**Northamptonshire County Council**

**Student Placement Guidance**

**2020**

**Welcome**

Welcome to Northamptonshire County Council. We are delighted to welcome you to your placement with us.

**Purpose of Handbook**

This handbook serves to provide you with guidance and help signpost you to resources and policies that you will need throughout your placement. The team that your placement is located with will also support you with an induction into the team, providing you with a more detailed understanding of the team you are in and the role and purpose of the work the team undertakes.

You may be joining us through a number of different routes including:

* Social Work BA Internship (through the Open University)
* Step Up to Social Work Scheme (through the East Midlands Partnership and Manchester Metropolitan University)
* Northampton University Undergraduate or Post Graduate degree schemes
* Other higher education institutes providers across the country as a self-funder
* Social Work Degree Apprenticeship route (Through Warwick University)

**Please make sure you also read your copy of your student handbook which will be specific to your higher education institute and should be provided when you start your course.**

**Induction**

All students undertaking their social work placement with either Children First Northamptonshire or Northamptonshire Adult Social Services will benefit from an initial induction. This will provide all students with an understanding and overview of the organisation, roles and responsibilities and an effective understanding of the wider socio-political context, within which social work is practiced.

Whichever team you undertake your placement with, will also support you as a student with an appropriate and suitable induction to the team and how that team operates. This will provide you with a more detailed understanding of the team’s roles and responsibilities, the social work role within the team and the actual learning opportunities that are likely to present, including support to undertake any mandatory and other training that maybe relevant to your placement and your learning & development

**Children’s First Northampton**

Children First Northamptonshire’s vision is that every child in Northamptonshire will live in a safe, stable, permanent home, nurtured by caring and responsible families and strong communities.

Our mission is that we want the best for all our children and young people, value our workforce and are passionate about making a difference for children and young people, and that families are the best place for our children and young people to develop, supporting families to put their needs first.

Our values are; child focussed, trust and integrity, solution focussed and forward thinking, inspiration, energy and motivation and good communicators.

**Northamptonshire Adult Social Services (NASS)**

“The Care Act has created a single, modern law that makes it clear what kind of care people should expect” Care Minister Norman Lamb.

The Care Act 2014 restates the personalisation principle & introduces a new statutory principle of **wellbeing.**

NASS is committed to continuously improving the way we deliver care and support to adults with care and support needs who are ordinarily resident in our county and their informal Carers. We aim to achieve this with a personalised model of support.

Personalisation starts with the individual and not the service (**needs-led not service-led**), identifying strengths and preferences placing the person at the centre, recognising they may also have a network of support and resources, including family and friends.

**Student Induction Overview**

**Day 1** Arrival

Introductions and Corporate Induction

Break

Suitcase Activity – what are you bringing with you and what do you still have to ‘pack’ and link to learning objectives for placement.

Lunch

Reflection – what is it; Think about tools used to reflect.

Learning Styles – Honey and Mumford – What’s your learning style?

Homework – using a reflective tool, reflect on the day and bring to the Day 2

**Day 2** Arrival

Reflective tool from Day 1

Emotional Resilience

Break

Anti - discriminatory practice.

Lunch

Case study – Think about theories, assessment tools that could be used and De Bono’s Hats exercise

Homework - using a reflective tool, reflect on the day and email to Student Placement Co odinator

**End of Placement Reflective Supervision**

Signs of Safety Placement mapping – what worked well/what are you worried about?

Suitcase exercise – what do they still need to ‘pack’.

Break

Conscious/unconscious bias, fast/slow thinking

Social Work Academy

**Expectations at the start of placement**

Pre placement planning meetings should be held prior to the students start date. New starter forms should be completed at the point that the team have accepted the student and they have been given a start date. Ideally students will have access to systems on their first day, however this may not be always possible due to training required before gaining access to such systems.

To be agreed at the Contract Meeting:-

* Agree students working hours, Time Off In Lieu (TOIL) (including directing to NCC policy) and working from home arrangements if applicableat the contract meeting.
* Diary in study days, Corporate Induction, student focused learning sessions and recall days at the start of placement.
* Ensure students are made fully aware of health & safety arrangements for out of hour’s visits and how to check in at end of the working day.
* Ensure the student is provided with all essential information & access to equipment relevant to the placement as part of the induction program.
* Students should not to be put on the duty rota as **the duty worker**. However, the opportunity to shadow the duty worker & undertake duty tasks supported by the duty worker, can provide students with a valuable a learning opportunity.
* Back up person to be identified in the team who is able to offer support in the absence of on-site supervisor/ practice educator.

