



MEMORANDUM OF UNDERSTANDING FOR INDUSTRY PLACEMENTS AS PART OF COLLABORATIVE HEALTH T-LEVELS

Between

A – The Post 16 Education Providers

- **Leeds City College**
- **Notre Dame Catholic 6th Form College.**

B- Industry Placement Providers

- **Leeds Teaching Hospitals Trust,**
- **Leeds City Council,**
- **Leeds Community Healthcare Trust,**
- **Leeds and York Partnership Foundation Trust,**
- **Primary Care,**
- **Third & Independent sector,**

1. Introduction

This Memorandum of Understanding outlines the principles agreed by the One Leeds Workforce Strategic Board and the respective counterparts of each of the named Organisations to sit alongside local organisational policy. It will be implemented from September 2021 and reviewed annually. The Health T Level Curriculum by CACHE NCFE is compliant with supporting health care core components and aligns to Skills for Care, CQC and the Health and Safety Executive.

The purpose of this Memorandum is to gain City-Wide agreement to enable 16-18 year old T-level students to undertake Industry Placements across partner organisations.

2. Background

T Levels are a new national educational route for students aged 16-18 years old and are available in a range of subject areas; including Health and Science routes. The Health T level will be available from September 2021, with students enrolling onto the programme across the two post 16 education providers

A city-wide approach to the implementation of the Health T Level within Leeds commenced in November 2020. Early in the development an identified risk became apparent in relation to the age of the students (16 to 18 years old) and the requirements of the Industry Placements.

At the time of writing organisational policies across the Leeds Health and Care System only allow students under the age of 18 years old to undertake clinical observation. In order for students to successfully achieve the Health T Level, there is a requirement for students to participate in and conduct specific clinical skills, which will require providing care directly to patients.

This Memorandum of Understanding does not propose to replace local policies, but does invite partner organisations to participate in the Health T Level programme, by ensuring students aged 16 to 18 years old are able to successfully complete the Industry Placement and perform taught clinical patient contact skills.

3. Scope

The scope of this Memorandum of Understanding covers the following four areas and named partner organisations are asked to agree to all four elements.

- Agreement for students aged 16 to 18 years old participating in the Health T Level Programme to complete their industry placements within Leeds health and social care environments, performing taught clinical patient contact skills
- Recruitment and selection for Industry Placement
- On placement support
- Mutual policy adoption

These are dealt with in turn below.

4. Agreement for students aged 16 to 18 years old participating in the Health T Level Programme to complete their industry placements within health and social care environments, performing taught clinical patient contact skills

Within the second year of the Health T Level, students will undertake the main body of their Industry Placement within the Leeds Health and Care Sector. These placements will be within three occupational specialisms:

- Supporting Adult Nursing
- Supporting Mental Health Teams
- Supporting Therapies Teams

The Industry Placement will commence in the July of the students first year of programme and cover corporate and local induction, with students having the opportunity to meet the team they have been assigned to. The main body of the Industry Placement will begin in the September of the students second year, on a Wednesday and Thursday for 45 shifts, approximately 22 weeks. Students are able to follow shift patterns but are not expected to undertake night shifts. It is also accepted that there will be certain clinical areas that would not be deemed appropriate for students to take part in an Industry Placement, these are documented below:

- Acute Inpatient mental health wards
- CAMHS services
- Specialised teams within the Prison Service

The Industry Placement is more than clinical observation and there is the requirement for students to perform taught clinical patient contact skills. Examples of the skills that students will need to demonstrate are listed below:

Clinical observations	Routine simple dressings	Personal care	Equipment	Exercise
Taking a blood pressure	The removing of old dressings	Assisting with bathing & showering	Supporting to demonstrate new equipment and position patients correctly	Supporting with patient exercises following surgery and or illness

Measuring Height	Cleaning of wounds. This will be at the discretion of the clinician based on patients history e.g. IV drug user would not be appropriate	Assisting with toileting		
Measuring weight	Application of new non compression dressings e.g., K-soft, K-lite and Yellowline, Softpore and Mepilex	Assisting with dressing and undressing		
Taking Oxygen saturation levels		Catheter care (emptying urine and securing straps onto patient)		
Taking a Temperature		Moving and handling		
		Feeding		

Students will have completed the knowledge elements of the Care Certificate prior to starting on Industry Placement and have had the opportunity to practice and become confident with the clinical skills mentioned above in a classroom and simulation suite environment.

By signing this Memorandum of Understanding partners agree to support and enable Leeds Health T level students aged 16 to 18 years old to fulfil the requirements of the 45 shift (315 hours) Industry placement by performing taught clinical patient contact skills within their organisation.

5. Recruitment and Selection for Industry Placements

Throughout the first term of the Health T level students will have received input from employers across the three occupational specialisms, from within the Leeds Health and Care Sector. This will ensure that the students are making informed choices when deciding which occupational specialism to follow.

Students will express an interest for an Industry Placement within their chosen specialism. Recruitment to placements will be a competitive process and employers will have the opportunity to review expressions of interest and complete a values-based interview/ professional discussion with the students prior to offering the placement. Named partner organisations will be asked to participate in the interviews/professional discussion for the industry placements.

6. On Placement Support

T Level students will have had the opportunity to meet their Industry Placement provider and have completed their corporate and local induction in July of their first year, prior to the post 16 education provider's summer break. Providing both T level students and team members of the Industry Placement the opportunity to meet.

Named partner organisations are asked to provide T Level students with local policies and procedures within their local inductions. Students must read and be aware of local policy and procedures ready for their first shift.

Health T Level Timetable September of second year of programme (based on a four day week)
Students within College Industry Placement Industry Placement Students within College

The timetable has been designed to enable students to have the 'wrap around care' from the post 16 educational providers. This will allow for support and duty of care for both students and named Partner Organisations who are providing an Industry Placement. It provides the opportunity for post 16 educational providers to address any gaps in learning and mitigate risks prior to the students returning to their next Industry Placement shift.

Named Partner Organisations who have a student on Industry Placement will be provided support and risks mitigated by:

- Named contact within post 16 educational providers
- Standard documentation
 - o Honorary contract between - Post 16 educational provider, student and Industry Placement provider
 - o Health and Safety assessment completed by Post 16 educational provider
 - o Young Person's Risk assessment
- TRIP Project manager (Robert Cranmer) has clinical experience and will link between the educational providers and Industry placements:
 - o Placement visits
 - o Educational visits
 - o Support within clinical assessment (taking place within educational settings)
- Matrix management supervision sessions between
 - o T Level Student
 - o Industry Placement Manager
 - o Named contact for the student's post 16 education setting
- Named Partner Organisations to provide a 'Buddy' for students

7. Mutual Policy Adoption.

When T Level students are working on their industry placement within the occupational specialism of a named Partner organisation, they will follow those organisations local policies and procedures, including safeguarding. To ensure full awareness of such policies and procedures, every named Partner Organisation who has a student on their industry placement will provide:


- A comprehensive local induction, ensuring that all relevant policies and procedures are explained to the students.
- Provide students with a copy of relevant policies and procedures for reference from the named partner organisation where the industry placement is taking place.
- Advise and provide students of safeguarding procedures within their organisations

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Appendix:

T-Level Industry Placements – Key Responsibilities of the Industry Placement Provider (Employer), Students and Education Provider

THE INDUSTRY PLACEMENT PROVIDER (EMPLOYER)

For placements to run smoothly and work well for you, your student and the education provider, all parties need to play their part.

In order to best support the student on the industry placement and help them develop their skills, confidence, and knowledge in the world of work, you should (as a minimum):

Role description

- Put together a clearly worded description of the organisation, the role being offered and what you are looking for in a student
- Be honest and realistic about what industry experience you can offer, and what you cannot, to manage expectations and avoid disappointment.
- If practical, give the student a project as part of their work to encourage them to take ownership, use their initiative and bring in their own ideas.

Selection/ matching

- Inform and discuss what input you would like to have in the selection process of your student. This might include an interview, group assessment, professional discussion etc. to enable the student to best demonstrate their talent and interest.

Preparation

- Prior to their first day of work, provide the student with joining information, including how to get to the place of work, working hours, lunch arrangements and other workplace expectations such as dress code, acceptable language, and mobile phone usage. This should be included in the industry placement agreement.

Induction

- Provide the student with a full induction in situ, including a tour of the workplace; introductions to relevant staff; any necessary training; health and safety arrangements; fire precautions and emergency evacuation arrangements; and how to report accidents, incidents, and unsafe conditions.

Compliance

- Agree and sign a three-party industry placement agreement with the student and education provider. It may also be beneficial to get the student's parent or guardian to sign the agreement.
- Comply with health and safety legislation and maintain adequate and up-to-date employer's liability insurance to cover the student and any potential loss or liability caused by or to the student in relation to the placement.
- Ensure any confidential information provided to you by the student or education provider about the student is not disclosed to any third parties.
- Similarly, ensure that the student is clear about keeping your commercial information confidential and understands what types of things they can or cannot say if they need to provide reflections about their learning experience as part of their course.
- Nominate a suitably qualified person to be the day-to-day line manager/buddy for the student and provide relevant introductions and contact details to the student.

The line manager should:

- Hold an initial meeting with the student 1-2 weeks prior to their start date to discuss and agree on their learning objectives.
- Hold regular weekly check-ins to track and review the student's progress.
- Remind the student to complete their logbook.
- Identify and deal with any issues (e.g. relating to colleagues, work content, workload etc) at an early stage.
- Provide regular, constructive feedback to the student and encourage the student to think and problem-solve for themselves where possible.
- Meet (via phone or in person) with the education provider regularly to review progress and escalate any concerns you have with the student's performance on the placement.

- Attend a midpoint review meeting in person between you, the student, and their education provider to discuss the student's progress, review their learning objectives and make any changes to improve the second half of the placement.
- Complete written feedback forms for the education provider at designated points during the placement.
- Conduct or make arrangements for day-to-day supervision of the student.
- In cases of serious accident or incidents involving the student or breaches of discipline by the student.
- Advise and consult with the education provider.
- Cooperate with the education provider in the event of a complaint or concern from the student about their placement and/or a member of staff.
- Allow the student to submit all required reports and documents to the education provider from the placement for the purposes of examination.
- Communicate any serious issues relating to the student's performance to the student and/or education provider as necessary.
- Attend a final review session in person between you, the student, and the education provider at the end of the placement to review the student's progress.

