Student Unit Handbook

2024/2025

Version Control: V3.00 Authors – A. Shaw & SWA Assessors, Updated August 2024.

Contents

Contents

Page:

Forewords and Introduction

Forward by Emma Taylor, Chief Executive SCT 4
Welcome to Sandwell Children's Trust (SCT) 5
Meet the Social Work Academy - Student Unit Team 6
Quotes from former Sandwell Students; *their voice, their experience* 7
Quotes from Practice Educators; *supporting students* 8

Section 1 – SCT Student Unit

1.1 Sandwell Children's Trust – Social Work Academy - Student Unit 9
1.2 Different routes into Social Work 9

Section 2 - The Student Journey

2.1 Starting the Student Journey 11
2.2 The Student Induction Programme 11
2.3 Monthly Student Group 12
2.4 Monthly Student Forum 12
2.5 Online Resources 12
2.6 Direct Work Resources 13
2.7 Frequently Asked Questions (Students) 13
2.8 Applying for a NQSW post in SCT 14
2.9 The SCT ASYE Academy 14
2.10 Supporting your Well-being 14

Section 3 – Roles and Responsibilities of those supporting or assessing students

3.1 Roles and Responsibilities of the Team Manager 16
3.2 Roles and Responsibilities of the Onsite Supervisor 16
3.3 Roles and Responsibilities of the Practice Educator 17
3.4 The Designated Practice Educator (DPE) 17
3.5 The Consultant Social Worker (CSW) Role for Approach Social Work 17

Section 4 – Organisational Responsibilities

4.1 Roles and Responsibilities of Senior Management and PSW 19
4.2 Roles and Responsibilities of the Student Unit 19
4.3 Assessing the Student 19

Section 5 – Quality Assurance

5.1 Expectations of the student 21
5.2 What if there is a concern? 21
5.3 SCT Student Placement Quality Assurance 21
5.4 Audits and Dip Samples 22
5.5 Reporting 22
5.6 Quality Assurance for Practice Leads (QAPL) 22

Contents

Page:

Section 6 – The Role of the Onsite Supervisor and Practice Educator

6.1 Meeting the student and interviewing 23
6.2 Pre- placement visit 23
6.3 Arranging essential equipment and training 23
6.4 Planning the Induction Programme 24
6.5 The Learning Agreement meeting 24
6.6 Supervision of your Student 25
6.7 Midpoint review and final report 25
6.8 Support for Onsite Supervisors and Practice Educators 25
6.9 SCT Resources for Onsite Supervisors and Practice Educators 26
6.10 Frequently Asked Questions (Onsite Supervisor and Practice Educator) 26
6.11 Pathway to qualifying as a Practice Educator 27
6.12 Approach Social Work CSW & DCSW and Practice Education 28
6.13 Split Placements 29
6.14 Work Placement Requests 29

Appendices

Appendix 1 - Sandwell and SCT Services 30

Appendix 2 – Professional Capabilities Framework
- BASW Professional Capabilities Framework (PCF) Initial and final level 33

Appendix 3 – Process Maps:
- Student Matching Process 38
- Concerns Process 39
- Applying for a NQSW post with SCT. 40

Appendix 4 – Induction Checklist 41

Appendix 5 – Jargon Buster Sheet/Acronyms 43

Appendix 6 – Placement Evaluation:
- Questionnaire for students 44
- Questionnaire for Onsite Supervisor / Practice Educator 46

Appendix 7 – Process Map: Pathway to qualifying as a Practice Educator 47

End cover – Voice of the Child

Foreword by Emma Taylor

Dear Student, Practice Educators and Onsite Supervisors

Firstly, I would like to welcome all new students and participants to the Sandwell Children's Trust Student Unit.

Secondly, I would like to thank those senior social workers that are either at the start of their Practice Educator journey or currently doing the role of Practice Educator or Onsite Supervisor.

As Chief Executive of the Sandwell Children's Trust I believe that we would all agree that there is an urgent need to deliver swift and sustainable improvements in our services for children and families. Students, Onsite Supervisors, Practice Educators have an important part to play in our development as a Trust and the potential to make a real difference to the lives of our most vulnerable children, young people, and families.

Sandwell Children's Trust is proud to support the Student Unit and students during your placement, equally we are proud of our Practice Educators, Onsite Supervisors and Team Managers that offer support, challenge and nurture to our students. I hope you all will take advantage of all the learning and development opportunities Sandwell has to offer.

Emma Taylor
Chief Executive

Sandwell Children's Trust

Forewords and Introduction

Welcome to our Student Unit

The Student Unit sits within the Social Work Academy (SWA) Team and is one element of our Workforce Strategy in Sandwell Children's Trust (SCT) which contributes to the development of an experienced, stable and confident workforce, and that starts with your placement with us in SCT.

The Student Unit Handbook aims to:

- Give you an overview of what you can expect from the Student Unit and what we expect from you whether you are a student, Onsite Supervisor, Practice Educator or someone within SCT wanting to understand the requirements for of student social workers the placement.
- Define the role and responsibilities of all the key people involved in student placement and the functions of the student unit.

Whether you are on your journey into the Social Work profession as a student or you are on your journey as a Practice Educator you will undoubtedly experience highs and low, challenges and highlights. The SCT Student Unit works on the premise that all social workers were students in the past, and we recall what or who made or broke a student placement. SCT Student Unit has been established to ensure students and Practice Educators alike, receive the most appropriate levels of support and challenge to enable you to achieve excellence and enjoy your roles. At the heart of the Student Unit is our commitment to providing a quality, innovative service to children and families in Sandwell.

Carol Singleton

Head of Practice & SW Innovation/ Principal Social Worker

Alaine Shaw

Social Work Academy Team Manager

Meet the SWA Team - Student Unit

Alaine Shaw:
SWA/Workforce Development Team Manager
Alaine_Shaw@sandwellchildrenstrust.org
Alaine is the SWA Team Manager (WFD), ASYE Coordinator, and lead for student placements and CPD programmes.

Joanne Moore:
joanne_moore@sandwellchildrenstrust.org
Joanne is the Business Support Officer for the SWA Team including the ASYE Academy and Student Unit.

Beth Butler: 07772 661028
Beth_Butler@sandwellchildrenstrust.org
Beth is an ASYE Assessor and Practice Educator

Halima Hassan: 07469 575095
Halima_Hassan@sandwellchildrenstrust.org
Halima is an ASYE Assessor and Practice Educator

Kerry Pointon:
Kerry_Pointon@sandwellchildrenstrust.org
Kerry is an ASYE Assessor and Practice Educator

Faye Walker
Faye_Walker@sandwellchildrenstrust.org
Faye is an ASYE Assessor and Practice Supervisor

Quotes from Sandwell Students: their voice, their experience

"Our experience with Approach Social Work (ASW) (previously Frontline) was really different from what I imagine other students have when they come to Sandwell; it's a very structured learning experience (with exposure to different things). SCT enabled us with the freedom to practice using ASW's unit model, whilst also offering a variety of alternative shadowing opportunities. The systemic ideas taught by ASW were encouraged and promoted throughout the wider workforce, emphasising the value of our learning experience."

NQSW Approach Social Work Participants

"The placement allowed us to apply the Care Act to practice and supported us in our learning, in particular how to address challenging topics with professionals whilst trying to maintain positive inter-agency working. Our SCT Practice Educator was very supportive, understanding, thorough and knowledgeable. Through supervision, she helped us to consider different theories, models and methods when reflecting on the work we had completed whilst supporting us to work through our feelings and assumptions, which helped us to develop our skills as Student Social Workers."

Step up to Social Work Students

"There are so many learning opportunities that can be accessed in order to support development and areas of interest. I found the student support groups really useful to be able to reflect on my experiences, share ideas with others and connect with the other students on placement. There are so many knowledgeable people to help with the application of learning, theory and legislation into practice which I have found invaluable."

MA Student (Regional University)

"I feel like since I started my placement, I have been supported holistically, including support for my well-being. I have been listened to by the managers who have tried to provide me with the experience I have felt that I require. Everyone has been friendly and supportive and have given me support to reflect and analyse as a student social worker. The induction was thorough and definitely given me confidence to be part of the team."

BA Student (Regional University)

Quotes from our Practice Educators

"I have enjoyed supporting a student in my first PE role and watching her develop in her practice. I have seen first-hand that students bring with them a contribution of a fresh approach and knowledge of up to date theories and new ideas. It is challenging taking on an extra role, but I have enjoyed making time for my own personal development, which at times I neglect. I was well supported by my team and my manager whilst I undertook this training which I feel is really important in helping make space for the training but also supporting the student within the team. I have gained transferable knowledge and tools to take from the PE role into my practice and I now feel better equipped to support students."

Lucy, Senior Social Worker, working towards Practice Educator Stage 1

"I am keen to complete the PE training because I enjoy leadership, change, mentoring, supervising and really like to share with others -my skills, knowledge, with the aim of supporting others to learn. To be able to support and shape the upcoming generations of social workers is exciting and something to be proud to be a part of. That is why I applied."

Natalie, Step Up to Social Work graduate, working towards Practice Educator Stage 1

"As a Practice Educator for over 10 years. I enjoy working with students and I always learn new things from the students and new things about myself and my practice. Having a student is a big responsibility, I always think about the impact a student will have on children, young people and their families. I also take my responsibility for a student seriously and endeavour to make their wellbeing and placement is the best experience it can be."

Jill, Practice Educator Stage 2

"I have always had a passion of supporting the learning of others and that is why I chose to become a Practice Educator. It has been a privilege sharing my knowledge and skills with students, who I have learnt a lot from. Seeing them develop to become confident, capable and balanced practitioners, has given me the motivation and pride to continue shaping the next generation of Social Workers."

Halima, Practice Educator Stage 2 and ASYE Assessor

"I count it a privilege and a joy to be involved in practice education, having an input into students learning and seeing them develop in their knowledge and skills; growing into confident and capable social workers who make a difference in the lives of children and families. That is what it's all about."

