

Student Social Worker Induction Programme



A message to our Social Work Students from Bradford's Principal Social Workers

Welcome to the first steps in your social work career

As Bradford's Principal Social Worker's we would like to say **Hello** and **Welcome** to your student placement here in Bradford. We are absolutely delighted that Bradford children and adult services will be supporting you in your first steps to becoming a social worker by offering you a placement opportunity with a workforce which makes a real difference to vulnerable and disadvantaged children, young people and adults in our community.

The social work degree programme is managed by the Bradford Social Work Teaching Partnership who work really closely together to make sure that the teaching you receive both academically and on placement is of the highest standard.

Your Practice Educator is either an experienced social worker or a Practice Supervisor who has a special interest in the development of others and who has either already obtained the Practice Educator award or who is working towards this. They are committed to ensuring that you are supported in your learning and will give you a wide range of opportunities to develop your social work skills.

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We hope that you enjoy your time with us in Bradford and that we are able to show you what a great place Bradford is to work in; the richness and diversity of our community's will enhance your experience and the learning and support we can offer you will give you the opportunity to succeed in your placement by developing your confidence along the way.

We wish you good luck and look forward to meeting you.

Traci Taylor(Children's) & Rob Mitchell (Adult's)

The BTP Principal Social Workers

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Social Work Student Information Sheet

The following information might be helpful during your placement:

- You will be expected to conduct yourself in a professional manner at all times during your placement. This will include working within the respective Council's policies and procedures which can be found on the Intranet; <http://intranet.bradford.gov.uk/your-council/policies-and-protocols>
- There is no specific dress code – smart casual is expected, but please confirm with your specific setting's policies. You will be guided by your Practice Educator with regard to particular situations or service areas
- Please check team/service protocols on personal mobile phones and iPods with Practice Educators
- Any laptops, mobile phones, ID cards, fobs, passes, etc. must be returned to Practice Educators at the end of the placement
- Your hours on placement are 37 per week. Study time will be agreed between you, your University/Placement Tutor and your Practice Educator. Study time needs to be flexible and cannot always be guaranteed as the needs of the service and the team may take priority at times
- You should keep a record of hours worked – your Practice Educator should inform you of any specific system they might like you to use to do this
- At the beginning of placement you will obtain a name badge or an ID card which should be worn at all times
- As part of the placement curriculum students are welcome to attend the 'Lunch & Learn' sessions which are organised by Children's Services and Student Skills sessions which are organised by Adults Services which are linked to practice issues. Please discuss with your Practice Educator before attending.
- You will be able to take advantage of any internal training opportunities if places are available. This must be agreed with your Practice Educator in advance and they will be able to provide details on how to access appropriate internal training opportunities
- If you choose to use your own vehicle whilst on placement you need to ensure that you have business cover on your vehicle insurance. You should show your insurance certificate to your Practice Educator. Travel expense claims are explained in the next section.
- If you have any difficulties, issues or concerns during your placement please contact the relevant member of staff promptly so that any issues can be resolved as soon as possible - details are provided in this pack

Travel expense claims

Please follow the instructions below in order to claim travel expenses whilst on Placement. The claim form can be found at the end of this handbook, **Appendix 1**

Bingley Town Hall Business Support staff deal with student expense payments; Travel expenses can also be claimed via cash offices at Sir Henry Mitchell House and Keighley Town Hall.

