



Top Tip Guide

for Students
& Newly Qualified
Social Workers

BASW
England

The professional association for
social work and social workers

Why Join BASW



BASW offers services that protect, support and develop your social work career, and supports you to shape the profession and our context.

1 Be protected

£5 million of professional indemnity insurance. *Please note: students members are only covered for professional placements.**



2 Be represented

Get advice from BASW Advice and Representation, a team of qualified social workers, for professional and regulatory help. Opt in to the Social Workers Union for full, tailored employment help and protection services.*



3 Be recognised

Show your commitment to professional practice and use MBASW after your name.



4 Be progressing

Develop your career. Learn about the latest social work practice developed by and for social workers. Log your CPD from a range of free or discounted training, online resources and events.



5 Be informed

Professional Social Work (PSW) magazine – the UK's only printed social work magazine – delivered free to your door ten times a year. Member-only free access to selected resources online.



6 Be ethical

BASW's Code of Ethics along with a full range of guidance and policies, upholds the highest professional standards and practice.



7 Be saving

Save up to 75% on social work journals and books as well as discount shopping deals at major retailers. Plus heavily discounted and free CPD and events. 50% discount on student membership for first post-qualifying year.*



8 Be independent

A bespoke membership for self-employed social work professionals. BASW 'Independent Plus' includes Public Liability Insurance.* Be listed as a specialist in our directory to acquire business as an Independent member.



9 Be connected

Meet like-minded colleagues, through branches, events and special interest and other groups to share ideas, discuss practice, policies and develop our profession together. Join our community of social workers online – through Twitter, Facebook and LinkedIn.



10 Be heard

The powerful voice of 21,000 members, building the strength and influence of social work and calling for urgent action on issues that really matter. Be active in campaigns. Join one of our member committees, groups and networks to shape policies.



11 Be supported

Create your personalised wellbeing programme with the resource available through the online portal. Apply for financial support grants for education, hardship or international work.



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BASW is the independent professional association for social work.

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* Terms & Conditions apply – for full details visit www.basw.co.uk

About this guide

BASW would like to give a warm welcome to new and returning students embarking on their social work journey. May we take a moment to congratulate you on making it this far- we know from first-hand experience that for many of you, the sacrifices you have made to arrive at this point cannot be understated.

Beginning a new career is a daunting and exciting part of life. It is normal to have questions, doubts and anxieties – which is why we have put together this short guide for those entering the profession across diverse routes. As the future of the profession, you are in a unique position to transform lives, advocate for human rights, and promote the voices of the most vulnerable. As your professional organisation, we will be here for you every step of the way, supporting you as you go on to support others.

This guide has been produced by BASW England Student/NQSW group. They have put together information they wish they had access to when they started their social work journey. We would like to thank the members of the BASW England NQSW & Student group who contributed to and developed this document.

This short guide includes top tips, resources and information on how you can compliment the learning you will receive on placement and at university.

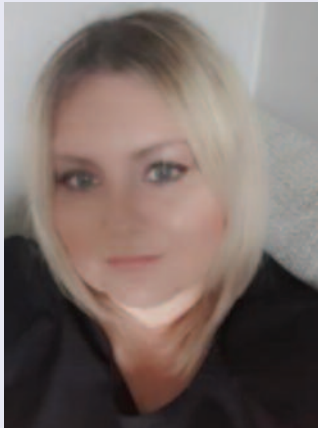
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“A social worker should be someone to trust and someone to believe in – someone who helps you believe in yourself. Sometimes we must hold boundaries, protect rights, advocate and challenge. We are always in the midst of the messy stuff, finding ways forward”

Ruth Allen

Reflection



Karen Skinner- Newly qualified social worker

"I am interested in child-parent violence and abuse and children's mental health"

What was your attitude towards reflection before studying social work, and how has that changed?

Reflection has become invaluable in my practice. It was not a skill that I would say I had developed before began my social work journey. It was something that I would do privately and very rarely did I reflect with others; it is a skill for me that I have developed and I am more confident with it.

And what a difference three years makes, reflection is by far one of my superpowers in my social work journey, being able to reflect openly has opened up new ways of thinking. As I embark upon my ASYE year I can explore and examine my practice and I am now building my skills in critical reflection through supervision and peer support.

Reflection has given me the skills and improved my knowledge as well as challenged my values, beliefs and bias through being more self-aware of these. Through developing my skills in reflection I can recognise areas of development in my practice which helps me to make positive changes, as it expands my skills and knowledge and future responses as I am more constructive in the way I approach my work. Reflections have given me the skills to become more competent and manage my feelings.

Can you think of a time when reflecting on a situation has given you a "light-bulb" moment?

Everyday!!

Reflection is a skill that I use all the time now. After each visit or meeting, I try and give myself a few minutes to process the information and challenge my initial thoughts. Doing this enables me to challenge my values and bias straight away and then I use supervision to dig deeper and explore my thoughts through reflective practice. It makes me attuned to my upbringing and feelings and develops my practice responses. It gives me the time to examine and be critical in my thinking, which is developing my skills and knowledge all the time. Reflection is giving me a more holistic perspective of each family's dynamics and lived experiences and has given me the skills to develop my future practice to ensure the best outcome and positive change is central.

For anyone who finds reflection difficult, what tips would you give them to get them in the zone?

Practice, Practice, practice!!!!

Do not be scared to explore with your practice supervisor or colleagues, we all have different life experiences and perspectives in life and they can also learn from you. Reflection expands your knowledge and skills and the more you use reflection the more critical and holistic your approach will become. You will start to question your thoughts and seek alternative positions to approach practice as you become more self-aware. Believe me, reflection gets easier to more you use it!!

What are your favourite tools for reflection?

I haven't got one although I find Siobhan Mclean's reflection card useful as I find that using different ways of approaching reflection can also stretch your thought process. Try different tools by exploring your learning style to find a few that complement this.

The biggest and by far the most beneficial tool is your practice supervisor, colleagues and the families you work with. When you learn to reflect and seek different perspectives with others it opens up a world of wealth of knowledge to develop your skills and approaches to practice.

Learn to be confident in using reflection and embrace the challenges that it brings to become a more critical and self-aware social worker.