Beth, Practice Educator stage 2 and ASYE Assessor

Section 1

1.1 Sandwell Children's Trust - Student Unit

The Student Unit is placed within our Social Work Academy, which facilitates the concept of a 'Worker Journey' and is very much about how we can develop students and meet their learning needs in their journey as a Social Work student. The SCT Student Unit model is one where students are placed in different service areas and assigned to an Onsite Supervisor and/or Practice Educator, with the Team Manager having overall responsibility for the student.

The objective of the Student Unit is to achieve the following:

- Consistently provide quality placement experiences across SCT
- Provide a supported student friendly environment
- Provide learning opportunities for students to meet the PCF and PQS KSS
- Ensure opportunities to link theory, legislation, policies and guidance
- Bridge learning into real life front-line experiences.
- Promote the development of critical reflection, thinking and analysis.
- Development of core values, ethics and skills – the key foundations of a good Social Worker.
- Introduction to the Practice Framework and Model in Practice.
- Support for Senior Social workers to become Practice Educators.

1.2 Different routes into Social Work

SCT offers placements to students coming into Social Work through different routes.

- **BA and MA students** who are undertaking 1-day shadowing opportunities, 70- and 100- day placements.
- **The Step Up to Social Work programme**, a fast track Social Work qualification (PG Dip in Social Work), funded by the DfE for Social Workers to work in Childrens Services. It is a 14-month condensed course, with two statutory placements one in Adult Social Care and the other in a Children's setting. Students are expected to work for the Local Authority for two years after qualifying.
- **The Approach Social Work (ASW) Programme *(previously Frontline)*,** is a 2 years' fast track Social Work qualification (PG Dip in Social Work), funded by the DfE for Social Workers to work in Children's Services. Students work in Local Authorities/Trusts, usually in hubs of 5 students, supported by an experienced Social Worker known as a Consultant Social Worker (CSW). In the second year, they are employed as Newly Qualified Social Workers, and work towards a Masters' Degree (MA) in Social Work. SCT run the ASW Programme in partnership with Frontline – there are 4 hubs of 5 students in 2024-25 but this may vary in different years.
- **The Social Work Apprenticeship Degree programme** was launched in SCT in 2021. Social Work Apprenticeship Degree (SWAD) is both an academic and practice-led programme that combines practice learning and development throughout key modules, enabling the Apprentice to consolidate and apply

new knowledge and concepts as they progress throughout the three-year work-based programme.

We work closely with the regional universities, and this means that students have opportunities to meet fellow students from different universities/programmes and at different stages of their training and develop their own group identity. This enriches the student experience in SCT.

"Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance wellbeing."

International definition of social work, 2014

Section 2

Hello & welcome students and participants: this section is for you and about you

Summary of support that will be offered to you as a student with SCT:

- An Induction at the start of placement.
- Opportunities to shadow in other teams as appropriate.
- A monthly Student Group to engage with social work theory and reflective activities.
- A monthly Student Forum with the Head of Practice & SW Innovation/PSW and the SWA Team Manager (Workforce Development).
- Access to a range of online resources and Direct Work resources through the regular lending library.
- The offer of an interview for a post as a NQSW at the end of a successful Final (100 Day) placement in SCT.

2.1 Starting the Student Journey

We are pleased to offer you a placement which will give you the opportunity to gain skills and knowledge from our social workers and other agencies who work with us. You will experience directly the vital and different roles our social workers have in keeping our children and young people safe.

Your student placement journey begins with the university sending your Student profile to the SCT Student Unit. Students are selected and matched with Onsite Supervisors and Practice Educators based on learning needs and team requirements, *please see Appendix 3: student matching process map.*

You should ensure that SCT is aware of any particular needs or neurodiversity support you may require at this point and any support that is already in place with your university so that any reasonable adjustments may be made for you in your placement.

The Onsite Supervisor and team will provide you with an induction into the team. The Student Unit will offer dedicated sessions and workshops to support you in your learning and development during your placement

2.2 The Induction Programme

You will have visited your placement team as part of the interview process. You will also have the opportunity to spend time in other teams, depending on the length of your placement. Sandwell Children's Trust (SCT) welcomes the new ideas, enthusiasm and commitment that students can bring to their placement.

In the first few days of placement, we will provide you with an overview of our services (*please refer to Appendix 1 – Sandwell and SCT Services*) and processes and support you in telling us your learning needs and interests. If your Onsite Supervisor does not have a Practice Educator Stage 2 qualification, you will also be allocated either an

internal or an external Practice Educator who will write your final report. For the duration of the placement, you will have fortnightly supervision with either your Onsite Supervisor and Practice Educator.

You will be provided with an induction checklist of what should be covered during the induction. The aim of this checklist is to ensure that you are provided with the information and contacts needed to prepare for your placement and introduce you to the ethos, culture, values, and goals of our organisation. You will need to ensure the check list is completed and shared with the Onsite Supervisor.

By the end of the 1-week Induction you should**:**

- Be aware of SCT standards, policies, and procedures and how you are expected to comply with them.
- Be more familiar about your role and how your team and service area work.
- Have information related to the support that is available and how you can access this to assist with your role.
- Be familiar with the *SCT Practice Framework and STAR Model* and how this relates to practice.

2.3 Student Group

Students on placements have the opportunity to join a monthly group with other students for a range of group learning reflection and social work theory activities. Students will also be able to access a range of training and resources to support the development of their learning and service provision whilst on placement.

2.4 Student Forum

This is an opportunity for you to meet with the Head of Practice and SW Innovation and Principal Social Worker (PSW) and SW Academy Manager (Workforce Development) each month to discuss their experience of placement, to feedback on what is working well and raise any issues or areas for improvement.

2.5 Online Resources

In addition to the guidance contained in the checklist (*please refer to Appendix 4 - Induction Checklist*), the Sandwell Children's Trust intranet site has useful links to the SWA Team page, HR, the Learning & Development offer, ICT services, and Tri.x (an important online resource with SCT polices, guidance and best practice guides).

Once you have a Sandwell email account you will be able to set up an account with Research in Practice (RiP) and be given a Community Care Inform (CC Inform) login via HR. This will give access to variety of resources including research summaries, practice examples, and webinars.

2.6 Direct Work Resources

There is a weekly resource 'lending library' in the Wellman Building where practitioners can book out resources to use with children, young people, and families.

2.7 Frequently Asked Questions (Students)

1. **Can I take annual leave and toil whilst on placement?**

   Because students aren't actually SCT employees any leave will need to be agreed with your university and at the Placement Agreement Meeting or Midpoint review. You may take Time Off in Lieu (TOIL) if you have worked extra hours; this will have to be agreed in consultation with the Onsite Supervisor or Practice Educator. We don't encourage students to accrue TOIL, but we know it may happen so, if you do, you will need to take it as soon as possible. You should keep a record of any extra hours accrued and share this with your Onsite Supervisor or Practice Educator in Supervision.

2. **Can I claim for mileage and parking?**

   Yes, you can, and you should claim for mileage and parking related to carrying out your practice. As students do not have access to the SCT Oracle Fusion Business System online, you will need to claim via aHR Templates which are signed off by your manager. The SWA Business Administrator will supply you with these forms at the start of your placement. You are encouraged to claim at the end of each month rather than allowing mileage and parking claims to build up. You will then need to liaise with the Business Admin for your own team who will arrange payment via a Payment Voucher which is then sent to Finance. It is your responsibility to keep clear record of mileage.

3. **Can I access the corporate counselling service whilst on placement?**

   If you need to access counselling support whilst on placement, this is best done via your university support services programme. Any wellbeing issues (physical or emotional) should be discussed with your Practice Educator and University tutor in the first instance. The Corporate Counselling Service is for permanent employees of SCT. However, the SCT Student Unit will want to be made aware of any well-being struggles – physical and / or emotional.

4. **What happens if I become ill and I am unable to attend placement days?**

   The missed days will need to be completed before end of the placement. However, if you are ill for an extended period, the placement will be put on hold, pending agreement between the university and SCT.

5. **What happens if I am pregnant or become pregnant whilst on placement?**

   The line manager will need to complete a risk assessment; the university will manage the viability of your placement.

2.8 Applying for a NQSW Post in SCT

Final year students on placement with SCT, can apply for a NQSW post and are offered an interview. All students on their final placement will receive from HR a notification of expression of interest. HR will, in consultation with the Student Unit

provide briefing session on how to complete an application form and prepare for interviews, should you choose to apply. *Please refer to Appendix 3 process map* for further details on recruitment.

2.9 The SCT ASYE Academy

The ASYE Academy was launched in September 2020. The objectives of the ASYE Academy are to achieve the following:

- Provide a protected and supportive environment for NQSWs to consolidate learning from the social work qualification within the Assessed and Supported Year in Employment (ASYE).
- Support and develop confidence in practice.
- Assist NQSWs to understand the child's journey through the *SCT Practice Framework and STAR Model.*
- Drive improvement and consistency of social work practice and standards.
- Ensure NQSWs feel valued and have a career in SCT.
- Improve the lives of children, young people, and families.

For further information, you can access the SWA and ASYE pages on the SCT Intranet: https://sctnet.uk/social-work-academy/

2.10 Supporting your Wellbeing

SCT has a wellbeing strategy and there is a Wellbeing Champions Group which meets Bi-Monthly with representatives from across the Service. If you are interested in joining the group please let the SWA Business Administrator know.

You will also have access to peer support within your teams and with other colleagues. There will be space for self-reflection through individual supervision, team group supervision and the Monthly Student Group run by the SWA.

Please see the diagram below for a visual representative of the Wellbeing Strategy.

Section 2 – Your Student Journey

Looking after Your Well-being – Tips for the working day:

There are also a range of things you can do to look after your own wellbeing on placement.

Breathe - *Take moments throughout the day to be still and focus on your breathing, during times of stress its beneficial to take deep breaths, reflect and relax.*

Hydrate - *Drink plenty of fluids throughout your working day; water, juices, hot beverages.*

Move - *Get up, stretch and take regular breaks away from your desk and screen, take walks before, during lunchtime and after work, if possible, do some regular exercise or movements that suits you.*

Talk – *Stay connected to others; communicate with team colleagues, other students, team manager, OSS and PE. Ensure you have regular, planned supervision, attend team meetings, plan social interactions with your friends & family.*

Care - *Take care of yourself, eat a healthy diet, plan your annual leave in advance, think about how you will achieve effective, good work/study/life balance, ensure you get enough sleep and rest, engage in hobbies and interests.*

Section 3

Roles and Responsibilities of those supporting or assessing students

Key people during the student induction period are the Team Manager, the placement team, the student, the Onsite Supervisor and the Practice Educator. The roles and responsibilities of each are listed below.

3.1 Role and responsibilities of the Team Manager

The Team Manager will have overall responsibility of the student in their team and will:

- Allocate a work-based / Onsite Supervisor for the student and ensure that any team member who undertakes this role is adequately trained and briefed to do so.
- Work in partnership with the work-based supervisor (Onsite Supervisor)
- Ensure that an informal interview takes places to ensure that the student's needs can be met within the team.
- Liaise with the Student Unit and assign cover to support the student if the Onsite Supervisor is on annual leave or sick leave or leaves SCT.
- Ensure an appropriate welcome and induction programme is planned for the student from their first day of placement and overseen by the Onsite Supervisor.
- Ensure every member of the team is aware of their responsibility for the induction of the student and in providing learning opportunities, shadowing, co-working.
- Ensure students have regular supervision with their Onsite Supervisor and that their learning needs are met.
- Consult the Onsite Supervisor when allocating cases to the student and where students are co-working cases provide joint supervision with the Onsite Supervisor.
- Ensure that adequate provision is made for any student who has a disability.
- Address any issues and concerns as they arise and liaise with Student Unit if issues cannot be resolved.

3.2 Role and responsibilities of the Onsite Supervisor

Your Onsite Supervisor will either hold Practice Education Stage 1 (as a minimum) or be working towards it.

The Onsite Supervisor will:

- Read the student profile and arrange for the interview for the student with their manager.
- Identify any additional needs / equipment that the student might require.
- Support the student to complete the induction checklist.
- Ensure that the student receives a well-planned and effective induction into the team and service area.

- Read and become familiar with the university's PHP (Practice Handbook and Portfolio) and the requirements of the student portfolio.
- Attend and contribute to all required meetings (interview, PAM, midpoint) and be available for a PAM before or within 3 days of the start of placement.
- Prepare and offer regular time for supervision (1.5 hours per fortnight alternating with the Practice Educator).
- Provide learning opportunities that meet the student's needs and an adequate case load and links to PCF and *SCT Practice Framework and Model*.
- Address concerns as they arise in an open and honest manner and contact the Student Unit, if concerns cannot be resolved in the team. *Please refer to Appendix 3 - concerns process map.*
- Attend briefings or learning and development sessions designed to support the Onsite Supervisor in assessing students.
- Assist the student to assess and plan future learning objectives.
- Contribute to the Practice Educator's report and support the student to identify and plan future learning objectives.
- Undertake 1 direct observation and contribute to the midpoint review and final report.

3.3 Role and responsibilities of the Practice Educator

Where the Onsite Supervisor is also a qualified Practice Educator holding the Stage 2 award, the role will be the same as detailed above, with at the additional responsibility of completing the final Practice Educator report.

Onsite Supervisors who have the Stage 1 Practice Education qualification will be able to supervise, teach, and assess (but not be solely responsible for) social work degree students, up to the final assessment prior to qualification. Stage 1 Onsite Supervisors supervising final placement students will need to have their decision ratified and overseen by a Stage 2 Practice Educator who will complete the final report.

3.4 The Designated Practice Educator (DPE) Role

Onsite Supervisors who are in the process of completing their Practice Education qualification at Stage 1 or 2, are also assigned an experienced Practice Educator who holds Practice Education Stage 2 as a Designated Practice Educator (DPE). The DPE role involves completing one or two observations of the Onsite Supervisor in practice with the student and writing a report as part of their overall Assessment. The DPE may approach the student for feedback to contribute to the Onsite supervisor's assessment.

Please see Section 6 below for further information on Practice Educators and the values and standards which they work to i.e. **Practice Educator Professional Standards (PEPS)**.

3.5 The Consultant Social Worker (CSW) Role for Approach Social Work.

Approach Social Work (ASW) students are supported by Consultant Social Workers (CSWs) who are allocated to each ASW hub within a specified social work team. The

Section 3 – Roles & Responsibilities of those supporting & Assessing Students

CSW supports the students in their hub and co-works cases with them over the course of the year. They also act as Practice Educators and Assessors and make the recommendation at the end of the year regarding whether the student should qualify as a Newly Qualified Social Worker (NQSW).

The Social Work Academy (SWA) has close links with the ASW hubs with an Assessor/Practice Educator allocated to each hub. The SWA Assessors will attend some unit meetings and support transfer meetings at the end of the first year. They will then act as ASYE Assessors in the NQSW ASYE year, providing continuity.

Section 4

Organisational Responsibilities

4.1 Role and responsibilities of Senior Management and PSW

The Heads of Service will need to be aware of student placements in their service area and get updates from their Team Managers. The Principal Social Worker (PSW) will have a strategic overview of the Student Unit and obtain feedback from the Social Work Academy Team Manager and students regarding placement experiences via bi-monthly forums and monthly reporting. Heads of Service, Service Managers, and Team Managers should ensure all requests for student placements are directed to the Student Unit.

4.2 Role and responsibilities of the Social Work Academy/Student Unit

The Student Unit will have an overview of all placements in SCT, ensuring students' learning needs are met. The role of the Student Unit includes:

- Shortlisting and matching students with Onsite Supervisors / Educators and teams.
- Acting as a point of contact if issues arise in relation to the placement.
- Providing relevant training and development opportunities for Onsite Supervisors / educators e.g. planning induction, group and peer supervision and completing the curriculum for students.
- Briefing sessions for Team Managers on expectations of having students in their team and how to support and challenge Onsite Supervisors and Practice educators in their team who have a student.
- Liaising with the HEI to appoint a long arm Practice Educator when the Onsite Supervisor is not Stage 2 qualified.
- Use a variety of methods to quality assure the student's placement.
- Provide placement and student updates to PSW and Team Managers, Service Managers and Heads of Service.
- Engage with stakeholders and regional forums i.e. Teaching Partnership in order to provide opportunity for rethinking, reflection and sharing of good practice.
- Liaise with regional and local HEIs to support moderation panels and academic teaching.
- Respond to requests for work experience opportunities and student placement, providing evidence to the service regarding requests and any anomalies.

4.3 Assessing Students

Social Work students are assessed against the **9** ***Professional Capabilities Framework (PCF) (for first and final placement) and the*** **10** ***Post-Qualifying Standards (PQS) Knowledge and Skills Statements (KSS)*** *for child and family practitioners,* these are listed in the table below and outlined in full in *Appendix 2*

Section 3 – Roles & Responsibilities of those supporting & Assessing Students

The student's portfolio work will need to evidence how they have met the PQS/KSS, and PCF at end of the first and final placement. They will also be assessed via midpoint reviews, direct observations and service user feedback to ensure learning needs are being met.

Post Qualifying Standards (PQS) Knowledge and Skills Statements (KSS) (DfE)	**Professional Capabilities Framework (PCF) (BASW)**
A child and family social worker should be able to work effectively in the following areas of knowledge and skill: 1. Relationships & effective direct work 2. Communication 3. Child development 4. Adult ill health, substance misuse, domestic abuse, physical ill health and disability 5. Abuse and neglect of children 6. Child and family assessment 7. Analysis, decision-making, planning & review 8. The law and the family youth justice systems 9. The role of supervision 10. Organisation Context	*The PCF sets out the necessary capabilities to be achieved across 9 domains with a detailed elaboration at each level:* 1. Professionalism 2. Values and Ethics 3. Diversity 4. Rights, Justice and Economic Wellbeing 5. Knowledge 6. Critical Reflection and Analysis 7. Intervention and Skills 8. Contexts and Organisation 9. Professional Leadership

Students are assessed applying a formative and summative approach

Section 5

Quality Assurance – this section explains how student placements are reviewed and monitored to assure quality and good practice

5.1 Expectations of our students:

Students are expected to:

- Ensure that a current enhanced DBS check is in place and show this to the Practice Educator/Supervisor prior to the start of the placement, ideally at the interview.
- Attend and contribute to all required meetings i.e. interview, Placement Agreement Meeting (PAM) and Midpoint review meeting.
- Complete the required hours each day on placement (as agreed at the PAM).
- Make the most of learning opportunities on offer and take responsibility for their own learning.
- Maintain and update a copy of the Induction Checklist and inform the manager if any parts of it get behind schedule, are not clear, do not take place, or are not carried out satisfactorily.
- Maintain records accurately and promptly.
- Maintain confidentiality in line with Trust policies.
- Prepare for and engage in supervision.
- Meet the PCF at the required level for the placement.
- Maintain high standards of professional behaviour and practice and abide by the Social Work England (SWE) Professional Standards.
- Raise concerns as they arise in an open and honest fashion, *please refer to Appendix 2 – concerns process map*. **All such issues must be addressed before the end of the placement.**
- If at any time during placement the student is investigated, gains a criminal record or develops a health issue this must be declared.

5.2 What happens if there is a concern or worry?

In the event of any difficulties either with the placement or with a student, there should be a discussion between the student and their Onsite Supervisor/Practice Educator and the Team Manager. If this is not resolved within the team, the Student Unit and Practice Tutor should be notified, and a meeting will be arranged to address the concern, *please refer to Appendix 3 – concerns process map.* This process map should be followed in conjunction with the processes set out in the University Practice Handbook and Portfolio (PHP).

5.3 SCT Student Unit Quality Assurance

Quality Assurance (QA) of placements and practice related to student placements is an integral function of the SCT Student Unit, it our responsibility to ensure that students, their assessors and supervisors are adhering to the requirements of the HEI, the organisation and the national standards for students and practice educators.

Section 5 – Quality Assurance

A variety of ways will be used to evaluate the quality of student placements at different stages:

- The PSW and SWA Manager (Workforce Development) will meet students and Onsite Supervisors and/or Practice Educators every month to obtain feedback on their experiences; what is working well, areas for improvement, and next steps.
- Feedback from students will be encouraged and obtained during the peer group sessions facilitated by the Student Unit.
- Practice Educator / Onsite Supervisor workshops will also enable feedback and the quality of assessment and support arrangements will be explored.
- The Student Unit will ensure that all students and Onsite Supervisors and Practice Educators are given the opportunity to complete an end of placement questionnaire on their placement experience, *please refer to Appendix 6 – Placement Evaluation.* The findings will be incorporated in the Student Unit reporting.

5.4 Audits and Dip Sampling

As part of our quality assurance procedures the SCT Student Unit will conduct dip sampling and in some circumstances case file audits whilst students are on placement. This will involve looking at specific elements of the casework which students are co-working or having involvement with. The Student Unit will ensure the student, allocated social worker / PE/OSS and line manager are aware of the audit / dip sample and that they are involved in the pre-audit and post-audit discussions and feedback. Dip sampling will be in the form of the following;

- acquiring student supervision data
- monitoring student and PE/OSS attendance on L&D sessions
- reviewing the types of casework co-allocated to students
- quality of students' casefile recording and PE/OSS oversight
- quality of direct work with CYP, families and carers
- evidence of SCT STAR Practice Framework and Model within students' practice

5.5 Reporting and feedback

The Student Unit will provide updates on the progress of student placements and practice education initiatives to the various management forums and the service.

5.6 Quality Assurance for Practice Learning (QAPL) Procedures

QAPL forms need to be completed in relation to all Social Work placements, two weeks before the end of the placement by the Onsite Supervisor, Practice Educator and the student. This is a national requirement. Please refer to the respective university Handbook for further details.

Section 6

This section is for you as Onsite Supervisors and Practice Educators in your role in supporting students from interview to placement completion

6.1 Meeting the student and interviewing

After the selection process is completed by the Student Unit and successful students are matched to the teams that can best meet their learning needs, you will receive a copy of the student profile, DBS and any other document related to the student, *please refer to Appendix 3 – Matching Process* for the process map.

6.2 Pre-placement visit and meeting the team (Onsite Supervisor)

As Onsite Supervisor, you will need to arrange a pre-placement meeting and interview for the student, with the Team Manager. (If this is a virtual meeting, please ensure cameras are switched on).

The placement offer can only be finalised when the you and the Team Manager have formally interviewed the student. It is important to inform the Student Unit if there are any concerns about the student fitting into the team at this point.

If you, as Onsite Supervisor, the Team Manager and the student are happy, the placement and start date will be confirmed, *please refer to the process map Appendix 3*. The student can be introduced to the team virtually or face to face, ideally during a team meeting before the start of the placement or in the first week.

6.3 Arranging the student's essential equipment and training

Laptop and Phone

You will need to liaise with the Mini Business Admin Team to order the laptop and phone for the student. Equipment is ordered from IT each Thursday and sent to the Mini Business Admin Team each Friday, so the order needs to be made in good time prior to the student starting in placement.

Account and Email log-in set-up and ID Badge

You should liaise with the Business Support Officer for the team to organise the set-up of the student's SCT account login and email access and arrange for their ID/Door access card from Facilities Management.

Online Learning and LC logic training

Access to online learning and LC logic training will be covered in the Corporate Induction.

Specialised Equipment and Reasonable Adjustments

You will need to have a discussion with your Onsite Supervisor and Practice Educator about any additional needs you may have. If you have a Reasonable Adjustment Plan in place from your university, please share this with your Onsite Supervisor and Practice Educator. You need to ensure that timescales for obtaining any specialised equipment, or putting in any strategies for support are specified. Your Onsite Supervisor and Practice Educator, along with your Team Manager, will liaise with the Business Admin for your Service Area/Team to progress requests and any installation and training.

If you have any physical or mental health conditions, it is your responsibility, along with your Onsite Supervisor and Practice Educator, to make the designated First Aider/Mental Health First Aider for your area aware of your condition and potential support needs.

6.4 Planning the Induction Programme

All students are required to complete an induction checklist that is signed off by you and returned to the Student Unit. In addition, it is your responsibility to ensure that the student receives a well-planned and effective team induction, that includes shadowing experiences within the team and across different service areas.

The purpose of the workplace induction is to:

- Make the students feel welcome and valued as a member of the team.
- Ensure students know their role, how they fit in and contribute to the success of the Trust.
- Help students feel motivated and committed.
- Clarify expectations of all parties and set standards.
- Provide students with the knowledge to enable them to do their job.
- Ensure that the student knows how you will support them as Onsite Supervisor to carry out their role.

You can plan student's induction once the placement has been confirmed. You will need to:

- Make contact with the student to confirm their start date and answer any queries they may have before they start.
- Plan and organise a comprehensive induction programme: the length of the induction period will vary on the length of placement.
- Advise the student when and where they should arrive on their first day and make sure that you are there to welcome the student.
- Ensure the team knows the name of the student and when they are starting.
- Liaise with the Business Support Officer to arrange logins and the ID Badge.

6.5 The Learning Agreement Meeting

Section 6 - The Role of the Onsite Supervisor and Practice Educator

The Placement Learning Agreement (PAM) meeting may take place before placement starts or within the first two weeks of the placement. It is the University Practice Tutor's responsibility to organise the meeting and the student's responsibility to record the meeting. As the Onsite Supervisor, you will also attend, along with the Practice Educator (if different). Each university will have its own template that needs to be completed. The Team Manager is also welcome to attend, although this is not a requirement, it proves beneficial.

6.6 Supervision of your student

You must prioritise providing supervision with your student, these should be scheduled in advance and the appointment should be visible in the Outlook calendar. Any changes to supervision dates should be openly communicated between you and your student and alternative dates arranged for cancelled supervisions Supervision is a two-way process, it is essential you and the student prepare for supervision. Ensure you and your student actively make reference to the PCF and social work theories as well as SCT policies and procedures and national policy in relation to practice.

For a supervision template please follow the link:

Supervision blank template.doc

6.7 Midpoint review and final report.

The midpoint review meeting is arranged and chaired by the Practice Tutor. The student's progress will be assessed against the PCF to monitor the student's learning and development needs. A 3-way supervision between you, the Practice Educator, and the student is held before the end of placement. The Practice Educator completes the final report on the last day of the placement**.**

6.8 Support for Practice Educators and Onsite Supervisors

Universities provide Workshop sessions for Practice Educators and Supervisors supporting students. The number of sessions offered will vary depending on the university. Dates are usually provided in advance of the placement start date and will either be sent directly by the university or via the Student unit. Onsite Supervisors (OSS) and Practice Educators (PE), ASW Consultant Social Workers (CSW) and ASW Deputy Consultant Social workers (DCSW) are encouraged to attend these sessions.

Further support and training will also be provided by the Student Unit for the duration of the student placement. OSS/PE (inclusive of ASW CSWs and DCSWs) monthly learning and support sessions will cover a range of topics including the following:

- Monthly group supervision
- Models of supervision
- Assessing students against PCF and completing midpoint and final report
- Linking theory to practice
- Working with struggling/failing students
- OSS/PEs,CSWs, DCSWs will be invited as guest members of the ASYE QAP in order to enhance assessment and Quality Assurance skills.

- The Student Unit will also commission Practice Educator specific training.

6.9 SCT Resources for those social workers assessing and supporting students

Onsite Supervisors, Practice Educators, Consultant Social Workers and Deputy Consultant Social workers can loan resources from the Student Unit to support reflection and learning. The following resources are available:

- Social Work theory cards
- Social Work reflection postcards
- Books (a range of titles related to Practice Education)

6.10 Frequently Asked Questions (Onsite Supervisors and Practice Educators)

1. Can I arrange a student placement myself?

No, all student placements must be arranged by the SCT Student Unit / Social Work Academy team. The Student Unit need to have oversight of all student placement arrangements.

2. Who can become a Practice Educator?

A G-grade social worker who is a permanent staff member and has endorsement from their line manager and Service Manager. In some circumstances, interim/agency Senior Social Workers can act as a PE/OSS after discussion with the Student Unit and agreement from the PSW.

3. Can Onsite Supervisors assess students at all levels?

Yes, Onsite Supervisors can assess students at different levels; however, only Practice Educators with Stage 2 qualification can complete the assessment report at the end of the placement. Refer to **The Practice Educator Professional Standards (PEPS)**, link below in 6.11.

4. If I am a Practice Educator or Onsite Supervisor, do I need to take a student every year?

If a Practice Educator has not had a student for two years, their PE qualification can be considered lapsed. However, if a Practice Educator has not had an opportunity to take on a pre-qualifying student, they can maintain currency through other practice education activities, such as: supervising and supporting NQSWs, providing shadowing opportunities, supporting the learning of others, or observing other practice educators.

5. As an Onsite Supervisor or Practice Educator will I be paid for having a student?

Additional payments are not offered at SCT; it will be considered part of your CPD and your career progression.

6. As an Onsite Supervisor or Practice Educator will I get a reduced allocation of children?

While there might not be a reduced caseload, your manager will take into consideration your added responsibility of supervising a student. The student should have work from your cases – this will ensure you have oversight.

7. Can students undertake CIN/CP statutory visits?

Students cannot undertake statutory visits independently. Their Onsite Supervisor/Practice Educator or a qualified worker needs to accompany them for these visits. If there is any uncertainty about a CIN visit, then a discussion should occur with the Team Manager, Service Manager, and student.

6.11 Pathway to Qualifying as a Practice Educator

The Student Unit supports and Senior Social Workers at Grade G, who show aptitude for enabling the learning and development of others, with their career pathway to become Onsite Supervisors, Practice Educators, ASW Consultant Social Workers and ASW Deputy Consultant Social Worker. As per the requirement of Practice Educator Practice Professional Standards (PEPS), Senior Social Workers (G grade) are expected to have supported or provided shadowing experiences to students to be put forward for the academic accredited Practice Educator's course – Practice Education Stage 1. To progress to Stage 2 Practice Educator, Onsite Supervisors will need to have assessed and supported at least 2 students, unless the university requirements state otherwise.

Sandwell Childrens Trust can fully fund academic accredited Practice Education qualifications; you can choose where to study as there are numerous regional universities that provide the PE stage 1 and stage 2 courses. The Frontline organisation also provides Practice Education courses for ASW Consultant Social Workers and Deputy Consultant Social Worker, however, these are not academically accredited.

The Practice Educator Professional Standards (PEPS),

The PEPS are a set of values and standards which should guide all parties involved in practice education. The PEPS are split into four Domains which set out standards expected of those responsible for facilitating, supporting and assessing the learning of social work practice (NQSW) and professional development of students in practice. This set of standards have been aligned to the Professional Capability Framework and the Post Qualifying Knowledge and Skills Statements (see further details in the link) https://www.basw.co.uk/resources/basw-england-practice-educator-professional-standards-social-work-peps-2020

Section 6 - The Role of the Onsite Supervisor and Practice Educator

Onsite Supervisors who have Stage 1 qualification will be able to supervise, teach and assess social work degree students up to the final assessment prior to qualification, but not be solely responsible for the final assessment of a student. Stage 1 Onsite Supervisors supervising final placement students will need to have their decision ratified and overseen by a Stage 2 Practice Educator who will complete the final report.

Practice Educators working towards Stage 1 or Stage 2 are expected to do the following:

- Contact the Course Leader or Tutor at the university if you require extra support.
- Notify the university if you are unable to attend lectures/tutorials or you require an extension for course work submission. You must also inform your Team Manager and the Student Unit regarding any issues you might have in completing your course.
- Inform the SCT Student Unit whether you have passed or deferred the Practice Educator course.
- Be proactive in seeking to take student placements.
- Accept invites to attend a monthly ASYE Academy Quality Assurance Panels (QAP), acting as a guest QAP member. This activity will support your practice educator skill and knowledge development.

Please also refer to the process map in Appendix 7 –Pathway to qualifying as a Practice Educator

6.12 Approach Social Work CSW Role and Practice Education

Sandwell Children Trust are in partnership with the Frontline organisation to co-deliver the **Approach to Social Work (ASW)** programme. The **ASW Consultant Social Worker (CSW)** and **ASW Deputy Consultant Social Worker** (DCSW) posts are subject to joint recruitment processes from both the Frontline Organisation and Sandwell Childrens Trust. In addition to the Frontline eligibility requirements, Sandwell Children's Trust reserves the right to add additional application criteria to the recruitment of these posts which are in line with our social worker career development and quality assurance processes.

If you aspire to become a **ASW Consultant Social Worker (CSW)** or **ASW Deputy Consultant Social Worker (DCSW)** discuss it with your line manager, include your plan in your supervision and appraisal and then consult the Social Worker Academy manager who can advise you on the role and recruitment process. It is not a requirement of the posts, but it will prove advantageous for you and the students if you already hold a Practice Education qualification.

To be considered for the role of **ASW Consultant Social Worker (CSW)** or **ASW Deputy Consultant Social Worker (DCSW)** you must be a Senior Social Worker (i.e. minimum of G Grade) and have tangible evidence of supporting a student either through providing a shadowing experience or supporting them in another way during their placement. If you do not already hold a Practice Education qualification, there is

an option to attend a Practice Education course with Frontline. However, as noted above, this is not accredited.

6.13 Split Placements

Some Social Workers with existing PE qualifications or those undertaking Practice Education modules, may be in roles or teams where providing a student with a full comprehensive placement experience may be a challenge. Split placement can take the form of half of the placement days in one team/ service area and the remainder of the placement days in a totally different team / service area, there are many benefits for students as a spilt placement can provide a well-rounded and diverse placement experience. Split placements should be discussed and arranged by the SCT Student Unit in conjunction with HEI, the line manager, PE/OSS and student. The needs of both student and PE/OSS need to be fully explored before split placement agreements are formalised.

6.14 Work Placement Requests

Any requests from external individuals, groups, or organisations will need to be forwarded for discussion to the SCT Student Unit/Social Work Academy Team. There should be no unregulated work placements; the Student Unit needs to be fully appraised of any requests.

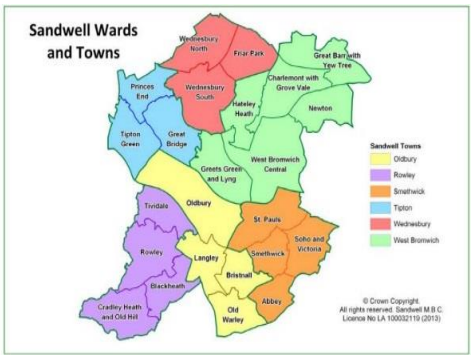
Appendices

Appendix 1

Sandwell and SCT Services

Sandwell is a metropolitan borough in the Black Country, which is made up of six towns: Oldbury, Rowley Regis, Smethwick, Tipton, Wednesbury and West Bromwich.

Sandwell is an ethnically diverse borough; 34% of residents are from black and minority ethnic communities. This compares to an average of 20% in England and Wales.



Sandwell has high deprivation in education, employment and income, with deprivation spread across the borough rather than being concentrated in certain hotspots. This has an impact on the experiences of the families we are working with.

<u>The following is an overview of our teams at SCT</u>

Front Door: Thresholds for concern and assessment

Multi Agency Safeguarding Hub (MASH)

The Multi Agency Safeguarding Hub (MASH) is the single point of contact for reporting all Safeguarding concerns. Contacts are screened by gathering information from multi-agency information and a decision is then be made as to how the family will receive the most appropriate level of support.

Locality Assessment & Intervention Teams

If the threshold is met, the referral will be transferred within 24 hours to one of the **Assessment and Intervention Teams** within one of the **3 Locality Teams** (Tipton & Rowley; West Bromwich & Wednesbury; Smethwick & Oldbury). Children/young people who require a Child in Need (CIN) plan are allocated within these teams

Locality Child Protection and Court Teams

On conclusion of the assessment, if the child/young person needs to go onto a Child Protection (CP) Plan or will be the subject of court proceedings, the case is transferred to one of the **CP/Court Teams** within one of the **3 Locality Teams.**

Children We Care For (CWCF)

The (CWCF) teams work with children and young people who are in care under sections 20 and 31 of the Children Act (1989).

Independent Fostering Agency (IFA)

Appendices

Sandwell Children's Trust is an independent none -profit company that provides social care and support services to children, young people and families. The fostering service offers placements to Sandwell children but is no longer part of the Sandwell Childrens Trust. It is now registered as an Independent Fostering Agency (IFA), and its fostering arm is called Sandwell Children's Trust Fostering
https://fostersandwell.co.uk/

Quality Safeguarding Unit – IRO Service and Conference Chairs

The Quality Assurance and Safeguarding Unit is an independent service with Managers and practitioners that do not have direct case management responsibility, but are allocated to children, families and carers where there are safeguarding, protection and welfare issues. Children allocated within our service will either be looked after or be subject to Child Protection Plans. The Unit is made up of the following practitioners:

- Independent Reviewing Officers (IRO) – with primary responsibility for overseeing and reviewing Care Plans for children who are looked after. IROs will see children and liaise with relevant professionals and also work closely with the Social Worker to understand how the child is being supported.
- Child Protection Conference Chairs (CPCCs) with primary responsibility for Chairing Child Protection Conferences and overseeing Child Protection Plans where thresholds around significant harm are met.
- Foster Carer Independent Reviewing Officers (FIRO) with primary responsibility for independently reviewing the care given by Foster Carers and ensuring that they meet the required National Minimum Standards from the Fostering Regulations.
- Local Authority Designated Officer (LADO) - the LADO is responsible for managing all child protection allegations made against staff and volunteers who work with children and young people. They will offer advice and guidance and Chair Position of Trust Meetings to oversee investigations.

Sandwell Children's Safeguarding Partnership (SCSP)

The statutory objectives and functions of SCSP are outlined in legislation (Children and Social Work Act 2017) and statutory guidance (Working Together 2018).
The Safeguarding Partners are required to agree on:

- The coordination of safeguarding services – how they work together and with other relevant agencies (relevant agencies are those whose involvement may be required to safeguard and promote the welfare of children's needs locally).
- act as a strategic leadership group in supporting and engaging others.
- implement local and national learning including from serious child safeguarding incidents.

For more info use the links below

https://www.sandwellcsp.org.uk/

Youth Justice Service

Appendices

The Youth Justice Service (YJS) is involved with Children/Young People aged from 10-17 years old, who come into contact with the Justice System.

Intervention Hub

The Intervention Hub provides a range of services as below:

- **Strengthening Families,** services are accessed through the six Community Operating Groups (COGs) in each of Sandwell's six towns, to provide support to families who do not meet the threshold of statutory intervention.
- **The Family Solutions Team (FST)** offers a crisis response across these services and responds within 24 hours to referrals where a child appears to be on the edge of care due to family break down.
- **The Family Group Conferencing (FGC) Team** offers Family Group Conferences, mediation and Emergency Network Meetings, and supports practitioners with family meetings.
- **Multi-Systemic Therapy (MST)** is a unique, goal-oriented, comprehensive treatment programme designed to serve multi-problem youth in their community. MST works intensively with families in order to reduce the risk of an out of home placement such as care or custody. MST was developed at the Family Services Research Centre at the Medical University of South Carolina and uses only treatment strategies that are supported by research.
- **The DECCA (Drug Education, Counselling and Confidential Advice) Team.** DECCA provide the young people (aged 18 and under) drug and alcohol service in Sandwell. It provides 1:1 support and group work to children and young people
- **The Horizons Team** consists of a Team Manager, 6 key workers, a co-ordinator and business support worker. There are also 2 police officers attached to the team, one for criminal exploitation and the other one for sexual exploitation. The team does not hold cases but works alongside Social Workers and COGs workers with young people who have active plans. Work is tailored to a young person's needs and allocations are done at MACE (Multi-Agency Criminal Exploitation) meetings and from the Exploitation Hub. The team also completes Return Home interviews, gathers intelligence and, where appropriate, shares it with the police via a FIB form, and supports all missing cohorts across the SCT.

Appendices

Appendix 2

Professional Capability Framework (PCF)

1. PROFESSIONALISM - Identify and behave as a professional social worker, committed to professional development

Social workers are members of an internationally recognised profession. Our title is protected in UK law. We demonstrate professional commitment by taking responsibility for our conduct, practice, self-care and development. We seek and use supervision and other professional support. We promote excellent practice and challenge circumstances that compromise this. As representatives of the profession, we safeguard its reputation. We are accountable to people using services, the public, employers and the regulator. We take ethical decisions in the context of multiple accountabilities.

I…

- recognise the role of the professional social worker in a range of contexts
- recognise the important role of supervision and make an active contribution
- demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness
- with guidance take responsibility for managing my time and workload effectively
- am able to show awareness of personal and professional boundaries in all contexts and media
- with guidance, recognise my limitations and how to seek advice
- recognise and seek to meet my own learning needs in response to practice experience
- show awareness of my own safety, health, wellbeing, self-care priorities and emotional resilience, and seek advice as necessary
- identify concerns about practice, procedures or ethos in the workplace and how they might be questioned and/or improved.

2. VALUES AND ETHICS - Apply social work ethical principles and value to guide professional practices

Social workers have an obligation to conduct themselves and make decisions in accordance with our Code of Ethics. This includes working in partnership with people who use our services. We promote human rights and social justice. We develop and maintain our understanding of the value base of our profession throughout our career, its ethical standards and relevant law.

I…

- understand and, with support, apply the profession's ethical principles from our Code of Ethics
- recognise and with support, explore and manage the impact of my own values on professional practice
- identify and, with guidance, manage potentially conflicting values and ethical dilemmas
- elicit and respect the needs and views of service users, carers and families, and with support, promote their participation in decision-making wherever possible.

- recognise and, with support, promote individuals' legal and ethical rights to autonomy and self-determination
- promote and protect the privacy and confidentiality of individuals within and outside their families and networks, recognising the requirements of professional accountability and appropriate information sharing.

3. DIVERSITY AND EQUALITY - Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice

Social workers understand that diversity characterises and shapes human experience and is critical to the formation of identity. Diversity is multi-dimensional and includes race, disability, class, economic status, age, sexuality, gender (including transgender), faith and belief, and the intersection of these and other characteristics. We understand that because of difference, and perception of difference, a person's life experience may include oppression, marginalisation and alienation as well as privilege, power and acclaim. We identify this and promote equality.

I…

- understand how an individual's identity is informed by factors such as culture, economic status, family composition, community, life experiences and characteristics – and the intersection of such factors - and take account of these to understand their experiences
- with reference to current legislative requirements, I recognise personal and organisational discrimination and oppression, and identify ways in which they might be challenged by me and by service users and families.
- recognise and, with support, manage the impact on people of the power invested in my role.

4. RIGHTS, JUSTICE AND ECONOMIC WELLBEING - Advance human rights and promote social justice and economic wellbeing

Social workers recognise and promote the fundamental principles of human rights, social justice and economic wellbeing enshrined in national and international laws, conventions and policies. These principles underpin our practice and we use statutory and case law effectively in our work. We understand and address the effects of oppression, discrimination and poverty. Wherever possible, we work in partnership with people using services, their carers and families, to challenge inequality and injustice, and promote strengths, agency, hope and self-determination.

I…

- understand and, with support, apply in practice the principles of human rights, social justice, inclusion and equality
- understand how legislation and policy can advance or constrain people's rights
- work within the principles of human and civil rights and equalities legislation
- recognise the impact of poverty and social exclusion and promote enhanced economic status, income and equal opportunities through access to education, work, housing, health services and welfare benefits
- recognise the value of independent advocacy.

5. KNOWLEDGE – Develop and apply relevant knowledge from social work practice and research, social sciences, law, other professional and relevant fields, and from the experience of people who use services

We develop our professional knowledge throughout our careers and sustain our curiosity. As a unified profession, we develop core knowledge that relates to our purpose, values and ethics. We also develop specific knowledge needed for fields of practice and roles. Our knowledge comes from social work practice, theory, law, research, expertise by experience, and from other relevant fields and disciplines. All social workers contribute to creating as well as using professional knowledge. We understand our distinctive knowledge complements that of other disciplines to provide effective services.

I…

- with guidance, apply research, theory, evidence and knowledge from social work and other relevant fields (e.g. sociology, social policy, psychology, health, human growth and development, technological and digital spheres, and from the experience of people who use services) to social work practice
- understand the legal and policy frameworks and guidance that inform and mandate social work practice, relevant to my placement setting
- understand forms of harm, their impact on people, and the implications for practice
- apply knowledge from a range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them
- value and take account of the expertise of service users and carers and other professionals in my practice and judgement.

6. CRITICAL REFLECTION AND ANALYSIS - Apply critical reflection and analysis to inform and provide a rationale for professional decision-making

Social workers critically reflect on their practice, use analysis, apply professional judgement and reasoned discernment. We identify, evaluate and integrate multiple sources of knowledge and evidence. We continuously evaluate our impact and benefit to service users. We use supervision and other support to reflect on our work and sustain our practice and wellbeing. We apply our critical reflective skills to the context and conditions under which we practise. Our reflection enables us to challenge ourselves and others, and maintain our professional curiosity, creativity and self-awareness.

I…

- recognise the importance of applying imagination, creativity and curiosity to my practice
- inform my decision-making through the identification and gathering of information from more than one source and, with support, evaluate its reliability and validity
- with guidance use reflection and analysis in practice

- with guidance understand how to evaluate and review hypotheses in response to information available at the time and apply in practice
- with guidance, use evidence to inform decisions.

7. SKILLS AND INTERVENTIONS - Use judgement, knowledge and authority to intervene with individuals, families and communities to promote independence, provide support, prevent harm and enable progress

Social workers engage with individuals, families, and communities, working alongside people to determine their needs and wishes, and what action may be helpful. We build productive working relationships and communicate effectively. Using our professional judgement, we employ appropriate interventions, promoting self-determination, support, protection and positive change. We develop and maintain skills relevant to our roles. We understand and take account of power differentials and use our authority appropriately. We evaluate our own practice and its impact, and how we improve outcomes for those we work with.

I…

- with guidance, use a range of verbal, non-verbal and written methods of communication relevant to the placement
- with guidance communicate information, advice, instruction and opinion to advocate, influence and persuade others
- demonstrate the ability to build and conclude compassionate and effective relationships appropriate to the placement setting
- with guidance, demonstrate a holistic approach to the identification of needs, circumstances, rights, strengths and risks
- identify and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate progress and outcomes
- with guidance, demonstrate the application of a planned and structured approach, informed by at least two relevant social work methods and models
- recognise the importance of community resources, groups and networks for individuals
- demonstrate skills in recording and report writing appropriate to the setting
- with guidance demonstrate skills in sharing information appropriately and respectfully
- demonstrate awareness of the impact of multiple factors, changing circumstances and uncertainty in people's lives
- with guidance understand the authority of the social work role
- with guidance identify the factors that may create or exacerbate risk to individuals, their families or carers, to the public or to professionals, including myself
- with guidance identify appropriate responses to safeguard vulnerable people.

Appendices

8. CONTEXTS AND ORGANISATIONS - Engage with, inform, and adapt to changing organisational contexts, and the social and policy environments that shape practice. Operate effectively within and contribute to the development of organisations and services, including multi-agency and inter-professional settings

Social workers are informed about and proactively respond to the challenges and opportunities that come from changing social, policy and work contexts. We fulfil this responsibility in accordance with our professional values and ethics, as individual and collective professionals and as members of the organisations in which we work. We collaborate, inform and are informed by our work with other social workers, other professions, individuals and communities.

I…

- with guidance, recognise that social work operates within, and responds to, changing economic, social, political and organisational contexts
- with guidance, understand legal obligations, structures and behaviours within organisations and how these impact on policy, procedure and practice, and service user and carer experience
- with guidance work within the organisational context of my placement setting and understand the lines of accountability
- understand and respect the role of others within the organisation and work effectively with them
- take responsibility for my role and impact within teams and with guidance contribute positively to team working
- understand the inter-agency, multi-disciplinary and inter-professional dimensions to practice and, with guidance, demonstrate partnership working.

9. PROFESSIONAL LEADERSHIP – Promote the profession and good social work practice. Take responsibility for the professional learning and development of others. Develop personal influence and be part of the collective leadership and impact of the profession

We develop and show our leadership, individually and collectively, through promoting social work's purpose, practices and impact. We achieve this through diverse activities, which may include: advancing practice, supervising, educating others, research, evaluation, using innovation and creativity, writing, using social media positively, being active in professional networks and bodies, contributing to policy and taking formal leadership/management roles. We promote organisational contexts conducive to good practice and learning. We work in partnership with people who use services and stakeholders in developing our leadership and aims for the profession.

