



ICHAS

Section 7 – Policies and Procedures on Teaching, Learning & Assessment

Subject:	Procedures associated with Work Based Learning		
Date Approved by Academic Council			October 2022
Policy Version	1/2022	Date due for Revision	February 2024
Parent Policy	Policy on Assessment of Learners		

INTRODUCTION

Quality assurance for placement is designed around a system of inter-locking checks designed to ensure consistency of learning opportunities and requirements on students and ensure equitable standards for student learning in practice. Outcomes of Learning are assessed through a combination of assessment of core competencies by the Module Leader supported by direct consultation with the Clinical Supervisor and assessed within the completion of the continuous Assignments. Issues relating to the assessment of Core Competencies and Reflective Learning are set out in the following sections.

RESPONSIBILITIES

ROLE/ PERSON	RESPONSIBILITY
Learner	Arranging Placement and seeking approval for placement, providing appropriate documentation and ensuring approval of Clinical Supervision arrangements. Meeting the Module requirements and the requirements of the Work based setting.
Placement Provider	Ensure the safety of learners in placement and the placement meets the requirements of the Programme in consultation with the Placement Officer.
Lecturer	Provide Tutorial support for students on Practice (Work Based) Placements
Programme Director	Reviewing the overall learning experience of students in Work based Learning.
Registrar	Responsible for ensuring that Clinical Supervisors meet the requirements as set out in Programme Validation documentation
Director of Studies	Verification of completion of Supervision Requirements

Placement Officer	To coordinate and assure the quality of placement opportunities
Practice Placement Director	To source, identify and gain suitable work placement opportunities for students, to include responsibilities for the monitoring and evaluation of these placements and to encourage and create strong connections with placement providers to maximise student's placement experiences.
Clinical Supervisor	To Support learners to achieve and engage with structured reflection in work-based learning
Vice President (Academic Affairs)	Oversight of Work related/ Based learning

PROCEDURES

The following content describes the Procedures associated with the three phases of Work Based Learning, namely; the Preparatory Phase, The Work Based Learning Phase and the Reflection on Practice Phase

Pre-Clinical Practice

Any student engaging in Practice based work as part of their studies are required to participate in a Pre practice Interview to ascertain their fitness to practice and support students in terms of the expectations of work based learning

The Pre-clinical practice interview is envisaged as a fundamental gate-keeping mechanism that approaches Fitness to Practice through a qualitative but structured process. As part of the formal placement approval process:

- Every student will be required to participate in an interview prior to the commencement of placement.
- Any clinical hours accrued without this interview having been completed will be discounted.
- The interview board will consist of the Vice President, Practice Placement Director and the Placement Co-ordinator .
- Interviewees will be expected to provide evidence of competency across the specified range of competency domains for professional readiness.
- The interview will be documented as a completed matrix as per document titled Pre- Clinical Practice Interview.
- All students will be provided with detailed feedback post interview.
- Should a student not reach the required standard the normal procedures around appeal applies.
- Students will be afforded the opportunity and latitude to address any

competencies that were deemed to be inadequate.

- Should students fail to reach the required readiness at that point they may be offered an exit opportunity through the embedded award.

Matrix for pre-Clinical Practice Interview

The Interview will assess readiness for practice and will focus on the following domains:

- Knowledge and Skills
 - Understand the obligation of the student to participate in competence-based activities associated with the relevant domain of practice.
 - Understands the theoretical and etiological foundation of the area of practice
 - Understand the evidence-base for the domain of practice
 - Understand and apply setting-specific policies and procedures for handling crisis or dangerous situations, including safety measures for clients and staff
 - Understand the obligations to adhere to ethical and behavioural standards of conduct in the helping relationship.
 - Understand the importance of ongoing supervision and continuing education in the delivery of client services.
- Attitude and Self Awareness
 - Understand diverse cultures, and incorporate the relevant needs of culturally diverse groups, as well as people with disabilities, into clinical practice.
 - Understand the importance of self-awareness in one's personal, professional, and
 - cultural life.

Procedures for Placement Approval

- Students must be enrolled in the semester during which the Placement Learning Contract (PLC) is undertaken.
- Students cannot commence a new placement until all aspects of the previous experience are complete.
- All practice placements are evaluated and approved by the Placement Review Committee (Vice President of Academic Affairs, Practice Placement Director , Placement Co-ordinator) to ensure that the learning opportunities afforded by the placements are appropriate to the programme as well as the stage of learning and the individual learning needs of the student.
- Prior to commencement of the experience the student must consult with the

Placement Supervisor. Contacts should be made via email or telephone for an appointment.

- Placements will normally only be approved in placements which are not in private practice settings of such professionally trained practitioners.
- Placements in other work contexts will be considered but must be engaged with following the approval of the placement provider and where such placements are deemed to meet the placement standards set out below.

