Supporting Documentation

for Employers completing an opinion of competence under Section 91(2)(d)(iv) of the Health and Social Care Professionals Act 2005 (as amended)

An Chomhairle um Ghairmithe Sláinte agus Cúraim Shóisialaigh
Health and Social Care Professionals Council

Introduction

Section 91(2) of the *Health and Social Care Professionals Act 2005 (as amended)* provides the registration route for existing social care worker practitioners during the transitional/grandparenting period (i.e. between 30 November 2023 and 30 November 2025).

Unique in the provisions for existing social care practitioners making a registration application is the opportunity to submit an application whereby **the person's employer or former employer attests, by written opinion, to the person's having achieved the standards of required for the practice of the profession of social care worker [S91(2)(d)(iv)].**

Routes for Registration with the Social Care Workers Registration Board

Under the provision of the Health and Social Care Professionals Act 2005 (as amended), applicants seeking to make a registration application to join the Social Care Workers Register have a range of routes through which to make their application:

- **Application under Section 38**
  Each registration board of a designated profession, at the time of opening its register, has made an Approved Qualifications Bye-Law which lists the approved qualifications deemed suitable by a Board for the education and training of students and, upon their successful completion, holders of these qualifications are eligible to apply for registration under Section 38 of the Act. The Social Care Workers Registration Board Approved Qualification Bye-Law 2023 is accessible here.

  Further information on the application process for registration under Section 38 is available here.

  In addition, individuals who have qualified in the social care profession outside of the Republic of Ireland who are required to have their qualifications recognised (more detail available here on the recognition process) before an application to join the register can be made can, following successful recognition of their qualification, apply to join the register under Section 38 (unless the applicant meets the conditions to apply as a Section 91 applicant, as detailed immediately below).

- **Application under Section 91(2)(d)(i-iii)**
  During the first two years a register is open – what is known as the **transitional period/grandparenting** – existing practitioners can make an application for registration under Section 91(2) of the Act.

  Under subsections (i)-(iii), such applications must satisfy the Social Care Workers Registration Board that the applicant has been practising in the profession for the required period of time; that he or she holds a relevant qualification (either a Schedule 3 qualification or a qualification deemed sufficient by the Board) or

successfully completes an assessment of professional competency (AoPC) and that he or she is deemed proper and fit to practice the profession.

Further information on the application process for registration under Section 91(2)(d)(i-iii) is available [here](#).

- **Application under Section 91(2)(d)(iv)**
  The Social Care Workers Registration Board has a further, unique route through which an application for registration can be made by existing social care work practitioners, currently engaged in the practice of the profession. Applicants through this route must satisfy the following requirements:
  - o An applicant must have – during the five-year period up to **the date the registration application is made** – been engaged in the practice of the social care work profession in the Republic of Ireland, a Member State of the European Union, a state (other than a member state of the European Union) that is party to the agreement on the European Economic Area, Switzerland, or the United Kingdom;
  - o An applicant must currently be engaged in the practice of the profession and **on the date he or she makes their Section 91(2)(d)(iv) application**, the applicant must be able to demonstrate **2-years engagement in practice of the profession in the five-year period immediately preceding the date of application**; and
  - o The applicant's employer – or former employer – must provide a written opinion that the applicant is competent in the practice of the social care work profession. The employer – or former employer – providing the written opinion must have been the employer of the applicant for a **minimum of six months** in order to form, and make, an opinion of proficiency.

Please note that any registration application made through Section 91(2)(d)(iv) <u>must</u> be made before the transition/grandparenting period closes.

It is important to note that, specific to this application route and process, the legislation includes two additional requirements:

- An employer's or former employer's opinion is not deemed valid unless he or she has adhered to the Assessment Guidelines issued by the Health and Social Care Professionals Council [S91(2)(3)].

> **Please Note**
> Adherence to Council Assessment Guidelines for Employers is only demonstrable through completion of the forms issued as part of the Council's Guidelines. Council Assessment Guidelines and the associated Employer Forms are *accessible [here](#).*
>
> It is **not sufficient** for an employer to provide any other form of written documentation **other than the prescribed form included in these Guidelines** as an opinion of an applicant's proficiency.

- The Social Care Workers Registration must be satisfied that, having regard to the applicant's stated standard of proficiency in the profession of social care work (through consideration of the proficiency of the employer or former employer to form an opinion and the duration of the employment relationship between the person and the employer concerned) that it is in the public interest to grant registration.

