#	POLICY TITLE	POLICY AREA:	VERSION:	DATE:
ST NICHOLAS MONTESSORI	**B 5.5 (A) : ROLES & RESPONSIBILITIES IN PARTICIPATING IN PLACEMENT (Montessori Education for Dementia)**	**5) TEACHING AND LEARNING**	**1.0**	**AUGUST 2020**

Introduction and Context: -

Placement is defined as a planned (and approved) period of learning, normally outside the College, where the learning outcomes are an intended part of a programme, where the placement is arranged for that purpose and where the learning outcomes assessed through the placement element of a programme contribute to the overall assessment of the programme.

It is SNMCI policy that where programmes include a placement element, the placement must satisfy the criteria determined by the programme validation document, provide an appropriate learning environment, including the necessary supports, and allow for the fair assessment of the learner.

Note: The assessment of learners in placement remains the responsibility of SNMCI and is conducted by SNMCI staff.

The purpose of this document is to outline SNMCI policy on the roles and responsibilities associated with participation in placement for *Montessori Education for Dementia.*

Scope: This policy applies to all learners on the *Montessori Education for Dementia* programme at St Nicholas Montessori College Ireland. It should be considered in conjunction with

QA 5.4 A: Allocation of Placement (Montessori Education for Dementia)

QA 5.7: Code of Good Practice for Student Research Activities

QA 7.2: Learner Code of Conduct

QA 7.6: Fitness to Study Statement

QA 7.10: Attendance Policy

All available in the student area in Moodle

Staff Involved:- Programme Director; Deputy Programme Director; Placement Mentors; Lecturers; Programme Manager

Policy Aims:
- To ensure the College meets the needs of learners on placement
- To clearly outline the roles and responsibilities of key parties on placement
- Too ensure all graduates from the programme meet the module learning outcomes and standards of proficiency relevant to module MED4: Applied Montessori: Prepared Environment for Living with Dementia.

• To ensure the placement module is organised and delivered to meet the ethical standards required for education and training programmes.		
See QA 5.4 A: Allocation of Placement (Montessori Education for Dementia) Moodle	**Person/s Responsible**	**Records generated to ensure evidence of follow through**

SNMCI will:-
 • Outline all policies and guidelines and ensure that they are clearly communicated all stakeholders.
 	
 • Prepare learners for their time in placement.
 	
   - Discussion of issues of confidentiality
 	
   - Preparation elements of module MED4 e.g. ethical practice and reflective and reflexive practice
 	
   - Review of assessment
 	
   - Clarification of roles and responsibilities of key people in placement
 	
   - Information on health and safety guidelines, hygiene standards, infection control and codes of conduct on placement.
 	
   - CV and preparation for application for placement and pre-placement interview where relevant
 	
   - Practicalities: record of hours, registration of placement setting etc.
 	
 • Ensure that placement settings are relevant, fit for purpose and reputable in their field
 	
 • Ensure that placements have the potential to enable learners to attain the
	SNMCI
	
	 Programme Director
	 Lecturer
	
	 Mentors
	
	 Programme Director
	
	 Placement coordinator
	
	 Placement coordinator
	 Placement
		Module Content Outline
		
		 Workshop content outlines
		
		 Database of providers who host learners from SNMCI
		
		 Broadsheet of placement

associated learning outcomes and to provide a genuine learning opportunity.	**coordinator**	
• Provide learners with letter of introduction/script to healthcare settings	**Programme Director**	**Appendix C**
• Establish contact with healthcare settings identified by learners, provide them with the placement handbook and the introductory information sheet	**Programme Director**	**Appendix B**
• Confirm placements by collecting the completed Placement Registration Form	**Placement Coordinator**	**Correspondence** **Garda Vetting references**
• Assist any learner who has difficulty in finding a placement		
• Arrange initial meeting for mentors to allocate students		**Minutes**
• Provide all necessary documentation as relevant to pre, during and post placement e.g. insurance, Garda vetting, attendance logs, contact details of college mentor, handbooks etc.	**Placement Coordinator**	
• Provide the student with a clear set of principles (Learner Contract) they are expected to adhere to during their time in practice. Learners are expected to sign this 'Learner Contract' and to make copies available for the College (Programme Director) and the setting (link person).	**Programme Director**	**Programme records /Admin**
• Appoint a College mentor with whom each learner will discuss their personal learning objectives and the development of the case study to be completed in practice.	**Programme Director** **Mentors**	**Information pack** **Learner Contract** **Appendix A**
• Provide students with an opportunity to explore their learning following placement.		
• Ensure that learners are monitored and supported throughout placement	**Module leader /PD**	**Placement records**
• Ensure that teaching, learning and assessment associated with placement is		**Assessment records**

undertaken to the standard expected by the College and the external bodies with whom the College works.		

The Programme Director will:-
• Retain responsibility for all academic elements of the placement module
 	
• In conjunction with the nominated mentors ensure that:
 	
   - The responsibilities for placement are clearly defined
 	
   - The intended learning outcomes contribute to the overall aims of the programme
 	
   - Any assessment involved in placement is part of a coherent assessment strategy
 	
• Ensure that learners are provided with appropriate guidance and support in preparation for placement, during placement and following their placements, including:
 	
• Advise learners of their responsibilities, including the Learner Code of Conduct **(QA7.2)**
 	
• Advise learners of the College's and setting's responsibilities
 	
• Supply information regarding the means of recording the achievement of specific learning outcomes.
 	
• Provide information regarding the College's support services that will remain available to learners during placement
 	
• Ensure that a mentor is assigned to each learner
	Programme Director
	
	Programme Director / Placement Coordinator
		Programme Directors records and administration process
		
		Induction/College QA
		
		Induction/College QA Student Handbook

The Learner will:- • Attend all placement preparation sessions • Read, sign and comply with the Learner Contract (Appendix A). • Engage in a timely manner with the College's Garda vetting procedures • Complete any additional short training required by the College (or setting) e.g. Children First E-learning Certificate (or show evidence of current certification). • Meet any requirements designated by the placement setting e.g. interview and/or pre-placement visit, if setting is not the learner's place of work. • Act professionally as an ambassador of the College • Act responsibly and diligently and in the interests of the placement provider, its clients and employees • Adhere to the principles and ethics of best professional practice. • Alert the Programme Director or nominated mentor to any problems with the placement that might prevent his / her progress or satisfactory completion of the placement. • Fulfil the assessment requirements of the placement	**Learner** **Learner** **Learner** **Learner /PD**	**Attendance records** **Appendix A** **Records of GV person/s** **Setting registration form** **Record of Communications**
The Setting will:- • Be aware of the aims of the placement module of the programme as communicated to him / her by the College • Designate a 'link' person to liaise with learner and College	**Setting Management** **Placement Coordinator College Mentor**	**Information pack** **Placement Handbook** **Communication with Placement**

		Coordinator
• Provide an appropriate introduction to the setting for the learner (including information regarding relevant health and safety procedures etc.) • Provide a suitable environment for the learner • Provide clear direction to the learner • Inform the learner regarding professional/ethical practice as it applies in the setting • Work with the learner to schedule engagement with the case study participants. • Sign attendance logs • Sign the learner's registration form • Alert the Programme Director to any problems with the placement that might prevent the learner completing the placement. • Provide feedback to the College if required.	**Learner/** **Designated 'link' person** **Designated 'link' person** **Learner/** **Designated 'link' person**	**Attendance logs** **Feedback form**
College Mentor: - The PD will arrange mentors to support learners in placement settings. The mentor's role is to advise and support the learner and to liaise with the Programme Director for assessment purposes. **The Mentor will:-** • Attend preparation meetings in the College • Be aware of the placement specifications • Liaise between the healthcare setting and College • Be the first point of contact for the care setting • Advise and support the learner • Discuss with the learner, his/her progress	**PD** **PD/Mentors** **Mentor** **Learner**	**Programme Administration records** **Minutes** **Minutes**

Policy	BQA 5.5 (A) Roles & Responsibilities in Participating in Placement (Montessori Education for Dementia)
Version	1.0 (adaptation from QA 5.5 for this programme)
Adopted/Effective	September 2020
Supersedes	N/A
Monitoring/ Next Review Date	Yearly/Sep 2021
Responsible Officer(s) Designated Reviewer(s)	Programme Director; DQAA
Scope	Montessori Education for Dementia (level 6 SPA 30 ECTS)

References

SNMCI Policy area	5) Teaching and Learning: QA Vol 2.
Developed with reference to	QQI (2016) *Core Statutory Quality Assurance Guidelines*
	QQI (2016) *Statutory Quality Assurance Guidelines developed for Independent/Private Providers coming to QQI on a Voluntary Basis*
	Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), May 2015
Related SNMCI Policies / Forms	QA 5.4: Allocation of Placement BQA: 3.9: Fees Policy (related to placement outside Dublin: QA 5.5: Roles and responsibilities in Participating in Placement

Revision

Revision Number	Revision Description	Originator	Approved By