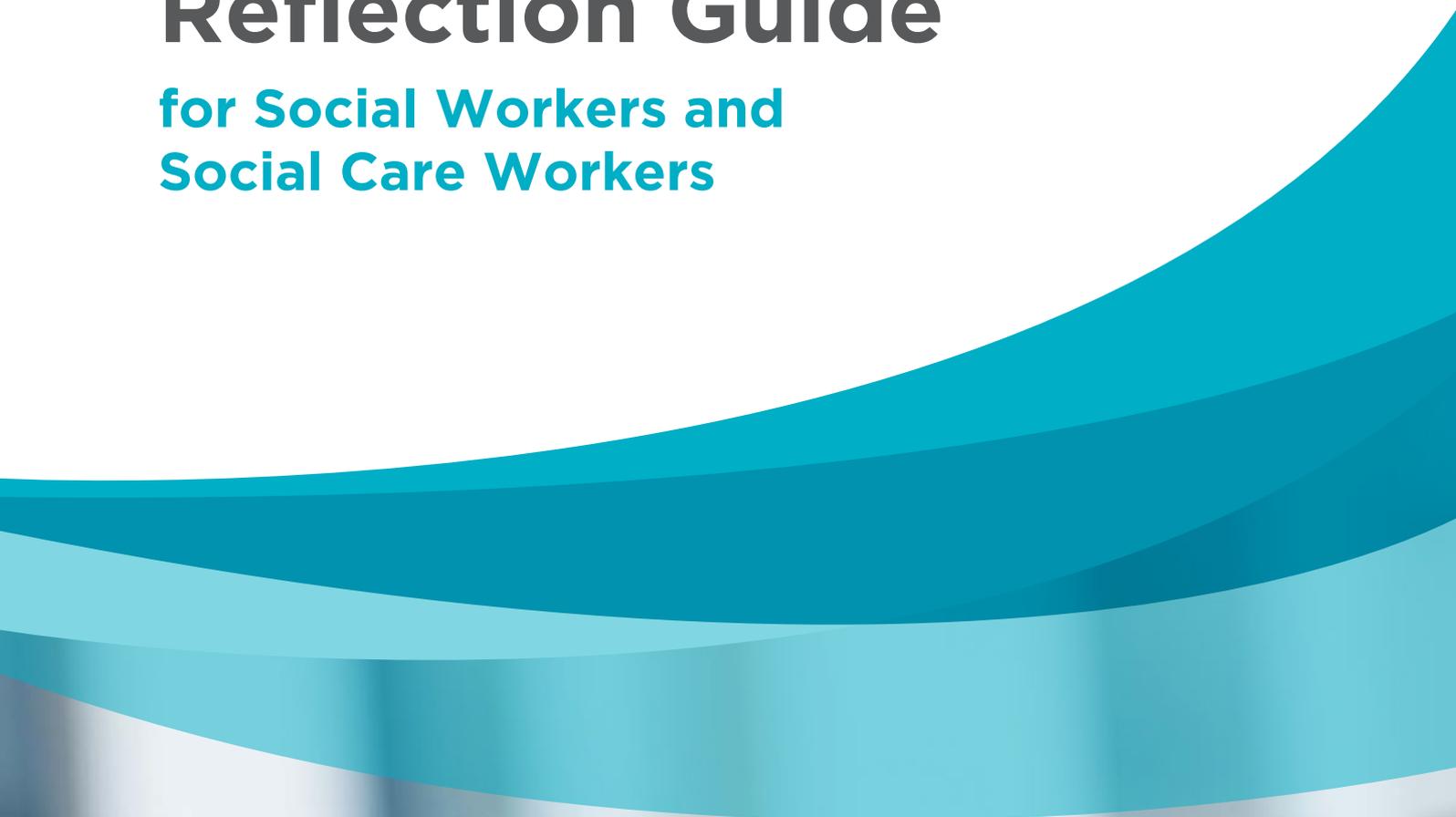


Proficiencies Reflection Guide

for Social Workers and
Social Care Workers



Proficiencies Reflection Guide

**for Social Workers and
Social Care Workers**

Introduction



1. INTRODUCTION

This Tusla - Child and Family Agency, *Proficiencies Reflection Guide for Social Workers and Social Care Workers* accompanies the *Tusla - Child and Family Agency, National Strategy for Continuing Professional Development, 2016* (CPD Strategy). It contains two Proficiencies Reflection Tools; one applicable to social workers and the other to social care workers in Tusla.

1.1 PROFICIENCIES

Proficiencies are statements of what should be aimed for at all stages of a social worker's or social care worker's career in Tusla. This Proficiency Reflection Guide has been developed through an analysis of Tusla job descriptions, current best practice, the *Framework for Registration Boards Continuing Professional Development Standard and Requirements* (CORU, 2013) and the literature review carried out during the development process for the CPD Strategy, *Literature Review Models of Continuing Professional Development for Social Work* (Devaney, 2016). This analysis provided the working group with a baseline for what is meant by proficient practice for social workers and social care workers across the profession and at different levels.

A proficiencies approach focuses not so much on *what* professionals do, but *how* they do it by breaking down desired behaviours into the knowledge, skills, attitudes and values that underpin them. It encourages reflective practice by showing how relationships are formed, professional judgements are made and how practice is adapted to the context in which the social worker or social care worker is working (Skills for Care, 2010).

The use of the term 'proficiencies' is used to convey that professional development is not just about attaining minimum competence in different areas, but about continuing learning and development throughout the whole career and therefore continuing to strive to advance knowledge and skills beyond the basic requirements. The definition of a proficiency that this Guide is based on is 'advancement in knowledge or skill' (Merriam-Webster, 2015). The identification of proficiencies informs and supports the development of an Individual Learning and Development Assessment Record during the Personal Development Planning stage as recommended in the CPD Strategy (2016). The Individual Learning and Development Assessment Record can be used by the individual as part of their portfolio submission for Registration Requirements.