TOP TIPS

Talk to your lecturers, and to your peers, these people will perhaps be your work colleagues one day, they will also be a wealth of knowledge, a critical eye, and a supportive presence.

Get involved, reading, podcasts, twitter, magazines, newspapers, get into and passionate about current issues surrounding social work, and the world around you and others – which can be two very different worlds.

Get organised, in order to have time and boundaries differing your work and play, organisation is key.

Be prepared to be wrong, it's how we respond to errors which is important.

Reflect, start a journal for your studies, perhaps put all your feed back in this journal, this can help you see progress, but it can also help create goals.

Be a forever learner, ready and open to challenge and change.

5

BASW Code of Ethics for Social Work



key principles

Human rights:



- 1 Upholding and promoting human dignity and well-being
- 2 Respecting the right to self-determination
- 3 Promoting the right to participation
- 4 Treating each person as a whole
- 5 Identifying and developing strengths

Social justice:

- 1 Challenging discrimination
- 2 Recognising diversity
- 3 Distributing resources
- 4 Challenging unjust policies and practices
- 5 Working in solidarity



Professional integrity:



- 1 Upholding the values and reputation of the profession
- 2 Being trustworthy
- 3 Maintaining professional boundaries
- 4 Making considered professional judgements
- 5 Being professionally accountable

Ethical practice:

- 1 Developing professional relationships
- 2 Assessing and managing risk
- 3 Acting with the informed consent of service users, unless required by law to protect that person or another from risk of serious harm
- 4 Providing information
- 5 Sharing information appropriately
- 6 Using authority in accordance with human rights principles
- 7 Empowering people
- 8 Challenging the abuse of human rights
- 9 Being prepared to whistleblow
- 10 Maintaining confidentiality
- 11 Maintaining clear and accurate records
- 12 Striving for objectivity and self-awareness in professional practice
- 13 Using professional supervision and peer support to reflect on and improve practice
- 14 Taking responsibility for their own practice and continuing professional development
- 15 Contributing to the continuous improvement of professional practice
- 16 Taking responsibility for the professional development of others
- 17 Facilitating and contributing to evaluation and research

Download the full BASW Code of Ethics at:
www.basw.co.uk/codeofethics

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Professional Support Service –
This service is also available to students

PCF – Professional Capabilities Framework

The PCF is a framework for the nine levels of social work in England. It is a useful tool to help identify which level you are, define your professional capabilities and develop your career. We recommend printing this out and sticking it on your wall/saving as your phone background!

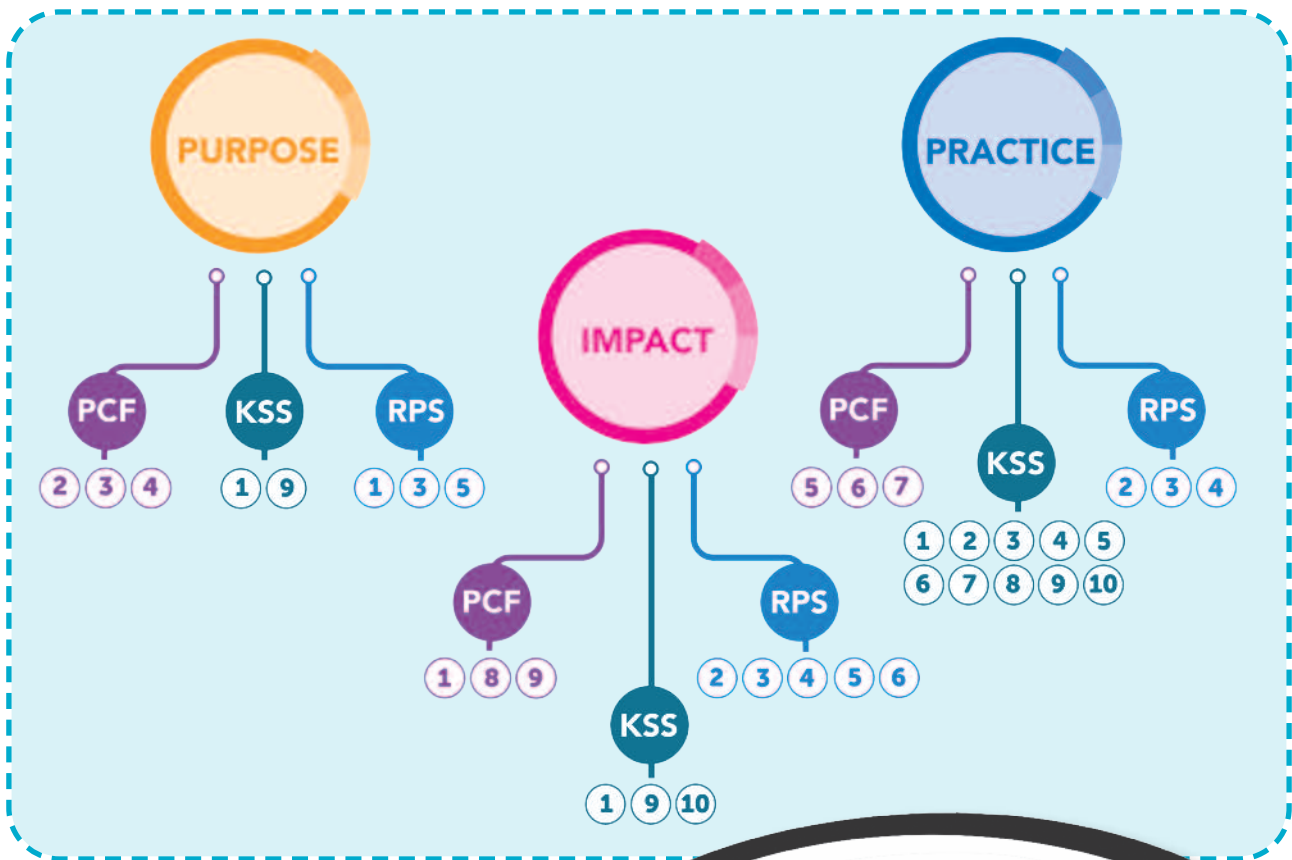


Professional Standards Mapping

Professional standards support the learning and professional development of students and social workers across their career. Our **mapping document** helps explain how the 3 standards - the **Professional Capabilities Framework** (PCF – see page 4), **Knowledge and Skills Statements** (KSS) and the **Regulatory Professional Standards** (RPS) relate.

