AWARD STANDARDS - **SOCIAL CARE WORK**

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FOREWORD

The Awards Standards here determine in broad terms the standards of knowledge, skill and competence that must be achieved before a major higher education and training award may be made in social care work at National Framework of Qualification Levels 6 to 9.

The Awards Standards comprise a generic part (in the light grey panels) and a discipline-specific part. The Awards Standards are designed to be used (i) by providers when designing new programmes and establishing minimum intended programme learning outcomes; and by awarding bodies (QQI and institutions with appropriate delegated authority) when validating new programmes.

These Awards Standards should not be interpreted as being detailed programme specifications. They don't uniquely specify the courses of study that a learner must take. Rather they should be seen as a reference for the development of programmes and a frame for the elaboration of intended programme learning outcomes. A diverse range of potential programmes *qua* processes and intended programme learning outcomes is compatible with these Awards Standards.

The Awards Standards will also be used by providers when reviewing their programmes. It was recognised that at the time of their introduction the new Awards Standards would require existing programmes to be updated perhaps substantially.

In common with the NFQ the Awards Standards' intended learning outcomes are cumulative. Accordingly, to earn a major award in social care work at NFQ Level 9, a person must achieve the outcomes included at NFQ Levels 6 through to 9 inclusively (as well as having a general educational foundation to at least NFQ level 5).

It should also be noted that it was anticipated at the time of publication that these Awards Standards might be important in terms of social care registration under the new Health and Social Care Professionals Council (CORU).

The development group for the Awards Standards—Social Care Work included Lorraine Ryan who was nominated jointly by the IASCW and the RMA, John Fox who was nominated by the HSE and David Power (IASCW Vice President) represented the Health & Social Care Professional Council. The following were also included in the group chaired by Pat McGarty (IT Tralee and IASCE): Kevin Lalor (DIT and IASCE); Karen Finnerty (Open Training College); Judy Doyle (DIT); Margaret Gilmore (IT Sligo); Mark Smith (Edinburgh University) and Reidar Osterhaug (Stavanger University Norway).

SPECIAL VALIDATION CONDITIONS FOR PROGRAMMES FOR PROSPECTIVE SOCIAL CARE PROFESSIONALS

As noted above, diverse programmes of education and training may be developed to enable learners to attain the necessary standard. Notwithstanding this, any programme designed to prepare a learner to attain the professional standards herein must necessarily include a practice placement (or equivalent assessed field-based experience in the case of those already working in an appropriate care setting) in order to:

- Enable learners to achieve all of the required learning outcomes.

- Enable learners to integrate and apply their learning.

- Enable teachers and mentors to provide authentic assessment and authentic formative feedback.

Accordingly, in order to implement these Awards Standards fully the following minimum practice placement guidelines should be observed:

- The expected cumulative volume of all assessed (social care work) practice placement opportunities in, for example, a typical Bachelor Degree Programme (NFQ Level 7) in Professional Social care is normally 800 hours or more.

- While working in practice placement, learners should be closely supervised (and provided with formative feedback on their work) by an experienced qualified social care worker (or another appropriate professional with oversight of the student's work by a qualified social care professional).

- Recognising that practice placement supervisors require certain pedagogical skills including supervisory and practice education skills, appropriate training should be made available for them.

- Provision of practice placement is a partnership between higher education institutions and service providers and is a key part of the education and training process. Clear intended practice learning outcomes need to be agreed between them.

- Assessment (formative and summative) is required to determine individuals' achieved learning outcomes from practice placements.

These special conditions apply to all new programme validations. They also apply as new validation conditions for existing programmes (at the time of publication) but this will be introduced on a phased basis. All relevant programmes for prospective social care professionals should satisfy this condition in time for the 2013 intake. The precise timing of the transition will be negotiated with individual providers.

ASSESSMENT[1]

The Awards Standards here determine in broad terms the standards of knowledge, skill and competence that must be achieved before a major higher education and training award may be made in social care work at National Framework of Qualification Levels 6 to 9.

AWARD TITLES, PROGRAMME TITLES AND INFORMATION FOR PROSPECTIVE LEARNERS

Programmes which do not include an assessed practice placement component (or equivalent assessed field-based experience in the case of those already working in an appropriate care setting) will not be able to provide learning opportunities and occasions for authentic assessment for some of the intended learning outcomes expressed in the Awards Standard herein. Nevertheless programmes in 'care studies' which are not designed to educate prospective professional social care workers may find parts of this standard useful. In this light it is important to ensure that award titles and programme titles are clear to prospective learners.

