PATH (SCOTLAND)

Guide for use by Social Work Supervisors and their students

MAINSTREAMING ANTI DISCRIMINATORY PRACTICE INTO SERVICE DELIVERY

Produced by PATH (Scotland) in association with Gerry Daly and Dr Stewart Montgomery

PATH (Scotland) was set up in 1998 with charitable objectives to develop and run Positive Action training programmes across Scotland using Section 37 of the Race Relations Act 1976. PATH address the issue of under-representation of black / minority ethnic communities in Housing, Social Work and related professions.

Section 37 of the Race Relations Act permits recruitment from black/ethnic minority communities for the purpose of training.

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Section 1: Background

In order to gain a professional qualification in Social Work in Scotland, students must achieve either an honours degree, or a post-graduate equivalent qualification.

These qualifications must meet the learning requirements set out in the Standards in Social Work Education (Scottish Executive 2003) (referred to below as SiSWE)

These qualifications ensure that students attain the recognised standards of professionalism.

1.1. Achieving professional status

To attain the required levels of professionalism, students must show that they meet standards relating to:

- Knowledge and understanding;
- Skills and abilities; and
- Ethical and personal commitments.

These areas that together define professionalism are illustrated below.
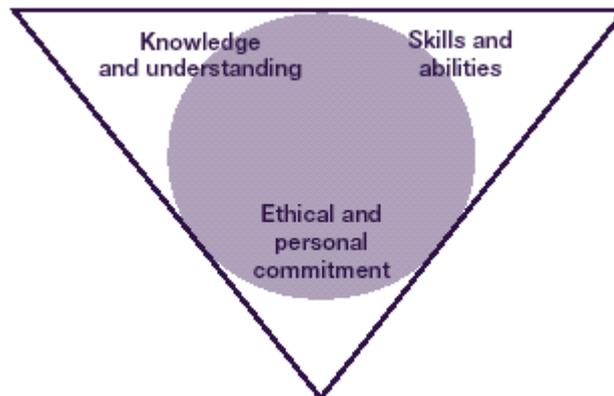
(Source: SiSWE, 2003)

1.2. Achieving competence

In order to achieve an appropriate qualification, students are also required to show competence in a variety of ways.

Competence relates to showing that the above skills can be applied coherently in workplace settings.

This means, in effect, applying knowledge effectively.

Assessed direct practice is, therefore, an integral part of all learning programmes.

Although programme providers have developed different models in terms of course construction, placement pattern and content, all are located within the SiSWE framework.

This position applies both at under-graduate and postgraduate levels.

To relate this to section 1.1 above, all learning programmes require students to practice in ways that demonstrate:

- Knowledge and understanding;
- Skills and abilities; and
- Personal ethical commitment to social work.

1.2.1. Key Capabilities in Child Care and Protection

Child Care and Protection has been highlighted as an essential component of anti discriminatory Social Work practice. Since September 2007 all undergraduate and post graduate Social Work courses have been required to embed opportunities to evidence the key capabilities at appropriate times during the course and students must evidence them in order to qualify.

The key capabilities are assessed under four headings
1. effective communication;
2. knowledge and understanding;
3. professional confidence and competence;
4. values and ethical practice.

Assessment is the responsibility of the Higher Education Institution (HEI), which awards the degree and some of this assessment must be complete before students move into assessed practice placements.

While on placement, students will be expected, before qualification, to have: -

- undertaken an assessment of a child **or** of parenting capacity
- demonstrated knowledge and understanding of the implications for child care and protection of their practice learning setting

Clearly, in settings where there is no direct childcare component, HEI's, supervisors and students must be imaginative in seeking appropriate experience. This is thoroughly discussed and practical suggestions offered at

http://www.scotland.gov.uk/publications/2006/12/13102807/

A useful series of grids also demonstrates how the Key Capabilities are aligned with both the Scottish Credit and Qualifications Framework (SCQF) and the SiSWE

These are the core issues that the Guide will incorporate into the learning activities. (See section 6)

As well as the many social work degree or post graduate students who are assessed on placement, evidence based practice is also a key part of the Higher National Certificate courses.

This applies, for example, in the areas of social care and criminal justice.

1.3. People involved in assessment

People involved in the support and assessment of student placements (assessors) come from a variety of backgrounds.

They may, for instance, be social workers themselves who have already achieved the Practice Teaching Award.

Again, assessors may have undertaken some form of Link Worker training, where they would function as the "in house" supervisor, with some tasks remaining the responsibility of a practice teacher not working in the placement setting.

Finally, they may be involved in supporting placements in their workplace in a variety of ways, from:

- offering direct co-working opportunities; and
- discussion and informal support.

The new Practice Learning Qualifications (PLQSS), currently under development, recognise the importance of all persons involved in the learning process.

This is a process that integrates the concept of empowerment in which it is recognised that effective learning should be learner focused. This approach underpins community-learning programmes in general.

Well-supported placements, it is emphasised, are marked by the involvement and ownership of the whole team. Learning arrangements for practice placements must, therefore, be designed to offer students experiences that assist in their understanding of the complexity and diversity of services.

1.4.   Organisational settings for placements

Although many student placements are offered in statutory or voluntary agencies that are identified as being "social work" placements – a practice that is likely to continue - there is an increasing realisation that social work takes place in a variety of settings.

In order to deliver services effectively to meet the needs of individual service users, it is recognised that different agencies must work together.

This is now common throughout traditional public services and is aligned to Government strategies to promote work-based partnerships that address issues holistically.

In the case of education, this requires that students acquire knowledge of a wide range of inter-professional disciplines, in particular how they interact in practice.

Social work students will, therefore, spend time carrying out inter-disciplinary work in other services such as housing and health services.

Section 2: Focus and scope of the Guide

2.1. Focus of the Guide

This guide is intended to be a practical tool, not an academic document.

It has been developed, in particular, to complement other theoretical learning that is taught at Universities and Colleges in respect of equality matters.

The main aim of the guide is to assist placement organisations to provide students, at different educational levels, with enhanced skills to address discriminatory practices.

This guide will facilitate this process by providing students with a range of case scenarios in which they can apply their acquired knowledge, understanding and values.

The guide is, thus, an essential tool in enabling supervisors and students to integrate anti-oppressive practice into activities that cover a diverse range of organisational settings.

The actual scenarios are contained in section 6.

The guide is not intended to be prescriptive in nature but to enable students to reflect, critically, on the diverse methods and options that exist to address discriminatory behaviour.

These options will include assessments of whether legal or management methods should be used to address discrimination. This will involve students in the evaluation of actual organisational policy and practice, including the identification of gaps in existing services.

Adopting this approach will also be vital in ensuring that students understand the nature of mainstreaming of equality and how to address institutionalised forms of discrimination and oppression. See section 3 for further information on this point.

2.2. Scope of the Guide

It is emphasised that social workers operate in a variety of different settings.

This entails working with people who access their services for diverse needs.

According to the Scottish Social Services Council, for example, social workers work with:

> "a variety of services or groups in the statutory, private or voluntary sector.

These include:

- Children and families
- Older adults
- People with mental health problems
- People with physical or learning disabilities / difficulties
- Individuals who have experienced substance misuse
- People who have experienced homelessness
- Individuals affected by HIV / "Aids" Individuals in youth and criminal justice services
- Individuals who have been adopted and / or fostered
- Refugees and asylum seekers."

(Source: SSSC 2008 – www.sssc.uk.com)

This breadth of service provision has important consequences.

Firstly, it entails that students require a comprehensive grounding in work that covers these issues. This is extremely important as people in each of these groups are clearly at risk of - or experiencing - disadvantage, discrimination or social oppression.

Secondly, it serves to mould the actual structure of this Guide.
As noted, the Guide will be used as a practical tool to evaluate how effectively students apply knowledge, transferable skills and practice competence of the SiSWE key roles to social work settings.

This will consider common opportunities that relate to the broad areas of Community Care, Children and Families and Criminal Justice. It is also recognised that these categories are defined in different ways by different authorities.

Section 3 below now provides information of the equality focus of this guide.

Section 3: Addressing social injustice

This guide is intended as a work-based tool to enable students and their supervisors to examine how discrimination and social oppression may be addressed.

This process will involve two distinct albeit inter-related elements.

3.1. Theoretical understanding of social injustice

Students will be asked to reflect on the nature of discrimination by using an important **theoretical** model, as well as legal and good practice provision.

Although many writers have analysed the nature of discrimination and the relationship between discrimination and oppression, we will adopt Neil Thompson's PCS model. (Anti – Discriminatory Practice. 4th Edition, Palgrave and McMillan 2006). This model is commonly used throughout social work services.

Thompson views discrimination as arising from the interplay of values and actions at the **personal level** of our own thoughts and feelings; these are influenced by **cultural constructions** and these in turn are located within the **structure** of society. Discrimination may reside at any, or all levels.

Thompson also identifies processes that lead to or sustain discrimination, as including:

- stereotyping;
- marginalisation;
- invisibilisation;
- welfarism;
- medicalisation;
- dehumanisation and
- trivialisation.

These will be useful in helping students to identify discriminatory values and mechanisms at each level.

This model is discussed in more detail in section 6 as a prelude to setting out the various activities. Applying this model to identify forms of discrimination and oppression will be an ongoing debate throughout the supervision process.

Finally, this model is extremely important as it enables students to understand the institutionalised nature of much discriminatory practice. And understanding the root causes of discrimination is essential if social oppression is to be addressed effectively in practice.

3.2. Applying theory to work practice

Students will require to apply their theoretical knowledge of equality matters by assessing a number of practical - albeit hypothetical - activities.

These activities will include discrimination and harassment on a diverse range of equality grounds covered in law.

The activities that comprise different scenarios will cover a number of organisational settings and involve inter-disciplinary approaches.

This is in keeping with the focus of the guide, too, to ensure that social work students develop an inter-agency focus and can assess issues from varying organisational perspectives.

Developing this awareness is an important step in establishing empathy with colleagues in other disciplines and thereby fostering positive working relationships.

The grounds that the scenarios will cover derive from equality law as contained in the **Scotland Act 1998**. (Appendix 1).

3.3. Activities

The scenarios will involve detailed cases that encourage students to reflect critically on options available for addressing various forms of discrimination.

The activities will ensure that students consider options by reference to:

- Relevant law;
- Good practice guidance;
- Organisational policies and practices;
- Remedies available through other partner organisations.

To clarify this method, an example is given below. The actual scenarios and activities set are, of course, more complex in nature.

Example
Mrs Hussain is a Scottish secure tenant who has three children. Her parents moved to Scotland, from Pakistan, forty years ago. She was born in Scotland and has lived here all her life. She approaches social work for advice and help after fleeing a violent husband.

The activity would involve the social work student in assessing the various options that might be considered in this case.

At the structural level the student would find out, for instance, what would be the woman's – and her childrens' - rights under:

- the Children (Scotland) Act 1995;
- the Social Work (Scotland) Act 1968.
- homelessness law or allocation law;
- the Housing (Scotland) Act 2001;
- the Matrimonial Homes (Family Protection) (Scotland) Act 1981;

The student would also look at the policies, procedures and working practices of the organisation in which they are working.

At the cultural level, the student would examine how received perceptions from the media, for example, interact with the structural. What are current perceptions of domestic abuse? What generalisations exist about Pakistani marriages?

At a personal level the student would look at their own perceptions in order to be able to work with Mrs Hussain and her family as unique people rather than as a series of "problems", because to fail in this would lead to dehumanisation and oppression.

Clearly, this situation might be addressed in a number of different ways depending on:

- the legal powers available to the partners involved;
- management options; and, critically,
- options preferred by the victim.

The activities will be developed to ensure that students apply their knowledge to tease out appropriate solutions based on a detailed and critical assessment of each case.

Section 4: Service provision

4.1. Contextual information

Social Work services are co-ordinated by the **thirty-two** local authorities in Scotland.

Social Work services are required, in law, to provide a wide range of services. These include the services noted in section 2.