- Before claiming expenses at Bingley ask your Practice Educator to ring x8701 or x8702 to find out if cash is available – do not just turn up expecting as the staff deal with students in both Children's and Adult Services and sometimes they have to wait until the following week for cash to arrive – **there is a limited supply of cash at Bingley**. Please also check at reception at Sir Henry Mitchell House and Keighley Town Hall before going to claim expenses.
- Ensure that you claim your expenses monthly to ensure that you do not have to wait to get the expenses reimbursed
- Make sure you have all car parking tickets, bus tickets or petrol receipts attached.
 - **Without these no payment will be made.**
- Make sure you and the Team Manager have signed the form and put their budget code on the form. On the back page there is a slot which indicates this.
 - **Without both signatures, no payment will be made.**
- For Adult Social Work students the maximum pay-out is £50.00 per claim.
 - **Please make sure your claim is not over this amount as the payment cannot be made.**

Roles & Responsibilities

The role of the Practice Educator

- Devise a structured induction package for the student, which will include an introduction to agency personnel and procedures (if this is not already available)
- Support, advise and offer learning opportunities
- Assess the student's competence to practice
- Contribute to placement agreements and meetings
- Offer regular supervision
- Be available for informal discussions, support, mentoring and coaching
- Make suitable arrangements for observation of student's practice
- Ensure sufficient work is available to meet requirements of placement
- Write a final placement report for the University

The role of the University Tutor

- Support the aims of the placement
- Provide (with student's knowledge and agreement) relevant information about the student's progress and previous placement reports
- Contribute to placement meetings and agreements
- Facilitate learning for the student
- Monitor student's progress

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The role of the Student

- To be regarded as a temporary member of the agency/team and uphold all relevant policies and procedures
- Bring any concerns to their Practice Educator, University Tutor and Placement Co-ordinator at the earliest opportunity
- Only accept work directed by the Practice Educator (or agreed by them)
- Make decisions about practice with the Practice Educator and ensure accurate recording of such
- Take care with time keeping and advise the Practice Educator in advance (where possible) of any absence
- To attend any training/workshops as directed by Practice Educator
- Take responsibility for own learning

The role of the wider team

- A 'whole team approach' will be taken to placement support
- Students will be working alongside a number of professionals from a range of agencies
- This will enable building positive working relationships with a diverse range of people
- There will be extended learning opportunities within the wider team
- Opportunities for reflection, mentoring, coaching, informal/formal discussions, advice and assistance will be made available

The role of the Placement Co-ordinator

- The liaison contact between the employer and the university
- To allocate placement provision within the employing organisation
- Coordinates, provides delivery and some quality assurance functions for the training and development of practice educators
- Supportive mechanism for both students and practice educators
- Would have involvement should any concerns be raised by any party

The role of the Work Based Supervisor

- be responsible for the day to day supervision, structured sessions and management of the student's work in consultation with the Practice Educator
- ensure that the student is aware of the agency procedures, requirements and codes of conduct
- identify an appropriate workload with the Practice Educator
- undertake some supervision sessions structured around specific issues, as agreed with the Practice Educator
- undertake one planned direct observation of student's work, as agreed with the Practice Educator
- contribute information to the mid-way and final reports
- attend meetings when the tutor visits
- attend 3-way meetings with the Practice Educator and student

Raising Concerns

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- The SWE Standards of conduct, performance and ethics, describe the standards to which we are all expected to adhere. They provide the criteria to guide your practice and that of your employer, to make sure that we promote the best interests of service users and carers and explain appropriate action to be taken when workers do not meet expected standards of conduct.
- If you have any concerns at all about your placement or about the conduct of your Practice Educator, colleagues or any other professionals with whom you come into contact, you have a responsibility to pass those on.
- You should first raise your concerns with your Practice Educator. If you are not able to resolve things you must speak to the relevant member of Workforce Development staff in your agency – there will be a specific policy which gives relevant guidance about the steps to take.
- If you have a concern or a query about the course or the placement, you can access the University or College formal complaints or appeals procedure, as outlined in your course handbook.

