



**TECHNOLOGICAL UNIVERSITY DUBLIN  
GRANGEGORMAN CAMPUS**

**SCHOOL OF LANGUAGES, LAW AND SOCIAL SCIENCES**

**BACHELOR OF ARTS IN SOCIAL CARE YEAR 1**

**ASSESSMENT FORM FOR INTRODUCTORY PLACEMENT**

**Programme Tutors:**

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**Student:** \_\_\_\_\_  
(please print name)

**Placement Supervisor:** \_\_\_\_\_ (please print name)

**Agency Name and Address:** -----  
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**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*

<b>Learning Outcomes (LO):</b> Introductory Placement	
On Completion of this module, the learner will be able to.	
<b>1</b>	Be able to practise safely and effectively within the legal, ethical and practice boundaries of the profession including gaining informed consent. ( <i>Domain 1.1, 1.15 Professional Autonomy and Accountability; Domain 5.1 Professional Knowledge and Skills</i> )
<b>2</b>	Be able to identify the limits of their practice and know when to seek advice and additional expertise or refer to another professional. Students will also be able to engage in professional development in order to enhance their self- awareness and self-care skills. ( <i>Domain 1.2, 1.18 Professional Autonomy and Accountability; Domain 5.19 Professional Knowledge and Skills</i> )
<b>3</b>	Be able to act in the best interests of service users at all times with due regard to their will and preference and in line with agency policies. ( <i>Domain 1.3, 1.9 Professional Autonomy and Accountability</i> )
<b>4</b>	Understand the requirements of the Social Care Workers Registration Board; be introduced to ethics and the role of Continuing Professional Development (CPD). ( <i>Domain 1.7 Professional Autonomy and Accountability</i> )
<b>5</b>	Understand and respect confidentiality of service users and use information only for the purpose for which it was given within the context of a team setting. Understand and be able to apply the limits of the concept of confidentiality. ( <i>Domain 1.10, 1.11, 1.12. Professional Autonomy and Accountability</i> ).
<b>6</b>	Understand the role of building relationships as a professional tool and recognise personal responsibility and professional accountability for one's actions and be able to justify professional decisions made. ( <i>Domain 1.17, 1.21 Professional Autonomy and Accountability; Domain 5.8 Professional Knowledge and Skills</i> )
<b>7</b>	Demonstrate knowledge of infection prevention and control, and help establish a safe environment for service users and those who work with them. ( <i>Domain 3.14 Safety and Quality</i> )
<b>8</b>	Gather appropriate and relevant information in order to select, evaluate and revise assessment techniques as part of their intervention with a service user. ( <i>Domain 2.1 Communication, Collaborative Practice and Team Working; Domain 3.1, 3.2, 3.3, 3.6, 3.8, 3.9 Safety &amp; Quality; Domain 5.11, 5.12 Professional Knowledge and Skills</i> )

## **1. Professional Autonomy and Accountability**

The student presents themselves as professional, autonomous and accountable social care workers. (*Domain 1.1, 1.2, 1.3, 1.7, 1.9, 1.10, 1.11, 1.12, 1.15, 1.17, 1.18, 1.21, 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**

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The student has acted in the best interest of the service users exercising a professional duty of care. (1.3)

- **Yes**       **No**

**Evidence/Performance Indicator that student has met this proficiency**

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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**

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The student demonstrates an understanding of the importance of confidentiality in the context of protecting service users and within the team setting, and is able to apply the limits of

confidentiality in relation to child protection, vulnerable adults and elder abuse. (1.10, 1.11, 1.12)

- **Yes**       **No**

**Evidence/Performance Indicator that student has met this proficiency**

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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**

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The student demonstrates ability to take personal responsibility and professional accountability for one's actions and be able to justify professional decisions made. (1.17)

- **Yes**       **No**

**Evidence/Performance Indicator that student has met this proficiency**

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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**

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

- Yes  No

**Evidence/Performance Indicator that student has met this proficiency**

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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

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## **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 Communication, Collaborative Practice and Team Work*)

The student is able to communicate assessment and intervention options in a way that can be understood by the service user. (2.1)

- Yes  No

**Evidence/Performance Indicator that student has met this proficiency**

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### **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, 3.6, 3.8, 3.9, 3.14 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**

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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)

- Yes  No

**Evidence/Performance Indicator that student has met this proficiency**

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The student has evaluated evidence informed 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**

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The student is able to establish safe environments for practice, which minimises risks to service users, those working with them and other service users. (3.14)

- **Yes**  **No**

**Evidence/Performance Indicator that student has met this proficiency**

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**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, 5.8, 5.11, 5.12, 5.19 Professional Knowledge Skills*)

The student demonstrates the ability to understand and utilise relevant theories and concepts of social care work in their practice with service users and professional colleagues. (5.1)

- **Yes**  **No**

**Evidence/Performance Indicator that student has met this proficiency**

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The student understands the role and purpose of building relationships as a tool in the delivery of social care in this placement context. (5.8)

- **Yes**  **No**

**Evidence/Performance Indicator that student has met this proficiency**

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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**

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The student demonstrates an understanding their own personal growth and development in order to engage in effective professional practice whilst developing the personal skills of self-care and self-awareness as a student on placement. (5.19)

- Yes  No

**Evidence/Performance Indicator that student has met this proficiency**

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**We confirm that:**

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|---|-----|----|
| All proficiencies listed above have been achieved and evidenced | Yes | No |
| The student has successfully passed the placement               | Yes | No |
| The student has completed 180 hours of supervised placement     | Yes | No |

Signed:



Practice Placement Supervisor: -----

Student: -----

Programme Tutor: -----

Date: