



Year 3 Student Placement Evaluation Report 2020
BA Applied Social Studies (Social Care)

Student's Name: _____ Year _____

Placement Address:

Practice Educators name (please print clearly): _____

Were a minimum of 400 placement hours completed by the student Yes No

Failure to meet 400 hours results in a failed placement

The content of this report is confidential. It will be shown only to relevant academic staff and will be presented by the student to the practice educator in the students' subsequent placement. This is to facilitate the continuum of learning and the identification of further learning goals. It should be completed where possible in co-operation with the student.

The report seeks to assess the student's experience on practice placement against the learning objectives set by TU Dublin –Blanchardstown Campus. The *Student Placement Evaluation Form* involves an assessment, by the practice educator, of the student's performance in relation to a number of core skills and competencies.

Please tick overall recommendation

Pass

Fail

"Fitness to Practice is concerned with those issues that affect a person's ability to practice in their profession" (Coru, 2015). It includes the skills necessary to undertake and complete a programme with professional practice, experiential learning or clinical work, safely and effectively, so the student can fulfil their responsibilities within the scope of practice in their chosen field within a supporting and enabling environment.

Please indicate if the student is fit to practice in the social care profession:

Yes

No

CORU Competencies Assessed - To Pass Placement ALL SIX Competencies below must be achieved independently

CORU Competency	Achieved Independently	Not Achieved	Document evidence to support decision here
1.2. <i>To be able to identify the limits of their practice and know when to seek advice and additional expertise or refer to another professional</i>			
1.7 <i>Understand what is required of them by the Registration Board and be familiar with the provision of the current Code of Professional Conduct and Ethics for the profession issued by the Registration Board</i>			
1.21. <i>Be able to maintain professional boundaries with service users within a variety of social care settings and be able to identify and manage any associated challenges</i>			
2.9 <i>Be able to express professional, informed and considered opinions to service users, health professionals and others e.g. carers, relatives in various practice settings and contexts and within the boundaries of confidentiality</i>			
4.5 <i>Understand the importance of and be able to seek professional development, supervision, feedback and peer review opportunities in order to continuously improve practice</i>			
5.13 <i>Be able to integrate self-awareness, communication, working in partnership and professional judgement into professional practice to meet the need of the service user and empower them to meet their full potential</i>			

Please comment on the student's competency in each of the Standards of Proficiency outlined below. Examples can be given, if appropriate.

1. Competencies

➤ Professional relationships and team working

2.13 *Understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team*

2.14 *Understand 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*

➤ Use of Initiative

1.18 *Be able to take responsibility for managing one's own workload as appropriate*

1.17 *Recognise personal responsibility and professional accountability for one's actions and be able to justify professional decisions made*

➤ Communication

2.1 *Be able to communicate diagnosis/assessment and/or treatment/management options in a way that can be understood by the service user*

2.2 *Be able to modify and adapt communication methods and styles, including verbal and non-verbal methods to suit the individual service users considering issues of language, culture, beliefs and health and/or social care needs*

➤ Inclusive Practice

1.23 Be able to see the world as others see it; be able to practice in a non-judgemental manner and be able to understand another's feelings and be able to communicate that understanding
5.3 Understand and apply a human rights based approach (HRBA) to one's own work including the promotion of the service users participation in their own care; ensure clear accountability; apply principles of non-discrimination

➤ Patterns of behaviour

2.11 Understand and be able to discuss the principles of effective conflict management
2.17 Be able to recognise al behaviour, including challenging behaviour as a form of communication and demonstrate an understanding of the underlying causes in order to apply appropriate strategies
5.10 Be able to identify, interpret, record and respond appropriately to patterns of behaviour displayed by service users in a variety of settings

➤ Professional Boundaries

1.21 Be able to maintain professional boundaries with service users within a variety of social care settings and be able to identify and manage and associated challenges (as evidenced in grid)

2. Professional Accountability and Supervision

➤ Capacity to respect confidentiality

1.10 Understand and respect the confidentiality of service users and use information only for the purpose for which it was given

1.11 Understand confidentiality in the context of the team setting

1.12 Understand and be able to apply the limits of the concept of confidentiality particularly in relation to child protection, vulnerable adults and elder abuse

➤ Ability to accept constructive criticism & reflective practice

4.2 Understand the need to demonstrate evidence of ongoing continuing professional development and education, be aware of professional regulation requirements and understand the benefits of continuing professional development to professional practice

4.3 Be 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

➤ Engaging in professional development, supervision, feedback

4.5 Understand the importance of and be able to seek professional development, supervision, feedback and peer review opportunities in order to continuously improve practice (as evidenced in grid)

➤ Personal management: time keeping, reliable and accurate reporting, personal presentation.

2.6 Be able to produce clear, concise, accurate and objective documentation

3.15 Be able to identify and document the unmet needs of individual service users and demonstrate an ability to select the appropriate escalation route working with colleagues and the service users to resolve the gap in care

Please comment on the student's overall suitability for this placement.

Signed:

Practice Educator:

Student:

Date:

Thank you for taking the time necessary to complete this assessment for our student. Your commitment to the development of the social care profession is much appreciated.