How to use Social Networking sites responsibly

DO	DO NOT
<p>Remember you are personally responsible for the content you publish. Your post is public and is hard to remove once published.</p> <p>Always be responsible for your comments, credible, accurate and fair. Be impartial when interacting with Councillors.</p> <p>Escalate to your manager if you have doubts about content. If you make an error, be up front about your mistake and correct it quickly, as this can help to restore trust.</p>	<p>Publish anything that you would not say in public</p> <p>Get involved in unnecessary or unproductive arguments. Do not speculate about an issue or start inflammatory debates.</p>
<p>Take action if you are the target of on-line abuse.</p> <p>Do block individuals interacting with you. If work related, do tell your Manager, HR Advisor or Contact Advisor.</p>	<p>Send or post text or images which are offensive, intimidating and are intended to hurt or embarrass another person. For example, never send threats or unwanted sexual remarks or gang up to make someone a victim of ridicule on social networking forums.</p>
<p>Protect your own privacy – think about what kind of information that you want to share online and who you want to share it with.</p>	<p>Forget, even with privacy settings, your post is public and can easily be shared or re-tweeted.</p>
<p>Identify yourself and when relevant, your role when you discuss employer services and issues.</p> <p>If your post is in a personal capacity, make it clear that you are speaking for yourself and not on behalf of your employer.</p>	<p>Use social networking to criticise your employer about your own area of work.</p> <p>If you have any concerns, speak to your manager, give feedback in employer forums, get in touch with your trade union representative, contact the independent employee assistance programme or for serious allegations use the whistle-blowing procedure.</p>
<p>Always ask permission from work colleagues and customers before you post pictures, videos or images.</p>	<p>Post pictures of customers for work purposes without signed consent, using your employer consent form.</p>
<p>Keep information secure. Only post information about your employer and partners that is publically available.</p>	<p>Publish non-public information. This includes customer and colleagues' personal data, health records, case notes, confidential employer information.</p>
<p>Politely decline 'friend' requests from work colleagues and your Manager if you do not wish them to be part of your personal social networks.</p>	<p>Request access to your team's or service users personal social networking sites for the purpose of surveillance, unless you are authorised to do so.</p>

If working with children and vulnerable adults, keep your private life separate from your professional life. Politely decline 'friend' requests from service users. Where you have a close relationship with a service user, you must let your Manager know.

Strike up or accept an on-line relationship with a child or vulnerable adult, using a personal social networking account.



Top tips – personal social media for Council staff

Social media helps people and organisations share information, is good for networking, can enhance learning and is great fun!

Here are a few tips to help you use your personal social media (such as Twitter, Facebook and Instagram) appropriately as a Council officer or staff member.

Don't say anything online that you wouldn't say to your mum, dad, auntie, or that you wouldn't say in a public place

Never share confidential information or personal information about others

Don't post or comment anything that could bring the Council 'into disrepute'

Avoid linking directly with service users where this could compromise your professional boundary

Don't criticise Council services, staff, customers, etc, even outside work. Most employers don't accept public criticism from staff

Don't get caught up in conversations you aren't comfortable with. Don't use personal social media to speak directly on behalf of the Council

It is personal choice whether or not you identify yourself as a Council employee on social media, depending where you prefer to set your personal / professional boundaries

Some people like to blend their professional and personal conversations and networking. Others keep them separate

As an ambassador for the Council, please do share positive news about the Council and district with your networks

Follow partnership organisations, businesses and prominent local people to find out what's happening in the district



If your social media profile has no links to the Council, you may voice political views in your own time (unless in a politically restricted post)

If it's clear from your profile you're a Council worker you must be mindful of what you say, like or share, especially with political opinions and content. Your activity should be 'consistent with your professional status'

Be polite and respectful. Your comments could be seen by residents or service users

Get people's consent before you post pictures or videos of them. No permission = no post!

Keep up with industry and professional trends by linking to colleagues in other organisations

Make the most of all the free learning

Follow topics and people that interest you – connect, share and have fun!

Please also see : employee code of conduct; information security, web and social media protocols and guidelines for dealing with publicity during the period of an election – all on Bradnet.

Training Reflection

This reflection is intended to maximise your learning from training you may attend while on placement. Brief notes under each heading will suffice.