Partnership working is recognised as being critical to the development and implementation of efficient and effective services.

Partnership working is integral to the Government policy initiative to promote the new modernisation agenda.

This agenda focuses on delivering services that ensure:

- continuous improvement;
- quality; and
- value for money.

And meeting these objectives is, arguably, best achieved through agencies working together to share expertise and resources; this is often coined by the phrase "joined up thinking or "joined up working."

As well as specific legal duties to provide certain services, government – both at national and local levels - provides many services that are aimed at enhancing the lives of citizens.

In promoting these objectives, local authorities not only provide direct services but also, importantly, commission other agencies to provide them.

For instance, there is a long historic association between governmental bodies and voluntary agencies.

These agencies are sometimes referred to as non-governmental agencies (NGOs) and that provide a broad range of services.

(For further information, refer to **www.SCVO.org.uk**).

In addition, local authorities purchase services from commercial providers, in particular - though not exclusively - in home care services and group care for older people.

Social work students will, accordingly, practice in a wide range of settings, as well as in partnership with colleagues working in other fields such as housing, health, education or prisons.

4.2. Specific services

Local authorities are moving away from traditional models of service provision, recognising that integrating services at a structural level will facilitate the implementation of quality services.

Many authorities, for example, have management structures, which combine housing, social work and education in various combinations.

Students must, therefore, develop a **robust** sense of professional identity based on professional values in the course of their training.

As practitioners, they will work in partnership - not only with those who access their services - but also with colleagues from various disciplines in fields, listed in alphabetical order, including:

- crime prevention;
- education;
- employment;
- environmental health;
- housing;
- health; and
- prison service.

There is, therefore, no simple categorisation of social work activities. Social work, like housing, is not a stand-alone service.

4.3. Service values

The SSSC is responsible for the registration of all social workers, social care and early years' staff among others.

Adherence to codes of practice for employers and employees is a prerequisite of registration. The Reference List provides information on these codes. The Codes of Practice state that social service workers must adhere to the following principles:

"Principle 1: protect the rights and promote the interests of service users and carers.

Principle 2: strive to establish and maintain the trust and confidence of service users and carers.

Principle 3: promote the independence of service users while protecting them as far as possible from danger or harm.

Principle 4: respect the rights of service users while seeking to ensure that their behaviour does not harm themselves or other people.

Principle 5: uphold public trust and confidence in social services.

Principle 6: be accountable for the quality of their work and take responsibility for maintaining and improving their knowledge and skills." (SSSC Code of Practice for workers, 2005)

Each of these principles, it is stressed, has a focus on promoting equality and diversity.

In Principle 1, for example, the SSSC adds the following:

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.

In Principle 3, the following are identified: -

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;

(2005, Code of Practice for workers, SSSC)

It is clear, therefore, that understanding and challenging discrimination is at the heart of the social work task.

The SiSWE standards offer comprehensive guidance on the learning foci (that is, the main interests) of the social work task, as well as adding skills and competence needed to gain registration.

Developing an anti-oppressive focus is central to social work practice. Our view, based on mentoring, tutoring and assessing practice teachers and students, is that many students have, however, consistently struggled to produce clear, reflective evidence of their knowledge, skills and values in this area.

This view derives from the assessment of both students and practice teachers within social work during the currency of the diploma in social work and the CCETSW Practice Teaching Award. For example, evidence is available through information provided by the Portfolio Assessment Panel.

Section 5: The role of the supervisor

This section outlines the role of the supervisor in respect of the placement.

This covers the:

- key role of the supervisor;
- monitoring of the placement;
- dealing with barriers;
- supportive relationships; and
- placement time line.

5.1.   Key role of supervisor

The main role of the supervisor is to facilitate the student's learning, while ensuring that service users continue to receive quality services.

This involves negotiating learning opportunities that enable the student to meet learning objectives.

5.2.   Monitoring of the placement

The supervisor is responsible for guiding and monitoring the student's work, as well as providing feedback on assessment of learning.

The level of this assessment will vary depending on (a) the specific course in question and (b) the precise role allocated to the individual supervisor.

For example, practice teachers would be expected to play a more significant role than link supervisors, although each would contribute to the process.

Student supervisors may be practice teachers, link supervisors, HNC assessors (or any other of the roles) identified within the new Practice and Learning qualification.

This guide, however, is aimed at all those involved with supporting the placement, whether from social work, social care or any other discipline.

Supervisors will have a variety of experience, varying levels of knowledge and particular commitments to continued professional development.

Detailed information on the importance of feedback during the placement is provided in section 5.5.

5.3. Dealing with barriers

The supervisor should be aware that barriers to effective learning are numerous and that the placement must be subject to ongoing review to identify potential barriers and take active steps to address them.

An example of an active step would be for the supervisor to evaluate continually individual student training needs and ensure that supervision takes cognisance of those needs. This would include, for example, cultural needs of individual students.

Possible barriers to effective supervision are diverse but include:

- time gaps since personal formal training;
- organisational / team commitment to supporting the placement, including workload reduction for supervisors;
- failure to identify appropriate student learning styles; and
- understanding of the student role and associated tasks;
- ignorance of issues concerning equality matters.

5.4. Supportive relationships

The supervisor has a central role in establishing a strong and mutually supportive relationship between supervisor and student will, therefore, be a vital part of the learning process.

Failure to do so is likely to impact negatively on learning, in particular meeting the learning objectives of the programme.

For example, an important part of the learning experience is to develop consciousness levels of how to combat social oppression and social injustice. This requires a strong rapport between student and supervisor to explore and discuss the many sensitive issues involved.

The SiSWE Standards are included as an appendix to this guide.
These Standards reflect the process and desired content of student placements and focus (appropriately) on learning outcomes for the student.

5.5. Placement time line

This section outlines how learning opportunities are incorporated into the placement by following the timeline of the placement,

This involves highlighting how learning opportunities are constructed around different phases, from pre – placement to endings.

This ensures that the guide concentrates on learning opportunities based on time spent on placement.

The main phases of the placement are as follows:

- pre-placement phase;
- induction;
- placement duties; and
- ending of placements.

5.5.1. Pre-placement phase

Work done during the pre-placement phase is critical to the success of any placement.

This covers the following issues:

- fostering a positive workplace culture;
- accessing information; and
- meetings with key personnel.

Fostering a positive workplace culture

Individual supervisors have a responsibility to ensure that they prepare the working environment for an effective placement, including seeking commitments to placements from their colleagues.

It is critical that supervisors seek to develop a positive organisational culture, to ensure that a positive ethos exists within the working environment towards student placements.

Staff perceptions may, of course, be different in that students can be regarded by other staff as inhibiting service provision. This is particularly relevant in areas that are pressured due to lack of resources.

The SSSC is aware of this barrier and will support organisations to develop effective strategies that are supportive of placements.

For example, many organisations are reviewing organisational culture and developing workplace strategies to address resource constraints that stem primarily from workload. This process is a key part of change management strategies that are ongoing in practice.

Important duties of the supervisor during this phase then are as follows:

- ensuring that colleagues are aware, not only of the students' imminent arrival but also that they are expected to contribute to the placement support; and

- preparing for placements as an invitation to team members to restate and review their perception of students, particularly when the environment is a multi-disciplinary one

Accessing information

In addition to preparing the team environment, supervisors should also ensure that they have access to information about the organisation in which they work and the services which they provide.

This will include locating the service within the overall provision of the agency and include providing important organisational information on:

- organisational structures;
- organisational value and mission statements, as well as any other material that organisations produce to provide a values context for their provision;
- funding sources;
- mainstream policies and procedures that relate to the organisation and to the particular service, for example, housing or health policies.

Other useful information that might be provided would include, if appropriate, reports by inspection and regulatory agencies such as the Care Commission, HMIE or the Scottish Housing Regulator.

A **checklist** of types of information to be provided is given in the Guide. (Section 6)

This information, it is highlighted, will be of great help in designing the induction process for the individual students.

Placement supervisors are not, of course, expected to be familiar with every aspect of the operation of their agency, but they should be able to assist students in accessing information.

Meetings with key personnel

During the pre-placement phase, it is essential to hold at least **one** meeting that should be attended by the students, their college or university tutor and the placement supervisor.

These meetings will often include other staff who have a formal role in the placement, for example, line managers and link supervisors.

These meetings are important insofar as they help to define and clarify the expectations of all those involved in the placement; this assists in developing a coherent and consistent approach to the management of the placement.

One benefit is that meetings can be used to produce a template for the placement that will address placement issues such as:

- defining expectations about the ways in which difficulties will be dealt with; and
- specifying the underpinning values of participants.

These meetings are often the supervisor's first opportunity to structure the supervisor/ supervisee relationship on a positive footing. Three points are noted in this connection.

Firstly, a positive relationship hinges crucially on initial perceptions. Supervisors, by considering information about the student's personal and educational background, can ensure that the meeting occurs in a comfortable and respectful environment. This should also take account of the student's individual accessibility needs.

Secondly, the student must be empowered to have an equal voice in all of the discussion. A fruitful learning relationship requires active empowerment of individuals.

The student's position at formal meetings may be uncomfortable; and students can be disempowered by the perceived power of both their tutor and the placement supervisor in the assessment process. Acknowledging such power differentials, then, is the first step to managing them.

Thirdly, the pre-placement meeting is the appropriate forum to ensure that expectations of working in an anti-discriminatory way can be clearly specified and written into the placement agreement.
This process will include clarification of what is expected from all of the partners in the learning process. This commitment is also essential in developing a positive method for modelling anti-oppressive practice in a number of ways.

5.5.2. Induction

The first period of any placement is a time for students to be given, or to access, information about the service within which they are about to begin work.

This information is that collated by the supervisor at the pre-placement phase as noted above.

The length of time spent on induction - and actual content of induction - will vary due to a number of factors such as the:

- length of placement;
- setting within which it takes place;
- student's learning needs; and
- level of the student's own knowledge and skills.

The induction period is a useful time in which to shape and consolidate the supervisor / student relationship.

For example, students will begin to offer evidence in terms of their involvement during the induction process; while supervisors will begin to offer feedback to students on their progress.

Again, supervisors must be mindful of the need to involve students in the construction of an induction programme.

Induction is also a useful time for students and supervisors to reflect on their preferred learning style using any of the widely available inventories of learning style as a basis for discussion around how the placement will be conducted.

This discussion should also include "procedures agreed" in terms of evidence gathering, provision of feedback, as well as the overall structure of supervision.

The induction phase will also see students begin to provide evidence for the Standards in Social Work Education.

5.5.3. Placement duties

It is worth noting that no two placements are identical. This means, in practice, that students and supervisors should adapt this guide to suit their individual learning and support needs.

For example, they should adapt the activities to the specific placement in question.

The supervisor's role will, however, require to be applied consistently in respect of:

- negotiating learning opportunities;
- using a range of learning techniques;
- feedback and monitoring.

Each of these elements is explained below.

Negotiating learning opportunities

Supervisors are responsible, in general, for negotiating learning opportunities, using the SiSWE standards and general social work course requirements. This will involve seeking out suitable placements in a range of organisational settings such as housing.

Supervisors should promote the following principles as core parts of student placements.

Firstly, students should be encouraged to develop professional links with service users that are based on a supportive footing; empathy based on respect rather than sympathy is the critical element of this relationship.

Secondly, students must be made aware of the need to promote empowerment of service users in a context in which many service users feel vulnerable and lack confidence.

Empowerment of service users is of particular relevance in dealing with sensitive equality cases that involving discrimination and harassment.

Thirdly, service users must be made aware of the student's role and their choice about levels of involvement required.

For example, it is imperative that, when addressing discriminatory practices, service users are given quality advice and information on relevant options. This ensures that service users are involved in the decision-making process, as opposed to having decisions imposed. This is very important in the equality field given that a wide range of options exist concerning how to address discriminatory practice.

Finally, students must be made aware of how perceptions and attitudes of staff within other agencies may create barriers that affect the level of service provided. Ensuring that service users are empowered through access to good quality advice and information can assist in breaking down such barriers.

