



LONDON MET'S **SOCIAL WORK** STUDENT NEWSLETTER

**INSIDE ISSUE 2 • MAY 2021**

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new

2nd  
edition



### Using Advocacy in Social Work Practice

A Guide for Students and Professionals  
Peter Scourfield

This book explains different types of advocacy and the various ways in which advocacy is used in social work, making links with core social work concepts such as empowerment, safeguarding and rights.

March 2021 • 154 pages  
Pb: 9780367484644: £34.99  
eBook: 9781003041122: £34.99

### Communication and Interviewing Skills for Practice in Social Work, Counselling and the Health Professions

Patricia Higham

This book supports and develops the communication and interviewing skills of professional practitioners and student practitioners in social work, counselling, and the health professions.

August 2019 • 214 pages  
Pb: 9781138342941: £32.99  
eBook: 9780429439490: £32.99

### Social Work and Integrated Care

Robin Miller

Social Work and Integrated Care draws on the latest research, practice and theory to explore integration within both child and adult services. Although all the home nations in the UK view integrated care as a top priority within health and social care policy, many people continue to experience fragmented care.

May 2019 • 262 pages  
Pb: 9781138484160: £32.99  
eBook: 9781351052863: £32.99

### 2ND EDITION Mental Health Social Work in Context

Nick Gould

This new edition of Mental Health Social Work in Context continues to be an authoritative, evidence based introduction to an area of specialism chosen by many social work students.

June 2016 • 236 pages  
Pb: 9781138905719: £29.99  
eBook: 9781315695785: £29.99

### Social Work Placements A Traveller's Guide

Mark Doel

Placements can be one of the most exciting parts of your social work training but also one of the most daunting. This Guide will help you to make the most of your practice learning opportunities.

November 2009 • 254 pages  
Pb: 9780415499125: £32.99  
eBook: 9780203862407: £32.99

### Social Theory for Social Work Ideas and Applications

Christopher Thorpe

Trying to understand how the world looks through the eyes of individuals and groups and how it shapes the ways they think and act is something social workers do all the time. It is what social theorists do too.

October 2017 • 196 pages  
Pb: 9780415826402: £34.99  
eBook: 9780203529638: £34.99



# Welcome

Welcome to the second edition of the *lagg* — a publication co-produced with Social Work students.

The *lagg* is a termly vehicle for students to use to share their views, not just of the social work course, but other issues of interest both within and without of the university.

The *lagg* will also be a platform to share news and events from The North East London Teaching Partnership, and the teaching, learning and research interests and activities of the academic team and wider colleagues.

The Editorial Team would encourage and welcome contributions from students and staff for the next edition.

Please be a part of this exciting initiative.

**Your Newsletter. Your voice.**

#### Editorial Team

**Nicola Williamson**  
Final Year BSc Student

**Birungi Nakiwala**  
Final Year MSc Student

**Donna Jones**  
Head of Social Work

#### Layout

**Chiara Sandri**  
Final Year BSc Economics and Finance

**Natalja Frolova**  
Final Year BSc Banking and Finance

## know your social work student reps

Your student reps are here to represent your cohort's views at formal meetings like the Course Committee Meetings that happen once a term or informally via the Open Door! course leads that has been set up for each cohort. They will highlight any concerns to the Course Leads and also share with the academic team when things are going well.

They are in regular contact with the Course Leads, so do please let them know if there are things you feel we need to know!

### BSc

**Level 4**  
Jessica-Rose McMullins  
Rebecca Salmon

**Level 5**  
Kit Tomlinson  
Godwin Akinyemi

**Level 6**  
Andrew Lorimer  
Yvonne Namugenyi

### MSc

**Level 7 (1<sup>st</sup> year)**  
Inese Oren  
Tawanda Mhizha

**Level 7 (2<sup>nd</sup> year)**  
Tamyra Isaacs  
Emily Horne



## course leads

#### BSc Course Lead

Donna Jones  
(my pronouns are she/hers)  
d.jones1@londonmet.ac.uk  
or find Donna on MS Teams chat

#### MSc Course Lead

Hazel Cutts  
(my pronouns are she/hers)  
h.cutts@londonmet.ac.uk  
or find Hazel on MS Teams chat



# 1st Employability Conference Review

By Nicola Williamson  
Co-Editor

*A valuable, stimulating and enjoyable day!*

## About the Conference

The event, a direct response to feedback from students, was aimed at all final year social work students and recent alumni. Held in February, the conference offered an exciting interactive schedule and provided a fantastic corporate experience for students with all the elements of a physical conference.

## Conference Review

The analysis of the conference is based on participants' comments, which was enough evidence to confirm that the event was a success, particularly for making direct contact with potential employers such as Barnet, Hestia, Tower Hamlets and Newham. The students learned about their organisation and what they could expect to see from the application process through to the interview. The event provided a great opportunity to bring together information about the application of modules, the recruitment process, interview and Assessed and Supported Year in Employment (ASYE) process. Added to this, discussions during the day – particularly in the breakout sessions – have allowed students to click into rooms based upon their interests.

Keynote speaker Kate Dempsey received positive responses when she spoke about her journey into social work and what would be useful for students in practice. Kate's speech attracted comments such as "excellent"

and "very interesting". She referred to social work as 'rocket science' because of the complexities of the role and encouraged students to engage with adults and think about the context in which they live.

Popular sessions were the presentation on strengths-based practice by Kate O'Driscoll from the London Borough of Tower Hamlets. The session was interactive and stimulating with much enthusiasm in the comment area as students shared comments about their understanding on strengths-based principles such as collaboration, empowering, active listening, empathy etc. Another was the Local Authority recruitment process Assessment & Interview 'Do's and 'Don'ts' where valuable interview tips were shared. This session helped students to understand what is expected of them in an interview. The speaker addressed an area that most students were concerned about - ASYE jobs and if it was possible to get a job without having statutory experience - which of course depends on the local authority they apply to. The students felt this was 'very helpful' and a 'great presentation'.

The question and answer panel started with a question that was probably on most of the students' mind, which was the starting salary for ASYE's. Barnet was the first to respond confirming it as £31,500 with Tower Hamlets generating a lot of interest in the chat section due to a starting salary of £37,000. The session ended on a high with students feeling the session was "excellent".

The CV writing and Job application workshops were well

attended where there were at least 20-25 students in each session. The information provided was very useful because tips were given on how to improve and craft a CV in a way that will make it more appealing to the recruiters. The job application workshop was very helpful because it explores how you can tailor your application to demonstrate how you can showcase the relevant skills recruiters look for based on the job description.

Those who were involved in the conference preparation were pleased with the outcome. Information about the conference was provided in advance, which is believed to have contributed to the friendly atmosphere of the event and the fact that students needed events like this, that will help them when they are ready to apply for jobs. The students agreed that an enormous amount of effort went into planning the conference, that it provided a great experience and were very thankful to everyone who participated.

**Thank you to everyone for their participation in London Metropolitan University 1st Annual Social Work Employability Conference. The support of all partner agencies plus students who designed the conference interface, provided administrative, IT and workshop support was phenomenal and central to the success of this event.**

[Editors note: recordings of the event are available here: <https://neltp.org.uk/web/employability-conference-london-met-recordings/>]

# What makes a student's journey through a social work course stressful?

Co-Editor Nicola Williamson asked a range of students their views and these are the top 5...

1. Time it takes for lecturers and module leaders to reply to emails. (this was mentioned the most!).
2. Duration lecturers take to mark assessments.
3. When mitigating circumstances are accepted or declined, there is no information accompanying the outcome result in relation to what it means for the student. Eg. What is the next submission date? Is the same assessment to be submitted?
4. Course information seems to be scattered around, instead of all information under the School of Social Professions, or module handbooks, for example, mitigating circumstances could be included there, what happens in late submission cases and so on.
5. Covid related anxieties-multitasking work, study, homeschooling and family life

## DONNA JONES RESPONDS..

1: I DO HOPE THIS IS SOMETHING WHERE STUDENTS WILL SEE A DEMONSTRABLE IMPROVEMENT. THE ACADEMIC TEAM WHETHER SUBSTANTIVE OR ASSOCIATE LECTURER COLLEAGUES HAVE RESPONSE TIMES AS PART OF THEIR EMAIL SIGNATURES, AND WE ARE ALL COMMITTED TO RESPONDING IN A TIMELY MANNER TO STUDENT QUERIES. WE MONITOR THIS FOR CONSISTENCY REGULARLY AND I AM POSITIVE THAT THIS WILL NOT BE AN ON-GOING CONCERN FOR STUDENTS.

2: THE ACADEMIC TEAM ENSURES THAT MARKING IS COMPLETED WITHIN THE UNIVERSITY REQUIRED TIMEFRAME OF 3 WEEKS. ON THE RARE OCCASION THAT THIS IS NOT POSSIBLE, IT IS EXPLAINED TO STUDENTS WITH THE NEW MARK RELEASE DATE CLEARLY COMMUNICATED.

3 & 4: THE COURSE LEADERSHIP WILL WORK WITH MODULE LEADS TO ENSURE THAT THIS INFORMATION IS INCLUDED IN MODULE GUIDES AND THAT STUDENTS ARE SIGNPOSTED TO THE RELEVANT AREA ON STUDENT ZONE FOR INFORMATION

5: THE UNIVERSITY HAS PUT IN PLACE A RANGE OF MEASURES THAT RECOGNISES THE ADDITIONAL PRESSURES AND ANXIETIES FACED BY STUDENTS AS A RESULT OF COVID. ADDITIONALLY, THE ACADEMIC TUTOR SYSTEM IS AVAILABLE TO PROVIDE ON-GOING SUPPORT.



# 'Student Union - Working for you!'

## Cynthia Edo



### Did you know about London Met's Bees?

This edition of The Loop features London Met's resident bees on the cover. London Met is now home to 40,000 bees who live on top of the Rocket building on the Holloway campus. The Bees come as part of the University's Green Sustainability programme. The bees will produce around 40 jars of honey every year which will proudly bear the London Met brand. The project has been funded by London Met's Green team who won a staff award last year and reinvested the money into the University. There has already been some drama in the hives, with one of the queens being retired early. You can follow their progress by watching the live action via the London Met Bee Cam <https://hml.londonmet.ac.uk/Live/8> or engage with us on Twitter at @GreenLondonMet

1. I have been working with the Head of student services Sarah Richardsons in ensuring the counselling team reflect the student body. Ensuring there are more BAME staff recruited so students from BAME backgrounds can identify with the member of staff that are supporting them. As well as LGBT+ students.

2. I have done two Q&A sessions based on online learning and what the uni is doing to break the barriers student face with Senior Leadership Team (SLT) member of the uni to give student opportunities to ask them questions directly. This provided a space for students to speak with the SLT and have their concerns addressed.

3. I did a biweekly drop in cafe for students to come directly to me to voice their concerns and give me a better understanding on how I can best support students.

4. The SU have been working with external organisations to present students with great deals and discounts to different services; from retail to travel to discount cards. Check out the SU insta @londonmetsu for regular updates

5. The SU is working with the students and university in creating a new student partnership agreement. This has had input from students in the creation of the agreement as well as the details that are in it.

We are in the process of creating a draft based on students input (from focus groups with students), which students can have an input in. This agreement will tell the university what the students expect from them and the students will be aware of what they will be receiving from the university. This will come in full effect next academic year. To find out how to get involved contact Cynthia. [Cynthia.edo@londonmet.ac.uk](mailto:Cynthia.edo@londonmet.ac.uk)

# The feedback loop

## You said... we did...

WE NEED ACCESS TO LIBRARY FACILITIES WHEN WE ARE NOT ON PLACEMENT.

THE LIBRARY HAS REOPENED FOLLOWING THE JANUARY LOCKDOWN WITH A CLICK & COLLECT SERVICE INCLUDING ON SATURDAYS FROM 12.30PM TO 3.30PM

IT WOULD BE NICE TO BE ABLE TO MEET AS A GROUP WITH LECTURERS INFORMALLY.

WE ARE CONTINUING WITH 'OPEN DOOR' THIS TERM.

OPEN DOOR PROVIDES A RELAXED LUNCHTIME SPACE TO HANG OUT WITH EACH OTHER AND STAFF. IT IS LOVELY TO SEE, CHAT AND LAUGH WITH THOSE WHO WANDER IN.

WE WOULD LIKE MORE SUPPORT AROUND GETTING A JOB WHEN WE LEAVE.

WE HOSTED AN ANNUAL, ALL DAY EMPLOYABILITY CONFERENCE WITH PARTNER AGENCIES AND THE LONDON MET CAREERS SERVICE ON 8TH FEBRUARY 2021!

WE NEED ADJUSTMENTS TO REFLECT THE ADDED PRESSURE OF THE COVID LOCKDOWN

THE UNIVERISTY HAS ANNOUNCED AN AUTOMATIC FIVE DAY EXTENSION FOR ALL COURSEWORK BASED ASSESSMENTS. IN ADDITION THE MITIGATING CIRCUMSTANCES PROCESS NOW ALLOWS SELF-CERTIFICATION AND SUBMISSION IN AUGUST INSTEAD OF MAY FOR THOSE WHO HAVE APPLICATIONS APPROVED

WE WOULD LIKE TO MEET PHYSICALLY AS A GROUP.

FOR STUDENT WHO STILL HAVE CLASSES AFTER THE GOVERNMENT DETERMINED DATE ON WHICH UNIVERISTY CAN REOPEN ON 17TH MAY, WE WILL RUN PLACEMENT RECALL DAYS ALLOWING SUDENTS TO ATTEND IN PERSON ON CAMPUS. THIS CURRENTLY APPLIES ONLY TO MSC STUDENTS. WE WILL CONSIDER OPTIONS FOR BSC STUDENTS AFTER 17TH MAY.



# The Scoop of The Loop!



**Deputy Vice Chancellor  
Donna Whitehead spoke  
to The Loop's Co-Editors**

**Birungi Nakiwala**



**Nicola Williamson**



*By Birungi Nakiwala and Nicola Williamson.*

The Loop's co-editors Birungi and Nicola sat down (virtually) with Donna Whitehead, for a discussion about her role at London Metropolitan University, her views on some of the issues affecting current students, and her vision for the future of the institution.

**1. Please could you explain your role as a Deputy Vice-Chancellor, for those who may not be aware of what it is that you do?**

'My role is Deputy Vice-Chancellor and what that really means is that I look after and lead everything that students experience at the university. So that includes everything experienced in each of the university's different schools (for example, the School of Social Professions), all the student services such as financial and mental health support, the regulations for each of the degrees for example the pass-level and degree outcomes, academic registry and quality assurance. I support the research carried out by research-active members of staff and I also drive forward the university's equality and diversity agenda. I suppose the easiest way to explain it, is that everything that students experience whether it's teaching, learning, student support, and the quality of everything, is what I look after!'

**2. What would you say to those who feel that student fees should be discounted due to the lack of face-to-face teaching and access to the library since the outbreak of the Covid-19 pandemic?**

'Okay, I think I've got two different hats that I wear when it comes to this issue, one is my university hat and one is my Donna hat! Wearing my Donna hat, I absolutely understand why students are asking for things like discounts and refunds and as a student, I would have probably done the

same, I really empathise and there are certain groups of students who are really struggling. I have spoken to international students who have come to the UK and are paying higher fees and the reason they have come here is not only to study, but to have the London experience as well. Now they are having to face online remote delivery of everything and they are not getting to live the student life in London either and that's just miserable for them. Then we've got students who have got caring responsibilities, have lost their jobs, and are in financial peril and they're thinking "hang on, I'm not getting any face-to-face time with tutors, I'm working on the kitchen table alongside my children who I'm having to home school, this is not worth the money!" I wish I could change the situation for them. Now if we look at it from another perspective and I put my university hat on, the university is not actually saving any money. I imagine we are saving a little bit on electricity since the lights aren't going on and off all the time but other than that, the university has actually spent more money trying to relieve the effects of the pandemic. For example, we have put a lot of money into our hardship fund and we have invested significantly in online library resources. Also, you may have heard some universities have made staff redundant, however as an institution we have not made any of our staff redundant, including the cleaners and canteen workers. Additionally, we are still paying for all the university's buildings and these costs have not gone down. Therefore, any savings that the university might have made in terms of electricity costs, is nowhere near what we have spent. As we are still paying for everything, there is no money to refund students. The government guidance to students on the issue of tuition refunds (rather unhelpfully), is that students should speak to their universities about this, however, students are

becoming aware that universities haven't got any money to refund them with, so students are starting to lobby the government to say that it is actually the government who should be giving refunds or giving the universities money to give refunds. Additionally, let's imagine for a moment that the government announces that each student can have a £1000 reduction on their student loan, as an example. I'm not convinced that this would be of any benefit to the majority of our students anyway, as most of our students are paying for their tuition fees with student loans, so the tuition fee itself is not currently coming directly out of their pockets. Also, the majority of our students will never repay their full student loans in full. Students would still end up paying back the same amount in student loan repayments throughout their careers. I think that what most students are looking for now, is recognition that this current experience is not what they signed up for. To be totally honest, this is not what we as staff signed up for either and the majority of our staff are also finding the situation really difficult. I'm not sure if that answers the question fully, however, hopefully that explains why the university is not in a position to offer refunds or discounts.'

**3. It is commonly known that there is a shortage of black women in senior positions in the UK. With this in mind, how is the university's recruiting efforts supporting a diverse culture?**

'The university has just launched a [Race Equity Strategy](https://met.ac/race-equity) ( <https://met.ac/race-equity> ) which I would definitely encourage students to look at. This strategy explains in detail what the university is doing in terms of representation of staff and students of colour at all levels in the university, not just at the senior level. It also deals with pay equity, promotion, the degree-awarding gap, and a whole host of other topics.



(continued on next page)

I'll give you some examples of some of the things that we are doing as an institution. You might have heard of the **Ruby McGregor-Smith Review "Race In The Workplace"** (<http://met.ac/mcgregor-smith>) for all organisations to improve the contribution of people of colour within organisations. Data shows that organisations with good representation at the top level and throughout are more successful. So it is not just an ethical debate, evidence actually shows that the most successful organisations are diverse organisations. The McGregor-Smith Review puts forward recommendations for all organisations to implement, in order to improve diversity when it comes to race. For example, it suggests rejecting non-diverse applicant shortlists and longlists, blind shortlisting, etc. The university has implemented the McGregor Smith recommendations for employers. So for example, if we advertise a vacant position for an academic staff member and only white applicants come forward, we will conclude that we have not advertised correctly, as we have not targeted the right places in order to get a diverse range of applicants, so we will reject this list then go back and re-advertise.

I actually take responsibility for that, all of the shortlists that are put forward by the schools come to me and if I see that a shortlist contains, for example, all-male or all-white applicants, then it will get rejected and the school will have to try harder to find a diverse pool. What appears to happen when Black Asian Minority Ethnic (BAME) people apply for jobs, is that a small percentage are shortlisted, then an even smaller percentage are actually appointed. When you look at gender it is the other way around because organisations tend to do better when it comes to gender, so the females that apply

for a role, tend to stand a good chance of being shortlisted and appointed, however, this applies to white females. With females of colour it is the other way around. So what this shows is that the problem is not the individuals, the problem is the organisations, this is institutional racism because organisations are not shortlisting and appointing people of colour. At London Metropolitan we have put actions in place to remedy that. Another thing we are doing is using positive action measures. So for example, if there are two very appointable candidates for a position at the university, one is white and the other is a person of colour and they both have the exact same qualifications with no clear differences between them as candidates, then we would take positive action to ensure that we improve representation. Our current student demographic is 69% BAME students and our staff BAME representation is 32%. So we are currently failing on this as an organisation. It is a big priority of mine and the university's, to improve that representation and we are investing 15million pounds into our race equity strategy, to sort this out over the next 5 years. Regarding representation at the senior level, I believe this sector should be embarrassed about the representation of people of colour at the top levels, I am certainly embarrassed and horrified. However, regardless of whether someone is embarrassed or horrified, all that really matters is what actions they're going to take to solve it. I'm sick of hearing people say "oh it's terrible" but then not doing anything! Our race equity strategy also contains some actions that are designed to solve this particular issue. In our senior leadership team at London Metropolitan University, we have set ourselves a target of achieving 55% representation of BAME staff at the top level, including our board of governors, by the end of the Race Equity Strategy and the reason we have chosen 55% is

that this is representative of the proportion of BAME individuals in the area of London that we are based in, so we want to be representative of our community. I could talk all day about this by the way, but I hope that gives you a few of the highlights of the things that we are doing!

#### **4. What diversity, inclusion and cultural competence training have teaching staff been given?**

'Instead of the usual unconscious bias training that many organisations do (which is alright but doesn't quite do enough as it often merely tickles the underbelly of racism rather than tackling it), London Metropolitan University goes further and trains teaching staff, including leadership, on how to be an ally, how to recognise and successfully call out racism, discrimination and check their own bias. At London Metropolitan we believe that this type of training shouldn't be easy, it should make people uncomfortable and encourage staff to really think about the issues at hand'.

#### **5. Who is your greatest inspiration and why?**

'I have had people in my life who have influenced, inspired, and championed me to do important work, so I cannot name one person. Although I am inspired by famous people, I am mostly inspired by people throughout my life. There is a saying that goes 'people will forget what you say and do but they never forget how you make them feel'. I remember I had this mentor named Andrew Rodgers who I worked for when I lived in Wales. Andrew got me to focus on my values as someone in leadership and what might be non-negotiables. Andrew is someone who always did the right thing by people and I learned a lot from him. Andrew gave me the confidence I needed to be myself and to really care about people in my leadership role. When I think about who inspires me at London Met to do better, it would be

people like Zainab Khan. Reading and listening to people like Zainab made me more aware of my white privileges. The other person is Donna Jones who is doing phenomenal work to change social work practice. I am also inspired by writers such as Kalwant Bhopal who wrote the book called White privilege: The myth of a post-racial society and Reni Eddo-Lodge who wrote about race in her book called "Why I'm No Longer Talking to White People About Race." I want to help people and I am drawn to people who want to challenge the status quo and do the right thing'.

#### **6. What long-lasting changes to UK higher education has the pandemic brought and how will these changes affect the social work subject area?**

'At the beginning of the pandemic, everything happened very quickly. I had to work on shutting the university down in about five minutes and I think everyone did a brilliant job despite the circumstances. We thought the closure was going to be for a couple of months but instead it lasted longer. The long-lasting change is that things are not going to go back exactly how they were. Therefore, once we get out of the pandemic we are building a blended module that will give students more flexibility, for example, let's say some students cannot go into the university on a Tuesday because their child is unwell, we will record some of the sessions. Previously, all of our staff used to go onsite all the time, even our finance team. The question is, do our finance team really need to go in every day? No. I think because of the pandemic we learn to be more tolerant and caring towards each other and respectful of the different challenges we each face. I think the students have done a fabulous job of appreciating the difficult circumstances staff members are in and vice versa'.

#### **7. What advice would you give to students who are finding**

#### **it difficult to cope during the pandemic?**

'I will start by saying that I am in a privileged position. I am in full-time employment, I am not studying, and have the security of a job and an income. Yet, sometimes I find it really hard to balance. The majority of our students are parents and work part-time and even though I find it hard it is even ten times harder for them. What I would say to students who are finding it difficult to cope is to lean on the university support and keep on going. They should also speak to their peers, staff members, or anyone who inspires them to finish their course. I can assure you that once you are finished, it will change your life. Although sometimes it will seem difficult because of the pandemic it will be well worth it in the end. I say grit your teeth, do your best to get through it, whether it means you have to pause a little bit or take longer to complete, it doesn't matter as long as you finish'.

#### **8. What are you doing to ensure that your induction of new students is truly world-class – including for those students recruited through minority routes, such as clearing?**

'We have developed what we call a "transitions framework." A transition framework is all of our support that is available to students at key moments of transition, such as enrolment, induction, and progression. For example, as part of our induction, we ask students to take part in the 'Big Watch'. This idea came from work that happened at Kingston and Edgehill University where they did a project called the 'Big Read'. As part of their induction, they sent out a copy of Gail Honeyman's book called "Eleanor Oliphant Is Completely Fine," which is about loneliness and loss. All the students had to read the book before going to university. This helps students not to feel anxious during the induction process and

it gives them a common language to talk about. Instead of talking about social work they talk about loneliness and how it makes them feel. However, we could not do the 'Big Read' because the majority of our students come through clearing which would not have given the students enough time to read the book so we developed the 'Big Watch', where we ask the students to watch a film called Hidden Figures which is about white privilege, repression of ideas from underrepresented groups, white saviorism, fairness and striving and to be heard. All these themes are what our students face and the film raises issues that will give a common discussion and give new students an idea of what our values are and what we are like at London Met. Inclusivity is very important to us and most students that we serve are mature, of colour, and have caring responsibilities. Therefore, we want our students to understand that they are not alone and what the university is doing to support them. We are going to continue doing the 'Big Read' because it helps students to feel confident about themselves, rather than questioning whether they are clever or not'.

#### **9. What is your vision for London Met in the next ten years?**

'Our vision really is to have an even more significant impact on changing the lives of the communities, students, and the staff we serve. Building on that, we are absolutely committed to inclusion equity and eradicating the equity that exists within our organisation and other organisations. For example, if we train our trainee social workers to be inclusive in practice then they will go out from London Met and make other organisations inclusive. It is like a ripple effect. Another vision is to make London Met a beacon for eradicating inequity and inspire students and staff to continue to do so, in their own organisations'.



## School of Social Professions - Academic Appointments

### Senior Lecturers in Social Work Senior Lecturer in Youth Work

Salary from £42,273 to £53,172 per annum  
(inclusive of London Allowance) Permanent  
Location: London (Holloway Site)

*Transforming lives through excellent education*

The School of Social Professions at London Metropolitan University wishes to make new Senior Lecturer appointments within the areas of Social Work and Youth Work.

Successful candidates will join an outstanding team of staff and will play a part in delivering programmes offered at our Holloway Campus. The team is a key part of the wider School of Social Professions which offer courses in health and social care, early childhood, teaching education, education studies as well as discrete programmes for refugees.

We expect our students to build a strong values-driven approach over the course of the programmes they study. This will include developing their critical understanding of the relationship between theory, policy, practice and activism and acquiring an understanding of anti-oppressive practice and equal opportunities to underpin their future work as Social Work, Youth and Community Work professionals.

Our courses have very close relationships with a range of voluntary sector and local authority partners. The University is a leading member of the North East London Social Work Teaching Partnership which is a Department for Education funded programme that seeks to boost the Social Work profession through improved links between employers and Higher Education Institutions. The courses also benefit from London Metropolitan's strong links with its immediate local community in North and East London. This has been recently supplemented with a major new initiative London Metropolitan Lab – which seeks to further enhance the University's civic impact. Our student body is amongst the most socially diverse of any University in the UK, and this is particularly the case with our Social Work and Youth Work programme where students are typically members of the communities in which they go on to work when they graduate.

Successful candidates for these posts will be expected to develop an exciting, innovative and research informed approach to teaching, making strong use of their practice experience and existing knowledge of learning technology. They will have good pedagogic, ICT, communication and organisation skills and are required to make a significant contribution to areas such as module and course leadership, admissions, student bursary allocation and placement.

Successful applicants will have experience of teaching in a number of areas of specialist knowledge within the discipline and will also need to be committed to continuing to develop their teaching and subject knowledge. Areas of specialist expertise may include:

- Assessment and planning • Domestic violence • Campaigning • Commissioning • Housing
- Human growth and development • Interprofessional practice • Law • Management and leadership
- Media and performance experience • Public service design and improvement • Safeguarding
- Trauma and mental health • Youth Work practice

Successful applicants will have a strong commitment to the University's mission and strategic plan; a "coaching and developing" approach when dealing with colleagues and students; and working collegially; valuing the contribution of others and sharing knowledge and expertise.

This post will be subject to a basic DBS check.

View further details at:

<https://met.ac/social-work-youth-work-vacancy-2021>



## Anti-Racist Practice Events for London Met Students!

**Thursday 10th June 2021**

9:30am – 11:30am

Book here:

<https://met.ac/anti-racist-practice-event-10-june>

OR

**Wednesday 16th June 2021**

9:30am – 11:30am

Book here:

<https://met.ac/anti-racist-practice-event-16-june>

The NELTP is holding two Anti-Racist Practice events which are to be delivered by Dr Prospera Tedam, SFHEA. Assistant Professor in Social Work, United Arab Emirates University. These events are for student social workers at both London Metropolitan University and University of East London.

4D2P is a new framework introduced in Dr Prospera Tedam's book on Anti-Oppressive Practice (Tedam, 2020). This framework is unique in that it offers practitioners the opportunity to not only identify where racism has occurred but also examine how they might disrupt racism through action of some form.

### Learning Outcomes:

- Develop and enhance understanding of racism and anti-racism in social work.
- Critically reflect on your own previous and current anti-racist practice.
- Understand and identify skills needed to confront racism.
- Examine the 4D2P Framework for anti-racist practice.

Dr Prospera Tedam is a qualified social worker registered with Social Work England and has practice experience of about 25 years. A social work academic with a teaching career spanning over 15 years in higher education institutions in the United Kingdom, Prospera has taught social work at the Open University, University of Northampton and latterly, Anglia Ruskin University where she retains a Visiting Fellow role. In August 2018, Prospera joined the social work department as Assistant Professor in Social Work at United Arab Emirates University.



# Covid Cooking!

*What are some 'Go to Recipes' that have seen you through the lockdown?*

## Nicola's Jamaican Curried Chicken Recipe

Nicola Williamson



### Ingredients:

- 1 small whole Chicken
- 2 teaspoon of (Betapac Curry Powder) found in most Caribbean shop
- 3 Stalks Fresh Thyme
- 2 Clove Garlic
- 1 Stalk Escallion
- A Piece of Scotch Bonnet Pepper
- 1 Medium White Onion
- 1 Tsp Black Pepper
- 1 Tsp Ginger
- 12 Pimento seed
- 1/2 Cups Water
- 1 Medium Potato
- 1 tablespoon vegetable oil
- 1 Lemon
- Pinch of salt to taste

### Method:

1. Clean and dice the chicken into medium size pieces ( Could be in big chunks as well)
2. Cut the lemon and extract the juice
3. Use the lemon juice with water to wash and clean anything off the chicken.
4. ADD: Curry powder, Tyme, Escallion, Garlic (diced), Scotch bonnet pepper, Ginger (Diced), Pimento seed, Black pepper, Onion, Salt.
5. Mixed until the seasoning is rubbed all over the chicken.
6. Heat oil in a pan until it is well hot then put the pieces of chicken in the pan and turn for five minutes.
7. Add the water and let it steam for 45 minutes (Stir as required so that all the pieces of chicken are cooked). Important - if the water dries out completely add more.
8. Dice the potato into tiny pieces and put it in the pot 10 minutes before finish cooking.
9. Other vegetables can be added such as carrots but will change the taste of the dish.

## Jazzed-up rice recipe

Birungi Nakiwala



Few things are sadder than the container full of yesterday's plain rice, sitting in the fridge staring back at you, judging you because you finished all the curry, so now there is nothing to go with it for tonight's dinner. But fear not, this easy recipe will show you how to turn that boring leftover rice, into a gourmet(ish) delicacy!

### Ingredients:

- Pre-cooked white rice - I prefer basmati rice however, this recipe will also work with long-grain rice.
- Vegetable oil.
- x1 teaspoon of smoked paprika (or add to taste).
- Aromat seasoning (about 5 shakes, or add to taste)
- A pinch of chilli flakes (or add to taste).
- Ground black pepper.
- Chopped onions.
- Garlic - I use x3 cloves.
- Chopped vegetables - I use red and yellow peppers, aubergines, broccoli.
- 8 washed Baby potatoes.
- Chopped pre-cooked meat, such as chicken/chorizo/ or frankfurter sausages.

### Method:

1. Chop each of the baby potatoes (into four pieces) and boil in hot water in a saucepan for 10 minutes until soft (but not falling apart). Then drain and set aside.
2. Heat a teaspoon of vegetable oil in a wok pan, on medium heat.
3. Add the chopped meat, chopped vegetables and onions to the pan.
4. Add the potatoes to the wok pan.
5. Add the rice, then the paprika and mix.
6. Add the garlic, chilli flakes, black pepper and aromat seasoning and mix. Serve after 8 minutes of cooking.



