

Work placement guide for teachers

Working with adults in social care



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These guides are produced on behalf of Skills for Care, the sector skills council responsible for supporting training and development for adult social care in England. Its aim is to raise the quality of the workforce by ensuring that qualifications and standards continually adapt to meet the changing needs of the sector, its clients and its employers.

Introduction

Welcome to the adult social care sector

What it is:

“Social care is used to describe the wide range of services designed to support people in their daily lives and help them play a full part in society. It includes a range of practical services such as home care, day centres and residential and nursing homes. It can include practical assistance to help individuals overcome barriers to inclusion, such as supported entry into work for an individual with a mental health problem, a personal assistant to enable a disabled person to lead a full and active life or supporting a person with a learning disability to play a full part in their local community. It can include support in managing complex relationships and emotional distress.”

Department of Health Green Paper, ‘Independence, Well-Being and Choice’, 2005

Social care “includes all forms of personal care and other practical assistance provided for individuals who by reason of age, illness, disability, pregnancy, childbirth, dependence on alcohol or drugs, or any other similar circumstances, are in need of such care or other assistance”.

Care Standards Act 2008(3)

Who it is for:

Any adult aged 18 or over.

Where it is provided:

It can be provided in residential and nursing homes, in day centres or in people’s own homes.

Who provides adult social care:

It can be provided by the public, independent and voluntary sectors, by organisations and by individuals, paid or unpaid. It can be commissioned both by local authorities and directly by individual clients or their family members.



Making the most of the placement

The success of a placement depends on partnership between the employer, the school/college, and the student. The purpose of this set of guides is to help to develop that partnership, to provide a wider understanding of working in adult social care and to develop knowledge and experience required for a social care course. It is recommended that the student retain their completed guide as a source of evidence and information.

This guide specifically addresses the core skills required for working within the adult social care sector. These core skills are included in the Common Induction Standards, a framework for training and development for all care staff at the start of their employment or when they change job role. Below is a list of the six induction standards, together with the nearest corresponding units from the Higher and Advanced Diplomas.

Higher Diploma	Common Induction Standards	Advanced Diploma
Unit/Topic 1. Principles, values and personal development	1. Understand the principles of care	Unit/Topic 1. The sectors in context
Unit/Topic 2. Working together and communicating	2. Understand the organisation and the role of the worker	Unit/Topic 2. Principles and values in practice
Unit/Topic 3. Safeguarding and protecting individuals	3. Maintain safety at work	Unit/Topic 3. Partnership working
Unit/Topic 5. Needs and preferences	4. Communicate effectively	Unit/Topic 4. Communication and information sharing
Unit/Topic 9. The social model of disability	5. Recognise and respond to abuse and neglect	Unit/Topic 5. Personal and professional development in the workplace
	6. Develop as a worker	Unit/Topic 6. Safeguarding and protecting individuals and society

There are three stages to the placement process:

Stage 1. Before the placement

Arrange a pre-placement visit – experience has shown that a pre-placement visit is invaluable for everyone in making the placement a success. It is an opportunity for all parties to be more fully prepared and for the student to know what to expect.

N.B. The value of a pre-placement visit and preparation cannot be stressed highly enough.

Stage 2. During the placement

The tasks and activities are numbered to correspond with the Common Induction Standards, which make them meaningful both for the student and the mentor/employer.

The student should not expect, or be expected, to work unsupervised whilst on the placement.

Stage 3. Evaluation and reflection



“The variation and unpredictable shifts – every day is different.”

“Helping people to help themselves and giving a good quality of support.”

“I enjoy working with and meeting different people.”

“Doing those little things that improve someone’s view of their lives.”

“I love to see the residents socialise and have fun.”

“Spending time with the residents, reminiscing, doing activities, sharing hobbies. Putting a smile on someone’s face.”

“That I can make a difference to someone’s life.”

This is what some young people who work in adult social care said they enjoy most about their work



Stage 1. Before the placement

Pre-placement visit

The student is advised to:

- Take not only their own guide but also the one for employers as it provides information about current legislation, including the rules on under 18s providing personal care, etc. This may help to allay any misgivings that some employers may have about work placements.
- Check on expected standards of behaviour and relevant rules and regulations.
- Be introduced to their appointed mentor/supervisor, to other staff and to the clients.
N.B. It is recommended that, where possible, the employer appoints a dedicated mentor for the student if s/he has the capacity to do so. The alternative would be to name someone for each work shift. Either way, the student should be supervised at all times. For the sake of simplicity, the word 'mentor' is used throughout these guides, even if the function is performed by other staff members.
- Get an idea of the geography and layout of the venue.
- Go through their pre-placement checklist and ask any additional questions.

What the student needs to know:

- The clients. In this series of guides we have referred to the people who are in receipt of care as 'clients'. Other terminology used in the workplace could include 'service users', 'people who use services' or 'residents'. However, the important fact for the student to remember is that all clients are treated as individuals, each with their own interests and needs.
- Providing personal care. Personal care is defined as "care which includes assistance with bodily functions where required" (National Minimum Standards Care Homes Regulations, Standard 27.6). If the student is aged 18 or under there are some tasks that s/he should not be carrying out, e.g. taking someone to the toilet or bathing. However, there are other personal care tasks that could be undertaken as long as the client has agreed and that the student is supervised and/or has received appropriate training, e.g. helping clients to get dressed or brush their hair. Fuller guidance is provided in the Employers' Guide.

It is essential that the student checks with their mentor before undertaking any activity with a client.

What the student needs to do:

Abide by a number of rules including:

- Observe strict confidentiality at all times.
- Respect the fact that some of the people s/he will be working with will come from different backgrounds and cultures.

N.B. The student needs to be fully prepared for the fact that some of the clients could be in pain, upset, angry, confused or even dying.

- Ensure that the clients, and their needs, rights and views are at the centre of everything the student says or does.

Personal attitude:

- Behave in a mature manner, and use appropriate language.
- Be polite and communicate clearly.
- Have a positive attitude, show interest.
- Respect the organisation's rules.
- Listen carefully and follow all instructions.
- Don't use mobile phones, mp3 players or similar during working hours.

Dress code/personal appearance:

- Follow the dress code of the organisation. Where a name badge (if provided) and pay attention to personal hygiene.

Time keeping/attendance:

- Be punctual.
- Contact the employer and/or the school/college before the arranged time of arrival if s/he is unable to attend.
- Not leave the premises during the hours of the placement without prior permission.

Matters of clarification:

- Check or ask questions of the mentor or other staff when in doubt. Otherwise contact the school/college.

Health & Safety and infection control:

- Be very aware of Health & Safety and observe the rules of the organisation.
N.B. It would be useful for the school/college to collect examples, from a range of care agencies and organisations, of various policies and procedures for Health & Safety, infection control, risk assessments, etc, which could be studied and discussed prior to any placement visits.
- Report any accidents/incidents to a staff member immediately.
- Infection control is one of the basic Health & Safety training needs for all workers in care. The mentor should ensure that the student is fully briefed concerning what is required.

The employer may have additional rules or guidance, in which case the student is advised to ask for a copy, or make a note of them.

The student is requested to complete the following questionnaires (see Appendix 2):

- Personal information about the student, to be given to the employer before or on the first day of placement.
- Information to collect about the placement organisation – in conjunction with the employer.
- A pre-placement checklist.

Stage 2. During the placement

Daily diary

The student is advised to keep a daily diary, using the format in Appendix 2.

Tasks and activities

The following section contains the tasks and activities that the student is advised to undertake during the placement. They are numbered to correspond with the Common Induction Standards. Some prompts are included to suggest possible student responses.

Standard 1. Understand the principles of care

<p>List four of the principles of care.</p>	<p>Student response Should be four of the following: Individuality, Independence, Choice, Dignity, Privacy, Respect, Rights, and Partnership.</p>
<p>Write down an example of something that you have observed in your workplace which has demonstrated respect for a client.</p>	<p>Example: Staff always knock before entering an individual's room.</p> <p>Student response Could be: "How an individual is addressed"; "how s/he can have privacy when undressing or going to the toilet"; "ensuring that the individual is consulted for their views or about the services they are receiving".</p>
<p>Describe a policy that demonstrates a client's rights and where this might conflict with their safety. Give an example that you have observed in your placement.</p>	<p>Example: Mr S wanted three spoonfuls of sugar in his tea, but his doctor has said that he is overweight and should be on a diet.</p> <p>Student response Could be about going out, refusing medication, food or drink or washing or bathing, etc.</p>

Equal opportunities

Equal opportunities is about creating the right conditions so that everyone has access to jobs, services and premises, regardless of their age, sex, race, disability or cultural background.

<p>What facilities and resources are available in the workplace for people with disabilities?</p>	<p>For the clients:</p> <p>For the staff:</p> <p>For visitors:</p> <p>Student response Could include: "Hearing or visual aids, e.g. hearing loops or large print books"; "walking sticks"; "wheelchairs"; "ramps"; "stair lifts"; "additional lighting"; "sensory rooms", etc.</p>
<p>Give two examples of how the differing needs and preferences of the staff, the clients and their relatives are met, in terms of culture or religion.</p>	<p>Example: Mr B prays five times a day; he needs peace in which to conduct his prayers, and assistance to ensure he is in the correct state of cleanliness. Staff respect his wishes by providing privacy, changing his clothes if these have become soiled, and by helping him with his ritual ablutions (wadu).</p> <p>Student response Could include: "Showing respect for sexual preferences e.g. same sex relationships, or cross dressing"; "enabling individuals to attend religious ceremonies"; "providing additional catering arrangements when needed e.g. during Ramadan"; "providing same sex staff to care for individuals when requested"; "addressing the clients appropriately according to their individual preferences".</p>

Standard 2. Understand the organisation and the role of the worker

Ask two people about their job roles: a member of staff and one of the professional visitors, and compare their answers.

Prepare and write down your questions beforehand, and leave plenty of space for the answers. Some questions to get you started might include:

1. What is your job title?
2. Describe the routine tasks you do.
3. What are some of the non-routine tasks?
4. What skills do you need?
5. What training and development have you done?
6. What do you find the most challenging about your job, and why?
7. What do you find the most interesting, and why?

Name at least three other services that are involved in the care of some of the clients in the organisation, and describe their role.

Example:

1. A chiropodist from the PCT (Primary Care Trust).
Foot care for three of the clients.
2. The Police.
For security when one of the clients climbed out on the house roof and wouldn't come down.

Student response

Could include: "Drug & alcohol abuse teams"; "social workers"; "health officials, e.g. district nurse, community psychiatric nurse, doctors"; "dieticians or nutritionists"; "opticians"; "art or speech therapists"; "psychologists"; "paramedics or ambulance staff", etc.

Standard 3. Maintain safety at work

Standard signs are often used to warn about dangers. They can be found in many places, e.g. in kitchens, in cupboards where cleaning chemicals are stored, on walls and doors. You will find that some of the signs around the workplace can be found in your own home.

Find five examples of safety warning signs within your workplace. Draw these in the space below, saying where you found them and what they mean.



Example:

Non drinkable – found on the wall over a wash hand basin.

Student response

Could include: Danger hot water, first aid kits, “now wash your hands please”, beware ramp, fire exits, hand wash only sinks, corrosive materials, food storage advice notices, general Health & Safety notice, cleaning chemicals, “wash your hands before handling food”.

Standard 3. Maintain safety at work (cont'd)

Below are two of the activities that you may be asked to carry out. Write down some of the possible risks and what you could do to minimise (control) them. Add two different activities that you have been asked to carry out and complete the same assessment.

Activity	Risk	Control
<p>Example: Giving someone a cup of tea</p>	<p>Example: Burning</p> <p>Possible student response Inappropriate to medical needs.</p>	<p>Example: Test the temperature of the outside of the cup; put the cup down on a stable surface where it won't get knocked over.</p> <p>Possible student response Check with staff first (or on care plan).</p>
<p>Example: Carrying a pile of dirty laundry</p>	<p>Possible student response Infection</p> <p>Tripping</p>	<p>Possible student response Wear gloves provided/wash hands afterwards; keep it away from food.</p> <p>Don't carry so much that sight is obscured.</p>
Further possible responses		
<p>Example: Serving up a meal</p>	<p>Example: Infection</p> <p>Inappropriate to medical needs.</p>	<p>Example: Wash hands</p> <p>Wear an overall (to protect individual from any contamination); check with staff first (or on care plan).</p>
<p>Example: Making beds</p>	<p>Example: Trips and falls (if bedding left or hanging on floor).</p>	<p>Example: Ensure no part of the bedding is lying on the floor.</p>