Focus of Training:	Date:
What have I learned?	How will I put this into practice?
How has this training impacted your understanding of social work values?	Did the training raise any links to Legislation?
Were there any theories implicit or explicitly used in the training?	Have you carried out any further research into this topic? Check out RiP/RiPfA

Timetable of main tasks and milestones

Pre-placement checklist

To be completed by Practice Educator or Work-based Supervisor

Actions	Date completed	Notes/comments
Set date for placement agreement meeting (within first two weeks of placement commencing)		
Provide any essential preparatory reading to the student prior to placement start date		
Identify staff member to be Work-based Supervisor (if required)		
Contact IT to register student for e-mail and intranet access		
Register for recording system access (e.g. CareFirst, ICS, etc)		

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Day 1

Actions	Date completed	Notes/comments
Welcome - meet and greet Supervisor/Manager and Team		
Introduce Work-based Supervisor (if required)		
Obtain ID card/book appointment if required		
Provide information about; <ul style="list-style-type: none"> Flexi/Lieu time/Special Leave Learning & Development Programme 		



<ul style="list-style-type: none"> Sickness (discuss sickness and absence reporting) 		
Tour of building including emergency evacuation points and awareness of Fire Drill procedure		
Procedure for reporting accidents/incidents and location of first aid equipment		
Discuss personal and building security		
Directorate's Confidentiality Policy overview		
Awareness and location of Safeguarding, Child and Family and Adult Services Policy Documents		
Car mileage/ parking claims (where applicable)		

First 2 weeks

Actions	Date completed	Notes/comments
Arrange briefings and shadowing with other team members and visits to associated professionals/agencies		
Set up supervision contract and plan sessions in advance for the duration of the placement		
Ensure mid-point and, where relevant, final placement meetings are in diaries		
Obtain log-in details to access relevant e-learning courses		



Review and discuss learning needs and use as baseline to identify future training opportunities		
Complete Health and Safety Induction/e – learning modules		

Contact Details

	Children's Services	Adult Services
Bradford Council	Harbans Sandhu Harbans.sandhu@bradford.gov.uk 01274 432460 07772 872936	Catherine Mawn Catherine.mawn@bradford.gov.uk 01274 437958 07967 769965

Induction Timetable (up to 4 weeks, if required)

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					

Examples of tasks/activities which may be used to evidence the PCF during placement

1. Professionalism

First Placement	Final Placement
<ul style="list-style-type: none"> • Student reflections • Undertake professional exercise • Undertake roles/different professions exercise • Direct observances • Supervision notes • Managing power differentials exercise • Discussions in supervisions/skills development as times goes on • Colleague feedback/observations • Telephone manner/professionalism • Care planning documentation/evidence of work • Service user feedback • Use of diaries • Time management • Appropriate dress • Awareness of multidisciplinary working • Risk assessment • Policies of the agency i.e. safeguarding, whistleblowing • Punctual • Reliable • Able to get work done in within agreed time limits • Sharing knowledge and research with team agency • Personal Presentation • Articles/research shared with team • Observation of informal discussions with team member • Sharing information in team meeting – new service – new research • Supervision discussion student clear about professional boundaries. Integrity – even if this leads to professional discomfort can make unpopular/difficult decisions. 	<ul style="list-style-type: none"> • critical reflections – compare and contrast to other areas – critical understanding – drivers and funding streams – social policy • Chair discussion group to analyse knowledge and practice • What use have they made of the expertise of service users/carers • Theory to inform/theory to intervene (3 stage theory framework) • Group work assessment of human growth and development • Use of supervision

2. Values and Ethics

First Placement	Final Placement
<ul style="list-style-type: none"> • Student to demonstrate awareness of personal and professional values through written piece or discussion - e.g. complete the 'who am I' exercise. • Student understands and can articulate the professional codes of ethics for Social Workers (HCPC duties of a registrant) - either in application to practice, written piece of work or discussion • Student to demonstrate ability to reflect upon progression during placement of understanding of personal and professional values - either in written piece or discussion • Student to demonstrate awareness of ethical dilemmas that arise during placement, with direction • Student to be aware of how legislation can be value based in its application (e.g. 'self-directed support', Children Act 1989, Mental Capacity Act 2005). Demonstrates this through discussion or written piece. • Student understands application of codes of ethics (e.g. able to articulate application of confidentiality in straightforward settings, or 'what if' conversations. • Student able to identify differing viewpoints in work settings, and is able to avoid collusion with discriminatory behaviour. • Student able to articulate stereotypes associated with the placement setting and identify evidence and research that supports and undermines the stereotype. • Student is able to apply learning from the course to the practice setting through discussion, written work etc. • Direct Observations, Supervision, feedback from colleagues, feedback from service users 	<ul style="list-style-type: none"> • Student demonstrates how to manage personal values and apply professional values in practice settings • Student is fully conversant with professional codes and is able to apply to practice settings and scenarios. • Student demonstrates ability to critically reflect upon values and learn through this - through reflective log, written piece, or discussion. • Student capable of keeping and producing a reflective log which demonstrates critical analysis and learning from practice situations (i.e. more than describing what they are doing and feeling) • Student able to articulate the concept of how their personal and professional values impact upon, shape, change and alter situations and experiences • Reflective log demonstrates change and progress over the time of the placement regarding <ul style="list-style-type: none"> • values, both personal and professional • Student is able to apply learning from the course to the practice setting through discussion, written work etc. • Direct Observations, Supervision, feedback from colleagues, feedback from service users

3. Diversity

First Placement	Final Placement
<ul style="list-style-type: none"> • Write a chronology reflecting the diverse characteristics and experiences of a service user • Keep a reflective diary which in part evidences thoughts and feelings around diversity and AOP • Demonstrates and can articulate issues in the placement setting • Plan a session that recognises and meets the needs of service users with diverse needs • Reflect upon a session that aimed to meet the needs of service users with diverse needs • Ask student to read and research about service user group(s) and feedback learning acquired • Consider and analyse the service accessibility for different groups of service users • Student is able to apply learning from the course to the practice setting through discussion, written work • Direct Observations, Supervision, feedback from colleagues, feedback from service users • Consider and analyse other services' accessibility for different groups of service users • Complete AOP grid (adapted as desired - e.g. use Thompson's PCS model and apply to situations) • Student is able to apply learning from the course to the practice setting through discussion, written work etc. • Direct Observations, Supervision, feedback from colleagues, feedback from service users 	<ul style="list-style-type: none"> • Ask student to prepare a piece of work where research and theory is integrated into a practice experience • Student demonstrates awareness of diversity and oppression. Student able to act and practice in an anti-oppressive way - demonstrates strategies and is able to recognise challenges and complexities of situations • Student demonstrates awareness of relevant legislation to lives of service users (e.g. Equality Act, Human Rights Act) • Student demonstrates ability to apply relevant legislation to lives of service users • Student links and applies interventions to concept of empowerment (e.g. advocacy, strength based approaches such as MI and Solution Focussed approaches) • Student independently devises ways and means of securing service user feedback • Student is able to discuss Thompson's Model of oppression and apply the levels to practice situations and experiences • Student to undertake an accessibility audit with recommendations for improvements for an agency e.g. placement agency • Student demonstrates confidence in challenging oppression in an appropriate manner • Able to critically analyse the context of learning in relation to diverse and oppressed groups e.g. workforce and service user demographics compared to population served and using research and literature • Student is able to apply learning from the course to the practice setting through discussion, written work etc.