Visual learners may find the below useful:

PCF, KSS and Regulatory Professional Standards in England - Mapping diagram (Children and Families)



PCF = Professional Capability Framework

KSS = Key Skills Statement

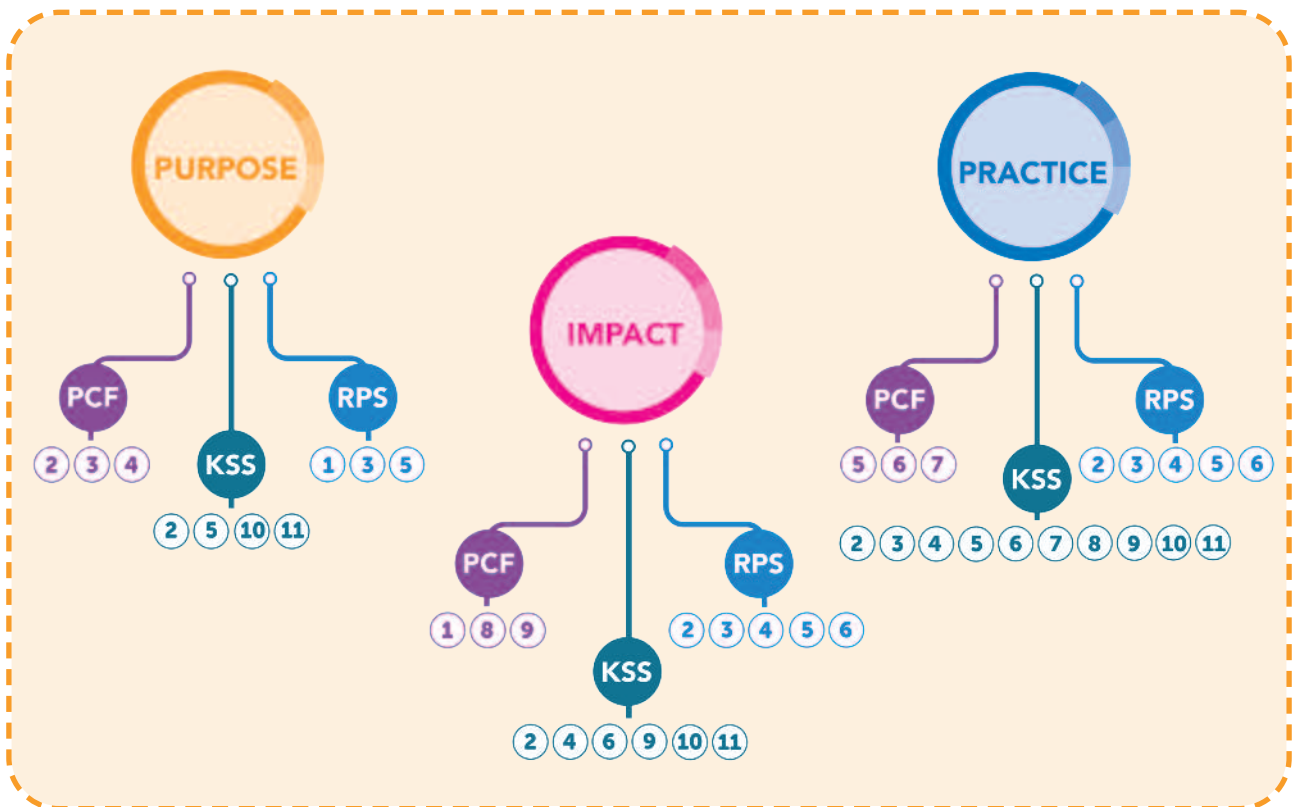
RPS = Regulatory Professional Standards



*Relationships are crucial.
Maintain professional boundaries while
still being human. Some people will have
no one but you. Keep them in mind.
Send them a card or drop them a
text. Alone can be lonely.*

Cathy Martin

PCF, KSS and Regulatory Professional Standards in England - Mapping diagram (Adults)



PCF = Professional Capability Framework **KSS** = Key Skills Statement **RPS** = Regulatory Professional Standards

Other standards

Quality Assurance Agency (QAA) for Higher Education Subject Benchmark Statement for Social Work provides guidance for course providers on articulating learning outcomes for qualifying programmes/modules. They represent a tool for education providers to deliver the requirements of the Regulatory Professional Standards, the PCF and the KSS for Adults and the KSS for Children as part of an academic degree. The statement can be found here: **Subject Benchmark Statement: Social Work** (qaa.ac.uk)

Similarly, the Apprenticeship Standards support key skills and knowledge requirements for those pursuing an apprenticeship route within social work. Information can be found here: **Social worker (integrated degree) / Institute for Apprenticeships and Technical Education**



BASW branches

Local branches and networks give you the opportunity to get involved with BASW at a local level.

Check where your nearest branch and network is to attend events and courses local to you, and pursue your career interests. Join a branch or network today, or if there isn't one near you, note your location preferences so we can gauge interest in developing new branches or networks.



Top Tips from children, families and adults who use social care

At BASW, we believe the best way for social workers to develop their practice is to listen to those they support. It is crucial we learn from the incredible knowledge of people with lived/living experience.

We asked survivors of domestic abuse what advice they had for social workers, and they created the graphic below to describe what their 'social worker of the year' would look like.



The survivors also created video footage which they shot and produced themselves, **which can be found on this link.**

- **Listen to survivors** – we are the experts in our own lives.
- **Work with us – not against or for us** – take a collaborative and empowering approach.
- **Focus on well-being** not just risk and physical safety. For example, help us build our self-esteem, and support us to connect to others in our community.
- **Approach us on a human level** and as a whole person.
- **Respect our different cultures, identities, and life experiences** – do not make judgements based on prejudices, stereotypes, or assumptions.
- **Be transparent and clear.**
- **Don't jeopardise our safety.** For example, ensure you know the safe methods to communicate for the survivors you are working with.
- **Don't unnecessarily make us re-tell our story** – read the notes but do not prejudge.
- **Don't assume** that a child survivor is less knowledgeable than an adult survivor.

