

5 CORE COMPETENCES ?

FOR THE BACHELOR PROGRAMME OF SOCIAL WORK



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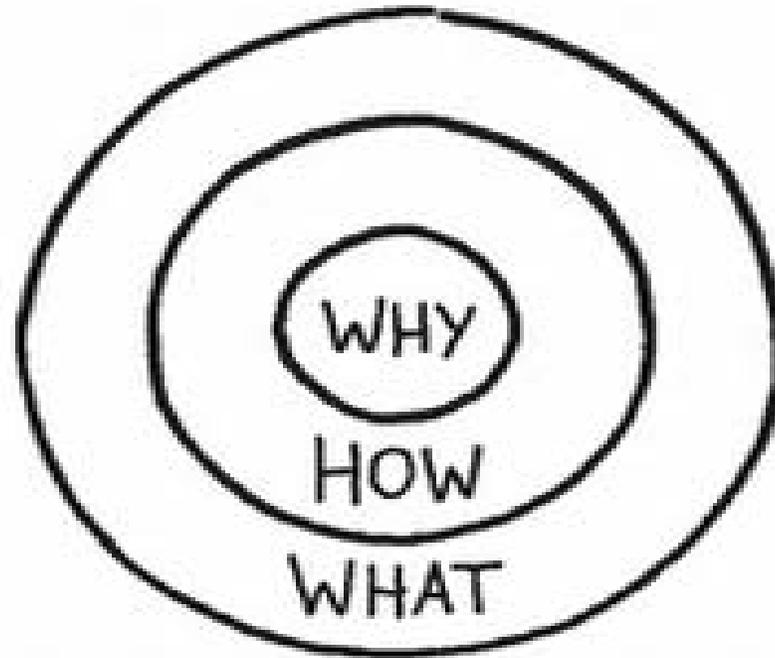


AGENDA FOR THIS AFTERNOON

- Welcome words
- Interactive workshop
- Short presentation to set the scene (20 minutes)
- World Cafe sessions , three rounds of 20 minutes (explanation will follow)
- Wrapping up



BACHELOR OF SOCIAL WORK PROGRAMME: WHY, HOW AND WHAT?



Golden Circle – Simon Sinek





“The Third Industrial Revolution will fundamentally change the way we manage, power and move our economy.”

Inspired by Jeremy Rifkin



World in Transition

The ‘next economy’ and ‘next society’: characteristics:

- ... great uncertainty and disruptions
- ... old sectors disappear and new sectors arise
- ... potential for (exponential) economic growth
- ... chances for new activities, products & services

“Not an era of change, but change of an era”

“knowledge and innovation are crucial!”

FIVE TRANSITION PATHS

- **Digital** → towards zero marginal cost
- **Smart Energy** → towards zero carbon
- **Circular Economy** → towards zero waste
- **Entrepreneurial Region** → towards a productive region
- **The Next Society** → towards an inclusive economy



NEXT SOCIETY



- Network society
- Interdependence (self and collective reliance)



NEXT SOCIETY + NEXT EDUCATION

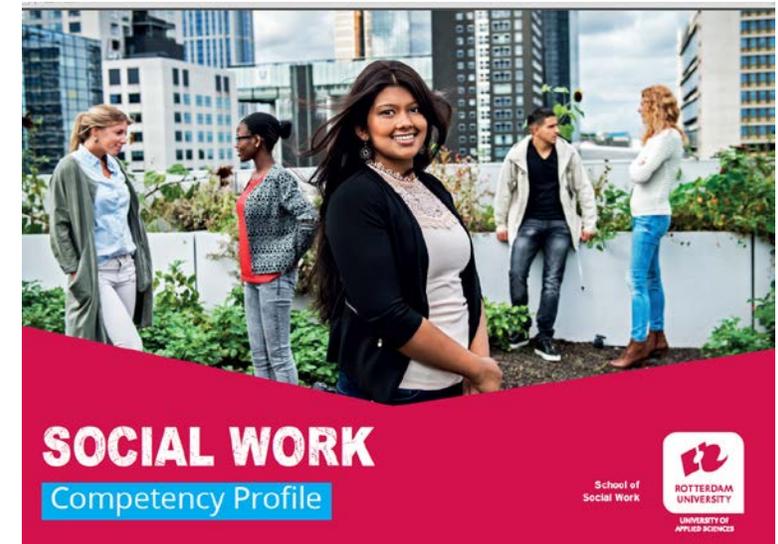


- Effective professionals, evidence informed work
- More learning on the job and better (practice) coaching
- T - shaped professionals
- Jobs of the future are “hybrid careers”: combinations of parttime jobs and “dual careers”
- What skills do future employees need?



