

FOUNDATION DEGREE - WORKING WITH CHILDREN, YOUNG PEOPLE AND FAMILIES

PLACEMENT LEARNING EXPECTATIONS

Work Based Learning placements are a partnership arrangement between the student, the placement provider and the work based learning tutors.

This document clarifies the expectations and responsibilities of all those involved, including some of the requirements outlined in the Placement Agreement.

Work Based Learning Supervisors have the right to expect:

- 1) That students behave in a courteous and respectful manner at all times.
- 2) Students to make an appropriate contribution to the service and to service users while flexibility is ensured to meet negotiated individual learning needs.
- 3) Students to conduct themselves in a professional manner and in keeping with placement policies.
- 4) Students to undertake their role as a learner in accordance with their competency level and in adherence to the relevant university and placement policies and procedures.
- 5) The Placement Team to ensure that placement providers have advance notification of student placements
- 6) Students to report sickness and absence immediately to the placement and the university.
- 7) Students to contact the placement to which they have been allocated at least one week prior to the start of the placement.
- 8) Students to have an understanding of the placement documentation and are able to complete the placement portfolio for assessment of the placement
- 9) Students to be flexible in using available learning opportunities
- 10) A work based learning tutor to actively support the learning environments in accordance with local and national standards.
- 11) Regular communication with the University to discuss course structures, assessment procedures and evaluation of placements.
- 12) Placement supervisors and placement teams to have access to appropriate training, updates and on-going support
- 13) Students to complete a placement evaluation and be accountable for their feedback. Placement Tutors and Placement Provider Education Lead will review the evaluations after each placement allocation.
- 14) Re-auditing will be undertaken in any practice learning environment from which students have been temporarily removed.

Students have the right to expect:

- 1) Courtesy and respect, and to be treated as a valued member of the multi-disciplinary team.
- 2) Advance notice of placement allocation, where possible.
- 3) Access to individual practice learning environments that reflect current services and programme placement requirements.
- 4) A placement that, will have no more than the optimum number of students.

- 5) Work Based learning supervisors to be available to reflect on practice with the student, to discuss student's progress and to identify areas for development for the student and to complete the assessment documentation.
- 6) A safe and supportive environment that is conducive to meeting identified individual student learning needs commensurate with their competency level
- 7) A flexible collaborative approach that acknowledges and responds to the individual learning needs of the student, wherever possible.
- 8) Appropriately prepared and experienced supervisors to work with students
- 9) Flexibility within reason regarding working patterns, which will be negotiated and agreed by the placement supervisor, the tutor and the Student.
- 10) Access to learning resources.
- 11) Placement Provider to provide the student with an orientation to the placement setting.
- 12) Placement areas to provide access to relevant policies and procedures including health and safety audit, protecting vulnerable groups, lone worker [community], risk assessment and accident and incident reporting.
- 13) The opportunity to evaluate their placement with appropriate action being taken in response to their feedback.
- 14) A working environment that meets health and safety regulations.
- 15) Consideration/reasonable adjustments to be made as identified by the Disability Coordinators following disclosure of a disability/long term health condition.
- 16) To be on a placement with a satisfactory audit cognisant of reports by bodies including CQC and Monitor, which report on the quality of care provided to service users.
- 17) To be informed of the importance of, and process for, raising and escalating concerns when on practice placements, during each practice placement induction.
- 18) To be supported in the process of raising and escalating concerns when on practice placements.
- 19) To be supported and safely reallocated should their temporary removal from a practice learning environment be necessary.

The University and tutors have the right to expect:

- 1) Courtesy and respect at all times.
- 2) Placement providers to cooperate with quality assurance processes.
- 3) Placement staff to liaise with University staff regarding the progress of students on placement.
- 4) Placement staff to notify Placement Tutors/University Student Support Officers as soon as there is concern about a student's progress.
- 5) To be notified if a student is involved in any situation that may require the student to produce a statement so that the appropriate support can be provided.
- 6) The Placement Team to inform them of student placements three weeks prior to start of placement, wherever possible.
- 7) Students to notify their academic supervisor if experiencing problems whilst on placement.
- 8) Mentors who have been appropriately prepared for their role.
- 9) Students will follow the processes outlined on the placement learning information website.
- 10) Dedicated time to undertake the Placement Tutor role.
- 11) Opportunities to liaise with staff to discuss practice/academic issues.

Service users and carers have the right to expect:

- 1) To be fully informed of the student's role.
- 2) To be fully informed of their right to decline student involvement in their case.
- 3) Respect for their rights, dignity and privacy, equality and diversity in all practice learning environments.
- 4) Safe, effective and compassionate treatment in all practice learning environments.
- 5) That students will be aware of the importance of, and process for, raising and escalating concerns in the practice environment.

The ultimate aim of this document is to ensure that service users and carers receive the best possible support by practitioners of the future who are fit for purpose