Named awards meeting this standard should normally be in 'Arts'. Programmes whose minimum intended learning outcomes are consistent with these Awards Standards and which meet the educational requirements for practice (i.e. minimum 800 hours of assessed practice at NFQ Level 7) should use a term such as 'Professional Social Care' in the programme/award title so, for example, a Level 7 award might be Ordinary Bachelor of Arts in Professional Social Care. Other programmes should not use the term 'social care' in the programme/award title but should instead use a more general term.

These standards were originally determined by the Higher Education and Training Awards Council in September 2010 and reissued with a new foreword by QQI in July 2014. They are QQI awards standards under section 84(10) of the Qualifications (Education and Training) Act 2012.

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1   According to the National Framework of Qualifications award-type descriptors may include reference to assessment methods (P.28 Policies and criteria for the establishment of the national framework of qualifications.) Currently, none of the major award type descriptors do this

Knowledge				
	NFQ Level 6	**NFQ Level 7**	**NFQ Level 8**	**NFQ Level 9**
	The graduate should be able to demonstrate:	The graduate should be able to demonstrate:	The graduate should be able to demonstrate:	The graduate should be able to demonstrate:
Knowledge-Breadth	*Specialised knowledge of a broad area*	*Specialised knowledge across a variety of areas*	*Understanding of the theory, concepts and methods pertaining to a field (or fields) of learning*	*A systematic understanding of knowledge, at, or informed by, the forefront of a field of learning*
Knowledge-Kind	*Some theoretical concepts and abstract thinking, with significant underpinning theory*	*Recognition of limitations of current knowledge and familiarity with sources of new knowledge; integration of concepts across a variety of areas*	*Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s)*	*A critical awareness of current problems and/or new insights, generally informed by the forefront of a field of learning*

	Specialised knowledge of the sciences underpinning social care, e.g.:
	• *Social and behavioural sciences:*
	  • *Psychology/Developmental psychology*
	  • *Sociology*
	  • *Social policy*
	  • *Social pedagogy*
	• *Theory of knowledge (epistemology)*
		Specialised knowledge of social systems and structures and social care, e.g.:
		• *Political system in Ireland*
		• *Power and its use and abuse*
		• *Inequality and cycles of poverty*
		• *Social inclusion theory and methods*
		• *The causes and dynamics of challenging behaviours and proactive/reactive approaches to them*
				Advanced knowledge and awareness of current developments and theoretical perspectives in the broader social science field

	Knowledge of systems and regulations relevant to social care, e.g.: • *The history of and context for social care* • *Social care systems and service providers* • *Relevant legislation and regulations* • *Child protection and welfare guidelines and duty of care* • *Protection, care and welfare of vulnerable people* Understanding of the human, technical and environmental factors that relate to risk	Specialised knowledge of systems and regulations applicable to social care, e.g.: • *Contemporary social care in Ireland* • *Legislation and regulations relevant to social care* • *Health and welfare systems* • *Professional obligations under child protection and welfare guidelines and duty of care* • *Professional obligations for the protection, care and welfare of vulnerable people* Knowledge of the principles governing professional regulation and oversight	Understanding of the construction and evolution of social and regulatory systems, e.g.: • *The processes for community and social change*	Comprehensive understanding of current trends in social and regulatory systems
	Knowledge of general approaches to social care practice, planning and review, e.g.: • *Assessment of social care needs* • *Provision of person-centred social care* • *Roles of social care professionals* • *Interdependencies with other professionals* • *The supportive role of relationships in the service-user's life*	Specialised knowledge of professional social care practice and the roles of the social care professional, e.g.: • *Systematic approaches to social care practice* • *Service models in social care* • *Organisational behaviour and dynamics* • *Dilemmas and constraints arising in social care work* • *Scope, benefits and limitations of interprofessional work*	Knowledge of International perspectives on social care Detailed knowledge of theory and practice in specialised areas, e.g.: • *Principles for the effective management of social care professionals* • *Prominent personal, cultural and political discourses concerning social care* • *Multi-disciplinary approaches to care*	Understanding of a coherent body of knowledge at the frontiers of social care including current trends (national and international) in one or more specialised areas in social care Understanding of methods for teaching, learning and educational assessment in social care
	Grounding in human rights and social justice discourses, e.g.: • *Advocacy and empowerment in social care* • *Principles of ethics* • *Professional values and codes of practice*	Knowledge of human rights and social justice discourses and their application in social care, e.g.: • *The ethical underpinnings of established professional values and codes of practice*	Detailed knowledge of the application of ethics (theory and practice) to innovations in social care practice	Systematic understanding of current social discourses with particular emphasis on the interplay between ethics, professional values, human rights, and social justice

