

Handbook for Work Placement Supervisors



Supervising a Foreign Student at a Work Placement

The Handbook for Work Placement Supervisors

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(Finland, Germany, Ireland, The Netherlands, Scotland, Sweden)

Introduction

◆ This Handbook is developed within the Leonardo da Vinci-programme as a project called "The Expansion of the Transnational Module and Development of Work Placement Supervising" (FIN-00-B-P-PP-126556) during 2000-2003.

With this Handbook we wish to improve the efficiency of a student's learning process during a work placement period abroad. The previous experiences of both students and supervisors show that there is a need to harmonise the methods and practises of work placement learning. Another objective of this handbook is to harmonise supervising approaches and practices at the European level. A common understanding about supervising foreign students in their work placement learning abroad will make it easier for students to adapt to their foreign work placement settings and improve the quality of their work placement learning process.

The cooperative partners include teachers and students from social and health care colleges and representatives of working life from social and health care organisations from six European countries.

Germany



Fachseminar für Altenpflege/Mönchengaldbach,
Altenpflegeheime der Pfarre St. Gereon
www.caritas-mg.net/frame9.htm, www.haus-berg.com

The Netherlands



Da Vinci College, Dordrecht
Centrale organisatie Kinderopvang Drechtsteden (COKD), Dordrecht
Centrum voor verpleeghuiszorg Waerthove, Sliedrecht
www.davinci.nl

Finland



Helsinki City College of Social and Health Care,
Helsinki City Social Services Department,
Helsinki City Health Department,
The Finnish Union of Practical Nurses SuPer,
www.hesote.edu.hel.fi/english

Ireland



Whitehall College of Further Education,
Childcare Development, City of Dublin, V.E.C.
Tara Winthrop Private Clinic Swords/Dublin
www.whitehallcollege.com

Sweden



Birgittaskolan i Linköping,
Anders Ljungstedt Gymnasium, Linköping
Omsorg City Aspen, Linköping
Linghemsskolan, Linköping
www.linkoping.se/birgitta
www.linkoping.se/ljungstedtska

Scotland



Dundee College
www.dundeeoll.ac.uk/work_placements_abroad

Dear Supervisor,

To supervise a foreign student in his/her foreign work placement learning period is a great challenge. It demands time and effort and forces the supervisor to see his/her own work, concepts of learning and teaching, as well as the supervising process from a new perspective. At best, the supervisor gets fresh ideas and a chance to develop his/her own work methods and practices. Work placement supervision also provides the possibility to have an influence on the development of the young generation of future workers in the field. As a supervisor you will be able to follow the student's learning process and path toward professionalism. For a student, a work placement period abroad means a big and unique challenge. S/he is going to encounter a new culture, language and different ways and methods of learning and working. The supervisor of the student is the key person in supporting and helping him/her during the work placement learning period.

The first chapter of this Handbook briefly introduces what work placement learning actually consists of. Learning is understood as an ongoing process in which reflection plays a significant role.

The second chapter focuses on the supervising process and promotion of the student's learning. The different roles of a supervisor are briefly described. The chapter also includes recommendations for best practices in supervising a foreign student.

The third chapter discusses the assessment of the student's performance, as well as how to give feedback. Appendix 1 provides you with an assessment form which you can use as a helpful tool when planning the assessment of the learning process of a foreign student.



Appendix 2 consists of a summary of the tasks and duties of the student, supervisor and tutors. Appendix 3 gives you a checklist to be used when organising work placement for a foreign student.

Appendix 4 gives general information on norms and regulations related to the different countries that participate in the ETM pilot project.

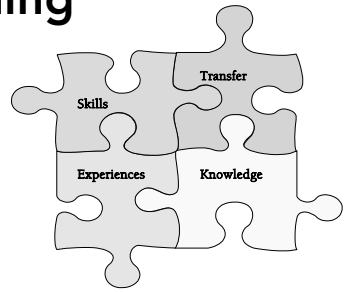
In this Handbook, the terms 'vocational training' and 'vocational education' are used as synonyms. Work placement learning' is the same as the term 'on-the-job-learning' which is sometimes used.

The term 'sending college' refers to the college in the student's home country s/he studies in. The term 'receiving college' refers to the host college in the country where the work placement period takes place.

We hope that The Handbook for Work Placement Supervisors will assist you in your important task of supervising and assessing the foreign work placement learning period of a foreign student.

1. Work Placement Learning

◆ Work placement learning in vocational education is a supervised and assessed study period. It is based on the objectives of the curriculum and the students' individual goals. During the work placement period, the students will have the opportunity to apply their skills in a real working life setting and learn new approaches and working methods. The lengths of work placement periods in vocational education in Europe vary from one country to another. In all countries the formal qualifications are based on the curricula that outline the required skills and theoretical knowledge.



learner who seeks information and asks for help when needed. The learning process - whether it takes place in the college or at the work placement - should always lead to improved comprehension of the learned knowledge and skills. Each student has his/her own personal way of learning new things.

1.1. What We Understand about Learning

◆ Learning is a continuous process that aims for professional competence. Through learning the student acquires skills and knowledge that are required in working life. The student continuously constructs his/her own concepts and understanding. In the learning process the knowledge, skills and experiences that already exist are combined into new knowledge. As a result the student has a broader foundation of knowledge and skills to apply in working life. The student is expected to transfer previously learned knowledge and skills into new settings.

The student is always responsible for his/her own learning process. S/he is an active

Learning occurs in the mind of the student, and only some part of it is visible to others. The invisible will become visible in a dialogue between the student and the supervisor. Together they observe, think and create a better understanding of themselves, others and the work itself. In this collaborative process the student learns from his/her colleagues as they discuss the work and share their individual viewpoints. It is very important that both the student and the supervisor are active and mutually committed to the student's learning process. Ongoing dialogue along with guidance supports the student's learning process towards his/her professional goals. Moreover, successful reflection requires a continuous dialogue. It is important that all staff members in the workplace support and encourage the student in his/her learning process and actively participate in this dialogue.

1.2. Reflection in Learning

◆ Reflection means that the student is continuously thinking and analysing his/her own experiences, knowledge and skills. Some students are more conscious about reflection than others. Reflection stimulates professional growth and improves professional practice, and the student becomes more aware of his/her own learning process. At its best, reflection continues after the work placement period and the acquired skills and knowledge are transferred to new settings.

Reflection aims to increase the student's awareness of

- ◆ what have I achieved so far
- ◆ what needs to be developed
- ◆ how it should be developed
- ◆ why it should be developed
- ◆ how the learned skills and knowledge can be transferred into new situations in a professional way.

The student's personal learning process is reflective in relation to the pre-set goals. Interaction and discussion are needed to understand the student's mind and way of thinking, as well as his/her existing reflection processes on the whole. The supervisor guides and promotes the student's active learning process towards the goals of both the curriculum and the student him/herself.

Summary

1. Active learning
 - ◆ Learning is the result of the learner's own actions - taking initiative, trying out demonstrated practices and analysing them, applying already learned skills into practice - under supervision.
2. Supervising
 - ◆ The student is supported in order for him/her to learn according to his own goals based on the curriculum.
3. Collaborative learning
 - ◆ The student learns from and with his/her colleagues. Other staff members also actively support the student's learning process.
4. Reflection
 - ◆ The supervisor makes questions and helps the student to analyse his/her experiences and work.
 - ◆ The student assesses what s/he has learned.
5. Transfer
 - ◆ The student transfers what s/he has learned to new situations and the supervisor encourages the student to apply his/her knowledge and skills into practice under supervision.

2. Best Practices in Supervising

2.1. The Roles of a Supervisor

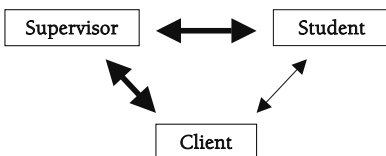
◆ You as work placement supervisor are the key person to promote the professional growth of a foreign student during the work placement period. Supervision is about dialogue that promotes student's self-assessment skills and self-directiveness. The goal of supervision is to help the student to take responsibility for his/her own learning.

The tasks and roles of the supervisor vary throughout the period. Constant encouragement of the student's reflective learning process is a necessity. The interaction and cooperation between the supervisor and the student is at its most intense and frequent phase in the beginning of the work placement learning period. The student is not yet familiar with client work and the clients, and

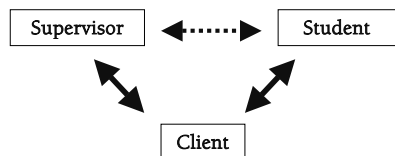
his/her relationship with them is only developing and needs encouragement. Towards the end of the period the student's work becomes more independent, and the supervisor can withdraw more into the background. The student's independence and initiative in working with clients varies from one student to another. The learning process is always individual. However, the supervisor is ultimately responsible for both working with the clients and the education of the student throughout the entire work placement period. The supervisor's task is to monitor the student continuously and keep reassessing his/her capability to work independently. The longer the work placement period, the more visible the changes in the student will be. However, it is important to keep in mind that it is impossible for the student to fully comprehend the entire field of work and its broader framework in the society within such a short period of time as the work placement period provides.

Changes in the role of the supervisor during a work placement period can be illustrated as below:

In the beginning of the period



At the end of the period



Different students may have different expectations in regard to the interaction between you as a supervisor and them as a student. The students also observe your work and personality as a supervisor from different viewpoints. The student's expectations may be easier for you to understand if you think of them through the different roles of a supervisor described below. You may notice that many elements of the different roles resemble one another or even overlap. Even though the emphasis on different elements vary during the different phases of the work placement period, they are all equally important. Successful supervision requires awareness and understanding of these elements in the daily work.

Activities are discussed in more detail in the chapter on best practices.

A supervisor's roles are:

- ◆ Supervisor as a cultural interpreter
 - to help the student to understand the cultural aspects of work
 - to explain reasons and provide justification for the used methods and practices
- ◆ Supervisor as a supporter of the student's learning process
 - to be aware of the student's professional and personal goals
 - to facilitate the student's learning process
 - to be in continuous dialogue with the student
- ◆ Supervisor working as a role model
 - to represent a model of a professional worker
 - to encourage and inspire the student to have a reflective approach
 - to support student's ethical working
- ◆ Working as a colleague
 - to acknowledge the student as one of the team
 - to acknowledge that the student is a novice, and giving due respect and recognition to his/her efforts
 - to remember one's own status as an authorised and trained professional
- ◆ Supervisor as organizer of practical arrangements
 - to introduce the work setting and the staff and clients
 - to explain house rules and safety regulations
 - to organize practical things, such as work schedules, assessment and discussions
- ◆ Supervisor as an assessor of the student's performance
 - to be familiar with the student's goals
 - to give feedback and to assess the student's performance
 - to promote the student's self-assessment

2.2. Best Practices in Supervising

◆ To supervise a foreign student during a work placement period is a challenging task. Differences in cultural backgrounds, norms, values, history, religion and education pose challenges and demands for both you and your student. It takes time and effort for the student to understand the work practices and justifications for work approaches. Moreover, interaction and communication in a foreign language may bring up some difficulties. To express feelings and to be specific in giving and receiving instructions and explanations in different language than one's own native language can be hard and demanding. Meanings of words, concepts and new terminology can be confusing.

"The supervisor guided me well and our cooperation was excellent. We worked together as a pair until I had learned the routines and was able to take responsibility for my own work and work independently. The supervisor trusted me and that increased my self-confidence. She also gave me feedback whenever there was a need. She was aware of the tasks and the work I was carrying out and she was "there" for me. This made guiding and counselling easy for both her and me."
(Student 2002)



2.2.1. How to Prepare for Supervising a Foreign Student

◆ To supervise a foreign student in his/her work placement period requires research and preparation done in advance. Because of the differences in cultural backgrounds and education, it is a great help to become familiar with the working methods and educational background of the student's home country. From your viewpoint as a supervisor it is also helpful to have frequent contact with the teacher from the host college (the tutor). It is also worthwhile to prepare oneself by checking the key concepts in the field in English.

We recommend that a meeting is held between the supervisor and the tutor before the student arrives, particularly if it is your first time as a supervisor and working with a foreign student.

The foreign student is required to write an introductory letter to the supervisor in which s/he tells about him/herself. The letter should include the following topics:

Introduction letter topics

- ◆ A personal introduction (hobbies, cultural and religious background, other interests)
- ◆ If relevant: particularities in personal health condition (for example allergies, back problems, etc)

- ◆ Previous work placement experiences, studies and working history
- ◆ A list of curriculum-based learning goals.
- ◆ Personal goals for the work placement period
- ◆ Wishes concerning the work placement abroad (what kind of client group, what kind of work setting)
- ◆ A photograph

This introductory letter will help both you and the student's tutor to build a picture about the student as a person and as a learner.

The host college will send you the student's personal introductory letter and the curriculum-based objectives of the course/study module and the work placement learning in English. The curriculum-based, professional objectives form the foundation for the work placement learning, and the student's individual aims and expectations are worked into it.

As part of the practical arrangements, it is your task to introduce the new student to the other staff members beforehand, and to give them a brief orientation on what is to be expected, the objectives and assignment of the curriculum, as well as the student's own aims. It's important that the staff as a whole encourages and supports the foreign student in his/her challenging practical study period. Hence, it is a good idea to discuss the staff's expectations of communicating and working with a foreign student, as well as how it is possible for each staff member to best help the student

to cope with the work and feel at ease as part of the working team.

After reading the student's introduction letter and the curriculum-based objectives you may consider the following questions:

- ◆ Which skills can the student train for and practice in my unit?
- ◆ Which objectives of the student cannot be achieved by working in my unit?

Outlining your own expectations about the supervising task and cooperation with the student will help you to focus on appropriate areas.

2.2.2. The Start

The first impression of the work place and staff is very important to a new student. A warm welcome and overall experience of the atmosphere in the work place as positive already in the very beginning will help the student overcome his/her initial nervousness and excitement.

There should be an adequate amount of time for the student to get properly



orientated to the work place (2-3 days). In order to help the student through the orientation period, the supervisor must:

- ◆ Show the premises: the whole building; rooms, facilities and premises for different purposes
 - ◆ Explain "the house rules" and give these also in writing (English or another language)
 - ◆ Explain practical matters that concern the student him/herself, such as lunch and breaks, appropriate clothing, safety regulations*
 - ◆ Explain the work schedule and the tasks of the different staff members (job descriptions)
 - ◆ Describe the nature of the work setting, principles, ethics and philosophy
 - ◆ Give general introduction of the clients
 - ◆ Explain and show equipment and other auxiliary devices
 - ◆ Clarify regulations and how to act in emergency situations
- *Please see country-specific norms presented as appendices in the end of the Handbook

During the introductory period, attention should be paid on the following issues:

- ◆ How the supervision will work out in practice (making appointments).
- ◆ What kind of expectations do both the student and you have concerning the work placement period
- ◆ The student's goals (curriculum-based and personal). See next paragraph.
- ◆ What kind of work experiences the does the student already have

The practical things to be organised also include drawing up a work schedule and discussing possible visits to other work placements or units. Discuss and determine together with the student how many formal assessment discussions you are going to have. When you go through the student's goals, make sure they are set on a realistic level and determine the working tasks for the first phase of the work placement period.

It is important to be aware that during the first days at the new work place the amount of new information that the student receives and must internalise is huge. Operating in a foreign language and in a new culture may be very confusing. In the beginning, constant support and encouragement are vital for establishing a positive working relationship. The student should be urged to ask questions about anything that is not clear, however trivial the matters may seem to the regular staff.

It is beneficial to discuss what communication in a foreign language means both for the supervisor and the student, as well as its effects on the work, openly throughout the whole work placement learning period. It's very likely that misunderstandings will happen, particularly with theoretical and abstract concepts and terms. Therefore it is important that when you give instructions to the student in his/her tasks, or explain various things related to the practical work, you carefully check that the student has understood you correctly. Mistakes with

language will inevitably occur, but the student should always be encouraged to communicate without feeling inadequate or embarrassed. Particularly if you are a native English speaker, pay careful attention to the level of the language you communicate with and try to avoid using too complicated English.

The supervisor's duty is to monitor and "lead the student by the hand" for most of the time during the days of orientation. The student may have many unanswered questions and concerns such as:

- ◆ Am I competent enough?
- ◆ What is my supervisor like and can I get along with him?
- ◆ What will they want me to do?
- ◆ Am I capable of carrying out my tasks?
- ◆ Can I manage with my English with the clients and staff?

As the supervisor, you are the closest person to the student during the work placement period. Being sensitive and empathic towards the student with all his/her emotions, thoughts and insecurities will help tremendously in creating a trusting and effective working relationship.

2.2.3. The Student's Goals

◆ Before the working placement period begins, you should already be familiar with the student's curriculum-based and personal objectives that s/he wrote about in the introductory letter. Now you and

the student are ready to take time to carefully go through the goals. The discussion gives you an opportunity to ask questions about the student's previous studies and work placement experiences. The student has the opportunity to explain the way of learning s/he is used to. Similarly, you can explain how the professional goals of the curriculum can be achieved during the time in the working unit. The curriculum-based objectives function as the main guideline when planning and agreeing on the tasks and duties the student must carry out. When needed, the learning goals can be revised and specified in together. Together with the student, inform the other staff members about the learning goals.

Please explain to the student in the initial discussion how and on what grounds feedback is given. The supervisor is present throughout the learning process in the work placement, and the element of assessment exists in all interaction and dialogue. Assessment focuses on how the student has achieved his/her goals.



"It would be good if the supervisor could get acquainted with the student's goals, and if so needed, assist the student in setting up the goals to a realistic level that can be reached in that particular work unit."
(Student 2002)

2.2.4. Supporting Learning and Reflection

"In situations where the student doesn't have much practical experience, the supervisor should show an example, first lead the student "by hand", and then let him/her try independently." (Student 2002)

◆ Goal-oriented supervising discussions between the student and the supervisor are the most important part of learning. The supervisor is expected to have broad understanding of the student's work placement goals and lead the discussion intentionally and in a student-centred way towards them. According to the principles of reflective learning approach, the student should be supported in analysing and utilising his/her previously learned knowledge and experiences when aspiring to reach the goals.

From the supervisor's viewpoint it is essential to help the student to understand his/her learning process and learn problem-solving skills in order to progress.

Examples of open questions in a supervising discussion:

- ◆ What do you think about...?
- ◆ What is this based on... why...?
- ◆ How do you feel about...?
- ◆ How do you understand...?
- ◆ How are you going to act/do.....?
- ◆ How do you think this should be done...?

The supervisor is there to listen, give feedback and be critical, but also to support and encourage.

The most significant benefit of promoting reflective learning is that the student gets used to finding solutions on his/her own and develops his/her problem-solving skills.

When the student has become familiar with the work unit, clients and practices, s/he can be given new tasks and topics to focus on. A good practice in the supervising process involves teaching the student something new at all situations:

1. you show an example and explain why such procedure / task is carried out
2. you let the student try to perform the task while the you supervise the process and interfere when needed
3. the student performs the task independently while you monitor how it succeeds

As the work placement period proceeds and evolves, you can and should allow more room for the student to work independently. There are no exact or specific rules about when such a point has been reached. Your experience as a supervisor and continuous observation on the student's progress is the best guide.

Work placement learning in another country is a great opportunity to the student to broaden his/her awareness on the field of his/her future occupation. On

the practical level, the nature of the work can be quite similar to how it is conceived in his/her home country. However, differences arise in ethics, grounds for justifying the practices, reasons for doing things in a certain way and work approaches due to different cultures and societies. Making comparisons between these differences and analysing the reasons for them provides an excellent basis for reflective learning. A big step forward is taken if the supervisor is able to explain and analyse the working culture in his/her unit from the viewpoint of the national culture. To be able to interpret culture-based activities requires that also the supervisor has a reflective approach to the work, as well as a deep understanding of its prerequisites and objectives.

3. Assessment

3.1. Assessment as a Continuous Process

”Going through the assessment in discussions is good. If possible it would be nice if the tutoring teacher could be present as well, and that we could fill forms together.”
(Student 2002)

◆ Assessment is a part of the learning process and it takes place throughout the entire work placement period. Assessment helps the student to get a realistic view on his/her skills and knowledge and to focus on the goals of the work placement learning period.

The objectives of assessment are to:

- ◆ support the student’s learning process
- ◆ motivate and encourage the student
- ◆ support the development of a positive self-image
- ◆ develop the student’s self-assessment skills
- ◆ provide information about the level that the student has reached to him/herself, the workplace and the college.
- ◆ give information about the student’s vocational skills
- ◆ give feedback about the work placement learning period on a general level
- ◆ prevent student from repeating possible mistakes and wrong practices, as well as from using incorrect working methods

The assessment process starts as soon as the student enters the work place for his/her practical learning period, and you two have had the initial discussion about the student’s goals, previous working experience and studies. The general goals of the whole vocational curriculum of the student, the curriculum-based work placement goals and the student’s individual goals form the point of departure and provide the overall focus for the assessment.

Assessment is one of the tools for supporting the student’s learning process. Therefore assessment on the whole is a continuous process. This means that the student receives feedback from you as a natural part of everyday discussions. Feedback, guidance and explaining work practises by the other staff members is also an important part of the process.

The student should be given immediate feedback on completing a task or accomplishing something new. Constant positive feedback greatly motivates the student and supports the learning of correct working methods.

Giving feedback for a student is not always easy. It can be a delicate process particularly if the student needs special guidance in correcting his/her performance of conduct at the work place.

Principles of giving feedback:

- ◆ Feedback should be planned in advance
- ◆ Feedback should be task-specific
- ◆ Feedback should not touch the student’s personal characteristics

- ◆ Feedback should focus on a limited set of specific objectives
- ◆ Feedback should be easy to understand, clearly verbalised and timed right
- ◆ Feedback should balance positive and negative comments
- ◆ Feedback should be delivered in private.

To receive feedback may be a new experience to the student. Feedback can only be effective when it is heard and understood by the receiver. It is important that the relationship between the supervisor and the student is based on trust and mutual respect.

You can start giving feedback by focusing on the positive, specific work performances and overall coping with the work that you have observed. After that you two can together list the issues and things which have room for improvement or need to be changed. Do not overlook the student's mistakes, as students get the most out of, as well as appreciate, honest and direct feedback. Finally, you can discuss in more detail how the desired improvements can be achieved.

3.2. The Student's Self-Assessment

◆ The ability to conduct a self-assessment is a part of vocational skills, and the basis of continuous professional growth. You can support and encourage the student in doing this by asking questions that help the student to reflect on his/her own attitudes towards learning and working, current competences and the goals of learning.

Most students are expected to fill in a specific self-assessment sheet during their work placement period abroad.

3.3. The Assessment Discussion

◆ The aim of the assessment discussion is to focus on how to best achieve the pre-set goals of the student. It is recommended that the student and the supervisor together go through the assessment criteria (and pre-fill forms) before starting to discuss the actual assessment. When both the supervisor and student operate on their second language, careful preparation in advance will make it easier to discuss different issues on mutual grounds and understanding, as well as to use mutually understood terminology and concepts.

It is also recommended that enough time is reserved in advance for the assessment discussions when the practical things are arranged in the beginning of the work placement period.

A constructive assessment discussion includes the following elements:

- ◆ The discussion is based on the overall goals of the work placement learning period
- ◆ How and why has the student achieved - or not achieved - the pre-set goals
- ◆ The student to becomes aware and goal-oriented in his/her own learning process
- ◆ The student will assess his/her own goals
- ◆ The discussion gives information of both the strengths and resources of the student, as well as the areas that need development

The long-term effects of a constructive assessment discussion are:

- ◆ The student is given the opportunity to discuss about experiences and ask questions
- ◆ The student's motivation for future learning increases
- ◆ The student becomes an active participant in his/her own learning process

During the work placement learning period there will be two specific assessment discussions in addition to the everyday discussions: the interim assessment and the final assessment.

3.3.1. The Interim Assessment



- ◆ The interim assessment discussion focuses on how the work placement learning period has gone and how well the set goals are achieved so far. The student should be made aware of how to improve his/her performance, and what s/he still needs to learn. The importance of having the interim assessment discussion increases with the length of the work placements. It is recommended that the tutor from the host college attends the interim assessment discussion, but if the work placement period is proceeding well and both the supervisor and the student agree that no major problems have arisen, the presence of the tutor is not necessary. However, the tutor must be informed about the topics and results of the interim assessment discussion.

3.3.2. The Final Assessment

- ◆ The final assessment discussion takes place in the end of the work placement period. The final assessment discussion should focus on how well both the curriculum-based goals and the student's own goals have been achieved and how

the student's vocational competence has improved during the period. The final assessment is a summary of the student's professional acquisition thus far. The student and the supervisor should also discuss what skills and knowledge the student should do more work on in the future. The emphasis is on the process of professional growth. This has to be seen in the perspective of the student's previous experiences and background, as well as his/her age. It is recommended that the tutor from the host college participates in the final assessment discussion.

In the final assessment both you and the student have a possibility to take a good look at the entire work placement period, comment on performance, practises and skills, and argue your own points of view. If both of you want to, the viewpoints and opinions of the other staff members can also be included in the assessment. The final assessment discussion is expected to be honest, objective and based on observations on the student's performance.

You and the student should fill in the work placement assessment forms in cooperation. The student then brings the assessment forms and the completed learning assignments back to his/her host college tutor.

When the student has returned to his/her own country, his/her tutor teacher from the student's home college and the student meet to check the completed assignments and have their final assessment discussion. The student is given

his/her final grade on the basis of the assignments, the assessment of the student's performance in the work placement abroad and the final assessment discussion with the tutor. If there are any concerns or questions, the home college tutor can contact both the host college tutor and the supervisor.

3.4. The Objects of Assessment

◆ The supervisor at the work place assesses the vocational competence of the student with the viewpoint of how ready s/he is to apply it in working life in the future.

The main objective of the assessment is to evaluate in detail how well the student performs the duties and tasks at the work place. Vocational competence has three principal elements: skills, core values and knowledge base. The level of the student's vocational competence is evaluated in the assessment. The work placement period is usually assessed by using the scale of unsuccessful, poor, good and excellent. The assessment of the student's professional competence should focus on:

- ◆ Working with clients
- ◆ Working as a member of staff
- ◆ Professional growth and development

Appendix 1 on the next page is an example of an assessment table that you can use. In addition to the three main elements of vocational competence, the student will also be assessed on how well s/he has achieved both the curriculum-based goals and personal goals that were set before the work placement period began.

Most likely students coming from abroad bring their own college-specific assessment forms with them. The assessment table below can be used as a guide for defining in specified detail how well the student has performed and reached the set goals. Moreover, the table is designed to give a common ground for all the countries that participate in this project and make assessment more transparent and coherent.

Appendices

Appendix 1. Assessment Table

Appendix 2. Responsibilities and Duties of the Student,
Supervisor and Tutor

Appendix 3. Checklist for Organising Work Placement

Appendix 4. National Information

Appendix 1. Assessment Table

Working with clients	Unsuccessful 0	Fair 1
Attitude toward client work	Shows no interest	Shows some interest
Interaction with clients	Does not make contact with clients	Seeks interaction with clients
Daily work with clients	Does not show initiative	Needs continuous supervision in daily work
Client-centred approach	Does not observe clients' needs	Takes notice of clients' needs and resources
Working methods	Does not use working methods	Makes use of working methods and equipment under supervision
Working as a Member of the Staff	Unsuccessful 0	Fair 1
Working according to the guidelines and rules of the work place	Does not obey rules or working hours	Obeys rules and working hours under supervision
Cooperation with co-workers	Does not participate in teamwork and avoids contact	Acts passively and seeks support from others
Interaction with co-workers	Does not make contact with colleagues	Participates in interaction
Professional growth and development	Unsuccessful 0	Fair 1
Ability to make use of supervising	Does not make use of supervision even if advised	Able to receive supervision and feedback
Ability to set learning goals	Not able to set goals	Is able to set goals when supervised
Self evaluation	Not able to evaluate own actions	Tries to analyse one's strengths and areas of development when supervised
Attitude toward learning	Shows no interest in learning	Pays attention to new information and listens actively

Good 2	Excellent 3
Shows empathy, respect and openness	Shows empathy, respect and openness in a professional way
Promotes clients welfare and interaction	Acts naturally, creates and maintains interactive relationships
Works independently	Works intentionally and independently and is able to justify one's own actions
Is able to plan, implement and evaluate client's individual needs and resources	Is independently able to plan, implement and evaluate clients individual needs and resources
Is able to use appropriate working methods and equipment	Is able to utilise working methods and equipment in a creative and versatile way
Good 2	Excellent 3
Obeys rules and working hours	Obeys rules and shows flexibility when so needed
Acts as a colleague in an active and responsible way	Acts initiatively and creatively
Interacts actively	Expresses own viewpoints and gives feedback
Good 2	Excellent 3
Asks for and receives supervision and feedback independently	Seeks supervision and feedback actively and makes use of it
Sets goals for him/herself	Sets new goals during learning process
Recognises own limits, what one can do and what should still be learned	Reasons and evaluates own work in a critical and versatile way
Seeks new information and develops own abilities	Seeks new information actively and independently and develops profession itself

Appendix 2. Responsibilities and Duties of the Student, Supervisor and Tutor

The Student

◆ The student has the responsibility for his/her own learning and doing his/her very best during the work placement period. The student is expected to act as an ambassador of his/her country and college.

The student must:

- ◆ Write a personal introduction letter to the hosting college and the workplace that includes:
 - Curriculum-based learning goals for the study module/course;
 - Curriculum-based learning goals for the work placement period;
 - Copies of the assessment forms to be used.
- ◆ Carry out duties and tasks set out for him/her by the supervisor and other staff members of the work placement.
- ◆ Follow the norms and rules of the workplace with regard to:
 - working hours, meal times and other breaks during a working day;
 - safety, integrity and confidentiality of the clients;
 - respect for both clients and staff.
- ◆ Cooperate with both the clients and the staff.

- ◆ Show an interest in the work placement activities and take initiative whenever it is possible.
- ◆ Take the initiative in communicating with both the clients and the staff.
- ◆ Inform the supervisor or co-workers immediately in case of illness or other absence.
- ◆ Compensate for any damage or loss if not covered by insurance of either the student or the workplace.

The Supervisor

◆ The supervisor works in close daily contact with the foreign student and becomes the key person for the student in the workplace who s/he can always turn to if needed. It is important to pay special attention to the intercultural differences and similarities. A good supervisor understands the process of supervising and knows how to build a supportive learning environment for the student.