Reflection - Looking Back



Rumbi Mashavave

Newly qualified social worker

Nelson Mandela once said ***“What counts in life is not the mere fact that we have lived. It is what difference we have made to the lives of others that will determine the significance of the life we lead.”***

When I started social work, I wanted to make a difference in people’s lives. Help people solve their problems, help make their dreams come true or bring them a step closer to their dreams. As a social worker in the preparation for the adulthood team, it seemed I was in the right place for this. I wanted to be the hero in Mariah Carey’s song - Hero- ***“Then a hero comes along with the strength to carry on”.***

But a year into social work, I am that hero and Thanos- the person who shuts dreams. I was caught in the middle of the Karpman Drama Triangle - one time I am the rescuer because I am helping someone receive the help they need. The next am the persecutor because I am telling them, they cannot get what you want because it is not what you need or in social work terms - *“not eligible for support”*. At times I am responsible for creating a victim because they are happy with their life as it is and I am coming to say - *“actually that is self-neglect”* Being a hero has not cut out to be what it seems.

When I was an advocate, I advocated for what people wanted, regardless of what it was to social workers and would justify it with legislation.

When I became a social worker - I had to look at what they wanted and take into consideration the resources available and their needs vs their wants.

Because of this, as social workers, we are at the periphery of being gatekeepers of resources and care managers. Yet we are also, empowerment agents that promote the rights of the people we support while ensuring that we also balance their rights and risks with our duty of care.

I have found Mental Capacity Act 2005 has one of the most important pieces of legislation in adult social care that has allowed me to be the advocate, enable positive risk-taking and when it comes to it, make least restrictive decisions is because of this that.

Despite the challenges and complexities of social work, I remain committed to making a positive difference in people’s lives. I still want to be that changemaker. What I have learnt is creating a dent in the universe, maybe enough to make that difference, adding one brick or removing a brick does make a difference, as long as the goal remains, the goal of empowerment and rights-based social work.

For those aspiring to be a social worker, know your WHY. When things do not make sense your WHY will keep you grounded and challenge you.

Systems Thinking



Clare Patrick

Clare Patrick Third Year BA Social Work Student at The University of Hull, BASW Student Ambassador, BASW Student and NQSW Core Group Member.

Urie Bronfenbrenner's work around systems thinking is some of the most influential today. Bronfenbrenner offers the Ecological Systems Theory which can be utilised to create an informed understanding of how the different systems, networks, and the layers of connections in a person's life can come to influence their development.

As social workers we can use systems thinking to inform our own professional thinking and practice. For example, together, with experts by experience, we might physically map an individual's system to illuminate a paired understanding of the different networks operating within their life. This can help to make our interventions more informed, and person tailored and therefore more purposeful and meaningful to the individual, family, or community we are working with.

We often use systems thinking, perhaps without even realising it, for example, when using tools like ecomaps and genograms out in practice. Such creations can become visual tools, which can aid us in becoming deliberately conscious over the important interlinking webs of connections that make up the lives of the individuals we work with. Such webs might consist of family members, workplaces, educational settings, friends, and the community one inhabits. Illuminating our understanding of people's lives in this way can mean that we are more equipped to support them. Furthermore, through enabling the people we work with to obtain a purposeful insight into their own networks, they are more likely to be able to effectively support themselves, for example, in identifying aspects of their reality that they might want to strengthen, expand on or change. In utilising the knowledge they obtain from creating a system informed 'map', they may be able to independently strengthen and expand their own safety networks or identify protective factors in their lives. Here then, steps towards positive change and transformation can be made by empowering people to consider what support could look like for them through collaboration with family and/or wider community networks and groups, thus promoting independence. Nevertheless, with new changes come new risks, but equally potential for positive opportunity.

Making a positive contribution to someone's life is the best thing we can do. The current climate means that social work needs more skilled people who are committed to social justice than ever before.

Ciaran Traynor

Whatever the outcome of adaptation to a person's system may be, as social workers we must bear in mind a predictable factor of system behaviour... interactivity. For example, systems work just like any other living organism, in synergy. There are relationships and transferences of energy between the interlinking parts of the whole. This means that by adding new sources of energy to a system (such as ourselves when we come in with our social work interventions), or by removing or changing sources of energy within a system (such as supporting someone to escape from domestic violence), we can predict an alteration to or shift within the overall functioning, equilibrium or homeostasis of that system.

Ultimately, human beings are deeply connected to each other and to our environments and the systems and structures within them. Understanding this can help us, and the people we work with, understand their experiences and the realities they live out. Nevertheless, we mustn't lose sight of the individual at the centre of the system whilst becoming preoccupied with the networks around them. It can be far too easy to get caught up in the needs, wishes, voices and feelings of the more powerful others around a person and the influences of the powerful structures and systems around us.

