

Work Experience Students Induction Process Pack

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Induction process for Work Experience Students in a Social Care Setting - 2010

The first contact you may have with a student could come from either - a direct visit from a student cold calling at a home. Or you may receive a phone call from the Work Experience Coordinator at the School or College enquiring about a possible placement on behalf of a student.

If you are able to accommodate a school student for one weeks Work Experience or a College student for an extended placement (one day per week for 3 months). Arrange to meet with the student before the start date to have a chat.

School students

- ★ Discuss the student's motivation for the placement – Does the student have an interest in the social care sector and/or studying Health and Social Care at school or college?
- ★ Show the student around the home briefly.
- ★ Discuss the fire procedure.
- ★ Talk through - working hours, breaks, clothing, and jewellery requirements. Discuss prohibited activities – No personal care or moving and handling of service users.
- ★ Importance of Confidentiality and Data Protection. Ask them to read and sign the relevant form in the induction pack.

As school students (14-15 years old) are only on a work experience visit for one week and will be supervised by a member of staff at ALL TIMES, a CRB check is not required at this time. [Appendix 1 – CRB Check list](#)

College students

- ★ As above
- ★ Request to observe their current advanced CRB form. This MUST be in place before the student can start the placement. (Sign the CRB form in the Induction pack). Refer to the CRB check list if you are unsure of the requirements. If there are any issues or doubts about the CRB check contact the college.
- ★ A college student will be on placement in the home for one day per week. They will also require two block weeks during this time. They will inform you of possible dates. Discuss suitability of these dates and enter them in the homes diary.

Before the Work Experience Placement starts

Health and safety checks

The home will be contacted by either a representative from Connections South West or the College's Work Experience Coordinator to complete a Health and Safety check of the home. They will require the Public Liability Insurance policy number, check health and safety risk assessments are in place and ask a few questions. They **MUST** make an appointment with the home before visiting. If a representative of the school or college turns up unexpectedly, then please report this back to the school or college. Health and Safety checks are currently valid for three years.

On the first day

The student can be inducted by a Workplace Mentor or an experienced member of staff.

- ★ Recap on the fire procedure, making sure the student knows what to do in the event of a fire in the home. (They must gather at the fire panel and stay with the duty manager). As a student they would not get involved in an evacuation.
- ★ Show the student around the home, discussing the daily routines of staff and service users.
- ★ The Induction pack is compiled in to bullet pointed sections. Start discussing the induction pack and signing each relevant section.
- ★ Discuss the importance of confidentiality, if not already done so. And ask the student to sign the Data Protection sheet in the induction pack.
- ★ Remind them of the prohibited activities. (No personal care or moving and handling of service users).
- ★ Answer any questions.

During the placement

- ★ Complete the Induction pack.
- ★ Provide the student with a photo copy of induction when completed. This could be used as evidence for the students course work.
- ★ Include the student in the homes daily routines – Tea trolley, assisting with domestic duties, water jugs, preparing the dining room for meals, spending quality time with the service users etc. Although the students are restricted in certain areas there are plenty of activities they can be involved with - **Be creative.**
- ★ Check what information the student needs to cover while on the placement. This will help you to tailor the placement, making it as specific as possible.

- ★ Show the student where the Information/Activity pack is kept. Discuss the purpose of the pack –Useful information including the Treasure Hunt, Legislation, GSCC, Effective Communications, Hand Washing, Practical Activities and Reminiscing etc. The information in the pack can be photo copied for the student to use and keep.
- ★ At quieter times during the day encourage the student to spend some time reading the Information/Activity pack and maybe help them plan an activity to complete with relevant service users.
- ★ Link the student with the in house Entertainment's Coordinator to join in planned activities.
- ★ School students may have a connexions or Society, Health and Development (SHD) Diploma booklet to work through. As their Mentor you can offer assistance to complete and sign the relevant sections.

Teacher visits

School students should have a visit from either a teacher or the schools work experience placement person during their week. They will ask to speak to the mentor or the duty manager about how the student is getting on and will spend about 10 minutes talking with the student. An appointment should be made.

