



**PRACTICE LEARNING OPPORTUNITIES  
IN CARE HOMES**

**SCOPING EXERCISE**

**Final**

**JUNE 2008**

# PRACTICE LEARNING OPPORTUNITIES IN CARE HOMES SCOPING EXERCISE

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# INTRODUCTION

## Purpose

The Scottish Social Services Council (SSSC) is funding Scottish Care:

***To carry out a scoping exercise to inform the development of a sustainable framework of Practice Learning Opportunities in care homes for older people, with specific reference to the independent sector.***

Scottish Care is the representative body for independent care homes in Scotland. It is a not for profit organisation with around 650 care homes in its membership.

## Background

As at March 2007 (*Care Commission returns*), there were 951 care homes for older people in Scotland, 631 (66%) of these being in the private sector and 139 (15%) in the voluntary sector. Approximately 30% of the total social services workforce is employed in care homes for older people in Scotland.

However, the availability of practice learning opportunities (PLOs) in care homes for social work and social care students appears minimal in relation to its proportion of service provision.

The range of services in care homes is extensive, including those for older people who have learning or physical disabilities, mental health problems (including dementia) or require palliative care. Service users have a range of needs from personal care to clinical support.

The main learning activities in the care home workplace are driven by the Care Commission quality themes and inspection focus; SSSC registration requirements; key legislation (such as greater employer accountability in relation to fire safety); and increasing dependency needs of service users.

Outwith these programmes for the employees of the organisation there is thought to be little significant external engagement with training providers or other agencies to offer PLOs. Those which do exist seem to be largely to students undertaking the Higher National Certificate in Health or Social Care at local colleges and some learning opportunities for nurse or social work students.

As care homes are expected to provide robust and detailed assessments, to plan and implement complex care plans and to work with a range of service agencies, they should be able to provide and sustain rich and varied PLOs. However, in many homes the culture may not be geared to providing learning opportunities for people on placement and there may be a lack of staff with the necessary learning and qualifications to assess social and health care learners.

The care home sector, and in particular the private and voluntary providers, have been historically disengaged from providing PLOs to learners in health and social services. This scoping exercise does not in itself deliver a sustainable model of PLOs for care homes, but it does for the first time significantly engage employers towards establishing a model for providing such a range of opportunities.

Whilst it is important to cover all practice learning opportunities which exist in care homes in order to consider the potential and capacity of the home to provide learning, a key focus for this exercise is on the provision of learning opportunities for students undertaking a professional social work course at a higher education establishment.

## Objectives

The objectives of this scoping exercise are to:

- Provide information on the nature in independent care homes of:
  - current activity in PLOs at all levels
  - the potential for PLOs

## Objectives (cont)

- Consider the relationship between the Practice Learning Qualification (Social Services) (PLQ (SS)); the current assessor award; and the nurse mentorship scheme. To consider the cost-effectiveness of the new PLQ (SS) at Scottish Credit and Qualification Framework (SCQF) Levels 7, 9 and 10 for staff in care homes
- Ascertain the likely demand across the spectrum of PLOs
- Assess the viability of PLOs including the associated costs
- Provide initial recommendations and considerations to develop a sustainable framework of PLOs in care homes.

## Methodology

Data was collected through:

- Desk research of existing PLOs across health, social work and social care, qualification frameworks, cost structures and relevant policy drives
- Questionnaires distributed to a sample frame of 10 care home providers. This included single home, small group home and corporate employers; providers of services for adult service users including older people, people who have a learning or physical disability, people who have dementia and other mental health problems; voluntary and private sector care homes; and rural and urban settings. Each questionnaire was followed up by an individual interview to clarify and amplify the response. Section 1.1 – 1.12 incorporates the questions and findings from this process, augmenting them with desk research related to social care, social work and health course programmes, as well as learning & development award structures
- Meetings or telephone interviews with each university providing social work training in Scotland. The person interviewed varied from practice learning coordinator, to course leader or head of department. This was to ascertain the current level and type of activity in relation to the placement of social work students in care homes in the independent sector; the issues around these placements; the perceived opportunities within care homes for practice learning and their willingness to engage in developing this practice. Findings are incorporated into Section 1.1 – 1.12 and in Section Two
- Meetings with a further education college and the Scottish Qualifications Authority (SQA) provided information related to the provision of National Certificates and Higher National Certificates, which complemented the user view of this provision from the care home providers. Findings are incorporated into Section 1.1 – 1.12 and in Section Two
- Meetings or telephone interviews with the managers of each of the four Scottish Social Services Learning Networks to ascertain current activity in relation to practice learning opportunities in care homes; the development of the PLQ and PLQ (SS) framework of awards; and their views on supporting the development of practice learning opportunities within the sector. Findings are incorporated into Section 1.1 – 1.12 and in Section Two
- Meeting with a local authority to consider the use of blended placements
- Meetings with the Chief Executive of Scottish Care to plan, monitor and evaluate the scoping exercise and its findings
- Meetings with the SSSC to plan, monitor and evaluate the scoping exercise and its findings
- Data was collated, analysed and recommendations reported to Scottish Care and the SSSC.

The 30 contributors to the exercise are noted at Appendix 1.

## Management

The scoping exercise was managed by Scottish Care. A consultant undertook the research, supported by administration provided by Scottish Care. The exercise was carried out during April – June 2008.

# SECTION ONE

## COURSE AND STUDENT INFORMATION

This Section comprises the outcomes from the questionnaire and interviews with employers, further and higher education establishments and the Learning Networks. It also uses information gathered on the key awards which inform practice learning.

### 1.1 Health and social services courses using practice learning opportunities in care homes

**Comment:**

There is a small range of social and health services courses which seek practice learning opportunities in care homes. These are indicated here. It is noted that care homes do not provide learning opportunities for the SVQ in Health and Social Care to external agencies as individuals undertaking them are normally in employment of another agency.

**SQA National Certificate in Health and Social Care**

This is a programme delivered by further education (FE) colleges.

It is a 72 credit award at the Scottish Credit and Qualifications Framework (SCQF) Level 6. The National Certificate (NC) in Health and Social Care is aimed at school leavers, adult returners or those in employment in the care sector. It offers an opportunity for candidates to progress to higher education and/or further training but also to improve employability skills within the care sector through the knowledge, skills and understanding of care issues.

This course may provide progression to:

- Scottish Vocational Qualifications in Health and Social Care
- Higher National Certificate (HNC) Health Care or HNC Social Care
- Further/higher education courses in Nursing or care related subjects
- Training/employment.

The complexity and flexibility of the choice in the structure of this award does not lend itself to one overall approach to delivery, this being at the discretion of individual centres.

Each of the 12 Unit specifications gives detailed information on the evidence requirements and approaches to assessment for each Unit, and gives suggestions on different approaches to delivery.

**SQA Higher National Certificate in Social Care**

This is a programme typically delivered primarily by FE colleges, although there are a small number of independent providers. It is a 96 credit award at SCQF Level 7.

The HNC in Social Care is suitable for people who work in any setting where care and support is being provided for individuals and groups. This can include residential or day care settings for all service user groupings, home care, community or youth justice projects or mental health projects.

Candidates who are employed would normally be in workplaces as described above. The HNC is also very suitable for people who want to learn about care and seek employment in this sector on completion of this award.

It is assessed through a range of assignments linked to the HN Unit learning outcomes. In addition, 3 of the 12 Units to be undertaken are SVQ Level 3 Health and Social Care Units.

### **Degree/Postgraduate in Social Work**

This is a course delivered only by higher education institutions (HEI), where the Scottish Social Services Council (SSSC) has approved their social work education programme.

It is a 480 credit award at SCQF Level 10.

The social work honours degree course delivers to the 'Standards in Social Work Education' by the Scottish Government for individuals who wish to become professionally qualified in social work and be able to register with the SSSC as social workers. Social workers provide advice, support, care and protection to children and families, vulnerable adults and older people. They also contribute to community safety through the supervision and rehabilitation of offenders.

### **Diploma/Degree/Postgraduate in Nursing**

This is a course delivered only by HEIs, consistent with the NMC standards of education in order for students to achieve the NMC standards of proficiency for nursing registration.

The Diploma of Higher Education (Dip HE) in Nursing carries 240 credits at SCQF level 8. The degree programme is a 360 credit award at SCQF Level 9 for ordinary degree and 480 credits at Level 10 for honours degree.

Nursing programmes are no less than three years or 4,600 hours in length. They comprise a Common Foundation Programme (CFP) of twelve months and a branch programme of two years in adult nursing, mental health nursing, learning disabilities nursing or children's nursing.

The adult nursing programme prepares students to work as a first Level registered nurse caring for adults within the National Health Service and the independent sector. Students can gain employment in a variety of settings. Nurses who care for adults may work in hospitals, as well as community and elderly care settings. Mental health nurses can work with adults, children and older people, delivering care for a wide range of acute and enduring mental health problems, including depression, substance misuse, anorexia nervosa and schizophrenia.

## **1.2 Further and Higher Education establishments and Awarding Bodies**

Many of Scotland's FE colleges and HIEs offer NC/HNC and social work/nursing programmes, respectively. The SQA is the awarding body for the NC/HNC programmes and the HEIs directly award the social work and nursing awards, approved/accredited through the relevant standards for social workers or nurses.

## **1.3 Type of placement and learning opportunities**

### **SQA National Certificate in Health and Social Care**

The award is designed for flexibility by offering an optional structure to meet the specific needs of colleges, training providers and employers, supporting various progression routes while offering opportunities for developing skills in problem solving, working as part of a team, developing communication, numeracy and IT skills.

The overall outcomes of the course in relation to practical skills are that candidates can:

- Contribute to planning, implementation and evaluation of a range of experiences designed to meet the needs of care service users
- Record information relating to these experiences accordingly to national policy and local practice
- Reflect on their contribution and the contribution of others
- Work as part of a team.

Placements will incorporate the completion of an observational workbook focusing on the application of practical caring skills in the workplace. This is assessed by the college tutor.

Activities are likely to include general engagement in the daily life of the establishment, in its social activities and sometimes in meetings and reviews with residents.

### **SQA Higher National Certificate in Social Care**

Workplace practice is assessed, in the case of a full-time candidate, in a placement setting through the achievement of three mandatory SVQ Units from the SVQ Health and Social Care level 3. This is normally assessed by a college person visiting the care home or the tutor.

The Graded Unit of the HNC will be assessed by a project based assessment. The instrument of assessment will take the form of a practical assignment assessed by the college tutor and possibly validated by a workplace supervisor.

The purpose of the Graded Unit is to assess the candidates' ability to retain and integrate the values, skills and knowledge gained in the mandatory Units; to assess that the candidate has met the principal aims of the Group Award; and to grade candidate achievement.

In addition, some colleges for some of the optional units request a supervisor report.

The main aims of an HNC placement are:

- To enable candidates to integrate values, skills and knowledge effectively in a variety of social care settings
- To enable candidates to develop skills appropriate for working with a range of service users in social care settings
- To enable candidates to have a service user and carer focus in their practice
- To prepare candidates for employment or to develop candidates in employment in a care setting
- To enable candidates to critically evaluate their practice and to be reflective practitioners
- To facilitate progression to higher education.

No personal care activities are normally undertaken by the student. Primarily they are around co-keyworking and the activities consistent with this, namely assessment, care planning and supporting the implementation of the care plan. There is also involvement in activities of daily living, developing relationships and social activities.

The learning outcomes from the specific Higher National Units being undertaken by the student form the basis of creating the learning opportunities.

### **Degree in Social Work**

A placement may comprise part of the observational practice learning component of the course. The student undertakes a programme of activities to meet the agreed standards in social work education and in order to promote 'active' observational learning (e.g. service user reviews, multi-disciplinary meetings and service user or carer groups).

If the placement is an assessed one then the range of practice learning opportunities has to meet the standards in social work education in relation to work with individuals, families, carers and groups. Depending on the specific opportunities in the care home setting this may incorporate engagement in assessing, producing, implementing and evaluating care plans; developing relationships; liaising/working with the social work care manager; developing multi-disciplinary networks and external collaborations; working with groups in the care home and possibly in the community; risk assessments; relating theory to practice; managing ethical issues, conflicts and dilemmas; managing own work and taking responsibility for own continuing professional development; managing team processes and resources.

### **Diploma/Degree/Postgraduate in Nursing**

The placement varies according to the university and the PLO the care home has to offer. There are specific learning outcomes which the student has to meet and these are assessed by the nurse mentor from the care home. The activities are around personal care as well as recording and reviewing, assessment and care planning in relation primarily to the clinical needs of the service users, but also including social care and activity aspects. If a first placement it is usually general nursing care under supervision looking at medication management, health promotion, promoting independence and moving and handling. If it is a management module then it would include assessing and managing risks, collaborative work and professional accountability.

#### 1.4 Length and structure of practice learning opportunity

##### **SQA National Certificate in Health and Social Care**

Placement length and structure varies.

Placements may be for a short block or a day a week over an extended number of weeks.

##### **SQA Higher National Certificate in Social Care**

There is a requirement of a minimum 60 days placement. This usually takes place in one setting, rather than a range of placements.

The placement structure varies. It may comprise a block period and/or be spread over a longer period of a number of days each week.

##### **Degree/Postgraduate in Social Work**

Placement length and structure varies.

Social work students spend at least 200 days in practice learning, of which at least 160 must be spent in supervised direct practice in service delivery settings. This practice learning must be assessed. It is typically a part block part day release placement over 20, 40, 60, 80 or up to 95 days though these vary with the university. Care homes placements cover the full range.

Placements may take place in any year of the course, though are less likely as a final placement.

##### **Diploma/Degree/Postgraduate in Nursing**

The balance of learning is 50% practical and 50% theory in both CFP and branch programmes.

Placement length and structure varies. It depends on the university

A placement may take place in any year of the programme, but typically in year one. Sometimes it is the management module in final year. It is often a block placement of 4 weeks up to 12 weeks.

It is usually an allocated placement, not an elected one.

#### 1.5 Expectations of educational establishment in supporting student and placement provider

##### **SQA National Certificate in Health and Social Care**

Typically, the student keeps a log book. One placement provider was unsure of the nature of the learning opportunities and the requirements of the course itself, that is, the learning outcomes. A visit to the workplace during the placement is typical, though this is applied inconsistently.

##### **SQA Higher National Certificate in Social Care**

This varies according to the college and the Units of the HNC being undertaken. There may be a pre-placement visit by the tutor and/or student, mid-point tutor visit and end of placement tutor visit – or there may not. Where there are visits they are to plan, monitor and review progress and the meeting of the relevant learning outcomes. In addition, the tutor will likely visit to assess the SVQ component of the award.

### **Degree/Postgraduate in Social Work**

The process includes the negotiation of the placement and the learning opportunities it will provide and the ways in which the university can support the student. If the care home does not have a practice teacher, a link supervisor from the home will be agreed and arrangements made for appropriate training from the university or placement coordination unit. In addition, there is likely to be a process to support the link supervisor during the placement either by visiting or providing a recall session.

The normal model is for a practice teacher from the university or the placement coordination unit to assume the key responsibility to assess the student whilst on placement. Typically, the main tasks of the practice teacher are:

- To share with the link supervisor the responsibility of having a student on the practice learning opportunity
- To identify and agree with the link supervisor, the tutor from the university and the student, the learning opportunities available in the setting and what the student will do to achieve these. To discuss whether or not additional work might have to be sought to fulfil the student's learning needs. This will normally be through a pre-placement meeting
- To work with the student in preparing the practice learning agreement
- To offer regular supervision to the student on an agreed basis
- Where a group supervision model is in place, individual sessions will be arranged
- To help the student make links between theory to practice
- To facilitate an understanding of the practice context and to consider how this knowledge impacts on their work with service users and carers (appropriate to the stage of practice learning)
- To share with the link supervisor the responsibility for supervising and assessing the student
- To contribute to the ongoing and final assessment of the student achieving agreed standards. This includes gathering feedback from staff and service users as part of their contribution to the final report, and recording evidence for the assessed outcome document. Negotiating with the link supervisor in the signing off of assessed outcomes.

### **Diploma/Degree/Postgraduate in Nursing**

There is a clear expectation of the level of support from the university in relation to a nurse student on placement. This is augmented by a range of paperwork to define this, including the roles of the key stakeholders. An assigned course tutor is available to discuss the individual student's situation and this may be augmented by a course person in relation to any general queries. There is no pre-course, mid-point or end of course visit from the university. This is due to the relatively prescriptive nature of the typical care home placement. Annually the university conducts an audit visit to review all the components of the various placements throughout that year.

## **1.6 Expectations of care home in providing practice learning opportunities**

### **SQA National Certificate in Health and Social Care**

Placements require a nominated workplace supervisor to facilitate the provision of activities and supervise the student in placement. There is not necessarily an expectation of a formal report though feedback will be sought from the supervisor.

### **SQA Higher National Certificate in Social Care**

The care home provides a named supervisor who normally facilitates and supports the student through the placement. This may include a supervisor's report on the Graded Unit. In addition, there is an expectation that other staff will support the student throughout the placement in whatever way is agreed.

### **Degree/Postgraduate in Social Work**

For the observational practice learning placement it is typical for a mentor or supervisor to be provided from the care home to facilitate the placement. The role might include inducting the student into the organisation; providing a programme of activities to meet the required outcomes for the student; formal supervision to ensure that the placement is meeting the plan; and giving written feedback on the student. This is not usually a report but may be responding to a series of questions. In addition, it is becoming more common for service users to give feedback on the student in relation to such areas as values and communication.

In order to be a supervisor, the university might provide the member of staff with a one day training programme.

If the practice learning opportunity is an assessed placement, the support worker from the care home is the link supervisor. This person is responsible for the day to day case/work management for the student and contributes to the assessment of the student's professional standards.

A link supervisor before supervising a social work student will normally undergo at least a 2 day training programme, possibly up to 5 days, depending on the university or placement coordination unit.

Typically, the key tasks of the link supervisor are:

- To share with the practice teacher the responsibility of supporting and assessing students undertaking a practice learning experience
- To identify (along with the practice teacher) the work a student might undertake
- To introduce the student to the organisation, the service and the service user group and to provide appropriate induction
- To be responsible for the student's day to day workload
- To observe the student's practice and support him/her as part of this, giving feedback on performance and progress
- To attend all relevant meetings with tutor, student and practice teacher as part of the training team e.g. the formal pre-placement meeting with the tutor and the mid-point review
- To contribute to the ongoing and final assessment of the student achieving agreed standards. Gathering feedback from staff and service users as part of their contribution to the final report, and in the recording of evidence for the assessed outcome document. Following negotiation with the practice teacher sign off some of the assessed outcomes.

### **Diploma/Degree/Postgraduate in Nursing**

A nurse mentor is supplied by the care home and the support of all staff is expected. There is an initial mentor meeting with the student, minimum weekly contact time and reviews, and the mentor sign-offs the students log book throughout the placement.

## **1.7 Learning & development qualifications available to care home staff**

### **Comment:**

There are a number of awards which equip staff to support learners in the workplace.

### **Assessor award**

The A1 assessor award is a stand-alone unit which equips the learner with the skills and knowledge to assess SVQ candidates within their own occupational area. The award is notionally levelled at SCQF Level 7. The 4 Units of the award comprise: Assess candidate's performance through observation; Assess candidates against agreed standards; Plan assessments with candidates; Give feedback to candidates on your assessment decisions.

Given the work which has to be undertaken in developing a portfolio through assessing an SVQ candidate, the award can take from 6 months to a year to complete.

### **Practice Learning Qualifications**

The Practice Learning Qualifications (Social Services) (PLQ (SS)) at SCQF Levels 7, 9, 10 and 11 are for social service workers who are currently eligible for registration with the SSSC or are registered. The Practice Learning Qualifications (PLQ), also at Levels 7, 9, 10 and 11 are available for those who are not eligible for registration but are working in social services. The PLQ is also available to service users and carers who are supporting the learning of others.

#### *At Level 7:*

Each of the two PLQs comprises two Units, one of which they have in common. The common Unit is:

- Learning and the Learning Environment

In the PLQ (SS) at SCQF level 7 the contextualisation for social services is achieved through the knowledge, skills and learning outcomes of the second Unit:

- Responsibility for Developing Quality Learning in a Social Services Practice Context

In the PLQ at SCQF level 7, the additional Unit is stated in generic terms to allow for appropriate contextualisation depending on the background and role of the candidate:

- Responsibility for Developing Quality Learning

There are no Level 7 PLQs approved for delivery, therefore the length and structure of the programme is uncertain.

*At Level 9:*

each of the two PLQs comprises three Units, two of which they have in common. The common Units are:

- Support the Learning Environment
- Assess and Evaluate Learning

In the PLQ (SS) at SCQF level 9 the contextualisation for social services is achieved through the knowledge, skills and learning outcomes of the third Unit:

- Facilitate Learning in a Social Services Practice Context

There are no Level 9 programmes approved for delivery, although one is in the latter stages of the process. It is likely to last 8-10 months, incorporate 6 taught/group learning days and 6 learning set days, a number of days individual study, a period of supporting a learner in the workplace and a range of formative and summative assessments

*At Level 10:*

each of the two PLQs comprises eight Units, six of which they have in common. In the PLQ (SS) the two additional Units are stated within a social services contextualisation:

- Evidence Based Practice in Social Services
- Support Learning in a Social Services Practice Context

There are four active Level 10 programmes being run. They do vary in structure, but as a guide they are likely to last up to 12 months, incorporate 12-16 taught/group/learning set days, a number of days individual study, a period of supporting a learner in the workplace and a range of formative and summative assessments

*At Level 11:*

There is one Level 11 programme approved for delivery. It is likely to be of less relevance in care home settings.

