

## 3rd Year Agenda for Tripartite Meetings 2020

### **1<sup>st</sup> Tripartite Meeting (Week 4, 5 or 6 of placement)**

- 1) Placement Documents/Folder (supervision contract, attendance log, weekly supervision booklet - to be submitted to practice educator)
- 2) Feedback on induction and understanding of service
- 3) Explore SMART learning goals and agree any adaptations required
- 4) Student task: Related to CORU Standards of Proficiency for Social Care Workers - Describe and give an example of how the following three Standards of Proficiency have been met on placement

#### ***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.***

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

- 5) Supervision process – summary of sessions and identification of areas for further development
- 6) Skills development and future learning goals
- 7) Plan for Intervention, including written submission of plan
- 8) Linking academic learning to practice- Student to relate **two** theories/ practice approaches to placement
- 9) AOB

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### 2<sup>nd</sup> Tripartite Meeting (week 8, 9, 10 or 11 of placement)

- 1) Attendance log and written work completed (shifts worked, times, linked to learning)
- 2) Review & reflect on key learning to date with a specific focus on SMART Learning goals
- 3) Key strengths and progress
- 4) Identification of areas for further development
- 5) Student task: Related to CORU Standard of Proficiency for Social Care Workers - Describe in detail how the following Standard of Proficiency have been met on placement

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

***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***

- 6) Supervision process: overall process & self-reflection on a challenge encountered in placement
- 7) Linking academic learning to practice- Student to relate **two** theories/ practice approaches to placement
- 8) Presentation of intervention including written submission of intervention
- 9) AOB