End of the Placement

- ★ Towards the end of the placement, give the student a copy of the Evaluation form to complete. Take a copy for the Manager to read. The student may wish to keep a copy for their course work.
- ★ Check the student has a copy of the induction pack.
- ★ Answer any questions.
- ★ Provide the student with a list of social care websites if requested
 - www.cqc.org.uk
 - www.carelearning.org.uk
 - www.direct.gov.uk
 - www.apprenticeships.org.uk

Guidance Notes for Taster sessions

Before you arrange for any student to visit

- Check that the service users are aware of the possibility of students visiting their home. Discuss at residents meetings.
- Inform the service users that the session should not last more than an hour.
- The students will just be looking around the communal areas, and not entering anyone's private rooms.
- Answer any questions or concerns before a session is arranged.
- Inform the residents of the visit
- Ask if any residents would like to share the experiences with the students.

Timings of Taster sessions

- Arrange for the students to visit at a suitable time during the day.
- Avoiding the busiest times.

Unable to take Taster session

- Try to arrange for another member of staff to take the session.
- Inform the school as soon as possible.
- Rearrange another date with the school if no other solution can be found.

Relevant information about the student

- Find out the teachers name and contact details.
- How many students are visiting (No more than 10)
- What course work are they covering?
- Have the students prepared questions?
- Ask the teacher to email you the questions before the planned visit, so you have a chance to gather any relevant information.

When the Students arrive at the Home

- Introduce yourself; tell them about your job role.
- Ask the students to turn off their mobile phones before you start.
As well as being respectful to the residents by not having phones going off while you are showing the students around. There may be residents with a pacemaker fitted and phones can pose a danger to the frequency.
- Inform the students they are in peoples home and they should act respectfully, not shouting, giggling or being silly in any way.
- They must not enter anyone's bedroom with out being invited.
- Decide if the students would benefit from looking around the home first or find a quiet room to answer their prepared questions.

Showing the students around the Home – What to discuss

- The size of the home and the type of people the home is registered to care for.
- The most recent Care Quality Commission (CQC) report.
- Statement of purpose.
- Fire procedure – what the students would need to do in the event.
- Staffing levels on each shift.
- What a typical shift is like being a care assistant.
- Training requirements of staff.
- Activity programme
- Dietary requirements of the residents. Meal times and choices.
- Outside agencies that visit the home or residents access – Chiropodist, dentist, dietician, optician, GP, nurse, hairdresser.
- Care plans – What information it contains such as GP details, past history, Person centred care planning, moving and handling profiles, risk assessments.
- Moving and Handling equipment.
- Dignity and privacy - Give the students examples (knocking on doors before entering etc).
- Wishes and Preferences – Getting up and going to bed when they prefer, remaining in their room at meal times, wearing their choice of clothing.
- Policies - Safeguarding Adults, Mental Capacity Act, Health and Safety, Data protection.
- Procedures – Medication, Accident forms, supervisions, admitting a resident to the home.
- Communication and listening skills needed to be a good Care Assistant. Verbal, non verbal, signs, gestures, prompt cards.
- Team Working – Passing on relevant information in different formats, verbal, written, e mail, diaries.
- Recording information correctly, accurately in a non judgemental way.

Finishing up the visit

- Answer any questions.
- Ask for feedback from the teacher to help improve the next session.

Appendix 1

CRB Guidance for Work Experience Students, Volunteers and Taster sessions with in South Gloucestershire Council Care Homes.

Feb 2010

Type of Placement	CRB Check required	Comments
Taster session	No	A short accompanied visit to a Care home. Students will be accompanied at all times by the Work Experience Coordinator or mentor. Duration – Approx 1 hour. Approx times - These sessions can take place any time during the day to fit in with the home. Gives the person an insight into the Social Care Sector. Guidance notes have been formatted.
5 day "Block week" Work Experience for School students	No (at present) Vetting and barring scheme being introduced Oct 2010.	School students aged 15-16, year 10/11. Work Experience Students attend a care home to gain insight into the care sector. Duration - 1 week. Approx times 10am – 3pm. Monday to Friday. Induction and Information pack to be worked through by Work Experience Coordinator or mentor. Copy of induction to be given to student.
Extended Work Experience placement	★ Yes	College aged students taking a Health and Social Care course. Duration - Approx 3 - 4 months. 1 day per week with two block weeks (4 days each week) in between. Approx times 10am – 3pm Induction and Information pack to be worked through by Work Experience Coordinator or mentor. Copy of induction to be given to student. CRB to be witnessed and signed before student starts placement.
Volunteering	Yes	Duration - To be arranged between the volunteer and the Manager of the home. Induction/Information pack to be worked through by Work Experience Coordinator or mentor.

College Students undertaking a Health and Social Care course.

- ★ College students **MUST** have a CRB check in their possession before a placement commences. They will not be allowed to start the placement if the check has not been witnessed and signed by the Work Experience Coordinator or the Homes Manager.
- ★ Students **MUST** bring the documentation required to be copied to the College on their induction day if there are taking a Health and Social Care course.
- ★ Colleges must ensure all students and tutors are aware of the importance of CRB checks.

Work Experience Student Contact Details

Student Name	School/College
	Academic year
Establishment attending	Teacher Contact
Address	Enrolled Course and Experience
Tel: Mob:	Dates of Work Experience
Emergency contact: Name Address	Any allergies or special dietary requirements.
Tel: Mob:	Medical condition/Special needs
G.P Details Surgery Tel:	

Work Experience Student Induction

Name.....

Date.....

School/College.....

This induction MUST be completed with the student with in the first two days of the placement.
Once completed a copy should to be given to the student.

Environment	Date Discusse	Signed
Toilets /Washrooms		
Breaks/Refreshments		
Staff room		
Security Arrangements – Door codes, where to keep personal possessions		
Use of mobile phones – Not to be used around the home		
Call bell system		
No Smoking policy – Where are staff allowed to smoke?		

Visitors Entering the Home		
<p>Who are they visiting</p> <p>Ensure they sign in the visitor's book (In the event of a fire all visitors can be accounted for)</p> <p>Does the resident wish to have visitors?</p>		
Contractors		
<p>Check ID.</p> <p>What work are they there to undertake?</p> <p>Check with the duty manager or a member of staff if you are not sure about any visitor.</p>		

Fire Safety	Date Discussed	Signed
Discuss the Fire panel – Explain the lay out of the building.		
<p>Explain the procedure for when the fire alarms are activated -</p> <ul style="list-style-type: none"> ○ All fire doors shut ○ Where to assemble if the fire alarms sound. ○ Duty manager calls the fire brigade. ○ Checks on the fire panel where the fire is located. ○ Directs staff to evacuate the residents and visitors to a safe area with in the home. ○ Residents list to be completed to check every one is accounted for. ○ The importance of all visitors and contractors to the home signing in the visitor's book. ○ Even if it is a false alarm NEVER turn off the alarms until the fire brigade have examined the building and deemed it safe. <p>Students would not assist with evacuating residents using wheelchairs.</p>		
<p>What to do if you discover a fire.</p> <ul style="list-style-type: none"> ○ Find the nearest break glass point to raise the alarm? ○ Where is the nearest fire-fighting equipment e.g. extinguishers, fire blankets? ○ Do not put yourself in danger by trying to tackle the fire if you didn't feel confident. <p>If safe to do so, escort any residents with in the area of the fire, to a Safe place away from the fire.</p>		
<p>What different types of fire extinguishers are there in the home? What sorts of fires are they used for?</p>		
<p>Importance of Staff attending fire drills. What Fire training is available for staff? How many fire drills should staff attend yearly?</p>		
<p>What to do if the smell of gas is detected? Are there any emergency gas shut off points? If yes – where are they Located?</p>		
<p>Fire Alarm testing How often are the fire alarms tested? How is this documented and faults reported?</p>		

Health & Safety	Date Discussed	Signed
Health and Safety at Work Act 1974 says all staff have a duty of care for their own safety, the safety of fellow-workers, and of any other person Affected by their work activities.		
Health and Safety manual – Where is it kept?		
Equipment checks – Hoists, stand aids, slings, slide sheets. How often are they checked? What to look for before every use – No damaged or broken parts, no broken stitching or frayed edging on the slings.		
PAT Testing – Portable Appliances Yearly testing on T.V, radios, Christmas lights, fans, reclining chairs. All items bought in from a person's home must be tested before being used in the home.		
Reporting faulty equipment What to check for – loose wiring, damaged cables. Who the fault must be reported to. What to do with the faulty equipment – Put a notice on it, put it out of the way so that no one can use it by mistake, and report it immediately.		
Personal Protective Equipment Gloves, aprons, face masks etc. When to use them and how to dispose of items.		
Infection control Is very important when looking after the frail and elderly. Effective hand Washing is the best way of controlling the spread of infection. (follow the six stage hand washing in the Information pack) Alcohol hand gel is an effective way of killing germs in between washing.		

Prohibited Activities for Work Experience Student's	Date Discussed	Signed
As a work experience student they would not be able to undertake Any moving and handling transfers with residents.		
No personal care would be observed or completed by a student.		

Accepting gifts		
Under no circumstances do you accept any type of gift or payment from a resident, their families or friends.		