During placement:-

* Students to complete the online induction & mandatory online training e.g.GDPR, lone working etc. at the earliest opportunity
* Students should be offered a variety of learning opportunities, including assessments & reviews, multi-disciplinary meetings, funding panels & other examples of direct work. **All work should be allocated with a clear understanding & explanation of the learning opportunities and aims to be demonstrated through such work.**
* Work should be allocated as stated above & this should inform the numbers of allocations.
* NASS is in a transitional stage of next generation working & consideration should be given to where the student sits within the team ensuring the student feels welcomed as a member of the team, able to access support & guidance as required to support their development.
* All work to be allocated must be agreed by the Practice Educator (PE) or where there is an on-site supervisor, by the on-site supervisor.
* Cases should be allocated to the Practice Educator or on-site supervisor on the computer systems – Students should only be allocated as co-worker.
* Supervision should be provided by the Practice Educator at the frequency & duration detailed in the (HEI) handbook. However, students should not be expected to rely on formal supervision alone for support. Students should be encouraged to utilise opportunities for informal advice & guidance from members of the team throughout the placement.
* Students should be supported, encouraged and enabled to attend the scheduled student cohort group supervisions**.**
* Students should be supported, encouraged and enabled to attend & reflect upon relevant training opportunities during their placement to promote their learning & development.
* **What If I Have Any Concerns About My Placement?**

In the first instance, you should discuss any placement based concerns with your Practice Educator. If you and your Practice Educator are unable to resolve these concerns, you should then contact your tutor and the student placement coordinator as soon as possible & they will follow the process as outlined within the HEI policy. If your concerns relate to your Practice Educator or practice that you have observed, you will need to contact the HEI as soon as possible to discuss this further.

**Roles and Responsibilities of the Placement Team**

Please ensure you know who your point of contact is at both your Higher Education Institute and the Local Authority. If you are unsure about any of the following please raise this at your initial meeting.

**Student Placement Coordinator**

The student placement coordinator works alongside Children First, NASS, and the Higher Education Institutes (HEI) to source suitable placements for students. The role of the co-ordinator is to support students, practice educators, Higher Education Institutes and the authority to ensure that students get the best possible experiences.

* Oversees and tracks the progress of the learner throughout their course. This includes a review of progress with the learner at intervals either face to face or by phone.
* Makes arrangements for placements and Practice Teachers.
* Liaises with the individual students and Higher Education Institute regarding grades, progress and will attend any cause for concerns meetings required.

And where applicable:

* Reports back to Children’s Services/NASS on progress of the student
* Recommends funding for the following year based on assignment pass or, if required recommends that additional support is required.
* Co-ordinates registration of students onto their modules.
* Signs off resit and resubmission fees.

**Higher Education Institute Programme Administrator**

* Registers students onto their modules.
* Collates and records all data.
* Acts as the first point of contact for learners.
* Sets up appointments for learners.

**University Tutor**

* Deals with any academic related issues.
* Liaises with the agency coordinators and all other relevant roles.
* Monitors the progress of the student in their placement and other work on the programme.

**Practice Educator**

All Practice Educators must now be Registered Social Workers. For all student social worker placements, if the work based supervisor is not a Registered Social Worker, then the Practice Educator must have attained the Practice Educator Professional Standards (PEPS) at Stage 2. For final year placements, the Practice Educator must also have attained stage 2 of (PEPS). For final year placements where the Practice Educator is not on site, the work based supervisor should also be a Registered Social Worker.

The Practice Educator takes responsibility for the **teaching and assessment** tasks associated with practice learning on the programme and provides regular supervision to students. The Practice Educator takes responsibility for undertaking & completing the required tasks as outlined in the (HEI) student handbook, including the Initial Contract Meeting, Interim & Final Judgement Report, Holistic Assessment, Direct Observations & to provide regular reflective supervision at the frequency detailed within the (HEI) student handbook.

In some circumstances where there is no suitable Practice Educator working in the practice setting, an off-site practice educator can undertake the formal requirements of supervision, teaching and assessment. In these circumstances, a Work Based Supervisor is designated to undertake day-to-day support and supervision of the student within the workplace.