1.2 BACKGROUND TO PROFICIENCIES REFLECTION GUIDE

CORU (2013) has developed 'Criteria and Standards of Proficiency for Social Work Education and Training programmes'. The standards of proficiency are grouped under six domains:

1. Professional autonomy and accountability;
2. Interpersonal and professional relationships;
3. Effective communication;
4. Personal and professional development;
5. Provision of quality services;
6. Knowledge, understanding and skills.

These CORU Standards of Proficiency Domains are used to create a baseline for social work staff in relation to the competencies required on completion of their formal education and training. The Tusla Proficiencies Reflection Guide builds on these competencies required for safe and effective practice by establishing an advanced standard of proficiency that a social worker or social care worker can aim to achieve during particular stages in their careers. Tusla standards of proficiency have been grouped into particular categories that are most relevant to working with children and families. As such, the categories can be applied to all staff within Tusla but the detailed identification of proficiencies in this Guide are outlined for social work and social care staff only.

Tusla Categories for Proficiencies:

1. Effective communication with internal and external colleagues, children, families and the general public;
2. Role - specific knowledge & skills;
3. Effective protection and promotion of the welfare of children;
4. Knowledge of Agency policies, procedures & practices;
5. Effective information sharing;
6. Effective multi-disciplinary and interagency working.

1.3 AIM AND PURPOSE OF TUSLA PROFICIENCIES.

This Proficiencies Reflection Guide supports the Personal Development Planning (PDP) and Training Needs Analysis (TNA) processes for managers and practitioners as outlined in the CPD Strategy (2016). The focus is on the skills needed to work in Tusla. It is planned that the Proficiencies Reflection Tools included in this Guide will be used by social workers and social care workers to reflect on their skills, knowledge, attitudes and values as relevant to their roles within Tusla and for their registration requirements for CORU. The Tools are provided to help the staff member and their line manager reflect on and respond to their identified learning and development needs. They are also intended as a resource for the Supervision process. The Tools outline the level of proficiency in knowledge, skills, attitudes and values under each category that the individual should aim to achieve. The Tools included are applicable to social workers and social care workers employed in Tusla.

The Tools identify the proficiencies at three distinct levels¹. The three levels are outlined below:

Entry Level (0-2 years) covers the initial period of employment to two years commencing with appointment, during which time the staff member is likely to go through an intense period of rapid growth in their professional development and to be the subject of close supervision;

Intermediate Level (3- 5 years) denotes a period where the staff member begins their third year in post and has had opportunity to broaden knowledge and skills, continues to be supervised but is gaining greater autonomy in role and function.

Advanced Level (5+years) where the staff member is five years and over in the post and has developed proficiency in their practice specialities and may be in a leadership role.

It is expected that a social worker or social care worker will incrementally build on and enhance their knowledge, skills, attitudes and values as they progress through these three levels of professional development.

1.3.1 THE SOCIAL WORKER AND SOCIAL CARE WORKER ROLE

Many of the proficiencies outlined in this Guide are common to both social workers and social care workers. However, it is important to highlight that in practice there are notable distinctions in relation to the levels of responsibility attributed to each role.

1. Drawn from groupings put forward by the American Board of Examiners in Clinical Social Work (2002).

Proficiencies Reflection Tool for Social Workers

A decorative graphic consisting of several overlapping, wavy bands of teal and light blue, flowing from the right side of the page towards the left, creating a sense of movement and depth.

PROFICIENCIES CATEGORIES

1. Effective communication with internal and external colleagues, children, families and the general public;
2. Role - specific knowledge and skills;
3. Effective protection and promotion of the welfare of children;
4. Knowledge of Agency policies, procedures & practices;
5. Effective information sharing;
6. Effective multi-disciplinary and inter-agency working.

EFFECTIVE COMMUNICATION WITH INTERNAL AND EXTERNAL COLLEAGUES, CHILDREN, FAMILIES AND THE GENERAL PUBLIC

ENTRY LEVEL SOCIAL WORKERS (0-2 YEARS)

KNOWLEDGE	SKILLS	ATTITUDES AND VALUES
<ul style="list-style-type: none"> ■ awareness of the legal responsibility to lead and manage allocated caseload ■ awareness of the need to communicate effectively with colleagues and the importance of collaborative working to achieve positive outcomes for children and families ■ awareness of the role of relevant disciplines and agencies in the consultation and referral process 	<ul style="list-style-type: none"> ■ able to lead engagement with all key stakeholders ■ able to communicate effectively with children and young people ensuring they have the opportunity to participate in decisions affecting them as appropriate to their age and ability ■ able to participate in multi-disciplinary meetings as required 	<ul style="list-style-type: none"> ■ understands the lead responsibility and need for case management attached to role ■ understands and values working respectfully in communicating with internal and external colleagues

INTERMEDIATE LEVEL SOCIAL WORKERS (3-5 YEARS)

KNOWLEDGE	SKILLS	ATTITUDES AND VALUES
as required at Entry Level	<ul style="list-style-type: none"> ■ able to mentor and supervise in relation to effective communication with internal and external colleagues 	as required at Entry Level

ADVANCED LEVEL SOCIAL WORKERS (5+ YEARS)

KNOWLEDGE	SKILLS	ATTITUDES AND VALUES
as required at Entry Level	<ul style="list-style-type: none"> ■ able to consult in relation to effective communication with internal and external colleagues 	<ul style="list-style-type: none"> ■ understands and values the need to incorporate a broad range of viewpoints

ROLE SPECIFIC KNOWLEDGE AND SKILLS

ENTRY LEVEL SOCIAL WORKERS (0-2 YEARS)

KNOWLEDGE	SKILLS	ATTITUDES AND VALUES
<ul style="list-style-type: none"> ■ awareness that effective practice is based on theoretical frameworks and empirical evidence in tandem with reflective and relationship based practice wisdom ■ awareness of the signs and symptoms that indicate the possibility of child abuse/neglect and have clarity on their required response and intervention ■ awareness of risk factors which may increase the risk of child maltreatment ■ awareness of normal child development processes and the impact of abuse/neglect across the life cycle in short/medium/long term ■ awareness of and recognition that each child or young person will respond differently to the impact of child abuse and that this can manifest itself in a range of behaviours ■ awareness of and recognition that parental behaviours may have an underlying motivation that is unique to the individual's personal history ■ awareness of how to engage children and families collaboratively using a range of approaches and interventions ■ awareness of the centrality of the relationship between the child and parent/carer and the implications of parental behaviour on children 	<ul style="list-style-type: none"> ■ able to base all practice on a combination of theory, evidence and use of self ■ able to present child protection concerns verbally and in writing for professional and legal purposes as required ■ able to write chronologies that summarise and interpret information about children from a range of sources ■ able to effectively maintain an accurate and up-to-date case record ■ able to work with children and families in a respectful and non-judgemental way ■ able to identify risk factors which may increase the risk of maltreatment and able to take appropriate action ■ able to undertake and coordinate child protection assessment of risk and need ■ able to plan interventions that respect the cultural and religious background of families while ensuring the welfare of the child is paramount ■ able to develop a plan of work that respect family choices while ensuring the welfare of the child is paramount ■ able to obtain support and help in situations where there are problems requiring further expertise and experience 	<ul style="list-style-type: none"> ■ understands and values the knowledge of the potential personal impact of child protection work on self and other professionals ■ understands and values the knowledge that additional support may be needed when managing cases of child protection and welfare (this includes need to debrief in relation to case or other experience) ■ understands and values the need to work with children and families in a respectful and non-judgemental manner ■ understands and values the cultural and religious background of children and families ■ understands and values the need to consider ethical issues in engaging with children and families in the child protection and welfare process

Continued on page 8

<ul style="list-style-type: none"> ■ awareness and understanding of child protection assessment processes (as per the Standard Business Processes) ■ awareness of court and criminal justice systems as applicable to the role and the role of the professional witness ■ awareness of the legal requirements with regard to evidence in child care cases within the court process ■ awareness and understanding of the Child Protection Conference Process and the Child Protection Notification System (CPNS) ■ awareness of the importance, requirements and responsibilities of the supervision process in line with the Supervision Policy ■ awareness of need to seek support from line management and highlight unmet needs and gaps in services ■ awareness of the requirement to apply a needs-led approach to working with children and families as opposed to a resource driven response 	<ul style="list-style-type: none"> ■ able to prepare for supervision and to engage in self-reflection as part of this process ■ able to set realistic goals for children and families 	
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INTERMEDIATE LEVEL SOCIAL WORKERS (3-5 YEARS)

KNOWLEDGE	SKILLS	ATTITUDES AND VALUES
<ul style="list-style-type: none"> ■ awareness and understanding of the impact of community and environmental factors on individuals and the need to address wider community and social issues 	<ul style="list-style-type: none"> ■ able to lead on supporting clients to develop self-determination and to take responsibility to live with the consequences of their choices ■ able to apply all policies, procedures, legislative and regulatory requirements to practice with ease ■ able to maintain awareness of current best practice and an up-to-date knowledge base (through a range of learning activities) ■ able to work at a broader societal level 	<ul style="list-style-type: none"> ■ understands and values the need to be aware of personal or cultural bias in responding to the needs of children and families ■ understands and values the need to continuously develop, demonstrate and support culturally competent practice

ADVANCED LEVEL SOCIAL WORKERS (5+ YEARS)

KNOWLEDGE	SKILLS	ATTITUDES AND VALUES
<ul style="list-style-type: none"> ■ awareness of and uses acquired knowledge and expertise in particular areas that could include team development, team management, and supervision ■ awareness and understanding of strategic development and corporate responsibility ■ awareness of the impact of national social and political factors that have relevance for service provision in working with children, young people and families ■ awareness of the dynamics of conflict resolution and mediation skills 	<ul style="list-style-type: none"> ■ able to engage with appropriate clinical competence in order to deliver effective professional supervision ■ able to consider the broader strategic and corporate focus ■ able to chair meetings, mediate where relationship difficulties occur (families/ team members), and resolve conflict (For example: strategy meetings, liaison meetings, child in care reviews etc) ■ able to mentor and consult in relation to knowledge and skills required to work in the agency 	<ul style="list-style-type: none"> ■ understands and values importance of challenging self and views held by self ■ understands and values the importance of being a positive role model in team / agency ■ understands and values being open to work with difficult relationships

EFFECTIVE PROTECTION AND PROMOTION OF THE WELFARE OF CHILDREN

ENTRY LEVEL SOCIAL WORKERS (0-2 YEARS)

KNOWLEDGE	SKILLS	ATTITUDES AND VALUES
<ul style="list-style-type: none"> ■ awareness of the need to intervene in an emergency or crisis situation ■ awareness of resources and services (statutory, voluntary, community) available to meet the needs of children and families ■ awareness of need to advocate on behalf of children and families ■ awareness of a range of approaches and interventions to respond to maltreatment of children ■ awareness of dynamics of non-cooperative/ resistant children and families and how to engage appropriate support ■ awareness of the different levels of high level of serious risk and the need to engage timely and appropriate support ■ awareness of legal judgements and practice processes in cases of allegations against professionals (including code of behaviour) ■ awareness of the implications of retrospective disclosures of child abuse ■ awareness of and understands the need for and benefits of early intervention and prevention ■ awareness of lessons / recommendations from child abuse inquiries / significant case reviews 	<ul style="list-style-type: none"> ■ able to apply an outcomes focussed approach through ensuring cases are reviewed on the basis of improved outcomes for children ■ able to lead and co-ordinate an emergency response ■ able to contribute to and make considered judgements about how to effectively protect child/ young person ■ able to implement legislations and regulations in relation to child protection issues and children in care ■ able to build relationships with children, young people and families ■ able to put in place preventative supports to build on and enhance family functioning ■ able to follow through on retrospective disclosures of child abuse in line with legislation and agency policy ■ able to apply lessons from child abuse inquiries / significant case reviews to own practice ■ able to review and analyse effectiveness of interventions to decide on alternative interventions ■ able to apply principles of reflective practice to case work ■ able to build own confidence in having a professional opinion 	<ul style="list-style-type: none"> ■ understands the statutory role ■ understands and values the rights of all children to a safe and secure childhood ■ understands the importance of family in the lives of children ■ understands the need to advocate on behalf of children, young people and families ■ understands and values the need to promote social justice and social change on behalf of children and families ■ understands and values the importance of early intervention and prevention in child protection and welfare ■ understands and values the difference in approaches to parenting and family life ■ understands and considers the additional needs of children in care placements

Continued on page 11

<ul style="list-style-type: none"> ■ awareness of the importance of maintaining professional boundaries in working with children, young people and families ■ awareness of the importance of including feedback from children, young people and parents in evaluations of outcomes and future planning ■ awareness of role in fostering assessments and in supporting foster carers 	<ul style="list-style-type: none"> ■ able to carry out fostering assessments and provide appropriate supports and training to foster families 	
INTERMEDIATE LEVEL SOCIAL WORKERS (3-5 YEARS)		
KNOWLEDGE	SKILLS	ATTITUDES AND VALUES
<ul style="list-style-type: none"> ■ awareness of need to continue to build on knowledge about intervention methods and their empirical basis ■ awareness of the need to acquire and build on specialist knowledge on specific area(s) of practice ■ awareness of different types and dynamics of resistance that families can engage in ■ awareness of own competence or capacity ■ awareness of need to effectively hear the voice of the child in the child protection and welfare process including the use of the child specialist interview 	<ul style="list-style-type: none"> ■ able to engage in reflective use of self in working with children, young people and parents ■ able to have and express a professional opinion and able to express this in a variety of settings including direct work with parents, with colleagues, in formal child protection meetings, strategy meetings and within legal processes ■ able to work independently and on own initiative appropriately ■ able to apply specialist skills to practice with children and families ■ able to provide support and supervision to junior colleagues and peers ■ able to supervise students on practice placement as part of professional training ■ able to work within the dynamic of the resistant or hostile family while maintaining a child focus ■ able to utilise a variety of approaches to facilitate children and families to provide opinion and feedback 	<ul style="list-style-type: none"> ■ understands and values own confidence and competence in allowing for difference in approaches to parenting and family life ■ understands and values the distinct roles of <ul style="list-style-type: none"> ■ the social worker and An Garda Síochána in the Child Specialist Interview process

	<ul style="list-style-type: none"> ■ able to recognise and respond to changes during the assessment or intervention process ■ able to work collaboratively with An Garda Síochána colleagues in the conduct of the Child Specialist Interview 	
ADVANCED LEVEL SOCIAL WORKERS (5+ YEARS)		
KNOWLEDGE	SKILLS	ATTITUDES AND VALUES
<ul style="list-style-type: none"> ■ awareness of the need to evaluate interventions in terms of achieving individual outcomes for children ■ awareness of and increased specialist knowledge of the dynamics of risk and risk management in the child protection and welfare process ■ awareness of and understands the need for the work plan and intervention process to engage relationally and therapeutically to address the internal emotional needs of the child/young person ■ awareness of and uses acquired knowledge and expertise in particular areas to support the learning and development of other colleagues ■ awareness of newly developed work practices/ models and how to support the dissemination of this knowledge ■ awareness of corporate risk management frameworks and policies 	<ul style="list-style-type: none"> ■ able to evaluate services, programmes and interventions in terms of effectiveness (achieving intended outcomes and value for money) ■ able to analyse and manage complex risk and risk processes in relation to both case work and corporate risk ■ able to reflect critically and therapeutically on the needs of children, young people and families and the associated interventions ■ able to advocate for resources/services to respond to the therapeutic needs of children, young people and parents ■ able to ensure new work practices are adopted and implemented in a timely fashion ■ able to mentor and consult in relation to the protection and promotion of the welfare of children 	<ul style="list-style-type: none"> ■ understands and values the need to assume increased responsibility and to provide leadership

KNOWLEDGE OF AGENCY POLICIES, PROCEDURES AND PRACTICES

ENTRY LEVEL SOCIAL WORKERS (0-2 YEARS)		
KNOWLEDGE	SKILLS	ATTITUDES AND VALUES
<ul style="list-style-type: none"> ■ awareness of internal policies, procedures and practices, inter-agency policy and national guidance ■ awareness of internal audit and external inspection processes ■ awareness of HIQA National Standards for Protection and Welfare of children and other relevant standards ■ awareness of relevant legislation, policies, guidance, statutory regulation, inquiries, reports and reviews ■ awareness of the relevant HR policies ■ awareness of standard Business Processes ■ awareness and understanding of need to reflect decision making process in case files 	<ul style="list-style-type: none"> ■ able to ensure case files are up-to-date and accurate and available for audit by agency senior management ■ able to reflect decision making process in case files 	<ul style="list-style-type: none"> ■ understands and values openness to new learning, policies, practices etc ■ understands and values the need to keep up ■ to date with current research, practice, policies and procedures
INTERMEDIATE LEVEL SOCIAL WORKERS (3-5 YEARS)		
KNOWLEDGE	SKILLS	ATTITUDES AND VALUES
<ul style="list-style-type: none"> ■ awareness of and proficient in the use of all policies, procedures, legislative and regulatory requirements 	<ul style="list-style-type: none"> ■ able to mentor and supervise in relation to agency policies, procedures and practices 	<ul style="list-style-type: none"> ■ understands and values own contribution to the development of social work practitioners by imparting knowledge on the policies, procedures and practices to junior colleagues and by engaging in the supervision of students on practice placement
ADVANCED LEVEL SOCIAL WORKERS (5+ YEARS)		
KNOWLEDGE	SKILLS	ATTITUDES AND VALUES
as required at Entry and Intermediate Level	<ul style="list-style-type: none"> ■ able to consult in relation to agency policies, procedures and practices and able to contribute to policy development processes as required 	as required at Entry and Intermediate Level

EFFECTIVE INFORMATION SHARING

ENTRY LEVEL SOCIAL WORKERS (0-2 YEARS)

KNOWLEDGE	SKILLS	ATTITUDES AND VALUES
<ul style="list-style-type: none"> ■ awareness and understanding of information sharing, confidentiality, data protection, freedom of information and consent issues related to children and families ■ awareness of when to advise line manager of serious concerns and high level of risk with children and families 	<ul style="list-style-type: none"> ■ able to apply legislation, policies and guidance in relation to effective information sharing in practice 	<ul style="list-style-type: none"> ■ understands and values the need for all practice to be informed by legislation, policies and guidance in relation to effective information sharing in practice

INTERMEDIATE LEVEL SOCIAL WORKERS (3-5 YEARS)

KNOWLEDGE	SKILLS	ATTITUDES AND VALUES
as required at Entry Level	<ul style="list-style-type: none"> ■ able to mentor and supervise in relation to effective information sharing ■ able to use Information Technology systems 	as required at Entry Level

ADVANCED LEVEL SOCIAL WORKERS (5+ YEARS)

KNOWLEDGE	SKILLS	ATTITUDES AND VALUES
<ul style="list-style-type: none"> ■ awareness and understanding of the requirements for effective information sharing to ensure wellbeing and safety of children, families and practitioners 	<ul style="list-style-type: none"> ■ able to consult in relation to effective information sharing ■ able to monitor the application of relevant legislation, policies and guidance regarding effective information sharing 	as required at Entry Level

EFFECTIVE MULTI-DISCIPLINARY AND INTER-AGENCY WORKING

ENTRY LEVEL SOCIAL WORKERS (0-2 YEARS)		
KNOWLEDGE	SKILLS	ATTITUDES AND VALUES
<ul style="list-style-type: none"> ■ awareness of team development processes ■ awareness of the boundaries of the professional role with regard to education, training, supervision and experience ■ awareness of resources and services (statutory, voluntary, community) available to meet the needs of children and families ■ awareness of procedures and processes for multi-disciplinary and inter-agency working 	<ul style="list-style-type: none"> ■ able to work as part of a multi-disciplinary team and challenge other professionals when required ■ able to understand the boundaries within the professional role ■ able to give constructive feedback to colleagues ■ able to make appropriate and timely referrals to partner agencies ■ able to contribute to inter-agency assessment of risk and assessment of need in the child, protection and welfare process ■ able to analyse information from various sources in the child protection and welfare process 	<ul style="list-style-type: none"> ■ understands and values the need for a multi-disciplinary approach in working in child protection and welfare ■ understands and values the importance of team work ■ understands and values the distinct role of the social worker in relation to the role of other professionals
INTERMEDIATE LEVEL SOCIAL WORKERS (3-5 YEARS)		
KNOWLEDGE	SKILLS	ATTITUDES AND VALUES
<ul style="list-style-type: none"> ■ awareness of systemic enablers and barriers to service provision 	<ul style="list-style-type: none"> ■ able to co-ordinate and manage own caseload in a multi-disciplinary and inter-agency environment ■ able to chair multi-disciplinary meetings as required ■ able to work to address systemic barriers between agencies ■ able to work proficiently with external and internal colleagues in responding to the needs of children ■ able to mentor and supervise in relation to effective multi-disciplinary and inter-agency working together 	<ul style="list-style-type: none"> ■ understands and values the importance of being aware of the possibility of agency bias ■ understands and values the ecological perspective in service provision ■ understands and values the importance of challenging the status-quo as and when required

ADVANCED LEVEL SOCIAL WORKERS (5+ YEARS)		
KNOWLEDGE	SKILLS	ATTITUDES AND VALUES
as required at Entry and Intermediate Level	<ul style="list-style-type: none"> ■ able to consult in relation to effective multi-disciplinary and inter-agency working together 	<ul style="list-style-type: none"> ■ understands and values the importance of highlighting issues of unmet need at a wider level ■ understands the importance of the environment in which services are provided (internal and external)

Proficiencies Reflection Tool for Social Care Workers

PROFICIENCIES CATEGORIES

1. Effective communication with internal and external colleagues, children, families and the general public;
2. Role - specific knowledge and skills;
3. Effective protection and promotion of the welfare of children;
4. Knowledge of Agency policies, procedures & practices;
5. Effective information sharing;
6. Effective multi-disciplinary and inter-agency working.