Clothing and Jewellery policy		
Flat closed in shoes, smart casual wear. No jewellery.		

COSHH – Control of Substances Hazardous to Health.	Date Discussed	Signed
<p>Risk assessments in place for cleaning substances used in the home What information do they contain? Where are they kept?</p>		
<p>Data sheets – Information from the manufactures about the risks and Precautions to be adhered to when using chemicals.</p>		
<p>Storage and maintenance of chemicals Store rooms and cleaning cupboards kept locked. Substances remain in the correct bottles with instructions of use. Stored at correct temperature. Unused chemicals sent back to supplier.</p>		

Risk Assessments		
<p>Risk assessment is concerned with identifying the significant hazards related to work, and ensuring that the risks are controlled properly.</p> <ol style="list-style-type: none"> 1. Identify the significant hazards (i.e. the potential sources of harm). 2. Find out who is at risk and how they might suffer injury or ill health. 3. Evaluate the risk and decide if the existing precautions are adequate, or more should be done. 4. Carry out control action, communicate with people and record the conclusions. 5. Review and revise the assessment when necessary. <p>Discuss the types of risk assessments –Generic, individual (care plans) and specific (Fire R/A). Where they are kept, how often are they reviewed? Show the student some examples.</p>		

First Aid Facilities		
<p>Where are the first aid boxes kept? What is contained in the first aid boxes? How often are they checked and replenished? Why do the kitchen staff wear blue waterproof plasters?</p>		
<p>Who is first aid trained? How much training to the first aiders receive?</p>		

Accident/Incident/Violence Report Form	Date Discussed	Signed
<p>If an accident/incident occurs to anyone in the home it MUST be reported immediately to the duty manager.</p> <p>Near misses should also be reported as something could potentially happen at a later date to someone else.</p> <p>An accident or incident needs to be recorded.</p> <p>How is this done and where is it documented?</p>		

Suspicious package		
<p>Any suspicious packages left unaccompanied MUST be reported to the duty manager immediately.</p> <p>Do not attempt to remove the item.</p> <p>Ensure all residents are kept a safe distance from any potential danger.</p>		

Spillage		
<p>What needs to be done to make a spillage safe – Clear it up without Delay.</p> <p>Ensure PPE is used. Dry it as thoroughly as possible. Put a sign over the area.</p> <p>Report to duty manager. Lock the door if necessary.</p>		

Kitchen Awareness	Date Discussed	Signed
<p>Staff must not enter the kitchen area without the correct overall's and hat.</p> <p>Hands must be thoroughly washed before entering the kitchen.</p> <p>(See the SIX stage hand washing guide in the activity pack)</p> <p>Do not enter the food preparation area, unless requested by the cook.</p> <p>Long hair tied back.</p> <p>Cuts to be covered with BLUE waterproof plaster. (Plaster is Visible if it comes off)</p> <p>Washing up – Knives should never be left submerged in soapy water. Could cause injury.</p> <p>Broken Glass MUST be cleared away without delay. It should be disposed of in the correct way. (wrapped and bagged or placed in the glass recycle bin)</p>		
<p>Fridge and freezers</p> <p>The temperatures should be recorded daily (any faults reported).</p> <p>Storing – Raw meat at the bottom of the fridge, dairy and ready cooked food above.</p> <p>Stock rotation- New stock to be placed behind older stock. Best before dates checked regularly.</p> <p>Partly used food – Should be covered and labelled with date of opening and the disposal date.</p>		

Safeguarding Adults Policy

What is abuse?

"Abuse is a violation of an individual's human and civil rights by any other person or persons." ('No secrets' Department of Health 2000)

Abuse can be a single act or repeated acts.

Types of abuse:

- **Physical** – including hitting, slapping, pushing, kicking, misuse of medication, restraint, or inappropriate sanctions;
- **Sexual** – including rape, sexual assault, sexual acts carried out without the consent of the individual or where the individual was pressured into consenting;
- **Psychological** – including emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or supportive networks;
- **Financial or material** – including theft, fraud, exploitation, pressure in connection with wills, property or inheritance or financial transactions, or the misuse or misappropriation of property, possessions or benefits;
- **Neglect and acts of omission** – including ignoring medical or physical care needs, failure to provide access to appropriate health, social care or educational services, withholding of the necessities of life, such as medication, adequate nutrition and heating;
- **Discriminatory abuse** – including racist, sexist, that based on a person's impairment, and other forms of harassment, slurs or similar treatment;
- **Institutional abuse** – can include any of the above and is characterised by repeated instances of poor care, sometimes intentional, but often unintentional and resulting from a lack of knowledge.