	Understanding of how knowledge is created and changed within the field of social care	Knowledge of social care's main research, enquiry and analysis methods, e.g.: • *Systematic approaches to appraising evidence* • *Critical understanding of the main research methodologies and methods* • *Research ethics*	Detailed knowledge of social care's research and analysis methods	Systematic understanding of methods for the generation of new knowledge (whether theory, policy or practice) through original research or scholarship
	Understanding of the vocabulary and style of discourse in social care Understanding of the principles and practice of group dynamics and interpersonal skills	Knowledge of the principles for the presentation of professional reports	Knowledge of the principles for the presentation of independent research	Understanding of the appropriate channels and styles for discourse and dissemination of innovations in theory, policy and practice

Knowledge – breadth Knowledge outcomes are associated with facts and concepts; that is, they refer to knowledge of, or about, something. The more diverse, complex and varied the facts and concepts, the greater the breadth of knowledge and this is a matter of level. Breadth is be distinguished from the number of different facts and concepts learned, which relates to volume.

Knowledge – kind The representation of facts and concepts, including ideas, events or happenings, is cumulative. The more facts and concepts are layered on top of each other, and draw successively upon each other to construct meaning, the higher the level of learning. This process is typically associated with progressively greater abstraction from concrete phenomena into theory.

Skills			
	NFQ Level 6	**NFQ Level 7**	**NFQ Level 8**	**NFQ Level 9**
	The graduate should be able to demonstrate:	The graduate should be able to demonstrate:	The graduate should be able to demonstrate:	The graduate should be able to demonstrate:
Know-How & Skill- Range	*Demonstrate comprehensive range of specialised skills and tools*	*Demonstrate specialised technical, creative or conceptual skills and tools across an area of study*	*Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity*	*Demonstrate a range of standard and specialised research or equivalent tools and techniques of enquiry*
Know-How & Skill-Selectivity	*Formulate responses to well-defined abstract problems*	*Exercise appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations or processes*	*Exercise appropriate judgement in a number of complex planning, design, technical and/or management functions related to products, services, operations or processes, including resourcing*	*Select from complex and advanced skills across a field of learning; develop new skills to a high level, including novel and emerging techniques*
	Think critically, analyse, and solve problems using a range of specialised skills and tools, e.g.: • *Observe service-users methodically* • *Maintain accountability to service-users and the service provider* • *Operate in harmony with legitimate organisational culture and norms* • *Enhance practice through reflection* • *Recognise good/safe practice* • *Protect and maintain confidentiality*	Think critically, analyse, and solve problems arising in professional social care settings, e.g.: • *Assess social care needs of individuals and groups* • *Plan, implement, evaluate and reflect on social care* • *Action-plan to effect positive change* • *Safeguard service-users* • *Observe, interpret, record and respond to patterns of behaviour in context* • *Critically reflect on social care issues and practices including one's own practice* • *Constructively challenge organisational culture, norms and practices when necessary* • *Care for service-users (including those in transition crises)* • *Critically analyse and evaluate service-users' progress towards expected outcomes and the implications of this for the provision of service*	Think critically, analyse, and solve problems in the development and management of the provision of social care, e.g.: • *Inspect and assure quality of service including outcomes and the protection of service-users* • *Supervise, support and monitor performance of social care teams* • *Evaluate and address education and training needs* • *Formulate policy and procedures for social care and the administration of its provision* • *Discern and reconcile the interests of the key stakeholders (e.g. the state, the service provider, the social care profession and the service-user) in the provision of service*	Research and innovate in social care practice, e.g.: • *Develop, provide and evaluate innovative social care within the context of social and economic constraints* • *Utilise emerging strategies, models and techniques in social care* • *Identify and integrate valid and reliable research into social care practice* • *Develop strategies to support governance for the enhancement of safety of service-users*