The supervisor must:

- ◆ give information about the workplace and the working team;
- ◆ give information about working schedules, working hours, meal times and other breaks during a working day;

- ◆ talk about working clothes and how to protect oneself in ordinary daily work;
- ◆ give information about the client group;
- ◆ inform about the confidentiality regulations of the workplace (e.g. client files, privacy of the client);
- ◆ inform the student about his/her role at the workplace;
- ◆ give a clear job description and come to an agreement on the tasks to be done by the student;
- ◆ encourage the student to participate in activities and communicate with co-workers at the workplace;
- ◆ make clear agreements about who is responsible for the student's work placement during the days the supervisor is absent;
- ◆ explain about weekly supervisory discussions/talks that focus on the performance of the student as a future professional;
- ◆ inform about how to act in a safe manner in everyday work and what to do in case of an emergency;
- ◆ tell the student about his/her liabilities in case of an accident (whether intentional or not).

In cooperation with the tutor from the receiving college, the supervisor must:

- ◆ discuss the student's work placement assignments and goals;
- ◆ read, discuss and assess the work placement reports;
- ◆ conduct an interim and a final assessment of the student.

The Tutor

◆ The student's tutoring teacher at the host college is the contact person between the workplace and the college. The tutor's main role and responsibility is to *support both the supervisor and the student*.

The responsibilities of the tutor are:

- ◆ To ensure all practical arrangements concerning to the foreign student's arrival and stay in the country.
- ◆ To act as the contact person between the work placement organisation and the host college.
- ◆ To arrange accommodation for the student before arrival.
- ◆ To ensure that the supervisor is aware of all relevant matters, such as the student's goals and the length of the work placement period.
- ◆ To introduce the student at the workplace. The tutor makes appointments for possible visits at the workplace during the practical work period to discuss the student's progress. The tutor has the responsibility to safeguard the agreements made between the school and the work placement organisation.
- ◆ To monitor that the students learning goals and activities are in accordance with the final curriculum-based objectives of the work placement.

The tutor's role in the learning process of a foreign student is to cooperate with the student and the supervisor. S/he is responsible for ensuring that the student

receives the guidance and supervision s/he is entitled to. The tutor will brief the supervisor in how to promote the learning process of the foreign student (according to this Handbook). In cooperation with the student and the supervisor s/he will provide answers and solutions to possible problems that come up during the work placement learning period. If necessary, the tutor also participates in revising of the student's goals in beginning of the work placement period. The tutor must make sure that all parties involved fully comprehend the significance of foreign work placement period to the student in regard to limited knowledge of language and familiarity with the culture. The tutor is recommended to participate both in the interim and final assessment discussions with the student and the supervisor.

Finally, the tutor functions on the background throughout the entire work placement period as the person to whom both the student and the supervisor can turn to with any concerns, questions or case of emergency.

The tutor must:

- ◆ Clarify the role of both the foreign student and the supervisor at the work place and emphasise that the student's primary duty is to learn;
- ◆ Be responsible for all the practical arrangements, such as housing, introduction of the work placement and access to the internet;
- ◆ Make sure that the student's daily

tasks at the working unit are appropriate and according to the student's goals and the general objectives;

- ◆ Supervise the student's process of attaining the proper attitude towards working as a professional;
- ◆ Observe and monitor the individual learning process of the student in the light of the progress reports;
- ◆ Discuss the learning goals in the areas of knowledge, insight and skills;
- ◆ Have the final responsibility for the interim and final assessment at the work place in cooperation with the supervisor;
- ◆ Have the final responsibility for the assessment of the work placement assignments the student must carry out;
- ◆ Support the student in planning his/her own specific goals for the work placement period emphasising the issue of professional growth;
- ◆ Visit the foreign student's work place at least once during the placement period and more often if it is necessary in regard to providing support for both the supervisor and the student;
- ◆ Participate in the assessment discussion with the student and the supervisor (if possible) and support open, positive and critical dialogue between the student and the supervisor;
- ◆ Be available at short notice if so required by either the student or the supervisor (a backup / support system should be available for emergency situations).

Appendix 3. Checklist for Organising Work Placements

◆ Both the sending and receiving schools must act according to the following list of deadlines in order to secure smooth and successful organisation of the work placements. All partners (whether they are sending or receiving students) are expected to inform the other partners about the exact dates as soon as possible.

The students are supposed to arrive in their work placement country on the Monday of the first week and depart on the Thursday or Friday of the fourth or fifth week (depending on the total length of work placement period abroad). Regardless of the length of the total period abroad, the students' work placement period must include 20 working days in total.

Once the dates have been set, partners are to undertake the following activities:

- 1 = responsibility of sending country's school**
- 2 = responsibility of receiving country's school**
- wp = work placement**

ACTIVITY	1	2	DEADLINE
Inform partner about: <ul style="list-style-type: none"> • number of students • type of work placement • general student profile 	x		4 months before wp
Confirm receipt of all necessary information or ask for more information by e-mail		x	within 48 hours
Find suitable work placements		x	
Inform partner about: <ul style="list-style-type: none"> • possibilities of work placement • limitations • description (in some detail) 		x	3 months before wp
Confirm receipt of information or ask for more information by e-mail	x		within 48 hours
Confirm acceptability of work placement	x		2,5 months before wp
Make travel arrangements (student prices, changeable tickets, etc.)	x		2 months before wp
Inform students about: <ul style="list-style-type: none"> • definite choice of work placement • description of wp • job description at wp 	x		2 months before wp
Students send personal information to school partner about: <ul style="list-style-type: none"> • personal goals • school and work experience • expectations 	x		1,5 months before wp
Confirm receipt of information or ask for more information		x	within 48 hours
Brief the supervisors		x	1 month before wp
Arrange accommodation: <ul style="list-style-type: none"> • cheap • reasonable • near wp (in terms of transport because of time and cost) • together with other students • cooking/washing facilities • access to public transport and school 		x	1 month before wp
Brief students and/or parents about: <ul style="list-style-type: none"> • financial affairs • practical arrangements 	x		1 month before wp
Inform partners about: <ul style="list-style-type: none"> • accommodation arrangements • cost • arrival in foreign country • other arrangements 		x	2 weeks before wp
Confirm receipt of information or ask for more information	x		within 48 hours
Inform partner of travel arrangements	x		2 weeks before wp
Confirm receipt of information or ask for more information		x	within 48 hours
Reception of students: <ul style="list-style-type: none"> • welcome students • take students to accommodation • introduce students to wp 		x	day of arrival

N.B. deadlines cannot be exceeded but of course activities can be carried out earlier.

Appendix 4. National Information

Finland

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1. Qualified Supervisor

◆ The Status and Tasks of a Work Placement Supervisor

A professional supervisor must be designated for each student during their work placement learning period. According to norms that regulate work placement learning, the supervisor must have adequate professional competence, as well as to be motivated and capable of supervising and guiding the student.

A person who has completed vocational education in the social and health care

sector can act as a qualified supervisor of a student. It is recommended that the supervisor is a practical nurse and that s/he has at least two years of work experience. Many vocational colleges provide training for supervisors according to the guidelines of the National Board of Education. When a person accepts the role of a supervisor for a student, s/he also agrees to fulfil all the tasks and duties that are expected from a supervisor.

The main tasks of a supervisor are to act as a support person to the student at

the workplace, to guide and organise his/her practical study period, to inform the student about occupational safety regulations and practices, as well as to explain the clause of confidentiality to the student.

2. Legislation and Regulations

◆ The following list presents the legislation and regulations that concern work placement learning in Finland:

1. The Act on Vocational Education (630/1998)
2. The Decree on Vocational Education (811/1998)
3. The Act on Occupational Safety and Health (299/1958)
4. The Act on Young Workers (998/1993)
5. The Decree on the Safety of Young Workers (508/1986)
6. The Ministry of Labour: Light Work Suitable for Young Workers (1431/1993)
7. The Ministry of Social Affairs and Health: Decree on the List of Examples of Work Unsafe for Young Workers (128/2002)
8. Act on Working Hours (605/1996)

(<http://www.edu.fi/tonet/fin/alakohistaista/index.html>.)

3. Safety and Health Regulations

◆ When the employer signs the contract concerning the work placement period of a student with the college, s/he also agrees to take the responsibility to arrange the work placement period. The employer must ensure that there are suitable conditions for training, supervision and evaluation of a student. All parties involved must be aware of the responsibilities and insurance concerning safety and health regulations, as well as accidents. The employer, represented by the student's supervisor, is responsible for all of the education of the student that takes place at the workplace.

The employer who provides the work placement for the student is responsible for organising an orientation programme for the student. The programme must cover working conditions, clients, working methods and occupational safety, as well as how to act in emergency situations.

The supervisor must make sure that the student is aware of and understands that s/he must obey given instructions. The student must be explained the regulations concerning confidentiality, and made aware that s/he has the same responsibilities in regard to confidentiality that any employed professionals. (Vocational Education Act (630/1998))

According to the legislation on vocational education, the student has the right to a

safe working environment. It consists of both physical and mental environment. The supervisor is obliged to act in such a way that safe learning environment can be ensured for the student throughout the entire work placement period.

3.1. Risks and Dangers within Social and Health Care Work

◆ According to norms regulating work placement learning, the supervisor has to ensure that the student is aware of equipment and auxiliary devices available at the workplace. The supervisor is expected to guide and inform student on how they are used and what the most ergonomic working methods (i.e. lifting and moving patients) are.

The student is never to be left alone with the responsibility to carry out work duties.

3.2. Some Specifications on Young Students under 18 Years of Age

- ◆ minors are prohibited from working alone whenever there is a risk of violence or a high accident risk
- ◆ minors are not to work within care of psychiatric patients or socially or mentally disturbed patients
- ◆ minors are not to work in conditions where they might be exposed to radiation, carcinogens or poisonous substances or in conditions that might harm their health on a long-term basis
- ◆ special emphasis must be paid to conditions exposing student to

biologically harmful factors, i.e. bacteria, viruses and other microbes.

- ◆ minors are prohibited from working night shifts (22.00-06.00); however, evening shifts can last until 24.00
- ◆ minors are prohibited from handling or transporting deceased people.

