Subject Benchmark Statement

Social Work

October 2016

UK Quality Code for Higher Education
Part A: Setting and maintaining academic standards

Contents

How can I use this document?

This document is a Subject Benchmark Statement for Social Work that defines what can be expected of a graduate in the subject, in terms of what they might know, do and understand at the end of their studies.

You may want to read this document if you are:

- involved in the design, delivery and review of programmes of study in Social Work or related subjects
- a prospective student thinking about studying Social Work, or a current student of the subject, to find out what may be involved
- an employer, to find out about the knowledge and skills generally expected of a graduate in Social Work.

Explanations of unfamiliar terms used in this Subject Benchmark Statement can be found in the Quality Assurance Agency for Higher Education's (QAA's) glossary.[1]

---

[1] The QAA glossary is available at: www.qaa.ac.uk/about-us/glossary.

About Subject Benchmark Statements

Subject Benchmark Statements form part of the UK Quality Code for Higher Education (Quality Code) which sets out the Expectations that all providers of UK higher education reviewed by QAA are required to meet.[2] They are a component of Part A: Setting and Maintaining Academic Standards, which includes the Expectation that higher education providers 'consider and take account of relevant Subject Benchmark Statements' in order to secure threshold academic standards.[3]

Subject Benchmark Statements describe the nature of study and the academic standards expected of graduates in specific subject areas, and in respect of particular qualifications. They provide a picture of what graduates in a particular subject might reasonably be expected to know, do and understand at the end of their programme of study.

Subject Benchmark Statements are used as reference points in the design, delivery and review of academic programmes. They provide general guidance for articulating the learning outcomes associated with the programme but are not intended to represent a national curriculum in a subject or to prescribe set approaches to teaching, learning or assessment. Instead, they allow for flexibility and innovation in programme design within a framework agreed by the subject community. Further guidance about programme design, development and approval, learning and teaching, assessment of students, and programme monitoring and review is available in Part B: Assuring and Enhancing Academic Quality of the Quality Code in the following chapters:[4]

- *Chapter B1: Programme Design, Development and Approval*
- *Chapter B3: Learning and Teaching*
- *Chapter B6: Assessment of Students and the Recognition of Prior Learning*
- *Chapter B8: Programme Monitoring and Review.*

For some subject areas, higher education providers may need to consider other reference points in addition to the Subject Benchmark Statement in designing, delivering and reviewing programmes. These may include requirements set out by professional, statutory and regulatory bodies, national occupational standards and industry or employer expectations. In such cases, the Subject Benchmark Statement may provide additional guidance around academic standards not covered by these requirements.[5] The relationship between academic and professional or regulatory requirements is made clear within individual statements, but it is the responsibility of individual higher education providers to decide how they use this information. The responsibility for academic standards remains with the higher education provider who awards the degree.

Subject Benchmark Statements are written and maintained by subject specialists drawn from and acting on behalf of the subject community. The process is facilitated by QAA. In order to ensure the continuing currency of Subject Benchmark Statements, QAA initiates regular reviews of their content, five years after first publication, and every seven years subsequently.

---

[2] The Quality Code, available at www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code, aligns with the *Standards and Guidelines for Quality Assurance in the European Higher Education Area*, available at: www.enqa.eu/wp-content/uploads/2015/05/ESG_endorsed-with-changed-foreword.pdf

[3] Part A: Setting and Maintaining Academic Standards, available at: www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-a.

[4] Individual chapters are available at: www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-b.

[5] See also further Part A: Setting and Maintaining Academic Standards, available at: www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-a.

Relationship to legislation

Higher education providers are responsible for meeting the requirements of legislation and any other regulatory requirements placed upon them, for example by funding bodies. The Quality Code does not interpret legislation nor does it incorporate statutory or regulatory requirements. Sources of information about other requirements and examples of guidance and good practice are signposted within the Subject Benchmark Statement where appropriate. Higher education providers are responsible for how they use these resources.[6]

Equality and diversity

The Quality Code embeds consideration of equality and diversity matters throughout. Promoting equality involves treating everyone with equal dignity and worth, while also raising aspirations and supporting achievement for people with diverse requirements, entitlements and backgrounds. An inclusive environment for learning anticipates the varied requirements of learners, and aims to ensure that all students have equal access to educational opportunities. Higher education providers, staff and students all have a role in, and a responsibility for, promoting equality.

Equality of opportunity involves enabling access for people who have differing individual requirements as well as eliminating arbitrary and unnecessary barriers to learning. In addition, disabled students and non-disabled students are offered learning opportunities that are equally accessible to them, by means of inclusive design wherever possible and by means of reasonable individual adjustments wherever necessary.

---

[6] See further the *UK Quality Code for Higher Education: General Introduction*, available at: www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=181.

About this Subject Benchmark Statement

This Subject Benchmark Statement defines benchmark standards for bachelor's degrees with honours in Social Work and serves as a reference point for all qualifying degrees in the subject.[7]

This version of the Statement forms its third edition, following initial publication of the Subject Benchmark Statement in 2000 and review and revision in 2008.[8]

Note on alignment with higher education sector coding systems

Programmes of study which use this Subject Benchmark Statement as a reference point may be classified under the following codes in the Joint Academic Coding System (JACS), though their application varies in the different nations of the UK.[9]

L500   (Social work)
L510   (Health and welfare)
L520   (Child care)
L530   (Youth work)
L540   (Community work)
L560   (Probation/after-care)
L590   (Social Work not otherwise classified).

Summary of changes from the previous Subject Benchmark Statement (2008)

The review group for this Subject Benchmark Statement included representatives from higher education providers and the regulatory bodies in all four nations of the UK. The group considered that despite the constantly evolving political and policy contexts in which Social Work is practised, the Statement remained an accurate description of the academic requirements of a qualifying degree in Social Work and the generic knowledge and skills required of a social worker qualifying to practice across all settings and service user groups.

The review group agreed that the sections of the Statement relating to the policy and regulatory policy context for Social Work needed to be updated and relatively minor changes made to the rest of the Statement. The main themes which have been reflected in this revision are:

- the conceptualisation of the social worker as social scientist, practitioner and professional, including the importance of developing a professional identity
- the importance of research literacy and capacity, in the context of research-based, evidence informed practice, and the centrality of ethical considerations in all dimensions of practice
- the centrality of the development of knowledge and skills for social work in relation to assessment and intervention, at all stages of the life course
- the increasing plurality of contexts in which social workers operate, going beyond the public sector.
- the streamlining of the statement to avoid unnecessary duplication of guidance.

---

[7] Bachelor's degrees are at level 6 in *The Framework for Higher Education Qualifications in England, Wales and Northern Ireland* and level 10 in *The Framework for Qualifications of Higher Education Institutions in Scotland*, as published in *The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies*, available at: www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/qualifications.
[8] Further information is available in the *Recognition scheme for Subject Benchmark Statements*, available at: www.qaa.ac.uk/publications/information-and-guidance/publication?PubID=190.
[9] Further information about JACS is available at: www.hesa.ac.uk/content/view/1776/649.

The group agreed that the Statement should be focused at the threshold level since the award of a degree in social work is co-terminous with the professional qualification, so the standards are the minimum which must be demonstrated by any graduate in the subject.

Social Work remains an applied academic subject, underpinning a modern day profession with social workers recognised by ministers 'as the unsung heroes who change lives'. This statement reflects the distinctive subject standards in terms of the knowledge and skills required and the teaching, learning and assessment methods necessary to assure these.

The review group believes that the revised Subject Benchmark Statement for Social Work retains and builds upon the strengths of the original and revised statements in reflecting the needs and matching the academic practices of the subject, while ensuring that its content reflects the changes in social work education, policy and practice in England, Northern Ireland, Scotland and Wales. This view was endorsed by the responses received to the consultation, which invited comment from service users, employers and practitioners as well as the wider higher education community.

1   Introduction

1.1   This Subject Benchmark Statement covers social work as an academic subject applied through professional practice. It sets out expectations concerning:

- the subject knowledge, understanding and skills of a qualifying graduate in social work
- the teaching, learning and assessment methods employed in their education.

1.2   The minimum academic standards required at the point of qualification. The scope of this Statement is higher education programmes which constitute a qualifying degree in social work. This Subject Benchmark Statement fully acknowledges recent changes within the context of Social Work and its regulation across the UK.
These changes include:

- the establishment of care councils as regulatory bodies in England, Scotland, Wales and Northern Ireland
- articulation of new rules and requirements governing Social Work education across the UK
- formal registration of social workers
- development of national occupational and capability standards for Social Work across the UK
- development of care standards, proficiency standards, codes of conduct and codes of practice.

1.3   While developments in policy and practice have led, in some countries, to a greater degree of specialisation, this Statement reflects the generic knowledge and skills required for the award of a Social Work degree as the preparatory qualification for practice across settings and 'client' groups. It recognises that the degree of specialisation offered within Social Work programmes varies and evolves to reflect organisational and workforce requirements which develop in response to service user need.

1.4   This Subject Benchmark Statement reflects the complexity and rapidly changing nature of this context by including specific reference to the legislative, professional and institutional arrangements in England, Scotland, Wales and Northern Ireland. It also acknowledges the European and international context of social work and the desirability of mutual recognition of Social Work qualifications across the UK and more widely.

2   Nature and extent of Social Work

2.1   Legislation establishing regulatory bodies in Social Work and introducing statutory registration of social workers was passed across the UK from 2000 onwards. These Acts also recognise the terms 'Social Work' and/or 'Social Worker' as protected titles. Anyone using the title 'Social Worker' is required to be registered with the relevant care council.

2.2   Professional Social Work qualifications in the UK are linked to a specific level of academic achievement and may be attained through undergraduate or postgraduate study. Convergence of academic and professional awards established a bachelor's degree with honours as the minimum required qualification for social workers. The curriculum design and assessment of academic work and practice within Social Work degrees is determined by the specific requirements in England, Northern Ireland, Scotland and Wales. The national occupational and capability standards and the Subject Benchmark Statement for Social Work inform these requirements. The professional codes of practice and other requirements of the regulatory bodies also shape the curriculum.

2.3   This Subject Benchmark Statement informs descriptions of professional competence for registration by identifying the minimum required academic level and the range of subject matter necessary for qualifying degrees in social work. The process of establishing degree programmes in Social Work is undertaken in partnership with other stakeholders including students, regulatory bodies, employers, professional bodies, providers of practice-learning, service users and carers, and those who work within social work and social care.

2.4   Qualifying degree programmes in Social Work may be studied in full or part-time, open and distance-learning, work-based, and post-experience modes. Irrespective of learning mode, programmes covered by this Statement include structured opportunities for supervised or directed practice in relevant and appropriate practice-learning settings.

2.5   Contemporary Social Work increasingly takes place in an inter-agency context, and social workers work collaboratively with others towards interdisciplinary and cross-professional objectives. Qualifying degrees are required to help equip students with accurate knowledge about the respective responsibilities of social welfare agencies, including those in the public, voluntary, independent and private sectors, and to acquire skills in effective collaborative practice.

2.6   To facilitate broad access to programmes in Social Work, holders of sub-degree and vocational qualifications (often in Social Care) may be offered entry to the later stages of degree study (with 'advanced standing') by means of approved procedures for the recognition of prior learning. Higher education providers ensure that all such arrangements enable students to achieve fully the standards required by the relevant care council. In most circumstances, advanced standing is not available in respect of the practice learning requirements in the degree.

2.7   The term 'service user' is used in this Statement to cover the wide and diverse set of individuals, groups and organisations who are involved in, or who benefit from, the contribution of Social Work to the well-being of society. This group includes some that are involuntary or unwilling recipients of social work services. The term 'carer' is used in this statement to cover people who provide unpaid care to a member of their family or to another person, and who work in partnership with social workers to deliver a service. It is recognised that students and staff may also be, or have been service users and/or carers. In providing services, social workers engage with service users and carers in ways that are characterised by openness, reciprocity, mutual accountability and explicit recognition of the powers of the social worker and the legal context of intervention. Service users and carers are required by the four care councils to be integrally involved in all aspects of the design, delivery and assessment of qualifying degree programmes.

2.8   As an area which responds to changes in public policy, social work services and education operate in an environment which is in constant flux. This Subject Benchmark Statement sets out the knowledge, understanding and skills which underpin the ability of the social worker as a social scientist, professional and practitioner and which form the common core of all qualifying degree programmes.

3   Context for Social Work education in the UK[10]

England

3.1   The Health and Care Professions Council (HCPC) regulates the practice of social workers in England. By law (The Health and Social Work Professions Order 2001), only those registered with the HCPC are entitled to call themselves Social Workers and practise in England. To be approved by the HCPC, programmes need to meet their 'standards of education and training' and produce graduates who demonstrate that they meet their 'standards of proficiency'. HCPC approved programmes also reflect the wider curriculum guidance available for the profession, including this Subject Benchmark Statement. The Professional Standards Authority oversees the HCPC as well as eight other health and care professional regulatory bodies operating in England.