### **SVQ in Learning & Development Level 3 and 4**

Some staff in care homes or working for groups of care homes act as full-time assessors or as learning & development co-ordinators. Organisations indicate that an option for these staff, in relation to their own CPD and to support the agency's training agenda, is for them to undertake this award which is based on the national standards for learning & development.

The options are to undertake the full awards or to select units from it. The full awards are as follows:

- The overall aim of this award at SVQ Level 3 (notional SCQF Level 7) is to provide a recognised qualification for those who identify and agree learning programmes and deliver training in the workplace. It ensures that practitioners develop an applied professional knowledge of the principles and practices of all aspects of learning and development. Subjects include: Evaluate and Develop Own Practice; Develop Training Sessions; Agree Learning Programmes with Learners; Create a Climate that Promotes Learning; and Respond to Changes in Learning and Development.
- The overall aim of this SVQ Level 4 (notional SCQF Level 9) is to provide a recognised qualification for those who are involved in the delivery of learning programmes to individuals and groups. The award is more concerned with the facilitation of a broader range of learning opportunities and the contribution to an organisation's learning and development strategy. Subjects include: Evaluate and Develop Own Practice; Design Learning Programmes; Agree Learning Programmes with Learners; Manage the Contribution of Other People to the Learning Process; Create a Climate that Promotes Learning; and Evaluate and Improve Learning and Development Learning Programmes.

### **Nurse Mentor**

All registered nurses are able to act as mentors for student nurses in training, the mentor programme being built into the nursing course. This is a similar role to the practice teacher for social work students.

The Nursing and Midwifery Council (NMC) in 2006 published a new standard to support learning and assessment in practice. This new standard provided a developmental framework to define and describe the knowledge and skills required to be applied by nurse registrants in practice, when supporting and assessing students undertaking NMC approved programmes that lead to registration. The standards have now been developed into a national curriculum delivered by HEIs throughout Scotland.

The following specific national requirements are incorporated:

- Notional learner effort of 10 days (75 hours) which includes a minimum of 5 days of protected learning time
- From the protected learning time, a minimum of 2 days face to face contact
- Demonstration of achievement of the NMC mentor outcomes are evidenced through a national portfolio
- Completion of the programme normally within three months
- Incorporation of the practice requirements to equip mentors to achieve sign-off status
- Supervision by a sign-off mentor/practice teacher on three occasions to demonstrate competence in relation to 'sign-off' status.

The award comprises 3 units (Learning; Professional Relationships and Accountability; and Assessment). They are set at SCQF Level 9. In themselves they attract around 7 credits, though some universities subsume them in a larger award framework.

### **1.8 Current level of learning & development qualifications possessed by staff in care homes**

In all care homes where there are nurses (around 74%) there are nurse mentors who can assess pre-registration nurse students.

Some care homes, particularly those who deliver SVQs in-house, have staff who hold the A1 assessor award.

No staff in care homes (though there may just be a small number around the sector) have been practice teachers or hold the old practice teacher award. There are staff who have been link supervisors, but they will not possess any specific learning and development award unless it is a nurse mentor.

A few staff will hold the SVQ in Learning & Development at Levels 3 or 4, and they will likely be in a specialist position to support learning in the workplace or within the wider organisation.

There may be other smaller awards held e.g. training for trainer or coaching/mentoring awards offered by colleges or other training providers.

### **1.9 Fees to care homes**

There are no fees paid to the care homes for receiving students on the NC or HNC awards, nor are there any reciprocal arrangements in lieu of providing the practice learning opportunities.

In respect of social work students on the degree programme, the university has currently £28.00 per placement day to cover the cost of the placement. Depending on how the practice teacher is funded this may go straight to the agency of the practice teacher. Typically, if a care home has a link supervisor in place, the care home may receive £14.00 of the £28.00. If it is solely an observational placement it is possible the whole £28 may go to the care home agency.

In relation to nurse students on placement there is no fee paid to the agency. However, usually the university will not charge for nurses from the care home undertaking the nurse mentor preparation with the university. Whether this will be the case for the new extended mentor award is not known. In addition, there is an expectation by the NMC that registered nurses will support others in training and also attend to their own CPD.

## GENERAL PRACTICE LEARNING INFORMATION

### 1.10 Perceived demand for practice learning opportunities in care homes

Overall, the only significant demand is for nurse students. From the sample it would appear that all universities use care homes for at least a first year placement and some for other parts of the course, including the management module in the final year. This is likely to be sustained. However, there may still be some care homes which provides a nursing service and where there are no placements of nurse students.

Some care homes have a relationship with a local college to provide NC or HNC placements, but there is no consistency in this.

In discussion with colleges the general view is that whereas care homes can provide very valuable learning opportunities, very few students elect to have a placement in a care home.

Unless there is an established relationship with a care home provider, there is no indication of any substantial current demand on the independent care home sector to provide practice learning opportunities for social work students. Only two universities, Glasgow Caledonian and the Robert Gordon make any significant use of care homes, see Appendix 3. Some universities express a desire to increase the demand but little real work overall has gone into taking this forward.

### 1.11 Benefits and disadvantages for care homes in having a student

Care homes see significant benefits in having students of all types in the establishment. In general these include:

- Students can positively challenge staff and the procedures, processes, values and attitudes in the workplace
- Staff enjoy and warm to having students in the workplace and the opportunity it presents them to share skills and knowledge
- Service users usually enjoy and are stimulated by a new face and by someone who is actively contributing to the quality of their life
- The agency and staff have the opportunity to be updated in current good practice
- Maintains link supervisors' or mentors' practice and knowledge of good practice
- Potential source of new staff (not the social work student)
- Care homes have a reasonable expectation that an NC or HNC student, likely to be from the local community, will return for a job or possibly become a bank worker. For a nurse student there is a possibility that if it has been a positive placement for the student and the home, then the individual may return for employment. In addition, the pay rates of a nurse working in a care home can be reasonably comparable with a nurse in the NHS

In addition, the benefits specifically in relation to a social work student include:

- Promotes the care home as a positive place to work, countering the possible negative 'myths' of universities
- It is good for the overall profile of the care home with universities
- Social workers are potential referrers of the future
- It may help to develop the culture of the home, particularly if the students are undertaking social work training

General perceived disadvantages include:

- Time is being input with little reward
- Can put extra pressure on service users if not well managed
- Can put extra pressure on staff
- Time allocated to student can use up time which might productively be used elsewhere
- If student is unreliable or unsuitable, problems can be exacerbated in group living setting

In respect of disadvantages related to a social work student, rather than obtain employment in a care home, he/she usually chooses to work in a child and family or community care setting in a fieldwork team or possibly another of the range of options for a qualified worker. On qualifying, the pay rates for a qualified social worker are closer to a supervisor or manager grade in a care home and therefore it is unlikely that the home will attract a newly qualified worker post-qualifying. Some organisations have indicated they would wish to employ a social worker at a managerial level but there are no applicants for such posts. It is possible a new social worker following, say, a postgraduate route may have had significant experience which would enable entry to a care home management post.

#### **1.12 Willingness of care homes to provide practice learning opportunities and barriers to providing them**

From the sample, it is evident that care homes overall see the benefits of having students, including social work students. Consequently they are keen to support PLOs providing all the ingredients are in place

The barriers are perceived to be poor planning of the placement and inconsistent support during it; over-demanding college or university; poor student experience; disruptive to service users or staff. Also, the perceived disadvantages in Section 1.11

All care homes in the sample have indicated a willingness to engage in learning and development qualifications for staff if they are appropriate, fit for purpose and cost-effective.

## SECTION TWO

### CONCLUSIONS

This section summarises information gathered during the scoping and draws conclusions from the evidence consistent with the objectives of the exercise.

#### 2.1. Current demand and practice

##### 2.1.1 Demand

In relation to the demand for practice learning placements this is currently very patchy across social work and social care throughout Scotland. Many care homes have no contact at all from colleges or universities, these tending to be towards the residential care home provision. Most nursing homes provide placements for nurse students.

Overall, the current volume of practice learning placements is low. Anecdotally from the college sector if a practice learning opportunity is available only 1 student in 20 will elect for a care home placement from a **National or Higher National Certificate** course.

In relation to the **Social Work Degree** programmes practice learning placements, in the current academic year:

- Private sector care homes - 6 undergraduate and 1 postgraduate students in assessed placements of between 40-95 days
- Voluntary sector care homes - 18 undergraduate and 6 postgraduate students in observational placements of 20 days (2 observational at undergraduate level) or assessed placements of between 40-100 days.

It is noted that one voluntary sector agency with a number of care homes has a practice teaching unit.

In total, 31 students throughout Scotland. This is a low overall demand, including only 7 from the private sector. See Appendix 3 for details of the current level of social work student placements.

Whereas there may be some reluctance on the part of students to 'step forward' for care home practice learning opportunities, the universities overall are keen to explore their use for both observational and assessed placements. All universities have indicated a willingness to discuss further and to use creative models for developing the opportunity. As indicated, the universities which place most social work students in care homes are the Robert Gordon University and Glasgow Caledonian University. The Open University are unable to give figures, but the level of placement in care homes is said to be low.

On the part of care home providers there is a general willingness to provide learning opportunities for social work and social care students if they can be sufficiently resourced.

There is some interest in exploring practice learning opportunities which are solely based in care homes and also for blended practice learning opportunities linked typically to a social work area team.

##### 2.1.2 Reasons for current level of demand

Colleges and universities suggest that care home placements are an unattractive option for students across all courses. There are a number of myths about the likely physical environment which they will be faced with - the poor standards of care, the setting not having the same kudos as other social work, nursing or social care settings. In addition, shift work does not suit many.

However, students in their feedback on placements generally comment favourably on the quality of the learning experience in relation to the planned outcomes of the placement and on the support of the care home in the process.

In both the college and university sectors there is an inconsistent view of the activities of care homes in relation to the care of service users. Those who work directly with care homes, and who understand the roles and functions of care homes, are more able to make productive and creative use of the learning opportunities which do exist and to form a relationship with the care home which promotes best practice for the student.

There is a 'culture' issue in relation the history and current practice of care homes. This relates to whether the home is providing solely personal care and personal support or if nursing care is provided. Those homes which provided nursing care have a strong nursing culture. There is view expressed by some providers that it would be helpful to encourage social care and social work students into this setting both to afford the student a view of provision which has a health care orientation and to open up the home to the perspective of social care and social work.

The issue in part is compounded in the sense that care homes which only provide personal care and support are more and more considering employing nurses as clinical care assumes a higher profile in their provision.

### 2.1.3 Practice

The quality of planning for placements and support during them varies across training agencies, care homes and awards, according to care home providers.