Therefore, the Social Care Workers Registration Board, as part of its assessment of a Section 91(2)(d)(iv) application, can – if it is not satisfied that these requirements have been met – refuse to grant registration to an applicant.

What are the Standards of Proficiency for Social Care Workers?

The threshold knowledge, skills and professional attributes that an applicant must possess to gain entry to the register are explicitly defined in the *Social Care Workers Registration Board's Standards of Proficiency for Social Care Workers.* The Board's Standards of Proficiency are accessible here and detail the Board's requirements under five domains of competency:

1. Professional Autonomy and Accountability
2. Communication, Collaborative Practice and Teamworking
3. Safety and Quality
4. Professional Development
5. Professional Knowledge and Skills

All registration applicants must demonstrate achievement of these Standards of Proficiency in order to ensure fulfilment of the Board's statutory – and principal – responsibility to ensure the protection of the public.
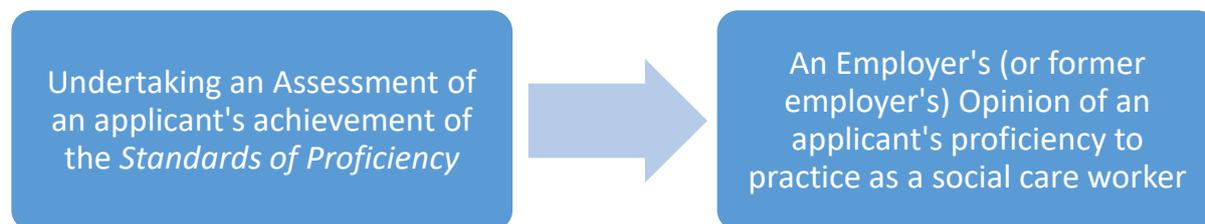

Please Note

The Board's *Standards of Proficiency for Social Care Workers* detail the knowledge, skills and professional attributes required to practice – at a threshold level – as a social care worker in the Republic of Ireland.

In making an application for registration, it is important that an applicant recognises the distinct character and practice of the profession in an Irish context. While in other jurisdictions the title of social care worker is used, there is **not always direct comparability between the practice of the profession in the Republic of Ireland and other countries.**

Applicants must, therefore, demonstrate that they have the requisite experience, knowledge and skills of the practice of the social care profession as understood in the Irish context.

How can I assess an applicant's achievement of the *Standards of Proficiency?*

Undertaking an Assessment of an applicant's achievement of the *Standards of Proficiency*	→	An Employer's (or former employer's) Opinion of an applicant's proficiency to practice as a social care worker

As an employer (or former employer), there are effectively two stages through which you can make an opinion of competence regarding an applicant's competence to practise as a social care worker:

1. Assess the applicant's achievement of the *Standards of Proficiency;* and
2. On the basis of this assessment, forming an opinion in respect of an applicant's professional competence and complete the Employer Assessment Forms.

In assessing an applicant's achievement of the *Standards,* it falls to the discretion of the employer (or the individual supporting the employer) how to reach this determination and the most appropriate means to assess the professional knowledge, skills, competencies and professional qualities of an applicant.

In collating the evidence to assess an applicant's achievement of the standards, a range of evidence types or methodologies can be utilised, including:

- Direct observation of practice;
- Structured interview or discussion with the applicant;
- Case studies provided by the applicant – in either written or oral form; or
- Use of the applicant's Continuing Professional Development (CPD) portfolio.

In selecting a methodology to assess achievement of a standard(s), it is possible to use a particular method to assess a single standard or to undertake a 'holistic assessment', whereby it is possible to assess multiple standards through the one methodology. For example, among other competencies, an applicant's CPD evidence could provide evidence against a number of competencies identified against Domain 4: Professional Development.

In reaching a determination of achievement against each of the competencies in the *Standards of Proficiency for Social Care Workers,* there should be a **clear rationale** as to why the applicant has demonstrated achievement of the relevant standard(s). **It is essential that in providing this rationale, the confidentiality and privacy of service users, reflecting professional boundaries and ethical practice, is respected.**

> *An example of how employers could undertake an assessment or opinion of competence is provided overleaf. This approach has been adapted from the methodology used to assess students' achievement of the standards of proficiency during completion of the practice placement component of their education and training programme.*

The example provided overleaf aims to provide you with an illustration of an approach which might be helpful. It is not the only approach than an employer can take in assessing an employee's achievement of the standards of proficiency.

