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| Acad-Lyon-COMPLET-couleur-quadri  logo |  | *Logo du centre de formation, nom, adresse, téléphone, mail…* |



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| **WORK PLACEMENT MONITORING**  **Within the framework of international mobility**  **Year 20… - 20..** |

**VOCATIONAL DIPLOMA**

**HUMAN SERVICE AND CARE**

**Option B: « Professional Environment »**

(Decree of 11 May 2011 and of 24 July 2013)

And Intermediate Certification In Human and Care

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| **THE TRAINEE**  **LASTNAME: Firstname:**  **City:** 🕿**:**  **Legal tutor**  **LASTNAME : Firstname:** 🕿**:** | *Photo of the student* |

The teaching staff of the Vocational High School (*NAME AND ADDRESS):*……………………………………………. thanks you for welcoming our students and for assisting them in their training within your workplace.

This logbook will ensure a better coordination between the students, their workplaces and their tutors, improve the supervision of student learning and progress in a professional environment, and inform the tutors about the Vocational diploma in Human Services and Care.

You will find in the following pages:

* the presentation of the training;
* the goals of the vocational training period;
* the roles of the different collaborators in a work environment;
* all the necessary documents to carry out the training and evaluation of our students.

**1 Presentation of the Vocational diploma in Human Services and Care (Professional Environment option)**

Students who have passed this diploma are able to demonstrate the following abilities at work:

- Constant **care for others**;

- Respect for the code of ethics and conduct, and especially for **professional secrecy and discretion**;

- Awareness of the standards and limits of competencies **within a multi professional teamwork**;

- **Capacity to reflect upon** their professional practices and activities:

The students who have passed this diploma work with **people with temporary or permanent degrees of dependency within collective facilities**. They adopt a **global approach to patients** in close collaboration with medical professionals, social workers and institutional partners.

They provide patients with **personal hygiene care to promote comfort, assist them with daily routine activities, and help them maintain social connections**. Within their workplace, they may also be expected to carry out other tasks such as **health promotion activities** related to the establishment’s internal guidelines or administrative work.

They work within social and health-care centres.

The Vocational diploma in Human Services and Care gives the necessary skills to a wide range of similar – although called differently – jobs in different sectors of activity.

**2 Aim of work placements**

Work placements are essential to acquire the skills necessary for the range of jobs associated with this diploma.

Students will be able to:

- **demonstrate and use the skills and knowledge** learnt at schooland **acquire skills** within a professional environment in presence of users;

- develop communication skills;

- **adapt to** multi professional **teamwork**;

- discover different professional environments within the social and health-care sector and to understand its organisation and its requirements.

**3 Role of partners during work placements**

The tutor responsible for the student during work placement is expected to:

* welcome the student and monitor his/her progress,
* provide the student with the practical and technical knowledge necessary for the soon to be professionals,
* facilitate access to information relevant for the student s’ training,
* encourage student s’ autonomy,
* stimulate student’s curiosity to improve his/her professional knowledge

**The Tutor is required to:**

**- take part in the evaluation of the trainee at the end of his/her work placement:** some assessments are necessary to diploma validation (the tutor and the teacher are required to monitor the progress of the student and are jointly responsible for the evaluation, which takes into account the skills acquired during the training which is carried out in the work environment).

**The Educational adviser should:**

* inform the tutor about the objectives of the work placement,
* carry out the final assessment and/or graded evaluation of the work placement with the tutor;

**The Trainee should**:

* explain to the tutor their **training objectives** during work placement,
* perform the tasks given to him/her by the tutor,
* respect absolute professional secrecy,
* consider comments made by the tutor and adjust behaviour,
* take part with working team to activities listed in the logbook,
* complete research goals set by teaching staff,
* update his/her logbook and check if the activities performed are matching those required during the work placement

**4 Work placement assessment documents**

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| http://erasmus-plus.ro/wp-content/uploads/2013/11/erasmus+logo_mic.jpg | http://rallye-math.univ-lyon1.fr/IMG/logo/logoacad2.jpg | **Vocational Highschool** |

