - current and emerging research
  - the expertise and experience of relevant others
- c. With the help of support and supervision, plan how to transfer and apply

existing knowledge and skills in new and unfamiliar contexts

- d. Use transfer skills to operate effectively in new and unfamiliar contexts
- e. Review knowledge about issues of equality, fairness, access and anti-discriminatory practice and provision



## Unit 19 - Work within agreed standards of social work practice and ensure own professional development

### Elements:

- 19.1 Exercise and justify professional judgements
- 19.2 Use professional assertiveness to justify decisions and uphold professional social work practice, values and ethics
- 19.3 Work within the principles and values underpinning social work practice
- 19.4 Critically reflect upon your own practice and performance using supervision and support systems
- 19.5 Use supervision and support to take action to meet continuing professional development needs

### Unit Commentary

This unit is about developing a professional social work identity and being competent in your social work practice. You must develop a sense of professional competency and assertiveness, and use supervision and support systems to review and reflect on your own practice. You should also develop your capacity for critical reflection to enhance your practice. Finally, you must to seek, and use, supervision and support and, through this, plan and act upon your own professional development needs.

### Key words and concepts used specifically within the Unit

- Indicative Knowledge Base 2h
- Reflective practice-** is grounded in the social worker's repertoire of values, knowledge, theories and practice which influence the judgements made about a particular situation. The characteristics of reflective judgements indicate that the practitioner has developed the ability to view situations from multiple perspectives, the ability to search for alternative explanations, and the ability to use evidence in supporting or evaluating a decision or position.
- 19.2 **Professional assertiveness-** it refers to the ability to justify in different decision making forums, and for different audiences, decisions and recommendations made about a course of action based on the skills, values and knowledge upheld by the social work profession.
- 19.5 **Continuing professional development-** refers to the maintenance and enhancement of the knowledge, expertise and competence of social workers according to a plan formulated to meet individual needs, the needs of the profession, employers and practice.

### **Scope**

To be competent in this unit you need to demonstrate the ability to:

- Work with situations of differing levels of complexity
- Work with situations where a range of support needs have to be addressed
- Work holistically with service users and carers
- Transfer and apply knowledge, skills and values to new and unfamiliar contexts

### **Links with other Units**

This unit links directly with all other units

## Unit 19 – Indicative knowledge base

*In your specific area of practice you must understand, critically analyse, evaluate and apply the following knowledge:*

- 1. The legal, social, economic and ecological context of social work practice**
  - a. Country, UK, EU legislation, statutory codes, standards, frameworks and guidance relevant to social work practice and related fields, including multi-disciplinary and multi-organisational practice, data protection and confidentiality of information.
  - b. Social policy, including policy on social care, criminal justice, education, health, housing, welfare rights
  - c. Demographic and social trends
  - d. Theories of poverty, unemployment, health, impairment and other sources of discrimination and disadvantage and their impact on social exclusion
  - e. Policies on diversity, discrimination and promoting independence/autonomy of adults, children, families, groups and communities, and research on their effectiveness
- 2. The context of social work practice for this area of work**
  - a. Historical perspectives of social work and social welfare
  - b. International law and social policy, in broad terms, for the purpose of comparison
  - c. Contemporary issues and trends in social work
  - d. Understanding of why people use social work and social care services
  - e. Psychological and sociological explanations of:
    - human growth and development and the factors that impact on it
    - mental health and well being
    - social interactions and relationships
    - discrimination and oppression
    - human behaviour
  - f. Knowledge of the range of local, and appropriate national, resources and services
  - g. Theories about how systems work
  - h. Approaches to reflective practice
  - i. Organisational structures, policies and procedures for the supervision of practice and professional support, including in multi-disciplinary settings, and where the manager has another professional background
  - k. Policies, procedures and legal requirements for the security and confidentiality of information
  - l. How to access and use information and communications technology (ICT) and other electronic systems that may help in the collection of information
- 3. Values and Ethics**
  - a. Awareness of your own values, prejudices, ethical dilemmas and conflicts of interest and their implications on your practice
  - b. Respect for, and the promotion of:
    - each person as an individual
    - independence and quality of life for individuals, whilst protecting them from harm

- dignity and privacy of individuals, families, carers, groups and communities
- c. Recognise and facilitate each person's use of the language and form of communication of their choice
- d. Value, recognise and respect the diversity, expertise and experience of individuals, families, carers, groups and communities
- e. Maintain the trust and confidence of individuals, families, carers, groups and communities by communicating in an open, accurate and understandable way
- f. Understand, and make use of, strategies to challenge discrimination, disadvantage and other forms of inequality and injustice
- 4. Social work theories, models and methods for working with individuals, families, carers, groups and communities**
- a. Principles, theories and methods of social work practice
- b. Theories about the impact of authority and power in the social work role
- c. Theories about the impact of discrimination, and methods of working with diversity
- d. Theories and methods about working with the main groups of people using services. These include children, mental health, learning difficulties, older people, minority and ethnic groups, drug and alcohol use, disability and impairment
- e. Principles about balancing the rights of individuals, families, carers, groups and communities with the interests of society and the requirements of practice
- f. Theories, methods and models of reflective practice
- g. Theories, methods and models of supervision and professional support and continuing professional development, including in different organisational contexts
- h. Lessons learned from both serious failure of service and practice, and from successful interventions
- i. Approaches to evidence and knowledge based practice
- j. Theories of organisations, group behaviour and organisational change
- k. Theories and methods of promoting personal, social and emotional well being

## **Unit 19 – Work within agreed standards of social work practice and ensure own professional development**

To achieve this standard you must:

### **19.1 Exercise and justify professional judgements**

- a. Apply professional knowledge and skills to the social work processes of:
  - referral
  - assessment
  - planning
  - intervention
  - monitoring
  - review of practice
- b. Identify and justify the basis for your professional judgements, including whether they are based on:
  - social work theory, models and methods
  - best knowledge based practice
  - evidence
  - informed opinion
- c. Explain and justify (both verbally and in writing) the rationale for your professional judgements and decisions when working with differences in perspectives from:
  - individuals requiring services and their carers
  - others within your own team and organisation
  - other professionals
- d. Work sensitively when dealing with issues of diversity

### **19.2 Use professional assertiveness to justify decisions and uphold professional social work practice, values and ethics**

- a. Apply professional assertiveness effectively when:
  - supporting your professional judgements and decisions
  - people disagree or challenge your professional judgements and decisions
  - explaining decisions, events and outcomes
  - challenging the judgements and decisions of others where:
    - there is a risk of significant harm to those with whom you are working
    - there is evidence that the needs of those you are working with are not being met
    - unmet need may create additional risk
    - there is a risk to yourself or your colleagues
- b. Use power and authority constructively and appropriately
- c. Explain the knowledge base and skills of the profession in an assertive, informed, and understandable manner

<b>19.3 Work within the principles and values underpinning social work practice</b>	
a.	Integrate the values and principles of social work into your own practice
b.	Identify and work with disagreements, conflicts and tensions between stated values and principles
c.	Ensure that, in team working, others are aware of the specific values and principles of social work
d.	Evaluate your own values and principles and identify any conflicts and tensions that might arise, generally and when dealing with specific cases
f.	Develop strategies to deal with any conflicts or tensions
g.	Seek help and advice on values and principles that you are unable to integrate into your practice, either generally or when involved with specific cases
h.	Ensure that the professional principles, codes and values are used: <ul style="list-style-type: none"> <li>• in your practice, especially in relation to anti-discriminatory and inclusive practice</li> <li>• when working with colleagues, on both an individual and group basis</li> </ul>
<b>19.4 Critically reflect upon your own practice and performance using supervision and support systems</b>	
a.	Monitor and evaluate processes, practice and outcomes from your own work
b.	Seek feedback from individuals, families, carers, groups, communities, colleagues, supervisors and team members when evaluating your own work
c.	Identify: <ul style="list-style-type: none"> <li>• your own achievements, strengths, weaknesses, and development needs</li> <li>• your own best practice</li> <li>• gaps in your expertise, the impact these might have on practice, and the actions that are required to address the gaps</li> <li>• ways you could improve critical self-reflection</li> <li>• your reaction to stress and how you manage stressful situations</li> </ul>
d.	Continually review and update your own practice
<b>19.5 Use supervision and support to take action to meet continuing professional development needs</b>	
a.	Review and identify supervision, support and professional development requirements which are: <ul style="list-style-type: none"> <li>• specified by your organisation</li> <li>• specified by the regulatory councils</li> <li>• grounded in best practice</li> </ul>
b.	Seek and use professional and organisational supervision and support to: <ul style="list-style-type: none"> <li>• guide current and inform future practice</li> <li>• identify continuing professional development needs that will reduce</li> </ul>

stress and enhance performance

c. Take action to meet continuing professional development needs

## Unit 20 - Manage complex ethical issues, dilemmas and conflicts

### Elements:

- 20.1 Identify and assess issues, dilemmas and conflicts that might affect your practice
- 20.2 Devise strategies to deal with ethical issues, dilemmas and conflicts
- 20.3 Reflect on outcomes

### Unit Commentary

This unit is about managing ethical issues, dilemmas and conflicts.

You will be required to provide evidence that you have identified and assessed issues, dilemmas and conflicts that might affect your practice, devised strategies to deal with them; and reflected on the outcomes of your deliberations and actions.

### Key words and concepts used specifically within the Unit

- 20.1 **Conflicts**
- 20.2 **Ethical dilemmas**

### Scope

To be competent in this unit you need to demonstrate the ability to:

- Work with situations of differing levels of complexity
- Work with ethical dilemmas and conflicts:
- Work with issues that present challenges to your personal, moral and ethical views
- Work with situations where the outcomes have an impact on yourself; where they have an impact on the individual, family, group or community; and where they have an impact on those outside your organisation
- Work holistically with service users and carers
- Transfer and apply knowledge, skills and values to new and unfamiliar contexts

### Links with other Units

This unit links directly with all other units



## Unit 20 – Indicative knowledge base

*In your specific area of practice you must understand, critically analyse, evaluate and apply the following knowledge:*

### **1. The legal, social, economic and ecological context of social work practice**

- a. Country, UK, EU legislation, statutory codes, standards, frameworks and guidance relevant to social work practice and related fields, including multi-disciplinary and multi-organisational practice, data protection and confidentiality of information.
- b. Social policy, including policy on social care, criminal justice, education, health, housing, welfare rights
- c. Demographic and social trends
- d. Theories of poverty, unemployment, health, impairment and other sources of discrimination and disadvantage and their impact on social exclusion
- e. Policies on diversity, discrimination and promoting independence/autonomy of adults, children, families, groups and communities, and research on their effectiveness

### **2. The context of social work practice for this area of work**

- a. Historical perspectives of social work and social welfare
- b. International law and social policy, in broad terms, for the purpose of comparison
- c. Contemporary issues and trends in social work
- d. Understanding of why people use social work and social care services
- e. Psychological and sociological explanations of:
  - human growth and development and the factors that impact on it
  - mental health and well being
  - social interactions and relationships
  - discrimination and oppression
  - human behaviour
- f. Knowledge of the range of local, and appropriate national, resources and services
- g. Theories about how systems work
- h. Organisational structures, policies and procedures for dealing with conflicts, dilemmas and ethical issues
- i. Policies, procedures and legal requirements for the security and confidentiality of information
- j. How to access and use information and communications technology (ICT) and other electronic systems

### **3. Values and Ethics**

- a. Awareness of your own values, prejudices, ethical dilemmas and conflicts of interest and their implications on your practice
- b. Respect for, and the promotion of:
  - each person as an individual
  - independence and quality of life for individuals, whilst protecting them from harm

- dignity and privacy of individuals, families, carers, groups and communities
- c. Recognise and facilitate each person's use of the language and form of communication of their choice
- d. Value, recognise and respect the diversity, expertise and experience of individuals, families, carers, groups and communities
- e. Maintain the trust and confidence of individuals, families, carers, groups and communities by communicating in an open, accurate and understandable way
- f. Understand, and make use of, strategies to challenge discrimination, disadvantage and other forms of inequality and injustice
- 4. Social work theories, models and methods for working with individuals, families, carers, groups and communities**
- a. Principles, theories and methods of social work practice
- b. Theories about the impact of authority and power in the social work role
- c. Theories about the impact of discrimination, and methods of working with diversity
- d. Theories and methods about working with the main groups of people using services. These include children, mental health, learning difficulties, older people, minority and ethnic groups, drug and alcohol use, disability and impairment
- e. Principles about balancing the rights of individuals, families, carers, groups and communities with the interests of society and the requirements of practice
- f. Key developments in the history of social work values, approaches to handling them and how they have shaped practice and provision
- g. Different perceptions of ethical and moral dilemmas and conflicts and their impact on practice
- h. The impact of your own ethical, moral, religious view and the dilemmas these can create for your own practice
- i. Lessons learned from both serious failure of service and practice, and from successful interventions
- j. Approaches to evidence and knowledge based practice
- k. Theories of organisations, group behaviour and organisational change

