

Continuous Learning Framework Using the Personal Capabilities with students

What are the personal capabilities?

In the Continuous Learning Framework (CLF) there are 13 personal capabilities grouped in to the two themes of managing self and managing relationships. We have focused on six of these capabilities which have clear links to the Standards in Social Work Education (SiSWE).

Managing self	Managing relationships
<ul style="list-style-type: none"> • Professional autonomy • Confidence • Resilience • Accurate self-assessment 	<ul style="list-style-type: none"> • Working in partnership • Dealing with conflict

The personal capabilities can be used to facilitate discussion with students in supervision, to encourage reflection on their current level of knowledge, skills and professional behaviour and to identify areas for future development.

In the CLF each of the personal capabilities is described across four stages of progression:

- Engaged
- Established
- Accomplished
- Exemplary.

The stages of progression enable the personal capabilities to be accessible to people in different roles, contexts and at different stages of professional development. For each stage of progression there are indicators which suggest how the personal capability could be demonstrated. The stages of progression are cumulative so, for example, if a student identified they were at the Accomplished stage they should be able to demonstrate evidence of the indicators under the Engaged and Established stages as well as the Accomplished stage.

How might you use the personal capabilities with students?

Here are some suggestions.

1. Ask the student to pick a capability they want to develop and identify what opportunities will facilitate this.
2. Use the framework to help identify where you think a student needs to further develop their skills, knowledge or professional behaviours.
3. Use the framework to identify the student's starting point and progress over the course of practice learning.
4. Use the framework to support discussion when a student is experiencing difficulty.
5. Use the framework to facilitate discussion when the student and yourself have different perspectives about the student's personal competence.

Students of course may identify themselves at very different stages in each of the personal capabilities depending on their pre-course experience and current stage in training.

In the tables below you will see six of the personal capabilities and some examples of how they link to the SiSWE. The standard heading is identified (eg 2.2 Identifying and responding to crisis situations) and then relevant learning outcomes are identified from either the knowledge (K) transferable skills (S) or competence demonstrated (C) columns of that standard.



Managing self

PROFESSIONAL AUTONOMY – exercising judgement and initiative and being accountable for your practice

ENGAGED	ESTABLISHED	ACCOMPLISHED	EXEMPLARY
<p>» I am aware of decision making processes in my service and the level of decision making appropriate to my own role.</p> <p>» I am aware of the need to balance the needs, rights and wishes of people supported by my service with their protection and the safety of others, including my own.</p> <p>» I can reflect on judgements and decisions made by myself and others and their consequences.</p> <p>» I can use my initiative and act on opportunities to improve outcomes for the people supported by my service and those who care for them.</p> <p>» I am aware of how my own background, assumptions and values will have an impact on the judgements and decisions I make.</p>	<p>» I make informed judgements based on an evaluation of the evidence and the careful balancing of risks, rights, needs and aspirations within the service's framework of accountability.</p> <p>» I can see situations from different perspectives and critically evaluate the contribution of these different perspectives in understanding the situation.</p> <p>» I can explain and account for my practice and expect to have my thinking appropriately and constructively challenged.</p> <p>» I am prepared to make and be accountable for decisions that are appropriate to my role.</p> <p>» I can see how I, my team and the service could do things differently and in creative ways which would improve outcomes for the people supported by the service, those who care for them and the wider community.</p> <p>» I critically reflect on how my own background, assumptions and values impact on the judgements and decisions I make and I take steps to address this.</p>	<p>» I contribute to the on-going evaluation of decisions made by my team, service and with partner organisations as appropriate to my role to make sure these are evidence based.</p> <p>» I can make evidence-based judgements and decisions in complex situations and manage the acceptance or non-acceptance of those decisions by others.</p> <p>» I am prepared to take intelligent risks, based on sound risk assessment and risk management, to improve outcomes for the people supported by my service, those who care for them and the wider community and can see the possible consequences of these.</p> <p>» I use research and evidence to find innovative approaches which lead to improved outcomes for people supported by my service, those who care for them and the wider community.</p>	<p>» I use research and evidence to assess, manage and evaluate the risks I take to achieve better outcomes for individuals, families and communities while remaining accountable for my practice.</p> <p>» I see the potential for improvement in a range of situations and am ready to act on opportunities which present themselves and to create innovative solutions.</p> <p>» I analyse local, organisational, national and international trends both within and out with the social service sector to create innovative approaches.</p> <p>» I work with colleagues in partnership organisations to build collaborative leadership capacity and enable innovation and risk-taking across organisational boundaries.</p>

Links to the SiSWE

Standard

2.2 Identifying and responding to crisis situations

The nature of professional judgement and of risk assessment (K).

Exercise professional judgement based on a critical analysis of all aspects of the situation (C).

3.1 Assessing and managing risks to people who receive services, carers, and communities

Exercise professional judgement and evidence informed risk-taking in managing risk to people and the wider public over time (K).

4.2 Working ethically within agreed standards of social work practice utilising personal and professional knowledge and skills

Exercise, justify and record own professional judgements (C)

4.3 Understanding and managing complex ethical issues, dilemmas and conflicts

Analyse and manage ethical dilemmas and conflicts to produce clear, accountable outcomes (S).

4.4 Promoting best social work practice, adapting positively to change

Reflect critically on own conduct and practice, and consider the need to modify own judgement and actions where new evidence is presented (S).

5.1 Managing own role as a professional social worker in an ethical and accountable way.

Carry out duties accountably using professional judgement and evidence-informed social work practice (C).

5.4 Managing, presenting and sharing records and reports

Provide clear evidence and rationale for judgements and decisions (C).

5.5 Preparing for and taking part in, decision making forums

The complexity and tension in exercising professional judgement within the context of organisational processes, policies and structures (K).

CONFIDENCE – knowing you are able to do your job well

ENGAGED	ESTABLISHED	ACCOMPLISHED	EXEMPLARY
<p>» I am confident that I have the knowledge, skills, values and understanding to carry out my role.</p> <p>» I am confident that I understand my role and responsibilities and I can explain this to others.</p> <p>» I am aware that my level of confidence in my ability to carry out my role will have an impact on my practice.</p> <p>» I am clear about the contribution I can make to better outcomes for the people I support and those who care for them.</p>	<p>» I am confident that I can apply my knowledge, skills, values and understanding in practice while seeking support appropriately.</p> <p>» I feel confident about receiving constructive feedback positively and using it to learn and to improve my practice.</p> <p>» I am confident to challenge poor practice and discrimination within and out with my workplace.</p> <p>» I am confident about my distinctive contribution as a social service worker.</p>	<p>» I am confident in my ability to practice in increasingly complex situations while still seeking support where necessary.</p> <p>» I can nurture the confidence of others.</p> <p>» I am confident to both give and actively seek constructive feedback to/from colleagues, my manager and the people I support.</p> <p>» I am confident to contribute constructively to organisational change while questioning appropriately.</p>	<p>» I am confident in my ability to perform in complex and demanding situations with which I am not familiar.</p> <p>» I am confident to actively promote the capacity of social services to make a significant difference to outcomes for people who use services and to society as a whole.</p> <p>» I am confident to play a lead role in change and improvement in my service.</p>

Links to the SiSWE

Standard

1.3 Assessing needs and options, in partnership, to plan a course of action

Demonstrate professional confidence in supporting and enabling a negotiated course of action for people who receive services and their carers (C).

5.2 Taking responsibility for own continuing professional learning and development.

Reflect on and change own professional behaviour in the light of growing experience and professional confidence (S).

RESILIENCE – persisting in pursuing goals despite obstacles and setbacks

ENGAGED	ESTABLISHED	ACCOMPLISHED	EXEMPLARY
<ul style="list-style-type: none"> » I believe in my ability to move past obstacles and setbacks. » I persevere with challenging tasks over an extended period of time in order to achieve them. » I am aware that I need a range of support strategies to build my resilience. » I make good use of supervision to reflect on my practice and use my learning to build my resilience. 	<ul style="list-style-type: none"> » I am able to keep a sense of perspective when dealing with challenges and difficulties. » I sustain efforts to overcome obstacles, setbacks and feelings of frustration and I can maintain a positive view. » I reflect on how I respond to personal and professional stress and challenge and I use my learning to build my resilience. » I take care of my own health and wellbeing and actively support others to do so. 	<ul style="list-style-type: none"> » I demonstrate persistence in changing things for the better while being realistic about what can be achieved. » I have developed a range of strategies to build my own resilience and to support others to be resilient. » I persist in trying to positively influence the outcomes of change in the workplace. » I support others to make good use of supervision with peers and line managers to reflect on practice and learning and build resilience. 	<ul style="list-style-type: none"> » I am persistent and creative in my approach to achieving successful outcomes at individual and organisational levels. » I use research and evidence to inform and improve strategies for resilience in the workplace.

