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General Standards and Competencies for the Education of Social Workers in Serbia were developed by the team of the Department of Social Policy and Social Work from the Faculty of Political Sciences, University of Belgrade, within TEMPUS project *Strengthening Higher Education for Social Policy Making and Social Services Delivery* (SHESPSS). The standards were developed in the consultative process with the project partners and numerous professional associations and service users organizations.

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General standards and competences for education of social workers in Serbia

I.1. Standards for higher education institutions educating social workers

Standard I.1.1

All education institutions educating social workers shall aim at **realization of key purposes of education for this profession** and have a defined mission reflecting ethical principles and values of social work. The statute of the higher education institution needs to emphasize the respect of rights and interests of students and their required participation in all aspects of carrying out the study program.

The criteria and procedures for enrolment of students have to be clearly defined and known, with implementation of affirmative measures. Education institutions need to have a clear attitude on policies of equality, particularly in the fields of gender, ethnicity, race, disability or any other form of diversity as well as language sensitivity relevant for the social work practice in that context.

Minority groups should enjoy priority in enrolment if underrepresented at the school. Appealing procedures must be available, clearly explained to all students and carried out in an unbiased manner.

Standard I.1.2

The program is implemented through a **separate unit (faculty, school, department) having a clear identity within the higher education institution**. Education institution must have adequate spatial resources (classrooms, reading rooms, computers, library) and must promote the development of cooperative, supportive and productive working environment. It is necessary for the education institution to maintain appropriate links with institutions, organizations and clients or service users relevant for fulfilment of mission and goals.

Head or director, appointed - if possible - from the social work field, has a role of coordinator and manager of the education institution. His/her task is to establish and maintain links with associates from the professional community and environment. The budget funds must be sufficient and sustainable in order to enable fulfilment of mission and goals of the education institution.

Standard I.1.3

Professional staff of education institution need to participate in development of key principles and mission, formulation of goals and expected outcomes of the program, as well as in all other initiatives of the given education institution, with continuous professional development. Education institutions should aim at educating a sufficient number of professionals with adequate qualifications defined in the social work profession of each country. The core courses from a) domain of social work profession, b) domain of social worker as professional, c) social work methods and d) paradigm of social work profession must be taught by qualified social workers.

Standard I.1.4

Core courses which encompass courses from a) domain of social work profession, b) domain of social worker as professional, c) methods of social work and d) paradigms of social work profession should be universally applicable, independently from actual environment in which the social work practice is carried out. This implies acquisition of following knowledge:

- pertaining to various **domains of social work** (social inequality, oppression, discrimination, recognition of difference between personal life experience and personal value system and the social work practice; implementation of values, ethical principles, knowledge and skills of social work; knowledge of respect of rights of service users; knowledge of political, economic, demographic and cultural context etc.);
- of **fields of social work practice** (in child protection, juvenile justice, foster care and family legal protection, protection of persons with disabilities, work with children and adults with behavioural problems, protection of old people and work with them, in the field of mental health and health care, inclusive education, work with migrants etc.);

- of **methodological approaches** and selection of appropriate methodological approach in practice, including the work with individual, work with family, work with community and work with organizations, as well as different skills for implementation of these methodological complexes;
- of **approaches to practice**, including behavioural, cognitive, psycho-social client-oriented approaches, interventions in crisis, task-oriented approaches and phases of change (cycle of change), and
- of **perspectives of practice**, including environmental, feminist, radical and activist, anti-oppressive and anti-discriminatory perspectives, perspectives of empowerment, rights of child and rights of youth, perspectives of movement of persons with disability, anti-ageist practice and the like.

Higher education institutions should define the manner of selection and introduction of new courses, according to the criterion of local, regional, national and international needs and priorities.

Standard I.1.5

Curriculum and methods of teaching should provide expected outcomes in education of social workers. Practical teaching and field practice should be regulated in accordance with education goals in order to provide for preparation of professional career in social work. Permanent cooperation and partnership relations should exist between the higher education and placement institutions. It is necessary to provide qualified and experienced mentors who should be involved in curriculum development and making decisions about the manner of internship and field practice and evaluation of students' work. The curriculum should develop critical thinking among students, openness to new experiences and acquisition of new concepts, as well as commitment to life-long learning.