Students are required to have all the following arrangements and documentation proving same prior to commencement of placement:

- Professional indemnity insurance for the entire period of placement
- Current Garda Vetting
- Details and contact information for Placement Supervisor
- Details qualifications and contact information of clinical supervisor

Prior to commencing any placement hours students MUST first meet with their Clinical Supervisor

Once approval has been granted by the Placement Review Committee, the student should identify and formulate specific aims and means by which the learning experiences will be achieved.

- The learning contract form must be submitted electronically via the Learning Management System on the web site. Students should ensure that all details are completed and are correct before submitting this information.
- Students must allow at least four working days for the approval and return of the contract.
- Students will also be required to circulate a copy of a Memorandum of Understanding (available on the LMS) for tri-partite signature
- When the contract has been approved, it will be returned to the student via email. The student must print out the contract.
- Each placement must be supported by a Placement Learning contract agreed between the Student, the clinical supervisor and the Placement Officer.
- Each clinical placement must be supported by qualified clinical supervision as set out in the programme handbook and programme validation documents
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- All students are required to submit a valid proposal to ICHAS via the Learning Management System outlining how they intend to complete all professional practice placement hours.
- The student must submit a completed student placement form, prior to commencing their placement via the student portal.

- Any hours that have been completed by students prior to returning this form for official approval will not be counted towards meeting the Module Requirements.

Practice Placement and Practice Completion Procedures

- Student Placements must only be undertaken where a clear Learning Contract and signed Memorandum of Understanding exists between the student, the College and the organization providing the placement.
- Both must be submitted to the Placement Officer before being sent out to/ or agreed with the Placement Organisations and these organisations must be approved by the College in advance of any placement.
- Learners on placement are asked to complete regular feedback forms, submitted online, and reviewed by the Practice Placement Officer in conjunction with the Practice Placement Director .
- Students must record all placement hours in a series of Professional Placement logbooks.
- These hours of attendance must be verified by the Placement Provider and the student -
- Students are required to submit all reflective assignments through student portal - Student assessment in this module will be based on a project (reflective) strategy as set out on the Learning Management System
- On completion of module students are required to submit by the due date the supporting evidence of supervision and evidence of completion of the relevant hours as outlined in the following table

Site Visit – Practice Placement

The site visit is considered an integral element in placement practice in establishing, maintaining and developing the clinical teaching partnership between staff and students, to ensure safe practice and to ensure adequate psycho-social support for students whilst on placement. The objectives of the visit are to gain a greater insight into operational practices within the service

- The Placement Officer/ Practice Placement Director will contact the placement provider on two occasions at least, ideally toward the start and three-quarter point.
- The Placement Officer/ Practice Placement Director makes an initial evaluation of the Student's performance in work placement, review the placement activity being undertaken by the Student and address any difficulties or issues associated with the placement from the Student's or the placement providers perspective.
- The site visit should include a meeting with placement provider co-ordinator to discuss the student's progress and a further meeting with the student to discuss their perspective on their placement experience.

- The Placement Officer will maintain site visit log and will provide feedback on the placement to-date, together with recommendations, if required.
- Any concerns or issues that might have been raised will be relayed to the Practice Placement Director Registrar or the Director of Studies and/or the Vice President of Academic Affairs should it be deemed necessary on return from the site visit.

Digest of all placement documentation (available on the LMS)

Document:	Who fills:	When to fill:	When to Submit:
Professional Placement Proposal Form	Student	Prior to Commencement	Prior to Commencement
Placement Provider Obligations Form	Student and Provider	Prior to Commencement	Prior to Commencement
Memorandum of Understanding	Student, Provider and College	Prior to Commencement	Prior to Commencement
Learning Contract	Student, Provider and College	Prior to Commencement	Prior to Commencement
Clinical Supervisor Nomination Form	Proposed Clinical Supervisor	Prior to Commencement	Prior to Commencement
Student Record of Clinical Case Contact Hours	Student, Clinical Supervisor	During Placement	End of Placement
Clinical Supervision Log Sheet	Student, Clinical Supervisor	During Placement	End of Placement
Placement Provider Appraisal Form	Placement Provider (representative)	End of Placement	End of Placement
Clinical Supervision Review	Student Clinical Supervisor	End of Placement	End of Placement

Figure 1 - Digest of all placement documentation

Clinical Supervision

The role of the supervisor in supporting learners to achieve and engage with structured reflection is considered essential. Both the principles of supervision and the guidelines relating to the nature of the supervisor/supervisee relationship are essential components of the role. Supervisors are involved at both a formative and summative level of assessment of Practical work and the placement-based learning.

- The learner contacts a clinical supervisor and the clinical supervisor accepts the terms and conditions of the supervision through the on-line system.
- All Practice supervisors are required to undertake induction and training in the Supervision of Professional Practice which is provided by the College and they are supported through a mentoring process by members of the Academic staff

of the College.