Demonstrate essential social care skills (under the direction of a social care professional), e.g.: • *Build and sustain appropriate relationships with service-users respecting the dignity of the person* • *Work with families recognising the importance of familial kinship* • *Respond in a creative and individualised manner to the service-user* • *Separate private, personal and professional boundaries*	Demonstrate professional social care skills under supervision, e.g.: • *Respond appropriately in a reactive and proactive manner to a range of typical presenting behaviours* • *Supervise in a supportive manner* • *Empathise with service-users and families* • *Advocacy and empowerment skills in social care practice*		
Communicate effectively in the spoken and written word, e.g.: • *Interact with openness and sensitivity and communicate effectively with others*	Record accurately, objectively and sensitively in accordance with legal and ethical frameworks	Communicate using advanced skills and tools in a variety of social care settings	Analyse and evaluate communications processes within/between organisations, professionals and service-users
Present and defend an argument in the context of social care	Conduct literature reviews and well defined research, e.g.: • *Action research* • *Questionnaires* • *Interviews*	Write research proposals and conduct research under supervision	Conduct specialised in-depth research relevant to the field of social care, e.g.: • *Contribute creative and innovative perspectives to develop social care practice*

Know-how and skill – range Skills, in both their execution and the demonstration of underpinning procedural knowledge, encompass the use of many different kinds of tool. 'Tool' refers to any device or process that facilitates individuals having some effect on their physical, informational or social environment. Tools include cognitive and social processes as well as physical implements. Tools, and the skills to use them, range from commonplace or familiar to novel or newly-invented. The sheer number of skills acquired is a matter of volume, rather than of level. The diversity of skills is a feature of this strand that contributes to differentiation in level. The completeness of the set of skills (and associated know-how) in respect of an area of activity is another feature that helps indicate the level.

Know-how and skill – selectivity The performance of tasks depends on the learner having an appropriate understanding of the environment in which the tasks are performed and being aware of his/her own ability and limitations, while at the same time being able to correctly judge the fit between the demands and ability. Whereas the range of know-how and skill refers to what a learner can do, selectivity (which might also be called procedural responsiveness) refers to the judgement that the learner exercises in carrying out procedures, through selecting from the range of know-how and skills available to him/her, in accordance with his/her appraisal of the demands of the task.

Award Standards - Social Care Work

<table>
<tr><td colspan="5" align="center">Competence - Context</td></tr>
<tr><td></td><td>NFQ Level 6</td><td>NFQ Level 7</td><td>NFQ Level 8</td><td>NFQ Level 9</td></tr>
<tr><td></td><td>The graduate should be able to demonstrate:</td><td>The graduate should be able to demonstrate:</td><td>The graduate should be able to demonstrate:</td><td>The graduate should be able to demonstrate:</td></tr>
<tr><td>Competence-Context</td><td>Act in a range of varied and specific contexts involving creative and non-routine activities; transfer and apply theoretical concepts and/or technical or creative skills to a range of contexts</td><td>Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts</td><td>Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts</td><td>Act in a wide and often unpredictable variety of professional levels and ill-defined contexts</td></tr>
<tr><td></td><td>Practice, under close supervision, in a defined range of contexts in the social care field</td><td>Meet daily social care needs in a variety of social care settings under supervision implementing planned activity to achieve agreed outcomes, e.g.:

• Maintain unconditional positive regard for service-users

• Support service-users' participation in natural networks and the community

• Provide developmental care to help serviceusers achieve their maximum potential (e.g. by individualised planning)

• Apply the concepts and skills of empowerment and advocacy

Operate critically in inter-professional contexts and participate in collective decision making</td><td>Contribute to the ongoing development and enhancement of social care service and to other interdisciplinary developments

Effect change through the application/ translation of relevant theory and practice</td><td>Autonomously identify, resolve and evaluate issues and complex problems that arise in social care practice</td></tr>
<tr><td></td><td>Transfer and apply theoretical concepts to a range of social care situations</td><td>Analyse selected research and conduct well defined research in the social care field</td><td>Conduct and apply research in a variety of social care contexts</td><td>Conduct and apply original research in a variety of social care contexts</td></tr>
</table>

Competence – context Human situations, whether occupational or general social and civic one's, supply the context within which knowledge and skill are deployed for practical purposes. Such situations range in complexity and hence in the demands they place upon the person acting in them. Highly defined and structured situations or contexts constrain the behaviour of the individual and require lower levels of learning. The range of responses required, and hence the extent to which a broader range or higher level of knowledge and skill have to be drawn upon also depends on how predictable the context is. Acting effectively and autonomously in complex, ill-defined and unpredictable situations or contexts requires higher levels of learning.

