

NCFE CACHE Level 3 Extended Diploma in Health and Social Care (Adults) (Northern Ireland) (603/5355/7)

Placement Guidance:
A Guide for Mentors and Tutors

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Introduction

This Placement Guidance is designed for mentors and Tutors to support learners to reflect on their placement experience throughout the delivery of the Level 3 Extended Diploma in Health and Social Care (Adults) (Northern Ireland) qualification.

Section 1

Preparing for your learner

Preparing for your learner

There are some details that you will need to know about the learner before they begin their placement with you, some are listed here.

Name of learner and contact details DOB Relevant previous experience	
Training Provider contact details	
Qualification title and level	
Additional details for learner (include any personal details such as allergies/learning needs/personal circumstances, etc.)	
Emergency contact(s) for learner	
Placement induction date Placement formally begins/ends	

Once you have received the details about the learner, it is time to start thinking about how you can welcome them. Things to have in place have been included here.

Induction day	Date and times
Team briefed	Date
Specification downloaded with the training provider/Tutor via our secure website 'QualHub'	Date
Contact made with training provider, and any necessary documents completed and returned	Date
Contact made with learner	Date

Section 2

Induction

Induction

Once you have received all of the necessary documentation, you are ready to welcome the learner into your workplace. The previous experience they have is likely to vary. For example, the learner may have just completed their GCSEs and have very limited experience of a work environment; others may have volunteered or worked previously in a similar setting, and bring a wealth of experience and confidence with them. Whatever their experience, they will need time set aside with their mentor to help them settle in and feel welcomed and valued in the setting. Achieving this can be difficult in a busy workplace, but helping the learner feel comfortable can make such a big difference to the success of the placement experience for everyone involved.

An induction checklist has been included here with some important items. You may be able to add more:

Induction date	Date:
Mentor	<p>Mentor</p> <p>Work schedule of mentor (alternative point of contact in absence of mentor supplied)</p> <p>Reserve mentor</p> <p>Brief outline of job role</p>
At the induction meeting (this is not a placement day and the learner should not be expected to stay all day unless previously arranged)	
Exchange documentation and check personal details are correct	Signature/Date
Discuss signing in arrangements	Signature/Date
Discuss dress code	Signature/Date
Discuss times of attendance, breaks/meals and staff room arrangements	Signature/Date

Discuss policies and procedures and a brief overview of roles and responsibilities: <ul style="list-style-type: none">• Safeguarding• Health and Safety• Equality, Diversity and Inclusion• Confidentiality	Signature/Date
Tour of setting and introductions to team	Signature/Date
Day 1 arrangements confirmed	Signature/Date

Section 3

The mentoring role

Notes for placement mentors

As a placement mentor you will be the main contact for both the learner and the Tutor. The placement experience should be one of mutual benefit, and the mentor's role here is significant. Once you have met the learner and taken them through the induction process they will be ready to begin their placement with you. You will benefit from having an overview of the qualification that the learner is studying.

Please liaise with your learner's training provider, who will be able to access the relevant Qualification Specification via our secure website.

Mentor records

In order to ensure that you are supporting the learner effectively, it is recommended that you meet with the learner regularly. You can also support the learner by completing the Professional Skills Profile (see Placement Handbook – A Guide for Learners) at regular intervals*.

The Professional Skills Profile has been created for you to use in collaboration with the learner and their Tutor to record comments about the learner's progress and offer them regular, meaningful feedback. Reviewing this with the learner will help them to identify their strengths, and set goals for improvement and development. The feedback received from the Professional Skills Profile will support the learner as they begin to reflect on their day-to-day practice, and their role within a team at placement.

At the end of the placement the Professional Skills Profile must be signed and dated by you, the learner and the Tutor. The Confirmation of Placement Hours table (see page 21 of the Placement Handbook – A Guide for Learners) must also be signed and dated.

* 'regular intervals': more than once during placement, although it is recommended that the learner and Tutor revisit the Professional Skills Profile with you more frequently if time and circumstances allow.