Standard 3. Maintain safety at work (cont'd)

Activity	Risk	Control
<p>Example: Moving an individual or carrying an object e.g. zimmer frame</p>	<p>Example: Trips and falls</p>	<p>Example: Check most appropriate method of transport for equipment; check area/passage way uncluttered.</p>
<p>Example: Laundry handling</p>	<p>Example: Infection</p>	<p>Example: All laundry should be washed at 60°C.</p>

Standard 4. Communicate effectively

Good communication skills are essential in the health and social care sectors, and take many forms.

<p>Name at least four different forms of communication that you have observed in your workplace. Why were these forms used and were they effective?</p>	<p>Student response Could include: “Verbal – manager speaking to a group of staff.” “Body language – responding sympathetically to a client who may have dementia, be confused or anxious.” “Signing/use of Makaton – with someone who is hard of hearing” “Facial expression – to show pleasure/distress, etc.” “Posters – to convey instructions or information to a wide range of people.” “Written – information which needs to be retained, e.g. care plans.” “Touch – for reassurance; to guide in a particular direction.”</p>
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Communication is also about developing good listening skills. Ask one of the clients to tell you about themselves, e.g. their family, their beliefs, something they have done in the past. You could use some photos as the basis for reminiscences, to help get the conversation going.

Record your discussion, remembering to observe confidentiality by not naming any people unless you have their permission to do so.

Plan some questions to ask; think about how you will respond to show your interest, e.g. your body language. Remember to check this through first with your mentor.

Points to include:

- How did the person react to your questions and your interest?
- What forms of communication did you use?
- Did it cause you to change any of your beliefs, assumptions or attitudes? Explain how.
- Which parts of the discussion went well, and why?
- Which parts of the discussion did not go well, and why?
- What might you have done differently, and why?

Notes from your discussion

Standard 5. Recognise and respond to abuse and neglect

Case Study: One of the clients has dementia; she tells you that she can't find some of her money and that it must have been stolen.

Give the reasons why you have a duty to report it, and to whom.

Why it needs to be reported:

Student response

"The money may really be missing."

"To allay anxiety on the part of the client."

"Financial abuse is one of the five areas where legally all instances have to be reported."

To whom:

Student response

"Internally to a senior carer, the manager and to the family of the client."

Make a list of other agencies that may be concerned with the safety of clients.

Student response

"The particular Protection of Vulnerable Adults List as specified in the organisation's policies; the Police; Social Services."

Standard 6. Develop as a worker

Name a care topic that you would like to study in more depth, and explain why. Discuss this with your mentor.

Example:

The role of an art therapist, or: Developing measures to control the spread of infection.

Plan an activity that you could do with one or more of the clients. Activities could include reading a newspaper to someone or organising a game of cards. Remember to check it first with your mentor; ask if s/he would provide a witness testimony for you.

When planning the activity, think about:

- The purpose of the activity – what are the outcomes?
- Checking whether the clients want to participate.
- The equipment or resources you will need.
- Whether there any safety issues. Do you need to carry out a risk assessment?
- Which other care principles and values need to be considered.
- How much preparation time you need.
- How many people it will involve.
- Who else you will need to help you.

After the activity, produce an evaluation report about it to show to one or more of the following: your tutor/your mentor/other staff/the clients. This report may be written, recorded or pictorial, to suit your audience.

Points to include:

- How the clients reacted.
- How they let you know what they enjoyed/didn't enjoy.
- What forms of communication you used before, during and after the activity.
- Whether the outcomes were met.
- The feedback from other members of staff.
- What you might have done differently, and why.



Stage 3. Evaluation and reflection

At the end of the placement the student is required to evaluate and reflect upon the experience and the outcomes. Feedback is also requested of the mentor/employer. Copies of both these forms are to be found in Appendix 2.



Appendix 1. Additional information

The employer has policies for legislation on:

- Health & Safety, which includes Fire Safety, Manual Handling, Security, First Aid, Risk Assessment and Infection Control.
- Equal opportunities.
- Confidentiality.