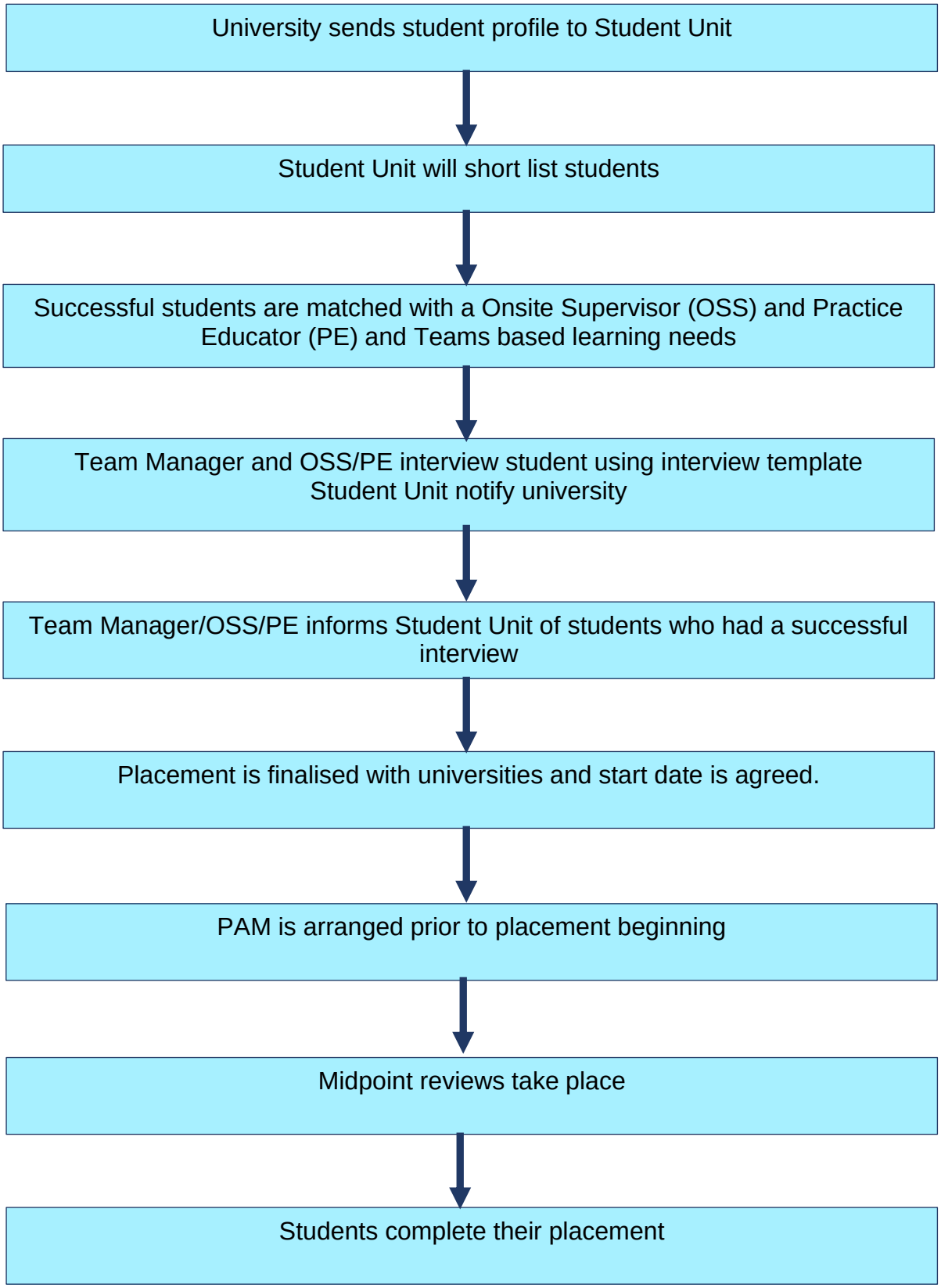
I…

- identify how professional leadership in social work can enhance practice
- recognise the value of sharing and supporting the learning and development of others
- understand my responsibility to develop individual and collective/collaborative professional leadership capabilities.

Appendices

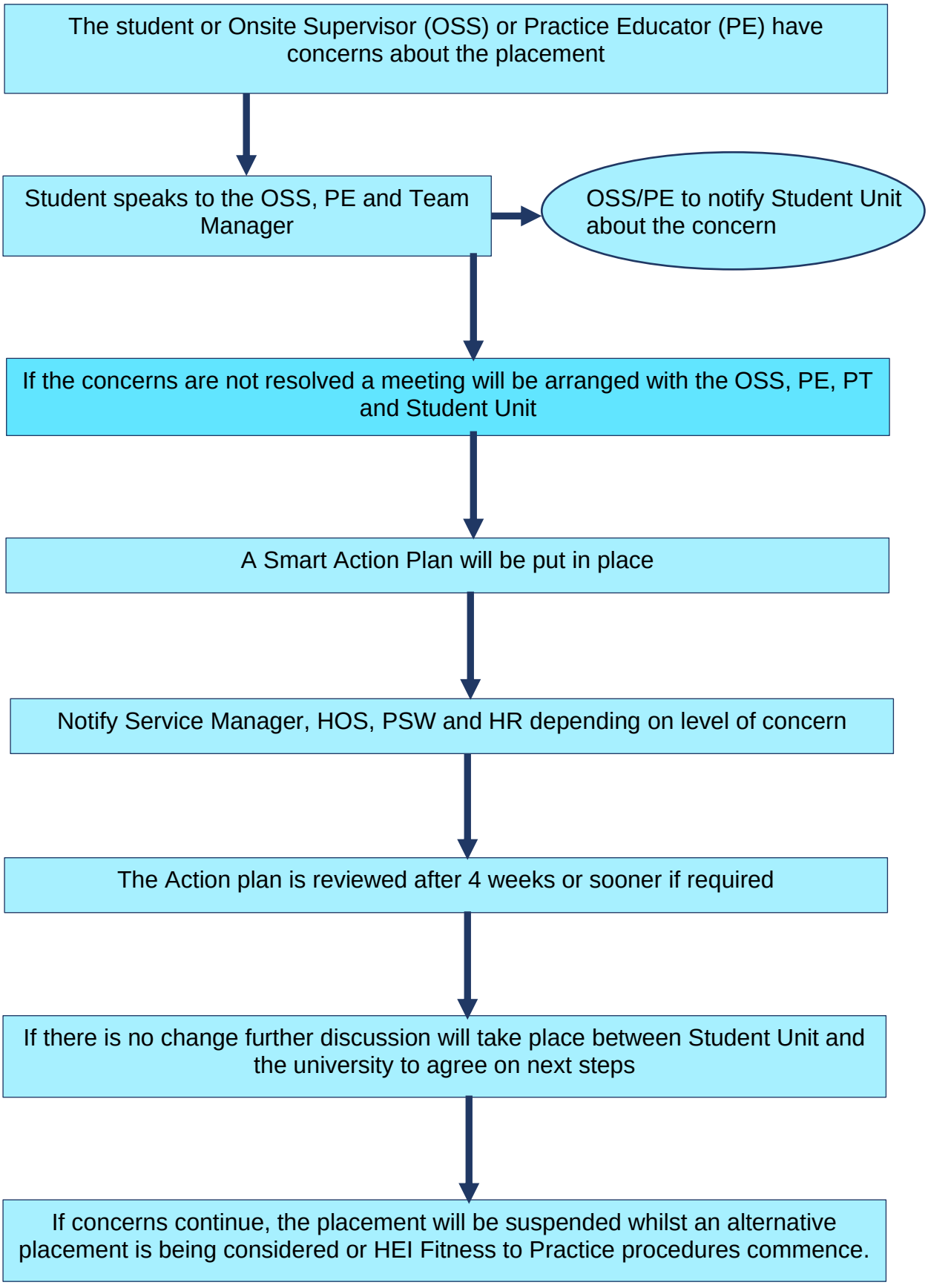
Appendix 3 – Process Maps

Matching: Process map – *matching a student to a social worker who has PE Stage 1 and/or 2 or who is working towards a PE award*



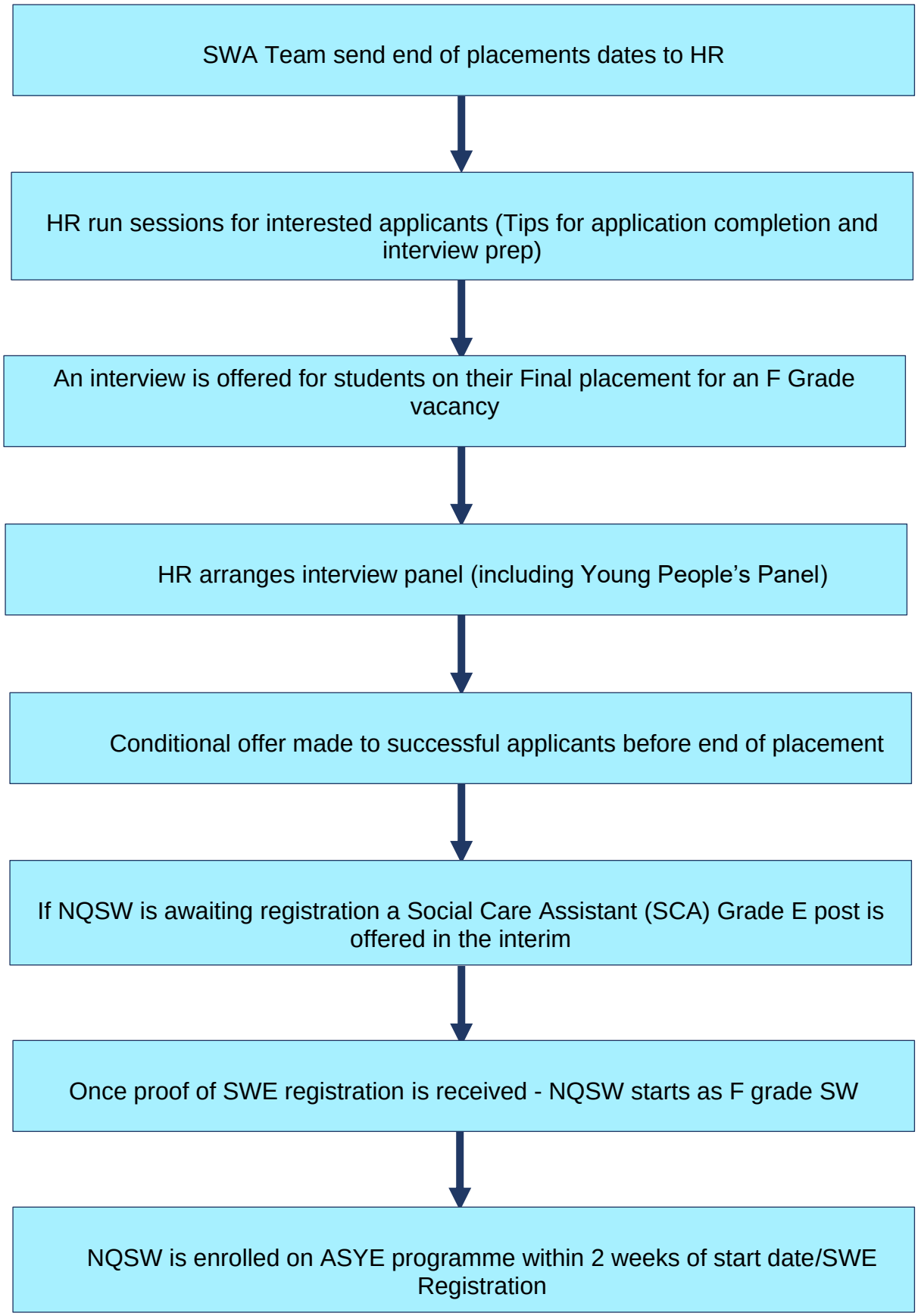
Appendices

Process Map: Concerns about the placement



Appendices

Process Map: Applying for a NQSW post with SCT



Appendix 4

Induction Checklist

Induction Checklist – Student

Key Contacts:

