



**TECHNOLOGICAL UNIVERSITY DUBLIN
GRANGEGORMAN CAMPUS**

SCHOOL OF LANGUAGES, LAW AND SOCIAL SCIENCES

BACHELOR OF ARTS IN SOCIAL CARE YEAR 2

ASSESSMENT FORM FOR PRACTICE PLACEMENT 2

Programme Tutors:

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Student: _____
(please print name)

Placement Supervisor: _____ (please print name)

Agency Name and Address: -----

Programme Tutor
(please print name) -----

Instructions:

This assessment form will be completed and signed by the student, placement supervisor and the programme tutor. Further details on completing the form can be found in the accompanying Practice Placement Policy Handbook. Please tick either Yes or No under each learning goal/ proficiency, giving an example of evidence which indicated how the student demonstrated their competency in these areas

| | |
|--|---|
| Learning Outcomes (LO): | |
| On Completion of this module, the learner will be able to: | |
| 1 | Present themselves as professional, autonomous and accountable social care workers. The student's ability to meet the proficiencies (<i>Domain 1.1,1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.15,1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22 & 1.23 Professional Autonomy and Accountability</i>) related to this domain are assessed by the placement education team. |
| 2 | Present themselves competent social care workers capable of communicating in a professional manner and evidence their ability to work collaboratively in a team. The student ability to meet the proficiencies (<i>Domain 2.1; 2.2; 2.7; 2.8; 2.9; 2.12; 2.13; 2.14; 2.15;2.17 Communication, Collaborative Practice and Team Work</i>) related to this domain are assessed by the placement education team. |
| 3 | Practice safely as a qualified social care workers who can demonstrate knowledge and understanding of the importance of the principles of safe practice and quality standards in social care practice and service delivery. The student's ability to meet the proficiencies (<i>Domain 3.1; 3.2; 3.3; 3.4; 3.5; 3.6; 3.7; 3.8; 3.9; 3.12, 3.13, 3.14 Safety and Quality</i>) related to this domain are assessed by the placement education team. |
| 4 | Engage in and take responsibility for their own professional development and performance management. The student's ability to meet the proficiencies (<i>Domain 4.3; 4.4; 4.5; 4.6 Professional Development</i>) related to this domain are assessed by the placement education team. |
| 5 | Demonstrate knowledge and understanding of the key theories, concepts and skills relevant to the practice of the social care worker proficiencies. The student's ability to meet the proficiencies (<i>Domain 5.1; 5.3; 5.8; 5.10; 5.11; 5.12; 5.18 Professional Knowledge & Skill</i>) related to this domain are assessed by the placement education team. |

1. Professional Autonomy and Accountability

The student presents themselves as professional, autonomous and accountable social care workers (*Domain 1.1,1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.15,1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22 & 1.23 Professional Autonomy and Accountability*).

The student is able to practice safely and effectively within the legal, ethical and practice boundaries of the profession, knowing their limitations and when to seek advice and to maintain professional boundaries with service users. (1.1, 1.2)

- Yes No

Evidence/Performance Indicator that student has met this proficiency

The student has presented in a professional manner throughout the duration of practice placement, acting in the best interest of the service users exercising a professional duty of care. (1.3, 1.6)

- Yes No

Evidence/Performance Indicator that student has met this proficiency

The student understands the role of policies and systems to protect the health, safety, welfare, equality and dignity of service users, staff and volunteers. (1.9)

- Yes No

Evidence/Performance Indicator that student has met this proficiency

The student is aware of current guidelines and legislation relating to candour and disclosure, demonstrates an understanding of the importance of confidentiality in the context of the team setting, and is able to apply the limits of confidentiality in relation to child protection, vulnerable adults and elder abuse. (1.4, 1.11, 1.12)

- Yes No

Evidence/Performance Indicator that student has met this proficiency

The student is aware of current legislation and guidelines related to informed consent for individuals with lack of capacity and able to gain informed consent to carry out assessments or provide interventions and document evidence that consent has been obtained. (1.15, 1.16)

- Yes No

Evidence/Performance Indicator that student has met this proficiency

The student is aware of current data protection, freedom of information and other legislation relevant. (1.13)

- Yes No

Evidence/Performance Indicator that student has met this proficiency

The student is able to take responsibility for managing one's own workload, is accountable for one's actions, and is able to justify professional decisions made. (1.17, 1.18) .