# Success Stories!

BSc Level 4 student Rep, Jessica Rose-McMullins co-chaired the formal Course Committee Meeting in March with Donna Jones, Head of Social Work and had a great time!

Donna and Jessica-Rose met the week before the meeting to prepare, and this was really beneficial as Jessica-Rose felt empowered to actively contribute in a formal environment that she was unfamiliar with. Her feedback was that it was a worthwhile experience, something she can add to her CV and that she felt well supported to undertake this role. Although Jessica-Rose felt nervous to be a co-chair for the first time, she also felt genuinely listened to by staff in the meeting.

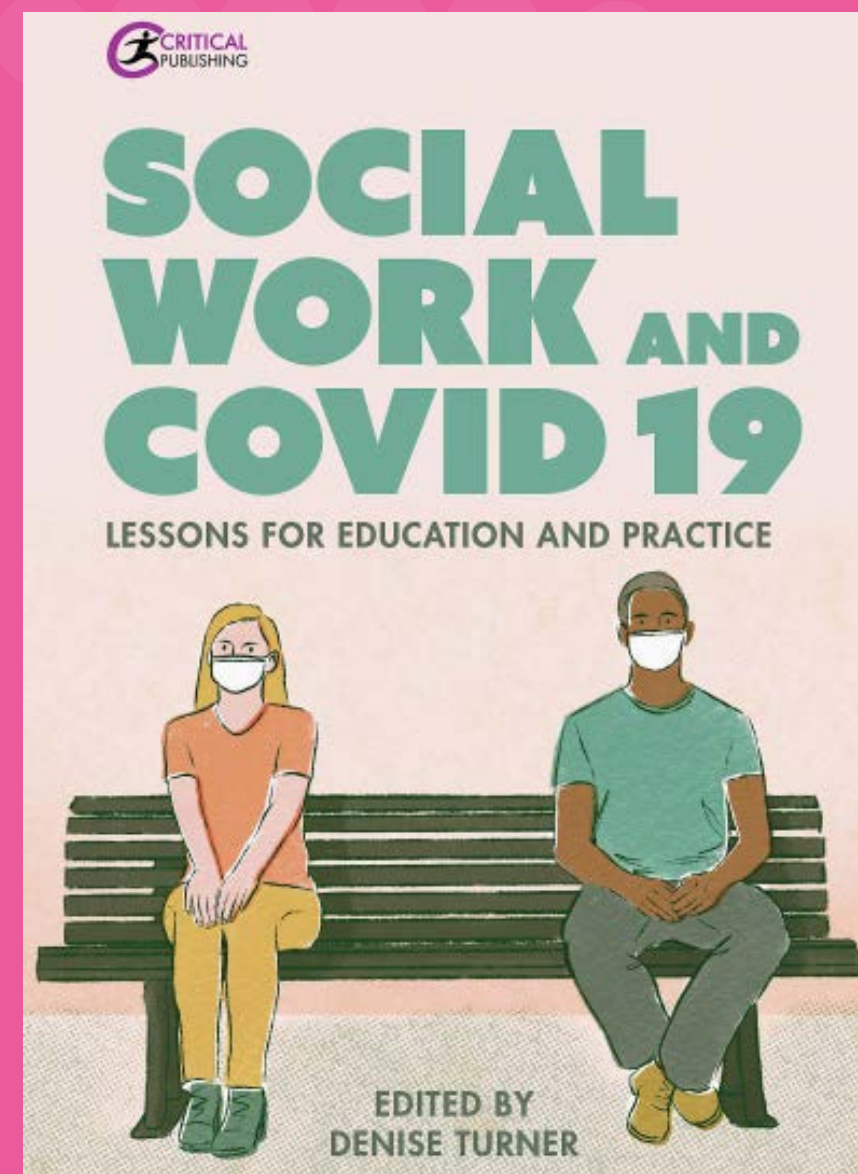
She did brilliantly and was keen to repeat the experience. BSc Level 5 student rep, Godwin Akinyemi, has volunteered to co-chair the next Course Committee meeting.

**Student Experience Survey**  
**Phenomenal completion rate from social work students that confirms satisfaction across all areas of their courses has improved**

**BSc level 6 - 100% NSS completion!** A BIG thanks goes out to our level 6 students who engaged so completely with this important survey. This demonstrates a real understanding of the importance of feedback, both on your course and in professional social work practice where feedback is central to placement and continuing professional development. The academic staff team are impressed by the commitment to their course shown by this cohort.

Placement opportunities in the private, voluntary & independent sector soars!  
Saranjit Binning and Sandra Simpson have sourced, developed and quality assured over 20 new placements. A fantastic effort for our students who are now enjoying exciting, creative placements in a range of community settings

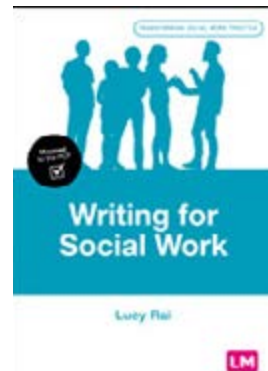
## From thriving to surviving: The experience of social work students and their families in lockdown



To mark **International SocialWorkday**-also a year since the announcement of an impending lockdown, BSc Final Year students Andrew Lorimer and Francis Sentamu hosted a Questions & Answers event at their placement agency London Borough of Hammersmith & Fulham to discuss the chapter they co-wrote with peer Rachel Sharples, in the recently published book **Social Work and Covid-19 - Lessons for Education and Practice**.

<https://www.criticalpublishing.com/social-work-and-covid-19>





## Writing for Social Work

**Rai**

Writing is an important skill, not just for a social work degree, but also as an integral part of practice. Social workers need to be able to

write effectively in a range of formats for different contexts. Equipping you with guidance on both academic and assessed writing, and writing in social work practice, this book will use case studies and examples to develop your ability to plan and respond to the challenges of new and familiar writing tasks.

£49.99 **£13.99** | February 2021 | 208 pages | Learning Matters | ISBN: 9781526476357



## Developing Skills and Knowledge for Social Work Practice

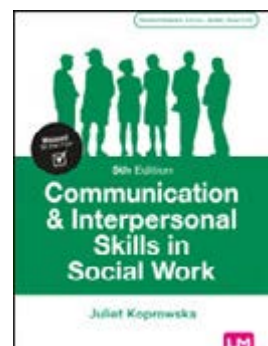
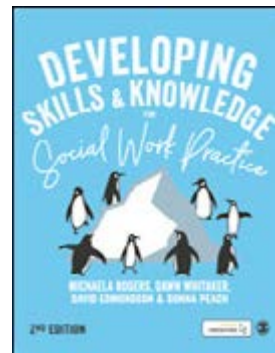
(2nd Edition)

**Rogers et al.**

A quick and easy-to-access guide to the application of core skills to help you successfully complete your skills training. In 30 short and tightly structured chapters this book will guide you through each of the skills covered on your Developing Skills for Practice module and prepare you for your end of year Readiness for Practice assessment. It draws on service user and practitioner views, 'real-life' case studies,

action lists and checklists.

£26.99 **£18.89** | March 2020 | 384 pages | SAGE Publications Ltd | ISBN: 9781526463258



## Communication and Interpersonal Skills in Social Work

(5th Edition)

**Koprowska**

Communication and interpersonal skills are at the heart of effective social work practice. This skills-focused book is mapped to the curriculum and offers you a solid grounding in the core knowledge and skills of communication needed for effective practice by drawing on a range of engaging and challenging features. It covers working with children, adults and those with learning difficulties and it is also one of few texts that looks at safety and risk in detail.

£22.99 **£16.09** | March 2020 | 248 pages | Learning Matters | ISBN: 9781473981713

## Safeguarding Across the Life Span

**Keeling & Goosey**

Considering safeguarding across the life span and placing it within a multiagency context, this book gives you a grounding to the key issues in safeguarding today, highlighting the key skills and knowledge necessary for effective practice along the way. It includes reference to the latest legislation, skills for practice, a breadth of contexts and service-user groups, drawing on a range of case studies, activities, reflective questions and recommending reading from across health and social care.

£23.99 **£16.79** | October 2020 | 296 pages | SAGE Publications Ltd | ISBN: 9781473944459



# World Social Work Week Event A Success!



**Means Business Theatre Company**



**London Met School of Social Professions and The London Met Lab presented a special virtual production of 'Bullet Tongue Reloaded' by The Big House Theatre in March.**

Since 2013, The Big House has supported vulnerable young people leaving care by enabling their voices to be heard and by developing their confidence and self-esteem.

*'We are committed to unlocking our members' potential and enabling them to lead positive and fulfilling lives. The inspiration for our plays are the stories our members share with us.'*

The hard-hitting, powerful play, performed as a result of an innovative formal partnership between London Metropolitan University and The Big House Theatre, was shown during World Social Work Week on the 9th March and attracted an unprecedented 950 booked tickets!

Bullet Tongue Reloaded has been described

as "ferocious and powerful" in a four-star review from the Stage newspaper, while a five-star review from Theatre Weekly commented that "the passion and intensity with which [the actors] perform are astounding."

The play centred on 'gang culture' and County Lines, using immersive theatre to lead its audience into the hidden and thought-provoking world of marginalised young people involved in gang activity.

The actors and producers took the audience by the ears and eyes and showed us the reality of the voices who often go unheard. Bullet Tongue Reloaded provided the opportunity for the audience to gain

a better understanding of these young people's experience. The event was followed by a lively and thought provoking question and answer session with the actors

Donna Jones, Head of Social Work, was responsible for introducing this Islington based theatre company to London Met having previously been impressed with their physical productions. She commented that *'this important production and the interest it generated from students, staff and external partners exceeded my expectations! The young actors were absolutely brilliant and the story mesmerising. This shows there is an appetite for such events that explore and tackle difficult topics. Our social work students found the production hugely beneficial. I look forward to working closely with Big House on future innovative collaborations'*.



# Interview with Child's i Foundation CEO, Christopher Muwanguzi: Comparative perspectives on social work practice in Uganda and the UK.

By **Birungi Nakiwala**

As a proud Ugandan, I jump at any chance to highlight the accomplishments of my countrymen and when I came across Child's i Foundation, I saw an opportunity to not only brag about my motherland, but also to provide a comparative perspective of social work practice in another part of the world and potentially draw some parallels between looked after children in orphanages in Africa and those in residential children's homes in the UK. Christopher Muwanguzi is the CEO of 'Child's i Foundation' a child-focused charity based in Uganda, East Africa, that is paving the way for more and more children to be raised in loving families, rather than in orphanages. They describe their work as "social services run by and for communities, to strengthen families."

## 1) Please could you explain what Child's i Foundation does in Uganda?

Child's i is a small charity, with about 30 staff in Uganda and four in the UK. We are Ugandan-based and like to think of ourselves as an organisation with a big impact. We work with the Ugandan government and our worldwide network of supporters to highlight the cost and harm of orphanages to children in Uganda and globally. Over 80% of children in Ugandan orphanages have living family members that they could live with, whether this is a parent or kinship care with other family members. We work to provide communities and governments with sustainable solutions, to prevent children from being placed in institutional care (orphanages). We are replacing orphanages with family-based care, foster care, and other alternatives including adoption for children who cannot go back to their families. We

also support care leavers, who are central to what we do and we recognise that their voices are important to ensure that we can change things. We re-purpose orphanages and turn them into community hubs, for example, let's say there is an orphanage with 60 children and a ratio of 1 worker to 12 or 15 children, we come in and train the workers on child protection, then find homes and families for all the children. The staff then become community workers and that orphanage becomes a community hub that starts to look after almost 1000 children in that community, providing vocational education, health services, play centres, playgrounds. It is very much about giving the power back to the community. The aim of our work is to develop a blueprint, which we can use not only in Uganda but also share regionally with other African countries and globally, to contribute to care reform. So interestingly some of the work we do in Uganda, can also contribute to the work you do with children in care in the UK. The processes are very similar and the children have similar feelings. The work we do is not just for us in Uganda but also for global care reform, when it comes to systems strengthening for children.

## 2) As social work practice is still largely unregulated in Uganda, what can you tell us about some of the legal frameworks, principles or policies, that underpin the practice of the Child's i Foundation social workers?

One of our most important principles is 'do no harm.' We maintain this by ensuring that the children are central to what we do. We will not compromise and we will be bold when it comes to ensuring that children at risk of harm, or children who have been separated

from their families, are supported and placed in loving families. The other key principle for us, is that the expertise is on the ground and we aim to give the power back to communities. In Uganda, we don't have social work departments, so social work practice is community-based. We pass on the skills that we have, to people who we call "para-social workers," these are people who don't have the qualifications but who can be trained. We have child protection committees made up of men, women, and sometimes young people, who make sure that children in the community are safe and report any concerns. The parents become the peer educators and their communities become their support and safety. So even during the Covid-19 pandemic, that principle of the expertise being within the community has really been at the forefront, because our first responders and primary actors were the community volunteers within the community. The social workers on our team were the next stage responders, they were the people that the community volunteers contacted when there was a very serious issue. In terms of the legal framework, like many other countries, we have the Children Act in Uganda which was amended in 2016, and Child's i Foundation participated in amending this act, as we actively take part in policy and legal development. The Children Act provides for the care, protection and maintenance of children. In terms of local authority support, every Ugandan district has someone called a "Probation and Social Welfare Officer" who is responsible for all children, whether those that have been incarcerated, going through the probation system, children who are at risk of harm, living with disabilities or severe illnesses, out of school, the list is endless and this is just one probation

officer! This officer follows the guidance within the Children Act. The Act also establishes the Family and Children Court in Uganda. I have been to a couple of these courts where there have been issues around fostering or adoption. Something that Child's i Foundation did in its early stages was to help put in place the "Alternative Care Framework," which ensures that people looking to adopt or foster children are assessed, checked and approved by an independent government panel. The Children Act is a strong act but I think the biggest issue we have in Uganda is how well it is implemented. We also have the new National Child Policy which was approved in 2020, it is really important to our practice, because it highlights the importance of family and community-based care, over institutional and orphanage care. We also have the penal code/act and follow the United Nations Convention on the Rights of the child, and of course the African Charter On The Rights and Welfare of the Child, developed by the African Union in 1994. We do also have the National Association of Social Workers (NASW) in Uganda and not mentioning them would be an injustice, because their aim is to see that social work in Uganda is regulated and that social workers are registered and certified. All the social workers that work at Child's i Foundation have a qualification in Social Work and Administration from their various universities. Those who do not have this qualification are trained and employed as a family/or parent support worker, then those that want to become social workers with us need to get their qualification. All our social workers are registered with NASW because we are trying to create our own community of good practice, but sadly the Ugandan government is still yet to recognise and register NASW, so that it can officially qualify and certify social workers. At the moment in Uganda, anybody that provides a service, even an IT service, for a community or individuals is able to call themselves a social worker, but we are saying no, you have to have a qualification!

## 3) Does contemporary western social work practice adapt well to the needs of children and families in Uganda?

Our organisation was founded by a British individual who took a number

of social workers from the UK to Uganda and we have benefited a lot from that. In fact I once heard Child's i Foundation being described as a "local authority model," which is an accurate description. I would say that Western practice contributes to the work we do, but it doesn't lead and one thing we avoid is professional imperialism. We recognise the Ugandan context, where we have the family structure, the community structure and the fact that social work in Uganda is structured differently and is not as regulated as it is in the western context. Social work in Uganda is a community-based practice and certain skills can be passed on to other individuals within the community e.g. to form a neighbourhood child protection watch. In Uganda, the village plays a significant role, your neighbour isn't just somebody you live near, they can become like family. So if something happens to someone you know, your neighbour needs to know and needs to be involved. The same context applies for our local counsellors. The Children Act in Uganda places a duty on Local councillors to be responsible for child protection and to support communities. Our context is a bit different to western countries, but the principles are the same; we want to protect children by strengthening families, making sure there is a coordinated approach and we want to make sure there is a good plan in place for children when we are supporting them.

## 4) What role do social work theories and methods play, in informing the practice of the Child's i Foundation social workers?

My own background is in psychotherapy and I used to train social workers in the UK before coming into my current role. I learned that Mary Ainsworth went to Uganda in 1964 and did research on attachment theory, she wrote a book called "Infancy in Uganda: Infant Care and the Growth of Love." So some of the principles, learning and research for the attachment theory we use in the UK was actually done in Uganda! The theories we use at Child's-i are very similar to ones used in the UK context, for example we use social learning theory, psycho-dynamic, psycho-social theory, and most of our social work practice is actually based on psycho-social approaches. One of the most important theories that we apply is the strengths-based

approach. We recognise that to live in a context where there are no services, where your children have no access to education, where you don't have enough food or income to feed your family and then a social worker comes to your door and offers support, it is such an amazing thing for them, so the first thing we have to do is recognise what the strengths are, because the strengths are within the community. Most of the people we work with are able to improve their circumstance, they just don't have the right resources and support. So for example, as part of a 6-9 month intervention, Child-i gave as little as £20 to one mother and provided her with education on how to budget, spend so she could support her family and she turned that £20 into a business that made her £100, by the end of our intervention. Theories play a very important role in the work we do. We use something called an "Active Family and Community Support Model" which helps us to ensure that those theories underpin the support we provide to children and families.

## 5) Are any social work tools used by Child i Foundation social workers, in their direct work with children and caregivers?

Our social workers work very closely with our Monitoring Evaluation Accountability and Learning team (MEAL). This team is responsible for ensuring that from introduction and assessment, all the way to the final assessment, risk assessment and closure, all the tools we use, allow us to measure the progress the family is making. Our Social workers use parenting tools and we have adopted some parenting programmes from the UK, for example, "strengthening families strengthening communities," as well as adopting elements of Webster-Stratton. We also have Ugandan and South African parenting programmes that we use. We also use psycho-social tools that look at emotional well-being, parent-child interaction, encouraging children to play and also on helping their parents to understand how important play is. We also have a lot of income generation activities and tools to support this, dealing with budgeting, finance and savings. Another really cool tool that we have, is around emotional well-being, which is viewed slightly differently in Uganda. *(continued on next page)*



For example when we talk about mental health, people's first reaction is often "I don't have that problem!" However our approach is more about using tools which ask "how are you feeling today?" "What are you concerned about? Are your concerns around money, your child's well-being, your daughter walking to and from school?" We use tools to have discussions on topics like these which relate to well-being. When we have serious concerns, then we bring in or refer people to other professionals that we work with, such as Psychiatrists and doctors. We can also link people to organisations that can provide assistance, for example with securing a supply chain for a family that grows crops, so that they can sell their produce and earn money. Lastly, I will get in trouble with my team if I do not mention one of the mechanisms we use, which is the Coordination/Child Development Network (CDN). In every village that we work in, we try to set up a small CDN committee with volunteers that can support families. They do savings groups, health and nutrition, child protection etc. They also signpost people to different services, e.g. to NGOs and other services.

#### **6) Do the Child's i Foundation social workers engage in critical reflection of their own practice and regular supervision?**

Yes and again, we have taken elements of western models of reflective supervision to Uganda. We do a monthly supervision and weekly supervision. Within our staff in Uganda, we have social workers, senior practitioners, social work managers, family support workers, parent advisers and community nurses. All these individuals engage in reflective supervision with their managers. We also have group reflective supervision and a monthly safeguarding meeting where we discuss a list of children on our Child protection register, to discuss how the children are doing and also to discuss the state of mind of the social worker and how they are doing. We have also had some lovely social workers from the UK who have given up their time to do a few supervision sessions with our social workers. We also do serious case reviews when a child has been harmed or there has been a death. In 2020 we lost two children on our caseload and so these case reviews were written up and we

had long and reflective discussions about what could have been done differently and how to prevent that in future.

#### **7) How receptive are the parents/ caregivers that Child's i Foundation works with in Uganda, to therapeutic approaches?**

There is a perception that people in Africa don't talk! We work in three different areas in Uganda, Mpigi, Tororo and Kampala. All these cultures are big talkers and actually, even our greetings in Uganda, tend to last for a long time and are founded on the principle of "How are you" and urging the other person to tell them a bit more. Follow-up questions can range from "are the children okay?" to "did you hear the wind and rain last night? Are the goats okay? Did your house get demolished?" So therapeutic approaches, particularly through psycho-social support, are well received. Our Social workers ask things like "how are you today, how are you feeling, how are the children, did you all eat well, how would you feel if I visited you more often," all these types of questions are already embedded into the cultural context. It is the approach that makes all the difference, for example, if you come at people in a way that suggests "we have come, with our westernised mental-health approach, to test and diagnose you and to decide whether you are depressed," people will tend to shut down. However most of our Child's i social workers and family support workers grew up in the context of the communities we support and understand how to approach caregivers and children in these communities using contextualised therapeutic principles, in a way that promotes engagement and community spirit, which is why people are very receptive to our therapeutic approaches. It isn't about imperialism or dominance. We are not colonising families or communities, we are strengthening them. Interestingly, we use the same approaches that I have used in my previous roles in the United Kingdom, to stop young black boys from ending up in care, this has included networking families to other people, to help prevent isolation and promote community strength. We are currently working with young adults with lived experience of care in Uganda to launch a mental health project

for Ugandan care-leavers. They are going to go through a trauma-informed process, to help them to tell their stories so that they can connect with other young people and carry out peer-mentoring, we want to strengthen this care-leavers network, because we find that a lot of children and young people really benefit from talking to other young people with similar experiences. We also use talk therapy as well as music and art therapy and find that this opens people up to talk about their challenges.

#### **8) What anti-oppressive and anti-discriminatory practice issues are considered in the work carried out by Child's i Foundation?**

Our work was developed to end socio-economic oppression and of course we are now in the time of 'Ubuntu' as announced on this year's National Social Work day. The Ubuntu theme is about bringing communities together and giving them back the power. So firstly we work alongside parents, families and communities and the idea is that it takes a community or village to raise a child and watch over each other. Secondly we work to strengthen the economy of a community. Many communities that we work in, thrive on micro-economies and savings groups, they don't have access to big banks, they cannot afford to take loans from big banks, they cannot afford to go to the big hospital, so our community nurse identifies all the clinics owned by people in the community and refers families there, we promote savings groups which have helped families to save money and sustain themselves during this pandemic. Our model is built on removing socio-economic oppression and the pandemic has demonstrated how important this is.

*\*\*\*Christopher and I began discussing Neil Thompson's PCS model and how it applies to the work of Child's i Foundation and we identified that on the personal level, Child's i challenges people's misconceptions about orphanages, orphans and the ability of communities to sustain themselves, the idea of strengths based practice and self empowerment will then spread into the cultural norms, leading to the rejection of professional imperialism and saviorism on the structural level and affecting policy related to child safeguarding.\*\*\**

At Child's i, we also try to ensure that our social workers themselves do not have a saviorism approach. This is usually described as "white saviorism," but actually in this context, anyone can have this mentality. So we encourage Child's i workers to recognise their own biases and seek to understand the context and history of each individual caregiver, rather than judging them for their parenting style. We need to ask things like, how was the parent parented, what are the parent's concepts and ideas about parenting and where did they get these from? Do they have positive role models? In most cases, we are the ones linking parents to that positivity and providing the support and services that they need. Most parents start out wanting the best for their child but it is the journey to achieving this, that they need support with. Also in Uganda we still struggle with diversity and equality with regards to gender, disability, sexuality and a lot of people get left behind due to lack of support, so one of the principles we have at Child's i is that we cannot leave any child behind, particularly children living with disabilities or who have additional needs, who are often placed in institutional care because of those needs.

#### **9) What type of aftercare is offered, once a child is placed from an orphanage to a new foster family or placed with their family members?**

Our first step is always an assessment and preparation work for the families to receive the children. Once the child has been placed with their family, we do post placement which takes anything from 6 months to a year. The social workers and the community volunteers visit the child and family, we inform the local councillor and local people that we have returned this child to their family. We have a family group conference with the immediate family and members of the community to ask for their support. We will then monitor that child fortnightly, then monthly, then every quarter to ensure the child is placed safely. We usually close about 68 cases every 3 months and this closure includes a risk assessment using a strengths-based approach and a community-strengthening approach, to ensure there are people who can support the family. We have had some breakdowns, and in some cases we need to review the placement and

place the child elsewhere.

#### **10) What impact has the Covid-19 pandemic had on the children and families that Child's i Foundation works with?**

As our approach is community based, when Covid-19 hit last year we had just over 1000 children on our caseload, including those on the child protection register and those with additional needs. One thing that has really impacted children and families that we work with during the pandemic, is access to medical services. A large number of the small local clinics closed, leaving only the large main hospitals open, which are far away from many of the families we support. So very treatable diseases like diarrhoea and malaria became quickly untreatable. For example, last year unfortunately a child died because they suffered from epilepsy and could not get to the hospital in time. As a result of clinic closures, children's immunisations lapsed, regular visits from health workers were not happening, people were unable to access sexual health services, local shops were closed so people were unable to access hygiene equipment. For many children in these rural communities, schools are also a source of resilience where they can interact with friends and positive role models such as teachers, who provide an extra layer of support for children who may have issues at home, for example, a challenging relationship with their parents. However, schools were closed as a result of the pandemic, so children no longer had access to this. In addition to community relations, the pandemic also affected the "informal economy" made up of people (mostly women) who had started informal businesses to support themselves, such as the hawkers on the street and those who sold food by the roadside. Many people had to fend for food and fire wood to cook with, in the bushes. The situation affected many people's mental health, for example our volunteers were able to support one mother, who almost took her own life. Eventually our social workers could not visit the communities because the communities did not want outsiders, particularly English-speaking outsiders entering the communities, because they were being told that the Covid-19 virus comes from people who have been on planes and therefore they were

very wary of anyone who may have recently been on a plane! Fortunately we already had community volunteers in place, within these communities. We really had to respond quickly and our responses included supporting people with their rent, we had to pay so much rent for so many people, meaning that it depleted our emergency financial reserves. Additionally, as September came, many young girls were worried that they couldn't return to school, simply because they had reached puberty and some schools were telling these girls that since their bodies had started to develop during the year that they had been out of school, they should stay home and just get married.

#### **11) How has Child's i Foundation made a difference so far?**

Firstly, Child's i Foundation has been educating young women and girls on their rights and advocating for them, ensuring they have a platform to voice those rights. We have helped women to support and encourage each other and to set up savings groups. We have distributed a number of assistive devices such as wheelchairs or support structure chairs, to help children with mobility issues move around. This promotes their independence and ability to carry out daily tasks, like getting themselves something to eat. We have educated and supported men in understanding their roles within the community, so that they can support others as well as their own families. I think the biggest impact has been in Tororo district, where there were 5 Orphanages when we first stepped in and now there are none and not a single child has been placed in institutional care since. This is where I think we have made the biggest difference. The Tororo model is becoming our demonstration model, in helping other people to understand that this can work. Our next big task in making a difference, is to repurpose a home for children with disabilities and find loving homes for all the children living there, so we can prove our model works. In terms of making a difference we have also found loving homes for many children, supported and strengthened families and most importantly, we have promoted the self sustainability of local authorities and communities, so that they are not reliant on us and outside donor support.



# MY FIRST ENCOUNTER WITH A SOCIAL WORKER



Maisie Barrett

## Person with Lived Experience

### BeSpoke member & colleague

At school, my favourite part of the day was story time, because I would immerse myself fully into it, blocking everything else out.

Afterwards, I couldn't wait to get my hands on the book, but whenever I opened it, it was just black lines on white paper moving about, like the lines on a train track.

One day, my teacher took me to the head teacher's office. I was surprised to see my mother there. She told me to open the door, go downstairs and come back up again. I must have forgotten some instructions, because on my return, she told my mother that I was backward.

The next thing I remember, I was getting ready to go to a new school. It was a Special Needs school and my mother was happy that I was going to get the best education. My parents were unaware that it was the best subnormal education that was going to set me up to fail in life. When I left school, I could not read or write properly until in my thirties. I am now 61, and I still struggle.

In 1972, my mother took me to a black social worker for an educational assessment, and her conclusion was that I was intelligent. It was with her help I eventually went to a mainstream school.

In 2020, I volunteered to feature in a documentary called 'Subnormal', produced by Steve McQueen. It narrates the stories of Caribbean children they placed in ESN schools in the 60s. They legitimised the basis of disproportionate placement in ESN schools through the use of IQ tests. IQ tests were biased against Caribbean children. There was a widespread belief that black children were innately less intelligent than white children and more aggressive. I was severely dyslexic, but no one had time to give extra support to a black child.

You can find out more about the documentary I will be featured in by clicking the following link:

[Steve McQueen to produce BBC films on black power and UK schools scandal | Steve McQueen | The Guardian](https://www.theguardian.com/culture/2021/jan/29/steve-mcqueen-to-produce-bbc-films-on-black-power-and-uk-schools-scandal)

<https://www.theguardian.com/culture/2021/jan/29/steve-mcqueen-to-produce-bbc-films-on-black-power-and-uk-schools-scandal>

# A day in the life of an MSc year 2 Social Work Student

## By Birungi Nakiwala

### 08:45am:

My alarm goes off... I think I deserve an extra 15 minutes.

### 9:00am:

I wake up ready to start the day! I grab my phone and email my boss his schedule for the day. Then I check my work inbox and spend about 20 minutes responding to emails.

### 9:30am:

Time for my workout! My new year's resolution is to work out at least 3 times a week.

(Spoiler alert - Today I only managed to do 10 minutes out of a 15 minute HIIT workout but everyone has to start somewhere right?!)

### 9:40am:

Feeling ultra smug about my intense workout, I reward myself with a big breakfast and some vitamin supplements, Zinc, vitamin D3 and vitamin B complex - as per the sage advice of the "council of aunties" in my family whatsapp group. (Is it just me or has anybody else's aunties and uncles all of a sudden become fountains of medical knowledge during this pandemic?)

### 10:00am:

Back to my work inbox. I respond to emails, book zoom meetings and compile a list of discussion points for my weekly catch up with my boss. In the corner of my eye, I catch a glimpse of the basket of clean laundry from yesterday that I still need to put away... but I heroically suppress the urge to deal with it. I am notoriously known for using household tasks as a way of procrastinating.

### 12:00:

I now join a Zoom meeting with my boss and a potential collaborator, to find out more about the project and take notes. (Sidenote, my WiFi is particularly agreeable today and this pleases me!)

### 12:15:

Back to work in the inbox! More emails have come in and I want to reduce the inbox as much as possible before my online lecture at 2pm.

### 2pm:

I join my online lecture, the topic is our dissertation. I can't help but feel anxious at the thought of having to do a whole dissertation, whilst on my second placement and balancing both of these with my job, which I need in order to survive as I have no other financial support...

### 3pm:

Back to the work inbox. I am determined to do as MUCH work as I can before 4:30pm but these emails are like the hydra, you cut off one head and three more replace it! Nevertheless, just like Hercules I persevere and hope for the best. (This dramatic account of me managing my inbox, is probably mostly caffeine related).

### 4:30pm:

EMERGENCY CHAMOMILE TEA BREAK.

### 4:45pm:

I mentally switch to "student mode" and begin working on an essay. I had to apply for an extension for two assignments because I tested positive for Covid-19 in January and was very unwell. It took two weeks for my symptoms to disappear and a couple more weeks for my appetite

and energy to return. Now I feel like I'm constantly playing catch up, as I have two assignments that I desperately want to submit before my second placement begins.

### 7:12pm:

I check the time. I was hoping to give mum a quick call today but it's late now. She lives in Uganda which is 3 hours ahead of us. I'll try to call her tomorrow instead.

### 8:50pm:

I eat my dinner whilst working on my assignment. Thank GOODNESS I cooked plenty of food yesterday, so all I needed to do is microwave some leftovers, otherwise it might have been an UberEats McDonalds kind of night.

### 10pm:

I check my work inbox, there are three new emails but none of them are urgent so I will respond tomorrow. I used to wear myself down replying to work emails during the night but then I realised that I needed to create some boundaries for myself, in order to create a healthier balance between my job and my studies.

### 11:30pm:

I have had writers block for about thirty minutes and I cannot think anymore. I decide to stop working and begin my five-step, night-time skin routine that I learned from Youtube. It may sound a bit over the top but I find this really helps me to relax before bed!

### 11:45pm:

Wow... this is the earliest I have gotten into bed in weeks. Perhaps tomorrow I won't press snooze on my 8:45am alarm!



# Knowledge, Memes, and Everything in Between

## Social Media Recommendations for Social Workers.

Whether you are interested in accessing further knowledge and insight or simply want to enjoy some lighthearted social work humour (who doesn't love a good old meme?!). The following is a curated list of social work related content to discover on social media.

### Social Work Tutor



Although the founder of Social Work Tutor is based in America, it still covers topics that are relevant to social workers from all geographical locations. Social Work Tutor has a large following on Instagram, Twitter and Facebook and provides informative and funny commentary about the social worker

experience, 'The Social Work Tutor Podcast' is also a weekly hour-long show for social workers and social work students. The Podcast takes a lighthearted and humorous look at issues that matter to social workers in the real world, from politics and policies to dating and ethical dilemmas.

<https://www.facebook.com/socialworktutor/>

### Young Black Social Worker



This Instagram page is run by a UK-based Senior Social worker and practice supervisor, who shares her experience and provides mentoring, support, and guidance. You can also watch the Young Black Social Worker channel on Youtube, where she discusses her experiences and touches upon interesting topics, such as being

a young social worker, building confidence, tips for Social Work placements, and her experiences of being a black social worker.

<https://www.instagram.com/youngblacksocialworker/>

### The Social Work Mentor

This Instagram page is run by UK-based social worker Kyrene



Darko, who has progressed in her career since qualifying as a social worker, to become a social work manager and independently chairing child protection conferences. She aims to inspire social workers to develop and thrive and become successful leaders and also offers private mentoring, supervision, consultancy, and

training services.

<https://www.instagram.com/socialworkmentor/>

### The Child In Mind Social Worker

If you are looking for some practical tools that you can use right away, this Instagram and Facebook page provides free downloadable resources to support children and adults with various support needs.



<https://www.facebook.com/thechildinmindtoolkit/>

### Lets Talk Social Work (BASW):



This informative podcast from the British Association of Social Workers, provides a space for conversation and discussion with social workers, the individuals they support and colleagues working in related professions. The podcast explores key contemporary matters affecting social workers, with a focus at the local and global levels.

<https://www.basw.co.uk/trainingcpd/lets-talk-social-work-podcast>

### Learn on the Go



This Podcast from Community Care features compelling discussions between Community Care editors and expert guests about the latest research, theories and practice issues and what these mean for social workers.

<https://open.spotify.com/show/17Hqmsd9mouCwMfXUpf4GD>

### Social Workers Break Room

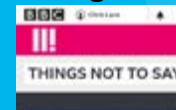


In this current climate of working from home and alienation from colleagues/fellow students, most of us could probably do with grabbing a cup of tea and listening in to the social workers' break room! This podcast is hosted by USA-based social workers Imelda and Jennifer, who wanted

to create a safe space to discuss the unspoken truths of social work and other issues commonly discussed/ vented by social workers in their office break rooms.

<https://socialworkersbreakroom.com/>

### Things Not To Say, BBC Three



This YouTube series is a slightly different recommendation, as it is not necessarily geared towards Social Workers, however as we know social work is multidisciplinary and therefore knowledge can be obtained from a

variety of sources! This brilliant Youtube series features insights and suggestions of "things not to say," from people with lived experience of the topics being discussed. These include things not to say to; FGM survivors and campaigners, someone with depression, black women, a non-binary person, someone with schizophrenia and many more equally interesting episodes!

<https://www.bbc.co.uk/bbcthree/category/things-not-to-say>

So there you have it! Hopefully, you will find something useful or entertaining among these recommendations, however, it should be stressed that this list is by no means exhaustive. We are privileged to live in a time where there are many great resources for social workers and students. If you know of any other interesting social media pages, podcasts, or Youtube channels that are relevant to social work, feel free to get in touch with us at **The Loop**, as we would love to feature your suggestions in our future publication issues!

# Carers are “Integrators” of Service between NHS and Social Care Services

**Thana Narashiman**

**Person with Lived Experience**

**BeSpoke Member & Colleague**



It is not often you come across a male carer but it's a role I got engaged into when my parents got severely ill. I had to resign from my corporate work and support my disabled parents and be their advocate.

One of the early challenges was witnessing the demarcation between social services and the NHS when my parents needed support from both services to deal with their multifaceted complex social and health conditions. In reality, the services were “silo” based with each side decoupled. The gaps in services manifested with me the carer being the “integrator” of services – advocating concerns for my parents. This was more implicit during care assessments and collating all the information.

With this “expert by experience” knowledge, I volunteered

with co-production teams at both NHS and Social Services to expose gaps to facilitate a more holistic and integrated approach. This engagement has culminated in me being invited as one of two community leads for Carers' Strategy for the local Council. The genesis into this new “Integrated Care Services” (ICS) will hopefully be transformative. This is an important concept for new social workers to acquire as soft skills would encompass them working closely with cohorts of new professionals to deliver more personalized integrated care services.

This carer journey continues with my engagement as BeSpoke “Expert by Experience” lecturer with London Metropolitan University where I am privileged to impart my knowledge to students.

With my carer respite, I cruise positively travelling globally to recharge my mind.



# Finding Social Work in Creative Spaces

*By Birungi Nakiwala, The Loop Co Editor*

Social workers are fortunate to be able to draw wisdom and inspiration from a variety of sources, including creative spaces. 'Construction' is a poem by **George The Poet**, a London-based spoken word artist and champion of social justice.

You might be wondering how this poem is relevant to social work. One could suggest that one of the opening lines of the poem, "we exist in relation to our social ties," indicates that much of what we are about to hear is rooted in systems theory. The concluding statement "there are no choices without chances," could raise questions about certain groups that we might come across as social workers and why we may find them hard to engage.

What other social work connections can you identify in this poem?

<https://www.youtube.com/watch?v=rOX1ETA0eUo>

## Homelessness and COVID conference 25 March 2021



First year social work students came to the second annual homelessness conference at London Metropolitan University. The conference was about Homelessness and COVID and was attended by a record number of students- more than 200 people came.

**Faye Greaves**, Head of Policy and Practice at the [Centre for Homelessness Impact](#) outlined the evidence for 'what works' in preventing homelessness. **Councillor Louise Mitchell**, the Cabinet Member for Housing at Waltham Forest, discussed the local authority view on homelessness and what councils are doing during COVID (Louise is a graduate of London Metropolitan University). **Dom Gates**, Director of Services, [Providence Row](#) analysed the challenges for front line staff in getting street homeless people into temporary accommodation, and supporting them there. The final speaker, **Meg Rainey**, is a Senior Social Worker with Tower Hamlets Council, and provided some moving testaments from homeless people she has helped. She stressed the importance of knowing the law, and treating homeless people as individuals.

The conference ended with a panel discussion, which

included a current student and an ex-student who have experienced housing problems. The conference provided much to think about, but the overall message is that we can deal with homelessness with political will and adequate resources.

We hope to host a homelessness conference each year, and next year will focus on one of the following subjects: BAME communities and homelessness; young people and homelessness or domestic abuse and homelessness. We are currently writing a report on the conference; if you would like a copy please email [p.mulrenan@londonmet.ac.uk](mailto:p.mulrenan@londonmet.ac.uk)

*Patrick Mulrenan, course leader BSc Community Development and Leadership. The conferences are delivered in partnership with the Chartered Institute of Housing, which provides professional validation for the programme. For any enquiries about the course please contact Patrick. Details of the course can be found at: <https://www.londonmet.ac.uk/courses/undergraduate/community-development-and-leadership---bsc-hons/>*



# Good practice of North East London Social Work Teaching Partnership mentioned in DfE evaluation



The North East London Social Work Teaching Partnership (NELTP) has been given the green light to apply for a fourth year of funding from the Department of Education and Department of Health and Social Care.

The NELTP comprises the London boroughs of Waltham Forest, Barking and Dagenham, Havering, Newham, Redbridge and Tower Hamlets together with the University of East London and London Metropolitan University.

The partnership will continue to provide a wide range of support to student social workers in the coming year.

- Access to bespoke learning events to further develop your social work knowledge and skills.
- Access to practice learning placements in the statutory sector.
- An opportunity to contribute to our Social Work in 40 Objects project. Can the story of Social Work be told through objects? To make a contribution please visit <https://neltp.org.uk>
- Access to information, resources and current research check out our website. North East London Teaching Partnership Practice focussed teaching sessions complimenting the current curriculum, in turn strengthening your professional confidence.
- Support with preparing for practice placements and entering the world of social work employment.

[neltp.org.uk](https://neltp.org.uk)

@NelswTeaching



## Living with Schizoaffective Disorder - A Short Story



**Horace Smith**  
**Person with Lived Experience**  
**BeSpoke member & colleague**

**This is part of my first short fiction story based on my battle with mental illness. It is called "Living With Schizoaffective Disorder A Short Story." I tell this story through the eyes of the character Humphrey. It can be purchased on Amazon.**

Before the abuse, the living room became like a whirlwind of bad aromas of the smell of moulded carpet. The smell covered the concrete ground on the ground floor. My half-brothers and I played, separately, with our toys soldiers. There were three half-brothers in one group and me by myself. After their father had left my mother was the only adult working. During the winter months, we did not have the luxury of wasting the little heat that we had to keep us warm so the windows could not be opened. We relied on air fresheners that did not uproot the damp smell reflected off the concrete floors of the house. The damp had risen

from the decaying wet carpets; on the other

hand, there were the fragrances of mum's cooking like her fried fish.

However, the whispers of the mould free air during the summers when the windows could be opened were priceless. The smell was abundant as the windows were

opened during the summer months to offset the musty aura

that gave the house its dark appeal. The damp smells gave life to the black and white horror movies that we would watch on television, biding our time until we were old enough to escape the house on a haunted road.

The summer breeze sailed in on the wind through the windows bringing the incense of West Indian roast chicken and rice and peas. The pine disinfectant was my favourite smell then and now when my mother mopped the kitchen and hallways with it.

On Sundays, during the summers, sitting in my cream shorts at the kitchen table, on the second floor, by the window with the summer sun shining in, giving me warmth. Her cooking, on that day of the week, was like incense that when lit gave off an aroma that was pleasing to the senses.

The clothes that I wore at home made me feel like I was worth nothing. Being the only child of four with no one to play with I needed to be accepted for the sake of good mental health. The increase resentment towards my mother

came with an increasing sense of guilt. The more withdrawn I became, the more isolated I became until I became an introvert. No one in my adolescence telling me that I was loved led me to accept the abuse that came from the feelings of rejection as the norm. I became a semi-feral child.

The guilt was the fruit of my impressions of resentment of the only person who loved me, my mother. I felt increasing worthlessness that I grew like a plant that I believed was love and acceptance. Alone, separated from my three half-brothers who played with each other, we came together when we could smell our mum's West Indian cooking as she cooked in the kitchen on the second floor.

