

FIRST PLACEMENT
Blended Working from Home Placement Model

Action to meet PCF's	PCF1 Professionalism	PCF2 Values and Ethics	PCF3 Diversity & Equality	PCF4 Rights, Justice and Economic Well-being	PCF5 Knowledge	PCF6 Critical Reflection & Analysis	PCF7 Skills and Intervention	PCF8 Organisation	PCF9 Professional Leadership
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WORKING FROM HOME, SUPPORTING SOCIAL WORK TEAMS, 3 DAYS PER WEEK

<p>Student to read case file and familiarise themselves with the case. Whilst doing this Student to up-date the chronology. Student to Skype into a CP/CIN Meeting and take and write up the minutes. All information to be uploaded onto the system and shared with professionals and the family in accordance with practice standards.</p> <p>PE/allocated Social Worker to check and 'sign off' minutes.</p> <p>Student to then write a reflective account of the meeting, incorporating PCF's, Social Work theories and interventions.</p> <p>*Allocated SW always skype into meeting.</p>	✓				✓		✓	✓	
<p>Student to read case file and familiarise themselves with the case. Whilst doing this Student to</p>	✓				✓		✓	✓	✓

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<p>up-date the chronology. Student to skype into Core Group/CIN Meeting and Chair this meeting. When confident to, Student to take and write the minutes and uploaded these onto the system (once checked by PE/allocated Social Worker), share with professionals and family in accordance with practice standards.</p> <p>Student to then write a reflective account of the meeting, incorporating PCF's, Social Work theories and interventions.</p> <p>*Allocated SW always to skype into meeting.</p>		✓	✓	✓		✓			
<p>Student to support allocated Social Worker/ PE in collecting information needed to complete/ update a Single Assessment.</p> <p>Student to then write a reflective account of the assessment process, incorporating PCF's,</p>	✓				✓		✓	✓	✓
		✓	✓	✓		✓			

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Social Work theories and interventions.									
Student to support allocated Social Worker to collect information needed so to inform a Section 47 and input this information onto LA system. Student to skype into Strategy Discussion if appropriate.	✓				✓		✓	✓	✓
Student to then write a reflective account of the Section 47 process, incorporating PCF's, Social Work theories and interventions.		✓	✓	✓		✓			
Student to undertaken direct work with children and young people via telephone calls/ Skype.	✓				✓		✓		
PE/ allocated Social Worker to support Student in undertaking this piece of work and to seek feedback from the child/ young person.									

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Student to then write a reflective account of the direct work that they have undertaken, incorporating PCF's, Social Work theories and interventions.		✓	✓			✓			
Utilising technology undertaken non-statutory CIN/ CP welfare checks via video calls ensuring that the children are spoken to on their own and that home conditions are checked.	✓				✓	✓	✓	✓	
Student to then write a reflective account of the direct work that they have undertaken, incorporating PCF's, Social Work theories and interventions.		✓	✓	✓					
Shadowing Court Proceedings and Legal Gateway – so to understand processes, such as timescales. Student with support to write formal reports/ assessments.	✓				✓	✓	✓	✓	
Student to then write a reflective account of the direct work that		✓	✓	✓					

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they have undertaken, incorporating PCF's, Social Work theories and interventions.									
Risk and Vulnerabilities – Student to support allocated Social Worker with assessing risk and offering contactless support.	✓				✓	✓	✓	✓	
Student to then write a reflective account of the direct work that they have undertaken, incorporating PCF's, Social Work theories and interventions.		✓	✓	✓					
WORKING FROM HOME WITHOUT INPUT FROM SOCIAL WORK TEAMS									
Create a Coronavirus Lockdown Activity Pack for Social Workers to use with service users: for example, online gym and sporting activities and more. Create resources to help children and young people stay safe online during lockdown. CLAIM 2 PLACEMENT DAYS.				✓	✓		✓		✓
Working remotely with fellow Students in creating a COVID-19	✓			✓	✓		✓	✓	✓

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Student Guide/ Induction Pack which can be shared with Student's who are due to commence placement in in the next academic year. CLAIM 3 PLACEMENT DAYS									
Map local and community assets and resources where service users can get support in meeting their needs. Share this with service users, Social Workers and voluntary organisations. CLAIM 2 PLACEMENT DAYS	✓	✓		✓	✓		✓		✓
Reflective account of the impact of COVID-19 both personally and professionally. CLAIM 1 PLACEMENT DAY						✓		✓	✓
Research Practice Educator Tools that are used by Practice Educator with Students and create a summary of these tools and the top 5 tools that you as a Student would find useful if your Practice Educator was to use these. CLAIM 1 PLACEMENT DAY					✓	✓	✓		

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This plan has been created to support Student's to complete their placement by working remotely from home with the support of their Practice Educator/Workplace Supervisor and Practice Educator Consultant.

Before this placement plan can commence a Learning Agreement Meeting needs to take place, to discuss the plan and how the Student and Practice Educator/Workplace Supervisor can ensure that the Student meets all their learning needs and PCF's. The placement will take the shape of a minimum of three days working and supporting a Statutory Social Work Team from home. The 2 remaining days will focus on the Student undertaking research/reflective practice and creating activity packs to share within their Social Work Teams (BASW recommendation).

Student Supervision will take place weekly for one and a half hours.

The Final Report is also to be countersigned by a representative of the University, so to ensure that both organisations have agreed the passing of the placement. In addition to this, a clear and robust Learning Plan will also be incorporated into the Final Report so to inform the Student's Final Placement or the Student's learning needs.

Should at any stage this model of assessment raise concerns regarding the Student's progress or conduct, an Action Planning Meeting would need to occur to plan the way forward. Outcomes may include suspension of the placement until a time whereby the Student can return to an office-based setting. Please refer to the relevant section of the placement handbook for guidance of policies and procedures. Equally if the Student placement is impacting on the Practice Educator or Team, the placement will need to be reviewed and this could result in the placement being suspended until the Team is ready to support a Student again.

This placement model has followed the guidance set by Social Work England and BASW for Social Work Student whose placement have been disrupted by COVID-19.

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