The approach illustrated below is provided as an example to employers undertaking an assessment of an applicant's achievement of the *Standards of Proficiency for Social Care Workers.*

It is presented to provide guidance for employers as a possible approach.

It is **not** to be completed and submitted as part of an application process. The only forms to be submitted are those contained in the Employer Opinion of Competence Forms.

Domain One: Professional Autonomy and Accountability

1.1 Be able to practise safely and effectively within the legal, ethical and practice boundaries of the profession	**Met** ☐	**Not Met** ☐

Evidence Used
Rationale

1.2 Be able to identify the limits of their practice and know when to seek advice and additional expertise or refer to another professional	**Met** ☐	**Not Met** ☐

Evidence Used
Rationale

1.3 Be able to act in the best interest of service users at all times with due regard to their will and preference	**Met** ☐	**Not Met** ☐

Evidence Used
Rationale

	Met	Not Met
1.4 Be aware of current guidelines and legislation relating to candour and disclosure	☐	☐

Evidence Used
Rationale

	Met	Not Met
1.5 Respect and uphold the rights, dignity and autonomy of every service user including their role in the diagnostic, therapeutic and social care process	☐	☐

Evidence Used
Rationale

	Met	Not Met
1.6 Be able to exercise a professional duty of care	☐	☐

Evidence Used
Rationale

	Met	Not Met
1.7 Understand what is required of them by the Registration Board and be familiar with the provisions of the current *Code of Professional Conduct and Ethics* for the profession issued by the Registration Board	☐	☐

Evidence Used
Rationale

1.8 Recognise the importance of practising in a non-discriminatory, culturally sensitive way and acknowledge and respect the differences in beliefs and cultural practices of individuals or groups	**Met** ☐	**Not Met** ☐

Evidence Used
Rationale

1.9 Understand the role of policies and systems to protect the health, safety, welfare, equality and dignity of service users, staff and volunteers	**Met** ☐	**Not Met** ☐

Evidence Used
Rationale

1.10 Understand and respect the confidentiality of service users and use information only for the purpose for which it was given	**Met** ☐	**Not Met** ☐

Evidence Used
Rationale

1.11 Understand confidentiality in the context of the team setting	**Met** ☐	**Not Met** ☐

Evidence Used
Rationale

1.12 Understand and be able to apply the limits of the concept of confidentiality particularly in relation to child protection, vulnerable adults and elder abuse	**Met** ☐	**Not Met** ☐

Evidence Used
Rationale

1.13 Be aware of current data protection, freedom of information and other legislation relevant to the profession and be able to access new and emerging legislation	**Met** ☐	**Not Met** ☐

Evidence Used
Rationale

1.14 Be able to recognise and manage the potential conflict that can arise between confidentiality and whistle-blowing	**Met** ☐	**Not Met** ☐

Evidence Used
Rationale

1.15 Be able to gain informed consent to carry out assessments or provide treatment/interventions and document evidence that consent has been obtained	**Met** ☐	**Not Met** ☐

Evidence Used
Rationale

1.16 Be aware of current legislation and guidelines related to informed consent for individuals with lack of capacity	**Met** ☐	**Not Met** ☐

Evidence Used
Rationale

1.17 Recognise personal responsibility and professional accountability for one's actions and be able to justify professional decisions made	**Met** ☐	**Not Met** ☐

Evidence Used
Rationale

1.18 Be able to take responsibility for managing one's own workload as appropriate	**Met** ☐	**Not Met** ☐

Evidence Used
Rationale

1.19 Understand the principles of professional decision-making and be able to make informed decisions within the context of competing demands including those relating to ethical conflicts and available resources	**Met** ☐	**Not Met** ☐

Evidence Used
Rationale

1.20 Be aware of and be able to take responsibility for managing one's own health and wellbeing	**Met**	**Not Met**
	☐	☐

Evidence Used
Rationale

1.21 Be able to maintain professional boundaries with service users within a variety of social care settings and be able to identify and manage any associated challenges	**Met**	**Not Met**
	☐	☐

Evidence Used
Rationale

1.22 Be able to evaluate the effect of their own characteristics, values and practice on interactions with service users and be able to critically reflect on this to improve practice	**Met**	**Not Met**
	☐	☐

Evidence Used
Rationale

1.23 Be able to see the world as others see it; be able to practice in a non-judgemental manner and be able to understand another's feelings and be able to communicate that understanding	**Met**	**Not Met**
	☐	☐

Evidence Used
Rationale

In my opinion, the applicant has **demonstrated** achievement of **all** the standards under Domain One: Professional Autonomy and Accountability ☐

In my opinion, the applicant has **not demonstrated** achievement of **all** the standards under Domain One: Professional Autonomy and Accountability ☐

2.1 Be able to communicate diagnosis/assessment and/or treatment/management options in a way that can be understood by the service user	**Met** ☐	**Not Met** ☐

Evidence Used
Rationale

2.2 Be able to modify and adapt communication methods and styles, including verbal and non-verbal methods to suit the individual service users considering issues of language, culture, beliefs and health and/or social care needs	**Met** ☐	**Not Met** ☐

Evidence Used
Rationale

2.3 Recognise service users as active participants in their health and social care and be able to support service users in communicating their health and/or social care needs, choices and concerns	**Met** ☐	**Not Met** ☐

Evidence Used
Rationale

2.4 Understand the need to empower service users to manage their well-being where possible and recognise the need to provide advice to the service user on self-treatment, where appropriate	**Met** ☐	**Not Met** ☐

Evidence Used
Rationale

2.5 Be able to recognise when the services of a professional translator are required	**Met** ☐	**Not Met** ☐

Evidence Used
Rationale

2.6 Be able to produce clear, concise, accurate and objective documentation	**Met** ☐	**Not Met** ☐

Evidence Used
Rationale

2.7 Be able to apply digital literacy skills and communication technologies appropriate to the profession	**Met** ☐	**Not Met** ☐

Evidence Used
Rationale

2.8 Be aware of and comply with local/national documentation standards including, for example, terminology, signature requirements	**Met** ☐	**Not Met** ☐

Evidence Used
Rationale

	Met	Not Met
2.9 Be able to express professional, informed and considered opinions to service users, health professionals and others e.g. carers, relatives in varied practice settings and contexts and within the boundaries of confidentiality	☐	☐

Evidence Used
Rationale

	Met	Not Met
2.10 Understand and be able to recognise the impact of effective leadership and management on practice	☐	☐

Evidence Used
Rationale

	Met	Not Met
2.11 Understand and be able to discuss the principles of effective conflict management	☐	☐

Evidence Used
Rationale

	Met	Not Met
2.12 Understand the need to work in partnership with service users, their relatives/carers (if appropriate) and other professionals in planning and evaluating goals and interventions, as part of care planning and be aware of the concepts of power and authority in relationships with service users	☐	☐

Evidence Used
Rationale

2.13 Understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team	**Met**	**Not Met**
	☐	☐

Evidence Used
Rationale

2.14 Understand the role and impact of effective interdisciplinary team working in meeting service user needs and be able to effectively contribute to decision-making within a team setting	**Met**	**Not Met**
	☐	☐

Evidence Used
Rationale

2.15 Understand the role of relationships with professional colleagues and other workers in service delivery and the need to create professional relationships based on mutual respect and trust	**Met**	**Not Met**
	☐	☐

Evidence Used
Rationale

2.16 Understand the principles and dynamics of group work in a range of settings and be aware of the role of different facilitation techniques to improve outcomes and enhance the participation of service users in care	**Met**	**Not Met**
	☐	☐

Evidence Used
Rationale

2.17 Be able to recognise all behaviour, including challenging behaviour, as a form of communication and demonstrate an understanding of the underlying causes in order to apply appropriate strategies	**Met**	**Not Met**
	☐	☐

Evidence Used
Rationale

In my opinion, the applicant has **demonstrated** achievement of **all** the standards under Domain Two: Communication, Collaborative Practice and Teamworking   ☐

In my opinion, the applicant has **not demonstrated** achievement of **all** the standards under Domain Two: Communication, Collaborative Practice and Teamworking   ☐

3.1 Be able to gather all appropriate background information relevant to the service user's health and social care needs	**Met**	**Not Met**
	☐	☐

Evidence Used
Rationale

3.2 Be able to justify the selection of and implement appropriate assessment techniques and be able to undertake and record a thorough, sensitive and detailed assessment	**Met**	**Not Met**
	☐	☐

Evidence Used
Rationale

3.3 Be able to determine the appropriate tests/assessments required and undertake/arrange these tests	**Met**	**Not Met**
	☐	☐

Evidence Used
Rationale

3.4 Be able to analyse and critically evaluate the information collected in the assessment process	**Met**	**Not Met**
	☐	☐