**Vocational Diploma**

**HUMAN SERVICES AND CARE**

***GRIDS FOR WORKPLACEMENT ASSESSMENT***

|  |  |
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| **Student's name:** | **Work placement** |
|  | From ................................... to..................................... |
| **Contact details:**  **ERASMUS+ PIC number:** | |

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| **SKILLS ACQUISITION**  ***Compétences à évaluer*** | **Elementary** | **Satisfactory** | **Good** | **Excellent** | **Not applicable** | **MARKS** |
| **Professional behaviour** | | | | | |  |
| Dressing appropriately *Avoir une tenue adaptée* |  |  |  |  |  | /1 |
| Punctuality *Respecter les horaires* |  |  |  |  |  |
| Using appropriate vocabulary *Utiliser un* *Vocabulaire adaptée* |  |  |  |  |  |
| Considering the needs of the user and the constraints of the department  *Tenir compte des besoins de l’usager et des contraintes du service* |  |  |  |  |  |
| **Communication with the user or the family** | | | | | |  |
| Ability to listen *Etre à l’écoute* |  |  |  |  |  | /1 |
| Stimulating attitude to encourage communication *Avoir une attitude stimulante* |  |  |  |  |  |
| Caring for individuals *Etre bienveillant* |  |  |  |  |  |
| **Communication with the teamwork** | | | | | |  |
| Sharing information with the team *partager l’information avec l’équipe* |  |  |  |  |  | /1 |
| Respecting transmission protocols *Respecter les protocoles de transmission* |  |  |  |  |  |
| Identifying the status and skills of team members  *Identifier les statuts et compétences des professionnelles* |  |  |  |  |  |
| Identifying competence limits regarding to one’s function  *Identifier les limites de compétences liées à sa fonction* |  |  |  |  |  |
| Respectingprofessional secret and privacy  *Respecter la confidentialité* |  |  |  |  |  |
| **Involvement in professional activities** | | | | | |  |
| Organizing one's work according to the needs of the department  *Organiser son travail en fonction des besoins de l’entreprise* |  |  |  |  |  | /1 |
| Taking initiatives *Prendre des initiatives* |  |  |  |  |  |

*The student will be evaluated either in the level 3 (EP1) or in the level 4 (E31 or E32):Check the evaluation chosen.*

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| **SKILLS ACQUISITION**  ***Compétences à évaluer*** | **Elementary** | **Satisfactory** | **Good** | **Excellent** | **Not applicable** | **MARKS** |
|  | | | | | |  |
| Identifying the user’s needs and abilities  *Identifier les besoins et les capacités de l’usager* |  |  |  |  |  | /2 |
|  | | | | | |  |
| Distributing snacks, meals  *distribuer des collations, des repas* |  |  |  |  |  | /7 |
|  | | | | | |  |
| Helping the user to eat *Aider à la prise des repas* |  |  |  |  |  | /7 |

**Evaluation EP1 : Level 3**

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| **TOTAL** | / 20 |

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| **Tutor’s and teacher’s comments:** |