- Yes No

Evidence/Performance Indicator that student has met this proficiency

The student has recognised the importance of working in a non-discriminatory culturally sensitive manner. (1.8)

- Yes No

Evidence/Performance Indicator that student has met this proficiency

The student has read the relevant policies and procedures of the organisation and understands the role of policies and systems to protect the health, safety, welfare, equality and dignity of service users, staff and volunteers. (1.9)

- Yes No

Evidence/Performance Indicator that student has met this proficiency

The student understands and respects confidentiality of service users and the context of confidentiality in team settings. (1.10, 1.11)

- Yes No

Evidence/Performance Indicator that student has met this proficiency

The student has read the relevant policies and procedures of the organisation and understands the role of policies and systems in relation to data protection, freedom of information and other relevant legislation. (1.13)

- Yes No

Evidence/Performance Indicator that student has met this proficiency

The student has gained informed consent to carry out assessments or interventions and has evidence that documents this consent. (1.15)

- Yes No

Evidence/Performance Indicator that student has met this proficiency

The student takes personal responsibility and professional accountability for their actions and can justify professional decisions (1.18, 1.19)

- Yes No

Evidence/Performance Indicator that student has met this proficiency

The student has shown the ability to organise oneself and manage workload in a professional manner. (1.17)

- Yes No

Evidence/Performance Indicator that student has met this proficiency

The student can demonstrate awareness of taking responsibility for one's own health and wellbeing (1.20)

- Yes No

Evidence/Performance Indicator that student has met this proficiency

The student is able to maintain professional boundaries with service users and has been able to managed any associated challenges (1.21)

- Yes No

Evidence/Performance Indicator that student has met this proficiency

Student is able to evaluate the effect of their own characteristics, values and practice on interactions with service users and is able to critically reflect in order to improve practice. (1.22).

- Yes No

Evidence/Performance Indicator that student has met this proficiency

The student is able to practice in a non-judgmental manner and see the world as others see it in order to understand another's feelings and communicate that understanding .(1.23)

- Yes No

Evidence/Performance Indicator that student has met this proficiency

Where appropriate please provide any feedback from service users in your agency as to the performance of the student during their placement or to the structure of the practice placement in general

2. Communication, Collaborative Practice and Team working

Students present themselves competent social care workers capable of communicating in a professional manner and show evidence of their ability to work collaboratively in a team (Domain 2.1; 2.2; 2.7; 2.8; 2.9; 2.12; 2.13; 2.14; 2.15;2.17 *Communication, Collaborative Practice and Team Work*).

The student can communicate effectively with the service user group and has the ability to modify and adapt communication methods and styles, including verbal and non-verbal to suit individual service users considering issues of language, culture, beliefs and health and/or social care needs. (2.1, 2.2)

- Yes No

Evidence/Performance Indicator that student has met this proficiency

The student can apply digital literacy skills and communication technologies as relevant to social care work in the agency. (2.7)

- Yes No

Evidence/Performance Indicator that student has met this proficiency

Be aware of and comply with local/national documentation standards including, for example, terminology, signature requirements. (2.8)

- Yes No

Evidence/Performance Indicator that student has met this proficiency

The student can express professional, informed and considered opinions to service users, health professionals and others e.g. carers, relatives in the placement setting within the boundaries of confidentiality. (2.9)

- Yes No

Evidence/Performance Indicator that student has met this proficiency

Understand the need to work in partnership with service users, their relatives/carers and other professionals in planning and evaluating goals and interventions, as part of care planning and be aware of the concepts of power and authority in relationships with service users. (2.12)

- Yes No

Evidence/Performance Indicator that student has met this proficiency

The student understands the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of the team. (2.13)

- Yes No

Evidence/Performance Indicator that student has met this proficiency

The student understands the role and impact of effective interdisciplinary team working in meeting service user needs and be able to effectively contribute to decision making within a team setting. (2.14)

- Yes No

Evidence/Performance Indicator that student has met this proficiency

The student understands the role of relationships with professional colleagues and other workers in service delivery and the need to create professional relationships based on mutual respect and trust. (2.15)

- Yes No

Evidence/Performance Indicator that student has met this proficiency

Be able to recognise all behaviour, including challenging behaviour, as a form of communication and demonstrate an understanding of the underlying causes in order to apply appropriate strategies. (2.17)

- Yes No

Evidence/Performance Indicator that student has met this proficiency

3. Safety, Quality & Intervention Planning

Students practice safely as a qualified social care workers and demonstrate knowledge and understanding of the importance of the principles of safe practice and quality standards in social care practice and service delivery (*Domain 3.1; 3.2; 3.3; 3.4; 3.5; 3.6; 3.7; 3.8; 3.9; 3.12, 3.13, 3.14 Safety and Quality*).