- Clinical supervision must be provided by a professionally accredited supervisor.
- The supervisor's credentials are verified by ICHAS prior to the commencement of the learner's placement.
- The supervisor maintains a record of supervision, which is verified by the Director of Academic Affairs.
- Clinical supervisors have to hold a relevant degree as well as post-graduate qualification Clinical Supervision level degree and have relevant Practice Supervision experience.
- They have to have a maturity of purpose in terms of supporting learners to integrate their learning and embed it in practice.
- They must have demonstrable integrity and agree to adhere to the standards of marking and assessment as laid down by the ICHAS.
- They must demonstrate a commitment to ensuring safe working practices and have to satisfy the college that they have a clear understanding of the Quality Assurance procedures in place at the College.

GRAPHICAL PRESENTATION OF THE PROCEDURES AND PROCESSES ASSOCIATED WITH WORK BASED LEARNING

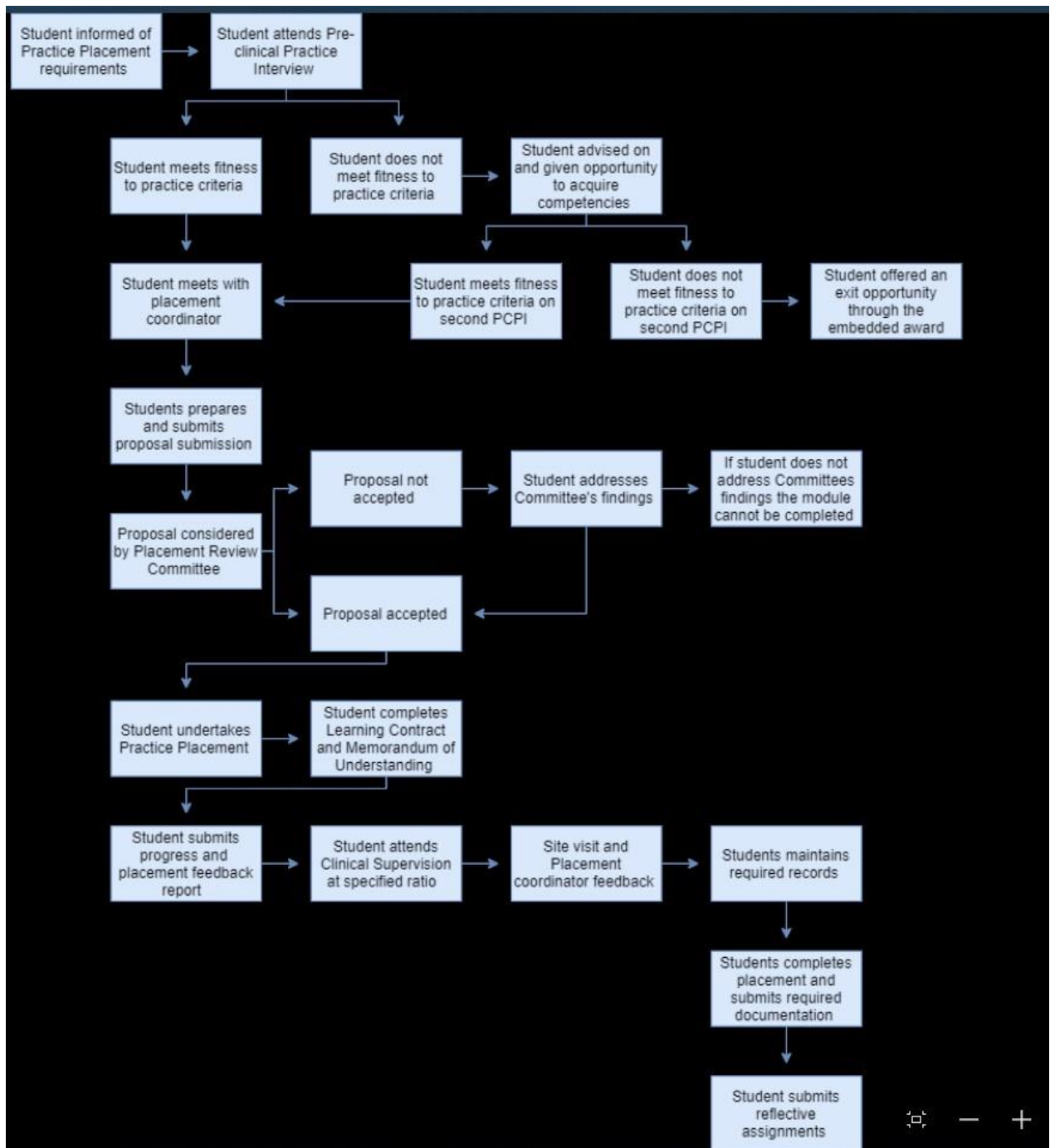


Figure 2 - Practice Placement Process

Linked Policies or Procedures

Linked Policies	Policy on Teaching & Learning Policy on Work Based Learning Policy on Assessment of Learner Policy on Marking, Grading and Certification in Assessment Policy on Fitness to Practice
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Linked Procedures	Procedures associated with Teaching & Learning Procedures associated with Assessment of Learner Procedures associated with Marking, Grading and Certification in Assessment Procedures associated with Fitness to Practice
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