3.3. Other Issues

- ◆ The main point of departure of work safety regulations is that it is the employer's responsibility to make the working environment as safe as possible against potential risks. The term secondary protection refers to using materials to promote personal safety, such as appropriate working clothes and latex gloves. Personal safety items are provided by the employer / work placement organisation. The student him/herself is responsible for wearing appropriate working shoes for indoor use.
- ◆ Every workplace must have clear and visible instructions on how to protect oneself against infections and contagious diseases, as well as on how used instruments and equipment, dirty laundry and waste are handled. The supervisor must make sure that the student is well aware of these matters and knows how to protect him/herself from the very beginning of the work placement period.
- ◆ The dress code in work placements varies according to nature of the work. The supervisor must inform the student of how to dress appro-

privately. Clean and casual wear is recommended.

- ◆ Depending on the nature of the work placement, wearing hand jewellery and piercings may be prohibited. The supervisor will brief the student over the matter.
- ◆ A salmonella certificate is required from those who come from outside Europe, as well as those who have recently stayed outside Europe.
- ◆ A criminal background check is required for those employed permanently. Thus criminal background check is not necessary for students doing a work placement learning period.
- ◆ Smoking is prohibited in all public facilities. Special smoking areas may be reserved for smokers.
- ◆ The use of drugs is strictly prohibited in Finland and the use of drugs will lead to prosecution.

4. Practical Arrangements

4.1. Student's Working Hours

◆ The length of the working week is approximately 40 hours, and the length of the work day is about 8 hours. Generally the student works the same shifts as the supervisor. The student should have the opportunity to work in all shifts, also in the evening and during weekends, but the main emphasis is on the regular morning shift.

4.2. Absences

◆ Coping in working life requires regularity and punctuality. If the student is late for work, the matter will be immediately addressed. The student is expected to be reliable and responsible in his/her work. In case of illness or other acceptable reason for absence, the student must immediately inform the supervisor. If the student is absent from work for more than three days due to illness, s/he must provide a doctor's certificate. Individual decisions are made about whether the student must work extra hours to compensate for absence.

If the student fails to inform the workplace about an absence, it will be recorded as an unjustified absence and the student is expected to compensate for the lost working hours.

4.3. Cancellation

◆ On rare occasions the work placement learning period may be cancelled if the student fails to show adequate responsibility and punctuality or perform his/her duties. If such problems arise, the student, tutor and supervisor meet and discuss the situation. If the student's conduct does not change, the work placement period can be cancelled altogether

4.4. Insurance

◆ In Finland every foreign student, regardless of nationality, is within the field of statutory accident insurance if

- ◆ the foreign student is registered as a student at the Finnish host college during the study period in Finland
- ◆ the student is attending an educational programme for a professional qualification.

There is no insurance coverage for short excursions to Finland.

Compensation of damages caused by foreign student

Responsibility to compensate damage that the student has caused during his/her work placement learning period is defined by legislation. Whenever the student causes damage due to a mistake or negligence when working as a work placement learner, the employer is responsible for making compensation for the damages. If it is proved that the damage caused by the student is due to intent or major negligence, the case is investigated and possible compensations are considered individually.

Whenever a student is going to study or do their practical studies in a work placement abroad, the sending college has the full responsibility of arranging appropriate insurance coverage for him/her. Possible insurance coverage by the host college abroad should always be considered supplementary.

Germany

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1. Qualified Supervisor

◆ The Status and Tasks of a Work Placement Supervisor

Each student has to have appointed supervisor for work placement period. According to norms regulating work placement learning supervisor has to have an education in supervising (200 hours), be motivated and capable of guiding student appointed to him.

Qualified supervisor is the one who has vocational education in social and health care sector. It is recommended that

supervisor is a practical nurse and has at least two-year work experience on his job. Main tasks are to act as supporting person for a student, to guide and to organise informing student with work safety regulations and practices as well as to remind student of confidentiality.

2. Legislation and Regulations

◆ The following is a list of legislation enacted and regulations which apply to the operation, care and staffing arrange-

ments in institutions for elderly care in Germany:

- ◆ Arbeitszeitgesetz (10.03.1994)
- working time law
- ◆ Jugendarbeitsschutzgesetz (12.04.1976) - youth protection law
- ◆ Mutterschutzgesetz (18.04.1968)
- law of the protection of maternity
- ◆ Beschäftigtenschutzgesetz (24.06.1994) - law of protection of employees
- ◆ Unfallverhütungsvorschriften
-accident prevention regulations
- ◆ Heimgesetz - nursing home law
- ◆ Gesetz zur Verhütung von Infektionskrankheiten - Infektionsschutzgesetz (20.07.2000) - law of prevention of infectious diseases

3. Safety and Health Regulations

◆ When signing the contract the employer agrees to take responsibility to arrange work placement period. It is employer's task to build suitable conditions for training, supervision and evaluation. All parties have to be aware of responsibilities and insurance concerning safety and health regulations and accidents. Employer, represented by

supervisor, is responsible of all education at workplace. Employer providing work placement is responsible for organizing briefing programme for a student. This programme has to cover working conditions, clients, working methods, work safety and how to act in emergency situations.

Supervisor has to clarify for student regulations concerning confidentiality and student has to obey given instructions. In relation to confidentiality student has same responsibilities as employed professionals. The student has the right for safe working environment. It includes both physical and mental environment. Teacher is obliged to act to support safe learning environment during work placement period.

4. Risks and Dangers within Social and Health Care Work

◆ According to norms regulating work placement learning supervisor has to ensure that student is aware of equipment and aids available at work placement address. Supervisor is expected to guide in inform student how they are used and what are ergonomic working methods (i.e. lifting and moving patients). Student is never to be left alone with responsibility to carry out working.

5. Guidelines for the Student

- ◆ Work safety regulations start from the viewpoint that employer's responsibility is to make work environment as safe as possible against potential risks. Secondary protection level deals with personal safety i.e. working clothes, latex gloves etc. These personal safety items are provided by employer / work placement organisation. Working shoes for indoor use are on student's own responsibility.
- ◆ Every work placement address has to have clear instructions how to protect against infections and contagious diseases, how equipment and disposals are treated. Supervisor is to brief student on these matters thoroughly in the beginning of the work placement.
- ◆ Dress code for work placements varies according to nature of the placement. Supervisor is to inform student of required dress code. Clean and casual wearing is recommended.
- ◆ The use of hand jewellery and piercings might be forbidden depending of the type of placement. Supervisor will brief student over the matter.
- ◆ Smoking might be forbidden. Supervisor will brief student over the matter.

6. Practical Arrangements

6.1. Student's Working Hours

- ◆ The length of working week is app. 38,5 hours with different models for number of working days per week (5-6 days per week). Generally student follows same shifts with supervisor. It may include morning and evening shifts and sometimes weekend shifts. It is recommended that students experience all shifts but daytime is emphasised.

6.2. Absences

- ◆ Working life expects regularity and punctuality. If tardiness occurs it will be instantly reacted. Reliability and responsibility are expected from a student. Student has to inform work placement of his absence and illness. If sickness is prolonged (over 3 days) a written document is needed from a doctor. It is individually discussed should student do extra work to compensate absence. If student do not inform about absence it will stated as unjustified absence. Student is expected to compensate unjustified absence by accomplishing extra working hours.

6.3. Cancelling

◆ Sometimes on-the-job period may be cancelled if student do not attend work place or won't take care of given tasks. The reason of cancelling may be that student has not changed his behaviour and actions after discussions with supervisor and teacher.

6.4. Insurance

◆ Recommendation: whenever students are doing either studies or work placement learning -periods abroad, the sending college is always fully responsible for organising sufficient insurance for their students. Hosting college's insurance cover should always be considered as supplementing one.

Compensation of damages caused by foreign student

Responsibility to compensate damage done during work placement learning period is defined by legislation. Whenever student causes damage due to mistake or negligence when working as a work placement learner, the responsibility to compensate damage is with organisation student is working for.

Secondary compensation responsibility is with student personally whenever damage has proved to be intentional or due to major negligence. In such cases compensation required will be considered individually.

Ireland

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1. National Criteria for Qualifying Work Placements

◆ In the Irish Care setting, the work placement supervisor is a Registered Nurse. The Registered Nurse is, at the present time, the only person qualified to supervise students who are placed by their colleges in Nursing Care Units. The placement of students in the workplace is relatively recent in Ireland and is therefore not comprehensively covered by specific legislation.

◆ **Definition:**

Work placement learning means using the theoretical knowledge, which students have learned and applying it to a practical situation, which is supervised and evaluated by a competent and qualified person. In Ireland the competent and qualified person is a Registered Nurse.

2. Legislation and Regulations

◆ The following is a list of legislation enacted and regulations which apply to the operation, care and staffing arrangements in Nursing Homes in the Republic of Ireland.

Health (Homes for Incapacitated Persons) Act, 1964

Health Act 1970

Health (Nursing Homes) Act, 1990

Nursing Homes (Subvention) (Amendment) Regulations, 1998

Redundancy Payments Acts 1967-2001

Minimum Notice and Terms of Employment Acts 1973-2001

Terms of Employment (Information) Acts 1997-2001

Unfair Dismissals Acts 1977-2001

Maternity Protection Act 1994

Protection of Employees (Young Persons) Act, 1996

Organisation of Working Time Act 1997

Employment Equality Act, 1998

Protection of Employees (Part-time Work) 2001.

Safety, Health & Welfare at Work Act 1989 and the Safety Health and Welfare at Work (General Application) Regulations 1993.

3. Safety and Health Regulations

◆ The Safety, Health and Welfare at Work Act, 1989 is a radical legislation applying modern concepts to occupational safety and health. It is a framework Act covering all persons at work, imposing general duties on several parties and requirements on employers to prepare a safety statement and to consult employees, aimed at a preventative approach to reducing accidents and ill health at work. It establishes the National Authority for Occupational Safety and Health and provides enforcement procedures for the Authority's inspectors.

While no specific regulations are in place at the present time, for work placement students, the Health and Welfare at Work Act, 1989 will apply. The student's attention is drawn to the Safety Statement in operation at the Care setting and he/she will be given an orientation of what is expected in terms of collective responsibility for Health & Safety in the workplace. The college, the student and the working life partner should engage with each other, prior to the placement in order to copper fasten terms and conditions. Each work placement unit will have their own policies and procedures for safety and best practice, which should be available to all parties on request.

