

## **Procedural competence and meta competence**

Bogo et al (2014) refer to the notion of 'holistic competence' as comprising two dimensions – procedural and meta competence.

***Procedural competence*** – “refers to performance and the ability to use procedures in various stages of the helping process and includes the ability...in direct practice, to form a collaborative relationship, to carry out an assessment, and to implement interventions with clients and systems” (Bogo et al., 2014, p.6).

***Meta competence*** – “refers to higher order, overarching qualities and abilities of a conceptual, interpersonal and person/professional nature. This includes students’ cognitive, critical and self-reflective capacities” (Bogo et al., 2014, p.6).

When observing NQSWs, *procedural competence* refers to the skills and underpinning knowledge demonstrated in relation to relevant policy and procedure; establishing and maintaining a purposeful and focussed intervention through the use of communication and interpersonal skills; using skills of assessment to identify risks, strengths and needs and responding appropriately to issues raised during the intervention. (See the direct observation standardised assessment criteria for assessors to use during the observation).

*Meta competence* refers to and assesses the NQSWs understanding and conceptualisation of their practice and the theoretical approaches, knowledge, values and skills that underpin it. The demonstration of *meta competences* would also include the NQSWs critical thinking and reflective abilities; their use of self ; their understanding of relevant factors, emotions and factors that impacted on the intervention and their understanding and ability to articulate their judgements and decision making.

Reference: Bogo, M; Rawlings, M; Katz, E and Logie, C (2014) Using Simulation in Assessment and Teaching, CSWE Press: Virginia.

### **ACTIVITY - AS THE NQSW**

Considering the elements of meta competency and the types of what abilities and capacities it suggests:

1. Critical thinking abilities
2. Self-reflection
3. Ability to conceptualise practice :

- understand factors (for example, emotions, grief and loss etc ) impacting on the intervention
- articulate theoretical approaches, knowledge, policy, values underpinning practice
- understand process and content

4. Ability to explain and provide reasoned judgement in decision making

**HOW** could you demonstrate meta competency? (eg. preparation, post observation reflective discussion etc; how do you demonstrate this currently under current portfolio requirements?