ROTTERDAM CONTEXT

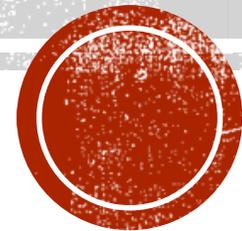
- The Rotterdam perspective:
 - a holistic approach
 - metropolitan issues
 - a T – shaped social worker in training
 - the notion of “interdependence”
 - people’s (in)ability to be to be independent and self-reliant in relations with others or networks



5 CORE COMPETENCES

Let's now turn to:

HOW did we arrive at a competency profile with 5 core competences ?



HEADING FOR THE FUTURE

Short history (2013 – 2016)

First:

- Broad consultation in the Rotterdam social work field and with researchers
- Internal consultation among lecturers and their views on trends and noticeable shifts
- Analysis of the labour market and policy trends

Followed by:

- Familiarization with **alternatives** to the ways things were done for years, at different levels
- **Broad involvement** of many stakeholders
- **Different working groups** to work out different aspects of the new programme and curriculum
- Professionalization / **professional development** of lecturers
- **New views** on pedagogical approaches and **student – lecturer interaction** were developed
- New organizational structure



CONTEXT OF S W BACHELOR PROGRAMME

Present situation at **Rotterdam University of Applied Sciences**:

- A new four-year programme in Social Work, started in September 2016
- A move **from 4** different course programmes in social work **to one**
- Characterized by two phases:
 - a **broad programme of study (focus on 4 social work themes)** for 2 years
 - followed by 2 years of **specialized education** (specialisms in: Care, Youth and Welfare & Society)
- Simultaneously, a new start in year 1 and in year 3.
- Student numbers: year 1: 700. And year 3: 250
- At the core of the new, social work wide programme:
 - **a newly developed competency profile**



NEW PROGRAMME, NEW PROFILE

- New competency profile with 5 core competences
 1. The social worker informs himself
 2. The social worker intervenes
 3. The social worker collaborates and acts sustainably
 4. The social worker is innovative and entrepreneurial
 5. The social worker develops his own professional identity
- And 3 level descriptors for each competence: basic, advanced and bachelor level
- At a later stage (spring 2017), **nationally**, 10 domain qualifications were established. These cover the 5 core competences nearly seamlessly.



DEFINING *COMPETENCES*

Here is how we define competences:

Dynamic combinations of knowledge, understanding, skills and abilities.

Competences are developed during the process of learning by the student/learner.

Competences can be divided into subject specific and generic competences.

Here today we highlight **the subject-specific competences** of the Rotterdam bachelor programme of Social Work.

- Definition taken from the TUNING Academy, <http://tuningacademy.org/>



CLARIFYING THE RELATION: COMPETENCES AND LEARNING OUTCOMES

Methodology and definitions



LEARNING OUTCOMES AND COMPETENCES IN STUDY PROGRAMMES

Example

Course unit/ learning outcome	Competence									
	A	B	C	D	E	F	G	H	I	F
Unit 1		X			X					
Unit 2	X			X			X			
Unit 3		X				X			X	
Unit 4	X		X							X

X = THIS COMPETENCE IS DEVELOPED AND ASSESSED AND IS MENTIONED IN THE LEARNING OUTCOME OF THIS UNIT

Taken from the Tuning Academy.



THREE LEVEL DESCRIPTORS (FOR EACH COMPETENCE)

- Basic / Level 1 characteristics:

maximum guidance, low responsibility, basic skills, basic knowledge, basic attitude, view on practice, single problem situations.

- Advanced / Level 2 characteristics:

medium guidance, shared responsibility, enhanced knowledge, skills and attitude, working in practice, multiproblem situations.