If at any time while on placement you come across any of the above, you MUST report it to the manager on duty immediately without delay.

Data Protection Act -1998

Confidentiality – This is linked to the Data Protection Act.

Any information about a resident should be kept safe and shared only on a “need to know” basis.

Any information you hear while you are on Work Experience MUST not be repeated outside of the work place.

I will not repeat information I have heard regarding any of the residents that I have worked with, out side the work place.

Date.....

Examples of respecting confidentiality -

- Shutting the door if someone is receiving visitors or a private phone call.
- Not talking about residents in the corridors, so others can over hear.
- Not sharing information about residents with other residents or families.
- Make sure when writing records, you are in a quiet, private and safe place and put files away immediately. No personal information should be left in a public place.
- Not making or receiving phone calls or texts in front of residents in their own home.
- Challenging gossip about residents by other residents.

CRB Check

All CRB checks MUST be advanced.

I confirm that I have seen the Criminal Record Bureau disclosure form relating to

CRB Number.....

Date issued.....

Any convictions indicated?.....

Who issued the CRB.....

Signed.....

Role in organisation.....

Date.....

Work Experience Evaluation form

Please complete this form at the end of your Work Experience placement.

Name..... Date.....

School/College.....

Staff

Do you feel you have received sufficient support from the staff?

What were your experiences with the staff?

Did you find anything unhelpful?

Residents

What activities did you undertake with the service users?

What did you learn about the people you spent time with?

House keeping

What house keeping activities were you asked to do?

What was your least favourite?

Yourself

What did you learn about yourself?

What did you feel most comfortable doing?

What were you unsure/frightened of doing?

What communication styles did you use?

What parts of the work experience placement can you relate to your College/school work?

What was the best/ funniest incident of your placement?

Have your experiences changed the way you thought about what it would be like to work in Social Care?

If so what areas?

Any other comments-

Child Protection Guidelines

This guide should be used in particular for any student 17 years or younger and for adults identified as vulnerable - although it should be considered as a good practice guide for ALL College students.

Touch:

There may be occasions when you need to touch a young person (e.g. when you are guiding them in carrying out technical operation) but these should be kept to a minimum

Behaviour:

Whilst it is important to reassure a young person who may be nervous in a new placement, and reliant upon your guidance; you should avoid being over familiar. Never permit 'horseplay' which may cause embarrassment

Environment:

Where possible, avoid being on your own in an isolated or closed environment with a young person

Travel:

Ensure that there is a known destination and check-in times with a third party, in situations where a young person will be travelling alone with an adult during a placement. It is a good idea to make available a mobile phone in such situations

Mentor:

Those placed immediately in charge of young people should be competent in their work-role, mature in attitude and be at ease with them

Disclosure:

Occasionally young people may disclose confidential information to a work colleague that gives rise to concern for their physical or emotional safety. In such situations you **must** share your concern with the School/ College immediately.

Disqualification:

You are reminded that you are required by law to protect children from harm and that employees are required, under the Criminal Justice and Court Services Act, to declare that they are disqualified from working with children

What constitutes abuse?

Physical Abuse

Physical abuse causes harm to a child's person. It may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning or suffocating. It may be done deliberately or recklessly, or be the result of a deliberate failure to prevent injury occurring. It can also occur when a parent or carer feigns the symptoms of or deliberately causes ill health to a child whom they are looking after.

Neglect

Neglect is the persistent or severe failure to meet a child or young person's basic physical and/or psychological needs, likely to result in serious impairment of the child's health or development. It may involve a failure to provide adequate food, clothing or shelter, failing to protect a child from physical harm or danger, or failure to ensure access to appropriate medical care or treatment. It may also involve neglect of, or inadequate response to, a child's basic emotional needs.

Sexual abuse

Sexual abuse involves a child or young person being forced or coerced into participating in or watching sexual activity. It is not necessary for the child to be aware that the activity is sexual and the apparent consent of the child is irrelevant. The acts may involve physical contact including penetrative or non penetrative acts. They may involve non-contact activities such as involving children in looking at, or in the production of, pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Emotional abuse

Emotional abuse occurs where there is persistent emotional ill treatment or rejection such as to cause severe and adverse effects on the child's or young person's behaviour and emotional development, resulting in low self worth. It may involve conveying to children that they are worthless or unloved, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is present in all forms of abuse.