Student: **Date:**

Your Team Manager: **Team:**

Your Onsite Supervisor/Educator:

Please tick when action is complete and initial the box

Things to be completed by the end of the 2-week induction		Tick box	Initial
1.	Personal details provided by you (e.g. contact telephone number) and checked and recorded by the OSS/PE/TM.		
2.	Attend Corporate Induction - your OSS or responsible person will meet during the induction		
3.	Discussions to take place regarding understanding your own role, competencies, objectives and supervision/management arrangements.		
4.	Knowledge of your team's structure and objectives of your Service Area will be shared and explained to you.		
5.	A Business Admin induction will take place including IT access details i.e. computer log-in/password and printing pin/password and information re: e-learning programmes and access to (Child's File) LCS training.		
6.	You will be provided with your own laptop or desk-based computer.		
7.	There will be a tour of your work area, building and surrounding vicinity and an introduction to your colleagues and people who are linked to your job role.		
8.	An Identification Pass/Door Pass will be issued via the curators' office at the Sandwell Council House.		
9.	Health & Safety Risk Assessment, (inc. personal safety) will be carried out by responsible person.		
10.	The Fire Drill and emergency procedures including First Aid appointed persons within your area will be explained to you.		
11.	You will be made aware of the telephone and ICT usage in line with the Trust's data protection act and relevant policies.		
12.	You will be provided with information regarding the children/young person's journey through SCT including a copy of the Practice Standards.		

13.	If you drive a car, obtain a parking permit from the council house and put the registration number of all cars you drive on it. (The permit will need to be clearly displayed in the car window when parked in Council/Trust car parks).		
14.	An overview of the Trust's policies, procedures and protocols will be discussed with you. However, you are required to continue to familiarise yourself with these over the next few weeks, giving yourself a general awareness of procedures using Sandwell Intranet pages.		
15.	Familiarise yourself with the rules and protocols relating to SCT internet and telephone usage prior to using the telephone or system.		
16.	Access and understand SCT's Information Computer Technology (ICT) generic systems, including: • Microsoft Office • Microsoft Outlook – including using the Outlook calendar, sending appointments and booking rooms • Intranet • Internet • Use of Microsoft Teams		
17.	Shadowing/ visits undertaken to different teams across SCT to develop understanding of the child's journey.		
18.	Understand the roles, responsibilities and expectations of key individuals and stakeholders		
19.	Understand SCT Practice Framework and models		
20.	Familiarisation with your allocated team and role as a student		
21.	Understand the role of SCSP and multi-agency working		
22.	Complete all your e-learning and LCS training/modules		
23.	Familiarise yourself and understand the expectations of casefile management including recording and the part audits play in ensuring effective, good practice and outcomes for CYP		
24.	Access to Community Care Inform and Research in Practice		
25.			
26.			
27.	Understand and familiarise yourself with Practice Handbook and Portfolio of your respective university / programme		
28.	Complete the Placement Agreement Document, identify areas of developed against the PCF.		
29	Placement Agreement Meeting with OSS/PE and PT		

Appendices

Appendix 5

Jargon Buster/Acronyms

ASW: Approach Social Work

ASYE: Assessed and Supported Year in Employment

SCT: Sandwell Children's Trust

PQS: Post Qualifying Statements synonymous with **KSS**

KSS: Knowledge and Skills Statement for Child and Family Practitioners

PCF: Professional Capabilities Framework

PHP: Practice Handbook and Portfolio

OSS: Onsite Supervisor, stage 1 qualified

PE: Practice Educator, stage 2 qualified

Long arm PE: Works alongside OSS

PSW: Principal Social Worker

NQSW: Newly qualified social worker

TM: Team Manager

SM: Service Manager

QA: Quality Assurance

CYP: Children & Young People

DO: Direct observation

SU: Service user

CPD: Continuing Professional Development

DfE: Department for Education

HEI: High Education Institutes – universities

WFD: Workforce Development

QAP: Quality Assurance Panel

WMTP: West Midlands Teaching Partnership

PAM: Placement Agreement Meeting

PEPS: Practice Educator Professional Standards are often referred to as PEPS and the terms PEPS 1 and PEPS 2 refer to the level the practice educator has attained.

ECF: Early Career Framework

SWA: Social Work Academy

Appendix 6 – Evaluation/Quality Assurance

Questionnaire for students

EVALUATING THE STUDENT EXPERIENCE WITHIN SCT

DEVELOPED THROUGH CONSULTATION WITH STUDENT SOCIAL WORKERS

This form is to be used at the end of each placement

Student's Initials: _____

Name of University: _____

Type of Course:
(BA, MA, SUSW) _____

Dates of Placement: _____

Area/Team: _____

Length of Placement:
(70 days or 100 days) _____

Was your Practice Educator also your Onsite Supervisor? Yes ☐ No ☐

If 'No', was your Practice Educator external or internal? (Only comment on your placement/s with Sandwell Children's Trust (SCT)

(Placement 1) External ☐ (Placement 2) External ☐

(Placement 1) Internal ☐ (Placement 2) External ☐

1. How would you describe your induction?

Poor ☐ Adequate ☐ Good ☐

2. How effective was your supervision in developing your learning and professional self?

Poor ☐ Adequate ☐ Good ☐

3. Did your placement provide appropriate learning and development challenges?

Yes, ☐ No ☐ and why?

Please provide 2 examples

4. If you could change two things about your placement what would it be and why?

1. 2.

6. Tell us about two things that have been the most positive and rewarding experiences of your placement?

1. 2.

7. On a scale of 0 – 10, where 0 = not good and 10 = very good placement please rate your overall experience of the placement and provide 2 reasons for you rating.

10. If the opportunity arose now or in the future, would you apply for a job with SCT?

Yes ☐ No ☐ Unsure ☐

Please state reason/s:

Appendices

Onsite Supervisor / Educator Questionnaire

Your Name		
Please state your role: (OSS or PE)		
Name of the student		
Date of placement	From:	Until:
Name of University/Programme		

1. Did you receive all the information regarding the student in good time?

Yes ☐ No ☐

2. During the placement did you receive satisfactory support from

	Yes	No
Your Team Manager	☐	☐
Colleagues	☐	☐
The HEI Tutor	☐	☐
The student Unit	☐	☐

Name two things you enjoyed about your role as OSS/PE and why
1. 2.
Name two things you found challenging in your role as OSS/PE and why
1. 2.
Any suggestions on support you might require during the time of having a student
Would you/will you take another student in the next 12 months?

Appendices

Appendix 7 - Process Map: Pathway to qualifying as Practice Educator

A G-Grade, permanent social worker identifies Practice Education as a career pathway and CPD route as part of Appraisal and discussion with their manager.

PE Stage 1

PE Stage 1: Criteria for Application:
Minimum of 2 year's PQ Experience
To have supported/provided shadowing experiences to students or NQSWs.
Ability to study at Post-Graduate Level

An application is made via the Student Unit: A 'Request for Funding and Manager's Endorsement Form' is completed and considered by is right?
If approved, the social worker applies to the HEI, following their application process.

Social Worker is enrolled on course - Stage 1 with Student Unit support
Attends lectures taught at university and completes academic assignment
Supports and assesses a student on placement, coordinated by the Student Unit

Any issues with attendance, support or course work submission or deferring notify the HEI, Student Unit and Team Manager

Successful completion of Stage 1 – social worker notifies the Student Unit of the achievement, and is included in SCT Student Unit database of Onsite Supervisors
Social Worker becomes a Onsite Supervisor and can assess and support students but will require Practice Educator with Stage 2 to write the final report

A social worker with PE Stage 1 identifies **Practice Education Stage 2** as a next step as part of Appraisal and discussion with their manager.

PE Stage 2

PE Stage 2: Criteria for Application:
Holds PE Stage 1 or equivalent
Has assessed and supported 2 students within 2 years

An application is made via the Student Unit in the same way as for Stage 1 above.
If approved: the social worker applies to the HEI, following their application process.

Social Worker is enrolled on course - Stage 2 with Student Unit support
Attends lectures taught at university and completes academic assignment
Supports and assesses a student on placement, coordinated by the Student Unit

Any issues with attendance, support or course work submission or deferring notify the HEI, Student Unit and Team Manager

Successful completion of Stage 2 – social worker notifies the Student Unit of the achievement and is listed in SCT Student Unit database for as a Practice Educator with Stage 2 qualification.
Social Worker becomes a Practice Educator and can assess and support students in their final year or be a long arm Practice Educator when the Onsite Supervisor is not Stage 2 qualified.

Sandwell Children's Trust

Remember the voice & lived experience of the child & young person

Include it and thread it through your student evidence, through Direct work, Assessment and Plans

'No decisions about me, without me'