



**TECHNOLOGICAL UNIVERSITY DUBLIN
GRANGEGORMAN CAMPUS**

SCHOOL OF LANGUAGES, LAW AND SOCIAL SCIENCES

BACHELOR OF ARTS IN SOCIAL CARE YEAR 3

ASSESSMENT FORM FOR PRACTICE PLACEMENT 3

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): Practice Placement Year 3	
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, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.15, 1.17, 1.18, 1.19, 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, 2.3, 2.6, 2.7, 2.8, 2.9, 2.13, 2.14, 2.15 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, 3.6, 3.7, 3.8, 3.9, 3.10, 3.12, 3.13, 3.14, 3.15 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 4.1, 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. The student's ability to meet the proficiencies (<i>Domain 5.1, 5.2, 5.3, 5.6, 5.8, 5.10, 5.11, 5.12, 5.18 Professional Knowledge & Skill</i>) in this domain are assessed by the placement education team (Professional Knowledge Skills).

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, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.15, 1.17, 1.18, 1.19, 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. (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 has been reliable and punctual during the completion of practice placement.

- 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 and can apply the limits of confidentiality within the safeguarding procedures on placement. (1.10, 1.11, 1.12)

- 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, showing awareness of agency guidelines regarding disclosure. (1.4, 1.17)

- **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. (1.18)

- **Yes** **No**

Evidence/Performance Indicator that student has met this proficiency

The student demonstrates understanding of the principles of professional decision-making and is able to make informed decisions within the context of competing demands e.g. ethical conflicts, resource availability. (1.19)

- **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 attempts to 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, 2.3, 2.6, 2.7, 2.8, 2.9, 2.13, 2.14, 2.15 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 recognise service users as active participants in their health and care and supports service users in communicating their health and/or social care needs, choices and concerns. (2.3)

- Yes No

Evidence/Performance Indicator that student has met this proficiency

The student is able to produce clear, concise accurate and objective documentation. (2.6)

- 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 and be able to comply with the standards required for the use of appropriate terminology. (2.7, 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

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

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, 3.6, 3.7, 3.8, 3.9, 3.10, 3.12, 3.13, 3.14, 3.15 Safety & 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. (3.6, 3.8, 3.9)

- Yes No

Evidence/Performance Indicator that student has met this proficiency

The student can recognise important risk factors and implement management strategies to prioritise the safety and maintain the safety of both service users and professional colleagues. (3.7, 3.10)

- 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

The student is able to identify and document the unmet needs of individual service users and demonstrate the ability to select the appropriate escalation routes working with colleagues and service users to resolve the gap in care. (3.15)

- 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 4.1, 4.4, 4.5, 4.6 Professional Development*)

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 can engage in and take responsibility for professional development. (4.1)

- 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, 5.2, 5.3, 5.6, 5.8, 5.10, 5.11, 5.12, 5.18 Professional Knowledge Skills*)

The student demonstrates the ability to understand and utilise relevant theories and concepts of social care work to provide an evidence base to their practice with service users and professional colleagues. (5.1, 5.6)

- Yes No

Evidence/Performance Indicator that student has met this proficiency

The student applies a human rights based approach to their work and promotes the principles of non-discriminatory practice to empower service users and other staff in service provision. (5.2, 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. (5.8)

- Yes No

Evidence/Performance Indicator that student has met this proficiency

The student is capable of identifying, interpreting, recording and responding appropriately n
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 and demonstrates the range of practice skills to meet the needs of the agency's
service users. (5.11, 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:

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: