Student Social Worker
Induction Pack

Student Name:

________________________________________

Team Leader Name:

________________________________________

Delivery Partner Name:

________________________________________
Welcome

Welcome to The Prince's Trust Team programme.

Thank you for choosing Team for your placement. We very much hope you find this to be a challenging and fulfilling experience.

We have designed this pack to provide information about the work we do, the young people that we help, and your role as a Student Social Worker with us. Please feel free to ask your Team Leader any questions you might have regarding the information it contains.

We hope you enjoy reading through the pages that follow and find them a useful introduction to our work.
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1. Understanding the voluntary sector

The term ‘voluntary sector’ encompasses a wide range of organisations outside of the statutory provision of services such as social services, health and education. The Prince’s Trust is part of the voluntary sector and as such relies on funding from a mixture of donations, subscriptions, legacies, grants and other fundraising activities.

A brief history of the voluntary sector is included in Annex 1. It shows why the sector came about and how its role has changed over time.

Role and purpose of the voluntary sector

Voluntary organisations are extremely varied in what they do, but usually are involved in one or more of the following:

- Providing services
- Influencing policy
- Supporting services
- Campaigning
- Raising awareness

There are approximately 200,000 registered charities in England and Wales. In addition, there are many thousands of smaller voluntary and community organisations which do not need to register with the Charity Commission.

Most voluntary organisations have the same characteristics:

- independent of state control
- established and governed by their own members
- non-profit making
- of public benefit
- make use of volunteers as well as paid workers

The relevance of the voluntary sector to social work practice

You will see from the history that the voluntary sector (Annex 1) has fulfilled different functions in the development and delivery of welfare provision. As a sector, we are still as relevant to social work practice today due to our links with contemporary social issues and our innovative ways of engaging with service users.

The Department of Health’s report, ‘Our Health, Our Care, Our Say’ (January 2006) places the voluntary sector at the heart of government care services. Even before this report was published, the voluntary sector has been increasingly involved in providing services that were traditionally provided by the state.
2. The Prince’s Trust

Who we are
The Prince’s Trust is a charity that helps change young lives. The Trust’s work is focused on young people aged 13-30 who have struggled at school, been in care, are long-term unemployed or have been in trouble with the law.

Around one in five young people in the UK are not in work, education or training. Youth unemployment costs the UK economy £10 million a day in lost productivity, while youth crime costs £1 billion every year. The Prince’s Trust believes they all have potential and so offer simple, practical support to help them unlock their talents.

Our programmes, such as Team, encourage young people to take responsibility for themselves - helping them build the life they choose rather than the one they’ve ended up with. On our programmes, young people are helped to develop the skills, motivation and confidence they need to set them on their chosen path; whether that’s going to college, getting their first job or setting up their own business.

Further information about The Prince’s Trust is available at:
- www.princetrust.org.uk or
- on 0800 842 842

Who we work with
The Prince’s Trust is committed to reaching young people facing the most barriers. Our strategy identifies priority target needs and backgrounds.

Working with partners
The success of The Prince’s Trust is dependent on the strength of our partnerships. We work with a wider range of organisations to reach and support those who need us most. We have over 1,000 operational and strategic partners. These include:
‘Delivery Partners’ for the Team programme – these are the organisations, such as FE colleges, Fire and Rescue Services, and voluntary organisations, who are contracted by The Princes Trust to deliver the Team programme locally (and with whom you will do your placement)

- schools and outside mainstream centres running our Achieve programme
- some Teams are linked with corporate partners and other voluntary organisations who support our work

Our partners bring vital benefits to their roles in programme delivery, such as:

- **people** - dedicated and trained professionals who deliver programmes with flair
- **local knowledge** - ensuring our programmes are locally relevant and effectively delivered
- **commitment to young people** - sharing our focus on the various issues facing youth today
- **community involvement** - with strong local ties to other groups and individuals
- **access to our target groups** – finding the hardest to reach
3. The Team programme

Team is a full time 12 week programme of personal development. Teams of about 12-15 people take part in a challenging programme which begins with team-building activities, including a week at a residential activity centre, and includes team-work on real projects in the local community as well as individual work placements. It culminates in each Team presenting its achievements to an invited audience at an event where Team members receive their certificates. Activities used during the programme will be designed to suit the needs of the particular Team and its individual members. Personal development takes place through the process of planning, action and review.

Method of Delivery
The Team programme is run by partner organisations, referred to as ‘Delivery Partners’. A Programme Delivery Agreement is put in place between The Prince’s Trust and a Delivery Partner before delivery can begin. By signing this agreement, partners agree to run the programme to The Prince’s Trust specification as set out in this induction pack.

Delivery Partners employ Team Leaders and others support staff to lead the Team and support the young people throughout their programme. Every Team is led by a trained Team Leader, whose role is crucial to the success of the programme.

Eligibility
Young people eligible to join Team are:

- aged 16-25
- in one of the Prince’s Trust target background or needs (as described previously)
- resident in the UK or
- employed and sponsored by their employer to take part

The Prince’s Trust values differences in all forms and recognises that it is the responsibility of its staff, volunteers and Delivery Partners to ensure that all programmes, services and activities are accessible, valid, relevant and attractive to the broadest and most diverse cross-section of young people.

Programme Aims and Content
Team aims to increase confidence, motivation and skills and as a result enable unemployed Team members to move into employment or education/training.

Team is a personal development training programme. There are three main fields within development training and Team programme involves all of them:

- **Group work**
  Is the understanding of how groups operate (in particular team-working), and is the heart of development training. Development training relies on a facilitative leadership style, enabling individuals and groups to take responsibility for their own learning to create a safe learning environment within a learner centred approach.

- **Adventure Education**
  Uses challenging activities to provide individuals and groups with experiences which involve all aspects of the personality. The outdoors is the usual medium for these activities – but not exclusively. The activities often require trust, communication, cooperation and decision making. Participants are encouraged to challenge and stretch themselves.
Experiential Learning
Development training involves active learning as opposed to passive teaching. People learn by doing things; expressing their reactions to experiences; reviewing how they worked together; drawing conclusions and applying those to future situations.

The Team programme follows a standard framework as follows:
Employed and unemployed Team members work together on Team, with employees normally taking part for 20 days.

<table>
<thead>
<tr>
<th>Week</th>
<th>12 Week programme</th>
<th>20 Day employee programme</th>
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<tr>
<td>1</td>
<td>Induction, Planning and target-setting</td>
<td>Day 1 Induction, Planning &amp; Target setting</td>
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<tr>
<td>2</td>
<td>Team-building residential *</td>
<td>Days 2-6 Team-building residential</td>
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<td>Days 8-12:</td>
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<td>5</td>
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<td>during project</td>
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<td>6</td>
<td>Community project /Individual work placement</td>
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<td>7</td>
<td>Individual work placement</td>
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<tr>
<td>8</td>
<td>Individual work placement</td>
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<td>9</td>
<td>Next Steps – planning for the future</td>
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<td>10</td>
<td>Preparation for Team Challenge</td>
<td>Day 13 Challenge planning</td>
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<td>11</td>
<td>Team Challenge</td>
<td>Days 14-18 Team Challenge</td>
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<td>12</td>
<td>Review, presentation and action planning</td>
<td>Days 19-20 Final review and presentation</td>
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*Please note that the residential is key to forming the Team and it is strongly recommended students supporting Team ensure they can join this week away.

