

Policy for Student Placements in Children's Services and Adult Services

Implementation date: 10 May 2011

Control schedule

Approved by	Policy and Resources Committee
Approval date	30 September 2014
Senior Responsible Officer	Michelle Miller, Chief Social Work Officer
Author	Caroline Bayne, Principal Officer – Teaching; John Kerr, Learning and Development Advisor
Scheduled for review	08 February 2017

Version control

Version	Date	Author	Comment
0.1	30.09.2014	Caroline Bayne; John Kerr	
0.2	08.02.2016	Caroline Bayne; John Kerr	

Committee decisions affecting this policy

Date	Committee	Link to report	Link to minute
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Policy for Student Placements in Children's Services and Adult Services

Policy statement

- 1.1 The City of Edinburgh children's services and adult services 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's services and adult services.

Scope

- 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

- 3.1 n/a

Policy content

- 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's services and adult services attach high importance to participating in the promotion of work-based placements.
- 4.4 The children's services and adult services 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's services and adult services 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

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

Roles and responsibilities

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 students 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 and is accompanied at all times while visiting the student on placement

- 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

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

- [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](#)
- [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](#)
- [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](#)

Equalities and impact assessment

- 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

- 9.1 N/A

Risk assessment

- 10.1 N/A

Review

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