**National Certificate and Higher National Certificate** provision is characterised by a level of uncertainty by care homes in relation to the purpose and match of learning opportunity to the learning outcomes of the specific units. With regard to the HNC and the tutor visiting to assess, this does not typically seem to be fully and clearly discussed with the link worker or management from the care home.

**Social Work Degree** student placement experiences are more structured, with a prescribed process throughout. However, there is some evidence of the placement encountering difficulties and these are about the preparation, planning and support afforded to the placement, as noted in Section 1.11 above.

For a social work student the preparation is critical if the placement is to enable the student to be assessed against the standards in social work education. The care home has to be able to allow the student to practice to the right level and to have sufficient autonomy (under supervision) to do so. Support through the award is defined by the university for the practice teacher and the link supervisor, the roles normally being clearly delineated.

Care homes which receive **nurse** students are well used to the process and it operates successfully. Part of the reason for this is the relatively prescriptive process. The student has set standards to meet and the activities which can be used to meet them are well practiced. The clinical activities can be carried out without any significant disruption to the life of the service users or staff. The fact that the student can run alone with the nurse mentor means that there is not the pressure of meetings or other external university pressures to distract or stress.

Overall, it is clear that there is no significant network across care homes and colleges or universities to develop and sustain practice learning opportunities.

## 2.2 The potential for developing practice learning

### 2.2.1 Managing the practice learning opportunities

Practice learning opportunities are founded on creating work experiences for a student which are matched against learning outcomes or standards of the award. In the workplace these can be simply activities which are observational, where the student reflects on that experience in a work book or assignment to meet the course learning outcomes. This is the case for a **National Certificate**. They do not demand a significant amount of staff time to support the placement but can be a very relevant learning opportunity for the student.

In the case of a **Higher National Certificate** the level of competence and accountability of the student is greater, with more of an emphasis on assessment and care planning. Consequently, this demands more of the link worker in planning with the student and tutor the appropriate activities to meet the learning outcomes and support during the placement.

**Social Work Degree** students have a still higher level of expectation and this is where the perceived difficulties exist in respect of whether the care home can offer a learning experience to match the student's needs. This perception is borne out in some placements, typically where the preparation for the student and the subsequent commitment of the care home has not been able to sustain a successful experience for the student. In effect, where the process has been managed well and the expectations are made explicit, feedback from placements and stakeholders on the actual placement experience is positive. Specifically, where:

- There has been sufficient clarity and definition of the practice learning opportunities mapped against the required outcomes of the course
- There has been sufficient clarity of expectation in relation to the role and tasks of the practice teacher, the link supervisor, the tutor and the student
- The care home staff have been sufficiently appraised of the role of the student and their part in supporting the learning opportunities
- The care home has felt sufficiently supported through the period of placement
- The evaluation of the quality of the practice learning opportunities, the part played by the key stakeholders and the lessons learned from the placement have been sufficiently thorough understood.

From the sample, it is where any of the foregoing components are lacking that the placement can run into difficulties.

In addition, and depending on the way it is managed by the contractor of the placement, the signing of a Service Level Agreement and a Practice Learning Agreement between the care home and the university before the period of practice learning commences, should ensure the core components of a placement are established.

### **2.2.2 Mapping the practice learning opportunities against learning outcomes**

From this exercise it is clear from all stakeholders that within care homes and the extended network of learning opportunities e.g. local community, social work and health service agencies, there exists a sufficient range and depth of activities to provide evidence against all the learning outcomes of **National and Higher National Certificate** programmes and the **Social Work in Education Standards**, over the period of practice learning. There is sufficient evidence of full assessed placements to confirm their viability in the right care home setting with the appropriate supports to make it work. These tend to be the first of the two main placements. Assessment is through direct observation; feedback from service users, carers and colleagues; student performance within supervision and prescribed written tasks to assess work practice, reflective skills; and the ability to integrate theory to practice.

See Appendix 2 for a sample range of activities in relation to an assessed 40 day placement in the social work degree from the Robert Gordon University. These would require to be refined and developed according to the breadth, depth and level of learning outcomes and standards required of each course; the type and stage of the course; and the specific needs of the learner.

Settings may include provision for people who have learning or physical disabilities, mental health problems (including dementia) or require palliative care.

The learning opportunities are not mutually exclusive and many activities can provide assessed learning across the range of courses. In summary, these may be characterised as:

- Observation of individual and group living activities
- Individual personal care
- Individual work in relation to assessment, care planning, monitoring and review
- Individual work for nurse students around consolidation and development of nursing skills
- Specialist work in relation to dementia, learning and physical disability, mental health
- Work with the families and friends of service users
- Group living, group work, social & therapeutic activities
- Case management
- Study and application of legislation and national policy
- Study and application of organisational policies and procedures
- Promotion of inter-agency collaborations
- Project work related to the development of services, relationship with the local community.

All provide an opportunity to relate theory to practice, to engage in teamwork and to manage own work and accountabilities.

There may not always be sufficient practice learning opportunities to be offered by a care home for a full assessed social work placement. This is due to the range of statutory work which has to be undertaken and assessed on placement to meet the requirements of the standards in social work education. As indicated, a feasible model in existence to engage care homes in assessed practice learning opportunities for social work students is to make use of a blended placement. That is, to have one student placed both in a care home and in a social work fieldwork office, for example, possibly with a link supervisor in each. This would potentially enable the student to experience a wider spectrum of services and to gain the benefit of directly engaging in a range of aspects of social work practice. This is not new, but it should be explored further in this context to maximise the use of the care home for assessed placement activity.

The placing of **nurse** students is different in the sense that it is regular and practiced occurrence, with clear expectations and an annual audit by the university to tease out issues and difficulties regarding all aspects of the placement, including the fit of the learning opportunities to the care home.

### **2.2.3 Considering the wider role for Practice Learning Qualifications**

If achievement of any of the PLQ awards is unhooked specifically from supporting the social work student and they are viewed more broadly as skills to facilitate all learners in the workplace, they may possess credibility beyond the current perception. In effect, the programmes suggest that they are designed for those who:

- Mentor and coach learners on formal and informal learning programmes
- Are involved in assessment processes with learners and colleagues
- Are involved in teaching and facilitating knowledge, skills and ethical approaches relevant to practice
- Work with others to identify, organise, facilitate and support learning in the workplace
- Use an innovative range of models of supervision and appraisal
- Have a role in quality assurance mechanisms associated with learning and development
- Are concerned with Recognition of Prior Learning (RPL) and Post Registration Training and Learning (PRTL) mechanisms within the workforce.

## **2.3 Staff qualifications to support practice learning**

### **2.3.1 National and Higher National Certificate**

There is no stipulation as to the qualifications of staff supporting students through NC/HNC placements. As indicated, staff in care homes are likely to have at least an SVQ Level 3 in Health and Social Care and if supervisors or above they may be nurses. They are unlikely to have a learning and development award although nurses will possess the skills of mentoring nurse students. Some staff may possess the A1 award for assessors. The PLQ (SS) at SCQF Level 7 might be a viable option for staff supporting NC/HNC learners but it may be difficult for care homes to see any specific added value for the individual or organisation in taking this route.

### **2.3.2 Social Work Degree**

In respect of supporting social work students in placement staff in care homes historically do not have experience of this. They are also likely to have a predominately nursing culture, with the exception of the homes which have come from the residential care tradition.

Managers, who are likely to be nurses and who may also possess a management award such as the Registered Manager Award, may have primarily applied their competence within the care (nursing) home. Universities suggest that the knowledge and skills base of the social worker and the theoretical models and practice linked to them is different from a nurse (*social versus medical*). They acknowledge that the skill set to plan, facilitate and supervise a social work student placement is in place but they express concerns about their understanding of the role and task of the social worker. This is more in relation to the role of practice teacher rather than link supervisor.

*Practice teacher role* - the normal expectation from universities is that staff who are to act as a practice teacher will require a Practice Teacher Award.

Each of the SSSC approved providers who offer or are about to offer the **PLQ (SS) at SCQF Level 10** has entry requirements for candidates wishing to undertake the award. For example, the West Learning Network PLQ (SS) states that candidates should have:

- Practice experience as a link worker or workplace supervisor
- Well developed communication and inter-personal skills, relevant professional qualifications at SCQF Level 9 (equivalent to 3rd year university or ordinary degree level) for example: Diploma in Social Work, the Certificate of Qualification in Social Work or equivalent qualification in health, education or above with relevant experience in a social services or other related setting. Acceptance of relevant equivalent qualifications and experience will be at the discretion of the centre.

In addition, and as indicated under Section 1.7, in the formal arrangements document from the SQA for the **PLQ (SS) at SCQF Levels 9 and 10**, it states that the PLQ (SS) is applicable to social services workers who are registered or registerable with the SSSC.

Nurses are not required to register with the SSSC as their registration with the NMC is sufficient to meet the requirements of the SSSC. And they are not required to register with two organisations. The SSSC has decided that nurses registered with the NMC are not eligible to register with the SSSC. The implication from this is that they cannot undertake the PLQ (SS) awards but can undertake the PLQ awards. However, this may not in all circumstances allow them to be practice teachers.

*Link supervisor role* - to enable observational and assessed practice learning opportunities, universities suggest the most appropriate model is for the care homes to provide a link supervisor who would work alongside a practice teacher. It is currently sufficient for a link supervisor to undertake a short training programme (varies from 2 days to 5 days at 1 day per week over 5 weeks) or they will be able to undertake the **PLQ (SS) or PLQ at SCQF Level 7 or 9** when it is available.

Is it necessary or advisable for the link supervisor to possess the PLQ (SS) or PLQ award? It will improve skills to enable an individual to learn; it is a demonstration of continuing learning; it should provide some underpinning knowledge for a range of other learning programmes; and it may help in relation to career progression. If the individual is a social care worker or supervisor it might provide positive learning and skills, but is more to be gained from the individual undertaking the A1 assessor award? Undertaking A1 would also increase the capacity of the care home to support its own SVQ candidates. If the individual is a nurse would it not be more productive to update their current nurse mentor skills to the new mentor award?

At this point in time the only clear advantage to a member of staff in a care home undertaking a PLQ award, from the perspective of the care home, may be that they are in a better position to offer practice learning opportunities for the social work student.

In addition, whereas care homes show a willingness to provide practice learning opportunities, the resources they might have to input to do so are a potential barrier to its likely success. Particularly when the rewards are less apparent than that of providing learning opportunities to nurses or NC/HNC students.

The notion of increasing the capacity of the practice teacher by enhancing the role of the link supervisor through achieving one of the PLQ award suite may have difficulty from the outset unless the skills required can be supported without the requirement to undertake a PLQ award.

In summary, the cost-effectiveness of the new PLQ (SS) and PLQ at SCQF Levels 7, 9 and 10 for staff in care homes to support the social work student is currently questionable.

## 2.4 Resources/sustainability

### 2.4.1 Resources

In general terms care homes do not expect to receive payment for providing placement opportunities for students. For nurse students it is an expectation to support nurses in training. For social work students it is a different matter. Whether to act as a link supervisor or a practice teacher who carries out his/her normal job function, considerable time is required to undertake either role. This is time which is difficult to give within the tight resources of a care home. And the eventual return of the newly qualified social worker is highly unlikely.