**Work Based Supervisor**

In circumstances where the Practice Educator is not working in the practice setting of the student, day-to-day supervision of the student is undertaken by the Work Based Supervisor. This may be the student’s line manager, or someone else with whom they work in the practice setting who should be a Registered Social Worker. The Work Based Supervisor will also be expected to attend the review meetings with the student & Practice Educator & contribute towards future learning & development needs.

**Hosting Team**

Social Work student placements are a significantly positive opportunity for NASS as an organisation

to demonstrate our commitment & value to social work & promoting the wellbeing of citizens within our county. Providing positive learning experiences where students can witness the positive work we achieve with our citizens to achieve positive outcomes, is a valuable opportunity to promote NASS & encourage social workers of the future to come & work with us.

Thus, while responsibility for the teaching & assessment lies with the Practice Educator, the hosting team as a whole is responsible for integrating & supporting the student to be welcomed as a valuable member of the team & the organisation.

The team will be responsible for paying the students mileage in relation to the work that they undertake on behalf of the team in line with the teams mileage policy. The team will support the student with respect and provide the student with a suitable induction to the team to ensure they feel settled within the team.

**Supervision**

Guidance for supervision is set out in Childrens services and NASS supervision policy. The (HEI) you attend will set out the frequency that supervisions will take place.

Good social work can transform people’s lives and protect them from harm. In order to achieve consistently high quality outcomes for Children, Service users and Carers, staff must have and maintain the skills and knowledge to establish effective relationships with individuals and families, professionals in a range of settings, and members of the public.

The Care Act 2014puts the principle of individual wellbeingand **professional practice** at the heart of adult social care and signals a move away from care management as the overriding approach to working with adults**. Effective supervision has been acknowledged as the cornerstone of safe social work practice** (Laming, 2003).

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| **Supervision and reflection**  Supervision describes the support and guidance social workers access to critically reflect on and improve their practice. It is aimed at supporting social workers to consider their own values and judgements and provides a means for exploring a social worker’s practice, including ethical dilemmas, cultural issues and decision-making. Supervision can look different in different workplaces and settings but should be relevant to the social worker’s role and take account of development frameworks that they may be working with.  Reflection encourages a review of a professional experience to help inform future practice. Critical reflection moves beyond this and encourages the social worker to examine their approach, judgements, decisions and interventions, as well as the steps taken to provide objective support, free from the social worker’s own values, views and beliefs. |

**Critical Reflective Supervision**

Critical reflective supervision serves as an opportunity to support & positively challenge workers to develop better their own sense of reflection, by demonstrating a greater understanding of the situation, exploring their own thoughts, actions & impact of interventions. Critical reflective supervision promotes the development of confident & capable workers, developing skills, problem solving & encouraging evidence based decision making, which in turn supports & promotes autonomous good quality practice, in those being supervised.

Reflective supervision should build on capacity, resilience and resources. These sessions should encourage & embrace discussion about intervention goals, the process of service delivery, values, reactions & emotions, identification & analysis of pertinent knowledge, risk assessment & an awareness of & the use of self (e.g. the dangers of collusion), etc.

Central to the critical reflective supervision is relationship based practice supervision. The supervision relationship should be that which is collaborative, a partnership, whilst not denying authority, but one that encourages & aims to create a culture of critical thinking & professional curiosity, within an empathic & supportive forum.

***To help facilitate reflective practice, consider the following questions to prompt discussion:***

* What is the overall purpose of your involvement?
* How does the adult feel, what do they want to achieve?
* How did you support the person to achieve their aim/ ensure they were heard?
* How did you feel, what challenges did you experience?
* What were you aiming for when you did that?
* What exactly did you do? How would you describe it precisely?
* What alternatives were there?
* How did you determine one particular action over other actions that could have been taken?
* What theories/models/research informed your actions?
* What legislation informed/ guided your practice?
* What were you trying to achieve?
* How successful was your intervention?
* What criteria are you using to judge success?
* Could you have dealt with the situation any better?
* How would you do it differently next time?
* What knowledge/values/skills were demonstrated?
* What sense can you make of this in the light of your past experience?

**Social Work England**

Social Work England is a specialist body taking a new approach to regulating social workers in their vital roles. We believe in the power of collaboration and share a common goal with those we regulate—to protect the public, enable positive change and ultimately improve people’s lives. ​

Social work is about people, Social Work England will regulate social workers in England so that people receive the best possible support whenever they might need it in life. They are committed to raising standards through collaboration with everyone involved in social work.

Claiming Travel



The best/easiest way is for PE’s/OSS to complete the excel spreadsheet attached as the team manager to sign and then e mail the spreadsheet to SCSinvoices. You will need to send the students bank detail in the first e mail but once they have this you don’t need to sent it every time. It is recommended that you complete the spreadsheet monthly.

R**esources**

* Access to learning including on line learning and training courses delivered by Learning and Development

You can access learning opportunities via the single sign on icon on your desk top.

<https://lgss.learningpool.com/>

Social Work England:

<https://www.socialworkengland.org.uk/>

<https://www.socialworkengland.org.uk/media/1640/1227_socialworkengland_standards_prof_standards_final-aw.pdf>

Human Resources Webpage:

<http://sharepoint.lgss.local/_layouts/15/LGSS.Intranet/Navigation.aspx?cat=1>

Health, safety & wellbeing (including Lone Working Policy):

<http://sharepoint.lgss.local/_layouts/15/LGSS.Intranet/Navigation.aspx?subcat=5>

**NASS resources:**

Practitioner Documents and Guidance Library:

<https://staff-intranet.northamptonshire.gov.uk/adult-services/Pages/practitioner-documents-and-guidance-library.aspx>

Sharepoint:

[**Northamptonshire Adult Social Services (NASS) SharePoint Site**](http://acs/sites/adtran/att/default.aspx)

* You can view the Professional Capability Framework that social workers will need to evidence on the British Association of Social workers website.

<https://www.basw.co.uk/pcf/>

* You can view the Knowledge and skills statements for Adults at the following web page :

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/411957/KSS.pdf>

OTHER RESOURCES

Research in Practice:

<https://www.ripfa.org.uk/>

Joseph Rowntree Foundation

<https://www.jrf.org.uk/about-us>

NSPCC

<https://www.nspcc.org.uk/>

Social Worker Tool Box

<http://www.socialworkerstoolbox.com/>

**Mandatory Training – This can be accessed via I learn**

Corporate Mandatory Courses

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| [GDPR Module 1 - What is GDPR ?](http://lgss.learningpool.com/course/view.php?id=1607) | [an Introduction to Health and Safety](http://lgss.learningpool.com/course/view.php?id=1267) | [Display Screen Equipment](https://lgss.learningpool.com/course/view.php?id=2131) |  |
| [Induction - For LGSS, NCC, FfW & CCC employees](http://lgss.learningpool.com/mod/page/view.php?id=651) | [Information Goverance](http://lgss.learningpool.com/course/view.php?id=1134) | [Equality and Diversity Overview/ Introduction to Equalities](http://lgss.learningpool.com/course/view.php?id=745) |  |
| [Cambridgeshire Information Management Page](http://lgss.learningpool.com/course/view.php?id=1104) | [Northamptonshire Information Governance Page](http://lgss.learningpool.com/course/view.php?id=1089) | [Data Protection Awareness](http://lgss.learningpool.com/course/view.php?id=1188) |  |
| [Fire Safety Awareness Link](https://lgss.learningpool.com/course/view.php?id=1992) |  |  |  |

Your supervisor will discuss with you additional training opportunities that you should undertake as being relevant & beneficial to your learning, including Care Act Training, Mental Capacity Act & other core areas to support you as a student with NASS.

**Student focussed learning sessions – to be booked through I learn**

Signs of Safety including Words and Pictures

Internet Safety - working with CYP and Parents

Equality and Diversity - working with CYP and Parents

Child Sexual Exploitation – working with CYP

Guns and knife crime

**The Academy - ASYE**

Children First Northamptonshire is proud of its Social Work Academy (SWA) for any Newly Qualified Social Workers (NQSWs) who are coming into our organisation.

The SWA offers support and training for all NQSWs alongside the ASYE program. We have a higher level of support from Practice Manager, Team Manager and Professional Social Work Educators who will mentor and support you through your first few cases. Our training is offered to prepare you for practice as a qualified social worker and is provided alongside you having casework.

We welcome applications for the SWA throughout the year and if you would like further information then please feel free to contact Maxine Clark, Service Manager or Sue Stevenson, Team Manager (both contact details are on Outlook) for a further conversation about the SWA.