- Direct Observations, Supervision, feedback from colleagues, feedback from service users

4. Rights, Justice and Economic Wellbeing

First Placement	Final placement
<ul style="list-style-type: none"> • Able to explain agencies confidentiality policy clearly. • Understand how records are stored • Case notes • Understand the role of an independent/advocate. • Identify service user needs • Ensure equality and understanding different values and beliefs • Awareness of own boundaries and when to refer on • Knowledge of service to support service users in the areas required. • Understanding of legislation underpinning, rights, justice and wellbeing • Research into different communities/cultures/disability (social/medical models) • Effect of "controls" on service user • Power dynamics exercise at start and end of placement, supervision via a discussion and feedback from the student regarding the above areas. Critical reflection on practice exercises, work products • Case notes, supervision notes, learning journals, assessments, colleague feedback, service user feedback, direct observations 	<ul style="list-style-type: none"> • Report writing • Completion of Care and/or Support Plans • Understanding of independent advocacy • Understanding of benefits and housing options • Understanding the complaints procedure. • View Placement One report, work products, case notes, support plans, supervision, discussion about benefits and housing options, supporting service user with an Appeal, setting up appointments for service users, feedback from service users

5. Knowledge

First Placement	Final Placement
<ul style="list-style-type: none"> • Induction – research placement and service user group. • Area of placement – social issues – how have they got the info, who, what, where. • Completion of an observation – i.e. needs jigsaw reflection • Write a piece on the context of the placement • Making a referral to another service provider – how you come to the conclusion which agency to use • Look at the placements – safeguarding policy • Form links between theory and practice • Identify risks and challenges and research to support your social work • Use direct observations – and write a plan using legislation and theory that underpins practice • Understand about research • What Theories underpin philosophy of placement setting? • Chronology of service user 	<ul style="list-style-type: none"> • Demonstrate good understanding of knowledge related to the service users student is working with • Having a critical awareness of current issues • Good knowledge of evidenced based practice research • Ability to demonstrate knowledge of appropriate legal and policy frameworks that inform the students social work practice • Apply to practice a working knowledge of human growth and development • value and take into account the expertise of service users , carers and other professional's • Direct observation, service user feedback, assessments, planning, reviews, working closely with members of the team and multi-disciplinary working

6. Critical Reflection and Analysis

First Placement	Final Placement
<ul style="list-style-type: none"> • Critical reflection exercise • Supervision notes/discussions • Reflective diaries • Meeting minutes • Reflection on assessments/interviews • What if discussions • Direction readings • Research • Flexible interventions through on going evaluation and reflection • Evidenced based practice • Informed decision making • Group reflection 	<ul style="list-style-type: none"> • Demonstrating what the student knows without prompting • Move independence around tasks • More complex discussions • Compare First Placement tasks and compare how they would approach a task now • Appreciation and understanding of different prof values • Use supervision to evidence how student becomes autonomous in decision making • Evidence that management and planning skills across the board • Undertake critical reflection tool kit • Revisit the subconscious conference model – Kolb • Fill in gaps in learning • Continuing professional development

7. Intervention and Skills

First Placement	Final Placement
<ul style="list-style-type: none"> • Confident in making first contact with service users, and or carers i.e. telephone calls, letter writing, visits • Evidence: - Observation, feedback from service users, and staff/other professionals, supervision • Being proactive, showing initiative • Report writing skills • Ability to carry out initial assessments and understand the context • Creating support plans/care plans/goal setting and review • Ability to present information confidently • Good timekeeping • Evidence:- Direct observation, work products, feedback from service users and staff • Supervision discussions • Awareness of how theory relates to intervention • Completing risk assessments, and understanding of managing risk • Clear understanding of professional boundaries and professional relationships • Working as an active team member • Supported crisis management • Evidence:- Supervision, work products, critical reflection, direct observations, feedback from service users and colleagues 	<ul style="list-style-type: none"> • Robust analysis of the assessment process • Ability to form evidential judgements and recommendations, including reports and assessments • Presentations to panels regarding decision making • Knowledge base of service user group • Have developed a larger toolkit and knowledge base to draw on • Pro-active and reflective • Working with more complex cases- higher levels of risk management • Independent case management • Identify risk and implement appropriate risk management strategies • Being able to independently crisis manage • Recognising and actively challenging discrimination • Life story • Eco-gram • Group work • Presentations • AOP Grid, work products, direct observations, critical reflection essays, supervision, feedback from service users and colleagues

8. Contexts and Organisations

First Placement	Final Placement
<ul style="list-style-type: none"> • Map services available across different sectors for the service users – resource table • Understanding/awareness of policies and procedures and impact of notice • Awareness of impact of welfare reform/poverty • Reflective piece on how the organisation work fits into strategic direction of commissioning body/local authority • Map out the process. Introducing multi-organisation meeting • Local knowledge/impact of historical events • Reflection on own values – how they relate to SW values and values of placement • Context of placement / local demographic. Racism – press representation/political changes • How would we know? • Feedback • Clear arguments • Knowledge of service user group – experience of multi-agency or multi team working • In practice, observation visits. Joint visits. Colleague feedback. Written reflection/analysis • Knowledge of agency policy and procedures and application – supervision discussion • Reading – information giving 	<ul style="list-style-type: none"> • Development of critical awareness of organisation – structure policy procedure. • Represent agency – multi-agency meeting/court • Agency rep at multi agency meetings • Promote the agency – presenting to other agencies • Taking co-ordinating role in statutory practice • Feedback observation – reflection in supervision • Wide awareness of resources beyond organisation / local area – questioning gaps and how to address this • Dealing with inter-agency conflict • Effective multi agency working • Challenging decisions/practice • Confidence to challenge AOP – especially cultural/ structural oppression – specific examples. • Understands constraints/ challenges/different roles/evaluating strengths and weaknesses of context/organ • Recognising power levels – when and where to challenge • Challenging effectively/ appropriately • Knowing who your allies are • Topics to research • Visits to other organisations • Supervision exercises • Minutes/changing meeting/setting agendas • Arranging visits/feeding back to team

9. Professional Leadership

First Placement	Final Placement
<ul style="list-style-type: none"> • Research a topic to share with the team • Induction visits - collect information and share with the team • Report back to other team members the content and learning of any training undertaken • Observe how a person leads/chairs a meeting and assess and identify learning needs • Ask student to describe the lines of accountability of the organisation/management structure • Ask student to identify management decisions and how they might impact upon services and service users • Contribute to a development in your organisation/agency • Work with student to improve confidence and measure by ability to speak in meetings • Ask student to reflect on professionalism and leadership of others and discuss with you/others • Ask student to observe professional meetings with Social Workers and compare and contrast behaviour and impact of the Social Worker • "what if " exercises - e.g. chairing a review/other formal meeting • Make a contribution to a group discussion or a short presentation in a meeting • Observation of professional persona - court/home visits/interviews etc • Student is able to apply learning from the course to the practice setting through discussion, written work etc. • Direct Observations, Supervision, feedback from colleagues, feedback from service users 	<ul style="list-style-type: none"> • Presentation to team/students on a topic (could be an agreed topic researched in some depth) • Running a group/workshop for service users/carers • Chair a team meeting, take minutes, run a briefing meeting • Take on delegated pieces of work as part of a work plan that demonstrated development or a contribution • Demonstrates and can articulate a clear understanding of where they and the Social Worker 'fits' in the hierarchy of the organisation • Demonstrates and can articulate a clear understanding of differing work and professional roles within an agency setting • Ability to direct others where appropriate • Write a reflective piece on what they see as their role and responsibilities in relation to professional leadership • Write a reflective piece on how someone else demonstrated professional leadership • Attend training and pass on knowledge • Take a lead role in a piece of work, particularly where it involves liaison with other agencies • Brief and guide first placement students on shadowing and observation visits • Delivering training to colleagues/service users/carers • Produce reports where professional leadership is evident in the content e.g. a court report that details multi-agency working and the lead role played by a Social Worker • Student is able to apply learning from the course to the practice setting through discussion, written work etc.

The following pages contain optional templates if you would find them useful

Confidentiality Statement

Data Protection and Confidentiality

Data protection and confidentiality must be considered in all the work that is presented to the University/College.