The student is requested to read them, seeking clarification from the mentor if needed, and then complete a policy checklist (see Appendix 2) for each one.

It would also be useful to collect additional information including:

- Organisation chart or staff list.
- List of frequent visitors, with job roles.
- Marketing materials (if relevant).



Appendix 2.

Information about the student

Name	
Address	
Phone no.	
Date of birth	
Name of next of kin	
Next of kin's phone no.	
Doctor's name	
Doctor's phone no.	
Tutor's name	
School/college name	
School/college phone no.	
What do you enjoy doing in your spare time? What are your interests?	
What project work do you have to do for your school/college while you are on placement?	
What are your main aims and objectives for your work experience?	<p>Example:</p> <ol style="list-style-type: none"> 1. I will gain confidence and engage with clients. 2. I will understand the role of a care worker. 3. I will learn about the different services involved in the care of an individual.



Information about the placement organisation

Name of organisation	
Address	
Phone no.	
Manager	
Mentor	
Circle the word or phrase which best describes the organisation.	<p>Day care centre Domiciliary care Nursing home Residential Supported living Other (please specify)</p>
Describe the kinds of services that the organisation provides, and for how many clients.	<p>Example: “The Centre provides social activities for 25 adults with learning disabilities”, or: “The home provides nursing care and intellectual stimulus for young adults with MS (Multiple Sclerosis)”.</p>

Pre-placement checklist

Have you remembered to find out:

Yes/No

Where you have to go on your first day	
What time you need to arrive	
What your hours of work are	
Who to report to and who your mentor is	
Some details about your role	
What to wear	
If you need to provide your own lunch	
If you will have any breaks	
Where the Health & Safety and other policies (listed in Appendix 1) that you need to read are kept	



Daily diary format

Date	Diary (Remember not to use people's names)
	<p data-bbox="399 397 548 431">What I did</p> <p data-bbox="399 684 636 718">What I observed</p> <p data-bbox="399 971 586 1005">What I learnt</p>
	<p data-bbox="399 1265 548 1299">What I did</p> <p data-bbox="399 1552 636 1586">What I observed</p> <p data-bbox="399 1839 586 1873">What I learnt</p>

Policy checklist

Policy e.g. Health & Safety	
Where is the information about the policy kept in the workplace?	
To find out more information about the policy, who would you speak to? What is their position within the organisation?	
What are the main points of the policy?	
What are YOUR responsibilities within the policy?	
What have you learnt from reading the policy?	



Student's evaluation

Student name	
Placement organisation	

How do you feel you got on during the placement? Tick the boxes to rate your performance in the following areas.

	😊	☹️	😞
Clean and tidy appearance			
Timekeeping and attendance			
Ability to work with other people within a team			
Willingness to learn and to work hard			
Ability to communicate well with individuals			
Mature attitude			
Awareness of safety both of self and of others			
What you are really good at	1. 2. 3.		
Areas for further development	1. 2. 3.		

Student's evaluation (cont'd)

<p>Which of your aims and objectives (as on page 20) do you think that you achieved?</p>	
<p>What do you think the clients and/or staff learnt from you?</p>	
<p>Write your own case study, without naming names, about one of the clients you met on your placement. Which services did they receive and why? What were their needs, and how did you help to meet them.</p>	
<p>Describe an example of good practice which you observed.</p>	
<p>Describe an instance of where you think a particular practice could be improved or developed, and why/how.</p>	

To be completed by the mentor/employer

Student name	
Placement organisation	
Mentor/employer name	

Please rate the student in the following areas:

	😊	☹️	😞
Communication skills – with the clients – with the staff – with visitors			
Conduct and attitude			
Confidentiality			
Commitment			
Core knowledge of: – The induction standards – Care principles and values – Key policies and procedures			
Please provide your own comments about the student, which will serve as a witness testimony.			

Signed by the student _____ Date _____

Signed by the employer _____ Date _____

“I really enjoyed meeting new people and feeling part of a team.”

“I was made to feel very welcome and all the staff were very friendly.”

“I liked being treated with respect and as an adult.”

“I enjoyed being involved in a variety of activities and jobs, and learning what to do in different situations.”

Comments from other students after having a work placement.

I care...

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