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Families in Families in Care

Registered Charity Number 1007596 proudly serving Tyne and Wear

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Practice Placement Opportunities for Social Work Students

2015 / 2016

Families in Care is a voluntary agency providing independent advocacy, counselling and support to birth families involved in child protection and / or care proceedings. We have a reputation of providing high quality, diverse learning opportunities for social work students.

We provide placements that offer the broad range of learning opportunities in social work, particularly in child protection advocacy and counselling. Students undertaking placements with our agency are provided with the unique opportunity to enhance their professional knowledge and skills necessary to work in both statutory and voluntary sector, particularly in the fields of working with families involved with Children Social Services because of safeguarding issues.

**Our promise**

We can ensure that a social work student will:

* Have the opportunity to attend an informal interview prior to the practice placement commencing
* receive an appropriate period of planned and structured induction
* receive regular, appropriate and high quality supervision
* be offered appropriate and balanced amount of working and learning hours, with a possibility of flexible working arrangements and allocated reflective time
* have the opportunity for on-going direct working contact with service users for the duration of the practice placement period in a form of one-to-one and group sessions
* receive feedback from professional colleagues and service users for inclusion in final portfolio
* not be used as an ‘extra pair of hands’ for the agency or be expected to undertake tasks which would place themselves, their colleagues or service users at risk
* be partially reimbursed for any travel they are required to do as part of the agency work, and that the process for claiming this will be clearly explained.
* not be disadvantaged or discriminated against in any form
* receive high quality training and various opportunities to meet PCF requirements.

Our practice placements offer students a range of opportunities to develop the necessary skills, knowledge and values that are deemed to be crucial to the social work role.

**Induction**

Students are offered a comprehensive induction. This is in consultation with Student, Practice Educator, On-Site Supervisor, Academic Tutor and Service Users. The induction consists of, but is not limited to, observational visits and relevant in-house training regarding policies and procedures, shadowing qualified social workers, reading files, supervisions and one-to-one sessions with on-site supervisor. This is followed by any other appropriate training opportunities to assist students in their learning process. Service users are actively involved in students’ induction.

**Support and training**

At Families in Care we take social work training and education seriously from the outset. When students come to us they can expect to have their practice learning agreement discussed. Support and training is personalised in accordance with students’ identified learning needs and areas of interest, at the same time trainees receive an appropriate level of learning opportunities to meet qualifying requirements.

While on placement students receive support from their Practice Educator, On-site Supervisor and every member of the team as and when required. Structured, regular high quality supervisions are provided. Students also have opportunity to participate in team meetings and talk to the qualified counsellor if needed. Strong links with the university are maintained and we take great care to make sure that students are aware of the kind of support they can receive from their educational provider.

Relevant training materials are provided and students are encouraged to make a good use of Families in Care website containing information necessary for students to complete their placement – such as FIC’ work, available training, services across Tyne and Wear, safe practice guidance, relevant policies and legislation, useful links and references.

While on placement with FIC students are expected to undertake safeguarding children and adults training, as well as any other training which may prove to be relevant and necessary for their work – such as domestic violence awareness, court work or life story work. Students are also provided with in-house training ‘Different Perspectives – Birth Parents’ Experience of the Child Protection Process, Care Proceedings and Adoption’ developed and led by a qualified social worker and service users accessing Families in Care support.

**Partnership working**

Families in Care has strong links with partners and good working relationships between services. While on placement with us students have the opportunity to work alongside qualified social workers as well as other professionals, such as legal representatives and counsellors. Students have the opportunity to observe and actively participate in child protection meetings, LAC reviews and court hearings. They have the opportunity to liaise with and learn from social work practitioners working within the child protection field, as well as learning disability and 16+ team. Other organisations that students become familiar with while with FIC include, but are not limited to, domestic violence agencies, organisations providing support to people affected by Mental Health Problems, poverty, homelessness, sexual abuse, those with Learning Disabilities and parents from BME groups.

**Case Load**

Families in Care is proud to be able to offer practice learning opportunities to students and takes a great care when allocating cases to trainees. Students are given an opportunity to manage their own case load, with the appropriate level of supervision and in accordance to student’s needs and practice learning agreement.