After the Industry Placement

- Provide a reference upon the student's completion of their industry placement that reflects on student's progress towards the learning objectives set at the start of the placement.
- You and the education provider should discuss feedback on the student as well as the quality of the placement itself and future.
- If you wish to employ a student after their industry placement, they will not be able to start with you until they have completed their studies. We suggest that you initiate a conversation with the student as early as possible to work out together how to maximise the student's development, when they will be able to start employment and contact the education provider for any guidance or support with this

THE STUDENT

In order for students to be ready for their placement, they will be prepared for "working life" by their education providers. During their placement, students will be expected to:

Set clear objectives

- Agree with you and the education provider a set of learning objectives to be worked towards on the industry placement.
- Agree and sign a three-party industry placement agreement with you and the education provider.

Track progress

- Fill in their logbook regularly (at least weekly) to track their industry placement activities, learning's, highlights, and progression.
- Attend regular one-to-ones with their line manager and education provider to review progress and communicate any issues.
- Attend a mid-point review meeting in person with you and their education provider to check in on their progress, review their learning objectives and make any changes to improve the second half of the placement.
- Attend a final review session in person with you and their education provider at the end of the placement to reflect on their progress. Maintain professional standards and etiquette
- Make suitable arrangements to attend the industry placement punctually on the days and at the times agreed with you in advance (including lunch and break timings).
- Maintain professional standards of behaviour including being courteous and respectful to other staff, students, and members of the public.
- Be reliable. If unable to attend work due to illness or another reason, contact their line manager promptly.
- Dress appropriately for the employer's work environment (in accordance with guidelines provided prior to joining).
- Maintain a positive attitude, be open to learning and feedback and make the most of the opportunity.
- Maintain quality in their work and use their initiative and fresh perspective.
- Maintain confidentiality regarding any of your information and not do anything which may bring you and/or the education provider into disrepute.
- Abide by all rules regarding health and safety, appropriate IT use and other policies and procedures of the employer.

- Complete all assessments and attend any briefing sessions that are required as part of the placement.
- Restrict use of personal mobile phones equipment to lunchtimes and breaks.

POST 16 EDUCATION PROVIDER

In order to support the student on the placement, and to ensure they bring value to the employer, you can expect the following from the education provider:

Pre-placement checks

- It is the responsibility of the education provider to ensure the industry placement is good quality, safe, meets the students' learning aims, and that any necessary checks are carried out on the employer before the student goes on their industry placement.
- These checks may include a site visit and a questionnaire to check basic adherence to health and safety, the existence of appropriate policies on insurance and safeguarding, etc. and a suitable induction process, supervision, and provision for students with SEND or LLDD.
- Agree and sign a three-party industry placement agreement with the employer and the student.
- The idea is to keep this process as simple as possible and ensure that it is proportionate for both employers and education providers. Those employers who have already undergone checks as part of previous or existing education and training provision such as apprenticeships and work experience may require lighter touch checks and monitoring.

Matching

- Ensure that the industry placement provides the opportunity for the student to apply and develop technical skills that are related to their occupational field of study.
- Communicate any special requirements of the student to the employer.
- Agree with the student and the employer a set of learning objectives to be achieved on the industry placement.

Prepare the student

- Train students on professional etiquette and expectations before they go on the work placement.
- Provide information to the student on general health and safety issues prior to their placement.
- Provide any specialist guidance and information to students with any additional needs, e.g. special educational needs and disabilities (SEND) / learners with learning difficulties or disabilities (LLDD) and provide specialist guidance and information to employers hosting any such students.
- Liaise with the employer to ensure the student is equipped with any materials and support required for the performance of the placement such as personal protective equipment (PPE).
- Provide students with a logbook to track their industry placement activities and progress.

During the placement

- Maintain regular contact with the employer and the student during the placement to monitor and evaluate the placement in terms of the student's progress as well as health, safety, and welfare. Agree frequency of contact with the employer. Contact with the student should be fortnightly as a minimum.
- Organise a mid-point review between you, the student, and your contact at the education provider. This should be held in person and is an opportunity to check in with the student's progress, review their learning objectives and make any changes to improve the second half of the placement.
- A staff member from the education provider should also conduct visits to the employer and student as necessary.
- Carry out on going safeguarding checks as necessary to ensure the safety of the student whilst working with the employer. Education providers will use reasonable discretion in considering the track record and experience of employers to determine the level of monitoring they may need.
- If any serious issues arise relating to the student's performance on the industry placement, take these up with the student.
- Raise any issues promptly with the employer and handle them appropriately.

Completion of placement

- Ensure a final review session is held in person between you, the student, and the education provider at the end of the placement to reflect on the student's progress.
- Ensure that you provide the student with a reference using a standardised template after completion of their placement.

Extracted from the T-Level Employer Information Guide - Employer information guide.pdf (aoc.co.uk)