3.2   Once qualified and registered with the HCPC, social workers in England are able to practise as independent and autonomous professionals. The Knowledge and Skills Statements (KSS), developed by the Chief Social Workers, set out what social workers need to know and be able to do by the end of their first year in employment and continue to evolve to reflect changing demands on the profession. Social workers in England, including those newly qualified, are expected to practise safely and effectively within their scope of practice and make informed and reasoned decisions about their practice and any new areas of practice. To remain registered, social workers in England must continue to meet the HCPC's 'standards of proficiency', 'standards of conduct, performance and ethics' and 'standards of continuing professional development'.

3.3   Social Work in England is provided through statutory, private, voluntary and independent organisations, and is coordinated by different government departments. Criminal justice services, such as probation, are coordinated by the Ministry of Justice, and probation officers are now separately regulated and trained. Qualifying Social Work programmes are expected to prepare students to work as part of the social care workforce, working increasingly in integrated teams across and within specialist settings in adult health, mental health and children's services; interprofessionally alongside professionals in the National Health Service, schools, police, criminal justice and housing, and in partnership with service users and carers.

Northern Ireland

3.4   Northern Ireland is governed by a devolved Assembly set up following the Northern Ireland Act 1998 and re-established in May 2007. Northern Ireland has its own court structure, replicating that of England and Wales. The devolved Northern Ireland Assembly is the prime source of authority for all devolved responsibilities and has legislative and executive authority in the areas of finance and personnel, agriculture, education, health and social services, economic development and the environment.

3.5   The Northern Ireland Assembly is responsible for overseeing the delivery of education and integrated health and social services in Northern Ireland. Social work is regulated by the Northern Ireland Social Care Council (NISCC). The NISCC and the Department of Health, Social Services and Public Safety jointly produced the Northern Ireland Framework Specification for the Degree in Social Work (2003), which was reviewed and updated in 2014, then further amended in 2015. This sets out a single comprehensive set of learning requirements and outcomes for the degree in Social Work. It incorporates the relevant national occupational standards and the original Subject Benchmark Statement for

---

[10] The context outlined is based on the political situation at the time this Subject Benchmark Statement was produced and may be subject to change. Links to documents referred to may be found in Appendix 1.

Social Work. From September 2004, a degree in Social Work is the recognised professional qualification for all social workers, probation officers and education welfare officers in Northern Ireland. The degree replaces the Diploma in Social Work and previous Social Work qualifications awarded in the UK by the Central Council for Education and Training in Social Work. Following the introduction of the protection of title on 1 June 2005, all qualified social workers are required to register with the NISCC.

3.6   Social Work graduates in Northern Ireland are registered by NISCC with a condition that they undertake an Assessed Year in Employment. In addition, there are a number of distinctive learning requirements and outcomes that are specific to Northern Ireland. Students are required to understand the impact of Northern Ireland's political violence on their practice and consider their role in integrated health and social care organisations.

3.7   The Standards of Conduct and Practice for Social Workers were revised and launched in 2015. There is a separate Code of Conduct for Social Work Students.

Scotland

3.8   Scotland became a devolved government in 2000 and Social Work was one of the devolved powers.

3.9   Social Work education in Scotland is regulated by the Scottish Social Services Council (SSSC), and all qualifying programmes in Social Work must be approved by this Council. All Social Work students and graduates must register with the SSSC and are bound by the Codes of Practice for Social Service Workers and Employers. From 2004 onwards, student social workers must achieve a generic honours degree in Social Work (four-year, full-time programme), or an equivalent postgraduate award (two-year, full-time programme), to become professionally qualified. All Social Work programmes must ensure that students achieve both the standards set out in The Framework for Social Work Education in Scotland (2003) which integrates academic and professional requirements in the 'Standards in Social Work Education' (SiSWE) and the Key Capabilities in Child Care and Protection (2006), which contains requirements for all qualifying social workers. The SiSWE are being revised as part of the current Review of Social Work Education, including mapping to the updated National Occupational Standards.

3.10   The Review also includes degrees in Social Work in Scotland. Universities delivering social work programmes have engaged in effective collaborative inquiry to co-produce a range of findings establishing the future trajectory for social work education and shared professional learning in Scotland. Considerable consultation has taken place with the sector to provide robust evidence to support the key areas for development. The process of the Review of Social Work Education has resulted in cementing cross-university collaborative practices that are being extended through joint initiatives to develop further research related to the experiences of newly qualified social workers in the sector. The findings signal the need for cultural and structural change in the provision and delivery of social work education to establish co-ownership by universities and employers. Social Work education in Scotland will remain generic and further developments will be introduced over the next few years.

3.11   Social Work provision in Scotland is based predominantly on the Social Work (Scotland) Act 1968, as amended by numerous pieces of supplementary legislation. Recent legislation, policy and wider public service reform has had an emphasis on the delivery of personalised services, co-production and the empowerment of service users to engage in participative assessment to have more choice and control over identifying differentiated care pathways. Social services in Scotland are delivered across the public, private and third sector. From 2016-17 the coordination of social care services for adults and older people is

delegated to local Integration Authorities with statutory responsibilities to co-ordinate local health and social care services. The Scottish Government has introduced new legislation around community justice. A new body, Community Justice Scotland, will be responsible for providing national leadership, oversight and support for community justice services. Scottish Ministers will be responsible for a number of matters including a national strategy and national performance framework for community justice.

3.12   Social Services in Scotland: A Shared Vision and Strategy 2015-2020 reflects the work of the Social Work Services Strategic Forum. The strategy addresses the wider social service sector and references current action to review the Codes of Practice for Social Service Employers and Employees and supports the implementation of the recommendations agreed as an outcome of the review of the Social Work degree. Work is underway to introduce a probationary period for newly qualified social workers and a framework for professional updating for social work and the wider social services sector.

Wales

3.13   In Wales, Social Work schemes of study and professional registration are regulated by the Care Council for Wales (Social Care Wales from April 2017). The professional requirements for the Social Work degree are contained in The Framework for the Degree in Social Work in Wales. The framework includes the Welsh Government requirements for the award of a degree in Social Work and the Care Council requirements. The award in Wales is based on the National Occupational Standards for Social Work (2012), the Code of Professional Practice for Social Care and the Subject Benchmark Statement and may be offered as a bachelor's degree or a postgraduate qualification. Programmes are delivered through partnerships between universities and local authority employers and comprise equal amounts of academic and practical learning. Social Work degrees in Wales must be informed by contemporary legislation, social policy and regulatory developments relevant to Wales, and the relationship to the UK-wide context. The Welsh Language (Wales) Measure (2011) sets standards for public bodies in relation to Welsh language which apply to the delivery of Social Work services and education.

3.14   All Social Work students must register with the Care Council for Wales (Social Care Wales from April 2017) and must demonstrate compliance with the Code of Professional Practice for Social Care throughout their degree.

3.15   Under its devolved legislative powers the Welsh Government has introduced the Social Services and Well-being (Wales) Act (2014) which aims to improve the well-being of people who need care and support, and carers who need support, and for transforming social services in Wales. In addition the Welsh Government has devolved responsibilities for other relevant areas such as health, education, housing and the Welsh language. Relevant areas that are still governed directly from Westminster are criminal justice, including youth justice, and areas covered by the Department for Work and Pensions.

3.16   Policy underpinning this new legislative framework is set within the Future Generations (Wales) Act (2015) which seeks to improve the social, economic and cultural well-being of Wales, and Sustainable Social Services: A Framework for Action, which set out the Welsh Government's vision for the future of citizen-centred social services in Wales.

4   Defining concepts and principles

4.1   The study and practice of Social Work in the UK reflects the key principles of the Global Definition of the Social Work Profession.[11] As an academic subject applied through professional practice, Social Work is characterised by a distinctive focus on practice in complex social situations to promote and protect individual and collective well-being. This underscores the importance of partnerships between higher education providers and service providers to ensure the full involvement of practitioners, employers, managers, academics and researchers, service users and carers with students in both academic and practice learning settings and in assessment processes.

4.2   Qualifying degrees in Social Work aim to develop the student as a social scientist, a professional, and a qualified practitioner.[12] At qualifying level, the study of Social Work involves the integrated study of subject-specific knowledge, skills and values and the critical application of research knowledge from the social and human sciences, and from Social Work (and closely related domains) to inform understanding and to underpin action, reflection and evaluation. Qualifying degree programmes are designed to help foster this integration of contextual, analytic, critical, theoretical, explanatory and practical understanding in a wide range of contexts.

4.3   Contemporary definitions of Social Work as a degree subject reflect its heritage in a range of different academic subjects and practice traditions. The precise nature and scope of the subject is itself a matter for legitimate study and critical debate. Four main issues are relevant to this.

- Social Work is located within different and changing social welfare contexts. Within the UK there are different traditions of social welfare (influenced by legislation, historical development, devolution and social attitudes) and these have shaped both Social Work education and social work practice in a diverse range of settings. In an international context, distinctive national approaches to social welfare policy, provision and practice have greatly influenced the focus and content of Social Work degree programmes and continue to do so.
- There are competing views in society at large on the nature of Social Work and on its place and purpose. Social Work practice and education inevitably reflect these differing perspectives on the role of Social Work in relation to social justice, social care and social order. These different dimensions are vital considerations in working closely with vulnerable people, families and communities.
- Social Work, both as an occupational practice and as an academic subject, evolves, adapts and changes in response to the social, political and economic challenges and demands of contemporary social welfare policy, practice and legislation.
- Social Work is responsive to change in supporting vulnerable people and families. While Social Work is undertaken in a wide range of settings, the relationship

---

[11] 'Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance wellbeing.' See http://ifsw.org/policies/definition-of-social-work/.
[12] Croisdale-Appleby, D., *Re-visioning social work education: an independent review* (February 2014), available at: www.gov.uk/government/uploads/system/uploads/attachment_data/file/285788/DCA_Accessible.pdf.
Narey, M., *Making the education of social workers consistently effective* (January 2014), available from www.gov.uk/government/uploads/system/uploads/attachment_data/file/287756/Making_the_education_of_social_workers_consistently_effective.pdf.
Scottish Executive, *Changing Lives: Report of the 21st Century Social Work Review* (2006), available at: www.gov.scot/resource/doc/91931/0021949.pdf.

between society, state and Social Work remains central to the role of Social Work in protecting vulnerable people.

4.4   Qualified social workers therefore need to be equipped both to understand, and to work within, this context of contested debate about the nature, scope and purpose of Social Work, and be enabled to analyse, adapt to, manage and eventually lead the processes of change.

4.5   The nature of Social Work as an academic subject applied through professional practice means that practice is an essential and core element of learning. The following points clarify the use of the term 'practice' in this Statement.

- The term 'practice' in this Statement is used to encompass learning that not only takes place in professional practice placements, but also in a variety of other experiential learning situations. All learning opportunities that bear academic credit or which students are required to successfully complete are subject to methods of assessment appropriate to their academic level and are assessed by competent assessors. Where they form part of the curriculum leading to integrated academic and professional awards, practice learning opportunities are also subject to the requirements of the relevant regulatory body that further define learning outcomes, standards and modes of assessment.
- In programmes covered by this Statement, practice as an activity refers to experiential, action-based learning. In this sense, practice provides opportunities for students to improve and demonstrate their understanding and competence through the application and testing of knowledge and skills. Learning therefore transfers between practice settings and the 'classroom' and vice versa.
- Learning in practice can include activities such as observation of other professionals and of service users, skill development and analysis, shadowing, supervision, reflection analysis and research, as well as intervention within Social Work and related organisations. Practice-learning involves active engagement with service users and others in practice settings, and may involve for example virtual or simulated practice opportunities, observational and research activities.

4.6   Social Work is an ethical activity that requires practitioners to recognise the dignity of the individual, but also to make and implement difficult decisions (including the restriction of liberty) in human situations that involve the potential for benefit or harm. Programmes in Social Work therefore involve the study, application of, and critical reflection upon, ethical principles and dilemmas as a core requirement. As reflected by the four care councils' codes of practice, this involves showing respect for persons, honouring the diverse and distinctive organisations and communities that make up society, promoting social justice and combating processes that lead to discrimination, marginalisation, inequality and social exclusion, all of which impact upon the individual, family or society. This means that Social Work students learn to:

- recognise and work with the powerful links between individual factors and the wider social, legal, economic, political and cultural context of people's lives
- understand the impact of injustice, social inequalities and oppressive social relations
- provide reasoned, informed arguments to address individual, institutional and structural discrimination
- help people to gain, regain or maintain control of their own lives, choices and decisions, insofar as this is compatible with their own or others' safety, well-being and rights, and practise in ways that maximise safety work in partnership with service users and carers and other professionals to foster dignity, choice and independence, and effect change.

4.7	The expectation that social workers are able to act effectively in such complex circumstances requires that qualifying degree programmes in Social Work are designed to help students learn to become accountable, reflective, critical and evaluative. This involves learning to:

- think critically about the complex social, legal, economic, political, cultural, theoretical and research contexts in which Social Work practice is located
- work in a transparent and responsible way, balancing autonomy with complex, multiple and sometimes contradictory accountabilities (for example, to different service users, employing agencies, professional bodies and the wider society)
- exercise authority constructively within complex frameworks of accountability and ethical and legal boundaries
- understand the complexity of Social Work practice recognising the need for identified knowledge, skills and values which reflect the life course of individuals, families and communities
- acquire and apply the skills of critical reflection, self-evaluation and consultation and use opportunities for professional supervision
- make appropriate use of research in decision making and professional judgement about practice and in the evaluation of outcomes.

5 Knowledge, understanding and skills

Subject knowledge and understanding

5.1 During their qualifying degree studies in Social Work, students acquire, critically evaluate, apply and integrate knowledge and understanding in the following five core areas of study.

5.2 Social Work theory, which includes:

i   critical explanations from Social Work theory and other subjects which contribute to the knowledge base of Social Work

ii   an understanding of Social Work's rich and contested history from both a UK and comparative perspective

iii   the relevance of sociological and applied psychological perspectives to understanding societal and structural influences on human behaviour at individual, group and community levels, and the relevance of sociological theorisation to a deeper understanding of adaptation and change

iv   the relevance of psychological, physical and physiological perspectives to understanding human, personal and social development, well-being and risk

v   social science theories explaining and exploring group and organisational behaviour

vi   the range of theories and research informed evidence that informs understanding of the child, adult, family or community and of the range of assessment and interventions which can be used

vii   the theory, models and methods of assessment, factors underpinning the selection and testing of relevant information, knowledge and critical appraisal of relevant social science and other research and evaluation methodologies, and the evidence base for Social Work

viii   the nature of analysis and professional judgement and the processes of risk assessment and decision making, including the theory of risk informed decisions and the balance of choice and control, rights and protection in decision making

ix   approaches, methods and theories of intervention in working with a diverse population within a wide range of settings, including factors guiding the choice and critical evaluation of these, and user-led perspectives.

5.3 Values and ethics, which include:

i   the nature, historical evolution, political context and application of professional Social Work values, informed by national and international definitions and ethical statements, and their relation to personal values, identities, influences and ideologies

ii   the ethical concepts of rights, responsibility, freedom, authority and power inherent in the practice of social workers as agents with statutory powers in different situations

iii   aspects of philosophical ethics relevant to the understanding and resolution of value dilemmas and conflicts in both interpersonal and professional contexts

iv   understanding of, and adherence to, the ethical foundations of empirical and conceptual research, as both consumers and producers of social science research

v   the relationship between human rights enshrined in law and the moral and ethical rights determined theoretically, philosophically and by contemporary society

vi   the complex relationships between justice, care and control in social welfare and the practical and ethical implications of these, including their expression in roles as statutory agents in diverse practice settings and in upholding the law in respect of challenging discrimination and inequalities

vii	the conceptual links between codes defining ethical practice and the regulation of professional conduct
viii	the professional and ethical management of potential conflicts generated by codes of practice held by different professional groups
ix	the ethical management of professional dilemmas and conflicts in balancing the perspectives of individuals who need care and support and professional decision making at points of risk, care and protection
x	the constructive challenging of individuals and organisations where there may be conflicts with Social Work values, ethics and codes of practice
xi	the professional responsibility to be open and honest if things go wrong (the duty of candour about own practice) and to act on concerns about poor or unlawful practice by any person or organisation
xii	continuous professional development as a reflective, informed and skilled practitioner, including the constructive use of professional supervision.

5.4   Service users and carers, which include:

i	the factors which contribute to the health and well-being of individuals, families and communities, including promoting dignity, choice and independence for people who need care and support
ii	the underpinning perspectives that determine explanations of the characteristics and circumstances of people who need care and support, with critical evaluation drawing on research, practice experience and the experience and expertise of people who use services
iii	the social and psychological processes associated with, for example, poverty, migration, unemployment, trauma, poor health, disability, lack of education and other sources of disadvantage and how they affect well-being, how they interact and may lead to marginalisation, isolation and exclusion, and demand for Social Work services
iv	explanations of the links between the factors contributing to social differences and identities (for example, social class, gender, ethnic differences, age, sexuality and religious belief) and the structural consequences of inequality and differential need faced by service users
v	the nature and function of Social Work in a diverse and increasingly global society (with particular reference to prejudice, interpersonal relations, discrimination, empowerment and anti-discriminatory practices).

5.5   The nature of Social Work practice, in the UK and more widely, which includes:

i	the place of theoretical perspectives and evidence from European and international research in assessment and decision-making processes
ii	the integration of theoretical perspectives and evidence from European and international research into the design and implementation of effective Social Work intervention with a wide range of service users, carers and communities
iii	the knowledge and skills which underpin effective practice, with a range of service-users and in a variety of settings
iv	the processes that facilitate and support service user and citizen rights, choice, co-production, self-governance, well-being and independence
v	the importance of interventions that promote social justice, human rights, social cohesion, collective responsibility and respect for diversity and tackle inequalities
vi	its delivery in a range of community-based and organisational settings spanning the statutory, voluntary and private sectors, and the changing nature of these service contexts

vii   the factors and processes that facilitate effective interdisciplinary, interprofessional and interagency collaboration and partnership across a plurality of settings and disciplines

viii   the importance of Social Work's contribution to intervention across service user groups, settings and levels in terms of the profession's focus on social justice, human rights, social cohesion, collective responsibility and respect for diversities

ix   the processes of reflection and reflexivity as well as approaches for evaluating service and welfare outcomes for vulnerable people, and their significance for the development of practice and the practitioner.

5.6   The leadership, organisation and delivery of Social Work services, which includes:

i   the location of contemporary Social Work within historical, comparative and global perspectives, including in the devolved nations of the UK and wider European and international contexts

ii   how the service delivery context is portrayed to service users, carers, families and communities

iii   the changing demography and cultures of communities, including European and international contexts, in which social workers practise

iv   the complex relationships between public, private, social and political philosophies, policies and priorities and the organisation and practice of social work, including the contested nature of these

v   the issues and trends in modern public and social policy and their relationship to contemporary practice, service delivery and leadership in Social Work

vi   the significance of legislative and legal frameworks and service delivery standards, including on core social work values and ethics in the delivery of services which support, enable and empower

vii   the current range and appropriateness of statutory, voluntary and private agencies providing services and the organisational systems inherent within these

viii   development of new ways of working and delivery, for example the development of social enterprises, integrated multi-professional teams and independent Social Work provision

ix   the significance of professional and organisational relationships with other related services, including housing, health, education, police, employment, fire, income maintenance and criminal justice

x   the importance and complexities of the way agencies work together to provide care, the relationships between agency policies, legal requirements and professional boundaries in shaping the nature of services provided in integrated and interdisciplinary contexts

xi   the contribution of different approaches to management and leadership within different settings, and the impact on professional practice and on quality of care management and leadership in public and human services

xii   the development of person-centred services, personalised care, individual budgets and direct payments all focusing upon the human and legal rights of the service user for control, power and self determination

xiii   the implications of modern information and communications technology for both the provision and receipt of services, use of technologically enabled support and the use of social media as a process and forum for vulnerable people, families and communities, and communities of professional practice.

Subject-specific skills and other skills

5.7   The range of skills required by a qualified social worker reflect the complex and demanding context in which they work. Many of these skills may be of value in many situations, for example, analytical thinking, building relationships, working as a member of an

organisation, intervention, evaluation, and reflection. What defines the specific nature of these skills as developed by Social Work students is:

i   the context in which they are applied and assessed (for example communication skills in practice with people with sensory impairments or assessment skills in an interprofessional setting)
ii   the relative weighting given to such skills within Social Work practice (for example the central importance of problem-solving skills within complex human situations)
iii   the specific purpose of skill development (for example the acquisition of research skills in order to build a repertoire of research-based practice)
iv   a requirement to integrate a range of skills (that is, not simply to demonstrate these in an isolated and incremental manner).

5.8   All Social Work graduates demonstrate the ability to reflect on and learn from the exercise of their skills, in order to build their professional identity. They understand the significance of the concepts of continuing professional development and lifelong learning, and accept responsibility for their own continuing development.

5.9   Social Work students acquire and integrate skills in the following five core areas.

Problem-solving skills

5.10   These are sub-divided into four areas.

5.11   Managing problem-solving activities: graduates in Social Work are able to:

i   think logically, systematically, creatively, critically and reflectively, in order to carry out a holistic assessment
ii   apply ethical principles and practices critically in planning problem-solving activities
iii   plan a sequence of actions to achieve specified objectives, making use of research, theory and other forms of evidence
iv   manage processes of change, drawing on research, theory and other forms of evidence.

5.12   Gathering information: graduates in Social Work are able to:

i   demonstrate persistence in gathering information from a wide range of sources and using a variety of methods, for a range of purposes. These methods include electronic searches, reviews of relevant literature, policy and procedures, face-to-face interviews, and written and telephone contact with individuals and groups
ii   take into account differences of viewpoint in gathering information and critically assess the reliability and relevance of the information gathered
iii   assimilate and disseminate relevant information in reports and case records.

5.13   Analysis and synthesis: graduates in Social Work are able to analyse and synthesise knowledge gathered for problem-solving purposes, in order to:

i   assess human situations, taking into account a variety of factors (including the views of participants, theoretical concepts, research evidence, legislation and organisational policies and procedures)
ii   analyse and synthesise information gathered, weighing competing evidence and modifying their viewpoint in the light of new information, then relate this information to a particular task, situation or problem

iii   balance specific factors relevant to Social Work practice (such as risk, rights, cultural differences and language needs and preferences, responsibilities to protect vulnerable individuals and legal obligations)

iv   assess the merits of contrasting theories, explanations, research, policies and procedures and use the information to develop and sustain reasoned arguments

v   employ a critical understanding of factors that support or inhibit problem solving including societal, organisational and community issues as well as individual relationships

vi   critically analyse and take account of the impact of inequality and discrimination in working with people who use Social Work services.

5.14   Intervention and evaluation: graduates in Social Work are able to use their knowledge of a range of interventions and evaluation processes creatively and selectively to:

i   build and sustain purposeful relationships with people and organisations in communities and interprofessional contexts

ii   make decisions based on evidence, set goals and construct specific plans to achieve outcomes, taking into account relevant information including ethical guidelines

iii   negotiate goals and plans with others, analysing and addressing in a creative and flexible manner individual, cultural and structural impediments to change

iv   implement plans through a variety of systematic processes that include working in partnership

v   practice in a manner that promotes well-being, protects safety and resolves conflict

vi   act as a navigator, advocate and support to assist people who need care and support to take decisions and access services

vii   manage the complex dynamics of dependency and, in some settings, provide direct care and personal support to assist people in their everyday lives

viii   meet deadlines and comply with external requirements of a task

ix   plan, implement and critically monitor and review processes and outcomes

x   bring work to an effective conclusion, taking into account the implications for all involved

xi   use and evaluate methods of intervention critically and reflectively.

Communication skills

5.15   Graduates in Social Work are able to communicate clearly, sensitively and effectively (using appropriate methods which may include working with interpreters) with individuals and groups of different ages and abilities in a range of formal and informal situations, in order to:

i   engage individuals and organisations, who may be unwilling, by verbal, paper-based and electronic means to achieve a range of objectives, including changing behaviour

ii   use verbal and non-verbal cues to guide and inform conversations and interpretation of information

iii   negotiate and where necessary redefine the purpose of interactions with individuals and organisations and the boundaries of their involvement

iv   listen actively and empathetically to others, taking into account their specific needs and life experiences

v   engage appropriately with the life experiences of service users, to understand accurately their viewpoint, overcome personal prejudices and respond appropriately to a range of complex personal and interpersonal situations

vi   make evidence informed arguments drawing from theory, research and practice wisdom including the viewpoints of service users and/or others

vii	write accurately and clearly in styles adapted to the audience, purpose and context of the communication
viii	use advocacy skills to promote others' rights, interests and needs
ix	present conclusions verbally and on paper, in a structured form, appropriate to the audience for which these have been prepared
x	make effective preparation for, and lead, meetings in a productive way.

Skills in working with others

5.16   Graduates in Social Work are able to build relationships and work effectively with others, in order to:

i	involve users of Social Work services in ways that increase their resources, capacity and power to influence factors affecting their lives
ii	engage service users and carers and wider community networks in active consultation
iii	respect and manage differences such as organisational and professional boundaries and differences of identity and/or language
iv	develop effective helping relationships and partnerships that facilitate change for individuals, groups and organisations while maintaining appropriate personal and professional boundaries
v	demonstrate interpersonal skills and emotional intelligence that creates and develops relationships based on openness, transparency and empathy
vi	increase social justice by identifying and responding to prejudice, institutional discrimination and structural inequality
vii	operate within a framework of multiple accountability (for example, to agencies, the public, service users, carers and others)
viii	observe the limits of professional and organisational responsibility, using supervision appropriately and referring to others when required
ix	provide reasoned, informed arguments to challenge others as necessary, in ways that are most likely to produce positive outcomes.

Skills in personal and professional development

5.17   Graduates in Social Work are able to:

i	work at all times in accordance with codes of professional conduct and ethics
ii	advance their own learning and understanding with a degree of independence and use supervision as a tool to aid professional development
iii	develop their professional identity, recognise their own professional limitations and accountability, and know how and when to seek advice from a range of sources including professional supervision
iv	use support networks and professional supervision to manage uncertainty, change and stress in work situations while maintaining resilience in self and others
v	handle conflict between others and internally when personal views may conflict with a course of action necessitated by the Social Work role
vi	provide reasoned, informed arguments to challenge unacceptable practices in a responsible manner and raise concerns about wrongdoing in the workplace
vii	be open and honest with people if things go wrong
viii	understand the difference between theory, research, evidence and expertise and the role of professional judgement.

Use of technology and numerical skills

5.18 Graduates in Social Work are able to use information and communication technology effectively and appropriately for:

i   professional communication, data storage and retrieval and information searching
ii   accessing and assimilating information to inform working with people who use services
iii   data analysis to enable effective use of research in practice
iv   enhancing skills in problem-solving
v   applying numerical skills to financial and budgetary responsibilities
vi   understanding the social impact of technology, including the constraints of confidentiality and an awareness of the impact of the 'digital divide'.

6 Teaching, learning and assessment

6.1 Social Work programmes explicitly recognise and maximise the use of students' prior learning and experience. Acquisition and development of the required knowledge and skills, capable of transfer to new situations and of further enhancement, mark important staging posts in the process of lifelong learning. Social Work models of learning are characteristically developmental and incremental (so students are expected to assume increasing responsibility for identifying their own learning needs and making use of available resources for learning). The overall aims and expected final outcomes of individual degree programmes, together with the specific requirements of particular topics, modules or practice experiences, informs the choice of both learning and teaching strategies and aligned formative and summative assessment methods.

6.2 The learning processes in Social Work in qualifying degree programmes can be expressed in terms of four inter-related themes.

- Awareness raising, skills and knowledge acquisition - a process in which the student becomes more aware of aspects of knowledge and expertise, learns how to systematically engage with and acquire new areas of knowledge, recognises their potential and professional accountability and becomes motivated to engage in new ways of thinking and acting.
- Conceptual understanding - a process in which a student acquires, examines critically and deepens understanding (measured and tested against existing knowledge and adjustments made in attitudes and goals).
- Practice skills and experience - processes in which a student learns practice skills in the contexts identified in Section 4 and applies theoretical models and research evidence together with new understanding to relevant activities, and receives feedback from various sources on performance, enhancing openness to critical self-evaluation.
- Reflection on performance - a process in which a student reflects critically and evaluatively on past experience, recent performance, and feedback, and applies this information to the process of integrating awareness (including awareness of the impact of self on others) and new understanding, leading to improved performance.

6.3 Programmes in Social Work acknowledge that students learn at different rates and in diverse ways, and learn best when there is consistent and timely guidance and a variety of learning approaches and opportunities. Programmes provide accessible learning approaches that enable students to engage with diverse learning and teaching methods in learning settings across academic and practice environments.

6.4 Learning methods may include:

- learner-focused approaches that encourage active participation and staged, progressive learning throughout the degree
- the establishment of initial and developing learning needs and the formulation and review of learning plans
- the development of learning networks, enabling students to learn from each other
- the involvement of practitioners and service user and carer educators.

6.5   Students engage in a broad range of activities, including with other professionals and with service users and carers, to facilitate critical reflection. These include reading, self-directed study, research, a variety of forms of writing, lectures, discussion, seminars/tutorials, individual and group work, role plays, presentations, projects, simulations and practice experience. Learning and teaching approaches include the use of technology to access data, literature and resources, as well as engagement with established and emerging technologies to support communication and reflection and sharing of learning across academic and practice learning settings.

6.6   Assessment strategies align programme content (theory and practice), learning outcomes and learning methods with assessment tasks. The purpose of assessment is to:

- provide a means whereby students receive feedback regularly on their achievement and development needs
- provide tasks that promote learning, and develop and test relevant knowledge and skills, drawing on a range of sources including the contexts of practice
- promote self-evaluation, and appraisal of their progress and learning strategies
- enable judgements to be made in relation to progress and a final award, and to ensure fitness for practice, in line with professional standards.

6.7   Assessment strategies are chosen to enhance students' abilities to conceptualise, compare and analyse issues, in order to be able to apply this in making professional judgements.

6.8   In order to achieve the purpose of assessment across the diverse range of knowledge and skills which Social Work students develop, a variety of assessment methods are used. These may include case-based assessments, presentations and analyses, practice-focused assignments, essays, project reports, role plays/simulations, e-assessment and examinations. The requirements of qualifying degree programmes in Social Work frequently include an extended piece of written work, which may be practice-based, and is generally undertaken towards the end of the period of study. This may involve independent study for either a dissertation or a project, based upon systematic enquiry and investigation. However, the requirements of research governance may restrict opportunities available to students to carry out research involving primary data collection.

6.9   Where practice competences are assessed, as identified through national occupational and capability standards or equivalent, opportunities are provided for demonstration of these, together with systematic means of development, support and assessment. Assessment methods may include those listed above, in addition to observed practice, reflective logs and interview records. Qualifying degree programmes in Social Work assess practice not as a series of discrete practical tasks, but as an integration of skills and knowledge with relevant conceptual understanding and demonstration of competencies. This assessment, therefore, contains elements that test students' critical and analytical reflective analysis. As a qualifying degree is an integrated academic and professional award, students must pass all core elements of the programme, including assessed practice components, to gain the final award.

7   Benchmark standards

7.1   Given the nature of Social Work as an academic subject applied through professional practice, and the co-terminosity of the degree and the professional award, students must demonstrate that they have met the requirements specified in relation to both academic and practice capabilities. These standards relate to subject-specific knowledge, understanding and skills (including key skills inherent in the concept of 'graduateness'). Qualifying students are expected to meet each of these benchmark academic standards in accordance with the specific standards set by the relevant country (see Section 3).

7.2   Levels of attainment vary on a continuum from the threshold to excellence. The benchmark standards set out below represent the threshold standard which all students graduating with a bachelor's degree with honours in Social Work must achieve.

Knowledge and understanding

7.3   On graduating with an honours degree in Social Work, students must be able to demonstrate:

i   a sound understanding of the five core areas of knowledge and understanding relevant to social work, as detailed in Section 5, including their application to practice and service delivery
ii   an ability to use this knowledge and understanding in an integrated way, in specific practice contexts
iii   an ability to use this knowledge and understanding to engage in effective relationships with service users and carers and relationships with other professionals and through supervision
iv   appraisal of previous learning and experience and ability to incorporate this into their future learning and practice, including engagement with supervision
v   acknowledgement and understanding of the potential and limitations of Social Work as a practice-based discipline to effect individual and social change
vi   an ability to use research and enquiry techniques with reflective awareness, to collect, analyse and interpret relevant information
vii   a developed capacity for the critical evaluation of knowledge and evidence from a range of sources.

Subject-specific and other skills

7.4   On graduating with an honours degree in Social Work, students must be able to demonstrate a developed capacity to:

i   apply creatively a repertoire of core skills as detailed in Section 5
ii   communicate effectively with service users and carers, and with other professionals
iii   integrate clear understanding of ethical issues and relevant codes or standards of ethics, conduct and practice with their interventions in specific situations
iv   consistently exercise an appropriate level of autonomy and initiative in individual decision-making within the context of supervisory, collaborative, ethical and organisational requirements
v   embed skills of critical reflection on their performance and take responsibility for modifying action and learning in light of this, drawing on appropriate support mechanisms where necessary.

Appendix 1: External reference points

Global Definition of Social Work (2014), available at:
www.ifsw.org/get-involved/global-definition-of-social-work/

National Occupational Standards for Social Work (2012), available at:
www.skillsforcare.org.uk/Standards-legislation/6Cs-in-social-care/6Cs-in-social-care.aspx

England

The Health and Social Work Professions Order (2001), available at:
www.hpc-uk.org/aboutus/legislation/orders/

Standards of education and training (2014), available at:
www.hcpc-uk.org/aboutregistration/standards/sets/

Standards of Proficiency - Social Workers in England (2012), available at:
www.hcpc-uk.org/publications/standards/index.asp?id=569

Standards of Conduct, Performance and Ethics (2016), available at:
www.hcpc-uk.org/aboutregistration/standards/standardsofconductperformanceandethics/

Standards of Continuing Professional Development (2011), available at:
www.hcpc-uk.org/aboutregistration/standards/cpd/

Knowledge and Skills for Child and Family Social Work, available at:
www.gov.uk/government/uploads/system/uploads/attachment_data/file/338718/140730_Knowledge_and_skills_statement_final_version_AS_RH_Checked.pdf

Knowledge and Skills Statement for Social Workers in Adult Services, available at:
www.gov.uk/government/uploads/system/uploads/attachment_data/file/411957/KSS.pdf

Northern Ireland

Framework Specification for the Degree in Social Work (2015), available at:
www.niscc.info/degree-in-social-work/standards-quality-assurance

Standards of Conduct and Practice of Social Care Workers and Social Workers (2015), available at:
www.niscc.info/registration-standards/standards-of-conduct-and-practice

Standards of Conduct for Social Work Students (2015), available at:
www.niscc.info/registration-standards/standards-of-conduct-and-practice

Scotland

The Framework for Social Work Education in Scotland (2003), available at:
www.gov.scot/Publications/2003/01/16202/17027

Codes of Practice for Social Service Workers and Employers (2014), available at:
www.sssc.uk.com/about-the-sssc/codes-of-practice/what-are-the-codes-of-practice

Changing Lives: Report of the 21st Century Social Work Review (2006), available at:
www.gov.scot/Publications/2006/02/02094408/0
Key Capabilities in Child Care and Protection (2006), available at:

www.gov.scot/Resource/Doc/160522/0043657.pdf

Social Services in Scotland: A Shared Vision and Strategy 2015-2020 (2015), available at:
www.gov.scot/Resource/0047/00473374.pdf

Wales

Framework for the Degree in Social Work in Wales (2012), available at:
www.ccwales.org.uk/regulation-of-training/

The Welsh Language (Wales) Measure (2011), available at:
www.legislation.gov.uk/mwa/2011/1/contents/enacted

Social Services and Well-being (Wales) Act (2014), available at:
www.legislation.gov.uk/anaw/2014/4/pdfs/anaw_20140004_en.pdf

The Well-being of Future Generations (Wales) Act (2015), available at:
www.legislation.gov.uk/anaw/2015/2/contents

Sustainable Social Services for Wales: A Framework for Action (2011), available at:
www.gov.wales/docs/dhss/publications/110216frameworken.pdf

Code of Professional Practice for Social Care (2015), available at:
www.ccwales.org.uk/code-of-professional-practice/

Appendix 2: Membership of the benchmarking and review groups for the Subject Benchmark Statement for Social Work

Membership of the review group for the Subject Benchmark Statement for Social Work (2016)

Professor Di Bailey (Co-chair)	Nottingham Trent University Association of Professors of Social Work
Sam Baron (Co-chair)	Manchester Metropolitan University Joint University Council Social Work Education Committee
Dr Gavin Davidson	Queen's University Belfast
Brendon Edmonds	The Health and Care Professions Council (HCPC)
Jan Houston	Northern Ireland Social Care Council (NISCC)
Professor Michael Lavalette	Liverpool Hope University
Mick McCormick	Open University
Pearse McCusker	Glasgow Caledonian University
Karen McLaughlin/Anne Tavendale	Scottish Social Services Council
Jane McLenachan	University of Stirling
Professor Kate Morris	University of Sheffield
Michele Raithby	Swansea University
Ian Thomas	Care Council for Wales (CCW)
Professor Aidan Worsley	University of Central Lancashire

Student reader

Cara Williams	Blackburn College

QAA officer

Harriet Barnes	Quality Assurance Agency for Higher Education

The following individuals and employer organisations were invited to comment on the draft revised Subject Benchmark Statement:

- Chief Social Workers for Adults and for Children and Families (England)
- Chief Social Services Officer (Northern Ireland)
- Chief Social Work Adviser (Scotland)
- Director of Social Services and Integration (Wales)
- Association of Directors of Children's Services (England)
- Association of Directors of Adult Social Services (England)
- Professional Officer, Regional Social Work Degree Partnership (Northern Ireland)
- Social Work Scotland
- Association of Directors of Social Services Cymru
- National Council of Voluntary Organisations
- National Care Association
- Scottish Council for Voluntary Organisations
- Coalition of Care and Support Providers in Scotland
- British Association of Social Workers.

Membership of the review group for the Subject Benchmark Statement for Social Work (2008)

Details provided below are as published in the second edition of the Subject Benchmark Statement.

Janet Fabb	University of the West of Scotland
Dr Sally Holland	Cardiff University
Professor Joan Orme (joint Chair)	Glasgow School of Social Work (a joint School of the Universities of Glasgow and Strathclyde)
Professor Jackie Powell	University of Southampton
Professor Michael Preston-Shoot (joint Chair)	University of Bedfordshire
Jackie Rafferty	Higher Education Academy Subject Centre for Social Policy and Social Work
Dr Caroline Skehill	The Queen's University Belfast
Hilary Tompsett	Kingston University

Membership of the original benchmark statement group for Social Work (2000)

Details below are as published in the original Subject Benchmark Statement.

Mr P Bywaters	Coventry University
Ms A Cleverly	University of Wales Institute, Cardiff
Mr S Collins	University of Wales, Bangor
Dr R G Colman	University of Leicester
Dr P Higham	The Nottingham Trent University
Mr J Lewis	University of Plymouth
Professor J Lishman	The Robert Gordon University
Ms J Powell	University of Southampton
Dr S Trevillion	Brunel University
Professor B Williams (Chair)	University of Dundee