**Safety and equality**

The health and safety of all staff and students is of the utmost importance to us. Health and safety is a shared responsibility between the organisation and individual members of staff. It is essential that we all work together to identify potential risk situations and put measures in place to minimise those risks.

As part of their induction students will be familiarised with our health and safety policy and any special measures required and identified will be applied.

We are committed to equality of opportunity both in the provision of services and in our role as an employer and practice placement provider. All our students can expect to be treated equally in accordance with social work values underpinning our work, such as anti-discrimination, empowerment and mutual respect.

**Working time and travel**

Our normal working days are from Monday to Friday. We normally start at 9 am and finish at 5 pm. This may vary depending on particular task we are required to complete – for example if we need to attend a court hearing. We understand that nowadays many students require some flexible working and we are open to discuss possibilities.

Families in Care is an out-reach service, which means that we spend quite a lot of time working with people in the community. While having access to car will definitely help, this placement can be managed on public transport.

**Valuing students’ input**

At Families in Care everyone’s input is valued equally – service users’, members of our staff, volunteers, trustees and our students. We strongly encourage students to express their opinion about our service and placement offer and to take an active part in shaping it. Students can be actively involved in developing service users’ groups, sessions, taking part in funding applications, designing our website, developing new projects – the list is endless! We particularly welcome students’ involvement in improving our service.

**Some examples of learning opportunities and work to be undertaken**

We have matched learning opportunities offered in Families in Care against domains of Professional Capabilities Framework at the Qualifying Social Worker Level (the end of the final placement). The list of opportunities is not limited to those listed in the table, and students are offered more opportunities in accordance with their learning needs, service users’ requirements and other demands. Statutory interventions opportunities are listed separately underneath the table.

**1. PROFESSIONALISM**

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| **1.Professionalism: Identify and behave as a professional social worker, committed to professional development** | **FIC Opportunities** **for meeting identified learning needs - examples** |
| 1.1 Be able to meet the requirements of the professional regulator | - successful completion of social work practice placement opportunity |
| 1.2 Be able to explain the role of the social worker in a range of contexts, and uphold the reputation of the profession | - opportunities to learn about social work profession from qualified and experienced social workers – induction visits to statutory and voluntary agencies employing social workers  - shadowing social work practitioners  - co-working with social work practitioners  - explaining social worker’s role to service users and practitioners from other professions in a range of contexts, including one to one and group meetings with the service users and professional meetings  - representing the agency during professional meetings |
| 1.3 Demonstrate an effective and active use of supervision for accountability, professional reflection and development | - regular and good quality supervisions  - opportunities to contribute to supervisions, such as preparing agenda, sharing reflection, discussing theories and methods applied in practice, discussing learning needs and training opportunities |
| 1.4 Demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness | - representing the social work profession and agency in a range of contexts, including professional meetings and appointments with service users |
| 1.5 Take responsibility for managing your time and workload effectively, and begin to prioritise your activity including supervision time | - managing own case load, with appropriate level of supervision, according to student’s learning needs and agency’s demands  - opportunity to manage time and work load independently, with appropriate level of supervision and support of work colleagues |
| 1.6 Recognise the impact of self in interaction with others, making appropriate use of personal experience | - discussing the impact of self and personal experience in supervisions  - drawing on student’s own personal experience as identified in student’s profile and discussed in supervisions  - students are encouraged to put forward their own ideas and develop their own projects if they wish to do so  - students have opportunities to be observed by qualified social workers and to receive professional feedback from these observations |
| 1.7 Be able to recognise and maintain personal and professional boundaries | - learning about importance of maintaining personal and professional boundaries during induction visits and supervisions  - opportunities to demonstrate ability to maintain those in direct work with service users |
| 1.8 Recognise your professional limitations and how to seek advice | - receiving guidance regarding professional limitations and how to seek advice from Practice Educator, On-site Supervisor, Academic Tutor and work colleagues  - opportunities to explain professional limitations to professional colleagues and service users when explaining the agency’s role and responsibilities |
| 1.9 Demonstrate a commitment to your continuous learning and development | - production of student’s profile  - identification of learning needs in practice learning agreement  - making good use of regular supervisions  - several training opportunities in the field of advocacy, safeguarding children and adults and service users experience of the child protection process  - producing a piece of reflection on practice learning opportunity at the end of the placement  - reflective diary |
| 1.10 With support, take steps to manage and promote own safety, health, wellbeing and emotional resilience | - health and safety induction and on-going guidance and support  - regular supervisions and team support  - advice and information where to seek further support |
| 1.11 Identify concerns about practice  and procedures and, with support, begin to find appropriate means of challenge | - induction training including whistle blowing procedures  - learning about advocacy in child protection and how to identify and express concerns about practice and procedures  - opportunities to challenge bad practice when providing independent advocacy for service users (with adequate level of supervision, guidance and support) |

