

# Corporate Policy and Strategy Committee

**10.00, Tuesday, 30 September 2014**

## **Learning in Partnership: Policy for Student Placements in Health and Social Care and Children and Families**

**Item number** 7.6

**Report number**

**Executive/routine**

**Wards**

### **Executive summary**

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The purpose of the proposed policy is to support the education and development of the future workforce across Children and Families and Health and Social Care. The Council is committed to doing this in partnership with providers of education, training and learning.

Supporting students effectively promotes high standards of workforce development and of service delivery.

The policy will support all stakeholders involved in the facilitation of student learning and development.

The information provided will assure quality and provide a consistent approach across the Council.

### **Links**

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**Coalition pledges** P1

**Council outcomes** CO1 -

CO6, CO10 - 15

**Single Outcome Agreement** SO2 – SO3 – SO4

# Report

## Learning in Partnership: Policy for Student Placements in Health and Social Care and Children and Families

### Recommendations

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- 1.1 It is recommended that the Corporate Policy and Strategy Committee adopt the policy statement attached at Appendix 1: Learning in Partnership: Policy for Student Placements in Health and Social Care and Children and Families.

### Background

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- 2.1 Previously, both service areas had a separate policy. A joint policy, covering all students will ensure a consistent approach to how students are supported in the Council.
- 2.2 It is important for the Council to be clear about the expectation on students prior to their joining the organisation. This includes being specific about membership of the Protection of Vulnerable Groups Scheme.

### Main report

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- 3.1 The policy statement at Appendix 1 articulates the principles that will apply to the Council's engagement with students, and with the education and training organisations, with which we work in partnership. These principles include our commitment:
  - a. to supporting the learning and development of students, which helps the Council fulfil its role as a learning organisation
  - b. that the needs of children, young people, adults and families will always be paramount when considering student placements
  - c. to the importance of students participating in work-based placements, and to working with all further and higher education institutions to support the learning and development of a future workforce
  - d. the principle that involvement in student education is beneficial to staff, service users and the Council, and that supporting student placements requires the participation of all agencies and the engagement of staff

- e. that no student should begin a placement or have unsupervised contact with service users until the Protection of Vulnerable Groups process has been completed.

## Measures of success

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- 4.1 Effective collaboration between Children and Families, Health and Social Care, universities and colleges will support the education and training of the future workforce. This will impact positively on the quality of the services provided, the consistency of approaches and the outcomes for people.
- 4.2 Adherence with the requirements of the Protection of Vulnerable Groups (Scotland) Act 2007 will support safer recruitment and the protection service users, staff and the public.

## Financial Impact

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- 5.1 There is no financial impact to the Council from the implementation of this policy.

## Risk, policy, compliance and governance impact

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- 6.1 The policy meets the Council's requirement, describing agreed courses of action or sets of standards workforce learning and development.
- 6.2 The policy is consistent with the expectations of the Role of Chief Social Work Officer – within the Principles, Requirements and Guidance pursuant to Section 5 (1) of the Social Work Scotland Act 1968.

## Equalities impact

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- 7.1 The new [Equality Act](#) came into force on 1 October 2010, bringing together over 116 pieces of legislation into one Act. The new Act provides the legal framework to protect the rights of individuals and advance equality of opportunity for all. The assessment carried out in respect of this policy demonstrates only positive impacts.

## Sustainability impact

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- 8.1 A consistent policy for students will support succession planning and will assist in the development of the workforce for the longer term.

## Consultation and engagement

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- 9.1 The following represent the consultation activity that has taken place in the development of this policy:
- a. the policy was produced by a working group of learning and development professionals from both Children and Families and Health and Social Care
  - b. an early consultation meeting was held with programme directors from a local university to seek views on policy content
  - c. consultation with senior managers has taken place at key stages of the policy development
  - d. consultation and advice have been sought from Legal Services, particularly in relation to the arrangements for Protection of Vulnerable Groups
  - e. there has been consultation on the policy with local professional associations: Unison and EIS.

## **Background reading/external references**

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### **LEGISLATIVE CONTEXT**

The Role of Chief Social Work Officer – within the Principles, Requirements and Guidance pursuant to Section 5 (1) of the Social Work Scotland Act 1968.

The new [Equality Act](#) came into force on 1 October 2010, bringing together over 116 separate pieces of legislation into one single Act. Combined, they make up a new Act that will provide a legal framework to protect the rights of individuals and advance equality of opportunity for all.

Protection of Vulnerable Groups (Scotland) Act 2007.

### **ASSOCIATED DOCUMENTS**

- [Learning Organization](#)
- [Scottish Social Services Council – code of practice](#)
- [General Teaching Council for Scotland – Code of Professionalism and Conduct](#)
- [College of Occupational therapists - Ethics and Professional Standards](#)
- [Nursing and Midwifery Council - The code: Standards of Conduct, Performance and Ethics](#)
- [Information about Equal Opportunities](#)
- [Adult Child Protection Statement](#)
- [Contact Details for Placement Requests](#)

- [Complaints Policy and Procedure](#)
- [CPD Opportunities](#)
- [Dress Code Guidance](#)
- [Establishment Student Policy Exemplar](#)
- [Enhancing the Quality of AHP Practice Education](#)
- [Guidance on Safe Recruitment of School Volunteers](#)
- [Learning in Partnership: Policy for Student Placements Health and Safety responsibilities](#)
- [Learning in Partnership: Policy for Student Placements Health and Safety Emergency Contact List](#)
- [Learning in Partnership: Policy for student placements Health and Safety general guidelines](#)
- [Placement contact details](#)
- [Social Networking Guidance](#)
- [Student Accessing Courses](#)
- [Student Induction Checklist](#)
- [Student Placement Evaluation](#)
- [Student placement dates for nursery, primary, secondary and social work](#)
- [Student Supervision Record](#)

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## Links

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<b>Coalition pledges</b>	P1 – Increase support for vulnerable children, including help for families so that fewer go into care
<b>Council outcomes</b>	CO1 – Our children have the best start in life, are able to make and sustain relationships and are ready to succeed CO2 – Our children and young people are successful learners,

confident individuals and responsible citizens making a positive contribution to their communities

CO3 – Our children and young people in need, or with a disability, have improved life chances

CO4 – Our children and young people are physically and emotionally healthy

CO5 – Our children and young people are safe from harm or fear of harm, and do not harm others within their communities

CO6 – Our children's and young people's outcomes are not undermined by poverty and inequality

CO10 – Improved health and reduced inequalities

CO11 – Preventative and personalised support in place

CO12 – Edinburgh's carers are supported

CO13 – People are supported to live at home

CO14 – Communities have the capacity to help support people

CO15 – The public is protected

**Single Outcome Agreement**

SO2 - Edinburgh's citizens experience improved health and wellbeing, with reduced inequalities in health

SO3 – Edinburgh's children and young people enjoy their childhood and fulfil their potential

SO4 – Edinburgh's communities are safer and have improved physical and social fabric

**Appendices**

The Student Placement Policy

# Policy for Student Placements in Health and Social Care and Children and Families

**Implementation date: 10 May 2011**

## Control schedule

<b>Approved by</b>	<i>(relevant committee)</i>
<b>Approval date</b>	<i>(date committee approval given)</i>
<b>Senior Responsible Officer</b>	
<b>Author</b>	Caroline Bayne, Principal Officer – Teaching; John Kerr, Learning and Development Advisor
<b>Scheduled for review</b>	<i>(one year from above date)</i>

## Version control

<b>Version</b>	<b>Date</b>	<b>Author</b>	<b>Comment</b>
0.1	<i>(date required)</i>	Caroline Bayne; John Kerr	

## Committee decisions affecting this policy

<b>Date</b>	<b>Committee</b>	<b>Link to report</b>	<b>Link to minute</b>
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# Policy for Student Placements in Health and Social Care and Children and Families

## Policy statement

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- 1.1 The City of Edinburgh Children and Families and Health and Social Care Departments are committed to working in partnership with providers to support the education and development of the future workforce.

Many students are supported successfully within our agency and we wish to maintain these high standards.

The policy and set of procedures provided will support all stakeholders involved in the facilitation of student learning and development.

The information provided will assure quality and provide a consistent approach across Children and Families and Health and Social Care.

## Scope

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- 2.1 The policy supports staff hosting students within all establishments or agencies. It outlines responsibilities for each stakeholder involved in the student placement process (section 5) and the key expectations in relation to the allocation, support and criminal records checking of students within the workplace, through the Protection of Vulnerable Groups scheme (PVG).

## Definitions

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- 3.1 n/a

## Policy content

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- 4.1 Our commitment to supporting the learning and development of students helps us to fulfil our role as a learning organisation.
- 4.2 The needs of all children, young people, adults and families will always be paramount when considering student placements.



- 4.3 The Children and Families and Health and Social Care Departments attach high importance to participating in the promotion of work-based placements.
- 4.4 The Children and Families and Health and Social Care Departments are committed to working with all further and higher education institutions to support the learning and development of a future workforce.
- 4.5 Supporting student placements requires the participation of all agencies and the engagement of staff.
- 4.6 The involvement in student education is beneficial to staff, service users and the agency.
- 4.7 The number of placements offered by an establishment should reflect its capacity to provide appropriate support to enable the student to meet the placement competencies.
- 4.8 The Children and Families and Health and Social Care Departments expect that all agencies will allocate time for the student mentoring role to be carried out.
- 4.9 The number and type of placements offered by an agency should reflect its size, staffing profile and individual circumstances.
- 4.10 All agencies should identify an appropriate member of staff to be responsible for each student placement.
- 4.11 Placement guidance and assessment information should be presented to the agency prior to the student's arrival or on the first day of the placement.
- 4.12 Pre-placement visits by students should be encouraged.
- 4.13 A named tutor / contact from the further or higher education institution should be given to the staff member responsible for the student within the work place.
- 4.14 If there are concerns about the competency of a student, contact should be made at the earliest opportunity with the central co-ordinator, i.e. practice learning team or if appropriate with the provider. Contact can also be made with central staff for support, guidance and advice.
- 4.15 When determining the placement of students, an agency should consider the ratio of workers to service users, e.g. in an early years establishment it is important not to have a very high ratio of adults in correspondence to the number of children.
- 4.16 Students are supernumerary to the staffing complement within an agency.
- 4.17 Practice educators / mentors should make themselves aware of the Guidance on Safe Recruitment of School Volunteers, as students are considered to be, "volunteers".