A supportive learning environment
The supportive learning environment of a Team is vital to successful development. Demonstrating trust and providing support encourages people to take risks; to stretch themselves and to give and receive feedback about how their behaviour affects others. The Team programme is designed so that the level of responsibility individual Team members can take increases as they progress through the programme:

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 12</th>
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<tr>
<td>Use of authority by the Team Leader</td>
<td>Area of freedom for Team members</td>
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<td>Leader makes decision and announces it</td>
<td>Leader permits Team members to function within defined limits</td>
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Outcomes and Accreditation

The Team programme re-engage young people by enabling them to develop the skills, confidence and motivation to increase their employability. It encourages and helps young people to find employment, enter education or training and to access any specialist help they may require on completion of their 12 weeks. It provides nationally recognised qualifications and other certificates for the skills development achieved.

Outcomes

Outcome surveys are undertaken of all Team members three months after they finish the programme. Key outcomes measured from the Team programme are:

- ‘Positive Outcomes’ – numbers of unemployed Team members entering employment, education and training
- Other positive outcomes – numbers taking up voluntary work
- Qualifications Awarded
- Skills Development. The skills developed on the programme include:
  - Communication
  - Working with Others
  - Leadership
  - Caring for Others
  - Motivation
  - Tolerance
  - Problem solving
  - Taking responsibility
  - Confidence
  - Literacy
  - Numeracy
  - ICT

Accreditation

Team members can achieve a range of certificates and qualifications, these include:

- For England and Northern Ireland:
The Prince's Trust Certificate & Award in Employment, Teamwork and Community Skills
(The Award & Certificate is available at Entry Level 3, Level 1 and Level 2)

- For Wales:
The Prince's Trust Award in Personal Development and Employability
(Also available is Essential Skills Wales – Working With Others, Improving Own Learning and Performance, Problem Solving and ICT)

Functional Skills

All young people on Team should have access to basic skills support as needed during the programme.

Other Accreditation

Young people may also be able to obtain additional certificates whilst taking part in Team. Examples of relevant accredited training include basic food hygiene, first aid and CLAIT (Computer Literacy and Information Technology) courses.

Certificates

In addition, a Prince’s Trust certificate, signed by HRH The Prince of Wales is awarded to all individuals who complete Team.
**Roles within Team**

**Team Leader**
Delivers the programme, leads the Team, and is responsible for all aspects of the delivery including assessing qualifications delivered on the programme.

**Deputy Team Leader**
Assists the Team Leader with the running of the Team and is fully trained so they can deputise if needed be.

**Assistant Team Leader**
Assists the Team Leader with the running of the Team but is not trained and can step in only for short periods in case of emergency.

**Employed Team Participant**
Employees, paid for by their employers, join Team as a Team member for 20 days as a personal development opportunity. Young people who may have no prior experience of employment often realise through working with employees that they’re not so different from those who already have jobs. Employees are often able to support the Team Leader with skills such as planning and organising, when unemployed members are still developing these skills and therefore set a positive example for the other participants.

**Student Social Worker**
Student Social Workers undertaking practice learning placements on Team support young people to improve their well-being. This includes among other roles identifying young people displaying mental health problems or other issues related to well-being and helping them access support. More information about your role as the Student Social Worker is set out in section 5 and a job description is at **Annex 8**.
4. What is well-being?

Various terms have been used to refer to ‘well-being’, including ‘happiness’, ‘quality of life’ and ‘life satisfaction’. More recently, the government has developed new policies aimed at improving well-being, such as Action for Happiness which is a movement for positive social change. Action for Happiness has developed the 10 Keys to Happier Living based on a review of the latest scientific research relating to happiness:

- GIVING – do things for others
- RELATING – connect with people
- EXERCISING – take care of your body
- APPRECIATING – notice the world around
- TRYING OUT – keep learning new things
- DIRECTION – having goals to look forward to
- RESILIENCE – find ways to bounce back
- EMOTION – take a positive approach
- ACCEPTANCE – be comfortable with who you are
- MEANING – be part of something bigger

To find out more information, please visit: www.actionforhappiness.org

The Prince’s Trust and Well-being

The Prince’s Trust believes that well-being support on the Team programme is crucial to ensuring that all young people can learn, achieve and fulfil their potential. It is true that a young person’s life is often made up of a complex mix of issues, and choices made in one area of life will usually impact on the young person’s overall well-being.

We believe that educating young people to avoid harmful choices such as alcohol or drug use could be the difference between them staying in employment or education, or not. Similarly, helping a young person develop the skills they need for work will often give them the self-confidence they need to reject false support systems such as drugs and alcohol.

How the Team programme supports young peoples’ well-being

With your input, the Team programme can help support four areas of young peoples’ well-being:

- Economic - helping young people progress into education, training or employment
- Psychological – improving emotional well-being
- Behavioural - raising awareness around drug and alcohol misuse, sexual-health and smoking
- Physical - promoting physical activity and healthy eating

Our research has shown that young people on our Team programme value and benefit from dedicated support that focuses on their well-being. Student Social Workers undertaking practice learning placements on Team as ‘Student Social Workers’ have a broad role in supporting young people to improve their well-being with a specific responsibility for supporting the emotional well-being of young people.

What is emotional well-being?

Emotional well-being is influenced by whether an individual has the inner strength to cope with life’s challenges and problems. The Prince’s Trust aims to help young people build their emotional well-being by giving them opportunities to fulfil personal and social goals, and to
ensure that support is available when they need it. This helps them to restore self belief and confidence so that gradually their self-esteem increases and they are able to move forward.

Good emotional well-being is important in its own right because it affects young people’s physical health and can determine how well they do in school or employment. Good social, emotional and physical health helps protect young people against emotional and behavioural problems, violence and crime, teenage pregnancy and the misuse of drugs and alcohol.

The impact for those who struggle to cope emotionally and mentally makes it much harder for them to thrive in any area of life, whether at work, in education, or with friends and family. Young people who are experiencing depression, anxiety, stress and trauma can increase their chances of experiencing problems such as drug misuse or homelessness.

Well-being resources
The Prince’s Trust has put together further information on various aspects of well-being including suggested ways you might offer support and possible sources of further support.

These are:
- Emotional Well-being at Annex 3
- Drugs and Alcohol misuse at Annex 4
- Improving Young People’s Sexual Health at Annex 5
- Physical Health (healthy eating and exercise) at Annex 6

Well-being ‘Outcomes Star’
You will be aware that the Professional Capabilities Framework requires students to assess the needs and circumstances of the people they are working with. To help you to do this, we suggest using an assessment tool, such as the outcomes star that you can use to help you open conversations around well-being you might otherwise find difficult to initiate. If you have an assessment tool from your course you can choose to use that, or we suggest using the ‘outcomes star’, which your Team Leader can print for you from the partners’ webpage, or obtain from Prince’s Trust staff.
To use this, you will need one-to-one time with each young person to complete their ‘star’ and discuss their well-being needs. This should take no longer than 30 minutes each and will help you to measure a young person’s progress on Team in order to support them to achieve certain goals. A reading is taken by the student and the young person at the beginning and end of their time on the Team programme. Even if the journey that they make during their time on Team is small, the Outcomes Star will help identify the next steps they need to take on their journey.

The added benefit of this tool is that the visual format provides a very accessible snapshot of someone’s current situation and when a second reading is taken, it makes progress very visible. This can be very motivating for the young person to see the progress they have made during the Team programme. The Prince’s Trust recommends you look at the Outcomes Star and make plans for how you might organise one-to-one sessions with young people to discuss and support their well-being needs. You can get a copy of the User guide, Star chart* and action plan from your host Delivery Partner. *The star provided is named ‘Alcohol star’ – you will see that this is something we cannot change, however, the star covers general areas of well-being, so you simply need to ask young people to ignore the ‘alcohol’ label.
5. Student Social Worker

Your Role
Your role on Team will be as a ‘Student Social Worker’ and you will be responsible for supporting young people around the four identified areas of well-being, but specifically their emotional well-being. A job description for the Student Social Worker role is at Annex 9. This has been written in accordance with the requirements of the Professional Capabilities Framework (PCF) and National Occupational Standards (NOS) for Social Work.

Your Team Leader, in collaboration with the off-site Practice Educator, will ensure that you have plenty of work to do to help you demonstrate your capability in relation to the PCF or NOS. In addition, you will have the opportunity to undertake a variety of other tasks such as helping young people with their benefits, housing, court appearances etc. The exact nature of these tasks may vary between the requirements of the practice placement learning outcomes, the needs of the individual Delivery Partner and the group of young people you are working with. You may wish to suggest other pieces of work that you feel will benefit and improve the well-being of the young people that you are helping.

Annex 7 sets out some areas of work that you can be involved in that meet the PCF requirements. Annex 8 sets out some areas of work that you can be involved in that meet the NOS requirements. These and any other suggestions you may have for tasks that you could undertake, should be agreed with your Team Leader.

Your Supervisor
As Team programme is delivered nationally by our Delivery Partners, your placement is directly with one of those Delivery Partners and your supervisor will be a member of staff at that Delivery Partner.

Feedback to the Trust
The Prince’s Trust welcomes feedback from students, and at the end of the placement we will provide a questionnaire for your comments.

Mental Health First Aid (MHFA)
There may be an opportunity to do a two-day Mental Health First Aid course whilst on your placement. The Prince’s Trust runs these courses around the country, the Programme Executive who covers your Team should be able to find out if there is a convenient one. If not, there may be local courses offered by NHS or MIND, which you could attend.

MHFA Course content
MHFA is a 12-hour course, delivered over 2 days. The course provides an overview of common mental health problems, causes, symptoms and treatments.

The aims of MHFA are:
- to preserve life where a person may be a danger to themselves or others
- to help prevent the mental health problems developing into a more serious state
- to promote the recovery of good mental health
- to provide comfort to a person experiencing a mental health problem
6. The Professional Capabilities Framework and Holistic Assessment

The Professional Capabilities Framework

The Professional Capabilities Framework is a professional standards framework for social work, based upon the notion of ‘capability’ – an integration of knowledge, skills, personal qualities and understanding used appropriately and effectively. The Framework describes capability across nine separate domains, and has a number of different levels, relating to the complexity of work that someone with those capabilities would be able to manage. Each level has an overall capability statement, and a set of specific criteria relating to each individual domain.

The levels relevant to student social workers are:
- Entry (at admission to a qualifying programme)
- Readiness for Direct Practice (assessed before students begin first placement)
- End of first placement (at the end of the 70 day placement)
- End of last placement (qualification point)


The regulatory body for social work, the Health and Care Professions Council (HCPC) has a set of Standards of Proficiency that social workers are required to demonstrate, and the College of Social Work and the HCPC have jointly mapped the HCPC standards against the PCF expectations for Student Social Workers to demonstrate the inter-relationship between the two.

Holistic Assessment

Students’ practice during their qualifying training is assessed holistically in relation to the nine domains and the appropriate level of the framework. Holistic assessment reflects the complexity of social work practice, and all nine domains of the PCF have to be taken into account in order to assess a student’s capability. This represents a significant change from the way in which the National Occupational Standards were often assessed, i.e. as distinct areas of competence that could be evidenced independently. This move from the concept of ‘competence’ to that of ‘capability’ reflects the desire for social work education and development to move away from a mechanistic ‘tick box’ process to a more holistic approach, and one which expects educators, student and professional social workers to consider professional capabilities in a rounded way and helps people to identify areas for development.

Holistic assessment places a greater emphasis on the judgement of the practice educator. While students should be expected to identify and present evidence of their achievement, the role of the practice educator is to give feedback on whether or not this is sufficient and to suggest other ways in which capability might be demonstrated.

7. Policies and Practicalities

The Prince’s Trust Policies
The Prince’s Trust provides policies which act as a ‘minimum standard’ for Delivery Partners in several areas, such as: Drugs & Alcohol and Safeguarding & Child Protection (the Delivery Partner who is hosting your placement can provide you with the details). Team Leaders work to Delivery Partner’s own policies as long as they meet the Prince’s Trust’s minimum standards. You will need to be aware of the Delivery Partners’ relevant policies and procedures (which will be covered on your induction with them).

Keeping a record of practice learning days
It is your responsibility to agree with the Team Leader an acceptable way of keeping an accurate record of your attendance /absences during periods of practice learning. Notification of any periods of absence should be dealt with according to both the Delivery Partner and university procedures.

Attendance
You will need to complete the number of days agreed for your placement. Should you be absent for any number of days, these days must be added to the length of the placement and you will need to agree this with your supervisor.

Use of student’s own car
If you use your own car in the course of a practice placement, the insurance cover must include an endorsement that the policy covers use for business purposes by the student personally. It is a student’s responsibility to see that his/her policy covers this.
Annex 1: A brief history of the voluntary sector

From a historical perspective it is useful to split the development of the voluntary sector into four key phases.

1850-1940

- By the end of the nineteenth century philanthropy was in steep decline and the way to tackle social problems was seen as ‘statism’ not ‘voluntarism’ – i.e. there was growing recognition that it was the role of the state to provide for its citizens

- Fuelled by notions of societal causes of poverty rather than individual behaviour, we see Booth’s work on poverty, Durkheim’s work on suicide and the publication of ‘Das Capital’ by Marx

- The great reforming liberal Government of 1905-1914 introduced a programme of social legislation e.g. free school meals, a scheme to tax the population to provide comprehensive health, social and pension protection

- A culture of partnership begins to emerge with a mixed economy of provision in the public, private and voluntary sectors

- Ideas of ‘rights’ not ‘charity’ emerge

- The voluntary sector loses its creativity with more focus on education and leisure

- The Industrial Revolution focuses on wealth creation and economic growth

- In parallel with a concern for profit emerges a concern for people

- Philanthropy* develops – well off and avowedly political individuals such as Shaftsbury, Booth and Beatrice and Sydney Webb form a range of philanthropic institutions – e.g. Toynbee Hall, to help the poor

- The settlement movement develops. Several of the ‘top’ schools and universities form organisations where their students can live and work to learn first hand the problems of disadvantaged areas and provide practical support for the local communities – e.g. Oxford House and St Hilda’s East, both in the East End

- Mutual Aid develops, involving ordinary working class people who band together in groups to tackle problems affecting them. Meetings were kept informal and groups set up were friendly societies, co-op stores and building societies such as the Abbey National

1945-1979

- After World War II we see the emergence of the newly elected Labour Government’s welfare state. They steer a massive programme of social legislation through parliament, including NHS Act (1946), The Children’s Act (1948) and The Education Act (1944)

- The focus shifts completely from voluntarism to statism

- A new role for volunteers emerges. This is seen through new organisations such as Community Services Volunteers and Voluntary Services overseas

- The development of tenants groups, consumer co-ops, community arts groups, playgroups, advice groups, citizen’s action groups and environmental projects
In the 1960s a number of factors contribute towards rejuvenating the voluntary sector:

- The growing post-war generation makes new demands on public provision and questions the structure of society and how social welfare is provided.
- The rediscovery of poverty – i.e. that it had never really disappeared.
- Increasing disillusionment with the welfare state and a feeling that it had failed to live up to expectations.
- Huge increase in independently funded self-help organisations, literature and other publications. This period is seen as the most vibrant era of independent self-help action to date.
- The emergence of new ideas, of self-help and self-determination, e.g. that clients should have some control over the delivery of services.

The 1960s and 1970s give rise to a number of self-help groups that act as pressure groups, e.g. Child Poverty Action Group (CPAG), Shelter, MIND, Disability Alliance, etc.

Pilot community development projects are set up to address poverty in selected areas and to enable local people to play a role in solving some of the problems affecting them.

The 1970s sees an economic downturn, with cuts in social expenditure on welfare, the community development projects are scrapped as failures.

The Wolfenden Report is produced. It recommends the setting up of intermediary bodies, such as community relations councils. It appears to view voluntary action as developing from a bureaucratic base with a ‘trickle-down’ effect into neighbourhoods.

Once again the voluntary sector is hit by external pressures and appears to have lost its creativity and vitality.

1980s-1990s

- The 1980s see a growth in ideas of citizen involvement and participation, of empowerment, choice and opportunities for people to take control of their own lives.
- Also a growth in ideas of consumerism, consumer rights and individualism.
- The future of the welfare state is under debate as there is disenchantment from both the political right and left about how post-war social welfare should be organised.
- A new voluntary sector evolved, mainly as a result of Greater London Council (GLC) funding in the 1980s, made up of community organisations, self-help groups, co-operatives and educational, religious, artistic and cultural associations.
- A number of these organisations were radically different in character from previous organisations.
- These groups emerged to meet the needs of a different clientele from that of the old voluntary sector and to fill the gap in service provision not being met by them.
These new and radical organisations fundamentally questioned the status, paternalism and control of the welfare state

- Examples of groups set up in this period include: black self-help and campaigning projects; police monitoring groups and groups looking at police harassment or racial violence; women’s projects looking at issues of rape, domestic violence and female genital mutilation; gay and lesbian projects, such as Lesbian Line; disability groups with a focus on a social model of disability, rather than a medical one

1997-present

- This period has seen many profound changes that have particularly impacted on the role of the voluntary sector and its relationship with the state

- When the New Labour government came into power they wanted to review the role of the voluntary sector. In 1997 they produced ‘Building the Future Together’, a report that outlined their vision for a greater partnership between the state and the voluntary sector. They saw the voluntary sector as having a key role in community renewal and contributory citizenship

- The Compact on Relations between Government and the Voluntary and Community Sector In England (the Compact), was introduced in 1998. It is a framework agreement, defined by government as an agreement between government and the sector to improve their relationship for mutual advantage and community gain. The Compact covers how government should treat the sector in terms of commissioning from it (such as ensuring the whole cost of providing a service is recovered by the organisation, and securing longer-term funding agreements to increase stability), as well as recognition of the importance of the sector’s voice and independence in its campaigning and advocacy role.

- The term ‘third sector’ is introduced and defined by the government as “a diverse, active and passionate sector. Organisations in the sector share common characteristics:
  - non-governmental
  - value-driven
  - principally reinvest any financial surpluses to further social environmental or cultural objectives
  - The term encompasses voluntary and community organisations, charities, social enterprises, cooperatives and mutuals both large and small.”

- The government’s Public Service Agreement Framework and Local Government Performance Framework aim to engage this third sector in the delivery of services. Local Area Agreements are devised to deliver the priorities identified through local strategic partnerships. These agreements allow more contracting out of services to voluntary sector organisations

- In 2002 the Cabinet Office strategy Unit produced the report ‘Private Action, Public Benefit’, which reviewed the legal and regulatory framework for charities. The report eventually resulted in the passage of the Charities Act 2006. The Act encompassed a wide range of measures which aimed to modernise charity law, reduce the regulatory burden on charities, and give them more autonomy to govern themselves and make changes which previously required formal authorisation by the regulator. However the most high-profile and controversial aspect of the legislation was the ‘public
benefit test’ which put renewed emphasis on all charities to demonstrate they were benefitting the public, in return for the advantages of charitable status. Attention focused on the impact of this on fee-charging independent charitable schools – and the way the Charity Commission applied the law to those schools is due to be tested in court in the summer of 2011.

- In May 2006 The Office for the Third Sector was created and a Minister for the Third Sector was appointed. This marked a new era of government-voluntary sector partnership. In 2006 ‘Capacity Builders’ was set up to manage the ‘ChangeUp’ programme, developed to ‘create a more effective third sector by improving support to third sector organisations’.

- The period of Labour government between 1997 and 2010 saw a marked increase in state funding to voluntary sector organisations, and a move away from grants towards contracting the sector to provide public services, particularly at local council level. At the same time, councils turned some of their functions (particularly sport and leisure) into separate independent charitable trusts. Critics said that both these developments resulted in a blurring of the line between the state and the voluntary sector, and a negative effect on the sector’s independence.

- The Coalition Government which came to power in 2010 set out its voluntary sector policy as:
  - Enabling the sector to ‘stand on its own two feet’ and reducing its reliance on the state – partly through measures aimed at increasing philanthropy
  - Making it easier to run a voluntary sector organisation by reducing bureaucracy and the burden of regulation
  - Making it easier for voluntary sector organisations to do business with the state by improving commissioning processes, encouraging organisations to make a surplus on government contracts which can then be re-invested, and opening up competition to allow voluntary sector organisations to bid to deliver more public services (the “any willing provider” principle).

- Terminology changed as ‘The Office of the Third Sector’ became ‘The Office for Civil Society’.
- The Conservative ‘Big Society’ vision (which has been largely supported by Liberal Democrat Coalition partners) is for a smaller state with more community empowerment and civil society, including the voluntary sector, taking more responsibility for solving society’s problems. It also aspires to closer working between the voluntary and private sectors. Commentators are divided on whether this offers opportunities for voluntary sector organisations, or is a threat to the sector as government funding is withdrawn. It seems likely that there will be a period of consolidation as smaller charities adjust to the new funding environment.
Annex 2: Legislative and Policy Framework

By the end of their qualifying training, student social workers need to have a sound understanding of core legal principles and frameworks, and to have a foundation knowledge of how to apply social work legislation in practice. ‘Social work legislation’ means legislation that requires social workers to exercise powers and duties in relation to or with the consent of an individual or family, often as a consequence of the assessment of risk. For example, this includes the law relating to childcare (such as child protection and adoption); mental health law; and criminal justice.

The Prince’s Trust works with young people on the basis of voluntary participation, which can be a difference from social work in the statutory sector where some families and young people may not have a choice about intervention.

However, before working with the law at this level, students need to develop an understanding of the legal system and legal principles in general, and of the range and nature of legislation that affects social workers and others providing services and supporting individuals. This includes, for example, Human Rights law, confidentiality, and anti-discrimination legislation. It is also important that student social workers are aware of legislation affecting the lives of the people they are working with - what might be referred to as ‘social welfare’ law, such as the law relating to housing, education and benefits.