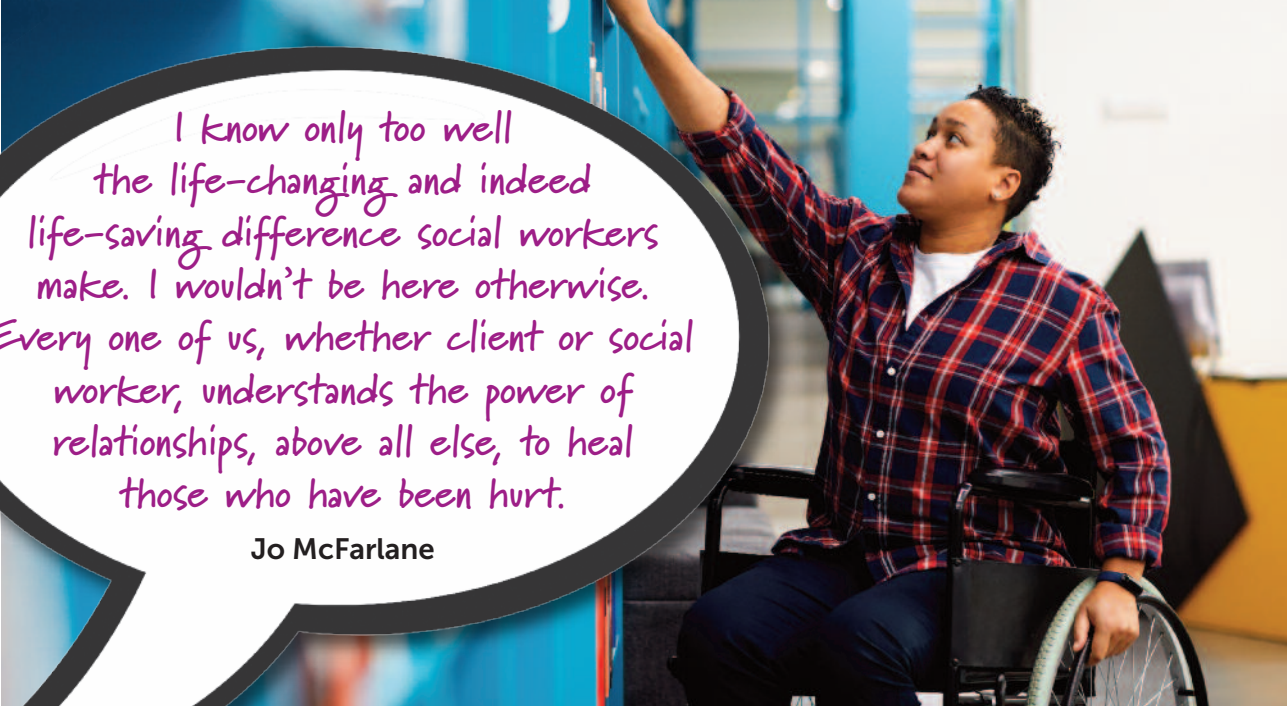
We need to make sure we listen to, advocate for and champion the voices of those who are at the very centre of our practice.



Top tips for neuro-divergent and disabled students

Being a student who is neurodivergent and/or disabled makes life a bit more difficult while studying so here are a few tips that we have found useful:

- Be honest about your difficulties with your university and during placements
- Don't be afraid to ask questions
- Use full advantage of what your university offers
- Use the BASW Professional Support Service for advice
- Make sure you understand the question that you are being asked to write about
- Use technology if you need too such as a Dictaphone to record lectures
- Read aloud on Word can be a useful tool to hear what you have written and whether something makes sense
- Colour coding your notes so that you can organise notes with assignments
- If the software has been identified and provided, it is crucial to understand how to use it to your advantage
- If a lecture is being recorded, use it to your advantage and watch it again at a suitable time to process what has been said
- Take regular breaks- you know your body and when you need to stop
- It is good to understand your learning style
- Discuss with your peers



*I know only too well
the life-changing and indeed
life-saving difference social workers
make. I wouldn't be here otherwise.
Every one of us, whether client or social
worker, understands the power of
relationships, above all else, to heal
those who have been hurt.*

Jo McFarlane

Direct Work Tools

Below are some examples of direct work tools which can be used when supporting children, families and adults. For information on how best to conduct direct work sessions virtually, more information can be found in our [guidance on remote working](#).