You should keep all information confidential, only using it for the purpose for which it was given.

Please be aware of the Data Protection guidance for the agency and for the University/College.

Protecting Identity

It is extremely important to protect the identity of the individuals you work with. This includes Service Users and colleagues. Please develop a code for reference to Service Users and use the job titles of colleagues rather than their names.

Protecting Data

Confidential information must not be included in your portfolio or assignments. Confidential information should remain in its usual location and a reference should be made to it in your work.

CONFIDENTIALITY STATEMENT

All names and distinguishing facts relating to practice and the service users involved have been changed to preserve confidentiality. Any case information, either personal or professional, has been treated with the utmost care and respect for the right of service users and colleagues to dignity and confidentiality

Student's Signature:

Student's Name:

Date:



Social Work Student Supervision Notes

<i>Name of Social Work Student</i>	
<i>Date and duration of supervision</i>	
<i>Name of Practice Educator</i>	

Agreed Agenda	
<i>Case discussion</i>	
<i>Organisational matters</i>	
<i>Personal training and development</i>	
<i>Any other business</i>	

Action from Supervision Session

Outline below the key actions resulting from your supervision session.

Action	Who?	By when?	Link to KSS
<i>Organisational matters</i>			
<i>Personal training and development</i>			
<i>Any other business</i>			

Social Work Student Notepad

<i>Name of Social Work Student</i>	
<i>Name of Practice Educator</i>	

What activity have I carried out?

CPD

Are any further actions are needed?

Supervisor's comment following discussion:

Appendix 1 - Student Travel Expense Claim Form

**BRADFORD COUNCIL CLAIM FORM
STUDENT SOCIAL WORKERS**

Please ensure that all relevant sections of this form are completed and all receipts

PLEASE NOTE THAT ALL EXPENSES WILL BE PAID IN CASH AND CAN BE CLAIMED DIRECTLY FROM YOUR PLACEMENT PROVIDER BUT YOU MUST ENSURE YOU CLAIM AT LEAST MONTHLY AND ENSURE THAT YOUR CLAIM DOES NOT TOTAL OVER £50 AS WE CANNOT PAY OUT CASH AMOUNTS ABOVE THIS FIGURE.

Name

Dept where you are a student

Home Address

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1. Travel

a. Car Allowances - Record of Journey

I declare that I have carried out the following journeys for my training.

Date	Time (M,A or E*)	Details and Purpose of Journey (i.e. from home to establishment, project or one-to-one service user address)	Mileometer Readings		Mileage Claimed
			Start	Finish	
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
Total Mileage Claimed @ 45p per mile					
Sub Total					£

*Morning, Afternoon, Evening

b. Taxis - Record of Journeys

I declare that I have used a taxi on the following dates for my training, with prior approval from my Centre Manager.

Date	Time (M,A or E*)	Details and Purpose of Journey	Fares claimed	
1				
2				
3				
4				
Please attach receipts		Sub Total		

c. Bus/Train - Record of Journeys

I declare that I have used a bus or train on the following dates for my training.

Date	Time (M,A or E*)	Details and Purpose of Journey	Fares claimed	
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
Please attach receipts		Sub Total		

2. Miscellaneous Expenses

I declare that the following costs have been incurred in the course of my training.

Date	Time (M,A or E*)	Details	Amount	
1				
2				
3				
4				
Please attach receipts		Sub Total		



Totals

	£	P
Travel	Car	
	Taxis	
	Bus/Train	
Miscellaneous		
GRAND TOTAL		
Petrol/expense receipts attached	YES	NO
Cost Centre for your team		

I declare that the above details are correct and that the expenses listed above relate to work carried out on behalf of the Department.

Signed:

Student & PE

Authorised by:

Manager

Date:

Please claim monthly. Cash is available at Bingley and Keighley Town Hall and Sir Henry Mitchell House 10.00-12.00, 2.00-4.00pm Monday to Friday.