Using a range of learning techniques

Although the preferred learning methods that students prefer should be identified at induction stage, it is important that supervisors match the activities in this guide to actual placements.

For example, the activities in section 6 are devised for multiple use that cover a range of settings.

Students should be asked to consider these activities, therefore, from different perspectives.

Example
How would Mrs Hussain's case be dealt with from a housing perspective that uses legal remedies to address it?

Students should also be encouraged to report back to supervisors on the effectiveness of the activities in developing knowledge and learning.

Supervisors and students may also agree to develop other activities and to include these within the guide.

This is good practice, as it will encourage the inclusion of issues that are local to each organisation and thus enhance a contextual approach to problem solving.

This recognises that the guide provides a template for learning opportunities and – as noted above – it is not intended to be prescriptive in style.

Feedback and monitoring

The role of monitoring has been highlighted above. But there are various good practice principles in relation to feedback that supervisors should address during all placements.

a)   Methods of feedback should be varied and notified to the student at induction stage.

Examples of such methods might include:

- direct observation of student work;
- feedback from service users;
- learning logs
- feedback from colleagues; and
- written reports, including those for final (summative) assessment. (See section 6)

b)   Supervisors may provide teaching input if student performance reveals that there are gaps between theory and practice.

Examples of gaps might be as follows:

- failure to refer to appropriate equality laws;
- provision of inappropriate advice about equality matters to service users.

The importance of the activities in section 6 is re-iterated for two main reasons, namely:

- providing students with cases to test their knowledge before delivering services to actual service users; and
- offering scenarios against which they can test actual experience and knowledge learned.

Note: Information on how to develop effective supervisor/student relationships is available at www.scopt.co.uk. Specific tools are also available from the same site.

c)   Supervisors should provide feedback to students throughout the placement.

d)   Feedback should be clear and in appropriate formats that are tailored to the needs of individual students such as in large print in the case of written feedback to disabled students with visual impairments. Verbal feedback should also be given on a regular basis.

e)   Feedback should aim to promote self-confidence and self-esteem among students by providing constructive criticism that promotes learning.

f)   Supervisors should liaise closely with the relevant academic institution to which the student is attached to discuss relevant progress reports. Dialogue in this way should assist in meeting gaps in learning that need to be addressed.

g)   If feedback is continual, this makes it easier to monitor the placement and to adjust learning opportunities as the placement progresses. This is important given that learning opportunities often progress in ways that were not initially foreseen.

h)   Feedback must satisfy the supervisor that learning opportunities enable students to evidence their course requirements. From the perspective of this guide, students must be able to identify and address social injustice on equality grounds.

i)   Supervisors must make students aware of how they are progressing in terms of their learning objectives. There should be no "surprises" towards the end of placement, though concerns may appear at any time during the placement.

j)   Last but not least, it is important that students provide feedback on supervisors during the course of the placement, as well as at its end. (See 5.4.)

5.6.   Ending of placements

Social work and social care placements have a variety of mechanisms built in which are designed to ensure that progress is clearly monitored and communicated to all those involved in the placement.

The supervisor will record all of this evidence and ensure that the student has access to it during the placement.

Towards the end of placement the supervisor will combine all of the evidence that has been gathered and will use this to form an opinion as to whether the learning objectives have been achieved.

This recommendation or final assessment will then go forward into the learning establishment's decision-making process.

At the end of the placement, it is important that the perceptions of all those involved in the placement are gathered.

Each organisation should use its own pro-forma for this.

This information can be used to inform service delivery to improve future student placements, as well address any organisational barriers to effective working relationships.

5.7. Summary

The next section is a most important part of the guide as it sets out a range of scenarios that students will use to reinforce their learning of how to combat discrimination effectively.

This section will be prefaced by a summary of what the activities are intended to achieve by reference to law, good practice guidance and the preferred model of discrimination noted in section 3.

Section 6: Activities

This section contains the work based activities that students are expected to examine during the course of their placement.

These activities focus on issues concerning equality matters only and are intended to complement students' own academic studies.

The scenarios are hypothetical but involve practical assessments of "real life situations" thus enabling students to reflect critically on how to resolve "problems" in the interests of service users.

The activities are centred on "testing" students' knowledge and awareness of a diverse range of equality issues.

In particular, the activities are concerned with enabling the student to evaluate each activity against the following standards:

- equality law;
- good practice guidance; and
- model of discrimination.

These issues are now explained before describing the activity scenarios that are to be used by students and supervisors.

6.1. Equality law

Equality law applies nationally throughout the United Kingdom and has been increasing in complexity in recent years, in particular since 1998.

In 1998, the **Scotland Act 1998** introduced a new definition of equal opportunities that sets the context for the diversity agenda.

This Act defines equal opportunities as meaning:

" … the prevention, elimination or regulation of discrimination between persons on grounds of sex or marital status, on racial grounds, or on grounds of disability, age, sexual orientation, language or social origin, or of other personal attributes, including beliefs or opinions, such as religious beliefs or political opinions"
(Schedule 5, Section L2.)

Equal opportunities includes, as the above definition shows, a diverse range of grounds and the activity scenarios in this section will require students to reflect critically on all of these issues.

Equality law covers both employment and service issues, although students will be expected to focus on equality matters within the sphere of service provision.

The main equality legal framework includes the following Acts:

- Sex Discrimination Act 1975 (as amended);

- Race Relations Act 1976 (as amended); and

- Disability Discrimination Act 1995 (as amended).

But students will be expected to familiarise themselves through their studies, too, of other laws that are relevant such as the Equality Act 2006, as well as a wide range of secondary legislation that covers areas such as age discrimination and sexual orientation.

In particular, students will be required to become acquainted with specialist law as it applies in certain contexts.

Examples of specialist law include law covering asylum and immigration, human rights and mental health matters.

An important part of this process will involve students understanding how to apply equality laws to address societal problems **contextually.**

For example, the Race Relations Act 1976 has been modified considerably by the Race Relations (Amendment) Act 2000 that imposed new statutory duties on local authorities. These include both the "General Duty," as well as "specific duties."

The "General Duty" requires public authorities to:

- eliminate unlawful discrimination;
- promote equality of opportunity; and
- promote good relations between different racial groups.

The "specific duties" include:

- The establishment of a Race Equality Scheme to specify how obligations are to be met through:
    - impact assessments of policies and practices on race equality;
    - monitoring systems;
    - publishing results of assessments and monitoring; and
    - staff training.

But knowing the law is, by itself, only one strand of an effective learning programme.

In the context of student placements, for example, students need to apply this knowledge to dealing with the **particular contexts** in which they will be operating.

6.1.1. Examples

Two examples from the housing field suffice to illustrate this point.

Example 1: Policy audit
The student may be asked to evaluate a particular organisational policy to assess if it complies with the legal duty to promote equality on racial grounds.

For example, a student might be required to evaluate if present allocation policy rules are potentially discriminatory in their effects. This will include reflection on the nature and forms of discrimination, including direct and indirect discrimination, the latter a form of institutionalised discrimination. (See 6.3. below)

Example 2: Advice provision
A student may be required, on the other hand, to provide advice remedies to victims of racial harassment under the legislation.

This would include, firstly, identifying the nature of the discrimination (direct or indirect) and/or harassment; and, secondly, the student providing advice on options available to the victim of discrimination and/or harassment.

In dealing with harassment in the housing context, for instance, the victim may either want to remain in their current house or move elsewhere. Meeting the preferences of the victim in this context requires being aware of - and applying - different legal remedies.

Note: Given the important link between social work placements and housing, social work students should be aware of the importance of equality within the social housing sector as reflected in statute.

The Housing (Scotland) Act 200, for example, applies to both local authorities and housing associations as follows.

Local authorities are required to:

"… exercise the functions conferred on them by this Act in a manner which encourages equal opportunities and in particular the observance of the equal opportunity requirements"

Housing associations are required:

"In providing housing accommodation and related services, registered social landlords must act in a manner which encourages equal opportunities and in particular the observance of the equal opportunity requirements"

(Housing (Scotland) Act 2001, section 106)

6.2. Good practice guidance

The student will also be required, during their studies, to become aware of the diverse range of good practice guidance that exists to address forms of discrimination. The relevant social work standards are provided in Appendix 1.

But good practice standards also derive from a number of sources, including:

- Codes of Practice;
- Communities Scotland standards (now the Scottish Housing Regulator); and
- Publications and research produced by Government and organisations active in the equality field.

6.2.1. Example

The SSSC Codes of Practice for Employers and Employees have already been discussed in Section 4.3.

Other important Codes of Practice cover the public sector.
For example, the Statutory Code of Practice on the Duty to Promote Race Equality in Scotland (CRE, 2002) requires public authorities, including social work services to promote race equality.

And other guidance exists in respect of particular services.
For instance, a non-statutory guide to the Code of Practice on the above Code exists to promote race equality for further and higher education institutions in Scotland.

While there is a separate Statutory Code of Practice on Racial Equality in Housing. (CRE, 2006)

This Code provides for a wide range of advice as to how housing organisations should address racism and, indeed, how to act proactively to prevent the occurrence of racism.

For instance, the Code stressed the importance of regular and ongoing monitoring to evaluate trends and patterns.

Training of social work students on the importance of data collation and its interpretation should, therefore, be another important part of the placement training programme.

6.2.2. Status of the Codes of Practice

The Codes are **not** mandatory but are admissible in actions raised against public authorities; this would cover matters raised in court on service matters;

6.2.3. Other good practice guidance

Students should be given advice by their supervisor on relevant sources of good practice depending on the specific context in which they are working.

For example, housing organisations must attain the standards of equality set down by the regulator, the Scottish Housing Regulator.

The key standard which housing organisations must is as follows:

"We embrace diversity, promote equal opportunities for all and eliminate unlawful discrimination in all areas of our work"

(COSLA/Communities Scotland/ Scottish Federation of Housing Associations (2006))

Underpinning this standard is a set of challenges and self-assessment questions to which organisations should adhere.

6.3. Model of discrimination

Thompson (2006), as noted above, provides a model of discrimination that is used by social work students to understand and address a wide range of discriminatory practices.

This is known as PCS analysis. An example of this is given below.

Thompson points out that students often cite PCS without "showing any real understanding of it or how it can be used." (Thompson, 2006, page 32)

Indeed, PCS analysis should "be used as a basis of critically reflective practice, not as an alternative to it." (Thompson, 2006, page 32)

This means that students must learn to adopt a multi-faceted approach to addressing discrimination through an understanding of the different levels at which discrimination operates.

This approach should, therefore, be fostered by supervisors during the placement and is integrated into the learning activities that constitute an essential part of this guide.

6.3.1. Applying the PCS model

The term PCS is an acronym for forms of discrimination that occur at personal, cultural and structural levels. An example of how this works is provided below by reference to issues concerning racism.

Personal levels relate to things such as actions and attitudes of individual people such as racist views of other people.

Cultural levels encompass commonalities of values and belief systems about what is right and normal in society. Importantly, it also includes stereotypical views of others, a simplified image held about other people based on ignorance of other groups. Stereotypes are often negative and serve to create negative attitudes towards people of particular groups.

Structural levels refer to the economic and social systems inherent within society, including the power relations among social classes.

Importantly, structural levels of discriminate are often institutionalised within organisational practice and rules, rules that may appear to be innocuous on the surface, but serve to discriminate through their effects.

Further, institutionalised forms of discrimination and social oppression may be distilled by prevailing ideologies that serve the interests of dominant groups.

In applying the PCS model to work practices, students should also be encouraged to reflect on how institutionalised forms of discrimination often occur through language use.

It is not uncommon, for instance, for inappropriate language to feature in organisational policies and procedures.
For example, the terms "special needs" occur fairly frequently in housing documentation, although this phrase actually serves to stigmatise people as being different. In reality, people have simply different needs, not special ones.
Finally, although these levels are distinguished to help understand forms of discrimination, it must be recognised that all levels are inter-dependent.

Critically, too, supervisors should instil in students awareness that discrimination may cut across a number of grounds. For example, a black woman may experience social oppression on grounds of race and gender.

6.3.2. Applying PCS in practice

This example considers how racism has been fostered at the personal, cultural and structural levels.

6.3.3. Personal levels

Race discrimination and harassment of black and minority groups on personal grounds takes various forms and is an indelible feature of Britain's historical landscape. (Fryer,1988).

Examples are numerous but include such methods as offensive language use and negative portrayal of people from black and minority ethnic groups in the media.

6.3.4 Cultural levels

Scientific racism has been a central part of Western ideology for several centuries and has been used to support racist perspectives and the oppression of black people.

This doctrine asserts that black people are inherently inferior to white people and was initially formulated through the work of "slave traders and early European travellers." (Yeboah, 1997, page 54)

6.3.5 Structural levels

Institutionalised racism was identified by Macpherson, investigating the murder of Stephen Lawrence, as an integral part of the police service.

The definition of institutionalised discrimination given by Macpherson was as follows:

"The collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture, or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people."

(Macpherson, The Stephen Lawrence Inquiry, CM 4262-I, para.6.39.)

Institutionalised discrimination, in short, is reflected in an organisation that has "yet to become conscious of race issues within its culture or has suffered a serious breakdown in its consciousness." (O'Brien, 2000, page 31)

As O'Brien stresses, though, awareness of racist practice is not, by itself, sufficient to address it effectively.

Rather, awareness is only the first stage in the process of transformation to an organisation that promotes race equality.

Critically, this will require the establishment of comprehensive training programmes to change consciousness levels of staff.

O'Brien also stresses the need to monitor employment practices to encourage take up of employment by people from black and minority ethnic groups who are often under-represented in certain sections of the public sector.

Institutionalised racism is seen in the housing context too in a range of ways. Sim (2000), for example, refers to gaps in policy developments that act to disadvantage people from black and minority ethnic groups.

Examples of such policy deficiencies are as follows: policies such as allocations and homelessness that may discriminate against these groups (albeit unintentionally); lack of good quality information on the needs of these groups; a dearth of positive action programmes to involve local black and minority ethnic groups in housing matters, in particular local community planning networks so that housing meets the specific needs of individual households.

6.4. Activity scenarios

This section is extremely important as it sets out the framework by which supervisors will monitor the progress of student placements.

The template offered below should be used by supervisors, students, tutors and any other key members of the placement team.

It is not intended to be exhaustive but should be flexible enough to be useful in most placement settings.

This section covers the following issues:
- role of supervisor;
- structure of activities;
- activities; and
- tools of analysis.

The main aim of this section is to ensure that activities are used to enable the supervisor and students to evaluate how effectively learning programmes have been in:
- developing knowledge of anti-discriminatory practices; and
- instilling confidence in students to address a wide range of discriminatory practices in social work settings.

The method of achieving these objectives is shown in the actual activities template provided in 6.5. below.

First, though, the individual elements of the activities template is explained.

6.4.1. Role of supervisor

The role of the supervisor is to guide the student's learning through a range of learning activities.

The templates of activities provided below are offered as examples only and may be modified by supervisors to address particular learning needs of individual students.

Three key tasks of the supervisor in respect of the activities are as follows:

Firstly, the supervisor should use the activities to ensure that the student understands the various forms of discrimination and social oppression.

Secondly, and, significantly, the supervisor should use the activities to guide students so they understand the wide range of ways to address social oppression. Critically, this approach should foster a "victim" centred approach so that services are delivered to meet the interests of service users.

Thirdly, the activities may be used to probe areas of unmet learning needs of students and thus inform future training programmes that are provided.

6.4.2. Structure of activities

The activities below are structured using a three level template as follows.

Firstly, they are developed around the three main stages of the placement, namely the induction stage, the main work programme and the ending stage. These stages have been examined in detail in an earlier section of this guide.

Secondly, the activities are linked to the stages of the placement to ensure that learning programmes are comprehensive and involve a wide-ranging analysis of organisational practices.

This does not mean, however, that each stage follows a linear progression, as there is scope to review previous learning techniques throughout the placement.
For instance, although policy audits are included at the induction stage, they are also an important part of the placement in general as the student evaluates organisational practice in the light of accumulating understanding.

Thirdly, the end stage of the placement should involve an assessment report by the student outlining how the placement has enhanced knowledge of addressing social oppression in its wide range of forms.

6.4.3. The activities

The activities are intended to enable supervisors and students to evaluate effectively how learning is progressing throughout the placement. This point is explained in 6.5. in the activity template.

The activities selected as part of the learning programmes involve a range of methods that include desk-based and practical scenarios from work settings.

The activities include:
- quiz;
- audit of organisational cultural values;
- audit of organisational policies;
- case scenarios;
- audit of performance monitoring systems; and
- reports by the student throughout the placement.

Each of these elements is described in 6.5.

6.4.4 Tools of analysis

Students are encouraged during the placement to acquire knowledge **and** skills to address diverse forms of social injustice that they experience in work based settings.
This knowledge will derive from academic studies, as well as regular and ongoing feedback from supervisors.

The tools of analysis that are to be applied involve acquiring knowledge of:

- relevant equality law and other law that can be used to address the diverse forms of social injustice;
- good practice standards that apply in social work settings; and, critically,
- the diverse forms in which social injustice operates with understanding – and the application of- the PCS elements (discussed above) being central to this objective.

Example

In the case scenarios that are described in section 6.5., students will be expected to:

- understand the type of discrimination that is occurring using PCS as a guideline;
- evaluate the various laws and management approaches that may be used to address the issues identified; and
- recommend appropriate solutions for joint discussion with the supervisor taking account of good practice standards.

Supervisors may also request a variety of written tasks, from a detailed evaluation as described above, to a plan of how the student would complete a needs led assessment. This will inform the ongoing evaluation of the student's analytical and written skills.

Note: Legal remedies might include using specialist equality legislation, or specialist legislation in the particular field involved, for example, education, mental health or housing.

Legal remedies should, in general, be considered only if suitable management remedies are not appropriate.

6.5. Scenarios template

This is the section of the document that is a tool-kit for use by each supervisor and student.
The template illustrates how the activities are to be used to facilitate the learning process.

Each section details what the supervisor and student is expected to do at each of the stages, as well as their links to the PCS and social work standards. Comments on the latter are provided at the end of each section.

This section focuses on activities only as the general management and supervision of the placement was discussed in an earlier section.

6.5.1. Stage 1: Induction

The student should be asked to provide a brief written report on the nature of social injustice and forms of discrimination that may occur in the workplace setting.

Alternatively, one form of discrimination may be used to gather student perspectives, for example, forms of discrimination involving race or sexuality.

The area selected should be agreed with the student beforehand.

Note: Another format may be used based on the individual's accessibility needs, for example, using audiotape. Adjustments to how materials are produced should take account of this issue throughout the placement.

This is also a useful measure in assisting supervisors to recognise unmet learning needs.

The induction phase should also include providing the student with copies of strategic policy documents that set out the cultural values of the organisation.

The student should then be asked to provide a written report on how well the documents promote social justice.
This will provide for fruitful discussion of possible gaps within organisational development to address institutionalised forms of discrimination.

A quiz should also be provided to tease out student knowledge and awareness of particular equality issues.

A copy of this quiz is given below. This may be altered by supervisors to suit their context and the learning needs of individual students. It is intended only as a starter to stimulate initial discussions.

Links to PCS

The induction stage is intended to stimulate student awareness of cultural and structural elements of discrimination.

This is achieved by focussing on audits of strategic policies that specify organisational values – or fail to specify relevant issues.

Links to Standards in Social Work Education and Key Capabilities

The pre placement/induction phase of the placement marries the student's current level of knowledge with the knowledge and skills required in the placement setting.

It will therefore generate evidence of the knowledge, skills and outcomes of the first learning focus in Standard 1 (Guide p.59). Please refer to the Key Capabilities website to see how these may be embedded.

Guidance to supervisors: allow students about thirty minutes to think about these issues and then discuss with them their views. This will set the context for future detailed examination of particular equality issues. Alternatively, give them the questions to research for next supervision meeting.

Quiz

1. Is equal opportunities defined in law? If yes, what do you think this definition is?

2. What do you understand by the term "institutional" discrimination?

3. What do the terms direct and indirect discrimination mean?

4. Equal opportunities means treating everyone equally?

5. All issues concerning equality matters are covered by the various equality Acts?

6. The best way of dealing with discrimination is through using legal remedies?

6.5.2. Stage 2: Main work programme

The main work programme involves assessment of student performance in relation to the following:

- audit of organisational policies;
- case scenarios; and
- audit of performance monitoring systems.

Each is now explained in turn.

Audit of organisational policies

At the induction stage the student should assess policies that set out organisational values.

But it is essential to evaluate individual and functional related policies too.

As a result of the diversity of functions in respect of social work settings, key processes are identified. Statutory responsibility falls to local authorities, whose performance is evaluated by the Social Work Inspection Agency.

The areas fall broadly into the following categories:

- initial contact/assessment of need;
- children and families;
- health and social care;
- services for adults; and
- emergency (out of hours) services.

Functional policies will then be developed within each service area. Voluntary sector and private providers will develop policies relating to their own services.

Examples of such policies in areas such as housing are:

- allocations;
- estate management; and
- homelessness.

The student should then be asked to provide a written report on how well the documents promote social justice.

This will provide for fruitful discussion of possible gaps within organisational development to address institutionalised forms of discrimination.

Case scenarios

A number of case scenarios are provided for students to evaluate during the course of the placement. These are illustrated below.

Supervisors should tailor these illustrations to suit the particular contexts of student work.

It must be stressed that use of scenarios is **not** a substitute for direct practice.

Students and supervisors may use all or parts of each scenario to demonstrate the ability to:

- gather underpinning knowledge, for example, theoretical texts, the law and national policy guidance (Structural);
- examine the specific circumstances of each scenario and marry these with the services and policies of the agency they are placed in (Cultural); and
- design a specific approach to the assessment of need, that reflects their understanding of the potential for discrimination (Personal)

Supervisors will then help students to transfer the understanding gained into their working practice and reflect on its impact.

The five scenarios are fictional but are intended to reflect the kinds of situations encountered in practice. They are flexible enough to be used by students in many placement settings; for example a student working with Mr Arshad (senior) in scenario 2 might have a competing perspective with a student whose agency is focussed on meeting the needs of his grandchildren.

It's important that the scenarios are used in ways that complement the work available to the student in the agency setting to broaden their knowledge and deepen their ability to analyse and reflect on practice.

Performance monitoring

Performance monitoring is a key part of all good practice guidance in respect of equality matters.

This is included, therefore, as an important part of the learning process.

Supervisors should provide students with examples of organisational monitoring and seek a written report on the effectiveness of such monitoring.

Example

Effective monitoring should address all the forms of discrimination covered in law (the Scotland Act 1998); this includes institutionalised forms of discrimination.

This is often done through performance monitoring systems that use quantitative techniques such as monitoring the number of racist incidents and other forms of discrimination.
Critically, the student should be encouraged to provide written evaluation of current organisational standards of performance management, including whether or not these incorporate qualitative measures.

For instance, how well do organisations perform in respect of equality advice offered to victims of racism and other forms of discrimination.

Links to PCS

The main stage of the placement is intended to reinforce student awareness of cultural, personal and structural elements of discrimination.

This is achieved by focussing on audits of organisational policies, assessing case scenarios derived from hypothetical settings and analysis of performance monitoring.

Links to SiSWE and to Key Capabilities

Once the formal induction period is complete, the student will move on to direct practice, ensuring that service users are informed and empowered in the assessment process – Standard 1, foci 2 and 3.

Standard 2 deals with the planning, delivery and review and evaluation of service. There are six foci associated with this standard and most of the evidence should be generated in this phase of the placement, though formal evaluation may take place towards the end of placement.