4. Practical Arrangements

4.1. Young Students

◆ The following are the recognised best practice guidelines for students on work placement learning. Each college also has its own recommended guidelines and it is advisable that each college and host placement centre, discuss them prior to placement.

- ◆ Upon entering the work placement setting the student will be orientated by the Staff Nurse on the policies and procedures operating in that establishment. Particular emphasis will be placed on the Health & Safety Statement, the dress code, working time and break times. The student will be shown the staff canteen where hot food will be provided at the appropriate break times.
- ◆ The student will be given a course in Manual Handling.
- ◆ The supervisor will help and guide the student taking into consideration the remit of their study module.
- ◆ The student will be given written procedures on the role of the Care Assistant. This statement contains all the information required for the student.
- ◆ The student will not be asked to do any tasks which would be unsuitable for their age group and the student will not, as far as is reasonably possible, be exposed to any physical, biological or chemical risks.
- ◆ The student will not be assigned to violent or psychiatric situations.
- ◆ Finally, if the student has any other sensitivity, s/he should mention them on arrival and in conversation with the supervisor.

4.2. Supervisor

◆ In the Irish Care Setting as previously mentioned, the workplace supervisor will be a Registered Nurse.

(a) Guidelines for the Student

The student must give the following information to the Work Placement Supervisor in the Health Care Unit, immediately upon arrival:

- ◆ All personal details, name, address, contact telephone number for parents or guardians, an up-to-date curriculum vitae and a current Police Clearance Certificate.
- ◆ Inform the work placement supervisor immediately upon arrival, if you have any special needs i.e. dietary requirements, interpreter (for hearing impaired students) or allergies.
- ◆ Students will be given a one hour break for lunch and will be given a choice of lunch menu. Refreshment breaks will be assigned by the supervisor.

- ◆ Students will be required to attend the work placement unit from 10.00 a.m. to 4.30 p.m. daily
- ◆ The student should wear appropriate clothing and footwear. Appropriate clothing would be a white T shirt and navy/black slacks or track-suit pants. Footwear should be comfortable i.e. trainers (running shoes with laces or Velcro ties)
- ◆ Hand jewellery is not allowed.
- ◆ The patient is entitled to the utmost dignity and respect and students are requested to observe the protocols in operation at the work placement unit.
- ◆ Insurance - the colleges in Ireland cover Irish students on work placement. Students from abroad should have a reciprocal insurance.

The Core Curriculum - Goals for work placement learning:

- ◆ The goals for work placement learning periods depend on the module chosen.
- ◆ Length of work placement - depends on the requirements of a particular course, usually between 2-4 weeks.

(b) Basic Requirements for Supervisor

- ◆ The supervisor is a Registered Nurse. The Registered Nurse will have a number of years experience and will have excellent supervisory skills.
- ◆ The Registered Nurse will have good interpersonal skills and will

give time and commitment, within the constraints of her own main responsibility (which is to her/his institution) to the work placement student.

(c) Criteria for Qualifying Work Placement

- ◆ Work placement site must be relevant to the vocational aims and course of study being undertaken.

(d) Absences

- ◆ Local arrangements apply. Minor casual absences will be dealt with locally. Serious absences will be dealt with by all the partners.

(e) Contract Matters

- ◆ In advance and per recommendations of the Leonardo da Vinci project, adequate and agreed arrangements to be made, in writing, with all partners. The contract will cover such matters as hours of work, refreshment breaks, meals, uniforms, and reporting procedures.

The Netherlands

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1. The role of the OVDB

1.1. Introduction

◆ Work in a caring or service profession varies a lot. Some jobs involve caring tasks such as domestic work and personal care. Other jobs focus on counselling. The OVDB as the national body for Vocational Education in Health Care, Home economics and Catering, Social Care and Sports is closely involved in this multifaceted sector. As the national body, the OVDB for example develops qualifications for jobs such as pharmacist's assistant, community worker, childcare worker and nurse. The developments in this sector are taking place rapidly. The Government is introducing new regulations all the time. In addition, the demand for care in society is increasing, due to the ageing population. As a result, the demand for qualified staff is also rising. The OVDB pursues an active international policy.

1.2. Checklist for Recognition

◆ The Dutch Adult and Vocational Education Act (WEB) states that vocational practice can only be acquired in a recognised apprentice company. Labour organisations outside The Netherlands wishing to provide vocational practice for Dutch courses must also be recognised first by the national body in the sector. In accordance with these recognition criteria, accreditation of organisations outside The Netherlands calls for a separate

approach. A checklist has been developed and this checklist is sent to educational institutions or organisations outside The Netherlands. Through this checklist, work placement organisations get an idea of what the OVDB as a national body expects from them as "training" work placement organisations abroad. The checklist for the recognition of these organisations abroad may result in general recognition, and therefore may be considered as a first step. Using the completed checklist, the consultant of the OVDB can determine whether a foreign organisation complies with the Dutch conditions. As a result, quality assurance is provided.

In the future, the OVDB will be looking into the ways in which the quality of foreign vocational work placements can be monitored further. Additional attention will then be paid to specific skills and activities of specific vocational qualifications abroad.

Based on the criteria in the checklists the OVDB verifies whether the organisations qualify for accreditation. The educational quality of the organisations is of prime importance when providing on-the-job learning opportunities.

Organisations that meet the accreditation requirements are included in a public register that is kept up-to-date by the OVDB.

1.3. Accreditation Criteria

◆ The board awards an organisation accreditation for one or more qualifications (and thus the matching courses) when all conditions specified below under 1 to 3 are fulfilled.

1. A substantial number of the final attainment targets of a course can be met within the normal working process of the organisation. These final attainment targets may relate to such aspects as knowledge, skills and professional attitudes.
2. The organisation has designated or appointed at least one person with the supervision of the trainee during the work placement.
 - a. The designated party has a relevant diploma or certificate that is at least equal to the qualification(s) for which the training is being given and
 - b. he or she has had at least two years' relevant practical experience after obtaining the diploma or certificate as named under **a**, or
 - c. he or she can attest to having received a combination of training and experience that can be deemed equivalent to that which is defined under **a** and **b**.
3. The organisation can demonstrate that measures have been taken to make sufficient time available for the supervision of the trainee.

1.4. Procedure

◆ Assessing organisations outside The Netherlands through these accreditation criteria requires a special approach. On the whole, the occupational structure and the organisation of on-the-job training will differ from those in The Netherlands.

The OVDB has developed an extensive checklist containing three accreditation criteria viewed from various angles and a work placement profile for the courses Care and Nursing or Social Care specifying the educational terms and conditions and any specific activities and interventions to be carried out during the on-the-job training. For other qualifications these training placement profiles are not yet available in English.

The OVDB kindly requests you to complete the checklist and the work placement profile whenever possible and return it to the cooperating Dutch educational institution Regional Training Centre (ROC). These completed lists provide us with information about the on-the-job training opportunities your organisation can offer Dutch trainees.

As soon as the Dutch educational institution receives sufficient information about the desired on-the-job training placement, it will submit the material to the OVDB consultant. Finally, on the basis of the information provided by the educational institution, the OVDB consultant will assess which courses meet the accreditation criteria. In the absence of sufficient information, the coordinator will contact the organisation, after or in consultation with the educational institution.

The checklist and the training placement profiles may be downloaded from the website of the OVDB: www.ovdb.nl. without charge. When you choose the link "Internationalisering" they are easy to find.

2. The Individual Health Care Professions Act

2.1. Introduction

◆ The Individual Health Care Professions Act (Wet BIG), as it is known, regulates the provision of care by professional practitioners focusing on the quality of professional practice and protection of patients.

It is a framework legislation that indicates broad outlines.

2.2. Purpose and Background

◆ The purpose of the act is to foster and monitor high standards of professional practice and to protect the patient against professional carelessness and incompetence. The act focuses on individual health care, i.e. care that is aimed directly at the individual.

The act replaces all twelve previously existing statutory regulations governing the health care professions, the oldest of which was the Medical Practice Act (Wet uitoefening geneeskunst, WUG) dating from 1865. This act prohibited the unauthorised practice of medicine; originally, only doctors and midwives were allowed to perform medical procedures.

The Individual Health Care Professions Act (wet BIG) changes this situation. It takes a fresh approach to the provision of care by professional practitioners. It basically widens the practice of medicine instead of restricting it, thus lifting the ban on the unauthorised practice of medicine and

giving people more freedom to choose the care provider they want. However, in order to prevent unacceptable health risks to the patient resulting from lack of professional competence, certain procedures are specifically excluded and may only be performed by authorised professional practitioners.

2.3. Main Elements

Quality

◆ The primary aim of the act is to create the conditions necessary for fostering and monitoring standards of professional practice in individual health care. That is why the act contains provisions relating to the protection of titles, registration, reserved procedures and medical discipline.

Reserved procedures

The basic principle behind the Individual Health Care Professions Act is that the practice of medicine is open to all. However, the act also provides for certain exceptions to this rule. Some procedures may be carried out only by categories of professional practitioners authorised to do so by law. The procedures in question are those that entail a considerable risk to the health of the patient when performed by people who are not considered as experts. The performance of such a procedure by an unauthorised practitioner is a criminal offence. The procedures specified in the act are as follows:

- ◆ Surgical procedures;
- ◆ Obstetric procedures;
- ◆ Catheterisations and endoscopies;
- ◆ Punctures and injections;
- ◆ General anaesthesia;
- ◆ Procedures involving the use of radioactive substances and ionising radiation;
- ◆ Cardio version/defibrillation;
- ◆ Electro convulsive therapy;
- ◆ Lithotripsy;
- ◆ Artificial insemination.

Reserved procedures may be carried out by two groups of professional practitioners: those with direct authorisation and those who may perform the procedure on the order of the former and are thereby authorised. The act grants direct authorisation to doctors, dentists and midwives and specifies which group is authorised for each category of reserved procedures. This entitles them to perform reserved procedures on their own initiative, i.e. they themselves are responsible for deciding whether the procedure may be carried out. Naturally, they must not overstep the legally prescribed bounds of their own specialised field, and they must be capable of performing the procedures properly. Other staff such as nurses and nursing assistants may also carry out reserved procedures, although they do not have direct authorisation. Unlike doctors, dentists and midwives, they are not allowed to determine whether a procedure may be carried out and must obey the orders of practitioners with direct authorisation.