**2. VALUES AND ETHICS**

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| **2. Values and Ethics: Apply social work ethical principles and values to guide professional practice** | **FIC Opportunities** **for meeting identified learning needs - examples** |
| 2.1 Understand and apply the profession’s ethical principles and legislation, taking account of these in reaching decisions | - learning about social work values, particularly in the context of child protection and care proceedings  - discussing those in supervisions and in team meetings  - taking part in professional meetings, such as child protection conferences, and court hearings, and having opportunity to observe other professionals making decisions underpinned by social work’s ethical principles and legislation |
| 2.2 Recognise and, with support, manage the impact of own values on professional practice | - discussing and reflecting on own values in supervisions  - reflective diary |
| 2.3 Manage potentially conflicting or competing values, and, with guidance, recognise, reflection and work with ethical dilemmas | - learning about potential ethical conflicts and dilemmas in child protection and adoption social work practice; for example issue of human rights to have family life – those of parents and children  - opportunities to discuss and reflect on those dilemmas in supervisions, team meetings, with social work and other professionals, such as solicitors, and directly with service users, for example during self-help groups |
| 2.4 Demonstrate respectful partnership work with service users and carers, eliciting and respecting their needs and views, and promoting their participation in decision  - making wherever possible | - Opportunities to demonstrate respectful partnership work in direct one-to-one and group work with service users  - consulting service users’ needs and views regarding their involvement with Children’s Social Services and representing those in professional meetings, such as child protection conferences and LAC reviews  - promoting birth parents’ participation in decision-making process regarding their children in the context of child protection and / or care proceedings |
| 2.5 Recognise and promote individuals’ rights to autonomy and self - determination | - actively practicing independent advocacy for birth parents involved in the child protection process and / or care proceedings |
| 2.6 Promote and protect the privacy of individuals within and outside their families and networks, recognising the requirements of  professional accountability and information sharing | - as above  - learning and practicing appropriate information sharing with service users and professionals, which includes limitations to confidentiality  - learning about and practicing adequate recording of information |

**3. DIVERSITY**

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| **3. Diversity: Recognise diversity and apply anti**  **- discriminatory and anti - oppressive principles in practice** | **FIC Opportunities for meeting identified learning needs - examples** |
| 3.1 Understand how an individual’s identity is informed by factors such as culture, economic status, family composition, life experiences and  characteristics, and take account of these to understand their experiences, questioning assumptions where necessary | **-** extensive training in advocacy in the field of child protection, based on principles of anti-oppressive and anti-discriminatory practice  - opportunity to practice directly with people from various backgrounds and with multiple and complex needs, for example people from BME and / or LGBT groups, with Mental Health problems, Learning Disabilities / Difficulties, with the experience of Domestic Violence and Abuse, social exclusion, homelessness, poverty and / or criminal justice  - opportunity to learn about stigma and social construction of birth parents involved in child protection and / or care proceedings and to challenge those in a range of contexts, for example during professional meetings |
| 3.2 With reference to current legislative requirements, recognise personal and organisational discrimination and oppression and, with guidance, make use of a range of approaches to challenge them | **-** opportunity to learn about legislative requirements in the child protection field and how these relate to potentially discriminative and oppressive practice  - students have a wide range of opportunities to learn about ways of challenging discrimination and oppression in child protection, including working alongside social work professionals, legal representatives and learning about the role of independent advocacy in challenging oppression and discrimination and in promoting people’s rights |
| 3.2 Recognise and manage the impact on people of the power invested in your role | **-** opportunity tolearn about and to reflect on issues of power and control in relation to child protection social work practice |