Award Standards - Social Care Work

Competence - Role				
	NFQ Level 6	**NFQ Level 7**	**NFQ Level 8**	**NFQ Level 9**
	The graduate should be able to demonstrate:	The graduate should be able to demonstrate:	The graduate should be able to demonstrate:	The graduate should be able to demonstrate:
Competence-Role	*Exercise substantial personal autonomy and often take responsibility for the work of others and/or for allocation of resources; form, and function within, multiple complex and heterogeneous groups*	*Accept accountability for determining and achieving personal and/or group outcomes; take significant supervisory responsibility for the work of others in defined areas of work*	*Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups*	*Take significant responsibility for the work of individuals and groups; lead and initiate activity*
	Work within the boundaries of role competence, under close supervision, and seek guidance when unsure how to intervene or act, e.g.: • *Differentiate between satisfactory and unsatisfactory social care practice* • *Demonstrate professional identity as an emerging social care worker* • *Develop capacity for undertaking responsible social care roles* • *Recognise the roles of other professionals working with the service-user group* • *Recognise emotional intensity of social care practice, its effects and the appropriate remedies (e.g. appropriate self management in the professional context)* Participate with peers to engage with personal and professional issues relating to social care practice	Operate reflexively in an interprofessional context Engage in self-directed practice and keywork (with service-users, groups, communities) seeking professional support/guidance where necessary, e.g.: • *Contribute to the learning experiences of colleagues/teams through support* • *Support the service-user in positively valued social roles* • *Manage relationships resiliently* • *Respect the expertise of other professionals and work collaboratively with them* • *Increase public awareness of the value of social care* • *Take responsibility for making informed decisions regarding people's lives* • *Seek and understand the information required to support effective evidence-based practice* Take responsibility for the safeguarding and protection of service-users appropriately identifying and managing risk	Manage, analyse and determine priorities for service provision in partnership with, and in the best interests of, service-users, e.g.: • *Lead/manage/supervise a team and its resources in the provision of social care services* • *Negotiate and manage conflict* • *Refer service-users for specialised service as required* • *Facilitate and support reflective practice* • *Take responsibility for supporting group learning and practice in a culture respectful of professional, academic and ethical standards* • *Assure the quality of social care provision* • *Participate as a member of multi-disciplinary teams to provide holistic care* • *Act as an advocate on behalf of service-users and/ or support self-advocacy*	Demonstrate commitment to advancing the national and international body of knowledge in social care practice, e.g.: • *Disseminate knowledge and experience in the social care sector including publishing research in international peer reviewed journals* • *Participate in interdisciplinary research to increase other professionals' knowledge of social care*
			Educate service-users/groups/ communities	Teach and supervise others from a broad and in-depth knowledge base, derived from reflection on social care practice Provide training in effective practice to other professionals
	Identify and report potential harm to service-users	Identify potential harm to service-users and respond/ manage appropriately Ensure the safety of service users proactively	Identify, anticipate the likelihood of, and prevent potential harm to service-users	
	Act responsibly and ethically in a practice context and in accordance with relevant legislation, regulations, and legitimate policy, and procedures	Act professionally and ethically with an appropriate level of autonomy, proficiency, accountability and responsibility in social care practice	Assure the maintenance of ethical and professional standards within the sphere of social care service provision	Evaluate ethical issues and actions in a variety of professional and inter professional contexts

Competence – role For many purposes, joining and functioning in various kinds of group is a key component in putting knowledge and skill to effective use. Joining a group successfully requires individuals to adopt appropriate roles within the group. This requires the application of social skills and an understanding of the tasks of the group. Higher levels of competence are associated with playing multiple roles as well as with roles requiring leadership, initiative and autonomy. Higher competence is also associated with participation in more complex and internally diverse groups.