Evidence Used
Rationale

3.5 Be able to demonstrate sound logical reasoning and problem solving skills to determine appropriate problem lists, action plans and goals	**Met**	**Not Met**
	☐	☐

Evidence Used
Rationale

3.6 Be able to demonstrate an evidence-informed approach to professional decision-making, adapting practice to the needs of the service user and draw on appropriate knowledge and skills in order to make professional judgments	**Met**	**Not Met**
	☐	☐

Evidence Used
Rationale

3.7 Be able to prioritise and maintain the safety of both service users and those involved in their care	**Met**	**Not Met**
	☐	☐

Evidence Used
Rationale

3.8 Be able to evaluate intervention plans using appropriate tools and recognised performance/outcome measures along with service user responses to the interventions. Revise the plans as necessary and where appropriate, in conjunction with the service user	**Met**	**Not Met**
	☐	☐

Evidence Used
Rationale

3.9 Understand the need to monitor, evaluate and/or audit the quality of practice and be able to critically evaluate one's own practice against evidence-based standards and implement improvements based on the findings of these audits and reviews	**Met** ☐	**Not Met** ☐

Evidence Used
Rationale

3.10 Be able to recognise important risk factors and implement risk management strategies; be able to make reasoned decisions and/or provide guidance to others to initiate, continue, modify or cease interventions, techniques or courses of action and record decisions and concerns	**Met** ☐	**Not Met** ☐

Evidence Used
Rationale

3.11 Understand the principles of quality assurance and quality improvement	**Met** ☐	**Not Met** ☐

Evidence Used
Rationale

3.12 Be able to carry out and document a risk analysis and implement effective risk management controls and strategies; be able to clearly communicate any identified risk, adverse events or near misses in line with current legislation/guidelines	**Met** ☐	**Not Met** ☐

Evidence Used
Rationale

3.13 Be able to comply with relevant and current health and safety legislation and guidelines and be able to access recommendations and findings of inquiries, investigations and associated reports relevant to social care	**Met** ☐	**Not Met** ☐

Evidence Used
Rationale

3.14 Be able to establish safe environments for practice which minimises risks to service users, those treating them and others, including the use of infection prevention and control strategies	**Met** ☐	**Not Met** ☐

Evidence Used
Rationale

3.15 Be able to identify and document the unmet needs of individual service users and demonstrate an ability to select the appropriate escalation route working with colleagues and the service user to resolve the gap in care	**Met** ☐	**Not Met** ☐

Evidence Used
Rationale

In my opinion, the applicant has **demonstrated** achievement of **all** the standards under Domain Three: Safety and Quality ☐

In my opinion, the applicant has **not demonstrated** achievement of **all** the standards under Domain Three: Safety and Quality ☐

4.1 Be able to engage in and take responsibility for professional development	**Met**	**Not Met**
	☐	☐

Evidence Used
Rationale

4.2 Understand the need to demonstrate evidence of ongoing continuing professional development and education, be aware of professional regulation requirements and understand the benefits of continuing professional development to professional practice	**Met**	**Not Met**
	☐	☐

Evidence Used
Rationale

4.3 Be able to evaluate and reflect critically on own professional practice to identify learning and development needs; be able to select appropriate learning activities to achieve professional development goals and be able to integrate new knowledge and skills into professional practice	**Met**	**Not Met**
	☐	☐

Evidence Used
Rationale

4.4 Understand and recognise the impact of personal values and life experience on professional practice and be able to manage this impact appropriately	**Met**	**Not Met**
	☐	☐

Evidence Used
Rationale

	Met	Not Met
4.5 Understand the importance of and be able to seek professional development, supervision, feedback and peer review opportunities in order to continuously improve practice	☐	☐

Evidence Used
Rationale

	Met	Not Met
4.6 Understand the importance of participation in performance management activities for effective service delivery	☐	☐

Evidence Used
Rationale

In my opinion, the applicant has **demonstrated** achievement of **all** the competencies under Domain Four Professional Development   ☐

In my opinion, the applicant has **not demonstrated** achievement of **all** the competencies under Domain Four Professional Development   ☐

5.1 Know, understand and apply the key concepts of the domains of knowledge which are relevant to practice of the profession	**Met**	**Not Met**
	☐	☐

Evidence Used
Rationale

5.2 Understand and be able to apply principles of social justice in one's work including being able to challenge negative discrimination and unjust policies and practices; demonstrate an understanding of cultural competence; and work towards social inclusion	**Met**	**Not Met**
	☐	☐