**4. RIGHTS, JUSTICE AND ECONOMIC WELLBEING**

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| **4. Rights, Justice and Economic Wellbeing: Advance human rights, and promote social justice and economic wellbeing** | **FIC Opportunities for meeting identified learning needs - examples** |
| 4.1 Understand, identify and apply in practice the principles of social justice, inclusion and equality | **-** independent advocacy in child protection training  **-** opportunity to apply principles of social justice, inclusion and equality in direct work with service users. Advocating for birth parents’ rights to be respected and promoted, while upholding our responsibility to safeguard children |
| 4.2 Understand how legislation and guidance can advance or constrain people’s rights and recognise how the law may be used to protect or advance their rights and entitlements | **-** opportunity to learn about legislative and policy context of social workers’ responsibility to safeguard children, while at the same time recognising the profession’s obligation to respect and promote rights of all service users, including birth parents  - opportunity to participate in court hearings and child protection conferences  - opportunity to work alongside legal representatives of birth parents involved in child protection and / or care proceedings |
| 4.3 Work within the principles of human and civil rights and equalities legislation, differentiating and beginning to work with absolute, qualified and competing rights and different needs and perspectives | **-** opportunity to learn about the application of Human Rights legislation in child protection and adoption context |
| 4.4 Recognise the impact of poverty and social exclusion and promote enhanced economic status through access to education, work,  housing, health services and welfare benefits | **-** opportunity to work directly with service users affected by poverty and social exclusion  - opportunity to learn about support services available across Tyne and Wear and nationwide, together with threshold criteria for support  - opportunity to refer service users for further support when required and to liaise with relevant stakeholders and professionals to promote service users’ rights to enhance their access to support |
| 4.5 Recognise the value of, and aid access to, independent advocacy | **-** enhanced and in depth training in the area of independent advocacy  - opportunity to practice and reflect on independent advocacy in child protection and care proceedings |

**5. KNOWLEDGE**

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| **5. Knowledge: Apply knowledge of human growth and development, psychological, social sciences, law and social work**  **practice theory** | **FIC Opportunities for meeting identified learning needs - examples** |
| 5.1 Demonstrate a critical understanding of the application to social work of research, theory and knowledge from sociology, social policy, psychology and health | **-** students receive guidance to relevant literature  - opportunity to demonstrate those in supervisions  - case studies  - making use of relevant research, theories and methods in assessments of service users’ needs and risks, and when creating support plans |
| 5.2 Demonstrate a critical understanding of the legal and policy frameworks and guidance that inform and mandate social work practice, recognising the scope for professional judgment | **-** practicing within child protection legislative and policy context  - practicing within safeguarding adults policy and legislation context |
| 5.3 Demonstrate and apply to practice  a working knowledge of human  growth and development throughout the life course | **-** opportunity to learn about human growth and development in the context of loss, separation, crisis and resilience  - opportunity to learn about children’s development and needs when assisting birth parents in supervising contacts, preparing parents for contacts and separation, completing life story work and providing adoption support  - opportunity to work directly with young adults, mature parents and grandparents |
| 5.4 Recognise the short and long term impact of psychological, socio-economic, environmental and physiological factors on people’s lives, taking into account age and development, and how this informs practice | **-** opportunity to discuss those issues in supervisions  - various training opportunities, including Domestic Violence Awareness  - completing, with appropriate level of support, assessments of needs and risks taking into account various factors in people’s lives  - opportunity to assist parents in parenting assessments, mental capacity assessments, meetings during which child protection reports are shared and discussed – all of which take into account how various factors impact on parents lives and their capabilities to provide care for their children |
| 5.5 Recognise how systemic approaches can be used to understand the person-in-the - environment and inform your practice | **-** supervision discussions  - completing, with appropriate level of support and guidance, assessments of service users’ needs using adequate tools such as eco maps |
| 5.6 Acknowledge the centrality of relationships for people and the key concepts of attachment, separation, loss, change and resilience | **-** opportunity to practice directly with service users affected by the loss of their children, separation of family and frequent changes  - opportunity to explore issues of attachment and resilience in the context of child protection and adoption with birth parents, other family members, social workers, legal representatives and other relevant practitioners |
| 5.7 Understand forms of harm and their impact on people, and the implications for practice, drawing on concepts of strength, resilience, vulnerability, risk and resistance, and apply to practice | **-** opportunity to learn about and reflect on child abuse by, for example, participating in child protection conferences, exploring with birth parents parenting assessments and other relevant reports, participating in court hearings  - accessing relevant training in the fields of child abuse and safeguarding adults  - discussions in supervisions and team meetings |
| 5.8 Demonstrate a critical knowledge of the range of theories and models for social work intervention with individuals, families,  groups and communities, and the methods derived from them | **-** opportunity to learn about and apply in practice theories and methods in the context of independent advocacy in child protection, for example anti-oppressive, anti-discriminatoryand empowering practice,feminist approaches, crisis intervention, motivational interviewing, solution focused and person centred approaches  - opportunity to learn about theories and methods applied in child protection and safeguarding adults social work, for example systemic and ecological approaches  - opportunity to work with individuals, families and groups to learn about principles underpinning this work |
| 5.9 Demonstrate a critical understanding of social welfare policy, its evolution, implementation and impact on people, social work, other professions, and inter - agency working | **-** supervision discussions  - discussions with social workers and other professionals  - practicing within the context of social welfare policy |
| 5.10 Recognise the contribution, and begin to make use, of research to inform practice | **-** discussing current relevant research in supervisions  **-** opportunity to carry out small – scale research in the agency(final year MA students)  - opportunity to participate in making funding applications underpinned by up to date research  - opportunity to carry out, with guidance, evidence based practice, based on up to date research in the field of advocacy, child protection, adoption and safeguarding adults |
| 5.11 Demonstrate a critical understanding of research methods | **-** opportunity to discuss research methods in supervisions  - opportunity to carry out small scale research with the agency (final year MA students) |
| 5.12 Value and take account of the expertise of service users and carers and professionals | - opportunity to participate in the development and provision of training, prepared by social workers and birth parents involved in child protection and / or care proceedings, on birth parents’ experiences of child protection, adoption and court proceedings  - opportunity to learn directly from service users who actively participate in training social work students in our agency, and from professionals –for example by shadowing, co-working and induction visits |