Competence - Learning to Learn				
	NFQ Level 6	**NFQ Level 7**	**NFQ Level 8**	**NFQ Level 9**
	The graduate should be able to demonstrate:	The graduate should be able to demonstrate:	The graduate should be able to demonstrate:	The graduate should be able to demonstrate:
Competence–Learning to Learn	*Learn to evaluate own learning and identify needs within a structured learning environment; assist others in identifying learning needs*	*Take initiative to identify and address learning needs and interact effectively in a learning group*	*Learn to act in variable and unfamiliar contexts; learn to manage learning tasks independently, professionally and ethically*	*Learn to self-evaluate and take responsibility fro continuing academic/professional development*
	Reflect on personal practice, and recognise and address the limitations of one's own current knowledge, skills, and competence, e.g.: • *Demonstrate a capacity for independent, selfmanaged autonomous learning and take appropriate opportunities to enhance one's level of knowledge, skill, aptitude or competence by means of collaboration and selfstudy* • *Participate in reflective communities of practice understanding the transition from 'apprentice' to 'master' within any community of practice while recognising the need for continuing professional development*	Take responsibility for personal professional development, e.g.: • *Take direction, accept supervision/ management and use feedback from a range of stakeholders to enhance personal practice* • *Reflect on personal experience and group practice to integrate experiential learning with theoretical knowledge* • *Self-direct personal lifelong learning in a culture respectful of professional, academic and ethical standards*	Demonstrate an understanding and consciousness of professional social care practice issues through the process of reflexivity	Undertake complex and sustained analysis of personal practice and arrive at a balanced, logical and coherent selfevaluation, e.g.: • *Continually evaluate personal contribution to current body of knowledge*

Competence – learning to learn This strand encompasses the extent to which an individual can recognise and acknowledge the limitations of his/her current knowledge, skill and competence and plan to transcend these limitations through further learning. Learning to learn is the ability to observe and participate in new experiences and to extract and retain meaning from these experiences. While drawing on other aspects of knowledge, skill and competence, this sub-strand places an emphasis on the relationship of the learner to his/her own learning processes. This provides a basis for abstraction and generalisation that, in principle, facilitates regarding this as a separate sub-strand of competence.

Competence - Insight				
	NFQ Level 6	**NFQ Level 7**	**NFQ Level 8**	**NFQ Level 9**
	The graduate should be able to demonstrate:	The graduate should be able to demonstrate:	The graduate should be able to demonstrate:	The graduate should be able to demonstrate:
Competence–In sight	*Express an internalised personal world view, reflecting engagement with others*	*Express an internalised personal world view, manifesting solidarity with others*	*Express a comprehensive internalised, personal world view manifesting solidarity with others*	*Scrutinise and reflect on social norms and relationships and act to change them*
	Express a personalised professional identity reflecting engagement with others, e.g.: • *Develop knowledge of self (including one's personal attitudes)* • *Comprehend human diversity* • *Recognise the influence of well-being and background on personal practice* • *Express compassion* • *Appreciate the broader reasons why typically encountered behaviours manifest themselves*	Express a personalised professional identity manifesting solidarity with others, e.g.: • *Recognise how matters of social justice (including awareness of oppression and inequality) impact on the quality of life of the individual* • *Recognise when personal values/beliefs clash with the needs or expressed wishes of others and respond appropriately* • *Approach practice in a way that comprehends and emphasises personal growth of self and others*	Express a comprehensive personalised professional identity manifesting solidarity with others, e.g.: • *Internalise human rights and social justice discourses*	Scrutinise and reflect on professional norms and relationships and act to improve them, e.g.: • *Reflect on norms and relationships and initiate change-strategies where appropriate* • *Develop new personal insights through research* • *Seek different perspectives that may challenge personal beliefs, ways of working or training*

Competence – insight Insight refers to ability to engage in increasingly complex understanding and consciousness, both internally and externally, through the process of reflection on experience. Insight involves the integration of the other strands of knowledge, skill and competence with the learner's attitudes, motivation, values, beliefs, cognitive style and personality. This integration is made clear in the learners' mode of interaction with social and cultural structures of his/her community and society, while also being an individual cognitive phenomenon. A learner's self-understanding develops through evaluating the feedback received from the general environment, particularly other people, and is essential to acting in the world in a manner that is increasingly autonomous.

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