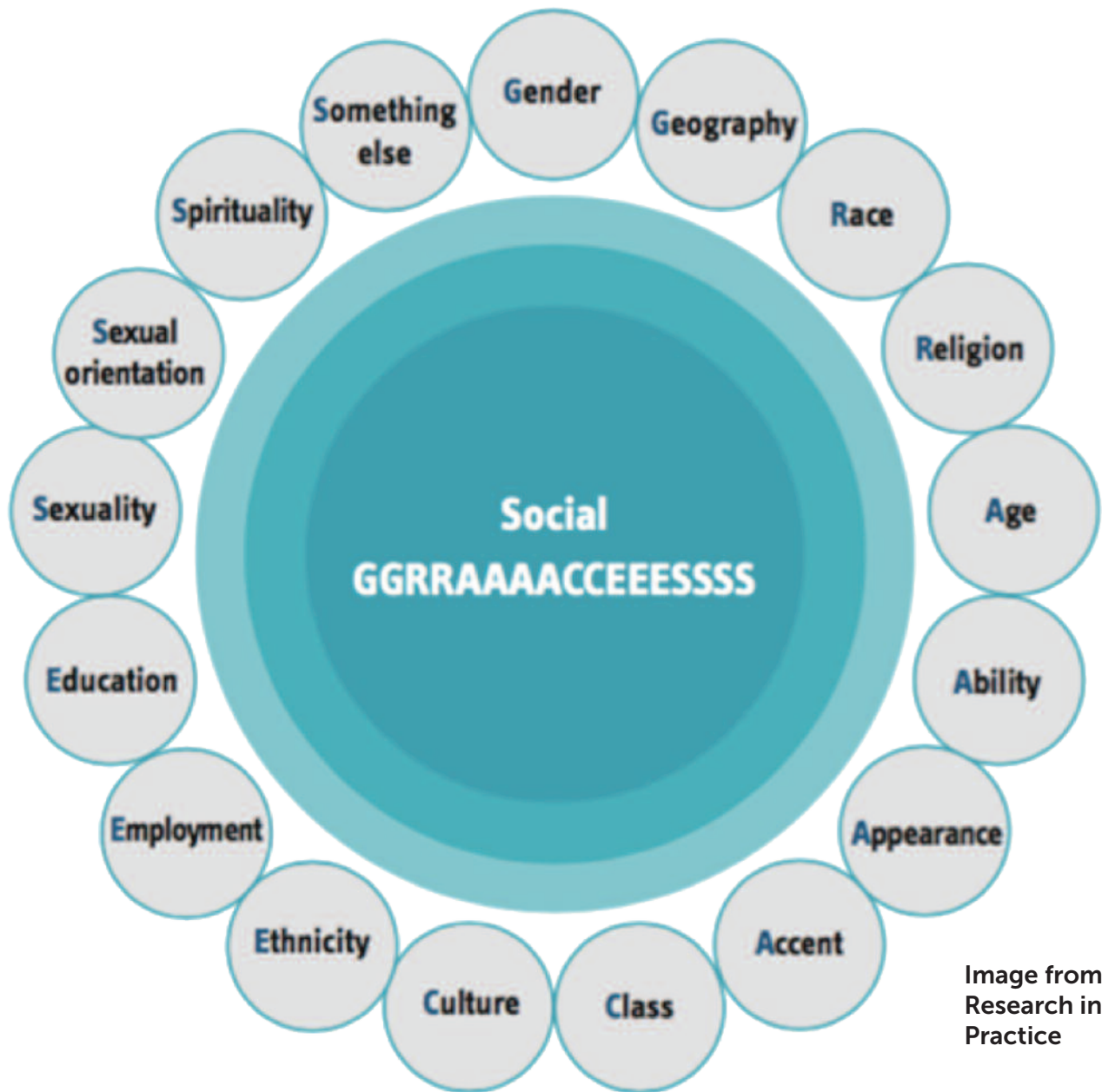
Power and control wheel

The image below is a powerful tool which can be used with survivors of domestic abuse, to help them to identify the areas in their life they may be experiencing abuse. Further information can be found in our guidance. The below can be adapted for survivors of any gender, sexuality, culture, ethnicity, and other intersectionalities.



Source: www.coercivecontrolcollective.org

Social Graces – A tool for addressing inequality



The term ‘Social Graces’ is a mnemonic to help us remember some of the key features that influence personal and social identity (see image above), as developed by John Burhnam, Alison Roper-Hall and colleagues (1992).

One of the key aims of the graces is to ‘name’ power differentials. In doing so, it is far easier to identify (and work on) our own prejudice, or indeed on our own privilege.

Naming power differences can invite service users, colleagues or even friends to share the social graces which they feel can hold them back, or even cloud their judgement of others.

The graces in the figure about are not an exhaustive list and can be adapted. They could differ according to place, time and culture. That’s the beauty of the graces; they are fluid. There is room for reflection and correction.

How to use the Graces as a time-pressed social worker:

- Choose one of the graces you are drawn toward. Or ask service users to do so. Reflect on why this is – this is something you can share vocally, through writing, or any other creative outlet.
- Attempt the above exercise with the grace you feel the least drawn toward.
- Consider which of the graces mostly influences your relationship with a service user. Or a supervisor/supervisee. This may feel uncomfortable at first but keep at it.
- Rate the graces on a linear scale of 1-10, 1 being that they impact you only a little, 10 being that they impact you significantly. This is also an exercise which can be done with service users, both adults and children, to learn more about the way in which they see the world.
- In a group setting, or in pairs, attempt to roleplay the social graces from different perspectives.

Further information can be found at www.basw.co.uk/media/news/2020/jul/social-graces-practical-tool-address-inequality

Equality, Diversity & Inclusion

BASW celebrates the richness and diversity of social workers and the societies we serve across the UK. We recognise that diversity of thought and widening the membership of the social work profession - and BASW - enrich our profession and enable social work to support the needs,

For this to be more than words, BASW must be open, relevant and welcoming to social workers of all backgrounds and identities - and a credible leader in the promotion of inclusive social work practice across the UK.

Fundamental to this is setting, promoting and embedding common principles of equality, diversity and inclusion (EDI) across all our work. This statement commits BASW to challenge oppression, exclusion and discrimination within the association, within social work and within social work education. It also commits us to raising social work's voice, perspectives and influence on issues of EDI and oppression across wider society.

For further information, please refer to our website on www.basw.co.uk/basw-uk-summary-position-statement-equality-diversity-and-inclusion

BASW encourages students to seek out additional resources, learn and share experiences with peers, colleagues and people with lived experience.

If you are interested in learning more, please contact our equality, diversity and inclusion group at edi@basw.co.uk



Handy Resources

Embarking on a social work course is hugely exciting – but often, the amount of resources and recommended reading can be overwhelming. Below, you can find the critical stuff in one place to help you get a head start on your studies or placement experience.



Anti-Poverty Practice Guide

BASW and CWIP. (2019). Anti-poverty Practice Guide for Social Work. Birmingham. British Association of Social Workers.
<https://www.basw.co.uk/what-we-do/policy-and-research/anti-poverty-practice-guide-social-work>



Anti-Racism Resources

BASW. (2021). Black, Asian and Minority Ethnic Community Resources. [Online]. Available at: Black, Asian and minority ethnic community resources <https://www.basw.co.uk/black-asian-and-minority-ethnic-community-resources>



Social work in Disasters CPD Modules

BASW. (2019) CPD Guidance on Social Work Undertaken During Disasters. Birmingham: BASW. <https://www.basw.co.uk/social-work-disasters/training>



Digital Capabilities for Social Workers

BASW. (2021). Digital Capabilities Statement for Social Workers. [Online]. Available at: www.basw.co.uk/digital-capabilities-statement-social-workers



Domestic Abuse Practice Guidance

BASW England (March 2021) Domestic Abuse Practice Guidance: for Children and Family Social Workers. Birmingham: BASW.
https://www.basw.co.uk/system/files/resources/181181_basw_england_domestic_abuse_guidance_v5.pdf



Homes not Hospitals

BASW. (2021) Homes not Hospitals. [Online]. Available at:
<https://www.basw.co.uk/homes-not-hospitals>



Recording in Children's Social Work

BASW. (2020) Recording in Children's Social Work. Birmingham: BASW.