Standard I.1.6

Education institution should enrich its education program by **consideration of cultural and ethnic diversities and gender-sensitive analysis** as well as by provision of internship and field practice in these fields. Students must have opportunities to become aware of their own personal and cultural values, beliefs and traditions and their possible influence on development of relations and work with different groups of people.

The school should aim at suppression of stereotypes and prejudices and must not tolerate discriminatory or racist behaviour; among the students it should promote the behaviour with full respect and dignity toward others, regardless the cultural and ethical beliefs of that particular person. No student must be discriminated on the basis of race, color, culture, ethnicity, language, political orientation, gender, sexual orientation, age, marital status, physical and socio-economic status. Students should be educated about fundamental human rights contained in international documents.

I.2. Standards and competences for education of social workers

<p><i>Standard I.2.1. BA in Social Work has profound understanding of and commitment to social work values and ethics guiding the professional practice.</i></p>		
<p>Purpose of the standard: Development of professional identity, ethical sensitivity and capacity for ethical engagement in accordance with the values and principles of the profession and protection of clients against incompetent practice.</p>		
Competences <i>level</i>	Indicators <i>practical behaviours</i>	Skills
<p><u>I.2.1.1.a Basic</u> Capacity to act in accordance with knowledge, values and ethics of social work within human rights framework. Capacity to implement and transfer knowledge and principles of ethical practice in different fields of social work. Capacity to understand the context of social work at local, national and international level.</p> <p><u>I.2.1.2.a Advanced</u> Capacity for critical thinking within the commitment to ethical practice. Capacity to implement and transfer knowledge and principles of ethical practice in different fields of social work with the persons under mentorship or supervision.</p> <p><u>I.2.1.3.a Specialist</u> Developed skills of noticing, analysis,</p>	<p><u>I.2.1.1.b Basic</u> Acting in accordance with the professional ethics code; maintenance of autonomy, dignity, privacy and confidentiality, with appropriate, defined boundaries. Expression of perception of professional social worker identity. Avoiding of dual and multiple relations and acting in accordance with professional competences and experience. Implementation of duty of rendering appropriate service, duty of keeping privacy and confidentiality and duty of information and warning. Behaviour in accordance with duties towards clients, profession and community.</p> <p><u>I.2.1.2.b and I.2.1.3.b Advanced and specialist</u></p>	<p><u>I.2.1.1.c Basic</u> Skills of noticing and resolving ethical dilemmas. Skills of balancing between rights and risks in decision making, professional judgment and appropriate use of authority. Skills of maintenance of professional boundaries. Documenting and writing skills. Skills of reflective and effective practice. Creative use of supervision.</p> <p><u>I.2.1.2.c and I.2.1.3. c Advanced and specialist</u> Mentor and supervisory skills for organization of learning activities in the environment.</p>

reflection and resolving of ethical dilemmas and overcoming of practical situations related to ethical issues. Developed skills of helping others to avoid ethical entraps, analyze and solve ethical dilemmas.	Recognition and consideration of ethical issues and acting in ethical manner. Mentorship and supervision in avoiding ethical traps and resolving ethical dilemmas. Participation in professional bodies considering issues of ethics of social work.	
Knowledge sources <u>Theoretical</u> <ol style="list-style-type: none"> Ethics of social work. Theories of human development and behavior in social environment, discrimination, inequalities, social structure, social institutions and organizations, vulnerability and resilience and their social construction. Theories on the manners in which traditions, cultures, religions and customs influence human functioning and manners in which they can be obstacle or incentive for development. <u>Empirical</u> <ol style="list-style-type: none"> Knowledge from research on consequences of discrimination and social injustice. <u>Procedural</u> <ol style="list-style-type: none"> International and local norms regulating the rights of service users. Professional ethics code and other relevant regulations. <u>Practice wisdom</u> <ol style="list-style-type: none"> Avoidance of ethical traps, conflicts of interests and inappropriate use of power and professional authority. 		