Standard 3 has 2 associated learning foci. It is about the assessment and management of risk to all those who may experience it. In this guide we have emphasised the importance of risk of harm as a result of discrimination, so this standard should be clear and the activities below should help produce some of the required evidence. It will also be possible to use this standard to ensure that Key Capabilities are being developed and assessed throughout the placement.

Scenario 1

Mr Momoh and Mr Donelly are a gay couple who have lived together for the last ten years. They recently lived in the private rented sector but their landlord asked them to leave when he heard from a neighbour that they were gay.

The couple approached their local council and were re-housed as homeless persons under homelessness law.

Mr Momoh (thirty three years) is originally from Sierra Leone. He came to study law at Glasgow University in 1994.

He completed his education in Scotland and has practiced as a solicitor for the past ten years.

He hopes shortly to be confirmed as a solicitor advocate.

Mr Donelly is twenty-eight years of age. He is a white person, a native Glaswegian with a large extended family in the area.

He has also live family connections in Southern Ireland and sees this as an essential part of his identity.

He is an avid football supporter, going to as many Celtic matches as he can.

Mr Donelly earns his living as a DJ and is a well-known figure in the local music scene.

The couple became civil partners last year and they now wish to adopt a child.

They are concerned about bringing up a child in their current area, though, due to growing harassment. Only last week, for example, did they have to clean graffiti from their close wall that stated:
"poofs clear off…queers not wanted here".

They do not know who wrote this but think it might be the local gang that hangs around this neighbourhood.

Scenario 2

Mr and Mrs Arshad are forty-seven and forty five years old respectively. They have two children, Ali (four) and Nyla (six).

Mr Arshad is a delivery driver for a soft drinks company and Mrs Arshad works part time for the city council in their homecare department.

Nyla has almost finished her first year at primary school. She is a pleasant, outgoing child but recently her teachers have noted a change in her mood. The Arshads have visited the school several times to discuss this,

The parents haven't noticed any major changes in her behaviour at home but Nyla no longer wants to talk much about school, although she was very enthusiastic at the beginning of the year.

Nyla goes to her Aunt Margaret's house on the two days a week when her mum is not home after school. Aunt Margaret also looks after Ali on these days.

Ali is an affectionate child, who was born with a cleft palate, and has continuing difficulties with speech, although he had successful reconstructive surgery when he was about one year old. He continues to have regular check ups and there has been discussion about accessing speech therapy for him.

Mr Arshad's father is seventy-nine years of age. His wife died eighteen months ago. He suffers from severe arthritis which makes walking extremely painful and which also means he is unable to prepare food.

A local community group provides transport that takes him to a "men only" group on Monday afternoons, but he has no other regular social contact.

He was receiving "meals on wheels" but has now refused to have these because he says they are unfit to eat.

Mr and Mrs Arshad therefore have to provide his meals. This involves at least one visit each day to prepare a hot meal and to leave snacks.

This, combined with their working lives and their childcare needs, is placing considerable stress on Mr and Mrs Arshad.
Mr Arshad senior has made it clear that he believes his son and daughter in law ought to care for him but they feel the burden is increasing.

Scenario 3

The Habibi family came to Britain from Iran in 2006. They travelled first to Holland and then to London where they sought asylum.

Mr Habibi is a maths teacher and Mrs Habibi is a librarian, although they have not been able to work in this country.

Mr Habibi is 32 years old and Mrs Habibi is twenty-seven years of age. They have one child, Jamileh, eight months, who was born in Glasgow.

The family have been housed temporarily in accommodation designated for asylum seekers by the city council. This is a multi-storey flat in the Cranhill area that is an outlying part of the city with only local shops.

Before they left Iran, Mr Habibi was imprisoned for almost a year. He was accused of disseminating anti-government propaganda and states that he was systematically tortured while in custody.

The family learned two weeks ago that their initial application or asylum has been refused. Although they are being supported by some of their neighbours and by voluntary agencies they have been constantly subjected to racial abuse in public.

They feel unwelcome in their adopted country and are fearful for family at home in Iran, who have come under police scrutiny since their departure.

They also realised that gathering evidence to support their application for refugee status is becoming increasingly difficult.

Mrs Habibi has been attending her local doctor, who has prescribed an anti-depressant, though stressing that this is merely "a sticking plaster not a solution."

Scenario 4

Arlene is twenty-five years of age. She is a white person of English parentage. Her mother brought up her half-brother James on her own until he was three. She then set up home with Arlene's father. The family moved to Scotland when Arlene was six; she is the mother of Jane (six) and Michael (two).

Arlene's only family contact is with her half-brother James (thirty) but this is sporadic.

Their mother died of cancer when Arlene was nine years old and their mother had been the sole carer for James and Arlene, both of whom had different fathers.

Arlene's father was living in the family home at that time. He continued to care for Arlene and James for several months; however James behaviour in the community became increasingly difficult and he committed a serious assault during a gang fight, when he was thirteen.

A Children's Panel sent James to a residential school and his stepfather withdrew, leaving James without a home base. James therefore spent the remainder of his youth in the care system and drifted into a circuit of experiencing homelessness and prison.

In the last five years, though, James has turned his life around. He now has a long-term relationship. He has moved to Dundee and only phones Arlene occasionally.

Arlene remained with her father till she was twelve but was looked after under the provisions of the Children (Scotland) Act 1995 (section 70) from the age of ten, when she was referred to the Reporter by her school; this referral followed increased instances of challenging behaviour towards teachers and other pupils in class and in the playground.

Her father co-operated with social work involvement but in a limited way. Social work staff were concerned at the level of physical chastisement that he used with Arlene; indeed, when Arlene turned twelve, he was charged with physical abuse.

Arlene was looked after, first in a children's unit and, from age fourteen, she was placed in a residential school. Her only contact with her father was on supervised access visits but Arlene refused these visits when she was fourteen years old.

Her father's drinking habit by this time was becoming a major problem resulting first in the loss of his job and then subsequent homelessness.

He murdered a fellow hostel inmate in a drunken row five years ago and is currently serving a life sentence. He has been writing to Arlene over the last two years.

Scenario 4 cont'd

Arlene's behaviour became increasingly worrying during her time in care. She began to run away frequently and her educational progress was slow, although she appeared to be reasonably intelligent. She was, however, diagnosed with dyslexia.

The length of Arlene's absences grew; and peers reported seeing her in the city centre 'out of her face'. By the age of sixteen there were concerns that she was using heroin and prostituting herself to feed her addiction. She spent four months in a secure placement and moved into supported hostel accommodation just before she turned eighteen.

Arlene's life became chaotic; she used heroin intravenously and continued to prostitute herself. Her pregnancy seemed to provide a spur and she engaged voluntarily with outreach workers about her drug problems as well as with health workers.

A Scottish secure tenancy was found for her with a local community based housing association; and she was established on a methadone programme before giving birth to Jane.
Nevertheless, Jane was born with a heroin addiction, though her physical development has been good.

Since Jane's birth Arlene has continued on methadone and has worked with various statutory agencies, although she does regard them as transitory and authoritarian.

She was in a relationship with Michael's father, who is also on the methadone programme, but he moved out before Michael's birth. He has had no contact with Arlene or Michael since a month after the birth.

Michael's development did not progress normally; his speech, bonding, and social development were all slow; and there is concern that he may have an autistic spectrum disorder.

Arlene has lived with Sarah for the last eighteen months, though they first met about seven years ago when both were on the streets. Although both are methadone users, they have a strong, positive relationship.

Both are committed to the care of the children, both of whom were looked after by the local authority until six months ago, when it was recognised that Arlene and Sarah were consistently working with the agencies involved; the order was revoked on the 'no order' principle (Children (Scotland) Act 1995 (S16 (3)).

In contrast to Arlene, Sarah has a close family network, which was strained when she drifted into drug addiction. Since "coming out" about Arlene, her father has distanced himself, but her mother has been an every-day support.

Scenario 5

Mr Brown is a widower who is currently aged eighty-six. An ex Merchant Navy seaman, he has lived alone on the second floor in a low-rise block of flats since his wife died three years ago; he is proud of being independent. He is white and Scottish. He has no living relatives.

Recently, however, his neighbours have telephoned the housing department complaining of smells from his house.

When two housing officers visited, Mr Brown was receptive to this visit and, indeed, was very friendly. His flat, however, was in a very concerning state with clothing lying around the living room and in a general state of disarray.

One of the housing officers went around the flat while the other chatted to Mr Brown; she discovered that the kitchen floor was covered in rotten food, newspapers, bottles and cartons to a depth of almost eighteen inches. The bedroom, too, was unsatisfactory with smelly clothing lying on the uncarpeted bedroom floor.

Mr Brown – on being questioned by the housing officers - agreed that it was messy but said that he really had no idea how to begin to clean it.

The housing officers had discussions with various other departments, in particular environmental health, and decided that, in its current state, the flat was not habitable; indeed, the environmental health officer believed that it constituted a statutory nuisance under environmental health legislation.

This matter is reported to the senior housing officer in the local housing office and he writes the following letter to Mr Brown.

Dear Mr Brown,

Re: Tenancy at 25 Leafy Road, Flat 2/1

Further to the visit to your flat by my housing officers, I write to advise you that your flat is not being maintained to the standards required by the tenancy agreement. (See paragraph 10.5.1)

If this situation is not resolved within two weeks, we will have no choice but to take steps to end the tenancy.

Please contact your housing officer, Jean Arrowsmith, by calling 01413330000.

Yours sincerely,

C. Lown.

Senior Housing Officer.

Scenario 5 cont'd

Mr Brown is very upset when he receives the letter that is read to him by his young next-door neighbour. He is determined to hold on to his tenancy.

He phones the housing officer and tells her that he would be willing to move to a respite bed in a home for older people until his flat could be made ready for him again.

There do not appear to be any major health concerns with Mr Brown. Although he is unkempt and unwashed, he states that this is how he chooses to live. There is some concern that he may be suffering the onset of Alzheimer's disease but he is refusing to have contact with a Community Psychiatric Nurse attached to his local hospital.

Scenario 6

Two joint tenants of South Council approach their local police station complaining of harassment. This takes the form of offensive graffiti on the outside wall of their flat to the effect:

"Lesbo bitches go away!"

The tenants' names are June and her civil partner Jean. Both are professional people working as teachers in a local primary school.

The police officer they speak to advises that they can't do much as the women don't know who wrote the graffiti.

He also advises that he is unable to help them when the two women point out that they have been receiving offensive messages by phone too; these involve threatening and sexually offensive remarks.

The police officer assures the women that he will ask the local community police officer to "do some checks."

In the meantime, the women are advised to go to their local council office to "see about getting a transfer" to other accommodation.

The women write to their local housing office and are requested to visit the office to complete an application form for transfer.

In the meantime, Jean has been spat on by local youths and recognises one of the boys as being a former pupil.

Supervisory scenarios

The following scenarios are offered as training exercises, which may be used in several settings; for example, they might be used in formal training for placement supervisors or as peer training in practice learning forums.

Placement One: setting

You are a childcare worker in a residential school in the West of Scotland. You are a white male from a Scottish background.

You have nine years of experience in this field, having previously been a nurse for fifteen years.

You have worked through an HNC programme and a distance learning Dip SW., which you completed four years ago. Two years ago you achieved the Practice teaching Award (SSSC).

You have now agreed to offer a student placement.

The student will be based in your unit, which has six beds, for adolescent females looked after under S (70) of the Children (Scot) Act 1995.

Student

The student who will be placed with you is on a West of Scotland MSc programme, in his final year.

He is a male from an Asian background. He has come to the course after completing an honours degree in marine biology.

He decided on a change of direction towards the end of his degree, having worked as a volunteer with homeless people, with a voluntary agency who offer outreach assistance.

He continues to work with them and intends to do so throughout the placement.

Placement Two: setting

You are a social worker in a hard-pressed area office. You have been supervising placements for students for fifteen years and are enthusiastic about the task.

You are a Ghanaian woman, who moved to Scotland with your parents just over forty years ago when you were three years old.

You have been a social worker for twenty years, going into training immediately after obtaining a first class honours in Social Policy and Administration.

The Children and Families team has been your base for the last two years.

The Council's policy has placed a high concentration of asylum seekers in the area, which is extremely socially disadvantaged.

Last year you complained to your team leader that you were being allocated a disproportionate number of referrals from this community as well as from other BME communities.

His response was that you would have a "head start in making relationships." When pressed, he would not expand on this and you raised a formal grievance on grounds of racial discrimination. It was upheld.

Your manager was disciplined and moved to a reduced post in another area. Many of your colleagues have been very supportive and no one has been openly critical but you have sensed a tension from several of them.

As well as this stress, you feel that this is a particularly difficult time to have a placement because of your high workload.

You asked for a negotiated reduction, which was agreed by the new team leader, but with one week to the start of placement nothing has happened in this regard.

Student

The student you will be supervising is a white Scottish woman just a year or so younger than you are.

She has been in social work for a similar length of time, starting as a Home Help, then working as an assistant social worker in an Adult Care team.

She has a wide experience of Community Care legislation and of assessments guided by the legislation.

Placement 2 cont'd

She completed an HNC in Community Care in her own time and satisfied the academic standards for entry to a distance learning course.

She has had difficulty with course assignments during the first two years of her degree. This will be her first assessed placement, in year 3.

When you met at the university pre placement event, she confided that she was looking forward to the placement but while she felt she had many practice skills, she was struggling to relate her learning from the course to a practice setting.

You reassured her that you would offer as much support as possible but you are already beginning to be concerned about professional boundaries.

Placement Three: setting

You are a twenty six year old white Scottish male and have been working in a voluntary sector agency for the last thee years.

You work in a small team, which supports six group tenancies, housing fourteen autistic adults of widely varying abilities.

Your own childhood was unsettled. Your father left the home when you were six and your brother was two years old.

You have always had a strong bond with your mum, but don't know the whereabouts of your dad. You've chosen not to look for him.

You drifted into a gang when you were in your early teens and were convicted of breach of the peace and assault charges.

A referral to the Children's Panel almost resulted in your being "looked after" away from home but the support available from your mum allowed for a community based order and you made a really positive relationship with an outreach worker who was an outdoor instructor.

He took an interest in you as a person and encouraged your talent for cycling. You have now competed at downhill mountain biking at a high level for ten years.

You know the importance of role modelling and see yourself as the male role model for your brother who, though not sporty, has a steady job and lives with his partner and their baby.

You had a number of poorly paid unskilled jobs until you were eighteen years of age, when you decided to look for a more satisfying career. You took highers at night class and then managed to complete a full time HNC in Health and Social Care, with an integrated SVQ 3, while working on a sessional basis for your current employer.

 You still live at home. You were engaged to your girlfriend for almost two years but she went to university last year and you both decided not to continue to see each other.

You have worked very hard in your post and are well regarded by management and colleagues.
You have now been asked to be a workplace supervisor for an HNC candidate from a local Further Education college. You know what's expected and feel that your own workplace supervisor could have pushed you harder; although you understand the nature of discrimination, you know that you have managed to "overcome the odds" to reach where you are in life.

Placement 3 cont'd

Student

The student you will be supervising is a twenty two year old Croatian woman. She is the lone parent of a three year old boy.

She was an "economic migrant" who came to Scotland to improve her lifestyle.

She lived with a Scottish man and he is the father of her child but they separated when her son was a year old.

She is committed to her education and is academically able; though she is dyslexic she has known this for a couple of years and has managed to cope well with support. English is not her first language.

She has experience of voluntary work with homeless adults in a group care setting but has no experience of learning disability matters.

6.5.3 Ending of placement

The ending phase of the placement is critical for contextualising the effectiveness of overall progress.

Students will be required to produce a portfolio of evidence of their readiness to move on to the next stage of training or, on completion of the degree, to practice. The format and timings of this process vary depending on the route.

In addition to this, supervisors should evaluate the learning experience by requesting feedback from the student on their own performance as a supervisor, to inform their own development.

The student should be asked to provide a written report on how well the placement has:

- promoted understanding of the nature of discrimination; and
- enabled the student to address discrimination through the theoretical and practical knowledge and skills acquired.

This report should also include the opportunity for the student to make recommendations on how organisational performance might be improved to meet law and good practice guidance, as well as comply with PCS standards of addressing discrimination.

This report provides for a validation and evaluation of learning process and thus enables supervisors to amend details of the guide to enhance future learning.

For example, supervisors may decide to add new exercises and/or materials, including learning materials.

The guide is - to reinforce a point noted above – a practical tool to be used and developed in practice.

Links to PCS

The ending stage is intended to evaluate how well the student has assimilated understanding of the personal, cultural and structural elements of discrimination.

Links to SiSWE and Key Capabilities

Standard 4 relates to the development of professional competence. It has 5 learning foci. While evidence for this standard will be collected throughout the placement, we include it as an ending activity because it is about learning from our practice and identifying where we need to go in terms of our values, our knowledge and our skills.

Standard 5 has 6 learning foci. It discusses our ability to work as part of an organisation, using prescribed structures, understanding and managing systems and often working in multi disciplinary settings where practice goals and values may be different to our own experience.

Standard 6 has one learning focus. It is an overall standard relating to our ability to support service users in a principled way.

Please note that evidence of the SiSWE is generated in a variety of different ways throughout the degree course. While direct practice is an essential part of the evidence, it will not fall to the practice supervisor to provide opportunities for their student to evidence everything while on placement. Placement goals will, however be constructed round the SiSWE and the Key capabilities, so it is necessary to be able to reference them and have a broad understanding of them.

Appendix 1: Key law

Sex Discrimination Act 1975

Race Relations Act 1976

Disability Discrimination Act 1995

Scotland Act 1998

Human Rights Act 1998

Equality Act 2006

Note: A wide range of other law, including secondary law (Statutory Instruments) is relevant and students should seek guidance from their educational placements and supervisors.
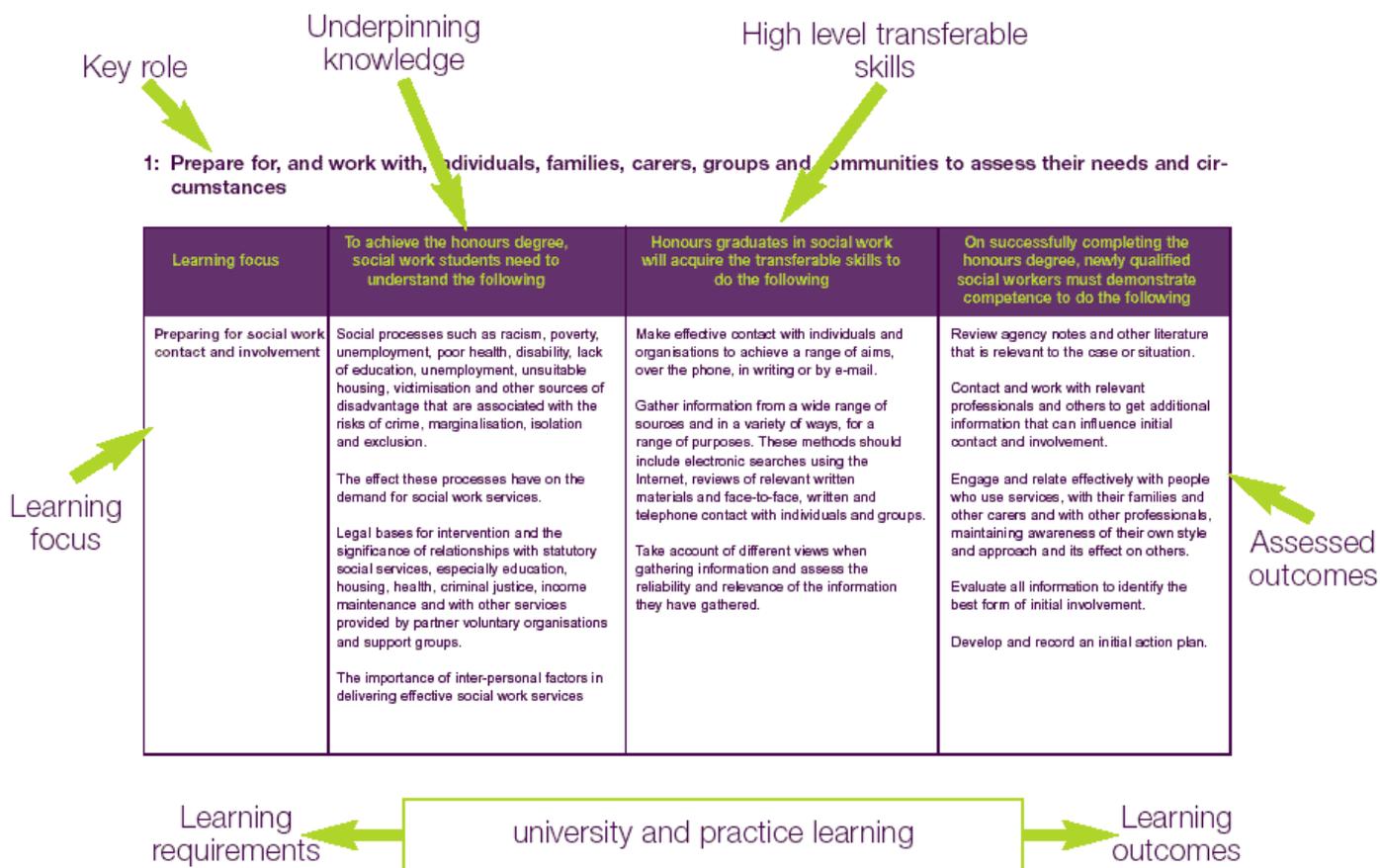
Appendix 2: Standards in Social Work Education

The structure of SiSWE

The format of the SISWE parallels used for the Standards in Initial Teacher Education and comparable documents for nursing, midwifery and health visiting.

This allows for the identification of common elements in the training of these different professions and in future, opportunities to develop integrated training initiatives.

The SiSWE are made up of the following parts:

Key role

Underpinning knowledge

High level transferable skills

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

Learning focus	To achieve the honours degree, social work students need to understand the following	Honours graduates in social work will acquire the transferable skills to do the following	On successfully completing the honours degree, newly qualified social workers must demonstrate competence to do the following
Preparing for social work contact and involvement	Social processes such as racism, poverty, unemployment, poor health, disability, lack of education, unemployment, unsuitable housing, victimisation and other sources of disadvantage that are associated with the risks of crime, marginalisation, isolation and exclusion. The effect these processes have on the demand for social work services. Legal bases for intervention and the significance of relationships with statutory social services, especially education, housing, health, criminal justice, income maintenance and with other services provided by partner voluntary organisations and support groups. The importance of inter-personal factors in delivering effective social work services	Make effective contact with individuals and organisations to achieve a range of aims, over the phone, in writing or by e-mail. Gather information from a wide range of sources and in a variety of ways, for a range of purposes. These methods should include electronic searches using the Internet, reviews of relevant written materials and face-to-face, written and telephone contact with individuals and groups. Take account of different views when gathering information and assess the reliability and relevance of the information they have gathered.	Review agency notes and other literature that is relevant to the case or situation. Contact and work with relevant professionals and others to get additional information that can influence initial contact and involvement. Engage and relate effectively with people who use services, with their families and other carers and with other professionals, maintaining awareness of their own style and approach and its effect on others. Evaluate all information to identify the best form of initial involvement. Develop and record an initial action plan.

Learning focus

Assessed outcomes

Learning requirements ← university and practice learning → Learning outcomes

There are six **key roles** taken from the National Occupational Standards. Each is broken down into a number of **learning focuses,** and the **underpinning knowledge** and the **high level transferable skills** are identified. All of this learning supports the assessed outcomes located in the right-hand column. SiSWE must be read as a complete document that emphasises the balance between professional knowledge, professional skills and ethical practice. The learning requirements are connected in such a way that the student must be competent in **all** of them to complete the honours degree successfully and be able to show this in a thorough assessment of the learning outcomes.