However, I always remembered eating alone. I also remembered the beatings when I would not eat some of the traditional West Indian food that my mother cooked during the weekdays unless it was her British cuisine. Instead of relying upon the air fresheners to uproot the smell of the carpet that had an earthy smell after being trodden on with dirty boots some days of the week, the fragrances would trickle down like incense into the living room.

During the seasons the singing of the songbirds in the garden sounded like the shrill of my desperation at the mental torment of being the odd one out. I thought that the older child blamed me for his father leaving. I could not find common ground to coexist, the bills coming in with little money to pay them, the nature of a three bedroom Council house. The rivalry between bricks, mortar and flesh and blood began to surface. Each room had a story of the modern day Spartan battle to tell.



**SILENCE IS COMPLICITY** 

**ANTI-RACISM VIRTUAL SUMMIT 2021**



**KEVIN J BRAZANT**

LECTURER AND LEARNING CONSULTANT

**MARCH 16TH 8:50 AM (EST)**

Hosted by:   [GLOBALSOCIALWELFARESUMMIT.COM](https://globalsocialwelfaresummit.com)

maltreating fathers as part of gender based violence. The complexity of navigating alleged domestic violence as part of family relationships presented another arduous task that lay ahead for student social workers once they qualify. Kevin created a much needed space as part of the seminar for exploration of practice issues along with answering student questions and fears whilst practitioners seized the opportunity to bring practice issues and lecturers explored how problem based learning could be used as part of their teaching.

#### Problem Based Learning (PBL)

Problem Based Learning is student centered and encourages self-directed learning around a particular issue or area of practice. For lecturers and academics interested in this approach this is particularly useful for students who are undertaking practice case studies and research/dissertation projects. Linking problem based learning with practice issues, in this case engaging male carers and fathers, is a great way to get students stuck in with real issues of practice whilst out on placement. For students who are interested in this approach, they are more likely to commit and remain motivated to achieve their learning goals if it is a topic or subject that they are passionate about and aids self-efficacy. Kevin welcomes students wishing to pursue engagement with fathers as part of problem based learning, sharing best practice interventions around couple conflict and violence prevention work with fathers.

#### Details of the Anti-Racism summit 2021.

<https://globalsocialwelfaresummit.com/>

Kevin Brazant, academic mentor, lecturer and learning development practitioner was invited to present his work at the three day international Anti-Racism virtual summit co-hosted by The Council on Social Work Education and Social Work Helper based in Delaware, United States in March 2021.

#### Anti-Racism Virtual Summit 2021

The summit attracted over 3,000 practitioners including social work academics, lecturers and students studying social work. The focus of the summit was to explore white allyship which emphasises the use of power, privilege and resources to help elevate the voices of oppressed communities as part of anti-racist practice.

Kevin was the first speaker to present at the summit introducing

attendees to problem based Learning (PBL) as part of teaching and learning in Higher

Education. His practice research interests in promoting positive father involvement was his focus in applying problem based learning approaches. He invited academic staff to consider how they would prepare newly qualified social workers and students for this challenge. Pressing themes as part of seminar included how to engage BIPOC (Black indigenous People of Colour) fathers as well as how to navigate issues of historic domestic violence, abuse and introduced attendees to 'Parental Alienation' an extreme form of parental gate keeping as part of practice.

#### Challenges of father engagement as part of practice

Practitioners expressed frustration about the challenges of engaging

# The Loop Needs You!



## 2 Student Co-Editors wanted to take the newsletter to the next level.

Are you self motivated? Enthusiastic about your social work course? Interested in doing something creative & fun? Able to work independently to find and write interesting newsletter pieces?

The current Co-Editors, who have set a high standard, will soon be moving on to professional social work practice. New Co-Editors are needed to work on the Autumn 2021 edition of The Loop.

You will have regular editorial meetings with Donna Jones and have fun ... I mean serious discussions about newsletter content

You will develop important employability skills

You will have something unique to add to you CV and attract the attention of potential employees

### INTERESTED?

Contact Donna

[d.jones1@londonmet.ac.uk](mailto:d.jones1@londonmet.ac.uk)



# A day in the life of the Head of Social Work...



**9:30am:**

Dissertation supervision - student x. This student is well prepared and extremely thoughtful about their research process. Positionality features heavily in the discussion.

**10:30am:**

Dissertation Supervision student y. We talk a lot about this student's placement...Time is up, so they will send me a draft...

**11:30:**

Meet with SSPR Senior Management Team to discuss School Strategic Plan

**1:30**

Lunch -a bag of Salt n Vinegar crisps and a couple of jelly babies...

**06:45am:**

My dog starts his noisy search and rescue routine with his squeaky ball next to my bed - which means 'Get Up and take me out!'

**7:00am:**

Dog walking clothes on over pj's and I'm out in the half light and quiet of morning heading to a bit of Epping Forest called Hollow Ponds to get my 10,000 steps in and a bit of walking meditation

**9:00am:**

I'm logging on with coffee - toast will have to wait because there's no bread...I accidentally click on 'accept updates' on my laptop, now the whole thing has shut down and is rebooting...

Meet with Chris Lane to agree priorities, and note that we are both looking slightly dishevelled and bleary eyed...I switch off my camera...

**1.35pm:**

A student MS Teams calls me to talk about the option of Taking A Break from studies due to personal circumstances changing

**1.50pm:**

Follow up call to a practitioner who is interested in offering skills sessions and also in being an Off Site Practice Educator for us. Arrange to meet on MS Teams early next week to explore ideas.

**2pm:**

Meeting about the Admissions process with Chris Lane and colleagues in Admissions

**2.30pm:**

Debrief with a colleague who is delivering a session on one of my modules in a couple of weeks time

**3pm:**

Misconduct and Safeguarding procedures meeting

**4:00pm:**

Placement Mid-Way Review meeting that has been rescheduled.. The student is doing really well and has opted, after discussion with PE, to complete the full placement days rather than the reduced days. She spoke enthusiastically about the Employability Conference and how energised she feels and prepared for the workplace!

**5:05pm:**

Meet with Director of London Engagement and the Business Manager of The Big House Theatre to review how the World Social Work Week performance, 'Bullet Tongue Reloaded', went (over 950 tickets booked! I was blown away!) and lessons learned for future collaborations. A fun meeting!

**6:00pm:**

Catch up on emails and plan a schedule for 'Open Door!' sessions over something to eat

**8.30pm:**

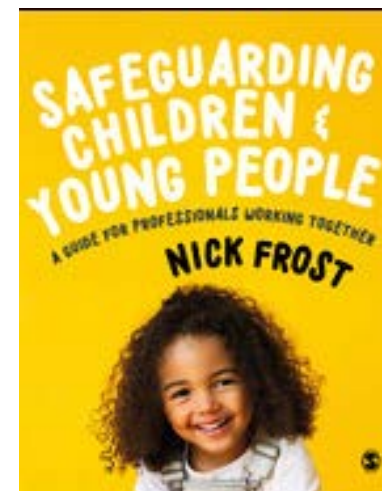
Update my Weblearn sites and then take the dog for a little stroll...get more steps in...but also get some thinking time for the research project I am involved in

**9:45pm:**

Jump on a birthday Zoom with a large glass of fizz. I've missed half of the guests, which isn't a bad thing because they're quite boring...Only my good friend, her partner and a couple of guests left. We end up musing about what the point of Tik Tok is...

**11:00pm(ish):**

Stick a Post It note on my laptop for the top 3 things I have to do when I log on tomorrow, check that I am still ahead of Chris Lane on the team virtual Physical Activity Challenge (we are working our virtual way along Route 66...and he is so far behind me, I can't see him!) and call it a wrap...



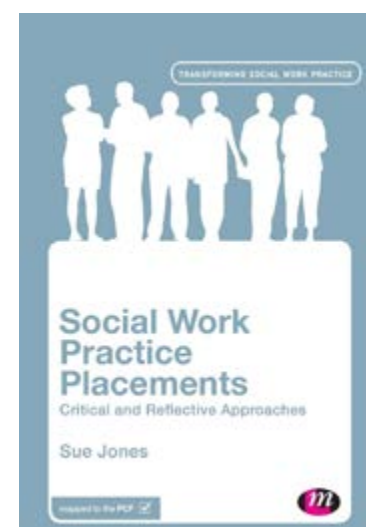
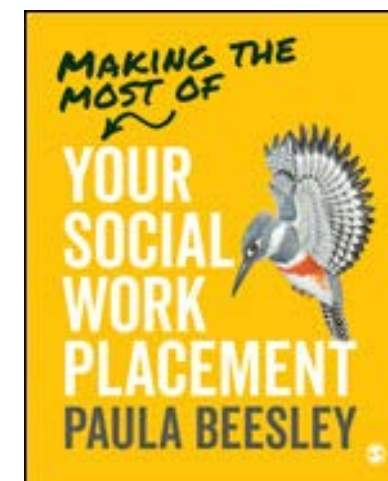
## Safeguarding Children and Young People **Frost**

An accessible and multi-disciplinary guide to working together with other professionals to deliver a child-centred and co-ordinated approach to safeguarding, in line with the Working Together to Safeguard Children guidance. Taking a 'whole systems' approach, and offering support on prevention, assessment, intervention, systems, and leadership, the book reflects on recent challenges including contextual abuse, child sexual exploitation and cyber-abuse. This book is also packed with case studies, activities and points for reflection to aid your learning and test your understanding.  
~~£25.99~~ **£18.19** | November 2020 | 208 pages | SAGE Publications Ltd | ISBN: 9781526494375

## Making the Most of Your Social Work Placement **Beesley**

Takes you step by step through your social work placement, guiding you through what you will be expected to do, and helping you to make the most of it. You will learn how to apply the theory and skills you have learnt in practice, to your own observations as well as to your placement portfolio, and how to gain the feedback you need. The book is packed full of hands-on advice, alongside a variety of learning features such as chapter checklists, reflective tasks, and potential placement pitfalls.

~~£24.99~~ **£17.49** | October 2019 | 160 pages | SAGE Publications Ltd | ISBN: 9781526458964



## Social Work Practice Placements **Jones**

This book focuses on helping you develop critical and reflective skills in practice so you will be better equipped to pass practice placement assessments. It describes coping techniques for those who are not wholly satisfied with their current placement and explores how to get the best out of your placement, no matter which organisation you find yourself in - helping you develop a greater sense of emotional intelligence and resilience. It also includes a full chapter devoted to becoming a Newly-Qualified Social Worker and the demands of the Assessed and Supported Year in Employment.  
~~£22.99~~ **£16.09** | December 2014 | 160 pages | Learning Matters | ISBN: 9781473902244







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To contribute to the next issue, please contact:

Donna at [d.jones1@londonmet.ac.uk](mailto:d.jones1@londonmet.ac.uk)