The student is able to gather all appropriate background information relevant to the service user's health and social care needs in order to plan an appropriate intervention. (3.1)

- Yes No

Evidence/Performance Indicator that student has met this proficiency

The student is able to determine and justify the selection of assessment techniques. The student can also implement, record and evaluate a thorough, sensitive and detailed assessment or arrange for the appropriate assessment to be undertaken. (3.2, 3.3, 3.4)

- Yes No

Evidence/Performance Indicator that student has met this proficiency

The student has evaluated intervention plans and set performance/ outcome measures including service users' responses. The student has actively sought feedback from service users and team members regarding assessments and intervention in order to revise intervention plans and demonstrated an understanding of the role of critically evaluating practice against evidence based standards and implementing changes as necessary. (3.5, 3.6, 3.8, 3.9)

- Yes No

Evidence/Performance Indicator that student has met this proficiency

The student is able to prioritise and maintain the safety of both service users and those involved in their care. (3.7)

- Yes No

Evidence/Performance Indicator that student has met this proficiency

The student is able to carry out and documents a risk analysis and implement effective risk management controls and strategies; be able to clearly communicate any identified risk, adverse events or near misses in line with current legislation/guidelines. (3.12)

- Yes No

Evidence/Performance Indicator that student has met this proficiency

The student has knowledge of health and safety policies and can maintain a safe practice environment for service users and those involved in their care (3.13, 3.14)

- Yes No

Evidence/Performance Indicator that student has met this proficiency

4. The Reflective Practitioner

Students engage in and take responsibility for their own professional development and performance management. (*Domain 4.3; 4.4; 4.5; 4.6 Professional Development*)

Student is able to evaluate and reflect critically on own professional practice to identify learning and development needs; be able to select appropriate learning activities to achieve professional development goals and be able to integrate new knowledge and skills into professional practice. (4.3)

- Yes No

Evidence/Performance Indicator that student has met this proficiency

The student understands and recognises the impact of personal values and life experience on professional practice and be able to manage this impact appropriately. (4.4)

- Yes No

Evidence/Performance Indicator that student has met this proficiency

The student understands the importance of and is to seek professional development, supervision, feedback and peer review opportunities in order to continuously improve practice. The student actively participates in professional development activities in order to improve practice for effective service delivery. (4.5, 4.6)

- Yes No

Evidence/Performance Indicator that student has met this proficiency

5. Knowledge, skills and proficiencies

Student can demonstrate knowledge and understanding of the key theories, concepts and skills relevant to the practice of the social care worker (*Domain 5.1; 5.3; 5.8; 5.10; 5.11; 5.12; 5.18 Professional Knowledge & Skill*) .

Student can understand and apply a human rights based approach (HRBA) to one’s work including the promotion of the service user’s participation in his or her care; ensure clear accountability; apply principles of non-discrimination; empower other staff members and service users to realise their rights; be aware of the legality of actions within a service including the need to comply with any relevant legislative requirements including adhering to human rights obligations. (5.3)

- Yes No

Evidence/Performance Indicator that student has met this proficiency

The student understands the role and purpose of building relationships as a tool in the delivery of social care in a wide variety of contexts. (5.1, 5.8)

- Yes No

Evidence/Performance Indicator that student has met this proficiency

The student is capable of identifying, interpreting, recording and responding appropriately to patterns of behaviours by service users. (5.10)

- Yes No

Evidence/Performance Indicator that student has met this proficiency

The student is capable of adapting environments to enhance participation and engagement of service users. (5.11)

- Yes No

Evidence/Performance Indicator that student has met this proficiency

Understand the role of creative arts as an intervention and demonstrate knowledge of a variety of creative practices and techniques in social care work to meet the needs of the service user in a variety of contexts. (5.12)

- Yes No

Evidence/Performance Indicator that student has met this proficiency

The student has knowledge of the basic principles of effective teaching, learning, mentoring and supervision. (5.18)

- Yes No

Evidence/Performance Indicator that student has met this proficiency

We confirm that:

(please circle Y/N below)

- All proficiencies listed above have been achieved and evidenced Yes No
- The student has successfully passed the placement Yes No
- The student has completed 400 hours of supervised placement Yes No

Signed:

Practice Placement Supervisor: -----

Student: -----

Programme Tutor: -----

Date:

Part 2: Intervention

The student must complete a piece of work with a client or clients which includes

- a) an assessment of the client’s needs
- b) a programme plan
- c) delivery and evaluation of this intervention (4 sessions)
- d) an outline of the key theories underpinning this intervention

A written record on this intervention, **1,500 words** in total, based on four sessions with a client/clients must be recorded and given to the practice supervisor prior to placement completion. This piece of work is mandatory in order for the student to pass their second year practice placement.

Part 3: Evidence of Integrated Learning in Core Disciplines

The following is to be completed by the student at the end of placement

Write a short account of the key learning that you achieved whilst on placement. Discuss how you achieved your learning goals. Describe how you integrated your learning in college in relation to theory, legislation, policy with your practice whilst on placement (please include all relevant modules)

Please type your account and submit it to your tutor with this form.

(1000 words)