Definitions

The term **'people who use services'** means any individual, group, community or organisation who receive social work services. This term will include some people who do not want or ask for these services, for example people who are on probation or parole.

The term **'carer'** means people who provide informal, unpaid care to a member of their family or to another person, and who work in partnership with social workers to deliver a service. As part of their learning, students must gain the understanding and skills they need to separate the conflicting interests that some people who use services and some carers have, in order to offer appropriate support.

The term **'social worker'** is defined in the Regulation of Care (Scotland) Act 2001 as 'a person who has an entitling professional qualification in social work'.

Standards in Social Work education

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

Learning focus	To achieve the honours degree, social work students need to understand the following	Honours graduates in social work will acquire the transferable skills to do the following	On successfully completing the honours degree, newly qualified social workers must demonstrate competence to do the following
Preparing for social work contact and involvement	Social processes such as racism, poverty, unemployment, poor health, disability, lack of education, unemployment, unsuitable housing, victimisation and other sources of disadvantage that are associated with the risks of crime, marginalisation, isolation and exclusion. The effect these processes have on the demand for social work services. Legal bases for intervention and the significance of relationships with statutory social services, especially education, housing, health, criminal justice, income maintenance and with other services provided by partner voluntary organisations and support groups. The importance of inter-personal factors in delivering effective social work services	Make effective contact with individuals and organisations to achieve a range of aims, over the phone, in writing or by e-mail. Gather information from a wide range of sources and in a variety of ways, for a range of purposes. These methods should include electronic searches using the Internet, reviews of relevant written materials and face-to-face, written and telephone contact with individuals and groups. Take account of different views when gathering information and assess the reliability and relevance of the information they have gathered.	Review agency notes and other literature that is relevant to the case or situation. Contact and work with relevant professionals and others to get additional information that can influence initial contact and involvement. Engage and relate effectively with people who use services, with their families and other carers and with other professionals, maintaining awareness of their own style and approach and its effect on others. Evaluate all information to identify the best form of initial involvement. Develop and record an initial action plan.

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

Learning focus	To achieve the honours degree, social work students need to understand the following	Honours graduates in social work will acquire the transferable skills to do the following	On successfully completing the honours degree, newly qualified social workers must demonstrate competence to do the following
Working with individuals, families, carers, groups and communities so they can make informed decisions	The nature of social work services in a diverse society (with particular reference to concepts such as social need, informed choice, prejudice, inter-personal, institutional and structural discrimination, empowerment and anti-discriminatory practices). Different explanations for the characteristics and circumstances of people who use services and the services they need.	Consider specific factors that are relevant to social work practice such as risk, resilience, rights, cultural, racial and ethnic identity, language differences, legal obligations and statutory responsibilities to protect vulnerable individuals. Explain and negotiate the purpose of contacts and the boundaries of their involvement. Listen actively to others, respond appropriately to their life experiences and understand accurately their viewpoint.	Work with individuals, families, carers, and communities to: • Inform them of their own rights, entitlements and responsibilities; • Clarify and explain the social work organisation's duties, services and responsibilities; • Identify, gather, analyse and understand relevant information; • Identify and analyse the risks involved in the situation. Work in partnership with individuals, families, carers, groups and communities, so they can: • Identify, clarify and express their expectations, strengths and limitations; • Assess and make informed decisions about their circumstances, resources and preferred options.

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

Learning focus	To achieve the honours degree, social work students need to understand the following	Honours graduates in social work will acquire the transferable skills to do the following	On successfully completing the honours degree, newly qualified social workers must demonstrate competence to do the following
Assessing needs and options in order to recommend a course of action	The range of need expressed by, and attributed to, people who use services and their carers and the social processes by which such needs become defined and acted upon. Models and methods of assessment in different practice contexts. Explanations of the links between processes contributing to social difference (for example, social class, gender, racial and ethnic differences) and the problems of inequality and differential need that people who use services face.	Assess human situations, taking account of a number of factors including the views of those involved, theoretical concepts, research evidence, legislation and organisational policies and procedures. Analyse the information they have gathered, weighing competing evidence and changing their viewpoint in light of new information, then relate this information to a particular task, situation or problem.	Listen actively to people who use services and their carers, respecting their experience and taking full account of their views. Assess and review the preferred options of individuals, families, carers, groups and communities. Assess and evaluate needs, strengths, risks and options, taking account of legal and other duties and service standards requirements. Identify, evaluate and recommend appropriate courses of action for individuals, families, carers, groups and communities. Work with others to help people who use services to achieve and maintain greater independence.

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

Learning focus	To achieve the honours degree, social work students need to understand the following	Honours graduates in social work will acquire the transferable skills to do the following	On successfully completing the honours degree, newly qualified social workers must demonstrate competence to do the following
Identifying and responding to crisis situations	Factors influencing the selection and testing of relevant information, especially if it is collected within tight timescales. The nature of professional judgement and processes of risk assessment. The nature of crisis and how it is different from related ideas such as emergency.	Think logically, even under pressure. Plan a sequence of actions to achieve specific aims. Manage the processes of change. Meet deadlines and task definitions. Review actions taken in the light of actual outcomes.	Critically assess the urgency of requests and requirements for action. Identify the need for statutory and procedural intervention. Plan, implement and record action taken to meet immediate needs and requirements. Review the outcomes with individuals, families, carers, groups, communities, organisations, professionals and others, as relevant.

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

Learning focus	To achieve the honours degree, social work students need to understand the following	Honours graduates in social work will acquire the transferable skills to do the following	On successfully completing the honours degree, newly qualified social workers must demonstrate competence to do the following
Working with individuals, families, carers, groups and communities to achieve change, promote dignity, realise potential and improve life opportunities	Psychological and physiological theories of individual and social development, identity and functioning from infancy to old age and death. The nature, characteristics and effects of developmental delay, disruption and trauma and the significance of resilience. Theoretical ideas and evidence from international research on designing and putting into practice effective social work service for a wide range of people. Research-based concepts and critical explanations from social work theory and other disciplines that contribute to the knowledge base of social work, including their reliability and how they are applied.	Communicate effectively across potential barriers resulting from differences, for example in culture, language, ability and age. Use their knowledge of a range of interventions and evaluation processes to build and maintain purposeful relationships with people and organisations in community-based and professional contexts, including group-care. Implement plans through a variety of processes including contracting and working in partnership with others. Bring work to an effective conclusion, taking account of the implications for everyone involved.	Develop relationships with individuals, families, carers, groups and communities that show respect for diversity, equality, dignity and privacy. Maintain purposeful relationships for as long as is necessary Work in a structured way with individuals, families, carers, groups, communities and others to deal with problems, resolve conflicts and avoid crises. Apply and justify social work methods to achieve change, maintain stability, promote independence and improve life opportunities. Regularly monitor, record, review and evaluate changes in circumstances and adapt plans to take account of these changes. Reduce contact and withdraw appropriately from relationships.

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

Learning focus	To achieve the honours degree, social work students need to understand the following	Honours graduates in social work will acquire the transferable skills to do the following	On successfully completing the honours degree, newly qualified social workers must demonstrate competence to do the following
Producing, implementing and evaluating plans with individuals, families, carers, groups, communities and colleagues	Approaches and methods of intervention in a range of community-based settings including group care.

Factors guiding the choice and evaluation of interventions in different circumstances.

The nature and characteristics of effective direct and indirect practice skills, with a range of people who use services and in a variety of settings including group care. | Make decisions, set goals and develop specific plans to achieve these, taking account of relevant factors including codes of practice, ethical guidelines, professional guidance and legislative requirements.

Consult actively with other people, including people who use services and their carers, who have relevant experience, information or expertise.

Apply ethical principles and practices critically when planning problem-solving activities. | Negotiate with others the services and resources that will be included in plans.

Identify and record responsibilities and actions to be taken, developing and recording plans based on these.

Carry out their own responsibilities and monitor, co-ordinate and support the actions of others involved in putting plans into practice.

Regularly review the effectiveness of plans with the people involved.

Renegotiate and revise plans to meet changing needs and circumstances. |

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

Learning focus	To achieve the honours degree, social work students need to understand the following	Honours graduates in social work will acquire the transferable skills to do the following	On successfully completing the honours degree, newly qualified social workers must demonstrate competence to do the following
Developing networks to meet assessed needs and planned outcomes	The current range and appropriateness of statutory, voluntary and private agencies providing community-based, daycare, residential and other services and the organisational systems within these.

The significance of interrelationships with other social services, especially education, housing, health, criminal justice, income maintenance and other services provided by partners. | Develop effective helping relationships and partnerships with other individuals, groups and organisations that bring about change and achieve planned outcomes.

Consult actively with others, including people who use services and their carers, who have relevant experience, information or expertise.

Negotiate goals and plans with others, analysing and dealing creatively with human, organisational and structural barriers to change.

Challenge others when necessary, in ways that are most likely to produce positive outcomes. | With individuals, families, carers, groups, communities and others, identify, explore and evaluate support networks that can be accessed and developed.

Work in partnership with individuals, families, carers, groups, communities and others to develop and maintain support networks.

Contribute to the development, maintenance and evaluation of integrated support networks and services.

In partnership with others, manage complex aspects of dependency and, where appropriate, provide direct care and personal support in everyday living situations. |

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

Learning focus	To achieve the honours degree, social work students need to understand the following	Honours graduates in social work will acquire the transferable skills to do the following	On successfully completing the honours degree, newly qualified social workers must demonstrate competence to do the following
Working with groups to promote choice and independent living	The relevance of sociological and criminological perspectives to understanding societal and structural influences on human behaviour at individual, group and community levels. Social science theories explaining group and organisational behaviour, adaptation and change.	Involve users of social work services and, where appropriate their carers, in ways that increase their resources, capacity and power to influence factors affecting their lives and promote social inclusion. Identify and use opportunities for purposeful and supportive communication with people who use services within their everyday living situations.	Identify opportunities to support existing groups and to help new groups to develop. Use group programmes, processes and dynamics to improve the skills of group members and to promote well-being, choice, potential, dignity and independence. Help groups to achieve planned outcomes for their members and to evaluate the value and appropriateness of their work. Engage in, and disengage from, groups appropriately and in a planned way.

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

Learning focus	To achieve the honours degree, social work students need to understand the following	Honours graduates in social work will acquire the transferable skills to do the following	On successfully completing the honours degree, newly qualified social workers must demonstrate competence to do the following
Tackling behaviour which presents a risk to individuals, families, carers, groups, communities and the wider public	The complex relationships between justice, care and control in social welfare and community justice and the practical and ethical effects of these. Social workers' roles as statutory agents with duties and responsibilities to protect the public and uphold the law. Models and methods of assessment, the use of relevant research, selection and testing of relevant information, the nature of professional judgement and the processes of risk assessment and management.	Help people to gain, regain or maintain control of their own affairs, insofar as this is compatible with their own or others' safety, well-being and rights. Use both verbal and non-verbal cues to guide interpretation of behaviour and to assess risk. Plan for and manage situations in which there is a significant element of risk.	Take prompt action to deal with behaviour or situations that present a risk to people who use services, their carers, colleagues or the wider public. Work with individuals, families, carers, groups, communities and others to: • Identify and evaluate situations and circumstances that may increase risks; and • Reduce or contain the level of those risks. Plan, manage and record intervention designed to change the identified risk behaviour positively.