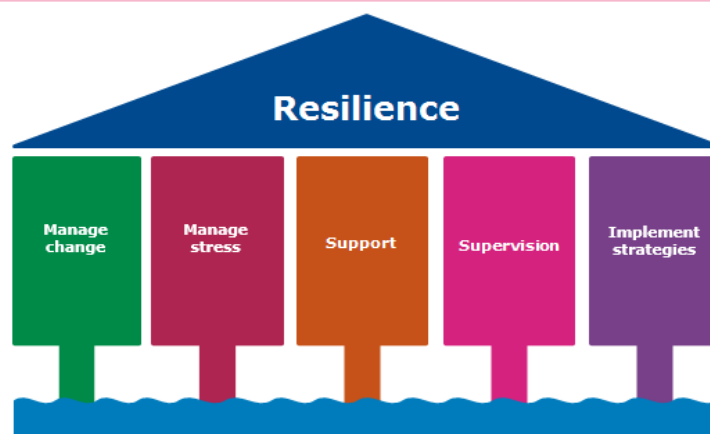
Links to the SiSWE

Standard

5.1 Managing own role as a professional social worker in an ethical and accountable way

Implement strategies to develop personal and professional resilience in order to manage uncertainty, change and stress (S).

Use professional supervision and support to improve practice and to develop personal and professional resilience (S).



ACCURATE SELF-ASSESSMENT – knowing your own strengths and areas for development

ENGAGED	ESTABLISHED	ACCOMPLISHED	EXEMPLARY
<ul style="list-style-type: none"> » I understand the need to be aware of my strengths and areas for development. » I can critically reflect on my practice, learn from this reflection and apply my learning to improve my practice. » I am open to constructive feedback from others. 	<ul style="list-style-type: none"> » I can identify and describe my strengths and areas for development. » I take responsibility for my mistakes or when my practice falls short of what is required and I learn from this. » I demonstrate on-going critical reflection and resulting improvements in my practice. » I use feedback from a range of sources, including the people I support and those who care for them, to help me accurately assess my own capabilities. 	<ul style="list-style-type: none"> » I actively support and encourage others to assess their strengths and areas for development. » I use creative ways to gain feedback from a wide range of sources including the people I support, colleagues in my own and partner organisations and my manager. » I make best use of my strengths and finds ways to address my areas for development. 	<ul style="list-style-type: none"> » Through my own behaviour I promote a culture of learning from strengths and achievements as well as from mistakes. » I can use my awareness of my strengths and areas for development and those of others to find ways to improve outcomes for people supported by my service and those who care for them. » I use evidence and research to enhance my ability to critically reflect on and improve my own practice.

Links to the SiSWE

Standard

1.1 Prepare for social work contact and involvement, including in the context of inter-professional and integrated services

Engage and relate effectively with people receiving services, their carers and others, with appropriate use of self (C).

2.3 Working in an ethnically and culturally sensitive manner with people receiving services, carers and communities, to achieve change, promote dignity, realise potential and improve life opportunities

The importance of emotional intelligence, use of self, and managing relationships and professional boundaries effectively within social work practice (K).

3.2 Assessing and managing risk to self and colleagues

Assess, analyse and record potential risk to self and colleagues (C).

4.2 Working ethically within agreed standards of social work practice utilising personal and professional knowledge and skills

Act in a professional manner, with appropriate use of self, in management of relationships (C).

5.2 Taking responsibility for own continuing professional learning and development

The importance of critical reflection and self-monitoring in defining new personal learning plans (K).

Managing relationships

WORKING IN PARTNERSHIP – working collaboratively with the people I support and other partners

ENGAGED	ESTABLISHED	ACCOMPLISHED	EXEMPLARY
<p>» I understand the importance of relationships and value the diverse perspectives of others.</p> <p>» I can build helping relationships with the people I support and sustain these through challenging situations.</p> <p>» I can build effective working relationships with people from diverse background, with people in different roles in my own service and colleagues in partner organisations.</p> <p>» I put outcomes for people supported by my service first and can recognise that I need to work with colleagues in other organisations to achieve this.</p>	<p>» I recognise the positive value of diversity and use it to strengthen the quality of my own practice and the work I do with others.</p> <p>» I constantly reflect on the balance of power in my relationships with the people I support and I seek to influence rather than direct.</p> <p>» I take active steps to build positive relationships, develop networks and promote partnership working.</p> <p>» I put outcomes for people supported by my service first and can work with colleagues in other organisations to overcome any areas of conflict to achieve this.</p> <p>» I use working across services and organisations as an opportunity to share learning and promote my own development and the development of others.</p>	<p>» I actively seek opportunities to work in partnership with others within and beyond my service to improve outcomes for individuals, families and communities.</p> <p>» I use research and evidence to reflect on and continuously improve the quality and equality of the helping relationships I have with the people I support.</p> <p>» I use trusting relationships with colleagues in my own service and in partner organisations as well as evidence, information and research to influence the thinking and behaviour of others towards shared purpose, goals and outcomes.</p> <p>» I support and challenge others to work in partnership with colleagues in my own service and in partner organisations to improve outcomes for individuals, families and communities.</p>	<p>» I provide an on-going and dynamic link between my own workplace, the organisation, other agencies and wider networks.</p> <p>» I am able to hold on to and balance different perspectives and take others with me towards a shared goal.</p> <p>» I use research and evidence to influence my own service and partners we are working with to reflect on and improve co-production.</p> <p>» I promote and advocate diversity and inclusion and can constructively challenge my own and others' assumptions about partners we are working with.</p> <p>» I can demonstrate how working in partnership with others is improving outcomes for individuals, families and communities.</p>