Partnership working

You should work closely with the Tutor in order to ensure that the learner experiences a successful placement. The Tutor may make arrangements to visit the learner and should never turn up unannounced. If you need to share any information about the learner's progress in between visits, you should not hesitate to contact the Tutor.

Your commitment to supporting training within the health and social care sector plays an essential role in ensuring a quality workforce which is fit for purpose.

We would like to take this opportunity to thank you for the positive impact that good practice experienced during placement has on the overall quality and integrity of qualifications.

Section 4

The Tutor role

Notes for Tutors

Reflection is an essential part of becoming an effective practitioner. Learners should be encouraged to reflect on their placement experience throughout the delivery of this qualification.

We have created the Professional Skills Profile (see Placement Handbook – A Guide for Learners) to enable the learner to reflect on their experience in placement and to record progress. The Professional Skills Profile must be completed at regular intervals* with input from the placement mentor directly or in collaboration with you.

Learners can then discuss their experiences and reflections with you and their placement mentor. Learners will benefit from regular, meaningful feedback to support their learning and progression.

Before your learner begins their placement, please familiarise yourself with the notes provided for the placement mentors within this guidance document. Please also ensure you have read and understood the placement requirements within the supporting documents.

At the end of the placement the Professional Skills Profile must be signed and dated by you, the learner and the placement mentor. The Confirmation of Placement Hours (see page 21 of the Placement Handbook – A Guide for Learners) must also be signed and dated.

* 'regular intervals': more than once during placement, although it is recommended that you revisit the Professional Skills Profile with the learner and their mentor more frequently if time and circumstances allow.

Required placement hours

More information regarding placement in a real work environment can be found in the supporting documents.

The minimum required placement hours is 100 hours. Learners may choose to complete more than the minimum requirement.

Section 5

Placement checklist for mentors

Placement checklist for mentors

This checklist summarises the activities required in preparation for and during the placement and identifies who is responsible for carrying them out.

Activity	Learner	Mentor	Tutor
Record placement details	✓		
Preparing for your learner		✓	
Complete induction details	✓	✓	
Complete attendance record	✓	✓	
Use the Professional Skills Profile at regular intervals* to reflect on placement experience	✓		
Use the Professional Skills Profile at regular intervals* to review the learner's placement experience and progress	✓	✓	✓
Use the Professional Skills Profile to provide feedback on the learner's progress		✓	✓
Sign and date the Professional Skills Profile	✓	✓	✓
Confirm the number of placement hours completed	✓	✓	✓

* 'regular intervals': more than once during placement, although it is recommended that the learner and Tutor revisit the Professional Skills Profile with you more frequently if time and circumstances allow.

Section 6

Professional Skills Profile

Professional Skills Profile

The Professional Skills Profile is included here for the mentor and Tutor's **reference only**. Please complete the original in the Placement Handbook: A Guide for Learners.

No.	Skills Profile	Your comments	Comments from mentor/Tutor
1.	Be a positive role model in relation to: <ul style="list-style-type: none"> • behaviour • confidentiality • timekeeping • safeguarding and welfare • health and hygiene. 		
2.	Follow the policies and procedures of the setting in relation to: <ul style="list-style-type: none"> • health and safety • safeguarding • reporting (eg data protection) • equality, diversity and inclusion. 		
3.	Communicate effectively with individuals.		
4.	Communicate effectively with colleagues and others as appropriate, demonstrating a good command of the English language in both written and spoken form.		
5.	Value diversity.		
6.	Contribute to inclusive practice.		
7.	Contribute to a healthy and safe environment.		
8.	Show a commitment to own professional development.		

No.	Skills Profile	Your comments
9.	<p>Your learning</p> <p>Use this space to reflect on your learning and experience at placement. You may also reflect on comments received from your placement mentor and/or Tutor. Think about ways you could improve your practice:</p> <ul style="list-style-type: none"> • What have I been involved in? • What did I do well/how could I improve my practice? • What goals can I set for personal and professional development? 	

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