Relationship Based Practice 80:20 Campaign

BASW. (2019) 80-20 Campaign – Upholding Relationship Based Practice in Social Work. [Online]. Available at: www.basw.co.uk/8020-campaign-relationship-based-social-work



Social Worker Wellbeing and Working Conditions

BASW. (2020). Social Worker Wellbeing and Working Conditions. [Online]. Available at:
www.basw.co.uk/system/files/resources/good_practice_toolkit_1.2.pdf



Top Tips for Virtual Direct Work

BASW. (2020). Top tips for virtual direct work with children & families during COVID-19. [Online]. Available at:
www.basw.co.uk/media/news/2020/jun/top-tips-virtual-direct-work-children-families-during-covid-19

Book Recommendations

Elizabeth Tanguay, Peter Hanratty, Ben, Martin - Reflective Writing for Nursing, Health and Social Work www.amazon.co.uk/Reflective-Writing-Nursing-Health-Macmillan/dp/135200996X/ref=sr_1_1?crid=2YAMMBAGNUC4I&keywords=reflective+writing+for+nursing%2C+health+and+social+work&qid=165851115&prefix=Reflective+writing+%2Caps%2C96&sr=8-1

Social Work Skills a Practise Handbook www.amazon.co.uk/Social-Work-Skills-Practice-Handbook/dp/0335214991/ref=sr_1_3?keywords=social+work+skills+a+practice+handbook&qid=1658511227&sr=8-3

Siobhan Maclean and Rob Harrison - Theory and Practice www.amazon.co.uk/Theory-Practice-Straightforward-Social-Students/dp/1903575958/ref=sr_1_1?keywords=theory+and+practice+siobhan+maclean&qid=1658511359&prefix=Theory+and+%2Caps%2C95&sr=8-1

Neil Thompson and Sue Thompson – The Social Work Companion www.amazon.co.uk/Social-Companion-Palgrave-StudentCompanions/dp/1403937958/ref=sr_1_2?keywords=the+social+work+companion&qid=1658511461&prefix=the+social+work+c%2Caps%2C77&sr=8-2

Philip Heslop and Cathryn Meredith – Social Work From Assessment to Intervention www.amazon.co.uk/Social-Work-Intervention-Philip-Heslop/dp/1526424495/ref=sr_1_fkmr0_2?crid=3J TZM0YC3H6R9&keywords=Philip+Heslop+and+Cathryn+Meredith+-+Social+Work+From+Assessment+to+Interven&qid=1658511628&prefix=philip+heslop+and+cathryn+meredith+social+work+from+assessment+to+interven%2Caps%2C154&sr=8-2-fkmr0

Malcolm Payne – Modern Social Work Theory www.amazon.co.uk/Modern-Social-Theory-Malcolm-Payne/dp/1352011085/ref=sr_1_1?keywords=modern+social+work+theory&qid=1658511960&s=books&prefix=Modern+Social+%2Cstripbooks%2C94&sr=1-1

Jan Fook – Social Work a Critical Approach to Practice www.amazon.co.uk/Social-Work-Critical-Approach-Practice/dp/1446200523
Elizabeth Tanguay, Peter Hanratty, Ben, Martin

Michael Mandelstam – Safeguarding Adult and Law An A-Z of Law and Practice www.amazon.co.uk/Safeguarding-Adults-Law-Third-Z/dp/1785922254/ref=asc_df_1785922254/?tag=googshopuk-21&linkCode=df0&hvadid=310762413837&hvpos=&hvnetw=g&hvrand=370571412597291182&hvpone=&hvptwo=&hvqmt=&hvdev=c&hvdvcm dl=&hvlocint=&hvlocphy=9045314&hvtargid=pla-636627603776&pssc=1&th=1&pssc=1

Helen Carr David Goosey - Law For Social Work www.amazon.co.uk/Law-Social-Workers-Helen-Carr/dp/0198869924/ref=pd_bxgy_img_sccl_2/258-8135694-1244246?pd_rd_w=FBB9D&content-id=amzn1.sym.79b812bf-5c8b-4c0c-851c-784423adaff5&pf_rd_p=79b812bf-5c8b-4c0c-851c-784423adaff5&pf_rd_r=1QX5DJ0PGHWGTGX13YG9D&pd_rd_wg=CYR3r&pd_rd_r=fdbe3dff-4e58-4628-9a1b-07878149ca75&pd_rd_i=0198869924&pssc=1

Podcast recommendations

Let's Talk Social Work <https://shows.acast.com/6144b6e69096e200123fb4d8>

The Social Matters <https://podcasts.apple.com/gb/podcast/the-social-matters-podcast/id1436421996>
In this episode Nadia, Fran and Eugene are joined by Professor Claudia Bernard to have a conversation about her exciting new book titled 'Intersectionality in Social Work: A Practical Introduction to Theory and Practice'.

Social Work Cats and Rocket Science <https://podcasts.apple.com/gb/podcast/social-work-cats-and-rocket-science/id1534273412>
A podcast by and for and co-created with social workers and social work educators talking culture, music, and the bohemian social work practice of the new radicals.



Social work has a rich lingo of its own. Often, without realising it, professionals use acronyms which can be overwhelming for students on placement. Here is a breakdown of some of the most used terms (this list is not exhaustive). Some of these terms are clumsy or derogatory, and, we encourage social workers to speak in plain, compassionate language. The below is provided just to make you aware of what is what.

Organisations

BASW – British Association of Social Workers. An independent professional membership organisation for social work, working to support, protect and help to develop social workers across their career.

DFE – Department for Education. A government department responsible for children's services and education, including early years, schools, higher and further education policy.

DHSC – Department for Health and Social Care. A government department working on policy related to adult social care and health.

JUCSWEC – Joint University Council Social Work Education Committee. A coalition of higher education institutions which works to promote, develop and coordinate the work of higher education institutions in the pursuit of education, training and research in public administration, social policy and social work.

SFC – Skills for Care. The strategic body for workforce development in adult social care in England, who are also responsible for the delivery of the ASYE currently.

Social Work England – This is the regulatory body for social work.

SWU – Social Workers Union. Linked to BASW, SWU is a union which protects social workers on placement and in employment, providing advice, support and representation.

On-the-job terms

CIN – Child in Need Plan. When a family is engaging with children's social care voluntarily (under section 17) they are given a CIN plan. This identifies the needs of the family alongside actionable steps to be taken by various professionals/agencies.

CP – Child Protection Plan. When a child is considered at risk of serious harm (following a section 47 investigation) they are given a CP plan. This is given on the same premise as a CIN plan, although there may be more actions required and more frequent contact with the child.

LAC – Looked After Child. A child who is in the care of local authority, or has been for more than 24 hours continuously (in England). Many prefer the term 'Children Looked After' because sadly, children have interpreted 'LAC' as 'lack'.

Strategy meeting – A safeguarding meeting convened with police officers when a child's safety is at risk.