Evidence Used
Rationale

5.3 Understand and apply a human rights-based approach (HRBA) to one's work including the promotion of the service user's participation in their own care; ensure clear accountability; apply principles of non-discrimination; support other staff members to empower service users to realise their rights; be aware of the legality of actions within a service including the need to comply with any relevant legislative requirements including adhering to human rights obligations	**Met**	**Not Met**
	☐	☐

Evidence Used
Rationale

5.4 Demonstrate a critical understanding of relevant biological sciences, human development, social and behavioural sciences and other related sciences, together with a knowledge of health and wellbeing, disease, disorder and dysfunction relevant to the role of social care worker	**Met**	**Not Met**
	☐	☐

Evidence Used		
Rationale		

	Met	**Not Met**
5.5 Know and understand the principles and applications of scientific enquiry, including the evaluation of intervention efficacy, the research process and evidence-informed practice	☐	☐

Evidence Used		
Rationale		

	Met	**Not Met**
5.6 Demonstrate skills in evidence-informed practice, including an understanding of competing theories, concepts and frameworks underpinning social care work and demonstrate an ability to apply the appropriate method in professional practice	☐	☐

Evidence Used		
Rationale		

	Met	**Not Met**
5.7 Demonstrate an understanding of the theories of individual and social development across the lifespan and contexts and within different cultures including the knowledge required to work with individuals, children, vulnerable adults, families and marginalised groups	☐	☐

Evidence Used		
Rationale		

5.8 Understand the role and purpose of building and maintaining relationships as a tool in the delivery of social care across the lifespan in a variety of contexts	**Met** ☐	**Not Met** ☐

Evidence Used
Rationale

5.9 Have a critical understanding of the dynamics of relationships between social care workers and service users and the concepts of transference and counter-transference	**Met** ☐	**Not Met** ☐

Evidence Used
Rationale

5.10 Be able to identify, interpret, record and respond appropriately to patterns of behaviours displayed by service users in a variety of settings	**Met** ☐	**Not Met** ☐

Evidence Used
Rationale

5.11 Be able to analyse activity and adapt environments to enhance participation and engagement in meaningful life experiences and positively influence the health, well-being and function of individuals, families, groups and communities in their everyday activities, roles and lives	**Met** ☐	**Not Met** ☐

Evidence Used

Rationale

5.12 Demonstrate safe and effective implementation of a range of practical, technical and professional practice skills relating to the specific needs of the service user in a range of social care settings	**Met** ☐	**Not Met** ☐

Evidence Used
Rationale

5.13 Be able to integrate self-awareness, communication, working in partnership and professional judgement into professional practice to meet the need of the service user and empower them to meet their full potential	**Met** ☐	**Not Met** ☐

Evidence Used
Rationale

5.14 Be able to identify and understand the impact of social care history, organisational, community and societal structures, systems and culture on social care provision	**Met** ☐	**Not Met** ☐

Evidence Used
Rationale

5.15 Recognise the role of advocacy in promoting the needs and interests of service users and understand the influence of system-level change to improve outcomes, access to care, and delivery of services, particularly for marginalised groups	**Met** ☐	**Not Met** ☐

Evidence Used
Rationale

5.16 Understand the role of, and be able to demonstrate skills in the use of creative and recreational interventions in social care work to meet the needs of the service user in a variety of contexts	**Met** ☐	**Not Met** ☐

Evidence Used
Rationale

5.17 Demonstrate ability to participate in or lead clinical, academic or practice-based research	**Met** ☐	**Not Met** ☐

Evidence Used
Rationale

5.18 Know the basic principles of effective teaching and learning, mentoring and supervision	**Met** ☐	**Not Met** ☐

Evidence Used
Rationale

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5.19 Demonstrate an understanding of the importance of one's own personal growth and development in order to engage in effective professional practice whilst developing the personal skills of self-care and self-awareness in the role	**Met** ☐	**Not Met** ☐

Evidence Used
Rationale

In my opinion, the applicant has **demonstrated** achievement of **all** the standards under Domain Five: Professional Knowledge and Skills ☐

In my opinion, the applicant has **not demonstrated** achievement of **all** the standards under Domain Five: Professional Knowledge and Skills ☐

Opinion of Employer

Having assessed the employee against **all** of the *Standards of Proficiency for Social Care Workers,* in my opinion:

the applicant **is competent** in the practice of the profession of Social Care Worker ☐

the applicant **is not competent** in the practice of the profession of Social Care Worker ☐