The Prince’s Trust and the Law

The Prince’s Trust Team programme of course operates inside a legislative and regulatory framework, and offers valuable opportunities for student social workers to develop knowledge and understanding of how the law affects organisations delivering services, and of aspects of social welfare law.

Legislation and Regulations

NB: Although this document is updated from time to time, remember that the law is subject to frequent change. Keeping up to date with changes is one of the skills that you need to develop as a student social worker.

Legislation relevant to Delivery Partners delivering Team includes:

- The Data Protection Act 1998
- The Human Rights Act 1998
- Health & Safety legislation
- The Equality Act 2010
- The Protection of Children Act 1999
- The Children Act 2004
- Fundraising by-laws

When working with Team members, student social workers may need to familiarise themselves with the law relating to:

- Benefits rules and entitlements (e.g. Job Seekers Allowance, Housing, ESA)
- Housing law
- Criminal Justice
- Immigration and asylum law

Some Team members may be subject to or have had experience of ‘social work law’: e.g.
→ Child protection proceedings
→ Orders under the Children Act 1989
→ Mental Health Act orders

Some suggestions for learning about the law in practice
→ Exploration of the relationship between policies and procedures and the legislation which underpins these (e.g. policies on confidentiality, information sharing and data storage, and The Data Protection Act 1998)
→ Research into the law relating to housing or benefits as this relates to individual Team members
→ Research into the law relating to a relevant aspect of social welfare as a resources for colleagues, or to present to Team members (e.g. the law on homelessness)
→ Where opportunities arise, attendance at multi-agency decision making meetings relating to Team members (e.g. LAC reviews)
→ Observational visits to courts or attendance at multi-agency meetings via links with local services such as Youth Offending Teams, in or

Policies and Procedures
As mentioned in the 'important practicalities' in section 6, while you are on placement with a Delivery Partner, it is their policies and procedures which you will work within. If you have questions on matters of procedure, particularly with regards to issues such as health & safety, safeguarding etc. you must check with your Team Leader for clarity on the organisation’s policies.

A useful website for reference on these matters is: http://www.direct.gov.uk/en/index.htm
Annex 3: Emotional well-being

Emotional health is about the way we think and feel, and the ability to cope with difficult things in life. If something happens and we feel low emotionally, getting back on track can be difficult.

Good emotional health is important for young people as they have to make choices about studying, careers and other areas of their lives. At the same time, young people are also developing greater independence and responsibilities, and experiencing changes in the way they think and feel. Many young people have strong coping strategies and are generally resilient to these challenges, but some will need additional help to develop resilience and stay emotionally healthy.

Being emotionally healthy

Encouraging, supporting and providing opportunities in the following areas may help:

- talking about things which worry them
- highlighting their strengths to increase self-esteem and confidence
- supporting them on things they find difficult and helping them to develop personal coping strategies
- a healthy lifestyle with a balanced diet, plenty of sleep and regular exercise
- spending time with family and friends
- providing information on sources of help and support and how these can be assessed

Young people generally are able to cope well with stress on a daily basis and also with difficult life events. Building on existing skills to develop self-esteem and confidence in their abilities and also building strong networks of social support are key in enabling young people to develop resilience and stay emotionally healthy.

How can you support the emotional well-being of young people?

Your role in supporting individuals may vary depending on your relationship with the individual concerned and other support available. However, your placement on Team will give you opportunities to:

- Find out where young people are starting from in terms of knowledge, beliefs and feelings
- Move from where young people are in small steps. Focusing on learning experiences that are a little more complex than previous to accommodate new ideas without overwhelming anxiety
- Encourage young people to build confidence, self awareness and encourage expression
- Develop a range of active and participatory methods to encourage young people to engage, take risks and build self responsibility
- Opportunities to build skills and to help young people develop generic social skills e.g. problem solving, decision making and dealing with difference and disagreement and social competencies such as empathy, listening, sensitivity, negotiation, conflict resolution and co-operation

How can you help young people develop their coping strategies?

When we encounter a difficult or stressful life situation, we react in various ways – to try to make the situation better or to decrease the stress and difficult feelings that the situation has created. Sometimes these can be positive interventions such as going for a run, but they can also be negative, such as self-harming or taking drugs. All of these reactions may be called ‘coping’.
Those areas causing concern (risks factors) for the young people and the strong resources available to the young people (protective factors) are often two sides of the same coin.

By seeking to understand the whole experience of the young people we can identify more positive resources that are available to the young person e.g. reliable friends or supportive family.

**How do I support a young person who I think needs additional help?**
- Spend time talking with the young person
- Build understanding in a collaborative way
- Look at the resources/networks that are available to the young person e.g. their family or friends
- Look to local support. If there isn’t a directory of local support services, then you might want to consider compiling one for others to use
- Keep an open mind about causes and healing
- Spend time motivating the young person
- Stay persistent and curious
- Make sure the Team Leader is aware of your concerns

**Remember**
- Two events are not necessarily causally linked
- A young person may not respond to support first, second or third time

**How do I recognise when a young person needs specialist help?**
Prevalence rates of mental health problems among young people and the general population vary between 1 in 10 and 1 in 5. Mental Health First Aid will teach you about the causes, symptoms and treatments (see section 5).
**Annex 4: Drugs and Alcohol (‘substance misuse’)**

Substance misuse is closely linked to the family environment, social pressures and emotional issues. Young people are especially vulnerable and when they struggle to come to terms with these issues, they can easily turn to drugs and alcohol as a source of comfort.

Unfortunately, some young people may start using these substances to such a degree that it starts to have a negative impact on their lives. Therefore, it is important that young people are taught to make sensible decisions about alcohol and drugs, and if they need specialist treatment, then referral processes are in place to make sure the right support is available.

‘**Young people can become distressed for a number of reasons – trauma, abuse of various forms, bereavement, self-esteem issues, family rejection, failure at school. Then they behave in a way that shows they are distressed. They either internalise, and may self harm or develop eating disorders; or they externalise, and break things, become apathetic, get out of synch with school. This is where the drugs come in.**’

*Dr Norman Malcolm
Consultant child & adolescent psychiatrist, The CAMHS Bradford District Care Trust*

**How can you support young people?**

When young people get drunk it may be their choice, it may be coercion and peer pressure, or it may be against their will resulting from someone spiking their drink. Possible outcomes may be that they lose willpower or inhibitions and have sex, they have unprotected sex, they don’t know they have had sex; they become the victim of a sexual attack. Continued use of alcohol can lead to an increased number of sexual partners, STIs (sexually transmitted infections) and physical and mental problems.

Similarly, drugs also have a real effect on people’s inhibitions and judgment that can lead to risky sexual behaviour as well as serious physical and mental side effects. Research also shows that there is a strong correlation between sexually transmitted infections, people’s sexual behaviour and type of drug used.

The national drugs helpline which is also called ‘Talk to Frank’ is a website and telephone helpline offering free advice, information and support (via email, online, 24 hours a day telephone helpline and text) to anyone concerned about drugs misuse.

You can order free leaflets from their website - [www.talktofrank.com](http://www.talktofrank.com). The website also has a database of local and national services that can provide free counselling and treatment.

At a local level, Drug Action Teams (DAT), funded by the Home Office and Department of Health, are partnerships combining representatives from local authorities (education, housing, social services), health, probation services and the voluntary sector. There are 150 DATs that are aligned with local authority boundaries, and they can be contacted for free tailored drug and alcohol awareness sessions. For example, Birmingham DAT run the following:

**Alcohol Awareness** - This course is delivered as a two hour session

**Aim:** To increase awareness of the harms associated with alcohol misuse
Objectives: At the end of the course, delegates will be able to:

- understand the physical, psychological, legal and social consequences of alcohol use
- understand levels of safe alcohol use and the unit system;
- identify the risks associated with alcohol use in relation to crime, sexual health and the use of alcohol with other drugs; and
- understand appropriate responses to alcohol misuse and the support services available

You can find your local DAT co-ordinator through this web-link –
http://www.nta.nhs.uk/regional.aspx
Annex 5: Improving young people’s sexual health

The UK has the highest rates of infections and under-18 conceptions in Europe. Young people are the group least likely to use a contraceptive or a condom or access sexual health advice, thus putting them at high risk of a sexually transmitted infection or becoming pregnant.

Key statistics:
- 40% of sexually active 13-14 year olds were drunk or stoned at first intercourse
- 11% of 15-16 year olds have engaged in regretted sex after drinking alcohol
- Young people are three times as likely to have sex that is unprotected when they are drunk than when sober

Sexually transmitted infections (STIs) have greatly increased over the last 12 years. Chlamydia has increased by 300%; gonorrhoea by 200% and HIV by 300%, and syphilis by 2000%. In a single act of unprotected sex with an infected partner, adolescent girls have a 1 in 100 chance of acquiring HIV, 3 in 10 chance of getting genital herpes, and a 1 in 2 chance of contracting gonorrhoea. For young people, unwanted pregnancies and sexually transmitted illness can have many social, behavioural and health consequences in later life.

How can you support young people?
Young people learn about sex from a variety of sources including friends, parents, school, older siblings, television programmes and magazines. Some of these sources and negative peer pressure can lead to the development of myths about sex and may lead to unsafe sexual activity.

[Interviewer: Do you worry about HIV?
Interviewee: It’s just one of those big, scary things, like now apparently there’s a cure for it, isn’t there? […] They can treat it. But like, you know, it is, it used to be, didn’t it, like a big killer HIV?  Young woman 20 years]

The NHS can provide information and advice about sexual health in a variety of ways. In some areas, a mobile van and trailer that young people can access is available, and in others, NHS professionals work with young people’s agencies such as The Prince’s Trust to deliver awareness sessions. To find out more about the sexual health services delivered in your area, go to www.nhs.uk and search for your local NHS Primary Care Trust (PCT).

All PCTs have a team of sexual health professionals who will be able to advise further on the services that they offer.
Annex 6: Physical Health (healthy eating and exercise)

Poor eating habits established during childhood years can continue through their teenage years into adulthood. Therefore, educating young people in changing unhealthy eating habits to healthy ones is vital because body image, self-esteem and food behaviour plays an important role in young people’s development. Furthermore, a balanced diet and regular physical activity means that a young person will:

- have more energy
- be able to concentrate better
- stay at a healthy weight
- get fewer illnesses
- feel less stressed
- not get bored so easily
- sleep better

Exercise
In addition, regular exercise reduces the risk of depression and has positive benefits for mental health including reduced anxiety, and enhanced mood and self esteem.

How can you support young people?
The NHS can provide practical advice and support on healthy eating and exercise. For example, in Bolton, the local PCT runs activities such as:

- Cook & Taste – opportunities to develop practical cooking skills, build confidence and try new cheap, nutritious meal ideas
- Discussion groups on all aspects of healthy eating
- Ready, Steady, Cook Off – practical sessions for groups of young people to raise awareness of healthy eating and improve practical skills to support independent living
- Short courses – for youth groups in basic nutrition and aspects of food safety, practical food preparation, shopping, budgeting and meal planning

PCTs accept referrals from young people’s agencies. For more information about what is available in your area, go to www.nhs.uk and search for your local NHS PCT.
Annex 7: Professional Capabilities Framework for Social Work

For England the PCF has replaced NOS and applies to all social workers in England (including independent social workers), in all roles and settings. For social workers in Wales, Northern Ireland and Scotland, National Occupational Standards for Social Work still apply.

The Professional Capabilities Framework

The Prince’s Trust Team Programme provides learning opportunities suitable for student social workers undertaking their first (70 day) practice placement. The table below sets out the work opportunities likely to be available to students working on the Team programme, and their links to the PCF. Many of these individual work opportunities, if developed fully, have the potential to provide students with opportunities to demonstrate their abilities in relation to most or all of the nine domains. However, in the table, each opportunity has been listed against the domain that is most relevant, with potential links to other domains shown in brackets, although students may also be able to demonstrate links to domains other than those identified here.

Not all of the opportunities below will necessarily arise for all students. For example, involvement in recruitment to Team and in post-Team progression support will depend on the timing of an individual student’s placement. Similarly, some students may find that opportunities arise that have not been mentioned here.

### PCF level descriptor

**By the end of the first placement** students should demonstrate effective use of knowledge, skills and commitment to core values in social work in a given setting in predominantly less complex situations, with supervision and support. They will have demonstrated capacity to work with people and situations where there may not be simple clear-cut solutions.

<table>
<thead>
<tr>
<th>Domains</th>
<th>Work Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain 1: Professionalism</strong></td>
<td>Supporting and participating in the residential experience at the start of Team</td>
</tr>
<tr>
<td><em>Identify and behave as a professional social worker, committed to professional development</em></td>
<td>(All domains)</td>
</tr>
<tr>
<td>Social workers are members of an internationally recognised profession, a title protected in UK law. Social workers demonstrate professional commitment by taking responsibility for their conduct, practice and learning, with support through supervision. As representatives of the social work profession they safeguard its reputation and are accountable to the professional regulator.</td>
<td>Practising in accordance with The Prince’s Trust’s and DP’s safety protocols and procedures (8)</td>
</tr>
<tr>
<td></td>
<td>Receiving and participating in supervision by DP staff and practice educators (2, 3, 5, 6)</td>
</tr>
<tr>
<td></td>
<td>Meeting deadlines for the completion of reports, action plans, risk assessments etc. (2, 5, 7, 8)</td>
</tr>
<tr>
<td><strong>Domain 2: Values and Ethics</strong></td>
<td>Identification and assessment of dilemmas in practice and any personal and professional implications/conflict (3, 6)</td>
</tr>
<tr>
<td><em>Apply social work ethical principles and values to guide professional practice</em></td>
<td>Demonstration of awareness of limitations and boundaries, bringing issues to</td>
</tr>
<tr>
<td>Social workers have an obligation to conduct themselves ethically and to engage in ethical</td>
<td></td>
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</tbody>
</table>
decision-making, including through partnership with people who use their services. Social workers are knowledgeable about the value base of their profession, its ethical standards and relevant law.

**Domain 3: Diversity**  
*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 multidimensional and includes race, disability, class, economic status, age, sexuality, gender and transgender, faith and belief. Social workers appreciate that, as a consequence of difference, a person’s life experience may include oppression, marginalisation and alienation as well as privilege, power and acclaim, and are able to challenge appropriately.

**Domain 4: Rights, Justice and Economic Wellbeing**  
*Advance human rights and promote social justice and economic well-being*

Social workers recognise the fundamental principles of human rights and equality, and that these are protected in national and international law, conventions and policies. They ensure these principles underpin their practice. Social workers understand the importance of using and contributing to case law and applying these rights in their own practice. They understand the effects of oppression, discrimination and poverty.

**Domain 5: Knowledge**  
*Apply knowledge of social sciences, law and social work practice theory*

Social workers understand psychological, social, cultural, spiritual and physical influences on people; human development throughout the life span and the legal framework for practice. They apply this knowledge in their work with individuals, families and communities. They know and use theories and methods of social work practice.

supervision with Team Leader/Practice Educator where necessary (1, 6)

Demonstration of understanding of The Prince’s Trust’s four target groups (2, 8)

Involvement in publicising the Team programme and in recruitment processes (1, 2, 8)

Communicating with and engaging socially excluded young people (2, 4, 5, 6)

Supporting young people with issues relating to well being, domestic abuse, relationship difficulties etc. (2, 3, 7)

Accessing resources with and on behalf of young people, e.g. housing, benefits (1, 7, 8)

Practising in accordance with principles of data protection and informed consent (2, 5, 8)

Working with young people subject to legal orders e.g. LAC; community sentences (1, 4, 7, 8)

Complying with legal requirements, policies, procedures and frameworks of The Prince’s Trust and DP (1, 2, 4, 8)

Managing and resolving conflict and challenging behaviour (2, 3)

Research and identification of resources of benefit to young people and the DP e.g. producing a directory of local services (8)
### Domain 6: Critical reflection and Analysis

*Apply critical reflection and analysis to inform and provide a rationale for professional decision-making*

Social workers are knowledgeable about and apply the principles of critical thinking and reasoned discernment. They identify, distinguish, evaluate and integrate multiple sources of knowledge and evidence. These include practice evidence, their own practice experience, service user and carer experience together with research-based, organisational, policy and legal knowledge. They use critical thinking augmented by creativity and curiosity.

### Domain 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*

Social workers engage with individuals, families, groups and communities, working alongside people to assess and intervene. They enable effective relationships and are effective communicators, using appropriate skills. Using their professional judgement, they employ a range of interventions: promoting independence, providing support and protection, taking preventative action and ensuring safety whilst balancing rights and risks. They understand and take account of differentials in power, and are able to use authority appropriately. They evaluate their own practice and the outcomes for those they work with.

### Domain 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 settings*

<table>
<thead>
<tr>
<th>Action</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance at the Mental Health First Aid course provided by The Prince’s Trust or other organisation</td>
<td>1, 7, 8</td>
</tr>
<tr>
<td>Integration of current theory and research into practice with young people</td>
<td>1, 3, 6</td>
</tr>
<tr>
<td>Producing or contributing to referral reports or reports for decision making forums</td>
<td>1, 5, 7, 8</td>
</tr>
<tr>
<td>Contributing to the evaluation of the achievements of young people on Team</td>
<td>7, 8</td>
</tr>
<tr>
<td>Using supervision with Team Leader and Practice Educator to review work and inform a course of action</td>
<td>1, 5, 7</td>
</tr>
<tr>
<td>Formal and informal assessment of young people, including assessments of needs, vulnerability, mental health and risk</td>
<td>All domains</td>
</tr>
<tr>
<td>One-to-one, relationship-based work with young people, providing emotional support, confidence building and developing self-esteem</td>
<td>All domains</td>
</tr>
<tr>
<td>Supporting young people to complete the community based project.</td>
<td></td>
</tr>
<tr>
<td>Contact and in some circumstances, interventions with family members of young people on Team</td>
<td>1, 3, 5</td>
</tr>
<tr>
<td>Providing post-Team progression support to young people</td>
<td>4, 5, 8</td>
</tr>
<tr>
<td>Signposting and referring young people to other services and organisations e.g. sexual health services; housing services</td>
<td>1, 2, 5</td>
</tr>
<tr>
<td>Liaison and joint working with statutory services, such as Children’s Services, Mental Health Services</td>
<td>1, 5, 6, 7,</td>
</tr>
</tbody>
</table>
Social workers are informed about and proactively responsive to the challenges and opportunities that come with changing social contexts and constructs. They fulfil this responsibility in accordance with their professional values and ethics, both as individual professionals and as members of the organisation in which they work. They collaborate, inform and are informed by their work with others, inter-professionally and with communities.

**Domain 9: Professional Leadership**

*Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management*

The social work profession evolves through the contribution of its members in activities such as practice research, supervision, assessment of practice, teaching and management. An individual’s contribution will gain influence when undertaken as part of a learning, practice-focused organisation. Learning may be facilitated with a wide range of people including social work colleagues, service users and carers, volunteers, foster carers and other professionals.

<table>
<thead>
<tr>
<th>Social workers are informed about and proactively responsive to the challenges and opportunities that come with changing social contexts and constructs. They fulfil this responsibility in accordance with their professional values and ethics, both as individual professionals and as members of the organisation in which they work. They collaborate, inform and are informed by their work with others, inter-professionally and with communities.</th>
<th>Recording suspected risk and alert colleagues (1, 5, 7)</th>
</tr>
</thead>
</table>
| **Domain 9: Professional Leadership**  *Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management*  

The social work profession evolves through the contribution of its members in activities such as practice research, supervision, assessment of practice, teaching and management. An individual’s contribution will gain influence when undertaken as part of a learning, practice-focused organisation. Learning may be facilitated with a wide range of people including social work colleagues, service users and carers, volunteers, foster carers and other professionals. | 

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Evaluate and report on the placement experience, providing information and advice for new students (1, 8)

Discuss with Team Leader and Practice Educator how to implement best practice for the benefit of the Team programme (1,2,5,8)

Sharing their developing social work knowledge and skills with the DP (1,2,5)

Awareness of the working practices of colleagues, including strengths and limitations (1, 5, 8)

For England the PCF has replaced NOS and applies to all social workers in England (including independent social workers), in all roles and settings. For social workers in Wales, Northern Ireland and Scotland, National Occupational Standards for Social Work still apply.

National Occupational Standards

The Prince’s Trust Team Programme provides learning opportunities suitable for student social workers undertaking their first (70 day) practice placement. The table below sets out the work opportunities likely to be available to students working on the Team programme, and their links to NOS. Many of these individual work opportunities, if developed fully, have the potential to provide students with opportunities to demonstrate their abilities in relation to most or all of the six Key Roles. However, in the table, each opportunity has been listed against the Key Role that is most relevant, with potential links to other Key Roles shown in brackets, although students may also be able to demonstrate links to domains other than those identified here.

Not all of the opportunities below will necessarily arise for all students. For example, involvement in recruitment to Team and in post-Team progression support will depend on the timing of an individual student’s placement. Similarly, some students may find that opportunities arise that have not been mentioned here.

<table>
<thead>
<tr>
<th>Key Role 1</th>
<th>Prepare for, and work with individuals, families, carers, groups and communities to assess their needs and circumstances</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: Prepare for social work contact and involvement</td>
<td>Work could include:</td>
</tr>
<tr>
<td>Unit 2: Work with individuals, families, carers, groups and communities to help them make informed decisions</td>
<td>Induction programme, understanding the Prince’s Trust and Delivery Partner’s structure, aims and objectives.</td>
</tr>
<tr>
<td>Unit 3: Assess needs and options to recommend a course of action</td>
<td>Research well-being issues affecting young people e.g. drug and alcohol misuse, sexual health.</td>
</tr>
<tr>
<td></td>
<td>Depending on start date of the placement; student involved in the recruitment process.</td>
</tr>
<tr>
<td></td>
<td>Plan and facilitate group work on wellbeing e.g. session on sexual health; alcohol and drugs, healthy eating etc.</td>
</tr>
<tr>
<td></td>
<td>Initiate, plan and develop awareness raising session(s) e.g. sexual health to provide information to individuals to support young people to make informed decisions</td>
</tr>
</tbody>
</table>
Use the well-being assessment tool to identify and secure a young person's support needs.