EFFECTIVE COMMUNICATION WITH INTERNAL AND EXTERNAL COLLEAGUES, CHILDREN, FAMILIES AND THE GENERAL PUBLIC

ENTRY LEVEL SOCIAL CARE WORKERS (0-2 YEARS)		
KNOWLEDGE	SKILLS	ATTITUDES AND VALUES
<ul style="list-style-type: none"> ■ awareness of the need to communicate effectively with colleagues and the importance of collaborative working to achieve positive outcomes for children and families ■ awareness of the role of relevant disciplines and agencies in the consultation and referral process 	<ul style="list-style-type: none"> ■ able to communicate effectively with children and young people ensuring they have the opportunity to participate in decisions affecting them as appropriate to their age and ability ■ able to participate in multi-disciplinary meetings as required 	<ul style="list-style-type: none"> ■ understands and values working respectfully in communicating with internal and external colleagues
INTERMEDIATE LEVEL SOCIAL CARE WORKERS (3-5 YEARS)		
KNOWLEDGE	SKILLS	ATTITUDES AND VALUES
as per Entry Level	<ul style="list-style-type: none"> ■ able to mentor and supervise in relation to effective communication with internal and external colleagues 	as per Entry Level
ADVANCED LEVEL SOCIAL CARE WORKERS (5+ YEARS)		
KNOWLEDGE	SKILLS	ATTITUDES AND VALUES
as per Entry Level	<ul style="list-style-type: none"> ■ able to consult in relation to effective communication with internal and external colleague 	<ul style="list-style-type: none"> ■ understands and values the need to incorporate a broad range of viewpoints

ROLE SPECIFIC KNOWLEDGE AND SKILLS

ENTRY LEVEL SOCIAL CARE WORKERS (0-2 YEARS)

KNOWLEDGE	SKILLS	ATTITUDES AND VALUES
<ul style="list-style-type: none"> ■ awareness that effective practice is based on theoretical frameworks and empirical evidence in tandem with reflective and relationship based practice wisdom ■ awareness of the signs and symptoms that indicate the possibility of child abuse/neglect and have clarity on their required response and intervention ■ awareness of risk factors which may increase the risk of child maltreatment ■ awareness of normal child development processes and the impact of abuse/neglect across the life cycle in short/medium/long term ■ awareness of and recognition that each child or young person will respond differently to the impact of child abuse and that this can manifest itself in a range of behaviours ■ awareness of and recognition that parental behaviours may have an underlying motivation that is unique to the individual's personal history ■ awareness of how to engage children and families collaboratively using a range of approaches and interventions ■ awareness of the centrality of the relationship between the child and parent/carer and the implications of parental behaviour on children 	<ul style="list-style-type: none"> ■ able to base all practice on a combination of theory, evidence and use of self awareness ■ able to present child protection concerns verbally and in writing for professional and legal purposes as required ■ able to write chronologies that summarise and interpret information about children from a range of sources ■ able to effectively maintain an accurate and up-to-date case record ■ able to work with children and families in a respectful and non-judgemental way ■ able to identify risk factors which may increase the risk of maltreatment and able to take appropriate action ■ able to participate in child protection assessment of risk and assessment of need ■ able to plan interventions that respect the cultural and religious background of families while ensuring the welfare of the child is paramount ■ able to develop a plan of work that respect family choices while ensuring the welfare of the child is paramount ■ able to obtain support and help in situations where there are problems requiring further expertise and experience ■ able to prepare for supervision and to engage in self-reflection as part of this process 	<ul style="list-style-type: none"> ■ understands and values the knowledge of the potential personal impact of child protection work on self and other professionals ■ understands and values the knowledge that additional support may be needed when working with cases of child protection and welfare (this includes need to debrief in relation to case or other experience) ■ understands and values the need to work with children and families in a respectful and non-judgemental manner ■ understands and values the cultural and religious background of children and families ■ understands and values the need to consider ethical issues in engaging with children and families in the child protection and welfare process

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<ul style="list-style-type: none"> ■ awareness of the cultural and religious background of the child and their family when assessing need and risk ■ awareness and understanding of child protection assessment processes ■ awareness of court and criminal justice systems as applicable to the role and the role of the professional witness ■ awareness of the legal requirements with regard to evidence in child care cases within the court process ■ awareness and understanding of the Child Protection Conference Process and the Child Protection Notification System (CPNS) ■ awareness of the importance, requirements and responsibilities of the supervision process in line with the agency Supervision Policy ■ awareness of need to seek support from line management and highlight unmet needs and gaps in services ■ awareness of the requirement to apply a needs-led approach to working with children and families as opposed to a resource driven response 	<ul style="list-style-type: none"> ■ able to set realistic goals for children and families 	
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INTERMEDIATE LEVEL SOCIAL CARE WORKERS (3-5 YEARS)		
KNOWLEDGE	SKILLS	ATTITUDES AND VALUES
<ul style="list-style-type: none"> ■ awareness and understanding of the impact of community and environmental factors on individuals and the need to address wider community and social issues 	<ul style="list-style-type: none"> ■ able to lead on supporting clients to develop self-determination and to take responsibility to live with the consequences of their choices ■ able to apply all policies, procedures, legislative and regulatory requirements to practice with ease ■ able to maintain awareness of current best practice and an up-to-date knowledge base (through a range of learning activities) ■ able to work at a broader societal level 	<ul style="list-style-type: none"> ■ understands and values the need to be aware of personal or cultural bias in responding to the needs of children and families ■ understands and values the need to continuously develop, demonstrate and support culturally competent practice
ADVANCED LEVEL SOCIAL CARE WORKERS (5+ YEARS)		
KNOWLEDGE	SKILLS	ATTITUDES AND VALUES
<ul style="list-style-type: none"> ■ awareness of and uses acquired knowledge and expertise in particular areas that could include team development, team management, and supervision ■ awareness and understanding of strategic development and corporate responsibility ■ awareness of the impact of national social and political factors that have relevance for service provision in working with children, young people and families ■ awareness of the dynamics of conflict resolution and mediation skills 	<ul style="list-style-type: none"> ■ able to engage with appropriate clinical competence in order to deliver effective professional supervision ■ able to consider the broader strategic and corporate focus ■ able to chair meetings effectively and, mediate where relationship difficulties occur (families/ team members), and resolve conflict ■ able to teach and consult in relation to knowledge and skills required to work in the agency 	<ul style="list-style-type: none"> ■ understands and values importance of challenging self and views held by self ■ understands and values own place as positive role model in team /agency ■ understands and values openness to work with difficult conflicted relationships

EFFECTIVE PROTECTION AND PROMOTION OF THE WELFARE OF CHILDREN

ENTRY LEVEL SOCIAL CARE WORKERS (0-2 YEARS)

KNOWLEDGE	SKILLS	ATTITUDES AND VALUES
<ul style="list-style-type: none"> ■ awareness of resources and services (statutory, voluntary, community) available to meet the needs of children and families ■ awareness of need to advocate on behalf of children and families ■ awareness of a range of approaches and interventions to respond to maltreatment of children ■ awareness of dynamics of non-cooperative/ resistant children and families and how to engage appropriate support ■ awareness of the different levels of high level of serious risk and the need to engage timely and appropriate support ■ awareness of legal judgements and practice processes in cases of allegations against professionals (including code of behaviour) ■ awareness of the implications of retrospective disclosures of child abuse ■ awareness of and understands the need for and benefits of early intervention and prevention ■ awareness of lessons / recommendations from child abuse inquiries / significant case reviews ■ awareness of the importance of maintaining professional boundaries in working with children, young people and families 	<ul style="list-style-type: none"> ■ able to apply an outcomes focussed approach through ensuring cases are reviewed on the basis of the child's outcomes ■ able to contribute to and make considered judgements about how to effectively protect a child/ young person ■ able to implement legislations and regulations in relation to child protection issues and children in care ■ able to build relationships with children, young people and families ■ able to put in place preventative supports to build on and enhance family functioning ■ able to follow through on retrospective disclosures of child abuse in terms of current risk in line with legislation and agency policy ■ able to apply lessons from child abuse inquiries / significant case reviews to own practice ■ able to review and analyse effectiveness of interventions to decide on alternative interventions ■ able to apply principles of reflective practice to case work ■ able to build own confidence in having a professional opinion 	<ul style="list-style-type: none"> ■ understands and values the rights of all children to a safe and secure childhood ■ understands and values the importance of family in the lives of children ■ understands and values the need to advocate on behalf of children, young people and families ■ understands and values the need to promote social justice and social change on behalf of children and families ■ understands and values the importance of early intervention and prevention in child protection and welfare ■ understands the differences in approaches to parenting and family life

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<ul style="list-style-type: none"> ■ awareness of the importance of including feedback from children, young people and parents in evaluations of outcomes and future planning 		
INTERMEDIATE LEVEL SOCIAL CARE WORKERS (3-5 YEARS)		
KNOWLEDGE	SKILLS	ATTITUDES AND VALUES
<ul style="list-style-type: none"> ■ awareness of need to continue to build on knowledge about intervention methods and their empirical basis ■ awareness of the need to acquire and build on specialist knowledge on specific area(s) of practice ■ awareness of different types and dynamics of resistance that families can engage in ■ awareness of the limits of own competence or capacity 	<ul style="list-style-type: none"> ■ able to engage in reflective use of self in working with children, young people and parents ■ able to have and express a professional opinion and able to express this in a variety of settings including direct work with parents, with colleagues, in formal meetings (i.e. Child Protection Conference, strategy meetings and within legal processes) ■ able to work independently and on own initiative appropriately ■ able to apply specialist skills to practice with children and families ■ able to provide support and supervision to junior colleagues and peers ■ able to supervise students on Practice Placement as part of professional training ■ able to work within the dynamic of the resistant or hostile family while maintaining a child focus ■ able to utilise a variety of approaches to facilitate children and families to provide opinion and feedback ■ able to recognise and respond to changes during the assessment or intervention process 	<ul style="list-style-type: none"> ■ understands and values own confidence and competence in allowing for such differences in approaches to parenting and family life

ADVANCED LEVEL SOCIAL CARE WORKERS (5+ YEARS)		
KNOWLEDGE	SKILLS	ATTITUDES AND VALUES
<ul style="list-style-type: none"> ■ awareness of the need to evaluate interventions in terms of achieving individual outcomes for children ■ awareness of and increased specialist knowledge of the dynamics of risk and risk management in the child protection and welfare process ■ awareness of and understands the need for the work plan and intervention process to engage relationally and therapeutically to address the internal emotional needs of the child/ young person/ parent ■ awareness of and uses acquired knowledge and expertise in particular areas to support the learning and development of other colleagues ■ awareness of newly developed work practices/ models and how to support the dissemination of this knowledge ■ awareness of corporate risk management frameworks and policies 	<ul style="list-style-type: none"> ■ able to evaluate services, programmes ■ and interventions in terms of effectiveness (achieving intended outcomes and value for money) ■ able to analyse and manage complex risk and risk processes in relation to both case work and corporate risk ■ able to reflect critically and therapeutically on the needs of children, young people and families and the associated interventions ■ able to advocate for resources/services to respond to the therapeutic needs of children, young people and parents ■ able to ensure new work practices are adopted and implemented in a timely fashion ■ able to mentor and consult in relation to the protection and promotion of the welfare of children 	<ul style="list-style-type: none"> ■ understands and values the need to assume increased responsibility and to provide leadership

KNOWLEDGE OF AGENCY POLICIES, PROCEDURES AND PRACTICES

ENTRY LEVEL SOCIAL CARE WORKERS (0-2 YEARS)		
KNOWLEDGE	SKILLS	ATTITUDES AND VALUES
<ul style="list-style-type: none"> ■ awareness of internal policies, procedures and practices, inter-agency policy and national guidance ■ awareness of internal audit and external inspection processes ■ awareness of HIQA National Standards for the Protection and Welfare of Children, inspections and other relevant standards ■ awareness of childcare legislation, policies, children's rights, guidance, statutory regulations, child care inquiries (including children in care and aftercare) ■ awareness of relevant HR policies ■ awareness of standard business processes ■ awareness and understanding of need to reflect decision making process in case files 	<ul style="list-style-type: none"> ■ able to ensure case files are up-to-date and accurate and are available for audit by agency senior management ■ able to reflect decision making process in case files 	<ul style="list-style-type: none"> ■ understands and values openness to new learning, policies, practices etc ■ understands and values the need to keep up-to-date with current research, practice, policies and procedures
INTERMEDIATE LEVEL SOCIAL CARE WORKERS (3-5 YEARS)		
KNOWLEDGE	SKILLS	ATTITUDES AND VALUES
<ul style="list-style-type: none"> ■ awareness of and proficient in the use of all policies, procedures, legislative and regulatory requirements 	<ul style="list-style-type: none"> ■ able to teach and supervise in relation to agency policies, procedures and practices 	<ul style="list-style-type: none"> ■ understands and values own contribution to the development of social care practitioners by imparting knowledge on policies, procedures and practices and by engaging in the supervision of students on practice placement
ADVANCED LEVEL SOCIAL CARE WORKERS (5+ YEARS)		
KNOWLEDGE	SKILLS	ATTITUDES AND VALUES
as per Entry and Intermediate Level	<ul style="list-style-type: none"> ■ able to contribute to in relation to agency policy developments as required 	as per Entry and Intermediate Level

EFFECTIVE INFORMATION SHARING

ENTRY LEVEL SOCIAL CARE WORKERS (0-2 YEARS)

KNOWLEDGE	SKILLS	ATTITUDES AND VALUES
<ul style="list-style-type: none"> ■ awareness and understanding of information sharing, confidentiality, data protection, freedom of information and consent related to children and families ■ awareness of when to advise line manager of serious concerns and high level of risk with children and families 	<ul style="list-style-type: none"> ■ able to use Information Technology Systems ■ able to apply legislation, policy and guidance in relation to effective information sharing in practice 	<ul style="list-style-type: none"> ■ understands the importance of client confidentiality

INTERMEDIATE LEVEL SOCIAL CARE WORKERS (3-5 YEARS)

KNOWLEDGE	SKILLS	ATTITUDES AND VALUES
as per Entry Level	<ul style="list-style-type: none"> ■ able to mentor and supervise in relation to effective information sharing 	as per Entry Level

ADVANCED LEVEL SOCIAL CARE WORKERS (5+ YEARS)

KNOWLEDGE	SKILLS	ATTITUDES AND VALUES
<ul style="list-style-type: none"> ■ awareness and understanding of the requirements for effective information sharing to ensure wellbeing and safety of children, families and practitioners 	<ul style="list-style-type: none"> ■ able to consult in relation to effective information sharing ■ able to monitor the application of legislation, policy and guidance regarding effective information sharing 	as per Entry Level

EFFECTIVE MULTI-DISCIPLINARY AND INTER-AGENCY WORKING

ENTRY LEVEL SOCIAL CARE WORKERS (0-2 YEARS)		
KNOWLEDGE	SKILLS	ATTITUDES AND VALUES
<ul style="list-style-type: none"> ■ awareness of team development processes ■ awareness of the boundaries of the professional role with regard to education, training, supervision and experience ■ awareness of resources and services (statutory, voluntary, community) available to meet the needs of children and families ■ awareness of procedures and processes for multi-disciplinary and inter-agency working 	<ul style="list-style-type: none"> ■ able to work as part of a multi-disciplinary team and challenge other professionals when required ■ able to understand the boundaries within the professional role ■ able to give constructive feedback to colleagues ■ able to participate in multi-disciplinary meetings as required ■ able to make appropriate and timely referrals to partner agencies ■ able to contribute to inter-agency assessment of risk and assessment of need in the child protection and welfare process ■ able to analyse information from various sources in the child protection and welfare process 	<ul style="list-style-type: none"> ■ understands and values the need for a multi-disciplinary approach in working in child protection and welfare ■ understands and values the importance of team work ■ understand and values the distinct role of the social care worker in relation to the role of other professionals
INTERMEDIATE LEVEL SOCIAL CARE WORKERS (3-5 YEARS)		
KNOWLEDGE	SKILLS	ATTITUDES AND VALUES
<ul style="list-style-type: none"> ■ awareness of systemic enablers and barriers to service provision 	<ul style="list-style-type: none"> ■ able to co-ordinate and manage own caseload in a multi-disciplinary and inter-agency environment ■ able to chair multi-disciplinary meetings as required ■ able to work to address systemic barriers between agencies ■ able to work proficiently with external and internal colleagues in responding to the needs of children ■ able to mentor and supervise in relation to effective multi-disciplinary and inter-agency working together 	<ul style="list-style-type: none"> ■ understands and values the importance of being aware of the possibility of agency bias ■ understands and values the ecological perspective in service provision ■ understands and values the importance of challenging the status-quo as and when required

ADVANCED LEVEL SOCIAL CARE WORKERS (5+ YEARS)		
KNOWLEDGE	SKILLS	ATTITUDES AND VALUES
as per Entry and Intermediate Level	<ul style="list-style-type: none"> ■ able to consult in relation to effective multi–disciplinary and inter–agency working together 	<ul style="list-style-type: none"> ■ understands and values the importance of highlighting issues of unmet need at a wider level ■ understands the importance of awareness of the environment in which services are provided (internal and external)

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