

**FACULTY OF HEALTH AND SOCIAL CARE**

**BSc (Hons) Child and Adolescent Mental Health and Wellbeing**

**Practice Document**

# HUG 3141: Employability, transitions and professionalism

Programme Leader

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| Student Name & UniversityNumber |  |
| --- | --- |
| Placement Provider Name & Address |  |
| Placement ContactTelephone number |  |
| Placement Dates |  |
| Supervisor Name &Contact details |  |

AHSC Placements Coordinator – Ros Power

roz.power@edgehill.ac.uk

TEL – 01695 657721

## Health and Safety Expectations of the Experience Provider

The University and the workplace have a duty of care towards the student whilst on experience. In order to fulfil this duty of care the University will: -

* Prepare the student for the experience and ensure they are aware of general health and safety aspects, however this is of a general nature and does not include the specific information needed for any particular job or workplace;
* Give the student an opportunity to feedback to the University on anything with regard to health and safety whilst on experience and
* Respond to any feedback received from students in relation to health and safety practices during experiences by informing the experience provider

During the experience, we would expect our student to prove to be an effective, safe and reliable individual. However, you will appreciate that during this period the student is under your control and therefore the statutory duty of care and consequent liabilities rest with yourself.

As the students’ experience provider you are asked to treat them in the same way as your employees with regards to their health, safety and welfare. It is, therefore, Edge Hill’s expectation that as Experience Provider you will:

* Provide the student with an induction in the health and safety arrangements, including fire precautions, specific hazards and health and safety precautions within the first five days of their start date
* Include the student in the risk assessment programme as it affects activities undertaken by them
* Provide appropriate instruction and training in working practices and in the particular control measures identified in the risk assessments
* Provide ongoing supervision and training for the student in the performance of their duties
* Have a system of recording and investigating accidents and incidents. We would ask that you notify the University of any accidents and incidents involving the student that you are made aware of.

## ORIENTATION TO THE PLACEMENT SETTING

If using more than one placement, each new placement needs an orientation.

**(Please tick each box to show orientation has been completed)**

| **POINTS TO BE COVERED DURING INITIAL INTERVIEW/DISCUSSION IN WEEK 1:**  | **Placement 1** | **Placement 2** | **Placement 3** |
| --- | --- | --- | --- |
| Placement orientation. |  |  |  |
| Preliminary discussion with work based supervisor and introduction to other team members. |  |  |  |
| Orientation to placement philosophy and client group. |  |  |  |
| Orientation to environment. |  |  |  |
| Location of equipment eg first aid. |  |  |  |
| Fire and safety procedures. |  |  |  |
| Emergency procedures. |  |  |  |
| Specific policies/legal frameworks/confidentiality issues/safeguarding/lone working and those specific to this workplace.  |  |  |  |
| Complaints procedure. |  |  |  |

|  | **Placement Name &** **Telephone Number** | **Dates** | **Supervisors Signature** | **Students Signature** |
| --- | --- | --- | --- | --- |
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## Student Placement Agreement

* You will arrive on time, in the appropriate dress and behave in a manner appropriate to the organisation and to Edge Hill University, which you are representing
* You will agree to perform the duties outlined in any job description or role description provided understanding that it is not an exhaustive list and may change to fit the needs of the organisation or to comply with your learning objectives (above)
* You will provide your placement provider with a copy of your learning objectives expected from the module and where applicable your own personal objectives. You will work together to ensure these objectives are met and signed off
* Where you have access to confidential or personal information you will conform to the placement providers policy on privacy and confidentiality
* You will ensure that all work is completed and handed in on time in accordance with Edge Hill Universities’ policies. Assessment requirements and guidelines will be detailed in your module handbooks.
* You agree to notify your employer/ placement supervisor and Placement Co-Ordinator ((Ros Power, roz.power@edgehill.ac.uk) if for any reason you are unable to attend your work placement and to inform all parties of any difficulties with the placement or any other problem that adversely affects your work
* You also have a statutory duty to inform your employer if you have any illness, condition or disability which may preclude you from taking part in any activities or where your illness, condition or disability may endanger any person’s safety, including your own.

## Profile of Practice Placement

| **Brief Description of the Placement & your role** |
| --- |
|  |
| **Legal status of organisation: Private company, Social Enterprise (CIC), Charity, Public Sector, Community Organisation etc:** |
| Give a brief description of how this placement runs, how is it’s work is funded?  |
| **What are the aims and objectives of the organisation/ Mission statement** |
|  |
| **What are the demographics of the Community in which it is placed and why is this service needed within this community?** |
|  |
| **How does this service fit into the Government policies, recommendations and Drivers? What impact if any have the funding cuts had on the organisation?** |
|  |
| **How does the service evaluate its work? What evidence is there of success against aims / objectives?** |
|  |
| **What is their strategic vision for the future? What challenges could exist in the future for the organisation and their work?** |
|  |

## LEVEL DESCRIPTORS THAT DEMONSTRATE STUDENT ACHIEVEMENT OF LEARNING OUTCOMES

 **Table One**

|  | **Level 1** | **Level 2** | **Level 3** |
| --- | --- | --- | --- |
| **Practice**  | The learner is able to perform basic skills with awareness of the necessary tools and materials and their potential uses and hazards. Needs external supervision. | * When given a task, the learner can choose and perform an appropriate set of actions in sequence to complete it adequately. He/she can evaluate own performance.
* The learner can utilise relevant theory/research/policy and apply it in practice.
 | The learner can perform skills consistently, with confidence and a degree of coordination. Can evaluate own and others performance. |
| **Reflection** | Whilst engaged in reflection/self-appraisal, the learner is largely dependent on criteria set by others, but begins to recognise own strengths and weaknesses. | When engaged in reflection/self-appraisal, the learner is able to evaluate own strengths and weaknesses, can challenge received opinion and begins to develop own criteria and judgement. | Through self-appraisal the learner is confident in his/her own judgement and can engage in reflection both **in and on** practice. |
| **Problem-solving** | Whilst problem-solving, the learner can apply given tools/methods accurately and carefully to a well defined problem and begins to appreciate the complexity of working with families & communities. | When problem-solving, the learner can identify key elements of problems and choose appropriate methods for their resolution in a considered manner. | The learner is confident and flexible in identifying problems and applying appropriate evidence-based knowledge and skills to their solution. |
| **Record keeping and information technology** | The learner can communicate and report on practical procedures in a clear and concise manner with relevant information. | The learner can communicate effectively and report in a clear and concise manner with relevant information in a variety of formats. | The learner can produce comprehensive records. |
| **Communication** | Whilst engaged in practice, the learner meets obligations to both clients/carers and the multi-professional team. | The learner can interact effectively with the client group and within the multi-professional context. | The learner can interact effectively with the multi-professional team and where appropriate can recognise, support, or take the lead in managing professional challenges. |
| **Professional attitude** | The learner demonstrates a professional attitude and understands the need for working relationships within practice. | The learner demonstrates a professional attitude and is ready to develop working relationships in practice. | The learner demonstrates a professional attitude and can negotiate and debate effectively in practice. |

| BSc (Hons) Child and Adolescent Mental Health and Wellbeing placement practice outcomesMentors, in considering whether you feel the following practice outcomes have been achieved, please refer to the level descriptors that demonstrate student achievement available on the previous page. Please read level descriptors and in deciding if you feel the following practice outcomes have been achieved, please given consideration to the aforementioned level descriptor achieved.  |
| --- |
| **L6 Practice Outcomes** Underpinned by the:CWDC (2010) Common Core of Skills and Knowledge.PHE (2015) Public Mental Health Leadership And Workforce Development Framework: Confidence, Competence, Commitment.  | **Example of how this has been achieved in practice.**(*It may be necessary to discuss this in more detail with your mentor if they have not observed this evidence)* | **Mentor Comments***As mentor, please identify if you feel the student has met the practice outcome as described in relation what level descriptor.**If not, please provide brief feedback* | **Mentor Signature and Date achieved**  | **Areas for further development** |
| **Communication;** |
| Establish a rapport and build respectful, honest and supportive relationships with children, young people, their families and carers. CWDC (2010) |  |  |  |  |
| Use clear language to communicate with all children, young people, families and carers, including people who find communication difficult, CWDC (2010) |  |  |  |  |
| Be able to adapt styles of communication to the needs and abilities of children and young people who do not communicate verbally, or communicate in different ways CWDC (2010) |  |  |  |  |

| **Children and Young People’s Development;**  |
| --- |
| Support children and young people with developmental difficulties, disabilities or mental health problems.CWDC (2010) PHE (2015) A:10 |  |  |  |  |
| Support a child or young person to reach their own decisions while taking into account health and safety, any concerns about harm, and their age and stage of development. CWDC (2010) |  |  |  |  |
| Support people to disclose lived experience of mental illness. (Where appropriate)PHE (2015) A:12 |  |  |  |  |

| **L6 Practice Outcomes** Underpinned by the:CWDC (2010) Common Core of Skills and Knowledge.PHE (2015) Public Mental Health Leadership And Workforce Development Framework: Confidence, Competence, Commitment.  | **Example of how this has been achieved in practice.**(*It may be necessary to discuss this in more detail with your mentor if they have not observed this evidence)* | **Mentor Comments***As mentor, please identify if you feel the student has met the practice outcome as described in relation what level descriptor.**If not, please provide brief feedback* | **Mentor Signature and Date achieved**  | **Areas for further development** |
| --- | --- | --- | --- | --- |

| **L6 Practice Outcomes** Underpinned by the:CWDC (2010) Common Core of Skills and Knowledge.PHE (2015) Public Mental Health Leadership And Workforce Development Framework: Confidence, Competence, Commitment.  | **Example of how this has been achieved in practice.**(*It may be necessary to discuss this in more detail with your mentor if they have not observed this evidence)* | **Mentor Comments***As mentor, please identify if you feel the student has met the practice outcome as described in relation what level descriptor.**If not, please provide brief feedback* | **Mentor Signature and Date achieved**  | **Areas for further development** |
| --- | --- | --- | --- | --- |

| **Safeguarding;** |
| --- |
| Give the child or young person the opportunity to express their views and participate in decisions that affect them, as appropriate to their age and ability, and taking their wishes and feelings into account. CWDC (2010) |  |  |  |  |
| Recognise the range of possible behaviours which may harm children and young people. Know how to address them CWDC (2010) |  |  |  |  |
| Support children and young people to develop resilience and build mental, physical, emotional and social wellbeing. CWDC (2010) PHE (2015) A:10, A11 |  |  |  |  |
| Develop appropriate professional relationships with children andyoung people. CWDC (2010) |  |  |  |  |

| **L6 Practice Outcomes** Underpinned by the:CWDC (2010) Common Core of Skills and Knowledge.PHE (2015) Public Mental Health Leadership And Workforce Development Framework: Confidence, Competence, Commitment.  | **Example of how this has been achieved in practice.**(*It may be necessary to discuss this in more detail with your mentor if they have not observed this evidence)* | **Mentor Comments***As mentor, please identify if you feel the student has met the practice outcome as described in relation what level descriptor.**If not, please provide brief feedback* | **Mentor Signature and Date achieved**  | **Areas for further development** |
| --- | --- | --- | --- | --- |

| **Multiagency Working;** |
| --- |
| Communicate effectively with other practitioners and professionals by listening to them and ensuring that you are being listened to.CWDC (2010) PHE (2015) A9 |  |  |  |  |
| Provide timely, appropriate succinct information to enable practitioners to deliver support to children, young people, parents or carers.CWDC (2010) |  |  |  |  |
| Record, summarise and share information where appropriate, using information and communication technology skills where necessary CWDC (2010) |  |  |  |  |
| Share experiences through formal and informal exchanges. CWDC (2010) |  |  |  |  |
| Be proactive, initiate necessary action and be able to put forward your judgementsCWDC (2010) |  |  |  |  |

| **Specific learning opportunities provided by this placement and selected by the student for personal development** | **What was achieved at the end of the placement** | **Practice Supervisor Signature** | **Date** |
| --- | --- | --- | --- |
| **1** |  |   |  |
| **2** |  |   |  |
| **3** |  |   |  |