To support a candidate on the PLQ (SS) at SCQF Level 10 programme there typically requires to be:

- A practice assessor to work with the candidate
- Possible tutor input to the PLQ programme
- The provision of opportunities for the candidate to gather evidence of practice learning competence in line with the requirements for the award. This will include working with a learner(s) in the workplace
- the costs associated with the candidate undertaking the programme. From the sample this varies between around £600 to £1,600 per candidate, plus SQA entry costs of around £30.00. The £600 fee is for a pilot and is not a reflection of the true cost, likely to be closer to the higher figure.

Current early practice shows that the agency nominating candidates to the PLQ (SS) has to take responsibility for some or all of the above. These would require to be negotiated to ensure a candidate could undertake the award.

Specifications for the PLQ (SS) at SCQF Level 7 has yet to be developed, though the South East Learning Network is currently working on its detailed specifications for Level 9. They are likely to be close to the requirements of the Level 10 award, but scaled down to suit the different needs of the award.

The question still remains over whether the care home sector will support staff undertaking the PLQ (SS) or PLQ at any level. Nurses could act as link supervisors without undertaking the PLQ (SS) or staff could go on the link supervisors' training programme. However, these are non-assessed programmes and therefore do not carry any SCQF credit rating.

### 2.4.2 Sustainability

If the current model of supporting social work students in placement activity is maintained, sustaining practice teacher capacity will require ongoing resources in the sum of approximately £40,000 per annum including on-costs and expenses, for a full-time person. On the assumption that a practice teacher can take 16 students per year on an average of 80 day practice placements at £28.00 per day, the total income is £35,840. In discussion with practice learning co-ordinators and others, 12 – 16 students is felt to be an achievable maximum if all the circumstances of phasing, location and positive support from link supervisors is in place and that the students going through the course do not present particular challenges.

The capacity of the practice teacher might also require the process being supported through additional resources to enable the practice teacher to function at this level. Practice learning coordinators suggest that these might include:

- The link supervisor having an 'enhanced' role which would incorporate sharing some of the assessment and report writing
- Using others in the setting to support the placement
- Group tuition by the practice teacher
- Groups of link supervisors to support them in their practice
- Use of agencies linked geographically, partly to provide blended opportunities between care homes and the local area social work team
- Tighter mapping of practice learning opportunities
- Less need for direct contact visits by the practice teacher
- Development of e-processes
- Administrative support (e.g. typing reports from taped dictation).

However, the placement agency for the supply of a link supervisor typically receives £14.00 per day and in total this would account for 50% of the income, or £17,920, leaving the same amount to fund the practice teacher. Even if some agencies did not take this fee, there would still likely be a significant shortfall in the funding of a practice teacher. In addition, if the placement was a blended one, any other link agency could request the proportion of the fee.

If the number of link supervisors is built up they could continue to act in that role without further cost. New link supervisors would require to be recruited and grow the capacity at a possible cost of up to £1,600.00 per person. This will be less resource intensive for the PLQ (SS) or PLQ at SCQF Levels 7 or 9 due to them being smaller awards. The costs have still to be determined.

## **2.5 Additional issues**

### **2.5.1 Further and higher education course curricula and direction**

Although it is acknowledged that there is a changing demographic situation, that the Scottish Government policy is to shift the balance of care services to care in the community and that there is an increasing dependency level of service users in the community, the universities sampled do not necessarily see themselves making a significant shift in course curricula or structure or to change the balance of practice learning opportunities sought for students. In part this is due to the ongoing role of the social worker being focussed on inter and multi-agency work in relation to complex cases, possibly with a legislative drive (e.g. child care, mental health), rather than the direct activities of social care in a care home. Having said this, there is a recognition that in the mix of placement activity, a care home learning opportunity is one which should be taken by more social work students. There is a growing acknowledgement that, for example, the skills in working with a service user who has dementia, in a group living context and with the involvement of carers, is a valuable learning experience.

### **2.5.2 Inter-professional learning**

There is an emergence of some degree of inter-professional training for Social workers and health professionals. Glasgow Caledonian University, for example, have a shared module in year one of the social work course with nurse students and other allied health professionals. There is currently discussion of a joint programme across the full degree with social work students and allied health professionals, but this does not include nurses at this stage. There is a pilot of joint placements running alongside this development. Again, the implication is for a joint future in relation to social work and health services and the provision of practice learning opportunities in care homes for social work, social care and nurse students is a natural development.

### **2.5.3 Continuous Learning Framework**

The gradual introduction of the Continuous Learning Framework into the way in which learning and development; career pathways and progression; and standards and continuous improvement are perceived and potentially managed in social services workplaces, will be significantly facilitated as the learning culture of care homes is enhanced through the creation of capacity to support the learning of others.

## SECTION THREE

### Summary and Recommendations

#### 3.1 Summary

Evidence from the sample suggests that any development to support learners within the care home setting has to pay particular attention to the existing reality of the social and health care dimensions of the workplace.

As care homes are not a significant area of employment of social workers it is not high on the agenda of care home providers. As their orientation is towards health and social care practice there is not a natural motivation to open up to social work and social work students. However, a willingness to engage exists from those sampled.

In addition, a key area of consideration should be an acknowledgement of the skill levels which currently or will exist to support learners in care homes, whether the learners are from outside agencies or from within the care home workforce. The assessor award; the nurse mentor preparation; the learning & development national occupational standards (including mentoring and coaching units); the new PLQ and PLQ (SS) suite; and the people development skills from current supervisory and management awards, should all be judged in terms of the range of skills and different contributions they bring to the table.

Recommendations from the scoping exercise primarily focus on enabling care homes to develop the capacity to offer practice learning opportunities to social work students. However, it is important to note there would be added value accrued from this as the capacity of the home is also, in effect, enhanced to offer practice learning opportunities to National Certificate, Higher National Certificate and other students who may require a learning experience in a care home. In respect of nurse placements, although these are currently well managed in care homes, it has been important in this exercise to include them in the analysis as they are integral to the overall capacity of the care homes to absorb individuals in learning opportunities.

The situation is complex and varied throughout Scotland with colleges, universities, local authorities and the Learning Networks having a range of informal and formal systems and structures to manage the supply and demand of practice learning opportunities across provision. As stated in the agreed objectives, this exercise is intended to make *'initial recommendations and considerations to develop a sustainable framework of practice learning opportunities in care homes'*, to have scoped the area and to take it to its next stage of development, not to offer a detailed plan which will provide sustainability in itself.

Overall, if a serious attempt is to be made to introduce social work students and the role of social work in a care home setting, consideration should be given to enabling the private sector or one of the delivery programmes to employ a practice teacher(s) to seedcorn the development of practice learning opportunities in care homes. This could initially be either across a number of service providers or within one or two corporate providers. Also, there will need to be a discussion with programme providers and the Learning Networks, where appropriate, to agree where the resources will be put. The secondment of an individual from the care home sector is unlikely given that it is an experienced practice teaching resource which will be required.

In the context of the foregoing, it would be necessary to develop a pool of link supervisors for social work students and who might also be suitable to supervise National Certificate, Higher National Certificate and other students. This will require an agreement over the most appropriate level of learning for the staff member to support the specific student. The new nurse mentor preparation programme at SCQF Level 9 would appear to contain some of the components of supporting a student at this level and more so the PLQ (SS) or PLQ at SCQF Level 9, but perhaps less at Level 7. The assessor award carries a different but complementary range of skills.

A key issue is how to trigger sufficient activity and capacity for it to be sustainable within the care home sector. This may in part be due to the ownership of the issue, the groundwork put in by the Learning Networks and the momentum which is built up between the service providers, the colleges and the universities.

Scottish Care might be considered to be in a good position in the care home sector to act as resource in taking forward this proposal in conjunction with employers, colleges, universities and the Learning Networks. It might provide direction in exploring and promoting sustainability.

### **3.2 Recommendations**

This is an outline proposal to address the lack of practice learning opportunities in the independent care home sector, with a focus on opening up care homes to social work students. The recommendations and outline costings from this scoping exercise are noted below.

**3.2.1** To view the development of all practice learning opportunities and the promotion of learning in care homes as an integrated process

**3.2.2** To create a development plan which promote an increase in capacity to support current and future learning opportunities in care homes:

To resource capacity within the care home sector to:

- Work with relevant partners to develop a strategic approach in the creation of sustainable practice learning opportunities
- Work with relevant partners to consider the different, local solutions in promoting practice learning opportunities and developing future capacity
- Coordinate the national care home contribution and engagement with the process of creating and sustaining the most suitable, cost-effective practice learning opportunities
- Encourage care homes to consider supporting practice learning as a means to enhance the development of the care home workforce and towards developing a learning culture in the care home setting
- Explore the viability of and promote the use of PLQ (SS) and PLQ in care homes, including the introduction of the awards at SCQF Levels 7 and 9
- Consider with PLQ programme providers the use of RPL in supporting holders of existing relevant experience and qualifications to gain recognition for their prior learning; and the option of running course for link supervisors which will articulate into the PLQ (SS) and PLQ programmes
- Work with a practice teacher(s) to establish a number of practice learning opportunities in care homes and to supply sufficient link supervisors to enable the development
- Work with the universities and employers to develop local sustainability of practice learning in care homes, including the use of blended placements (e.g. jointly with the wider environment such as community and social & health sector practice learning opportunities); the matching of learning activities to the Standards in Social Work Education; and the integration of users & carers into the process
- Develop a sustainable model of practice learning in care homes

**3.2.3** To resource the provision of a practice teacher to establish an increase in practice learning opportunities for social work students in care homes

**3.2.4** To resource the provision of sufficient link supervisors to work with the practice teacher and to create additional sustainable capacity to support learning in the workplace

**3.2.5** To meet approximate costs associated with the foregoing - August 2008 to March 2009 (8 months):

<b>DESTINATION</b>	<b>TIME</b>	<b>COST</b>	<b>REMARKS</b>
<b>Care home sector</b>	1 day per week over 34 weeks	£18,700	Refer to 3.2.2 for activities
<b>Practice teacher</b>	1 x full-time equivalent over 26 weeks	£20,000	Likely to be South-East area.
<b>Link supervisors</b>	Supporting 8 link supervisors to PLQ Level 9	£12,800	Likely to be South-East area. This cost may be less as some candidates may choose to undertake link supervisor training rather than PLQ
		<b>£51,500</b>	

### 3.3 Challenges

The challenges around the logistics and timing of this proposal should not be underestimated. Depending on the university and their phasing of placements, students may start in August or November or January/February, for example. Following advertising, a practice could be in place by, say, October at the earliest.