S.17 – Voluntary engagement with social care under a child in need plan.

S.47 – An investigation which takes place if a child has experienced significant harm.

S.20 – A parent is able to sign a s.20 to consent for their child to be placed in the care of the local authority (or child over the age of 16 can do this).

Special Guardianship Order – A court order which passes over the responsibility of a child to a named carer, which lasts until the age of 18. The child's parents still have legal responsibility, however the guardian makes the majority of big decisions.

Placement – This refers to the foster home/residential home a child lives in once they become looked after. We think 'home' is more appropriate though, as do looked after children!

Policy

IRCSC – Independent Review of Children's Social Care. A recent major review into the care system which BASW England has been involved in campaigning around and contributing to.

HSCB – Health and Social Care Bill. A white paper published in 2021, which set out proposed reforms to be included in a Health & Care Bill (the Bill) to restructure parts of the NHS in England and create a 'truly integrated' healthcare system.

Social Work Roles

NQSW – Newly Qualified Social Worker.

ASYE – Assisted Year in Employment (this is both a post-qualifying course which students do as part of their first job, as well as a colloquial term for entry-level social workers undertaking it).

AMHP – Approved Mental Health Professional. A mental health professional who has been approved to carry out certain duties under the Mental Health Act. They are responsible for coordinating assessments and admissions to hospital if somebody is sectioned. They may be: social workers, nurses, occupational therapists or psychologists.

LADO – Local Authority Designated Officer: This individual is responsible for managing all child protection allegations made against staff and volunteers who work with children and young people in a local authority.

EDT – Emergency Duty Team SW. A social worker who belongs to the local authority out of hours team.

EBE – Experts by Experience. A child, young person or adult from any background who has experience of having had a social worker.

IRO – Independent Reviewing Officer. These are experienced social workers who works to make sure the local authority is taking care of looked after children in the way they should.

PSW – Principal Social Worker. Advanced social work practitioners who work to ensure social workers develop excellent practice, and undertake quality assurance.

CSW – Chief Social Worker. Provide independent expert advice to ministers on social work reform. Currently the chief social worker is **Isabelle Trowler**.

Identify what it is you are passionate about in social work and follow that route. We have good opportunities to try different things so find out what it is that gets you excited and motivated.

Carole Goodman

Rush to judge and you'll miss what really matters... don't judge a book by its cover – you might miss out on a wonderful story!

Lisa Pantling

What is the BASW England Student & NQSW Group?

The Student & NQSW Group gives a voice to students and newly qualified social workers in England. This involves peer advice/support through regular Microsoft Teams meetings, continuous professional development opportunities, and ways to shape BASW's priorities. Students and NQSWs are the future of social work, so this group shares knowledge and ideas with other groups and wider social work groups to assist in forging a positive future for social workers and those we work with.

The group has delivered several successful webinars on getting your first social work role and training opportunities to complement learning through your placement and university. We welcome all to our group and can have up to 10 core members; the only criteria to join the core group is BASW membership. However, you can still attend events/webinars without. If you are interested in becoming a Core Member then you can contact us via england@basw.co.uk

Register for events here: www.basw.co.uk/events

Another way to keep up to date with events across BASW England is to follow the student twitter account [@BASWStudentNQSW](https://twitter.com/BASWStudentNQSW) or the UK-run account [@BASWUK](https://twitter.com/BASWUK)

Upcoming Events 2023

"Who Do I Turn To?" What to do if you encounter or witness racism in the workplace –
A BASW England London Branch Event. 20th September 6:00pm – 8:00pm

Time For Social Work through Family Safeguarding: BASW England 80-20
Campaign Lunch & Learn Webinar. 27th September 12:00pm – 1:30pm

BASW Student Monthly Peer Support Group
28th September 6:00pm – 7:00pm

BASW England Mentor Support Forum - For NQSWs and Social Workers Seeking Employment
6th October 12:30pm – 1:30pm
3rd November 12:30pm – 1:30pm
1st December 12:30pm – 1:30pm

BASW England Conference and Annual Members Meeting: Raising our Social Work Voice: challenging behaviours and oppressive structures
18th October 12:00pm – 1:30pm: **Annual Members Meeting**
19th October 10:00am – 11:30am: **Anti-oppression & Anti Discrimination – Practices and Working Conditions**
19th October 12:00pm – 1:30pm: **Falling through the Cracks: Unaccompanied Minors and the Hostile Environment**

Identifying and Responding Child Sexual Abuse: A Webinar Series
2nd November 12:00 – 1:30pm: **The scale and nature of child sexual abuse**
9th November 12:00 – 1:30pm: **The signs and indicators of child sexual abuse**
30th November 12:00 – 1:30pm: **Speaking with children about child sexual abuse**
7th December 12:00 – 1:30pm: **Supporting parents and carers – working with families affected by child sexual abuse**
14th December 12:00 – 1:30pm: **Managing risk and trauma after online offending**

For more events, please visit our events page: www.basw.co.uk/events

Surround yourself with people who help you to remain positive: friends and family who believe in you; colleagues who share in experiences, offer expertise and time to get you through the pressures of the day. Some will remain with you all through the journey, others part of it, but all have a profound effect on how you understand yourself.

Louise Purser

To do social work we need certain psychological characteristics and skills. Empathy is one of them – seeing the world from others' point of view. Emotional intelligence is another. This means understanding we are not just rational creatures but have emotions, passions and feelings. Fundamentally we are an emotional species, on top of which lies reason and rationality.

Dr David Howe



Stay connected

If you are on social media, here are a list of accounts to follow to build and expand your network:



Twitter:

@BASWStudentNQS
@BASWStudents
@BASW_UK
@BASWKent
@BASWSouthWest

@BASW_LDN
@BASWbc
@SWBohemians
@SW_student_com



Let's talk social work



Let's Talk Social Work
on Apple Podcasts



Let's Talk Social Work
Podcast on Spotify



www.linkedin.com/company/british-association-of-social-workers



www.instagram.com/baswstudentnqsw/



www.facebook.com/BASW.UK/

www.basw.co.uk

BASW England

The professional association for
social work and social workers