**6. CRITICAL REFLECTION AND ANALYSIS**

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| **6. Critical Reflection and Analysis: Apply critical reflection and analysis to inform and provide a rationale for professional decision**  **- making** | **FIC Opportunities for meeting identified learning needs - examples** |
| 6.1 Apply imagination, creativity and curiosity to practice | **-** students are encouraged to apply their imagination, creativity and curiosity to practice and their own ideas are welcomed |
| 6.2 Inform decision-making through the identification and gathering of information from multiple sources, actively seeking new sources | - students receive guidance and advice where to seek information, and they are encouraged to enhance it with their own research of new sources |
| 6.3 With support, rigorously question and evaluate the reliability and validity of information from different sources | - in supervisions students receive guidance how to validate the information from various sources |
| 6.4 Demonstrate a capacity for logical, Systematic, critical and reflective reasoning and apply the theories and techniques of reflective  practice | - reflective diary  - supervisions  - team meetings and discussions with professional colleagues  - opportunity to present to the staff team, for example in the form of a power point |
| 6.5 Know how to formulate, test, evaluate, and review hypotheses in response to information available at the time and apply in practice | **-** discussions in supervisions  **-** case notes  - assessments of needs and risks  - support plans |
| 6.6 Begin to formulate and make explicit, evidence – informed judgments | **-** discussions in supervisions and team meetings  - assessments of needs and risks  - support plans |

**7. INTERVENTION AND SKILLS**

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| 7**. Intervention and Skills: Use judgment and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse** | **FIC Opportunities for meeting identified learning needs - examples** |
| 7.1 Identify and apply a range of verbal, non  -verbal and written methods of communication and adapt them in line with people’s age, comprehension and culture | - opportunity to demonstrate communication skills in direct work with birth parents and other family members involved in child protection and / or care proceedings, as well as with professionals  - opportunity to practice with service users having communication difficulties, for example with those for whom English is a second language, with people with Learning Disabilities / Difficulties and / or literacy problems  - opportunity to learn reports writing skills, making case notes and communication in a wide range of ways – via telephone (for example when taking referrals), e-mails, using IT equipment to prepare power point presentations |
| 7.2 Be able to communicate information, advice, instruction and professional opinion so as to advocate, influence and persuade | - opportunity to show these skills during child protection conferences when advocating for birth parents rights being respected and promoted  - opportunity to share information accurately and in accordance with relevant policies and guidance |
| 7.3 Demonstrate the ability to engage with people, and build, manage, sustain and conclude compassionate and effective relationships | - opportunity to engage with a wide range of service users as well as with professionals |
| 7.4 Demonstrate an holistic approach to the identification of needs, circumstances, rights, strengths and risks | - opportunity to participate in assessments of birth parents’ needs and risks involved using holistic approaches |
| 7.5 Select and use appropriate frameworks to assess, give meaning to, plan, implement and review effective interventions and evaluate  the outcomes, in partnership with service users | - using advocacy models to identify appropriate means of support for birth parents involved in child protection and / or care proceedings  - opportunity to learn about frameworks used in assessments within child protection social work practice |
| 7.6 Use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence and to prevent harm | - opportunity to use advocacy models underpinned by social work theories and methods  - opportunity to learn about planned and structured approaches used in child protection social work |
| 7.7 Recognise how the development of community resources, groups and  networks enhance outcomes for individuals | - opportunity to learn about community resources, groups and networks in the context of advocacy work |
| 7.8 Maintain accurate, comprehensible, succinct and timely records and reports in accordance with applicable legislation, protocols and guidelines, to support professional judgment and organisational responsibilities | - induction provided  - students maintain records and reports independently, with appropriate level of guidance and support |
| 7.9 Demonstrate skills in sharing information appropriately and respectfully | - information sharing training opportunity  - appropriate sharing information with service users and professionals |
| 7.10 Recognise complexity, multiple factors, changing circumstances and uncertainty in people’s lives, to be able to prioritise your  intervention | - opportunity to explore complexity of barriers, difficulties and changes experienced by birth parents and other family members involved in child protection and / or care proceedings  - opportunity to discuss those in supervisions, team meetings, with service users and relevant professionals |
| 7.11 Understand the authority of the social work role and begin to use this appropriately  and confidently as an accountable professional | - opportunity to learn about the role of social worker in voluntary and statutory sector, in the context of child protection |
| 7.12 Recognise the factors that create or exacerbate risk to individuals, their families or carers, to the public or to professionals, including yourself, and contribute to the assessment and management of risk | - opportunity to contribute to risk assessments and management to risks |
| 7.13 With support, identify appropriate responses to safeguard vulnerable people and promote their wellbeing | - training opportunity in the areas of safeguarding adults and children  - opportunity to learn how to respond when safeguarding concerns arise |

**8. CONTEXT AND ORGANISATIONS**

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| **8. Contexts and Organisations: Engage with, inform, and adapt to changing contexts that shape practice. Operate effectively within own organisational frameworks and contribute to the development of services and organisations.**  **Operate effectively within multi-agency and inter-professional partnerships and settings** | **FIC Opportunities for meeting identified learning needs - examples** |
| 8.1 Recognise that social work operates within, and responds to, changing economic, social, political and organisational contexts | - supervisions  - opportunity to learn about changing context of social work practice in voluntary sector, as well as child protection social work in a range of contexts |
| 8.2 Understand the roles and responsibilities of social workers in a range of organisations, lines of accountability and the boundaries of professional autonomy and discretion | - opportunity to learn about the role of a social work practitioner in a voluntary organisation, as well as in the statutory sector – in particular in child protection context  - opportunity to learn about the boundaries of professional autonomy and discretion within child protection context |
| 8.3 Understand legal obligations, structures and behaviours within organisations and how these impact on policy, procedure and practice | - opportunity to learn about these in both voluntary and statutory context, within the field of child protection and independent advocacy |
| 8.4 Be able to work within an organisation’s remit and contribute to its evaluation and  development | - students have the opportunity to gather professionals’ and service users’ feedback regarding the agency service  - students have the opportunity to develop evaluation tools and they are encouraged to use their own ideas to develop the agency’s work, within its remit |
| 8.5 Understand and respect the role of others within the organisation and work effectively with them | - opportunity to work as a valued member of a team and to learn from professional colleagues |
| 8.6 Take responsibility for your role and impact within teams and be able to contribute positively to effective team working | - working as a valued member of a team  - opportunity to contribute to team working, for example participating in team meetings and undertaking duty work |
| 8.7 Understand the inter-agency, multi-disciplinary and interprofessional dimensions to practice and demonstrate effective partnership working | - opportunity to work in partnership with social workers and other professionals, for example solicitors and Mental Health workers, and work within multi-disciplinary and multi-agency context  - examples of agencies that students work with: child protection teams, safeguarding adults teams, learning disability and mental health teams, domestic violence support organisations, agencies providing support to homeless people and those affected by sexual abuse and / or substance misuse, agencies supporting BME and LGBT groups |

**9. PROFESSIONAL LEADERSHIP**

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| **9. Professional Leadership: Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and**  **management** | **FIC Opportunities for meeting identified learning needs - examples** |
| 9.1 Recognise the importance of, and begin to demonstrate, professional leadership as a social worker | - opportunities to shadow and observe social workers undertaking professional leadership  - discussing the role of a social worker in supervisions  - participating in induction training undertaken by new social work students (students in the end of their placements) |
| 9.2 Recognise the value of, and contribute to,  supporting the learning and development of others | - opportunity to develop and lead sessions for members of the team  - opportunity to participate in developing training sessions on birth parents’ experience of child protection, care proceedings and adoption  - opportunity to carry out small scale research project and to share its results with the members of the team (second year MA social work students) |

**Statutory interventions opportunities:**

As a local authority partner agency Families in Care is commissioned to provide support services to birth families during Child Protection and Care/Adoption proceedings.

Students will therefore be expected to complete many tasks in partnership with child protection social workers and other professionals working with birth families during the child protection process. At all times students must adhere to the legislation that exists to protect children, young people and vulnerable adults.

As a result social work students undertaking placements with Families in Care will be offered a wide range of opportunities which could also be expected of a statutory social worker.

For example:

• Providing support for birth parents during interviews conducted by Child Protection Social Workers, Children’s Guardians, the Police.

• Exploring identified safeguarding issues/child protection concerns with parents.

• Maintaining accurate records.

• Providing specific information about support services, the Child Protection process and Care/Adoption proceedings.

• Providing assistance in accessing additional support, particularly for parents with complex needs; liaising with, and making referrals to, other agencies.

• Supporting parents to prepare for attendance at professional meetings, including Child Protection Conferences and Looked after Children reviews.

• Providing support for parents who are involved in an assessment process ensuring that they understand the complexities of and possible impact of such an assessment.

• At the request of Child Protection Social Workers supporting parents to understand lengthy Parenting Assessment Reports.

• Supporting birth parents to prepare their response to professional reports and assessments for Child Protection conference.

• Participating in multidisciplinary teams and meetings. For example, being appointed as a designated member of a core group, when children are subject to a child protection plan, undertaking tasks deemed to be appropriate and necessary by the child protection social worker, this may include Domestic Violence and Abuse work, parenting skills work or other specific tasks. Preparing and sharing written/verbal reports about work undertaken with parents.

• Supporting parents to prepare for attendance at court hearings; this may include written information for solicitors/barristers.

• At the request of and with permission from the presiding Judge supporting parents to understand reports prepared by Psychiatrists/Psychologists and other expert witnesses.

• At the request of and with permission from the presiding Judge supporting parents to understand the contents of Court Judgements.

• Attending court hearings including Directions Appointments, Issue Resolution Hearings, Finding of Fact Hearings and Final Hearings for Care/Adoption.

• On occasions giving evidence in court.

• On occasions assisting the court with specific tasks requested by the presiding Judge.

• Providing assistance before, during and after parents’ supervised contact visits with their children – this may include preparation work, observation of contact, giving parents feedback and helping them to improve the quality of their contact visits.

• Preparation for ‘goodbye / wish you well’ contacts when children are placed for adoption.

• Preparation and assistance during birth parents meeting with adoptive parents.

• Post adoption support work.

• Life Story Work.

**To find out more about Families in Care please visit** [**www.familiesincare.com**](http://www.familiesincare.com)

**Or contact us: e-mail** [**familiesincare@gmail.com**](mailto:familiesincare@gmail.com) **telephone 0191 252 400**

**Thank you**

***Families in Care Team***

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