Workplaces and link supervisors will require to be sought and prepared. The current PLQ (SS) and PLQ Level 10 is a level beyond what is necessary for a link supervisor although it would be a reasonable continuing professional development prospect. It is also likely not to be viable at the current time due to when they commence (West Learning Network in August, Tayforth Learning Network and the University of the Highlands and Islands (UHI) in September); the current demand for local authority places; and the length of time on the programme before students can be taken.

The South East Learning Network hope to pilot more than one cohort of PLQ (SS) and PLQ Level 9 in the autumn. This might link in with the November group of students from Edinburgh University, concluding their placements in March. Again, and although not fully determined, this whole process for the PLQ (SS) and PLQ candidate will last beyond the end of the financial year.

A feasible option to kick start the process might be for existing experienced staff in care homes who are nurse mentors or SVQ assessors to undertake the preparation for acting as a link supervisor, in the appropriate area(s) linked to the practice teacher. The Learning Networks are able to service this need. In this case, following the planning process with the care homes, the universities, the Learning Networks and possibly a link local authority to bring it about, it may be that social work students coming onto placement in November or January might be able to provide the learning which the PLQ (SS) or PLQ candidate requires. With a practice teacher in place and sufficient prepared link supervisors in workplaces which are themselves ready to accept the students, the proposal could be implemented.

PLQ (SS) and PLQ Level 7 is targeted to commence only in South East in January. This is a less likely avenue at the current time to support the development of practice learning opportunities in the care home setting.

In summary, it is acknowledged that the foregoing proposal presents an optimistic approach to the acquisition of a practice teacher, link supervisors and the availability at the right time of social work students. It is also in part dependent on whether funding can be spread into the next financial year to realise maximum benefit.

It should be noted that the proposal incorporates all independent providers, drawn from the private and voluntary sectors. It also includes care homes registered for older people and for those which provide services, for example, for people who have learning or physical disabilities and mental health problems. Although the scope of the requested resources may need to be focussed geographically, there is sense to there being some breadth in relation to its inclusiveness.

It is therefore important to be realistic in the expectations of the proposal. It is possible the investment may not lead to a significant increase in the provision of practice learning opportunities aimed primarily at social work students. However, it should enhance the sustainable capacity of a number of care homes to provide learning and offer a model which is applicable throughout the sector.

Following initial discussions with the SSSC about the model and resources available, further dialogue is required with key stakeholders to further refine and develop this proposal into a detailed set of aims, objectives and work plan.

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**SAMPLE:  
MAPPING OF SOCIAL WORK IN EDUCATION STANDARDS  
TO LEARNING ACTIVITIES IN A CARE HOME**

Learning Focus		40 Day BA SW (Honours) Only	Mapping of Learning Activities in Care Homes
<b>1.1 Preparing for Social Work contact &amp; involvement</b>			
<b>Week Two</b>	<b>1:1a</b>	Review Agency notes & other literature that is relevant to the case or situation.	Ability to input and access information both electronically and in written form eg Carefirst system, log book, daily log, monthly summaries etc. after initial guidance and ongoing support.
	<b>1:1b</b>	Contact & work with relevant Professionals & others to get additional information that can influence initial contact and involvement.	With guidance from supervisor contact colleagues and/or other professionals agreed upon.
	<b>1:1c</b>	Engage & relate effectively with People who use services, with their families and other carers and with other professionals, maintaining awareness of their own style and approach and its effect on others.	Face –to-face interactions on an on-going basis with service users at a level agreed upon by supervisor/agency.
	<b>1:1d</b>	Evaluate all information to identify form of initial involvement.	Discuss all information with supervisor and/or team members. Joint or Team Task.
	<b>1:1e</b>	Develop & record an initial action Plan.	Become familiar with the action plans used within the agency. Clear understanding of information required and why. Contribute to these at a level agreed upon by agency.
			<p><b>Awareness, Discussion &amp; Read:</b></p> <p>Social work assessment notes</p> <p>Admission policy - including service user choice and joint decision making. Also can the service users needs be met.</p> <p>Pre admission assessment - this then would be transferred to make initial actions/process on admission.</p> <p>Waiting list procedure for the home.</p> <p>Initial enquires to the home. Also viewing and relevance of first impressions.</p> <p><b>Introductions &amp; meetings (develop communication and interaction skills)</b></p> <p>Home team, including home manager, deputy, qualified staff, care staff &amp; ancillary staff.</p> <p>Service users, families and friends.</p> <p>Meet (if possible) with any external visiting agencies. eg care managers</p>

Learning Focus		40 Day BA SW (Honours) Only	Mapping of Learning Activities in Care Homes	
<b>1.2 Working with individuals, families, carers, groups and communities so they can make informed decisions</b>				
<b>Week Two</b>	<b>1:2a</b>	Work with individuals, families, carers and communities to:	<p><b><u>Awareness, Discussion &amp; Read:</u></b></p> <p>Explain assessment process- admission, social &amp; financial (service user)</p> <p>Statement of Purpose</p> <p>Contract, terms &amp; conditions</p> <p>Information pack - for service users and families</p> <p>Care Commission standards</p> <p>Equal Opportunities Policy</p> <p>Roles &amp; responsibilities within the care homes</p>	
	❖	Inform them of their rights, entitlements and responsibilities;		Ensure there is clear understanding of services rights etc. May have role in relaying this information as part of team or joint work basis.
	❖	Clarify and explain the social work organisations duties, services and responsibilities;		Have a understanding of the agencies duties etc. Provide basic factual information about service offered by practice learning setting.
	❖	Identify, gather, analyse and understand relevant information;		Start to develop understanding of this process and be involved in this as part of team. Should be beginning to link knowledge to practice in supervision.
	❖	Identify and analyse the risks involved in the situation.		Normally this would only be undertaken as part of a team. Discuss issues of risk to supervision. Seek clarity if concerns arise in day-to-day practice.
	<b>1:2b</b>	Work in partnership with individuals, families, carers, groups and communities, so they can:		
	❖	Identify, clarify and express their expectations, strengths and limitations;		Be clear of agency policy on partnership working and follow this under close supervision
❖	Assess and make informed decisions about their circumstances, resources and preferred options.	Normally this will only be undertaken as part of team or in joint working capacity.		

Learning Focus		40 Day BA SW (Honours) Only	Mapping of Learning Activities in Care Homes
<b>1.3 Assessing needs &amp; options in order to recommend a course of action</b>			
<b>Week Two</b>	<b>1:3a</b>	Listen actively to people who use services and their carers, respecting their experience and taking full account of their views.	Listen and forward any client feedback to team colleagues or supervisor.
	<b>1:3b</b>	Assess & review the preferred options of individuals, families, carers, groups and communities.	Usually this task would be undertaken on joint or team basis. Be clear of own role, how information given will be forwarded. Basic understanding of assessment.
	<b>1:3c</b>	Assess & evaluate needs, strengths, risks and options, taking account of legal and other duties and service standards requirements.	Usually a task only undertaken on joint or team basis and/or with close support.
	<b>1:3d</b>	Identify, evaluate & recommend appropriate courses of action for individuals, families, carers, groups and communities.	Usually on joint or team basis evidencing basic understanding of the process of assessment.
	<b>1:3e</b>	Work with others to help people who use services to achieve and maintain greater independence.	Liaise with others as appropriate to the work of the agency, normally under close supervision and guidance or on joint or team basis.
<p><b><u>Awareness, Discussion &amp; Read</u></b></p> <p>Involvement or (sample practice) of completing admission and initial assessments</p> <p>Importance of communication with service users, families, primary health care team, joint partnerships</p> <p><b>Legalities</b></p> <p>Awareness of organisation's policies &amp; procedures</p> <p>Relevance of `Duty to care / Philosophy of care` - responsibilities within the home.</p> <p>Purpose of inspection with regards to regulatory teams</p> <p>Explain nursing and social care process (Assess, Plan, Implement &amp; Evaluate)</p> <p>Balanced holistic care</p> <p>Purpose of named nurse and key workers and team work.</p>			

Learning Focus		40 Day BA SW (Honours) Only	Mapping of Learning Activities in Care Homes
<b>2.1 Identifying &amp; responding to crisis situations</b>			
<b>Week Three</b>	<b>2:1a</b>	Critically assess the urgency of requests & requirements for action.	Be clear as to role in agency in respect of risk. In day-to-day delivery of service be aware of line of accountability, seek guidance from named person should crisis situation arise.
	<b>2:1b</b>	Identify the need for statutory & procedural intervention.	Normally this task would only be undertaken as part of team or jointly with experienced/qualified worker. Seek opportunity for de-brief discussion.
	<b>2:1c</b>	Plan, implement and record action taken to meet immediate needs and requirements.	Usually this would be undertaken in joint work capacity or as part of the work of the team.
	<b>2:1d</b>	Review the outcomes with individuals, families, carers, groups, communities, organisations, professionals and others, as relevant.	Knowledge of the agencies procedure/policy for reviewing crises. May be part of this process as part of team or jointly with qualified/experienced worker.
			<p><b><u>Awareness, Discussion &amp; Read</u></b></p> <p>An understanding of the process of risk assessment</p> <p>Take an example (moving and handling) and go through the stages e.g. an identified risk via assessment Care plan Implementation of that plan Monthly or as required review of plan and goals Continuation or re-assessment</p> <p><b>Communication</b></p> <p>Handover Care reviews Reporting systems Accident and Incident reports</p>

Learning Focus		40 Day BA SW (Honours) Only		Mapping of Learning Activities in Care Homes	
<b>2.2 Working with individuals, families, carers, groups &amp; communities to achieve change, promote dignity, realise potential &amp; improve life opportunities</b>					
<b>Week Three</b>	<b>2.2a</b>	Develop relationships with individuals, carers, groups and communities that show respect for diversity, equality, dignity and privacy.	Face-to face interactions with clients in groups or individually as appropriate to the service.	<p><b><u>Awareness, Discussion &amp; Read</u></b></p> <p><b>Communication, interpersonal skills and listening</b></p> <p>Relevance of confidentiality (Organisation Policy)</p> <p>Applying standards- promotion of choice and dignity, independence, and prevention of institutionalisation</p> <p><b>The above can be partially achieved through:</b></p> <p>Attendance of meetings, care reviews</p> <p>Staff meetings, service users meetings and reviews</p> <p>Knowledge of organisational policies and procedures. Care Commission standards. Codes of practice - SSSC</p> <p>Complaints procedure, whistleblowing policy</p> <p>Professional approach, maintenance of professional relationships, customer care</p>	
	<b>2.2b</b>	Maintain purposeful relationships for as long as is necessary.	Be clear about time scale of involvement as possible from the start.		
	<b>2.2c</b>	Work in a structured way with individuals, families, carers, groups, communities and others to deal with problems, resolve conflicts and avoid crises.	Follow policy, procedures of placement as agreed by supervisor.		
	<b>2.2d</b>	Apply & justify social work methods to achieve change, maintain stability, promote independence and improve life opportunities.	Be able to discuss knowledge and impact of change in supervision.		
	<b>2.2e</b>	Regularly monitor, record, review & evaluate changes in circumstances and adapt plans to take account of these changes.	Normally this task would be undertaken as part of team.		
	<b>2.2f</b>	Reduce contact & withdraw appropriately from relationships.	Discuss with supervisor/team both time scale and methods of doing this appropriately.		