- 4.18 No student should begin placement and have service user contact until the PVG process has been completed.

## **Implementation**

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- 5.1 For details of the completed [Implementation and Monitoring form](#), please access the relevant committee report.

## **Roles and responsibilities**

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### **6.1 The Responsibility of the Local Authority**

- to promote student placements as a mutually beneficial professional development activity
- to promote student placements as a vehicle for future recruitment of staff
- to provide support and guidance to colleagues who are mentoring students
- to liaise as appropriate with providers over placement issues
- to work at both a local and national level to promote a learning culture and best practice
- to provide information regarding professional development opportunities for staff who are supporting students
- to liaise with providers to ensure that all students are members of the Protection of Vulnerable Groups scheme.

### **6.2 The Responsibility of the Provider**

- to ensure student and visiting tutor are members of the Protection of Vulnerable Groups scheme prior to commencement of the placement
- to make contact with appropriate co-ordinators
- to inform the local authority that all students are registered with PVG and have received a PVG scheme update where appropriate, no later than four weeks prior to commencement with placement (or some such other date to be expressly agreed with the council)
- to confirm student attendance on the placement offered
- to provide agencies with placement guidance / requirements and assessment information
- to ensure the named tutor maintains contact with the establishment

- to discuss issues or concerns regarding student progress with a key member of staff in the establishment
- to offer support to student to enable them to meet placement criteria.

### **6.3 The Responsibility of the Establishment / Agency**

- to alert the student to all relevant child and adult protection policies and procedures
- to arrange the appropriate time and experience for the student to fulfil the requirements of the placement
- to identify a key member of staff to co-ordinate arrangements for student placements
- to provide a suitable induction programme
- to record formative and summative assessment information and share with the student and course tutor
- to inform the line manager if difficulties with the placement arise
- to contact the central co-ordinator, i.e. practice learning team or if appropriate the course tutor if difficulties within the placement arise.

### **6.4 The Responsibility of the Student**

- to make contact with the establishment prior to the placement if possible
- to present placement information to the key staff member in the agency
- to read the child and adult protection policies and procedures
- to participate in induction activities as organised by the staff within the agency
- to present their course work / records to supervising staff member as appropriate
- to inform the establishment and provider of non-attendance
- to adhere to confidentiality protocols and policy and procedure relating to security of information within the placement setting
- to raise concerns or issues to named staff member within the agency
- to adhere to a dress code that reflects your professional role and the responsibility of representing service users and your profession (see dress code guidance)
- to exercise reasonable caution when adding anything to a social networking site that may cause undue embarrassment to themselves or the agency (see social networking guidance).

## 6.5 Codes of Practice

- the student and supervisor must have knowledge and understanding of the relevant Codes of Practice for their particular profession.
- the relevant Codes of Practice represent the professional standards of practice and behaviour expected of the student and the agency.

## Related documents

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### 7.1 Legislative Context

The Role of Chief Social Work Officer – within the Principles, Requirements and Guidance pursuant to Section 5 (1) of the Social Work Scotland Act 1968.

The new [Equality Act](#) came into force on 1 October 2010, bringing together over 116 separate pieces of legislation into one single Act. Combined, they make up a new Act that will provide a legal framework to protect the rights of individuals and advance equality of opportunity for all.

### 7.2 Associated Documents

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- [Establishment Student Policy Exemplar](#)
- [Enhancing the Quality of AHP Practice Education](#)
- [Guidance on Safe Recruitment of School Volunteers](#)
- [International Students requesting placements in City of Edinburgh Council Establishments](#)
- [Learning in Partnership: Policy for Student Placements Health and Safety responsibilities](#)

- [Learning in Partnership: Policy for Student Placements Health and Safety Emergency Contact List](#)
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## **Equalities and impact assessment**

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- 8.1 For details of the completed [Record of Equality and Rights Impact Assessment \(ERIA\)](#) form, please access the relevant committee report.

## **Strategic environmental assessment**

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- 9.1 N/A

## **Risk assessment**

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- 10.1 *(Content required)*

## **Review**

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- 11.1 This policy is due to be reviewed one year from the approval date stated on the title page.