Standard I.2.2. BA in Social Work is prepared for professional practice with individuals, families, different groups and communities and in different contexts.		
Purpose of the standard: Preparation for direct practice with various service users and in various situations and environments for fulfillment of needs, problem resolution, overcoming of risk, capacity building, strengthening of resilience and full participation in society.		
Competences level	Indicators practical behaviour	Skills
<u>I.2.2.1.a Basic</u> Capacity for building and maintenance of relationships, generation of professional judgment and opinion and use of authority,	<u>I.2.2.1.b Basic</u> <i>Relationship building</i> Systematic preparation for work with individuals, families, groups, organizations and	<u>I.2.2.1.c Basic</u> Skills as capacity for implementation of knowledge of assessment, relationship building and helping process, including the skills of

<p>assessment, intervention and evaluation with various individuals, families, organizations and communities.</p> <p>Capacity for bio- psycho- social assessment of various groups of clients.</p> <p>Capacity for managing own workload.</p> <p>Capacity for teamwork.</p> <p><u>I.2.2.2.a Advanced</u></p> <p>Capacity for building and maintenance of relationships during assessment, intervention and evaluation with different clients in complex and multi-problematic environment, such is the work with service users who are hard to engage or seem unresponsive or reluctant.</p> <p>Capacity for assessment of needs and designing, implementation and evaluation of programs of development or community building.</p> <p>Capacity for independent and team work.</p> <p>Capacity for management of services for various deprived and marginalized groups.</p> <p><u>I.2.2.3.a Specialist</u></p> <p>Work in situations requiring specialist knowledge such as counselling in special circumstances or family therapy, possession of skills for work with multi-problem families and complex problems and situations.</p>	<p>communities; usage of empathy and other interpersonal skills; Definition of common focus of work and expected outcomes.</p> <p><i>Assessment</i></p> <p>Data collection, organization and interpretation; Assessment of strengths and weakness; Definition of common goals of interventions; Selection of appropriate intervention strategy.</p> <p><i>Intervention</i></p> <p>Initiation of activity for accomplishment of goals; implementation of preventive activities enhancing the client’s capacities; Help to client in problem solving; Facilitation of difficulties emerging in transition and completion of work.</p> <p><i>Evaluation</i></p> <p>Critical analysis, monitoring and evaluation of interventions.</p> <p><i>Management</i></p> <p>Setting of priorities. Time management. Workload management.</p> <p><u>I.2.2.2.b Advanced</u></p> <p>Developed basic skills, capacity for implementation of various models and work in complex and multi-problematic situations, relative independence in deciding and service provision.</p> <p>Provision of mentor and supervision support to less experienced professionals.</p> <p>Resource management. Risk management. Human resource management. Communication management. Cost management. Quality management.</p>	<p>preparation and planning of assessment and interviews, networking, skills of efficient communication (introduction, showing of empathy and sympathy, asking questions, paraphrasing, clarification, reflection, summarizing, giving and receiving feedback, carrying out of interviews in accordance with the defined purpose).</p> <p>Skills of balancing rights and risks, decision making, professional judgment and appropriate use of authority in order to achieve mutually agreed goals of social support within developmental, protective, preventive or therapeutic intervention.</p> <p>Organizational capacities and skills of prioritizing the own work.</p> <p><u>I.2.2.2.c and I.2.2.3.c Advanced and specialist</u></p> <p>Besides developed basic skills, skills of motivational interviewing; overcoming the resistance, work with aggressive and violent clients; interpretation skills; negotiation; mediation; provision of protection and control; Developed skills of strengths and risks assessment; advocacy, creative use of supervision; networking.</p> <p>Developed management skills in various fields.</p>
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	<p><u>I.2.2.3.c Specialist</u> Implementation of specialized knowledge and rendering of specialist services with specific groups of service users. Provision of supervisory support in complex and multi-problematic situations.</p>	
<p>Knowledge sources</p> <p><u>Theoretical</u></p> <ul style="list-style-type: none"> a) Theories on human development and behavior in social environment, discrimination, inequalities, social structure, social institutions and organizations, vulnerability and resilience and their social construction. b) Knowledge of theories: person-in-environment transactions, development through lifecycle and interaction of biological, psychological, social-structural, economic, political, cultural and spiritual factors in shaping human development and behavior. c) Coherent and profound knowledge of basic theories, principles, concepts and methods and approaches of practice in social work. d) Knowledge of characteristics and roles of social workers in community organization and development. Knowledge of empowering and anti-oppressive practice in institutional context; e) Knowledge of mental health relevant for practice of trainee social worker. <p><u>Empirical</u></p> <ul style="list-style-type: none"> f) Knowledge of new achievements in evidence-based social work practice. <p><u>Procedural</u></p> <ul style="list-style-type: none"> g) International and local regulations regulating the rights of service users. h) Knowledge of service user’s rights. i) Knowledge and respect of standards prescribed by relevant national associations or licensing bodies. <p><u>Practice wisdom</u></p> <ul style="list-style-type: none"> j) Understanding of contexts and purpose of professional supervision. 		

<p>Standard I.2.3. BA in Social Work is trained for implementation of knowledge of various disciplines and selection of effective responses and interventions within framework of human rights and social justice.</p>		
<p>Purpose of the standard: Usage of knowledge of various disciplines for problem solving, overcoming of inequalities, vulnerability and social exclusion.</p>		
<p>Competences <i>level</i></p>	<p>Indicators <i>practical behaviours</i></p>	<p>Skills</p>

<p><u>I.2.3.1.a Basic</u> Capacity for implementing knowledge of human behaviour in social environment and knowledge of organizations, systems and processes within the societal system, in order to define and explain the inequalities and act towards reduction and removal of social barriers, inequality and injustice. Capacity to use knowledge of trauma, impairment, disability and vulnerability in practice at the level of individual, family, group and community. Capacity for establishing productive and cooperative interactions in the group.</p> <p><u>I.2.3.2.a Advanced</u> Capacity to consider, critically analyze and synthesize knowledge and values and implement reflexive thinking for informing professional judgment and practice. Capacity for participation in designing program of services, strategies, action plans, projects etc. dealing with development of resources for marginalized and vulnerable groups in community.</p> <p><u>I.2.3.3.a Specialist</u> Capacity for implementation of knowledge for designing new approaches to treatment and social policies in various fields, consulting, supervision, development and management of programs and strategies for advocacy and representation of a particular group of clients.</p>	<p><u>I.2.3.1. b Basic</u> Planning, development and implementation of appropriate interventions at micro, meso, exo and macro level of practice within team. Work on development of resources through participation in community bodies, engagement in social and fund raising campaigns, participation in researches, projects, public debates etc. for advocating promotion and development of resources for meeting human needs, particularly the marginalized and vulnerable groups and removal of social barriers. Organization, leading, guiding and encouraging group process in various recreational, educative, treatment, rehabilitation discussion and tasks aimed groups and other groups and teams in community.</p> <p><u>I.2.3.2.b and I.2.3.3.b Advanced and specialist</u> Team and autonomous action in planning, development and implementation of appropriate interventions at micro, meso, exo and macro level of practice. Developed skills of work with specific groups of users and particular groups in community. Consulting and supervision in development of interventions, new and innovative services and programs.</p>	<p><u>I.2.2.1.c Basic</u> Skills of adjustment; negotiating, empowerment and enabling; Skills of work in partnership; Skills of mediation, advocacy; assertiveness; Skills of reflexive and effective practice; Skills of confrontation and challenging; Skills of work in hostile, aggressive and violent circumstances; Skills of persuasion, information and explaining; Skills of public presentation; Writing and documenting skills; Skills of creative use of supervision.</p> <p><u>I.2.3.2.c i I.2.3.3.c Advanced and specialist</u> Developed skills of leading, guiding and encouraging the group process. Skills of project writing, strategic planning and evaluation of measures, programs and services.</p>
<p>Knowledge sources <u>Theoretical</u></p>		

- a) Knowledge of related disciplines (psychology, sociology, law, social policy, medicine and mental health, political science, economics, organizational science and philosophy), and following the achievements of these disciplines; Knowledge of organizations and systems and manners of use and development of resources.
- b) Knowledge of critical analysis and reflexive practice;
- c) Knowledge of impairment and disability, vulnerability and resilience and their social construction together with capability for analyzing these factors for improvement of practice;
- d) Knowledge of theories dealing with trauma and its impact on human and community functioning;
- e) Knowledge of groups, group process and group dynamics;
- f) Critical understanding of the manners in which social inequalities, oppression, discrimination and injustice on the one, and stability, harmony and mutual trust on the other hand influence functioning of people.

Empirical

- a) Use of knowledge informing practice from various sources.
- b) Results of various researches on effectiveness of various intrapersonal, interpersonal and environmental interventions at the different system levels.

Procedural

- c) Knowledge of legal framework and standards of services and professional practice in different fields and systems.

Standard I.2.4. BA in Social Work is trained for work with different minority groups and respects cultural diversities.

Purpose of the standard: Preparation for effective culturally competent and intercultural practice.

Competences Level	Indicators Practical behaviours	Skills
<p><u>I.2.4.1.a Basic</u> Construction of basic attitudes, values and knowledge, possession of practical skills necessary for trainee BA social worker in various practice environments in order to promote culturally competent practice.</p> <p><u>I.2.4.2.a Advanced</u> Higher level of understanding and built-in</p>	<p><u>I.2.4.1.b Basic</u> Showing sensibility for cultural diversities. Use of adequate communication skills with members of different cultural groups. Readiness for improvement of knowledge and skills of culturally competent practice. Advocacy for the rights of marginalized, discriminated and socially excluded individuals</p>	<p><u>I.2.4.1.c Basic</u> Skills of planning and preparation for interviews adjusted to cultural context; Drafting of contracts and establishment of relations; Skills of joining; empathy and sympathy; use of self-awareness and professional intuition; Asking open and closed questions:</p>

<p>values and practical skills for work with different cultures in the environment and capacity for use of that knowledge in improvement and upbuilding of own and organizational practice.</p> <p><u>I.2.4.3.a Specialist</u> Specialist knowledge and built-in values and practical skills for work with particular cultures and cultural groups. Capacity for use of that knowledge in developmental projects, research and improvement and building of own and organizational practice.</p>	<p>and groups from certain cultural groups.</p> <p><u>I.2.4.2.b Advanced</u> Adjustment of manners of joining, assessment, planning and service provision to different cultural groups at micro, meso, exo and macro level of society.</p> <p><u>I.2.4.3.b Specialist</u> Development of adjusted programs and services of cultural competent practice. Organization of services for provision culturally competent practice.</p>	<p>Paraphrasing; clarification; summarization; giving and receiving of feedback information; Keeping to subject and purpose of the interview; Skills of provision of information; Provision of explanation; Advice giving;</p> <p><u>I.2.4.2.c and I.2.4.3.c Advanced and specialist</u> Skill of provoking and prompting answers; examination and search in answers; use of self-revelation, humour; Skills of empowerment and enabling; negotiating; contracting; Skills of networking; partnership work; mediation; advocacy; assertiveness.</p>
<p>Knowledge sources</p> <p><u>Theoretical</u></p> <p>a) Theories considering the ways in which traditions, cultures, religions and customs influence human functioning and the manners in which they can be an obstacle or an encouragement for development.</p> <p>b) Knowledge of procedures and steps of culturally-competent practice in social work.</p> <p><u>Empirical</u></p> <p>c) Knowledge of different cultures and position of members of these cultures in national context.</p> <p>d) Knowledge of different cultures, particularly those related to actual environment of practice, manner in which their customs, rituals, values and tradition influence the approaches to problem solving, request for and provision of assistance and position of members of various cultures in the society.</p> <p>e) Knowledge of various traditions, intergenerational issues, ideology, beliefs and religion, race and ethnic groups' characteristic for the environment of practice.</p> <p><u>Procedural</u></p> <p>f) Knowledge of international and local regulations regulating the position and rights of different cultural groups.</p> <p><u>Practice wisdom</u></p> <p>g) Critical consideration of practice with different cultural groups in the environment.</p>		

Standard I.2.5. BA in Social Work is trained for practice of analysis of policies influencing the lives of people and social groups (at micro, meso and macro level), for systemic approach in accessing and solving of problems, participation in evaluation of social policy programs and measures in various contexts.

Purpose of the standard: Training for professional practice of analysis of policies, programs and measures at the level of institution, local community and state, for recognition of intended and unintended outcomes of policies, programs and measures, their coordination and connection.

Competences level	Indicators Practical behaviours	Skills
<p><u>I.2.5.1.a Basic</u> Capacity for professional assessment of existing and omitted programs and measures directed towards diverse social risks and social problems. Capacity for implementation of knowledge for evaluation of efficiency of different programs and measures within professional practice. Capacity for planning and implementation of measures for improvement of programs in accordance with human rights and social justice. Capacity for advocacy on behalf of service users' interests.</p> <p><u>I.2.5.2.a Advanced</u> Capacity for analysis of policies and interconnection and impact of programs and measures directed towards specific groups of service users at various system levels and in various sectors. Capacity for creation of criteria for program and measures evaluation. Advocacy for and dissemination of best practices in professional community. Participation in creation of innovative</p>	<p><u>I.2.5.1.b Basic</u> Continual follow-up of policies, changes and reforms of policies, legal framework and strategies at the national level. Continual follow-up of development of international practices and guidelines and their appropriate implementation in various practical aspects. Updating of knowledge on best practices applicable in various contexts. Updating of knowledge on methods of analysis of policies in practice. Knowledge of advocacy on behalf of and with service users and client self advocacy Interpretation of actual social policies.</p> <p><u>I.2.5.2.b Advanced</u> Qualitative and quantitative evaluation of own practice. Implementation of knowledge on manners of intersystemic integration of services and factors contributing optimization of outcomes of programs and measures. Participation in piloting of new programs and risk analysis in specific environment.</p>	<p><u>I.2.5.1.c Basic</u> Selection, collection, analysis and assessment of data and evidence for assessment of environment and problem definition. Assessment-based definition of specific objectives, strategies and tasks. Risk assessment for implementation of programs and measures. Documentation and presentation skills. Skills of enabling and empowering of service users.</p> <p><u>I.2.5.2.c Advanced</u> Developed basic skills. Public appearance and presentation skills.</p> <p><u>I.2.5.3c Specialist level</u> Skills pertaining to designing, implementation and evaluation of new programs, particularly for vulnerable groups with commutation of risks. Skills of documentation, presentation, argumentation and dissemination of the obtained results. Skills of fundraising,</p>

<p>programs and measures based on evidence from research and practice. Capacity for analysis and development of organization policy.</p> <p><u>I.2.5.3.a Specialist</u></p> <p>Capacity for analysis of policies, programs and measures directed towards vulnerable groups with aggregation of multiple risks.</p> <p>Capacity for development, implementation and evaluation of programs and measures directed towards vulnerable groups with cummulation of risks.</p>	<p>Motivating service users for self-organization. Interpretation and participation in development of social policies.</p> <p><u>I.2.5.3.b Specialist</u></p> <p>Implementation of in-depth knowledge of policies pertaining to certain groups of service users in comparative perspective.</p> <p>Implementation of knowledge of practical implications of policies in relevant context.</p> <p>Piloting of innovative programs and risk analysis in specific environment. Organization of participative and collaborative social action in community. Participation in development of social policies.</p>	<p>advocacy and lobbying.</p>
<p>Knowledge sources</p> <p><u>Theoretical</u></p> <ul style="list-style-type: none"> a) Knowledge of various social-political disciplines and social policies at national, regional and international levels. b) Theories of management and organization of social and other human services. c) Knowledge of approaches and methods of planning, implementation and evaluation of services and programs. d) Knowledge of social marketing and social management. e) Knowledge and skills for participation in planning and implementation of programs and measures. f) Knowledge and skills of selection, procession and evaluation of evidence of (non)effectiveness of programs and measures and of the manners and methods of informing service users, decision makers and public on results of the analysis. <p><u>Empirical</u></p> <ul style="list-style-type: none"> g) Knowledge of research of regional and international social policies, their advantages and disadvantages. h) Knowledge of effective evidence-based policies in specific fields. <p><u>Procedural</u></p> <ul style="list-style-type: none"> i) Knowledge of actual regulations and functioning of public administration. 		

Standard I.2.6: BA in Social Work is trained for implementation of knowledge from research for informing and improvement of practice and for team or independent building and carrying out of research, publication or presentation of research results presenting major practical problems and needs.

Purpose of the standard: Use of research in practice in order to respond to the needs of individuals, groups and communities in the society, particularly with vulnerable groups. Improvement of practice through the evaluation thereof. Improvement of pool of knowledge about the social work practice.

<p align="center">Competences level</p>	<p align="center">Indicators Practical behaviours</p>	<p align="center">Skills</p>
<p><u>I.2.6.1.a Basic</u> Capacity for usage of various evidence which inform practice on interventions at various system levels. Capacity for relatively independent planning and carrying out of project or part of research. Capacity for evaluation of own practice.</p> <p><u>I.2.6.2.a Advanced</u> Capacity for organization and carrying out of research that will inform and influence organizational goals and social policy.</p> <p><u>I.2.6.3.a Specialist</u> Capacity for researching complex and sensitive social issues and problems in order to reach the outcome that leads to social justice. Capacity for use of different qualitative and quantitative research methods for research of various practical aspects.</p>	<p><u>I.2.6.1.b Basic</u> Regular follow-up of relevant national and international research in social work and relevant disciplines and their critical implementation in various aspects of practice. Participation in research and practical projects. Qualitative and quantitative evaluation of own practice.</p> <p><u>I.2.6.2.b and I.2.6.3.b Advanced and specialist</u> Participation, management and leadership in research dealing with social work practice and problems and needs of vulnerable individuals, families, groups and communities in the society.</p>	<p><u>I.2.6.1.c Basic</u> Recognition and formulation of problems. Understanding, evaluation and use of research knowledge for improvement of own practice. Critical analysis. Documentation and writing skills.</p> <p><u>I.2.6.2.c and I.2.6.3.c Advanced and specialist</u> Skills related to designing, implementation and evaluation of new programs, particularly for vulnerable groups with cummulation of risks.</p>
<p>Knowledge sources</p> <p><u>Theoretical</u></p> <p>a) Knowledge of methods of scientific research and phases of research process, including problem formulation, drafting, hypothesis development, selection of methods, samples and instruments, development of research plan, data collection phase, proccession and interpretation of results and presentation of research results.</p> <p>b) Knowledge of research ethics.</p> <p><u>Empirical</u></p> <p>c) Knowledge of evidence-based practice and policy.</p> <p>d) National and international research of social work practice and knowledge of manners of their implementation in practice.</p> <p>e) Knowledge of ethical problems of research in social work and social policy and of modes for overcoming the problems.</p>		

Procedural

- f) Knowledge of regulations and procedures regulating research practice in the profession, organization and at the level of specific social systems.

Standard I.2.7. BA in Social Work is trained for commitment to lifelong learning and training and has profound understanding of importance of care for own personal and professional development.

Purpose of the standard: Achievement of high expertise and level of practical skills. Care for own wellbeing, personal and professional development. Ethical and evidence- and contemporary scientific knowledge-based practice. Provision of services to clients in accordance with the best available knowledge.

Competences level	Indicators Practical behaviours	Skills
<p><u>I.2.7.1.a Basic</u> Capacity for articulating the mode for integration of knowledge and practice for enabling further development of knowledge. Capacity for learning from own and others' practice and usage of supervision for improvement of practice. Capacity for taking responsibility for own professional development.</p> <p><u>I.2.7.2.a and I.2.7.3.a Advanced and specialist</u> Capacity for transfer of knowledge and improvement of own and others' practice based on these experiences.</p>	<p><u>I.2.7.1.b Basic</u> Participation in trainings, conferences, projects, researches, information, exchange of knowledge, experience etc. Active participation in various forms of professional training. Care for own wellbeing, personal and professional development.</p> <p><u>I.2.7.2.b and I.2.7.3.b Advanced and specialist</u> Taking of mentor and supervisory duties.</p>	<p><u>I.2.7.1.c Basic</u> Skills of reflexive and efficient practice. Skills of giving and receiving feedback. Creative use of supervision.</p> <p><u>I.2.7.2.c and I.2.7.3.c Advanced and specialist</u> Mentoring and supervisory skills for organization of learning activity in practical environment; offering support, constructive and timely feedback. Skills for assessment of achievements; skills for setting learning objectives, monitoring and recording of development of competences. Skills for encouraging growth and development of the supervised person.</p>

Knowledge sources

Theoretical

- a) Knowledge of supervision process, models and organization of supervision.
- b) Knowledge of methods and concepts of lifelong learning.
- c) Knowledge of techniques of care for oneself and own wellbeing.

Empirical

d) Use of results of research about learning, professional training and supervision process in practice.

Procedural

e) Knowledge of procedures regulating rights and obligations of mentor, supervisor, student on internship, trainee, practitioner and supervised worker.

f) Knowledge of regulations concerning to licensing and professional training.

g) Knowledge of regulations for services standards.

Literature

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