Learning Focus		40 Day BA SW (Honours) Only	Mapping of Learning Activities in Care Homes
<b>2.3 Producing &amp; evaluating plans with individuals, families, carers, groups, communities &amp; colleagues</b>			
<b>Week Three</b>	<b>2:3a</b>	Negotiate with others the services & resources that will be included in plans.	Knowledge of how individual agency produce plans, the purpose of them and how they are reviewed. Usually any direct involvement in process would be at low level with clear sense of role required.
	<b>2:3b</b>	Identify & record responsibilities & actions to be taken, developing and recording plans based on these.	Knowledge of the recording process of plans and how these are used in day-to-day delivery of service. Evidence working knowledge of the responsibilities outlined in plans.
	<b>2:3c</b>	Carry out their own responsibilities and monitor, co-ordinate and support the actions of others involved in putting plans into practice.	Clarity in own role. Normally this task would then be undertaken as part of team.
	<b>2:3d</b>	Regularly review the effectiveness of plans with the people involved.	Usually as part of team or in a co-working/joint capacity with qualified/experienced worker.
	<b>2:3e</b>	Renegotiate & revise plans to meet changing needs and circumstances.	Usually as part of team or in a co-working/joint capacity with qualified/experienced worker.
			<p><b><u>Awareness, Discussion &amp; Read</u></b></p> <p>Team work - all levels of staff have input in communication. Such as: Care plans - from assessment of initial care through to ongoing development of care Daily progress notes Handover &amp; delegation of work Reporting system - written and verbal Named nurse &amp; key worker system</p>

Learning Focus		40 Day BA SW (Honours) Only	Mapping of Learning Activities in Care Homes
2.4 Developing networks to meet assessed planned outcomes			
<b>Week Three</b>	<b>2:4a</b>	With individuals, families, carers, groups, communities and others, identify, explore and evaluate support networks that can be accessed and developed.	Gain a working knowledge of network of agencies/resources used by organisation. Feedback to team and/or discuss in supervision views on how these could be used by service.
	<b>2:4b</b>	Work in partnership with individuals, families, carers, groups, communities and others to develop and maintain support networks.	Basic understanding of partnership working. Be part of process usually as part of team or in joint working capacity.
	<b>2:4c</b>	Contribute to the development, maintenance and evaluation of integrated support networks and services.	Normally as part of the team or in joint working capacity.
	<b>2:4d</b>	In partnership with others, manage complex aspects of dependency and, where appropriate, provide direct care and personal support in everyday living situations.	Basic knowledge of dependency and how this can be presented. Normally the process of managing this would be as part of team or in joint working capacity.
			<p><b><u>Awareness, Discussion &amp; Read</u></b></p> <p><b>Network of agencies and resources used in joint partnership for the service users care provision</b>  e.g.:  Primary health care team  Chiropodist  Hairdresser  Optician  Therapet  Support Groups - Alzheimer's Scotland</p> <p>Discuss communication and contractual agreements (with the above)</p> <p><b>Joint Partnership</b>  Updates - contractual/review - discuss differences of opinion  Involvement of all aspects of service user's care.</p>

Learning Focus		40 Day BA SW (Honours) Only		Mapping of Learning Activities in Care Homes
<b>2.5 Working with groups to promote choice &amp; independent living</b>				
<b>Week Three</b>	<b>2:5a</b>	Identify opportunities to support existing groups & help new groups to develop.	Day to day work of the team, work as part of this with close supervision and support.	<p><b><u>Awareness, Discussion &amp; Read</u></b></p> <p><b>If the placement has an involvement in day care or respite care:</b></p> <p>Discuss respite policy</p> <p>Involvement with support structures such as O/T and Physiotherapy</p> <p>Family support</p> <p>Communication with service user</p>
	<b>2:5b</b>	Use group programmes, processes and dynamics to improve the skills of group members and to promote well-being, choice, potential, dignity and independence.	Take part in this task with close supervision in co-working role or as part of team.	
	<b>2:5c</b>	Help groups to achieve planned outcomes for their members and to evaluate the value and appropriateness of their work.	Take part in this task with close supervision in co-working role or as part of team.	
	<b>2:5d</b>	Engage in, & disengage from, groups appropriately and in a planned way.	Clear in own role and ensure group members are clear on purpose and time scale of involvement.	
<b>2.6 Tackling behaviour which presents a risk individuals, families, carers, groups, communities and the wider public</b>				
<b>Week Three</b>	<b>2:6a</b>	Take prompt action to deal with behaviour or situations that present a risk to people who use services, their carers, colleagues or the wider public.	Obtain immediate support from team members only remain involved under close supervision, take direction from responsible person.	<p><b><u>Awareness, Discussion &amp; Read</u></b></p> <p><b>Risk assessments with relevance to behavioural problems</b></p> <p>EMI, challenging behaviour and abuse.</p> <p>Awareness of health &amp; safety (&amp; risk Assessment) - specifically with regards to individual and environment</p> <p>Organisational policies - accident, incident, abuse procedures (training)</p> <p>External supports GPs, Psychiatrists, CPN, Social Work</p>
	<b>2:6b</b>	Work with individuals, families, carers, groups communities and others to:	.	
	❖	Identify and evaluate situations and circumstances that may increase risks;	Contribute as part of the team to this process. Basic knowledge of risk. Discuss in supervision.	
	❖	Reduce or contain the level of those risks	Normally would be part of this process in team/joint working situation. Ensure opportunity to discuss understanding of individual situations that arise.	
	<b>2:6c</b>	Plan, manage and record intervention designed to change the identified risk behaviour positively.	Would normally be part of planning or managing risk behaviours as part of team. May be in good position to record incidents with support and guidance.	

Learning Focus		40 Day BA SW (Honours) Only		Mapping of Learning Activities in Care Homes
<b>3.1 Assessing &amp; managing risks to individuals, families, carers, groups &amp; communities</b>				
<b>Week Four</b>	<b>3:1a</b>	Identify, assess & record the nature of risk, it's seriousness and the harm that it may cause.	Evidence basic knowledge of risk assessment. May be afforded opportunity to feedback observations to the team.	<u><b>Awareness, Discussion &amp; Read</b></u>  <b>Risk</b>  Generic Risk Assessment  Care home - health & safety committee. Meetings.  Mandatory Training  HSE - role
	<b>3:1b</b>	Balance the rights and responsibilities of individuals, families, carers, groups and communities with the associated risks to them or the wider public.	Have a legal understanding of rights/responsibilities. Opportunity not necessarily available on individual basis, but may be involved as part of the work of the team.	
	<b>3:1c</b>	Manage risk to individuals, families, carers, groups and communities and the wider public over time, regularly monitoring and re-assessing priorities and actions with them.	Demonstrate knowledge of risk assessment used by the team. Normally this task would be undertaken as team member or in a joint work capacity in low level situations.	
<b>3.2 Assessing and managing risks to self and colleagues</b>				
<b>Week Four</b>	<b>3:2a</b>	Assess, analyse and record potential risk to themselves and colleagues.	Under supervision could record potential risk for further discussion/clarification in team or with supervisor.	<u><b>Awareness, Discussion &amp; Read</b></u>  Complete an example risk assessment for a potential risk  Discuss the process and findings with supervisor
	<b>3:2b</b>	Work within the risk assessment and management procedures of their own and other relevant organisations and professions.	Be aware of the assessment and management procedures of the placement setting. Work within this and seek immediate clarification if any doubts/concerns arise. Usually only as part of team.	
	<b>3:2c</b>	Plan, monitor, review and record outcomes and actions taken to minimise risk, stress and harm.	May undertake this as part of the team or be involved in recording this as directed under close supervision.	

Learning Focus		40 Day BA SW (Honours) Only		Mapping of Learning Activities in Care Homes	
<b>4.1 Evaluating and using up to date knowledge of, and research into, social work practice</b>					
<b>Week Five</b>	<b>4:1a</b>	Review and regularly update their own knowledge of relevant legislation, policy guidelines, service standards and procedural frameworks.	Development of understanding that the part that research plays in moulding policy/procedures that underpin the work of the placement setting.	<u><b>Awareness, Discussion &amp; Read</b></u>  <b>Development &amp; Research</b>  Organisational updates of manuals (policies and procedures) etc  Registered staff and prep requirements  All staff personal development process  SSSC Codes of Practice  Staff supervision policy  Updates with any relevant research	
	<b>4:1b</b>	Locate, understand and critically evaluate research findings and literature that is relevant to social work practice.	As above. Be able to discuss in supervision.		
	<b>4:1c</b>	Use professional and organisational supervision and support to research, critically analyse, and review the evidence base for effective practice.	Develop an understanding of the purpose/aim of supervision within the social work profession. Take an increasingly active role in individual supervision.		
	<b>4:1d</b>	Implement knowledge-based social work approaches and methods to develop and improve their own practice.	Begin to develop understanding of social work approaches and processes.		
<b>4.2 Working within agreed standards of social practice</b>					
<b>Week Five</b>	<b>4:2a</b>	Work at all times within the professional codes of practice, ethical principles and service standards that underpin high-quality social work practice.	Expectation that they will have or quickly develop a clear understanding of the code of practice. Copies of which should be easily accessible.	<u><b>Awareness, Discussion &amp; Read</b></u>  SSSC Codes of Practice  Care Commission standards  NMC - Regulatory body for registered nurses  Accountability of staff - with required knowledge base  Terms & conditions of employment  Training - reflective practice  When attending a training event submit a reflective account to your supervisor - for discussion	
	<b>4:2b</b>	Exercise and justify professional judgement.	Develop understanding of what informs professional judgements.		
	<b>4:2c</b>	Use appropriate assertiveness in justifying professional decisions and upholding social work practice values.	Understand and begin to develop skills through supervision in talking to a range of issues from a professional perspective.		
	<b>4:2d</b>	Critically reflect on their practice and performance and modify these as a result.	Be introduced to reflective practice, with various exercises considered to begin the development of this.		