Links to the SiSWE

Standard

1.3 Assessing needs and options, in partnership, to plan a course of action

Work in partnership with people to identify how their lives could be improved, and identify actions to achieve positive outcomes (S).

DEALING WITH CONFLICT – being able to identify issues and find solutions

ENGAGED	ESTABLISHED	ACCOMPLISHED	EXEMPLARY
<p>» I understand the importance of relationships and value the diverse perspectives of others.</p> <p>» I can build helping relationships with the people I support and sustain these through challenging situations.</p> <p>» I can build effective working relationships with people from diverse background, with people in different roles in my own service and colleagues in partner organisations.</p> <p>» I put outcomes for people supported by my service first and can recognise that I need to work with colleagues in other organisations to achieve this.</p>	<p>» I recognise the positive value of diversity and use it to strengthen the quality of my own practice and the work I do with others.</p> <p>» I constantly reflect on the balance of power in my relationships with the people I support and I seek to influence rather than direct.</p> <p>» I take active steps to build positive relationships, develop networks and promote partnership working.</p> <p>» I put outcomes for people supported by my service first and can work with colleagues in other organisations to overcome any areas of conflict to achieve this.</p> <p>» I use working across services and organisations as an opportunity to share learning and promote my own development and the development of others.</p>	<p>» I actively seek opportunities to work in partnership with others within and beyond my service to improve outcomes for individuals, families and communities.</p> <p>» I use research and evidence to reflect on and continuously improve the quality and equality of the helping relationships I have with the people I support.</p> <p>» I use trusting relationships with colleagues in my own service and in partner organisations as well as evidence, information and research to influence the thinking and behaviour of others towards shared purpose, goals and outcomes.</p> <p>» I support and challenge others to work in partnership with colleagues in my own service and in partner organisations to improve outcomes for individuals, families and communities.</p>	<p>» I provide an on-going and dynamic link between my own workplace, the organisation, other agencies and wider networks.</p> <p>» I am able to hold on to and balance different perspectives and take others with me towards a shared goal.</p> <p>» I use research and evidence to influence my own service and partners we are working with to reflect on and improve co-production.</p> <p>» I promote and advocate diversity and inclusion and can constructively challenge my own and others' assumptions about partners we are working with.</p> <p>» I can demonstrate how working in partnership with others is improving outcomes for individuals, families and communities.</p>

Links to the SiSWE

Standard

2.1 Identifying and developing opportunities for prevention and early intervention

Work in a structured, collaborative way with people and community resources to deal with problems, resolve conflicts, and avoid crises (C).

3.3 Supporting the wellbeing, safety and protection of vulnerable children and adults

Use supervision to reflect on own practice, including potential value conflicts (C).

4.3 Understanding and managing complex ethical issues, dilemmas and conflicts

Factors influencing the effectiveness of conflict resolution in different settings (K).

Analyse and manage ethical dilemmas and conflicts to produce clear, accountable outcomes (S).

5.1 Managing own role as a professional social worker in an ethical and accountable way

Manage inter-personal and intra-personal conflict constructively using social work knowledge and skills (S).

6.1 Working in partnership with people receiving services, carers and communities to achieve greater independence and direct or maintain their own support, demonstrating social work values and ethical practice

Identify and manage own and others' prejudices and value conflicts to respond appropriately to a range of complex situations (S).

Reference

Scottish Social Services Council (2014) The Framework for Continuous Learning in Social Services, Dundee: SSSC

Link

http://www.continuouslearningframework.com/?wpfb_dl=106