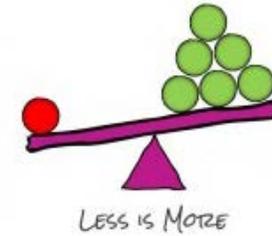
- Bachelor / level 3 characteristics:

minimum guidance, full (and final) responsibility, specialist knowledge, specialist skills, specialist attitude, added value to practice, multidimensional or complex problems.



WHY **FIVE** COMPETENCES ?

- It's a comprehensive number .
- Based on our view: competences should not be turned into a checklist to tick off.
- A holistic approach in combination with perceiving things and acting within the given context.



FOCUS OF TODAY'S WORKSHOP

Are we on the right track with the 5 core competences as formulated for the Rotterdam bachelor programme of social work ?

Here's a **quick overview** of all 5 in a nutshell.

(NB you can find this on your tables as well)

Here's the answer to the WHAT question.



COMPETENCE 1

- **The social worker informs himself**

The social worker clarifies issues and needs of people from a broad perspective. By adopting an inquiring attitude, he maps out in a holistic way the (social, mental and physical) factors that affect the social issue. Based on this information, he looks for opportunities to support people with their (individual) questions and needs in a sustainable way. He is an outreach worker and identifies problems in an early stage. Furthermore, he ensures that (vulnerable) people and their network are actively engaged in the issue in order to look for long-term solutions together.



COMPETENCE 2

- **The social worker intervenes**

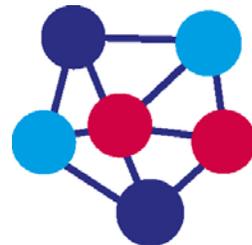
A significant part of the job of the social worker is to implement interventions as a means of improving the quality of life of (vulnerable) people in a sustainable way. These interventions are aimed at improving social, mental and physical conditions for the long term; he applies strategies and practices in an evidence-informed way and is able to adjust interventions based on his own experience. He drafts a plan, intervenes, reports and evaluates, and adjusts where necessary; the social worker always considers the interests, strengths and talents of individuals and their network. The social worker supports, guides, advocates, assists, facilitates and provides treatment, whether this is voluntary or involuntary; he organizes his work effectively and efficiently, and works within budgetary constraints.



COMPETENCE 3

- **The social worker collaborates and acts sustainably**

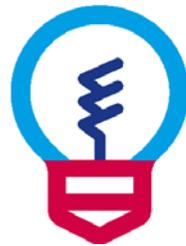
The social worker acts in a responsible, accountable and sustainable way when working with people. He sees opportunities to strengthen networks of (vulnerable) people and supports partnerships in order to realize a holistic and effective approach. He utilizes the available expertise within a multidisciplinary team in order to arrive at better ideas together.



COMPETENCE 4

- **The social worker is innovative and entrepreneurial**

The social worker shows an inquiring and entrepreneurial attitude in creating new opportunities together with (vulnerable) people, networks, organizations and professionals; his goal is to improve current practice. He shows effects and learns from experiences.



COMPETENCE 5

- **The social worker develops his own professional identity**

By means of personal reflection, the social worker continues to work on his professional development and expertise in a(n) (inter)national context. This means that the social worker works on enhancing his individual development as well as his professional performance. He is visible, takes the initiative and exerts his discretionary power (i.e., he takes decisions at his own discretion in accordance with the values and principles of the profession); he demonstrates self-awareness and knows how to maintain boundaries. Furthermore, he promotes the social work profession and articulates its added value.



YOUR INPUT AND VIEWS PLEASE !

- Can you tell us **from your perspective**:
 - *What do you think of the competences (in general)?*
 - *Which elements do you like ? Which do you miss ?*
 - *At each of the 5 tables: a focus on one competence.*
 - *Please brainstorm, discuss, share views or debate one of the 5 competences demonstrated.*
 - *Pool your views and ideas on post-its .*



THREE ROUNDS OF WORLD CAFE

- After 20 minutes shifting to the next table and the next competence.
- All-in all, each participant can have input and comments on 3 of the 5 competences.

- All input will be collected and compiled in a report.
- Report can be sent to you for reference.



FOR EASY REFERENCE

1. The social worker informs himself
2. The social worker intervenes
3. The social worker collaborates and acts sustainably
4. The social worker is innovative and entrepreneurial
5. The social worker develops his own professional identity



ENJOY THE DISCUSSIONS !



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