

**Work Placement
 Policy & Procedure**

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Approved By: Academic
 QA Committee

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Approved By: Tony O' Brien
 CEO

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This policy pertains to **Northridge House Education and Research Centre at St Luke's Cork**, hereafter referred to as **the Centre**.

1. Purpose of Policy

This policy is in place to ensure that each Learner undertaking QQI courses that include work experience are aware of the expectations of them while they are on work experience. This policy will assist the Centre in ensuring that the time each learner spends on work experience will be of benefit to them and will also assist the centre in providing training that meets the standards as set out in our Quality Assurance Policy.

2. Definitions and Abbreviations

Garda E-Vetting – An online vetting service performed by An Garda Siochana

Safeguarding Certificate – A certificate obtained by persons that have completed mandatory training in Safeguarding Older Adults

Placement site – an appropriate venue agreed by tutor and DOE that meets the requirements as set out in the course brief.

3. Scope of Policy

This policy applies to all Learners undertaking QQI courses that contain a work experience module.

4. Policy Statement

This policy applies to any QQI Course that involves work experience as part of the module. Currently only one course (QQI Level 5 Care Skills - 5N2770) run by the centre involves work experience. If the work experience requirement is part of any future courses, this policy will be amended to reflect any specific requirements for that course.

QQI Level 5 Care Skills 5N2770

Part of the programme is a mandatory 120 hour supervised placement within an approved Residential Care Setting. In general learners for this module source their own placement, the Centre must approve the suitability of the venue.

St. Luke's Home provides a limited number of placements following interview by the HR Dept. The allocation of these placements is solely within the discretion of St. Luke's Home. While the Centre facilitates placements the final selection of candidates is at the discretion of the appropriate authority of the residential care centre.

It is vital that the following conditions are met if Learners wish to enrol on this programme:

1. Learners must have an agreed placement signed-off as below with a Residential Care Centre
2. If Learners apply to St. Luke's Home HR Dept. for a placement and following successful interview the HR Manager will guide them through the requirements set by St. Luke's Home. Garda Vetting will be processed, and hours will be allocated to meet the 120-hour criteria.
3. If Learners are applying to another Residential Care Centre, it is essential that the Centre receive a written confirmation from this Centre for the Learners acceptance, this should be on the Placement Information Sheet/Form of Agreement.
4. Please ensure that the Placement Information Sheet /Form of Agreement is signed and returned to the Centre wherever you are doing your placement.
5. It is vital that Learners commence the Garda E-Vetting Process as soon as possible as without its successful completion learners **CANNOT COMMENCE THE COURSE. This process is initiated on Learners behalf by Northridge House but must be completed by the learner.**
Following receipt of a Garda vetting disclosure if a criminal conviction shows up it may lead to a refusal of a placement by the Nursing Home.
6. Learners must possess a current (within 2 years) Patient Moving & Handling Certificate and Safeguarding Certificate prior to commencing placement.
7. Northridge House will confirm in advance with learner's placement centre the expectations for a successful completion of the programme.
8. As part of the placement assessment process there are 3 separate forms that must be completed and submitted to the Centre – learners will receive these forms on the first day of the programme. Please keep them safe and ensure that they are filled and signed-off as directed by the tutor.
9. Learners must follow the dress code of the Residential Care Centre while on Work Experience. They will be given a document entitled Dress Code for Students on Work Experience by their Tutor prior to work experience commencement to outline what those requirements will be.

5. Roles and Responsibilities

It is the Learners responsibility to adhere to the rules and guidelines within this policy.

The Workplace Assessor is responsible for ensuring that required tasks are undertaken by students and for recording the outcomes in the Workplace Supervisor Report

6. Associated Documentation

QQI Level 5 – Care Skills Module Placement Information Sheet/Form of Agreement (Appendix A) (F16)

Directions & Checklist for Skills Practice Assessment Form (Appendix B) (F16)

Supervisor Report Form (Appendix C) (F16)

Dress Code for Students on Work Placement (Appendix D)

7. Referenced Policies

Quality Assurance Policy

8. Monitoring and Review

Reviewed periodically and as any new courses requiring work experience are offered by the Centre.

Appendix A

QQI Level 5 – Care Skills Module Placement Information Sheet

Northridge House welcomes your interest in this mandatory module which is part of the QQI Level 5 Major Award in Healthcare Support

Part of the programme is a mandatory 120 hour supervised placement within a Residential Care Setting

St. Luke's Home provides a limited number of placements following interview by the HR Dept. Fiona Dwyer is the HR Manager in St. Luke's Home and can be contacted on 021 4359444 or fiona.dwyer@stlukeshome.ie. The allocation of these placements is solely within the discretion of St. Luke's Home.