## Unit 20 – Manage complex ethical issues, dilemmas and conflicts

To achieve this standard you must:

<b>20.1 Identify and assess issues, dilemmas and conflicts that might affect your practice</b>
<p>a. Identify:</p> <ul style="list-style-type: none"><li>• the main issues, dilemmas and conflicts that are likely impact on your own social work practice</li><li>• sources of knowledge that will assist you when working with ethical and human rights dilemmas</li></ul> <p>b. Access and use codes and guidance from regulatory bodies and professional social work organisations to address ethical and human rights dilemmas that regularly occur in social work</p>
<b>20.2 Devise strategies to deal with ethical issues, dilemmas and conflicts</b>
<p>a. Devise strategies to access supervision and support when dealing with ethical dilemmas</p> <p>b. Identify ways in which your own service:</p> <ul style="list-style-type: none"><li>• may stigmatise and increase the exclusion of individuals, families, carers, groups and communities</li><li>• may discriminate against members of staff and potential members of staff</li><li>• could reduce discrimination and promote equality and diversity for individuals, families, carers, groups, communities, staff, and potential members of staff</li></ul> <p>c. Use:</p> <ul style="list-style-type: none"><li>• supervision as a source of support when addressing ethical and human rights dilemmas</li><li>• guidance from your own organisation, from the regulatory councils and from professional organisations to inform your practice when dealing with ethical and human rights dilemmas</li></ul>
<b>20.3 Reflect on outcomes</b>
<p>a. Evaluate the effectiveness of the strategies you have devised and used to address ethical and human rights dilemmas</p> <p>b. Identify:</p> <ul style="list-style-type: none"><li>• where your strategies have worked</li><li>• where your strategies need to change</li><li>• any additional supervision and support you may require to facilitate change</li><li>• how you can access additional support</li><li>• how to review the effectiveness of your revised strategy</li></ul>

## Unit 21 - Contribute to the promotion of best social work practice

### Elements:

**21.1 Contribute to policy review and development**

**21.2 Use supervision and organisational and professional systems to inform a course of action where practice falls below required standards**

**21.3 Work with colleagues to contribute to team development**

### Unit Commentary

This unit is about contributing to the promotion of best social work practice. You must seek out and use opportunities to contribute to policy review and development, using your own experience and knowledge to inform this.

You are also required to identify areas of practice that need improvement and to take necessary steps to inform a course of action that will lead to improvement of practice.

In your work with colleagues, you will need to contribute to overall team development. Finally, it is essential that at all times you work within the principles and values underpinning social work practice.

### Key words and concepts used specifically within the Unit

21.3 **Colleagues** - in this context could be support staff, care workers, other beginning social workers, volunteers or students

21.4a **Values and principles** - are those specified by the profession, government, and the employing organisation

### Scope

To be competent in this unit you need to demonstrate the ability to:

- Work with situations of differing levels of complexity
- Work with situations where a range of support needs have to be addressed
- Contribute to the promotion of best social work practice; with supervision; in your work in teams; through your own organisation; and in networks or systems of which you are a member
- Contribute to the promotion of best social work practice through participating professional organisations, specific policy organisations, and other forums for sharing learning, knowledge and social work values
- Work holistically with service users and carers
- Transfer and apply knowledge, skills and values to new and unfamiliar contexts

### Links with other Units

This unit links directly with all other units

## Unit 21 – Indicative knowledge base

*In your specific area of practice you must understand, critically analyse, evaluate and apply the following knowledge:*

### **1. The legal, social, economic and ecological context of social work practice**

- a. Country, UK, EU legislation, statutory codes, standards, frameworks and guidance relevant to social work practice and related fields, including multi-disciplinary and multi-organisational practice, data protection and confidentiality of information.
- b. Social policy, including policy on social care, criminal justice, education, health, housing, welfare rights
- c. Demographic and social trends
- d. Theories of poverty, unemployment, health, impairment and other sources of discrimination and disadvantage and their impact on social exclusion
- e. Policies on diversity, discrimination and promoting independence/autonomy of adults, children, families, groups and communities, and research on their effectiveness

### **2. The context of social work practice for this area of work**

- a. Historical perspectives of social work and social welfare
- b. International law and social policy, in broad terms, for the purpose of comparison
- c. Contemporary issues and trends in social work
- d. Understanding of why people use social work and social care services
- e. Psychological and sociological explanations of:
  - human growth and development and the factors that impact on it
  - mental health and well being
  - social interactions and relationships
  - discrimination and oppression
  - human behaviour
- f. Knowledge of the range of local, and appropriate national, resources and services
- g. Theories about how systems work
- h. Organisational structures, policies and procedures for promoting good practice and reporting poor or dangerous practice
- i. Policies, procedures and legal requirements for the security and confidentiality of information
- j. How to access and use information and communications technology (ICT) and other electronic systems that may help in promotion of best social work practice

### **3. Values and Ethics**

- a. Awareness of your own values, prejudices, ethical dilemmas and conflicts of interest and their implications on your practice
- b. Respect for, and the promotion of:
  - each person as an individual

- independence and quality of life for individuals, whilst protecting them from harm
  - dignity and privacy of individuals, families, carers, groups and communities
- c. Recognise and facilitate each person's use of the language and form of communication of their choice
  - d. Value, recognise and respect the diversity, expertise and experience of individuals, families, carers, groups and communities
  - e. Maintain the trust and confidence of individuals, families, carers, groups and communities by communicating in an open, accurate and understandable way
  - f. Understand, and make use of, strategies to challenge discrimination, disadvantage and other forms of inequality and injustice
- 4. Social work theories, models and methods for working with individuals, families, carers, groups and communities**
- a. Principles, theories and methods of social work practice
  - b. Theories about the impact of authority and power in the social work role
  - c. Theories about the impact of discrimination, and methods of working with diversity
  - d. Theories and methods about working with the main groups of people using services. These include children, mental health, learning difficulties, older people, minority and ethnic groups, drug and alcohol use, disability and impairment
  - e. Methods of: contributing to team and organisational development of knowledge based practice
  - f. Methods of involving individuals, families, carers, groups and communities in policy, service and practice development and dissemination of good practice
  - g. Methods of contributing to practice and service development through professional organisations and specific organisational policies
  - h. Principles about balancing the rights of individuals, families, carers, groups and communities with the interests of society and the requirements of practice
  - i. Lessons learned from both serious failure of service and practice, and from successful interventions

## **Unit 21 – Contribute to the promotion of best social work practice**

To achieve this standard you must:

### **21.1 Contribute to policy review and development**

- a. Identify contexts and procedures where you can contribute to national and local policy
- b. Contribute knowledge of best practice within your team, organisation and other networks

### **21.2 Use supervision and organisational and professional systems to inform a course of action where practice falls below required standards**

- a. Identify, with the support of others, best organisational and professional systems for challenging unprofessional and unsafe practice
- b. Evaluate, with others, the most effective way to challenge bad and dangerous practice at organisational and individual levels
- c. Work within and between organisational and professional systems to ensure the most effective outcomes
- d. Ensure that all relevant people are informed about:
  - the actions you have taken
  - how your actions comply with legal, organisational, and professional systems and requirements
- e. Record and justify professional judgements comprehensively and with appropriate evidence

### **21.3 Work with colleagues to contribute to team development**

- a. Identify formal and informal ways that can be used to contribute to, and support the development of colleagues
- b. Clarify the most appropriate methods and contexts for helping to develop colleagues
- c. Work with colleagues to address institutional discrimination and exclusion
- d. Share best practice with colleagues, involving, where appropriate, individuals, families, carers, groups, communities and others
- e. Evaluate your actions and obtain feedback that will improve your skills and abilities as a team member