

1. Students cannot be named as the case holder on Liquid Logic: The student's placement supervisor will be the named worker for all children the student is working with. In this document, "allocation to students," and "student's caseload" means the children the student is working with, but the supervisor remains the named worker for all children throughout the placement.
2. For basic principles see the existing caseload and workload policy, 2015. The priority in allocation for students is to enable them to have a varied and in-depth learning experience.
3. Caseload numbers will vary according to the work of the team, but should not exceed 10 children by the end of final placement and 6 by the end of first placement.
4. The Placement Supervisor / Practice Educator Manager must be consulted about ALL allocations for the student. This is for safety reasons, as the Supervisor has to hold the cases, so must be aware of the key areas of concern and confident in the Student's competence to address these issues with support.
5. The workload should be gradually increased – INTRAC use the phrase "*scaffolding*" to convey the idea of a gradual increase in number and complexity of cases as the placement progresses. Cases should start to be allocated at the end of the Induction fortnight.
6. The student workload needs to be adapted to the Student's learning needs, capability and experience. The placement agreement and the PCFs need to be taken into account when planning the tasks the Student will undertake.
7. The needs and vulnerability of the Child in each case must be taken into account when the allocation is made, e.g. if a Child has had numerous short term Social Workers, it may not be wise for them to have a Student Social Worker. If a Child is in a period of major transition, e.g. going into Care, then allocation of a Student towards the end of placement may be de-stabilising.
8. All allocations to students need to account for the level of complexity and associated risk involved. It is expected that all allocations are discussed in supervision with the Advanced Practitioner / Practice Supervisor and that the Team Manager demonstrates regular oversight and direction for all children allocated to the student / PS.
9. At the end of the placement, careful account should be taken of the Child's need for a good goodbye and a coordinated transition, as Students commonly spend more time with Children and Young People than Social Workers, and so the Children / Young People may experience a greater sense of loss.
10. Students are working with vulnerable Families and Children, and most are working within Child Protection Services for the first time. All Students should be able to undertake single or equivalent assessments and hold CIN cases and chair meetings by the end of final placement.
11. At the end of first placement, students in Early Help teams should be able to: complete "my assessment", chronology, genogram and child's plan; undertake direct work with a child; organise and possibly chair meetings; minute meetings; complete case recording; have an understanding of levels of

intervention, thresholds and basic risk assessment; undertake duty; be able to liaise with professionals; and build relationships with organisations within the local community.

12. It is not appropriate for Students to have sole responsibility for section 47 enquiries or CP cases, cases in pre-proceedings, or sole responsibility for necessary work for the SWET. They will benefit from co-working or shadowing cases at this level.
13. Children in Care – The Student cannot undertake statutory visits alone.
14. Section 7 reports – Students should not be allocated these reports at the beginning of their placements, and any report for Court or Conference should be overseen by the Practice Supervisor.
15. Case management decisions: The Student Social Worker must receive regular formal case direction from the Placement Supervisor, ideally weekly, but at least fortnightly.
16. Recording decisions: If a Student has a discussion with a team member other than the Placement Supervisor, leading to a decision about required actions, the Student has responsibility for recording this discussion and the rationale for action on the child's case record.
17. After formal supervision the Supervisor is responsible for recording agreed decisions on the child's case record.
18. The On-site Placement Supervisor must receive regular supervision about the Student's cases from the Team Manager/ DTM.
19. After hours working: Students may work after 5, undertaking home visits or joint visits to families. The Lone Working policy applies. Students should always contact their Supervisor or Manager at the end of a home visit after hours. Students should not be contacted after hours with a view to extra working outside their normal hours of work, or with regard to supporting any emergency placement.
20. In no circumstances should a student be offered paid work for GCC by the team manager, because this would compromise their status as students within the authority.