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| **Tutor's name** | **Position** | **Signature** | **Company's stamp** |
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| **EVALUATION E31 : Level 4** | | | | | | |
| **SKILLS ACQUISITION**  ***Compétences à évaluer*** | **Elementary** | **Satisfactory** | **Good** | **Excellent** | **Not applicable** | **MARKS** |
| **PERFORMING BASIC CARE AND HYGIENIC** | | | | | | |
| Performing body care *Aider, assurer les soins d’hygiène corporelle* |  |  |  |  |  | /9 |
| Dressing and undressing *Aider à l’habillage et au deshabillage* |  |  |  |  |  |
| Making an occupied or unoccupied bed.  *Assurer la refection du lit inoccupé, occupé* |  |  |  |  |  |
| Seating or helping mobilize users for rest, movements or activities  *Installer ou aider à mobiliser l’usager pour le repos, les déplacements, des activités* |  |  |  |  |  |
| Preventing bedsores *prévenir les risques d’alitement prolongé* |  |  |  |  |  |
| Monitoring the patient’s health and act accordingly  *Surveiller l'état de santé de l'usager et intervenir en conséquence* |  |  |  |  |  |
| **ENSURING THE HYGIENE OF THE USER'S ENVIRONMENT** | | | | | | |
| Implementing biocleaning techniques  *Mettre en œuvre des techniques de bionettoyage* |  |  |  |  |  | /3 |
| Ensuring the sorting and transport of laundry, materials and waste  *Assurer le tri et acheminement du linge, matériels et déchets* |  |  |  |  |  |
| **PREPARING SNACKS, DISTRIBUTING MEALS…** | | | | | | |
| Preparing snacks *Préparer des collations* |  |  |  |  |  | /4 |
| Organizing, distributing snacks, meals  *organiser, distribuer des collations, des repas* |  |  |  |  |  |
| Helping the user to eat *Aider à la prise des repas* |  |  |  |  |  |

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| **TOTAL** | / 20 |

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| **EVALUATION E32 : Level 4** | | | | | | |
| **Tutor’s and teacher’s comments:** |  |  |  |  |  |  |
| Organising a collective activity  *Organiser une activité collective*  /3 | | | | | | |
| Leading a collective activity  *Conduire une activité collective* |  |  |  |  |  | /9 |
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| Assessing a collective activity *Evaluer une activité collective* |  |  |  |  |  | /4 |

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| **Tutor's name** | **Position** | **Signature** | **Company's stamp** |
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**Educational Annex** *annexe pédagogique*

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| **SKILLS ACQUISITION *Compétences à évaluer*** | | **Evaluation indicators** *indicateurs d’évaluation* |
| Creating a situation of exchange favouring communication | | The trainee understands   * how to relate to the user and to communicate respectfully * how to practice correct hygienic procedures * how to relate to and to communicate with her/his team * how to follow procedures * how to be patient, have ability to listen and behave respectfully * how to work in a qualified and effective way * how to adapt to different situations. * how to advise and guide the user about nutrition * the importance of taking initiatives |
| Measuring the user : Pulse/Temperature/Breathing. | |
| Making a bed, both with and without a patient. | |
| Doing a partial and complete body washing. | |
| Performing intimate care. | |
| Performing hand, foot and nail care. | |
| Performing oral, dental and denture care. | |
| Dressing and undressing | |
| Changing the right incontinence pad for the user | |
| Measures to prevent bedsores | |
| Seating or helping mobilize the users for rest, moves or activities | |
| Preparing meals suitable for the users’ health and enjoyment | |
|  | | |
| Organising, leading and assessing activities | The trainee understands   * the importance of different activities * how to perform activities with the respect of well-being * the purpose of each activity for each one of the users * how to evaluate if the activities are adapted to the user * how to reflect upon the activities * the importance of creativity and enthusiasm * how to motivate for activities | |
| Adapting the activities to users according to goals |
| Stimulate for activities |
|  | | |
| Sharing information with the team | The trainee understands   * how to share information with the team * how to introduce one’s personal activities in a team work planning * how to create a team spirit and be aware of solidarity * how to be conscious of responsibility within a team * how to design the practices * how to respect the members of the team * how to have a sensible and responsible attitude * how to resist to outside pressures * how to identify team members’ training needs. * the value of the law * the importance of initiative * the importance of adaptation * the importance of punctuality | |
| Planning one’s own work activities |
| Establishing the work timetable and the team members’ work activities |
| Participating in team members’ appraisals |
|  | | |
| Creating an environment of confidence and respect for the users and their relatives | The trainee understands   * how to identify the users and family’s needs * how to formulate answers or suggest solutions in a way adapted to the request * the necessity to have good listening skills and a suitable language * how to communicate with users and patients using various communication skills * how to show empathy * how to secure a good communication to every user | |
| Analysing the user’s needs |