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

Learning focus			
Assessing and managing risks to individuals, families, carers, groups and communities	The concepts of rights, responsibility, freedom, authority and power associated with the practice of social workers as moral and statutory agents. Social workers' roles as statutory agents with duties and responsibilities to protect the public and uphold the law. Up-to-date legislation defining the rights of people, especially measures designed to tackle all forms of discrimination. The nature of risks and harm associated with intervention in the lives of vulnerable, dangerous or socially excluded individuals and groups.	Analyse the nature of risks and potential for harm associated with the circumstances and nature of planned interventions. Undertake practice in a way that tries to protect the safety of everyone involved whilst promoting the well-being of people who use services.	Identify, assess and record the nature of risk, its seriousness and the harm that it may cause. Balance the rights and responsibilities of individuals, families, carers, groups and communities with the associated risks to them or the wider public. Manage risk to individuals, families, carers, groups and communities and the wider public over time, regularly monitoring and re-assessing priorities and actions with them.
Assessing and managing risks to self and colleagues	The complex relationships between justice, care and control in social welfare and community justice and the practical and ethical effects of these. The nature of risks and harm associated with intervention in the lives of vulnerable or socially excluded individuals and groups.	Practise in ways that maximise safety and effectiveness, especially in situations of uncertainty or if there is incomplete information. Review intentions and actions in the light of expected and unintended consequences.	Assess, analyse and record potential risk to themselves and colleagues. Work within the risk assessment and management procedures of their own and other relevant organisations and professions. Plan, monitor, review and record outcomes and actions taken to minimise risk, stress and harm.

4: Demonstrate professional competence in social work practice

Learning focus	To achieve the honours degree, social work students need to understand the following	Honours graduates in social work will acquire the transferable skills to do the following	On successfully completing the honours degree, newly qualified social workers must demonstrate competence to do the following
Evaluating and using up-to-date knowledge of, and research into, social work practice	The characteristics and evidence of the effectiveness of social work practice in a range of community-based and organisational settings including group care. Factors influencing changes in practice within statutory, voluntary and private sector services. Relevant social research and evaluation methodologies. The place theoretical perspectives and evidence from international research has in assessment and decision-making processes	Assess the relative strength, applicability and implications of contrasting theories, explanations, research, policies, procedures and methods of intervention. Employ understanding of human behaviour and intention at societal, organisational, community, inter-personal and intra-personal levels. Monitor situations, review processes and record and evaluate outcomes. Undertake critical enquiry and review relevant literature, drawing evidenced conclusions from the data.	Review and regularly update their own knowledge of relevant legislation, policy guidelines, service standards and procedural frameworks. Locate, understand and critically evaluate research findings and literature that is relevant to social work practice. Use professional and organisational supervision and support to research, critically analyse, and review the evidence base for effective practice. Implement knowledge-based social work approaches and methods to develop and improve their own practice.

4:   Demonstrate professional competence in social work practice

Learning focus	To achieve the honours degree, social work students need to understand the following	Honours graduates in social work will acquire the transferable skills to do the following	On successfully completing the honours degree, newly qualified social workers must demonstrate competence to do the following
Working within agreed standards of social work practice	The nature, historical development and application of social work values and codes of practice. The processes of reflection and evaluation, including familiarity with the range and significance of approaches for evaluating welfare outcomes. The significance of legislative and legal frameworks, service standards, practice guidelines and codes of practice. The nature of legal authority, the application of legislation in practice, statutory responsibility and conflicts between statute, policy and practice.	Recognise and work with the complex tensions and links between intra-personal and inter-personal processes and the wider social, legal, economic, political and cultural context of people's lives. Analyse and take account of the impact of inequality, discrimination and social exclusion in work with people in a wide range of contexts and problem situations. Work in an open way and be able to justify their own actions within accepted ethical and professional standards.	Work at all times within the professional codes of practice, ethical principles and service standards that underpin high-quality social work practice. Exercise and justify their professional judgement. Use appropriate assertiveness in justifying professional decisions and upholding social work practice values. Critically reflect on their practice and performance and modify these as a result.

4: Demonstrate professional competence in social work practice

Learning focus	To achieve the honours degree, social work students need to understand the following	Honours graduates in social work will acquire the transferable skills to do the following	On successfully completing the honours degree, newly qualified social workers must demonstrate competence to do the following
Understanding and managing complex ethical issues, dilemmas and conflicts	Aspects of philosophical ethics that are relevant to understanding and attempting to resolve value dilemmas and conflicts in both inter-personal and professional contexts. Knowledge of equal opportunities and anti-discriminatory legislation and policy. Factors influencing the effectiveness of conflict resolution in different settings.	Analyse the impact of injustice, social inequality and oppression. Challenge individual, institutional and structural discrimination in constructive ways. Analyse and handle ethical dilemmas and conflicts to produce clear, accountable outcomes. Review ethical decisions and reflect accurately on factors that influence decision-making	Identify, understand and critically evaluate ethical issues, dilemmas and conflicts affecting their practice. Devise effective strategies to deal with ethical issues, dilemmas and conflicts. Act appropriately, even in uncertain and ambiguous circumstances and critically reflect on, and learn from, the outcomes.
Promoting best social work practice, adapting positively to change	Links between the content of different codes defining ethical practice and the regulation of professional conduct. The effective management of potential conflicts created by codes and values held by different professional groups. The position of contemporary social work within historical and comparative perspectives, including European and international contexts. The nature of change, its significance for those involved and the characteristics of effective change management.	Reflect critically on their own conduct and practice, identifying the need for change Analyse and respond positively and flexibly to changes in the demand for, context, setting and organisation of, services. Challenge unacceptable practices in a responsible manner.	Contribute to policy and practice review and development. Use supervision, together with other organisational and professional systems, to influence courses of action where practice falls below the standards required. Work with colleagues in related professions to develop and further integrate services.

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

Learning focus	To achieve the honours degree, social work students need to understand the following	Honours graduates in social work will acquire the transferable skills to do the following	On successfully completing the honours degree, newly qualified social workers must demonstrate competence to do the following
Managing one's own work in an accountable way	The relationship between agency policies, legal requirements, ethical principles and professional boundaries in shaping the nature of services. The significance of modern communication and information technologies in planning and managing work programmes. The nature, characteristics and boundaries of professional activity and judgement. The characteristics of effective workload management and project planning.	Increase their learning and understanding with an appropriate degree of independence. Identify and keep under review personal and professional boundaries. Manage uncertainty, change and stress in work situations, using appropriate support. Handle inter-personal and intra-personal conflict constructively.	Manage and prioritise their workload within organisational policies and changing demands. Carry out duties accountably, using professional judgement and knowledge-based social work practice. Monitor and evaluate the appropriateness and effectiveness of their programmes of work in meeting the needs of individuals, families, carers, groups and communities and meeting organisational requirements. Use professional and managerial supervision and support to improve their practice.
Taking responsibility for one's own continuing professional development	The importance of critical reflection and self-monitoring in defining new personal learning plans.	Reflect on and change their professional behaviour in the light of growing experience. Take responsibility for their own further and continuing acquisition of knowledge and skills. Make a positive contribution to the continuing education of colleagues.	Using supervision, consultancy and professional support, take action to identify and meet their continuing professional development needs. Contribute appropriately to the continuing education of others.

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

Learning focus	To achieve the honours degree, social work students need to understand the following	Honours graduates in social work will acquire the transferable skills to do the following	On successfully completing the honours degree, newly qualified social workers must demonstrate competence to do the following
Contributing to the management of resources and services	The contribution of different approaches to improving management, leadership and quality enhancement in public and independent social services. Modern communication and information technology, especially management information systems, and their application to service delivery. Basic statistical, resource management and budgetary procedures and techniques.	Use information and communications technology methods and techniques for a variety of purposes including professional communication, data storage and retrieval, information searching and resource management. Calculate, analyse figures and interpret data in both statistical and financial contexts.	Contribute to monitoring the outcomes, quality and cost effectiveness of services in meeting need. Contribute to the processes involved in purchasing and commissioning services and setting and maintaining service standards. Contribute to procedures for managing and sharing information.
Managing, presenting and sharing records and reports	The statutory basis of reports and the requirement to share these with relevant parties. Legal requirements relating to data protection and the rights of citizens to have access to information held about them. The use of communication and information technology in preparing reports and sharing and storing official information.	Write accurately and clearly in styles that are adapted to the audience, purpose and context of the communication. Present conclusions verbally and on paper, in a structured form that is appropriate to the audience for which these have been prepared. Synthesise information and lines of enquiry and sustain detailed reasoning at length and over time.	Maintain accurate, complete, accessible and up-to-date records and reports. Provide clear evidence for judgements and decisions. Implement legal and policy frameworks for access to records and reports and the protection of data. Share records with individuals, families, carers, groups and communities within legal and ethical guidelines and requirements.

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

Learning focus	To achieve the honours degree, social work students need to understand the following	Honours graduates in social work will acquire the transferable skills to do the following	On successfully completing the honours degree, newly qualified social workers must demonstrate competence to do the following
Preparing for, and taking part in, decision-making forums	The nature and characteristics of decision-making in a variety of settings. The complex relationships between public, social and political philosophies, policies and priorities and the organisation and practice of social work. Issues and trends in modern public and social policy and their relationship to contemporary practice and service delivery. Factors that inhibit effective participation in decision-making in different settings.	Communicate clearly, accurately and precisely (both verbally and in writing) with individuals and groups in a range of formal and informal situations. Make effective preparation for meetings and lead them in a productive way. Follow and develop lines of argument and evaluate the viewpoints of, and evidence presented by, others.	Prepare reports and documents for decision-making forums such as courts, hearings, tribunals, adjudications and case conferences. Work with individuals, families, carers, groups and communities to select the best forms of representation and involvement in decision-making. Present evidence to decision-making forums and help individuals, families, carers, groups and communities to understand the procedures involved and the possible and actual outcomes. Help individuals, families, carers, groups and communities to be involved appropriately in decision-making forums.

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

Learning focus	To achieve the honours degree, social work students need to understand the following	Honours graduates in social work will acquire the transferable skills to do the following	On successfully completing the honours degree, newly qualified social workers must demonstrate competence to do the following
Working effectively with professionals within integrated, multi-disciplinary and other service settings	Relationships between agency policies, legal and regulatory requirements and professional boundaries in shaping the nature of services provided in inter-disciplinary contexts. Issues associated with working across professional boundaries and with different disciplines. Factors and processes facilitating effective service integration, inter-agency collaboration and partnership.	Function effectively within a framework of complex accountability to people who use services, agencies, the public and others. Understand and take account of the views of others who are involved in collaborative work. Analyse and work with the factors that inhibit integrated working across discipline, professional and agency boundaries.	Develop, maintain and review effective working relationships within and across agency boundaries. Contribute to identifying and agreeing the goals, objectives, working procedures and duration of professional groups and to evaluating their effectiveness. Work effectively with others in delivering integrated and multi-disciplinary services. Deal constructively with disagreements and conflict within work relationships.

6:   Support individuals to represent and manage their needs, views and circumstances

Learning focus	To achieve the honours degree, social work students need to understand the following	Honours graduates in social work will acquire the transferable skills to do the following	On successfully completing the honours degree, newly qualified social workers must demonstrate competence to do the following
Representing in partnership with, and on behalf of, individuals, families, carers, groups and communities to help them achieve and maintain greater independence	The complex relationships between justice, care and control in social welfare and community justice and the practical and ethical implications of these. Social work roles as statutory agent, particularly in upholding the law in respect of discrimination. Links between processes contributing to social differences (for example, social class, gender and ethnic differences) and the problems of inequality and differential need faced by people who use services.	Act effectively with others to promote social justice by identifying and responding to prejudice, institutional discrimination and structural inequality. Overcome personal prejudices to respond appropriately to a range of complex personal and interpersonal situations.	Assess to what extent they should act as representative for an individual, family, carer, group or community. Help individuals, families, carers, groups and communities to get independent advice, support and representation. Where appropriate, represent individuals, families, carers, groups and communities, in partnership with them. Support people who use services to manage their affairs, including managing finances and purchasing care services.

Reference list

This is intended as a starter list only and students are expected to consider a wide range of source materials as part of their academic studies. See note.

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Note: There are various statutory codes that cover other equality areas and students should acquaint themselves of this guidance as part of their studies.

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