## MID-SEMESTER REVIEW AND ACTION PLAN

**THE SUPERVISOR AND STUDENT WILL DISCUSS PROGRESS AND DEVISE AN ACTION PLAN IF APPROPRIATE. ANY CONCERNS, PLEASE CONTACT THE PROGRAMME LEADER, PAT HOSGOOD - 01695 657017.**

| Progress: Identified Strengths: Areas for Development: **Action Plan (if required), strategies and resources required to enable achievement:**Action: By Whom: When:**Supervisor signature: ……………………………….. Date: ……………………..****Student signature: …………………………………. Date: ……………………..** |
| --- |

| **Summary Comments** | **Signatures** | **Date** |
| --- | --- | --- |
| **Supervisor feedback regarding strengths and possible areas for development, including identification of evidence used for verification of competencies:** | **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Supervisor signature****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Student signature** |  |

## Employability skills – summary statement

**At the end of your placement review these statements and complete the ones you feel you have achieved. You do not have to fill them all on one placement but by the end of year 3, there should be some evidence in each section**

**Name**

| **Employability skill** | **Examples of activities undertaken** |
| --- | --- |
| Taking personal responsibility for your work and completing your tasks |  |
| Self-management, and organising skills, managing your time. |  |
| Working within organisational policies and procedures. |  |
| Problem solving ability, on your own and with others. |  |
| Communications skills; speaking, writing, general literacy skills, use of social media. |  |
| Working Together, team working, social skills, listening skills. |  |
| Confidence to challenge inappropriate behaviours and language. |  |
| Ability to deal with difficulties, tensions and conflicts |  |
| Networking: making and maintaining appropriate contacts. |  |
| Researching, collecting, recording, analysing and using information for making decisions  |  |
| Clarifying what is expected of you and the work assigned to you |  |
| Supporting people to make their own decisions and action plans, and to review and evaluate these. |  |
| Ability to assess risks for yourself and for others. |  |
| Using computers effectively for different tasks |  |
| Administrative and clerical skills. |  |
| Using numbers effectively in everyday activities. |  |
| Facilitation skills in supporting groups, running meetings, workshops. |  |
| Leadership skills. |  |
| Practical and specialist skills  |  |
| Understand how you learn to increase your skills and knowledge |  |
| Understanding of, and commitment to, equality and anti discriminatory practice. |  |

Signed by:

Student

Supervisor

| **Applied Health & Social Care Practice Log****YOU MUST ACHIEVE A MINIMUM OF 20 DAYS / 120 HOURS IN PRACTICE** |  | The Edge Hill University logo, featuring black text saying "Edge Hill University" on a white background. |
| --- | --- | --- |
| **Student Name (Print):…………………………………** | **Student No………....** |  **Module No. ……………..** |
|  |  |  |  |  |  |  |  |  |  |  |
| **Placement Name (Print):……………………………………………… Placement Start Date:…………………** |
|  |  |  |  |  |  |  |  |  |  |  |
| **Supervisor Name (Print):………………………………………………….. Contact No…………………………** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Personal Teacher/Module Leader:……………………………………………………..** |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Week****Commencing** | **Mon** | **Tue** | **Wed** | **Thu** | **Fri** | **Sat** | **Sun** | **Weekly Total****PRACTICE** | **Supervisor** |
| **Completed hours** |  / /  |  |  |  |  |  |  |  | hours |  |
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| **Completed hours** | / / |  |  |  |  |  |  |  | hours |  |
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|   |
| **SUPERVISOR DECLARATION:**  | The total number of hours completed by the student are: |  |  |
|  | Confirmation Signature of Named Supervisor : |  |  |
|  |  |
| **STUDENT DECLARATION:** I declare that this form accurately represents my hours during the stated period. |  |
|  | Student Signature: |  |  |