Identify local resources required, signpost to additional agencies.

Support and encourage problem solving and decision making skills in young people to help them regain/retain independence.

<table>
<thead>
<tr>
<th>Key Role 2</th>
<th>Plan, carry out, review and evaluate social work practice, with individuals, families, carers, groups, communities and other professionals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 4: Respond to crisis situations</td>
<td>Work could include: Awareness of The Prince’s Trust and delivery partners safety protocols and procedures</td>
</tr>
<tr>
<td>Unit 5: Interact with individuals, families,</td>
<td>Understanding of The Prince’s Trust’s four target groups</td>
</tr>
<tr>
<td>carers, groups and communities to achieve</td>
<td>Participate in the recruitment of young people to Team - dependent on placement timing</td>
</tr>
<tr>
<td>change and development and to improve life</td>
<td>Opportunity to assist with issues such as well-being, domestic abuse, housing, counselling, finances etc</td>
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<tr>
<td>opportunities</td>
<td>Develop professional working relationships with young people through 1:1 and group work settings</td>
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<tr>
<td>Unit 6: Prepare, produce, implement and</td>
<td>Support young people to develop skills such as confidence building and self esteem</td>
</tr>
<tr>
<td>evaluate plans with individuals, families,</td>
<td>Support young people to identify needs, development and opportunities for progression. Progression support post-Team depending on placement timing</td>
</tr>
<tr>
<td>carers, groups, communities and professional</td>
<td>Use well-being assessment tool to assess and identify risk</td>
</tr>
<tr>
<td>colleagues</td>
<td>Referral and signposting to other agencies, such as drug agencies, sexual health clinic, GP etc</td>
</tr>
<tr>
<td>Unit 7: Support the development of networks to</td>
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</tr>
<tr>
<td>meet assessed needs and planned outcomes</td>
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<tr>
<td>Unit 8: Work with groups to promote individual</td>
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<tr>
<td>growth, development and independence</td>
<td></td>
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<tr>
<td>Unit 9: Address behaviour which presents a</td>
<td></td>
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<tr>
<td>risk to individuals, families, carers, groups</td>
<td></td>
</tr>
<tr>
<td>and communities</td>
<td></td>
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<tr>
<td>choices</td>
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</tbody>
</table>
Support young people to complete their community based project
Set up a time limited group (e.g. to teach literacy skills)

### Key Role 3

**Support individuals to represent their needs, views and circumstances**

**Work could include:**

- Support young people to access other specialist agencies e.g. in relation to well-being, housing, benefits, employment
- Support a young person at assessments for specialist services
- Support a young person to articulate their needs or concerns
- Contribute to discussions and encourage the participation of young people

### Key Role 4

**Manage risk to individuals, families, carers, groups, communities, self and colleagues**

**Work could include:**

- Use well-being assessment tool to assess and identify risk
- Discuss risk issues with the Team Leader/Practice Educator.
- Record suspected risk and alert Colleagues
- Plan with Team Leader/Practice Educator what support is necessary to minimise risk
- Invited to team meetings and training to minimise and manage risk to self and colleagues
- Awareness of The Prince’s Trust and delivery partner’s policy and guidance on health and safety
<table>
<thead>
<tr>
<th>Unit 14: Manage and be accountable for your own work</th>
<th>Work could include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 15: Contribute to the management of resources and services</td>
<td>Keeping to deadlines for reports, action plans and risk assessments</td>
</tr>
<tr>
<td>Unit 16: Manage, present and share records and reports</td>
<td>Awareness of limitations and boundaries - discussing such issues and situations with team leader, where necessary</td>
</tr>
<tr>
<td>Unit 17: Work within multi-disciplinary and multi-organisational teams, networks and systems</td>
<td>Awareness of data protection and informed consent</td>
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</tbody>
</table>

**Key Role 6**

<table>
<thead>
<tr>
<th>Demonstrate professional competence in social work practice</th>
<th>Work could include:</th>
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<tbody>
<tr>
<td>Unit 18: Research, analyse, evaluate, and use current knowledge of best social work practice</td>
<td>All work has to be carried out in accordance with the delivery partners standards and procedures</td>
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<tr>
<td>Unit 19: Work within agreed standards of social work practice and ensure own professional development</td>
<td>Students to attend the well-being training to meet and enhance professional development</td>
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<tr>
<td>Unit 20: Manage complex ethical issues,</td>
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<td>dilemmas and conflicts</td>
<td><strong>dilemmas and conflicts</strong></td>
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<tr>
<td><strong>Unit 21: Contribute to the promotion of best social work practice</strong></td>
<td><strong>Student encouraged to manage a range of situations which may arise</strong></td>
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<td></td>
<td><strong>Students to share their knowledge and skills and experience with the delivery partner</strong></td>
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<td></td>
<td><strong>Discuss with the Practice Educator how to implement best practice for the benefit of the Team programme</strong></td>
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<td></td>
<td><strong>Attend regular meetings with the Team Leader/or Practice Educator to review their work and to inform a course of action.</strong></td>
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<td></td>
<td><strong>With support from the off-site Practice Educator:</strong></td>
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<td></td>
<td><strong>The student would be expected to implement current theory and research in their practice with users</strong></td>
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<td></td>
<td><strong>Build knowledge and understanding of the difference in the roles, and principles that underpin the work of a social worker and the role of the advocate</strong></td>
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<td></td>
<td><strong>Highlight the differences and evaluate how the two roles can work effectively together</strong></td>
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<td></td>
<td><strong>Identify and assess dilemmas in practice and any implications or conflicts this may have on self and practice</strong></td>
</tr>
</tbody>
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Annex 9: Job Description for Student Social Workers on Team

Job Title: Student Social Worker

Introduction to The Prince’s Trust
The Prince’s Trust is the UK’s leading Youth Charity offering 13-30 year olds opportunities to develop confidence, learn new skills, get into work and start businesses. The Prince’s Trust targets people who are unemployed and facing barriers to achievement in life.

Purpose of Role
To support and improve the well-being of young people on the Team programme.

Key Responsibilities and Accountabilities
- Have a good understanding of the Prince’s Trust, the Delivery Partner, the Team programme and the Prince’s Trust’s four priority target groups
- Support your Team Leader to deliver the Team programme
- Identify and support the well-being needs of young people on the Team programme
- Support young people with other needs such as, literacy, numeracy, family issues, health, housing etc
- Run “surgeries” or one-to-one sessions as required with young people on the Team programme
- Organise and deliver a group session around one or two areas of wellbeing; this can be delivered by you or by an outside specialist agency
- Understand and make links with specialist services are available in the local area and refer young people on, where necessary

Depending on the timing and duration of the placements:
- Support your Team Leader to recruit young people onto the Team programme (if your placement starts before Week 1 of Team)
- Provide progression support to young people post-Team (if your placement ends after the Team programme)
- Provide support/investigate/implement ways of increasing the recruitment to Team of any under-represented groups as appropriate locally (e.g. particular age, ethnic groups or care-leavers)
- Provide an end of placement critique on the delivery of the Team programme with regards to support for young people drawing on any relevant best social work practice.