The performance of such procedures on order is not confined to registered practitioners. In fact, anyone who has been ordered to perform a reserved procedure and who is skilled is thereby authorised to do so. Issuing an order is subject, however, to certain conditions. Most importantly, the practitioner with direct authorisation must have reasonable grounds for assuming that the person to whom he or she is giving the order is capable of performing the procedure properly. For example, a doctor can order a sufficiently experienced and qualified nurse to give an injection, but not an inexperienced nurse who has never performed the procedure. If necessary, the practitioner in question must give instructions. In addition and if necessary, he or she must supervise the performance of the procedure and be on hand to intervene.

Similarly, a practitioner who is ordered to perform a reserved procedure may do so only under certain conditions. This means primarily that he or she must be acting on the order of a practitioner with direct authorisation. In addition, he or she must be skilled enough to perform the procedure properly and must obey any instructions given by the practitioner in charge. Thus the Individual Health Care Professions Act (wet BIG) authorises for example nursing staff to perform reserved procedures, although these are subject to certain conditions.

Special arrangements may be made to cater for those categories of practitioners without direct authorisation, who enjoy considerable autonomy and

perform reserved procedures on a daily basis, e.g. nurses who give injections and insert urinary catheters. An Order in Council may be issued stipulating that a particular group of practitioners is competent to perform certain reserved procedures unsupervised and without the intervention of an authorised practitioner. Such staffs are referred to as being "functionally independent". However, they must always act on the order of a practitioner with direct authorisation and be sufficiently competent.

The rule of thumb is: Those not skilled to perform a procedure are not legally authorised to do so.

3. Working Conditions

3.1. Risks and Dangers within Social and Health Care Work

◆ In The Netherlands social and health organisations have to act according to the Working Conditions Act, in which strict rules in the area of safety and working conditions are drawn up. It's the responsibility of the employer to create a setting in which employees can work safely. Every work placement organisation has to have clear instructions on how to protect against infections and contagious diseases and on how equipment and disposals are to be dealt with. The supervisor has to brief the student on these matters thoroughly at the beginning of the work placement.

It's also the responsibility of the employer to instruct the students on how

to act in emergencies at the beginning of a work placement. There must be a clear and visible emergency plan. The student also has to be instructed on safe ways of using equipment. Students have to be supervised in using sophisticated equipment. Personal safety items are provided by the employer / work placement organisation. The student is never to be left alone with responsibility to carry out the work.

3.2. Some Regulations on Young Students Under 18

- ◆ Minors are prohibited from working alone whenever there is a risk of violence or a high accident risk
- ◆ Minors are not to work in conditions where they might be exposed to radiation, carcinogens or poisonous substances or in conditions that might be harmful to their health in the long run
- ◆ Special emphasis should be paid to conditions exposing a student to biologically harmful factors, i.e. bacteria, viruses and other microbes.
- ◆ Minors are not allowed to work in a working area that's too noisy;
- ◆ Minors are prohibited from working with dangerous equipment
- ◆ Minors are prohibited from working night shifts (22.00-06.00), have to have able to rest at least 12 hours each 24 hours (in any case between 22.00-06.00 and 23.00-07.00)
- ◆ Minors are prohibited from working for more than 9 hours a day, 45 hours a week, 160 hours in 4 weeks.

- ◆ Breaks: more than 4, 5 hours labour: 1/2 hour without interruption, more than 8 hours labour: 3/4 hour, in which 1/2 hour without interruption.

3.3. Other Remarks

- ◆ The dress code for work placements varies according to the nature of the placement. The supervisor is to inform student about the dress code required. Clean casual wear is recommended.
- ◆ A criminal record -check up is only needed for those employed permanently. So criminal record check is not needed for students doing the work placement.
- ◆ Smoking is prohibited in all public facilities. Special smoking areas may be designated for smokers.
- ◆ When working, the use of drugs is strictly prohibited in The Netherlands.
- ◆ What kind of activities the student has to do: whether there are enough opportunities to learn; which attainment targets he/she has to achieve during his/her work placement period.
- ◆ Whether there is enough time for supervision at the work placement and at school;
- ◆ What will happen when things go wrong in co-operating with others or when the student discovers this is not the right place to work;
- ◆ What the insurance in like in case of:
 - Damage to others caused by the student
 - Damage to the student caused by others
 - Costs caused by illness.

4.2. Rights and Duties of the Student

- ◆ A work placement contract often lies down:

1. What the work placement institutions can count on
2. The obligations of the work placement institution regarding:
 - ◆ duties;
 - ◆ supervision and evaluation of the student;
 - ◆ expense allowance;
 - ◆ travel expense allowance;
 - ◆ student insurance;
 - ◆ Who is liable for any damage caused by the student;

4. Work Placement Contract

4.1. Contract Between Three Parties

◆ In The Netherlands all Regional Training Centres draw up a work placement contract together with the student and the work placement organisation. For a student it's important to pay attention to the work placement contract. It describes:

- ◆ Who is liable when the student sustains damage because of or during the work placement

3. The obligations of the educational institution regarding:

- ◆ Student supervision.
- ◆ Student insurance

4. The obligations of the student during the work placement:

- ◆ The duties at the work placement institution during the work placement,
- ◆ Any training that is to be taken at the educational institution (days on which he/she has to return etc.),
- ◆ Maintaining the contact with the education institution and the work placement institution regarding supervision etc.
- ◆ (Occasional) secrecy.

5. In which way, on which grounds and on which terms the work placement contract may be terminated.

4.3. Insurance

◆ It's very important for students to check whether they are well insured during their work placement period abroad. In paragraph 4.2. you read about drawing up a work placement contract; it's recommended to draw up such a contract with clear regulations.

5. Laws and Regulations

◆ The following laws have an effect on learning on-the-job in The Netherlands:

9. Adult and Vocational Education Act (1996)
10. Working Conditions Act (1998) **http://www.arbo.nl/legislation/eng/**
11. The Individual Health Care Professions Act (1996)

Scotland

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1. Work Placement Supervisor's Qualifications and Role

◆ In Scotland the role of the placement supervisor is considered to be essential in assisting the student to meet the practical skills and the applied knowledge required as part of their course. As many of the student placements are an integral part of their college qualification, the supervisor plays a key role in this process.

The Supervisor must be a qualified Registered Nurse and have a minimum of two years post registration experience. New supervisors will have undertaken an induction session on the role of the

workplace supervisor in relation to the level of student undertaking the placement and the criteria which have to be met. It is important to note that there are no specific national criteria for this role at Further Education student level, however students who are undertaking nursing qualifications in partnership with Universities and who will progress into their second year at University will require to meet the criteria laid down by the Nursing and Midwifery Council and the role of the supervisor is therefore more prescriptive.

The supervisor is required to work closely with the student and to monitor their progress through ongoing assessment of the students learning. The student and the supervisor will set the individuals learning goals and reflect upon their experiences in the clinical placement.

Students from abroad will be allocated a supervisor for the period of their work placement and will support the student in setting and meeting the goals as laid down in their own country. The process will essentially be the same as that of a local student. They will also be responsible for organising a period of induction which will include orientation of the building as well as health and safety issues, personal responsibilities and confidentiality requirements.

2. Legislation and Regulations for Employers in a Care Setting

◆ There are many regulations governing the welfare of employees at work. The following is a guide to some of these laws and regulations:

- ◆ The Adults with Incapacity (Scotland) Act 2000
- ◆ Data Protection Act 1998
- ◆ The Disability Discrimination Act 1995
- ◆ Fire Precautions (Workplace) regulations 1997 (as amended)
- ◆ The Health and Safety at Work Act 1974
- ◆ The Human Rights Act 2000
- ◆ The Mental Health (Scotland) Act 1984
- ◆ The Misuse of Drugs Act 1971
- ◆ The Public Interest Disclosure Act 1998
- ◆ The Race Relations Act 1976
- ◆ The Race Relations (Amendment) Act 2000
- ◆ The Regulation of Care (Scotland) Act 2001
- ◆ The Rehabilitation of Offenders Act 1974
- ◆ The Sex Discrimination Act 1975

2.1. Safety and Health Regulations

◆ The Health and Safety at Work Act 1974 relates to a safe environment for both employers and employees. Those working have duties to ensure safe working practices.

Employers

Employers who employ more than 5 employees must:

- ◆ provide a written health and safety policy
- ◆ take precautions to reduce the possibility of accidents
- ◆ provide training to staff to enable them to work safely
- ◆ provide equipment to ensure the health of those working

Employees

Employees must:

- ◆ comply with health and safety policies of the workplace
- ◆ report hazards

The workplace student will be made aware of the health and safety policy for where they are working. The policies and procedures are available for them to access as well as being given an induction both in the workplace and at college of health and safety issues in relation to their given placement. The students will also be issued a college student handbook which will include issues relating to health and safety in the workplace.

2.2. Risks and Dangers within Social and Health Care Work

◆ As with all students undertaking a work placement, they will not be expected to undertake any task without being supervised. The student would not be expected to or asked to operate any equipment relating to the moving and handling of patients. They may be in the role of assisting and this only if they have undergone some manual handling training. Workplace students would not be expected to handle any contaminated materials ie. from wound dressings or any blood products. The role of the student would be in an observational capacity in these situations. The students would be expected to undertake the appropriate hygienic practices when working with the vulnerable, ie. hand-washing, the wearing of plastic aprons, as appropriate etc.

2.3. Young Students

◆ To access a work placement in a care setting it is recommended that the student must be 17 years of age. This applies generally to those who would be working in continuing care wards in hospitals. Private nursing homes will employ 16 year old care assistants, and are therefore willing to take students of that age on placement. All students regardless of their age should receive a full induction relating to their placement highlighting their roles and responsibilities. Should a student of this younger age access a work placement, then extra considerations should be taken into account, namely:

- ◆ that they will not be left to attend to a patient/client on their own
- ◆ that the placement is appropriate i.e. not working with those with mental health problems, drug related problems or those who have difficult social circumstances.
- ◆ all duties relating to dealing with the patient/client in a clinical capacity are supervised or observed.
- ◆ the younger student may be asked if they wish to observe the preparation of the deceased person. This not compulsory.

3. Practical Arrangements

3.1. General Guidelines

◆ All students will undertake the same process on arrival for a work placement. As the placement supervisor and the college will work closely together, it is important that each has an understanding of what information the student will receive. This will allow them to review more accurately the student's progress and areas, which require to be amended. The following will highlight the information given by both the placement provider and the college as well as what is expected of the student undertaking the placement experience.

The College will:

- ◆ have made all of the placement arrangements
- ◆ have received all contact details prior to the student arriving.
- ◆ have received the students curriculum vitae
- ◆ have received confirmation of no criminal convictions.
- ◆ have sent out information regarding the placement prior to the students arrival
- ◆ have confirmed what the appropriate dress code is for their particular placement, including, appropriate footwear, the use of jewellery, nail varnish and the necessity for long hair to be tied back
- ◆ have organised an induction programme which will include orientation of the city they are in, use of college facilities i.e. email access, bus passes.
- ◆ have supplied the student/ placement supervisor with a handbook containing:
 - placement dress code/students will be provided with uniforms but not shoes
 - college and placement supervisor contact details
 - emergency contact details
 - working hours
 - procedures for being absent
- ◆ review the students personal learning goals
- ◆ where possible, offer an introduction to manual handling.

The Placement will:

- ◆ have allocated the student a supervisor for the duration of their time. Depending on the shift pattern, 2 supervisors may be allocated.
- ◆ have organised an induction programme, highlighting relevant policies and procedures as well as the role and responsibilities of the student.
- ◆ explain shift patterns, which will vary depending on the type of placement, but no student will be expected to work night shifts.
- ◆ assist the student in reaching the goals that are required for the placement.
- ◆ assist the student in observing and participating in any relevant activities.
- ◆ complete a written report at the end of the student placement which will reflect upon the learning that they have received.
- ◆ complete any relevant documentation in relation to what is required by their college.
- ◆ protect the student from any risks and dangers as laid down within the Health and Safety legislation and work procedures.
- ◆ cover the student through their Insurance policies for the duration of their work placement.
- ◆ provide facilities for the student to have coffee and lunch breaks throughout the duration of their time on placement.

The Student will:

- ◆ turn up for placement at the appointed time for their shift.
- ◆ report absence from placement to both the placement and the college supervisor on the day of absence. Continuous absences will be reported to the students own college supervisor.
- ◆ be expected to respect the dignity and privacy of those that they are caring and working for.
- ◆ respect the dress code of the organisation.
- ◆ inform the placement if they have any special requirements, i.e. dietary, disability (this will be treated in confidence)
- ◆ be expected to work conscientiously towards achieving their learning outcomes/goals.
- ◆ be expected to read any relevant documentation in relation to the safe working practices as directed by the placement supervisor.

4. Emergencies and Absenteeism

- ◆ If a student is absent, the student should inform the placement as well as the college supervisor. The college supervisor will arrange temporary registration with a doctor and dentist on the student's arrival. The student may access these facilities but must be accompanied by the college supervisor. Usual practices would

include the completion of a self-certification form for the period of 1 weeks absence. Absence of more than 1 week would require certification by a doctor.

Where possible, the student may be able to make up the hours lost, but the student would not be encouraged to work in excess of the legal working hours requirements. Generally the working week will consist of 37.5 hours per week. Special arrangement however can be made for the student to make up for periods of absence.

5. Contractual Arrangements

◆ Prior to students being placed abroad on a work placement, discussions and agreements will have been made with that country's organisation.

Important Footnote

Placement arrangements across Scotland vary. There is no one model and other colleges will have their own procedures. The information in this document is peculiar to how placements are organised and negotiated for the care sector at Dundee College and should not be used as an example of national procedures.

Sweden

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1. Qualified Supervisor

◆ **The Status and Tasks of a Work Placement Supervisor**

In the Swedish care setting, the work placement supervisor is an assistant nurse designated by the manager of the care setting.

Basic Requirements for Supervisor:

- ◆ The supervisor is an assistant nurse who has a number of years of experience and is known to have excellent supervisory skills.

- ◆ The supervising assistant nurse has good interpersonal skills and is willing to give his/her time and commitment to the work placement student within the constraints of her own main responsibility to the place s/he works in.

Criteria for a Qualified Workplace for Practical Studies:

- ◆ The work placement site must be relevant to the vocational aims of the course that the student is taking.

Definition: Work Placement Learning

Work placement learning means that the student utilises the theoretical knowledge s/he has learned thus far and applies it in a practical work situation under the supervision and assessment by a qualified and competent professional. The supervisor discusses the student's performance with the tutor and gives the student an assessment after the work placement ends.

2. Legislation and Regulations

◆ In Sweden the following labour laws and regulations are of importance during vocational training:

- ◆ The Work Environment Act (1977:1160)
- ◆ The Working Hours Act (1982:673)
- ◆ The Secrecy Act (1980:100)

2.1. The Work Environment Act

Chapter 3 General Obligations:

§Sec.1a The employer and employee shall co-operate to establish a good working environment.

§3 The employer shall ensure that the employee acquires a sound knowledge of the conditions in which work is conducted and that s/he is informed of the occupational hazards that the work may

entail. The employer shall make sure that the employee has received the training necessary and that s/he knows what measures shall be taken for avoidance of risk in the work.

Chapter 5 Minors (AFS 1996:1)

The health care sector is among those fields of work that is not allowed to employ minors. This restriction is not applicable on students in training. Tasks which are part of vocational training are exempt from the rule if the student has a specially appointed supervisor (AFS 5§ 1996:1).

The supervisor must have adequate work experience and be given a sufficient amount of time during the working day to supervise and guide the student (6 § AFS 1996:1).

2.2. The Working Hours Act

◆ Sec§ 5 The ordinary working time is a maximum of 40 hours/week.

Sec§ 14 The employee is entitled to at least 36 consecutive hours of free time every week.

2.3. The Secrecy Act

◆ The Secrecy Act regulates public professional confidentiality. According to the Act, a public employee in the health sector is prohibited from revealing any information s/he has received in his/her

work to anyone except to other staff members involved in the same tasks. The students must sign a paper saying that they have received information about the Secrecy Act and are familiar with its content.

3. Practical Arrangements

◆ The following are the recognised best practice guidelines for students on work placement learning. Each college has also its own recommended guidelines, and it is advisable that each college and host placement centre discuss them prior to placement.

- ◆ Upon entering the work placement setting the student will be orientated by the supervisor on the policies and procedures at use in the establishment. Particular emphasis will be placed on the Health & Safety Statement, the dress code, working time and break times. The student will be shown the staff room, where the student can rest and eat at the appropriate break times.
- ◆ The student will be given a course in Manual Handling.
- ◆ The supervisor will help and guide the student taking the remit of his/her study module into consideration
- ◆ The student will not be asked to do any tasks which would be unsuitable for their age group and the student will not, as far as is reasonably

possible, be exposed to any physical, biological or chemical risks.

- ◆ The student will not be assigned to violent or psychiatric situations.
- ◆ Finally, if the student has any other sensitivities, s/he should mention them on arrival and in conversation with the supervisor

3.1. Guidelines for a Student:

- ◆ As soon as the student arrives at the work placement unit, s/he must get in touch with the work placement supervisor.
- ◆ Give all personal details: full name, address, contact telephone number for parents or guardians, an up-to-date curriculum vitae and a current Police Clearance Certificate.
- ◆ Inform the work placement supervisor immediately upon arrival if you have any special needs i.e. dietary requirements, interpreter (for hearing impaired students) or allergies.
- ◆ Students will be given a one-hour break for lunch.
- ◆ Students will be required to follow the supervisor's schedule, which normally include mornings, evenings and weekends; about 35 hours/week
- ◆ The student should wear appropriate clothing and footwear. The student will be able to borrow appropriate clothes at the workplace and wear his/her own shoes. Footwear for work must be comfortable, non-slippery and appropriate for work.
- ◆ The student must keep in mind that any person s/he works with

is entitled to utmost dignity and respect. The student is requested to observe the protocols in operation at the work placement unit.

- ◆ Students from abroad should have a reciprocal insurance.

3.2. Absences:

- ◆ Workplace arrangements apply. Minor casual absences will be dealt within the workplace. If there is a problem with absences, all the cooperative partners (the student, the college and the workplace) participate in dealing with the matter.

3.3. Insurance

3.3.1. Insurance for a Student

◆ In Sweden there is no law stating that students must have insurance coverage paid from public funds. It is up to the local authorities to decide whether or not students shall be insured and if so, to what extent. Normally the municipality signs new insurance agreements every year. It is common that both public and private schools have insurances covering their students' education. Some schools might have insurances that only cover school days, but there are cases such as the Municipality of Linköping where students are covered by an extensive insurance 24 hours a day worldwide with few restrictions.

Students in Linköping 2002/2003 have insurance covering the following areas:

- accidents
- third party damages
- public salary employees insurance including travel insurance

The insurance company also agrees to:

- investigate questions of liability in case of damage
- negotiate with the person claiming damage
- represent the insured person in court
- pay damages

However, since the situation can differ widely, each student is responsible for checking if s/he is covered by any insurance. If not, the student must buy a private insurance policy that covers all of the above-mentioned areas. The sending school should discuss the matter with each student separately to ensure that all students are covered by insurance before leaving their respective city and country.

3.3.2. Insurance for a Patient

In Sweden, according to law, everyone who carries out care or health care tasks shall have an insurance that covers any harm or damage to patients. With certain preconditions such insurance covers any physical and psychological harm or damage the patient might have due to an examination, care or treatment, malfunction of equipment, an inadequate diagnosis, infections, accidents and medicines that have not been properly handled. For more detailed information

please contact the county council or its insurance company Landstingens Ömsesidiga Försäkringsbolag at the following address: Box 49, 114 46 Stockholm, or by phone +46-(0)8-611 18 07 or read more at their website: www.lof-forsakring.com. In case of a private foundation or company, please ask for its insurance company.

3.3.3. Contract:

- ◆ In advance and per recommendations of the Leonardo da Vinci project, adequate and mutually agreed arrangements must be made in cooperation between all partners involved. The contract covers matters such as the hours of work, refreshment breaks, meals, uniforms, and reporting procedures.

References:

Arbetsmiljöverket www.av.se

Skolverket www.skolverket.se

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