Learning Focus		40 Day BA SW (Honours) Only		Mapping of Learning Activities in Care Homes
<b>4.3 Understanding and managing complex ethical issues, dilemmas and conflicts</b>				
Week Five	4:3a	Identify, understand and critically evaluate ethical issues, dilemmas and conflicts affecting their practice.	Come to supervision prepared to discuss own views and what informs this.	<u><b>Awareness, Discussion &amp; Read</b></u>  Read organisational training pack on equal opportunities - discuss with mentor/reflective account  Organisational equal opportunity policy - non discrimination
	4:3b	Devise effective strategies to deal with ethical issues, dilemmas and conflicts.	Basic knowledge of ethical issues and the complexities for many agencies in managing these. Evidence of those of the agency. Discuss this in supervision.	
	4:3c	Act appropriately, even in uncertain and ambiguous circumstances and critically reflect on, and learn from, the outcomes.	Open dialogue within supervision to understand complexities. Take part in situations as part of a team and/or seek immediate support/guidance should there be any ambiguity in situation.	
<b>4.4 Promoting best social work practice, adapting positively to change</b>				
Week Five	4:4a	Contribute to policy and practice review and development.	Develop knowledge of policy and practice of P.L.E. setting. Understanding of the impact of change on individuals and organisations.	<u><b>Awareness, Discussion &amp; Read</b></u>  Have an awareness and basic understanding (and input if possible) to the following  Team meetings  Care Reviews  Complaints  Inspection reports
	4:4b	Use supervision, together with other organisational and professional systems, to influence courses of action where practice falls below the standards required.	Form open and honest dialogue within supervisory relationship to explore issue of how professions manage change and impact this has on work force.	
	4:4c	Work with colleagues in related professions to develop and further integrate services.	Normally opportunities would be pursued as part of team or in joint-working situation.	

Learning Focus		40 Day BA SW (Honours) Only		Mapping of Learning Activities in Care Homes
<b>5.1 Managing one's own work in an accountable way</b>				
<b>Week Six</b>	<b>5:1a</b>	Manage and prioritise their workload.	Begin to understand how to manage competing demands, use of diary in professional context. Discussing and agreeing how to prioritise work.	<u><b>Awareness, Discussion &amp; Read</b></u>  <b>Accountability</b>  Aims & objectives set by university. Practice Teacher & link supervisor's roles.  Aims from organisation - set out over the period of placement  Are you achieving your objectives  Line management and reporting system  Feedback & reporting systems  Whistleblowing policy
	<b>5:1b</b>	Carry out duties accountably, using knowledge based social work practice.	Be clear of role and remit. Know line of accountability within agency. Begin to evidence knowledge base in supervision and in practice.	
	<b>5:1c</b>	Monitor and evaluate the appropriateness and effectiveness of their programmes of work in meeting the needs of individuals, families, carers, groups and communities and meeting organisational requirements.	Usually this task would be in team situation or in joint working capacity.	
<b>5.2 Taking responsibility for one's own continuing professional development</b>				
<b>Week Six</b>	<b>5:2a</b>	Using supervision, consultancy, and professional support, take actions to identify and meet their continuing professional development needs.	Begin to understand and use different means of professional support within p.l. setting.	<u><b>Awareness, Discussion &amp; Read</b></u>  Understand organisation's personal development procedure  Legal requirements and personal development  Reasons for empowerment within role  Career pathways/development
	<b>5:2b</b>	Contribute appropriately to the continuing education of others.	Awareness of own experience and transferability of skills to be shared with supervisor. To be developed. Take part in any training opportunities within setting.	

Learning Focus		40 Day BA SW (Honours) Only		Mapping of Learning Activities in Care Homes
<b>5.3 Contributing to the management of resources &amp; services</b>				
<b>Week Six</b>	<b>5:3a</b>	Contributing to monitoring the outcomes, quality and cost effectiveness of services in meeting need.	Exercise good stewardship. Use supervision to feedback own perceptions of pro's/con's of current procedures.	<u><b>Awareness, Discussion &amp; Read</b></u>  <b>Resources</b>  Goodhousekeeping/awareness of financial budget  Systems in place for ordering resources  Awareness of procedure to maintain a quality service  Line of communication and accountability
	<b>5:3b</b>	Contribute to the processes involved in purchasing and commissioning services and setting and maintaining service standards.	Basic knowledge of such processes, practice would normally be as part of team or in joint working capacity.	
	<b>5:3c</b>	Contribute to procedures for managing and sharing information.	Basic awareness of procedures in place for managing and sharing information.	
<b>5.4 Managing, presenting &amp; sharing records &amp; reports</b>				
<b>Week Six</b>	<b>5:4a</b>	Maintain accurate, complete accessible and up-to-date records and reports.	Complete all written work for the agency at a standard agreed upon by supervisor. Up to date recording to be accessible to supervisor at all times.	<u><b>Awareness, Discussion &amp; Read</b></u>  <b>Documentation</b>  Legal requirement for clear informed documentation- discuss personal and corporate responsibility - (discuss medication)  Participate in documenting - under direct supervision with countersignatory  Documentation with regards to external resources - GP etc
	<b>5:4b</b>	Provide clear evidence for judgements and decisions.	Ensure that in all recording there is a clear statement as to who is accountable for judgements and decisions made.	
	<b>5:4c</b>	Implement legal and policy frameworks for access to records and reports and the protection of data.	Be aware of the legislative and policy framework underpinning work. Discuss within supervision and be clear of role within this.	
	<b>5:4d</b>	Share records with individuals, families, carers, groups and communities within legal and ethical guidelines and requirements.	Normally this would be undertaken only in co-working capacity with guidance from qualified/experienced member of staff.	

Learning Focus		40 Day BA SW (Honours) Only	Mapping of Learning Activities in Care Homes
<b>5.5 Preparing for, and taking part in, decision-making forums</b>			
<b>Week Six</b>	<b>5:5a</b>	Prepare reports and documents for decision-making forums such as courts, hearings, tribunals, adjudication and case conferences.	With support may prepare reports for low-level decision-making forums. To be given full guidance and on-going support in compiling these.
	<b>5:5b</b>	Work with individuals, families, carers, groups and communities to select the best forms of representation and involvement in decision-making.	Knowledge of the systems in place within agency. Usually as part of a team or in co-working role have a part in informing service users of processes.
	<b>5:5c</b>	Present evidence to decision-making forums and help individuals, families, carers, groups and communities to understand the procedures involved and the possible and actual outcomes.	Demonstrate own understanding of appropriate procedures. Take part usually only in co-working situation or with close supervision in low level situations.
	<b>5:5d</b>	Help individuals, families, carers, groups and communities to be involved appropriately in decision-making forums.	Normally to be undertaken under supervision when it has been established this appropriate as part of role.
			<p><b><u>Awareness, Discussion &amp; Read</u></b></p> <p><b>Advocacy</b></p> <p>Organisational role with regards to this</p> <p>Role and responsibility of advocate for service user</p> <p>Confidentiality</p> <p>Explain the service users choice etc if unable to represent themselves/or feel they require someone to assist them in representation</p> <p>Process taken</p>

Learning Focus		40 Day BA SW (Honours) Only	Mapping of Learning Activities in Care Homes
<b>5.6 Working effectively with professionals within integrated, multi-disciplinary and other service settings</b>			
<b>Week Six</b>	<b>5:6a</b>	Develop, maintain and review effective working relationships within and across agency boundaries.	Work as part of team and liaise with others as directed by supervisor.
	<b>5:6b</b>	Contribute to identifying and agreeing the goals, objectives working procedures and duration of professional groups and to evaluating their effectiveness.	Usually as part of team.
	<b>5:6c</b>	Work effectively with others in delivering integrated and multi-disciplinary services.	Usually as part of team.
	<b>5:6d</b>	Deal constructively with disagreements and conflict within work relationships.	Be clear of the ways of forwarding concerns/disagreements within practice learning setting. Follow these guidelines at all times.
<p><b>Awareness, Discussion &amp; Read</b></p> <p><b>Teamwork</b></p> <p>Discuss relevance of good communication</p> <p>Interaction with all team members</p> <p>Working with multidisciplinary services - identifying goals with external bodies. Implementing and evaluating through the care planning system</p> <p>Disagreement - awareness of handling complaints and the policy. Reporting to line management</p> <p>Whistleblowing policy</p>			
<b>6.1</b>	Interaction with all team members		
<b>Week Seven</b>	<b>6:1a</b>	Assess to what extent they should act as representative for an individual, family, carer, group or community.	In discussion with supervisor may have a role but would be in co or joint working capacity.
	<b>6:1b</b>	Help individuals, families, carers, groups and communities to get independent advice, support and representation.	Be clear about the P.L.E. setting policy on this, seek guidance from colleagues/supervisor if this help is asked for by service users.
	<b>6:1c</b>	Where appropriate, represent individuals, families, carers, groups and communities, in partnership with them.	As part of team or in supporting role to colleague/supervisor.
	<b>6:1d</b>	Support people who use services to manage their affairs, including managing finances and purchasing care services.	Practical support as part of the remit of the placement setting, as agreed by supervisor.
<p><b>Awareness, Discussion &amp; Read</b></p> <p><b>Service User unable to manage their own affairs</b></p> <p>organisational policy</p> <p>Legalities</p> <p>Role of Advocacy, Guardianship, Power of Attorney</p> <p>Role of the care home team with regards to the above</p> <p>External bodies roles - GP, care manager, families</p>			

## SOCIAL WORK STUDENT PLACEMENTS IN CARE HOMES

**TABLE 1**

During the 2007-2008 Academic Year: Undergraduate Social work Degree

Placement location	Year of course	Number of students	Length of placement (days)	Observational <u>or</u> Assessed placement
Voluntary sector care home placement	1	GCU 2	20	O
	2	RGU 1	40	A
		UWS 1	20	A
	3	RGU 3	60	A
		GCU 8	65	A
4	Edinburgh 2	90	A	
		Stirling 1	100	A
Private sector care home placement	1			
	2	RGU 5	40	A
		GSSW 1	80	A
	3			
4				
<b>TOTALS</b>		Voluntary 18 Private 6 24		

**TABLE 2**

During the 2007-2008 Academic Year - Postgraduate Social work Diploma/Degree

Placement location	Year of course (as applicable)	Number of students	Length of placement (days)	Observational <u>OR</u> Assessed placement
Voluntary sector care home placement	1	Stirling 1	70	A
		GCU 1	65	A
	2	GCU 4	95	A
Private sector care home placement	1			
	2	Dundee 1	75	A
<b>TOTALS</b>		Voluntary 6 Private 1 7		

Note: The Open University have not been able to provide information on care home placements

### GLOSSARY

#### ACRONYMS USED IN SCOPING EXERCISE

Common Foundation Programme	(CFP)
Continuing Professional Development	(CPD)
Diploma of Higher Education	(Dip HE)
Further Education College	(FE)
Higher Education Institutions	(HEI)
Higher National Certificate	(HNC)
National Certificate	(NC)
Nursing and Midwifery Council	(NMC)
Post Registration Training and Learning	(PRTL)
Practice learning opportunities	(PLOs)
Practice Learning Qualification	(PLQ)
Practice Learning Qualification (Social Services)	(PLQ) (SS)
Robert Gordon University	(RGU)
Recognition of Prior Learning	(RPL)
Scottish Credit and Qualification Framework	(SCQF )
Scottish Qualifications Authority	(SQA)
Scottish Social Services Council	(SSSC)
Scottish Vocational Qualification	(SVQ)
University of the Highlands and Islands	(UHI)