It is vital that the following conditions are met if you wish to enrol on this programme:

1. You must have an agreed placement signed-off as below with a Residential Care Centre
2. If you apply to St. Luke's Home HR Dept. for a placement and following successful interview the HR Manager will guide you through the requirements set by St. Luke's Home. Garda Vetting will be processed, and hours will be allocated to meet the 120-hour criteria.
3. If you are applying to another Residential Care Centre, it is essential that we receive a written confirmation from this Centre for your acceptance.
4. Please ensure that the form of agreement which is part of this document is signed and returned to Northridge House wherever you are doing your placement.
5. To secure a place on the programme a deposit of €100 must be paid, the balance of fees must be paid 1 week before the course commences.
6. It is vital that you commence the Garda Vetting Process as soon as possible as without its successful completion you **CANNOT COMMENCE THE COURSE**
7. You must possess a current (within 2 years) certificate of Patient Moving & Handling prior to commencing placement.
8. Northridge House will confirm in advance with your placement centre the expectations for a successful completion of the programme.
9. As part of the placement assessment process there are 3 separate forms that must be completed and submitted to Northridge House – you will receive these forms on the first day of the programme. Please keep them safe and ensure that they are filled and signed-off as directed by the tutor.

Please complete the attached form and return

Form of Agreement for Care Skills Work Placement

To be completed, signed, and returned to:

Northridge House Education Centre, Castle Road, Mahon, Cork.

Tel: 021 4536551 Email: claire.coakley@stlukeshome.ie

Name of Student		
Name of Residential Centre		
Contact Name		
Contact Number		
Contact Email		
Signed by Residential Centre		Date:
Signed by Student		Date:

Please ensure this form is completed and returned to Northridge House no later than 3 weeks before the course commences.

Office Use Only

Dates of Programme	
Received by	
Date	

Appendix B

QAI Level 5 Care Skills

Directions & Checklist for Skills Practice Assessment

Course: Care Skills

The Care Skills programme is designed to enable role development of the HCA, through engagement in variety of skills & care tasks and assessed practice. The learner progresses through a range of skills over a defined period of 150 hours total (of which) at least 120 hrs are utilised for the purpose of increasing confidence, competence and establishing some proficiency in at least one clinical practice setting.

In order to achieve the above the learner engages, by way of a participatory process, to enable appropriate skills development. The assessor(s) ensure that the learner actively participates in the structured “learning by doing” to ensure that they have progressed through an Educated, Demonstrated and Practiced framework. Upon conclusion of the placement the learner arrives at increased understanding and skilled practice.

Each learner is required to assemble a work placement journal (supplied to them at the beginning of the course) which details the process and product of their learning experiences.

The role of the assessor is pivotal if the learner is to receive any clear sense of being measured in their ability and judged to be utilising the key skills and task indicated in the learning outcomes.

The Role of Assessor

The principal assessor is an allocated Registered Nurse (RN), who will work regularly with the learner for the period of practice. Ideally the principal assessor will devolve responsibility for actual daily practice to a competent Health Care Assistant (HCA) who will work closely with the learner in a “buddy” process. This process is known to

foster increased appreciation of the actual role of HCA as is utilised by that organisation. Hence the assessment process is done in partnership between the Learner + RN + HCA.

Placement requirements

The opportunity for learning is many and varied, so to that end placements can provide a range of elderly care needs. Hence day stay, respite or continuing care environments can facilitate the appropriate learning required.

First Day of Placement

The candidate (who has previously visited to introduce themselves) arrives ready for placement. The RN is required to familiarise the learner with personnel, environment, and the type of residents, followed by allocation to the principal HCA for shared supervision. An entry will be made in the journal to that effect date timed.

Subsequent days require allocation of personnel and engagement in hand over or risk assessment updates. The learner keeps record of date's time worked no of hours.

Throughout the first half of allocation, the learner will be assembling a journal of learning experiences encountered and entering these in their journal of evidence. The assessor needs to see these entries as a means of facilitating discussion of learning. This will assist the assessor to see the progress being made through the learning outcomes.

At Mid-Point

A summing up and advice for next phase of the programme focusing on successes and outcomes achieved and plans for expanding into the next set of learning outcomes.

RN and HCA consult each other prior to this meeting, which should be 15 – 20 minutes but may be more-lengthy if needed. Reach an agreed view on what success and what needs to be done to progress.

End Point

The learner journal has been assembled; all time dates of allocations have been verified as a means of proof of the hours of attendance.

All learning outcomes have been ticked and the learner can articulate how and when they were encountered.

First Meeting Week 1 Date: _____

Mid-Point Meeting Week 3 Date: _____

Final Assessment Week 6 Date: _____

Total Hours Completed:

Name of Student: _____

Signature of Student:

Name of Assessor: _____ Role: _____

Signature of Assessor:

<u>Week</u>	<u>QAI No.</u>	<u>Skill</u>	<u>Achieved</u> <u>(Please Tick)</u>	<u>Date</u>
1 & 2	10.1.1	Identify relevant groups of people in need of health care		
1 & 2	10.1.2	Demonstrate an awareness of the diverse needs of the resident in care.		
1 & 2	10.1.3	Respect clients' wishes and confidentiality in the delivery of care		
1 & 2	10.1.4	Apply effectively client safety and security procedures		
1 & 2	10.1.5	Adapt levels of assistance to the needs of particular clients		
1 & 2	10.1.6	Demonstrate effective interpersonal skills with clients, to include empathy, respect, and patience		
1 & 2	10.1.7	Demonstrate effective communication skills with clients		
1 & 2	10.1.8	Enhance the following for the client in care: <ul style="list-style-type: none"> • privacy and dignity • independence • positive self-image 		
1 & 2	10.1.9	Encourage clients to participate in social events, outings.		
1 & 2	10.2.1	Assist the client in the use of sensory equipment, for example hearing aids, glasses, dentures		



1 & 2	10.2.2	Assist in the use of aids that encourage independence.		
1 & 2	10.2.3	Use mechanical aids and equipment, for example:		
		(a) mobility aids		
		(b) feeding aids		
		(c) washing aids		
		(d) elimination aids		
		(e) hoists		
<u>Week</u>	<u>QAI No.</u>	<u>Skill</u>	<u>Achieved (Please Tick)</u>	<u>Date</u>
1 & 2	10.2.4	Demonstrate the correct procedures for cleaning and replacing equipment		
3 & 4	10.3.1	Demonstrate on site the appropriate procedures for client care in the following:		
		(a) washing/bathing/showering		
		(b) positioning		
3 & 4	10.3.2	Use safe approved moving and handling techniques		
3 & 4	10.3.3	Assist clients with:		
		(a) dressing/grooming		
		(b) eating		
		(c) drinking		
		(d) toileting and continence promotion		

		(e) mobility		
4 & 5	10.3.4	Assist clients with social needs where appropriate		
4 & 5	10.3.5	Identify and assist with the hygiene needs of dependent clients		
4 & 5	10.3.6	Maintain a safe and hygienic environment for clients		
4 & 5	10.3.7	Dispose safely of soiled linen and excreta		
4 & 5	10.3.8	Describe and assist in the prevention of pressure sores		
4 & 5	10.3.9	Demonstrate the appropriate procedure for cleaning patient. equipment, for example beds, mattresses, bed pans, baths		
4 & 5	10.3.10	Report changes in the client's condition to the relevant Supervisor		
4 & 5	10.3.11	Complete client documentation where appropriate		

Learner Name: _____

Learner Signature: _____

Supervisor Name: _____

Supervisor Signature: _____

Date: _____

Appendix C

Supervisor Report Form

Learner Name: _____

Centre: 38973F

Organisation/Company name: _____ Supervisor's name: _____

Guidelines: This report is an important part of the overall assessment of Care skills work experience for QQI certification. It should be completed by a supervisor/manager who has observed the learner in the workplace. The Workplace Supervisor/Manager should indicate the Learners performance by placing a tick for each criterion under one of the headings. Excellent should only be used in cases of outstanding performance.

Criteria	Excellent	Very Good	Good	Satisfactory	Unsatisfactory
Observation of Good timekeeping					
Working independently while under general direction					
Meeting deadlines					
Personal presentation					
Adherence to health, safety, and other relevant regulations					
Demonstrate effective personal communication skills					

Demonstrate effective interpersonal communication skills					
Demonstrate effective technological communication skills					

Supervisor/Assessor Comments

Brief Description of work undertaken by learner.

Any comments or suggestions on work experience arrangements

Any other comments

N.B. Please refer to Specific Learning Outcomes sheet attached when completing form.

All competences signed off as per listing	
Learning Journal Entries Seen	



Name (Print)	
Date	
Signature	

Appendix D

Dress Code for Students while on work experience.

The following dress code applies to students undertaking work experience at St. Luke's Home.

Students undertaking work experience at different care centres must adhere to this dress code in addition to any specific requirements that that particular care centre may have.

Dress Code: As per uniform code for Health Care Assistants (**White Polo shirt and Navy Trousers**) or depending on role e.g., Student Nurse. All students (Social care, Transition year etc) are required to dress neatly and appropriately, consistent with maintaining public confidence in the service provided. Care must be taken around such jewellery that could impact on either resident or student safety e.g., type of earrings, rings, and length of nails. No casual sweatshirts or jeans to be worn please. Personal hygiene is important and be aware that the smell/odour of alcohol is never acceptable. No head wear can be worn during your work placement.

Appendix E

Tutor Placement Visit Form

The Site Visit will take places at mid-point of placement or if concerns are expressed by Learners on placement to the tutor

Dates of Care Skills Modules:

Venue of Placement:

Contact Person:

email address

Number of Learners on Placement:

Date of Site Visit:

Concerns Raised by Learners

How Addressed by Tutor

Concerns Noted by Tutor On Visit



How addressed by Tutor

Date of Informing Director of Education

Communication with Learners:

Action:

Communication with Contact Person

Action:

Any Issues outstanding to be addressed

Tutor Signature _____

DOE Signature _____

Date _____