



**Bachelor of Arts in Social Care**

**Year 3**

**Professional Practice Placement 3 Policy Handbook**

**2021/2022**

**School of Languages, Law and Social Sciences**

**Technological University Dublin**

**Grangegorman Campus**



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# 1. Introduction to Practice Placement Handbook

## 1.1 Introduction

The practice placement forms an integral part of the Bachelor of Arts in Social Care programme structure and is built into the programme in academic years one, two and three. The supervised practice placement helps ensure that students have the opportunity to acquire skills and develop knowledge and understanding appropriate to their prospective role and supports the achievement of the standards of proficiency as required for social care workers. The practice placement also facilitates students' translation of theory into practice. The partnership approach between practice placement supervisors, students and the Bachelor of Arts in Social Care core programme team is critical to the successful development of professional practice. We acknowledge the contribution of practice placement supervisors in facilitating practice placements and their support in the development of students in the social care profession. The practice placement forms an integral part of the social care student's experience in University and all students must achieve a pass grade in each placement to progress through the professional programme. As such, the role of the practice placement supervisor is a highly valued and important one. This handbook describes the respective roles of the practice placement supervisor and the programme tutor. It also summarises the expected learning outcomes for the professional practice placement 3 in Year 3 of the Bachelor of Arts in Social Care Programme as well as the professional proficiencies that students are required to meet in order to successfully complete their final year practice placement. The programme team welcomes interest from agencies with regard to developing placement opportunities for our students with new placement providers. Prior to the placement of a student with a new placement provider a member of the core programme team from the University must undertake a visit/online meeting with the proposed placement provider to assess the suitability of the placement. Before adding the placement provider to the placement database, the programme team must be satisfied that the placement provider meets the stated criteria for placement as outlined in the practice placement policy handbooks and will allow the student the opportunities and support to meet the required proficiencies. This placement policy handbook has been informed by CORU's *Standards for Education and Training programmes in Social Care Work, Standards of Proficiency for Social Care Workers* and *Code of Professional Conduct and Ethics for Social Care Workers*.

## 1.2 Practice Placement

In line with CORU's *Criteria and Standards for Education Programmes in Social Care*, that each student completes 800 hours of supervised practice placement, students complete a 400-hour supervised social care practice placement (professional practice placement 2) in Year 2 and a 400-hour supervised social care practice placement (professional practice placement 3) in Year 3. Students also complete 210 hours supervised practice in their Introductory Placement in Year 1.

### *Criteria for the Selection and Approval of Professional Practice 3 Placements:*

*“Social care work is a relationship-based approach to the purposeful planning and provision of care, protection, psychosocial support and advocacy in partnership with vulnerable individuals and groups who experience marginalisation, disadvantage or special needs. Principles of social justice and human rights are central to the practice of Social Care Workers” (Social Care Workers Board, CORU, 2018, n.p).*

In Year 3 students undertake their second professional practice placement in order to further build on their skills and competency as social care workers in order to move towards the position of being able to work as independent and competent social care workers ready to practice in the field of social care work. Students are supervised by a supervisor who will be eligible to apply for registration with the Social Care Workers registration board upon its commencement. The selection of practice placements sites involves the sharing of life space with vulnerable individuals and groups who experience marginalisation, disadvantage or special needs and ensure quality-learning experiences for students that reflect the normal context and environment of social care practice. In order for a placement to be selected as a suitable placement site for a professional practice placement 3, it must meet the following selection criteria:

- For students undertaking professional practice placement 3 in year 3 of the programme the onsite practice placement supervisor must be considered eligible to apply to register with the Social Care Workers Registration Board as confirmed on the supervised practice learning agreement (see appendix D);
- The practice placement will be able to provide the required number of practice placement hours (400 hours) in order to facilitate students’ translation of theory to practice and meet the required proficiencies of practice for social care workers as outlined by CORU’s Standards of Proficiency for Social Care Workers and identified in the professional practice placement 3 assessment form (see appendix L).
- The practice placement supervisor must complete training with the education provider in relation to fitness to practice requirements for students on placement and the assessment of students on placement.
- The practice placement reflects current practice and demands of the profession as well as facilitating students’ translation of theory into practice. A diversity of placements is sought across the different sectors of the social care field so that students are provided with a range of learning opportunities in areas which reflect the labour market of the social care sector e.g day care settings, youth and community work, residential care settings, homeless services, addiction services, aftercare,
- The practice placement will facilitate at least two onsite tripartite meetings between the practice supervisor, student and programme tutor. Due to the Covid 19 pandemic these tripartite meetings may need to take place online;
- The practice placement supervisor will provide regular formal supervision to the student and will sign the supervised practice learning agreement to confirm this (see appendix D).

- All placements sites are visited by a member of the practice education team to assess the suitability of the placement site to meet these criteria and confirms in discussion with the placement provider the suitability of the placement site as a placement for Year 3 students. The programme tutor continually monitors this during his/her placement visits during the academic year.

Placements are selected according to the individual student's learning needs and according to the availability of placements. The placement must allow the student the opportunity to integrate theory and practice and to facilitate the student's progressive development of the standards of proficiency building on their experience, skills and knowledge attained in their professional practice placement in Year 2. Students in Year 3 also complete an areas of interest form which indicates the students previous practice experience and identifies specific areas of social care practice the student would like to gain further experience. Students identify their individual learning needs, further refining these in discussion with their programme tutors. Students' needs in terms of skill development, and the area of social care work practice, are considered in selecting the type of placement to which the student will be assigned, as are practicalities such as geographical location and transport available (as far as is practicable). The final decision on the placements for students is made by the programme tutor. Prior to the commencement of Placement in Year 3 students are required to meet with their placement agency to undertake a pre-placement meeting/interview to help ensure an appropriate match between the student and the proposed placement agency.

### *1.3 Staffing*

It is the responsibility of the University to ensure it can support the numbers of social care students who are recruited by providing adequate resources to support the professional practice dimension of the programme.

### *1.4 Prior to Placement*

A student is not automatically entitled to undertake placement by virtue of commencing on the Bachelor of Arts in Social Care social care programme. Student suitability for placement will be assessed before he/ she is permitted to commence. All students are required to undergo a Garda Clearance check prior to commencing their placement.

### *Student self-disclosure*

Appropriate self-disclosure of difficulties which may impact on the placement should be discussed, first to the programme tutor and if necessary to the placement supervisor. As registered students on the Bachelor of Arts in Social Care, students on placement are required to abide by the CORU *Code of Professional Conduct and Ethics for Social Care Workers*. Students are introduced to these codes in semester 1 of Year 1 and are assessed on their knowledge of the codes prior to the commencement of placement in each year of the programme. Students also complete a *Declaration of Fitness* form prior to the commencement of placement in each year of the programme (see appendix A).

### *Fitness to practice*

Where reservations exist regarding a student's fitness to commence practice placement, this should be referred by the Programme Tutor and Practice Education Team to the Head of School in a clear and unequivocal manner, documenting the evidence for such reservations (e.g. erratic behaviour, persistent lateness, mood swings interfering with college work, inappropriate disclosures or boundaries). The Practice Education Team and Head of School then formulates in accordance with the University Fitness to Practice Policy and the Bachelor of Arts in Social Care Code of Conduct an appropriate response in order to address and resolve the concerns in relation to the student's fitness to practice. Students during their placement are required, as social care workers in training, to abide by the CORU *Social Care Workers Registration Board Code of Professional Conduct and Ethics*. Students must pass an assessment on their knowledge of the CORU *Social Care Workers Registration Board Code of Professional Conduct and Ethics* prior to the commencement of placement. A copy of the University Fitness to Practice policy, Bachelor of Arts in Social Care Code of Conduct and the CORU *Social Care Workers Registration Board Code of Professional Conduct and Ethics* is made available to each student and placement supervisor by the relevant programme tutor as part of the Professional Practice Placement 3 documentation pack prior to the commencement of placement. These documents are also available on the student resources page at <https://www.dit.ie/lss/resources/socialsciences/>.

### *Preparation for practice placement*

Prior to commencing placement in year 3 students will receive academic, occupational and health education as part of their pre-placement preparation. A schedule of pre-placement preparation seminars is organised by the programme tutors and attendance at these seminars are mandatory in order for a student to be eligible to begin placement (see appendix B for relevant schedule of pre-placement preparation seminars). Students will not be permitted to commence their professional practice placement 3 unless they have completed the pre-placement seminars. Students in Year 1 undertake a Health, Wellbeing and Personal Development for Social Care module which aids students in their preparations for practice placement. Students also undertake first aid training prior to the commencement of placement and are offered the opportunity to receive Hep B Vaccination prior to the commencement of their introductory placement in Year 1. All students undertaking placement across the three years of the programme are covered by the University insurance policy. A copy of this is provided to placement providers by the relevant programme tutor prior to the student commencing placement. Prior to the commencement of Placement in Year 3 students are required to meet with their placement agency to undertake a pre- placement meeting/interview to help ensure an appropriate match between the student and the proposed placement agency. First Aid training is also organised by the Department for all students in year 1 and all student must hold a valid First Aid certificate prior to commencement of placement across the three years of the programme. All Year 3 students as part of their pre-placement preparation must complete the HSEland training modules on Covid 19, Infection Protection & Control and Hand Hygiene. Students must submit evidence of the certificates of completion from these modules to their University tutor and placement supervisor prior to the commencement of placement.

## **2. The role of the practice placement supervisor**

### *2.1 The practice placement supervisor's role involves the following:*

- Introduction of the student to the agency, familiarising her/him with agency aims and objectives, agency ethos, work practices and roles of different personnel. The student and supervisor must complete the supervised practice learning agreement (see Appendix D) at the beginning of placement and be returned by the student to his/her programme tutor.
- Establishment of mutually agreed learning goals towards which the student will work during the placement.
- Helping students in their development of observation, communication and relationship skills as essential requirements for effective social care practice.
- The development of an open, trusting and confidential relationship with the student, where opportunities for learning and professional development are maximised.
- The involvement of the student in the work of the agency as fully as possible/ appropriate, depending on the experience level of the student.
- Setting aside a regular time for formal supervision with the student to explore issues arising from practice, essential learning points, and to give feedback on her/his progress. Students are expected to show evidence of preparation for these meetings.
- The completion of the placement assessment form at the end of the placement. The supervisor also assesses the student's ability to meet the required proficiencies identified in the in the assessment form for Year 3 as well as in conjunction with the programme tutor deciding if the student has successfully passed their placement and is ready to progress from the programme and practice as a qualified social care worker. Students and programme tutors must be involved in this process.

### *2.2 Supervision and appointing the placement supervisor*

Since the aim of the Bachelor of Arts in Social Care is to supply the sector with first rate social care workers it is essential that the practice placement supervisor for professional practice placement 3 will be experienced practitioners who will be eligible to apply to register with Social Care Work Registration Board. The practice placement supervisor must be in a position to work regularly with the student in order to arrive at a valid and comprehensive assessment of the student's abilities. While it is hoped that the placement supervisor will be in a position to supervise the student for the entire duration of the placement, should unforeseen absences occur, it is essential that alternative supervision arrangements be put in place and indicated to the new placement supervisor, the student, and the programme tutor as a soon as possible. The new placement supervisor must also be able to meet the required criteria for the placement identified above. The role of the practice placement supervisor is two-fold, firstly as a teacher by assisting the student in learning the practice of the placement agency by example and secondly as an assessor to ensure the relevant proficiency standards are met.

Supervision is essential to the social care students in maintaining their own health, effectiveness and development. It achieves this by helping them to explore their work and how it affects them, therefore enabling them to identify areas for future development. This process of reflective practice ultimately ensures that the interests of those they work alongside are protected. It is important that supervision is part of the training experience of the social care student. As well as learning the ‘what’ and ‘how’ of the social care profession, the student must develop self-awareness and an ability to explore new practice challenges in a safe way. It is a central role of the supervisor to facilitate this process. The supervisor has to ensure that learning is taking place which is accurate and appropriate. This involves finding a balance between: (a) the amount of work and study the student does; (b) the supervisor having a sense of the student’s level of understanding, and evaluating the quality of the learning that is taking place.

### 2.3 Supervision Meetings

The purpose of the supervision meeting is to provide a formal supportive environment to assist the student in his/her learning and development while on practice placement. In order to ensure such opportunities are built into the timetable of all parties involved, it is recommended that the student and supervisor agree to a formal arrangement or contract in respect of supervision meetings. (See appendix C for supervision log template).

<b><i>Supervision is for</i></b>	<b><i>Supervision is not for</i></b>
Monitoring the quality of work	A telling off
Reviewing and planning work	Counselling
Reflecting on what is done and how to do it (task and process)	Something to do only when problems arise
Exploring and expressing issues brought up by work	Something to do when nothing is happening
Challenging the student constructively	A test or examination
Being proactive rather than reactive	A grievance session

### 2.4 Timeline for Supervisors to help students achieve a successful professional practice placement 3

#### *Start well: Beginning Placement weeks 1-3*

- Arrange time and place for arrival of student.
- Introductions and tour of agency.
- Ensure the student knows that respectful questions are welcomed.
- Practical issues e.g. timetable, opening times, canteen arrangements, clothing requirements, facilities, training, codes of practice etc.
- Suggest/provide background reading material e.g. agency reports, evaluation reports, agency policies and associated procedures, health and safety policies.
- Introduction to work and agreed induction period, set student’s timetable.
- Discussion with student regarding his/her own learning outcomes and setting tasks associated with the achievement of these outcomes and proficiencies.



- Discuss learning outcomes and proficiencies set by the University and suggested tasks, plan timetable of actions to address these.
- Prepare with student for first visit by the programme tutor.
- Complete practice placement learning agreement with the student and return to the programme tutor (see appendix D).

#### *Mid-Period of Placement*

- Once settling period is complete, the timetable may be renegotiated reflecting the student's progression of learning and achievement of goals, tasks and competencies.
- Regular supervision takes place providing feedback on student's ability to meet required proficiencies and a plan made for student to continue to meet the required competencies (as specified in the professional practice placement 3 assessment form) throughout the remainder of the placement.
- Agree learning opportunities that may arise for the student given the current context of the agency e.g. agency visits, planning and implementation of programmes in the service.

#### *Ending last 2 weeks*

- Prepare with student for second visit by the programme tutor and the completion of placement assessment forms.
- Plan for student's departure and discuss closure with the student.
- Review learning from completion of placement.
- Complete placement assessment form in agreement with the student and programme tutor.
- Provide feedback to the student with regard to their future career development and learning goals and proposed plans to meet these goals.

***Please remember that information overload is common at the beginning of placement and it may be necessary to return to some points with the student at a later time when the student has a better understanding of the placement context.***

## 2.5 Supervision Requirements

- a) Supervisors must read and agree to the practice placement policy handbook and complete and sign the placement learning agreement which is returned to the programme tutor.
- b) Students where necessary must be released to attend briefing days/lectures or workshops in TU Dublin Grangegorman which will be made known to the placement agency and practice supervisor prior to the commencement of placement.
- c) The programme tutor will visit the placement agency to assess the student's progress and meet with the supervisor(s).
- d) Supervision of students includes regular discussion of service user care and management as well as formative feedback to students on their competency development as outlined in the practice placement assessment form.
- e) Supervision can be shared between two suitably qualified practitioners working in the same or different practices. One of the supervisors should be clearly designated as the

principal supervisor. The second supervisor must also complete and sign the placement learning agreement.

## *2.6 General Guidelines for placements*

- a) Students are expected to dress appropriately and act in a professional manner.
- b) The supervisor and student should have an initial meeting at the start of the period of supervised practice at which the supervisor should discuss the operation of his/her practice to prepare the student for involvement in the social care practice of the placement agency. This might include topics such as record keeping formats, profile of the agency's service user population, agency policies procedures within the practice, roles of staff, general health and safety procedures etc. The supervisor should also agree a plan with the student to help ensure the student achieves the learning outcomes and relevant proficiencies as outlined in the practice placement assessment form. The student's provisional timetable should be agreed upon at this meeting.
- c) Supervisors are expected to discuss with the student his or her actions with services users and professional colleagues. These discussions should provide reinforcement and encouragement for appropriate decisions, recommendations and communication. Remedial actions or advice for students should also be undertaken by the supervisor where appropriate. In order to maximise the learning benefit for students, time for discussion, case review and assessment of proficiencies should be incorporated into the student's timetable within the practice and formal supervisions times.,
- d) Supervisors should keep in contact with the student's designated programme tutor on a regularly basis and discuss any queries or concerns they may have with them regarding the student's placement as soon as possible.
- e) Supervisors should be available to speak with and communicate by email with the programme tutor.
- f) Formative feedback from supervisors should support the student in becoming a 'reflective practitioner' and help build their confidence as they enter the profession.

## *2.7 Support for practice placement supervisors*

At the beginning of placement, the student will bring a placement information pack for the practice placement supervisor which contains all the details and documentation required to assess the student's placement performance. To further aid the placement supervisors in their important work as part of the Bachelor of Arts in Social Care practice education team, the Department of Social Sciences offers the following:

1. Training for Placement Supervisors: The department provides a CPD accredited course in student supervision which is offered free of charge to placement supervisors.
2. Practice Placement Supervisor's seminar: This seminar provides an opportunity for practice placement supervisors to come together and discuss any placement related issues. A guest speaker is normally invited by the University to speak on a topic of interest to the field of social care. This meeting is also an opportunity for placement supervisors to meet each

other and enables the college staff to express their appreciation to the placement supervisors for their vitally important contribution to social care training and education. We are committed to engaging in a process of consultation with practice placement supervisors, students and educators to evaluate placement practice and regularly review our procedures. Therefore, the seminar provides an opportunity for annual review of our placement policies and documentation in the interest of upholding the highest level of quality for all service users as well as ensuring that social care students attain the best learning experience possible.

3. Assessment Training workshops: These workshops focus on fitness to practice the proficiencies that social care students are required to demonstrate during their practice placements. Placement supervisors are offered training and support at these seminars in relation to the assessment and recording of these proficiencies for students on placement.

4. Visits of tutors to placements: These visits are arranged by the tutor in collaboration with the placement supervisor and the student. The goal of placement is to provide the student the opportunity to work with different service users groups that might be recognised as marginalised, disadvantaged or having special needs the placement visit provides an opportunity for the student, placement supervisor and programme tutor to meet formally to discuss the aim and objectives of the placement, the student's progress, the specific learning opportunities of the particular The visit focus on how the student is settling into placement, the specified learning goals for the placement and the required proficiencies to be met as laid out in the practice placement assessment form. The first visit by the programme tutor places specific emphasis on providing guidance and training for the placement supervisor and student in the assessment of proficiencies and completion of the required placement assessment forms.

### **3. The role of the student and placement objectives**

Placements are designed to encourage the development of a graduate who is:

- Able to adhere to principles and ethics of best professional practice.
- Aware of child/adult protection and safeguarding policies, and obligations to report related concerns.
- Reliable, responsible and observant.
- Able to use both initiative and an awareness of the needs and rights of various client groups. Graduates will also be able to advocate and promote the needs and rights of service users
- Skilled in forming relationships and communicating with clients.
- Able to work constructively with colleagues.
- Able to maintain confidentiality which reflects a sound ethical practice base.
- Able to keep records and use case files.
- Able to use critical reflection to gain the necessary understanding for effective social care practice.

- Developing a sense of self-awareness and personal and professional boundaries.
- Developing an understanding of agency/social care language such as; case management, care planning, handover-meetings, and keyworking.

*For the purposes of the supervised social care practice placement the practice must be regarded as a teaching environment and the relationship with the student as a teaching relationship. The student must be regarded as super numerari and not an extra social care worker.*

Final Year Students must complete 400 hours on their practice placement which takes place over a block period between February and May in semester 2. During this time third year students attend college for five days to undertake critical reflection and management lectures in order to help them further develop their analysis, self-awareness and reflective practice skills. The focus of the final year placement is the integration of theory and practice and the development of a reflective capacity. Students are now familiar with the responsibilities and opportunities of supervised placements. They undertake a progressively active role in interventions with clients. The importance of relationships with clients is emphasised and students are expected to demonstrate their ability to form, maintain and close off relationships. Demonstrating their understanding of attachment theory and related behaviours, students develop skills around helping clients with transitions in their lives. Students are taught how to develop their observation and active listening skills and are expected to demonstrate evidence of their use of these skills on placement. Reflection techniques are also taught during third year and students are expected to demonstrate self-awareness and practice analysis in the development of new understanding on placement. Students demonstrate their understanding of the integration of theory and practice in their *Integrated Learning Portfolio* which is completed during the final practice placement. Portfolio guidelines are also be given to third year practice placement supervisors. The learning outcomes of the professional practice placement 3 in third year placement include:

1. The completion of a written self-assessment through the use of the third year proficiency recording booklet (this is a booklet completed by the student which evidences their learning and competency in relation to the identified proficiencies for final year social care placement students) and placement assessment form completed by the placement supervisor and programme tutor in which students acknowledge their practice strengths and recognise the skill areas in which they need further guidance/experience.
2. Students will present themselves as professional, autonomous and accountable social care workers.
3. Students illustrate ability to implement appropriate intervention programmes with clients. Students will pay particular attention to effectiveness and an ability to apply theoretical frameworks to practice as well as recognising as collaborating with clients in the planning, implementation and evaluation of the intervention.

4. Students present themselves competent social care workers capable of communicating in a professional manner and evidence their ability to work collaboratively in a team.
5. Practice safely as a qualified social care worker 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.
6. Students demonstrate evidence of a reflective capacity and ability to take responsibility for their own professional development.
7. Students demonstrate knowledge and understanding of the key theories, concepts and skills relevant to the practice of the social care worker.
7. Students show evidence of working from an ethical base of social care, which reflects a commitment to collaborate with clients in order to maximise their potential and well as demonstrating the ability to promote and advocate for the needs of service users.

#### *Helping the social care student achieve independence*

It is envisaged that, as a social care student progresses through their placement they should achieve greater levels of independence. In the early stages of placement, it is likely that the student will both need and ask for significant supervision. However, when a supervisor feels confident enough to sign a student off on a proficiency, they may also be content, to allow the student to carry out, whatever task the proficiency referred to, independently, while emphasising to a student that if they are in any doubt, they can come back to the supervisor. By the end of placement social care students should have achieved a very high level of independence in their professional practice placement as their next steps after placement are; graduation and independent practice. While it is important to note that the student should be regarded as super numeri in their placement, it would be difficult for a student to take that final step to independent working as future graduates in their professional practice placement if they were still heavily supervised by the end of their placement. If, as a supervisor, you feel unable to give a particular student a degree of independence or that the student is not demonstrating initiative as appropriate to their stage of development as a final year student, then the programme tutor needs to be notified as soon as possible as it would be likely that the student is not progressing adequately through their placement. Please see pages 14 and 18 for further guidance on detailing with students in difficulty in their placement.

#### *Evidence for passing the placement*

The specific proficiencies that each final year student is required to demonstrate are outlined in the professional practice placement 3 assessment report form (see appendix L). In order to facilitate student learning and an accurate all-round evaluation of student progress by placement supervisors, it is important that a number of different forms of 'evidence' are both used in supervision and cited in the placement assessment form. These may include: self-reports, process recordings, direct observation of student work by placement supervisors or colleagues, audio or video recordings, client feedback, feedback from team/agency colleagues, and written or other materials produced by students in the course of their practice.

Further guidance documents on the assessment of the proficiencies have been included with the placement pack you received from the programme tutor. The programme tutor during the first placement visit will provide further training and support for supervisors on the assessment of proficiencies and is available by email or phone for any questions or queries relating to assessment of proficiencies for students on placement or any other general queries in relation to the practice placement.

#### **4. Role of the Programme Tutor & Practice Education Coordinator**

##### **Programme Tutor**

The approval and monitoring of practice placements are undertaken by the six programme tutors (two each for years one, two and three of the programme) as part of the practice education team. The role of programme tutor includes the selection and approval of placements, allocation of 20-22 students each to placements, contribution to training of placement supervisors and monitoring of placements, including at least two tripartite meetings per placement. The tutor occupies a pivotal position between the programme and the placement agency as the tutor is responsible for the monitoring of the placement site where a student from their tutorial group completes their placement. Through visiting the placement agency, phone calls, emails and placement report forms the tutor, in conjunction with the placement supervisor, will assess the student's progress on placement. Through regular tutorials, which the students undertake while attending the University for classes, the programme tutor will assist students to integrate the different elements of the programme both across the various theoretical courses and the learning objectives of the practice placements. This also provides an opportunity to seek support or guidance from the programme tutor where necessary with regards to any issue arising on placement. The tutor who visits/arranges a placement meeting from the University has a supportive role on behalf of both the student and the placement supervisor. S/he will make an advance appointment at a time that is suitable to the service and the student is expected to participate actively in the meeting. It is important that the tutor gets to meet both student and placement supervisor in a tripartite meeting, and can also spend a little time either physically or virtually with each of them individually if requested. In this way, any difficulties can be discussed and solutions can be generated. There is a suggested agenda for this meeting in the placement visitation recording form included in the appendix E. As stated above the placement visit also focuses on the provision of training and guidance from the programme tutor for the placement supervisor and student in the assessment of proficiencies and completion of the required placement assessment forms.

##### **Practice Education Coordinator**

The approval and monitoring of all placements on the programme are coordinated by the practice education coordinator who is a member of the practice education team who also takes on the duty of the coordination of the practice education team which includes the management of the systems regarding the approval and monitoring of all practice placements. The practice education coordinator also takes responsibility for:

- Maintenance of working agreements with approved placement providers;
- Maintenance of the placement database in consultation with programme tutors;
- Maintenance of the placement database in consultation with programme tutors;

- Coordination of training provided to placement providers and maintenance of database of onsite placement supervisors who have completed training with the education provider;
- Coordination of Bachelor of Arts in Social Care Advisory Board.
- Coordination of supervisor's review day.

## 5. Guidelines for Placements

Whilst on placement it is envisaged that students will work the hours that the service operates for the staff, so they may be required to work outside normal working hours (i.e. unsocial hours such as evenings, nights, sleepovers and weekends) and to work outside the unit to which they are assigned (i.e. during trips with service users, whilst attending meetings in other locations, attending training held in alternative locations etc.). If students have particular concerns about any of these points they are reminded of the protocol for discussing issues and concerns and should address any concerns they have with their placement supervisor and their programme tutor as soon as is possible.

### *5.1 Attendance:*

It is a CORU requirement that Social Care Work students complete a minimum 800 hours of supervised practice placement. On the Bachelor of Arts in Social Care (DT571) students must complete a 400-hour supervised social care practice placement (professional practice placement 3) in Year 3. Prior to the commencement of placement in each year of the programme students attend mandatory pre-placement preparation seminars. Any absence from placement may require extension of the placement beyond the original dates to ensure the student completes the minimum 800 hours of supervised practice placement. If students are ill or need compassionate leave, their placement supervisor and university tutor must be notified as early as possible on the first day of absence to explain the reason for the absence and to give an estimate of its probable duration. If absent for three or more consecutive days, students must provide a medical certificate to both the placement supervisor and university tutor. 100% attendance on practice placements across the three years of the programme is mandatory. Students are required to complete an attendance log-sheet (see appendix F) on a weekly basis, detailing the hours and days that they have worked which is then signed by their practice placement supervisor on the attendance log sheet. Confirmation of attendance is also recorded on the practice placement assessment form. Students and supervisors are also required to complete the placement absence record sheet (see appendix G) where relevant. These documents are then brought to the three-way meetings and the shifts and hours that students have worked will be discussed.

### *5.2 Repeat placements*

Students should note that when a placement is failed, there is no provision for repeat placements to be taken during the summer months. Students cannot progress to the next stage of the programme and therefore must repeat their placement in the following academic year. For final year students a failed placement means s/he cannot graduate from the programme. Failing a placement will therefore have serious repercussions for students, as this will mean having to take an extra year to complete their degree. In the interests of protection

of vulnerable service user groups, only one repeat placement will be facilitated across the entirety of the 3-year programme.

### *5.3 Student placement agreements*

It is essential that the supervisor and student co-sign the learning agreement at the initial introductory supervision meeting. This is an agreement between supervisor and student, the aim of which is to create a shared understanding of the supervisory process and a safe and secure supervisory setting. A copy of the agreement is then returned by the student to the programme tutor for signing and the agreement is then reviewed at the first placement visitation meeting (see appendix D).

### *5.4 Purpose of Supervision Sessions*

Placement supervisors commit to supervising a student and that in consultation with the student and programme tutor they will complete a final evaluation report. This report will be assessed as a recommendation from the placement supervisor and programme tutor to pass or fail the student's placement. A fail in the report will necessitate a repeat placement for the student (*In the interests of protection of vulnerable service user groups, only one repeat placement will be facilitated across the entirety of the 3-year programme*).

The purpose of the supervision session is to:

- Review learning objectives in light of the placement experience. Discuss issues arising from placement experiences
- Identify skills applied and areas for further development.
- Explore the application of theory to practice and assess student's ability to meet the required proficiencies of practice.
- Set objectives for the coming week.
- The supervision logs should include details of the time, place frequency and location of supervision. It should also document the student's progress and goals and proficiencies that the student has met and needs to focus on as they progress through the placement.

### *5.5 Difficulties in the student and supervisor relationship*

In the event that difficulties arise in the working relationship between the student and supervisor arise, it is vitally important that, in the first instance, attempts are made to resolve the difficulties in the practice. Should these attempts fail the programme tutor should then be informed. The programme tutor is committed to supporting both students and supervisors during the placement period and will make every reasonable effort to help resolve any difficulties. Resolution will require discussion between all parties and at least one visit to the practice service by the programme tutor. This process by its nature must be carried out in a timely but adequate timeframe. Where there is an irreconcilable breakdown in the working relationship it may be necessary to terminate the placement. Any such decision will be communicated to the supervisor and student as soon as possible. Agreement on early termination of a placement should take place in a measured and justifiable manner. In the case of termination of the placement due to misconduct of a student, a fair investigation and disciplinary process should be followed.



## 6. Student eligibility for placement

Students must sign a self-declaration form at registration, which indicates that they are aware of the need for Garda Vetting prior to commencing the practice placement. All students must be Garda vetted prior to the commencement of placement. Some agencies may also require the student to apply for Garda Vetting through the agency, so students will need to be aware of the policy of the placement agency regarding this and to keep in mind the time factor when planning placements. It is the responsibility of International students or students who have lived abroad for more than one year and one day after the age of 18 to obtain police clearance from that country. If the police clearance document is written in a language other than English, it is the student's responsibility to provide to his/her programme tutor an authenticated translation into English.

Students must alert their relevant programme tutor of any issue which may impact on the student's ability to carry out a practice placement in some placement settings e.g. back problems; pregnancy, health issues etc. Students are required to sign a placement declaration form prior to the commencement of placement (see appendix D). In some instances, a statement of competence or fitness to practice from a medical professional to carry out a placement during the designated timeframe may be required. This is required in order to ensure the student is fit to undertake placement and to ensure they are supported in the best possible way during his/her placement.

On accepting a place on a social care course, students are asked to inform their programme tutor of any physical, emotional or mental health issues, which may affect their ability to successfully complete the practice placement component of the course. They will be informed of who this information will be available to and for what purposes. They will also be informed and assured of their rights under the *Data Protection Act, 2018* and the *Freedom of Information Act, 2014*.

### 6.1 Approval, Feedback and Monitoring of Introductory Practice Placements

As a social care education provider, the Bachelor of Arts in Social Care programme education team places great importance of continual monitoring of placements to ensuring students gain a high-quality placement experience and also to ensure placement stakeholders have the opportunity to provide feedback and suggestions to the Education provider in supporting students on placement. Subsequently a number of mechanisms are in place to ensure all relevant stakeholders are afforded the opportunity to provide feedback so all placement sites can be monitored as suitable for introductory practice placements for students on Year 1 of the programme.

- Onsite Practice supervisors: On site placement supervisors are invited to a practice placement annual review seminar in order to provide a space for practice placement supervisors to meet with the full social care education team, Assistant Head/Head of School and other onsite practice educators to offer feedback on their experiences as onsite placements educators. Onsite practice supervisors also provide feedback on their experiences as placement providers to the visiting programme tutor at the placement tripartite meetings. This feedback is recorded by the visiting programme tutor on the practice placement visitation forms (see Feedback section of practice placement visitation form Appendix E). Onsite practice supervisors are also required to complete the practice placement supervisors' feedback form, which is included in

the placement documentation provided to all placement providers (see appendix H) and returned by the onsite practice educator to the programme tutor when returning the placement assessment forms for the student.

- Students: During their introductory placements, students return to University for lectures and seminars during which they have tutorials with their programme tutor in order to discuss their placement experience. Students also provide feedback on their experiences as social care students on placement at the placement tripartite meetings, which is recorded by the visiting programme tutor on the practice placement visitation forms (see Feedback section of practice placement visitation form Appendix E). At the completion of placement at the end of year one students also attend a group placement review session in order to share their experiences and learning from their individual placement. At this session each student also completes the individual student placement feedback form (see appendix I).
- Service users: During placement visits by the programme tutor, the tutor where applicable inquires about any feedback from service users on the placement site in relation to the student's performance and the placement in general. This feedback is documented by the tutor on the practice placement visitations form, being mindful of issues of anonymity and confidentiality (see Feedback section of practice placement visitation form Appendix E). Feedback from service users where applicable is also reported by the onsite practice educator on page 5 of the Introductory Placement Assessment Form (Appendix L) and the Practice Placement Supervisor feedback form (Appendix H).

The programme tutor reviews this combined feedback alongside their own reports from the tripartite visitation meeting to ensure high quality placement experiences are continually monitored for first year social care students. Based on the feedback from all stakeholders, each professional practice placement site utilised on Year 3 of the programme is reviewed by the programme education team at the beginning of each academic year. Any placements deemed unsuitable to meeting the required placement criteria are removed from the Bachelor of Arts in Social Care placement database by the programme chair for incoming Year 3 students. The mechanism for the approval and monitoring of all placements on the programme is coordinated by the practice education coordinator who is a member of the practice education team who also takes on the duty of the co-ordination of the practice education team which includes the management of the systems regarding the approval and monitoring of all practice placements.

## **7. Communication with Placement Providers and Tripartite meetings**

A programme tutor is allocated to each student. Contact details for the student's programme tutor will be provided to each supervisor. The programme tutor is available for consultation on student performance at any time during the period of supervision and will also in turn maintain continuous contact with placement providers via phone calls and email. Additionally, the tutor visits the agency at least twice during the placement to engage in a meeting with the student and the practice supervisor. The purpose of the three-way meetings is to provide the programme tutor with an opportunity to monitor and assess student progress over the course of the placement as well as their ability to meet the required proficiencies of practice as detailed by the *CORU Standards of Proficiency for Social Care Workers*. A

record of these meetings is completed and held by the visiting programme tutor (see Appendix C). The meetings are also intended to provide support to students and placement supervisors during this process. Due to the Covid 19 pandemic these tripartite meetings may need to take place online.

*Objectives of three-way meetings:*

For practice supervisors

- To receive training and guidance from the programme tutor in the assessment of proficiencies and completion of placement assessment documentation.
- To discuss student performance and to acknowledge progress and strengths.
- To discuss any difficulties in time to identify any remedial action to be taken.
- To discuss links between theory and practice.
- To obtain feedback on the placement as a learning environment.
- To facilitate the discussion of placement issues in a safe and constructive manner.
- To establish the recommended outcome (pass/fail) of the placement based on the student's ability to meet the required standards of proficiency.

For students:

- To communicate feelings about the placement and the learning opportunities offered.
- To receive and discuss constructive feedback on their performance.
- To discuss difficulties or needs revealed on placement and ways of meeting them.
- To facilitate the discussion of placement issues in a safe and constructive manner.
- To discuss future learning goals or where relevant, additional placement needs.
- To support the student in their achievement of the required standards of proficiency.

For programme tutors:

- To monitor the practice experience offered to students and its fit with their learning needs and stage in training.
- To ensure that students have sufficient opportunities to gain necessary experience and to establish their competence and ability to meet the required proficiencies.
- To assess the existing placement, while also ascertaining to assess students future learning needs.
- To provide training and support to the placement supervisor in relation to the completion of the required assessment documentation in assessing the student's achievement of the relevant standards of proficiency.
- To facilitate the discussion of placement issues in a safe and constructive manner.
- To obtain feedback from practice placement supervisors regarding the relevance of the academic course and the requirements of practice teaching.

*7.2 Assessment Procedure & Supervisor's evaluation report:*

The practice placement supervisor and programme tutor as part of the practice education team recommends if the student has obtained a 'pass' or 'fail', for the professional practice placement 3 experience. At the tripartite meeting the issue of how students are progressing on their placement is discussed. The student throughout his/her placement completes a

proficiency recording booklet (see appendix K) which documents evidence and examples of the proficiencies they have demonstrated throughout the placement. This booklet can then be used to inform the completion of the placement assessment form (see appendix L) as the placement supervisor, in conjunction with the programme tutor, assesses and documents examples and evidence that the student has met all the required proficiencies and successfully passed their placement.

During the completion of placement if a placement supervisor deems that a student is in danger of failing or has failed to pass their placement they should complete the risk of failure form (see appendix J) and contact the student's programme tutor as soon as possible to arrange a time to meet. The student, programme tutor and placement supervisor will then meet to advise the student of this outcome.

Reasons for the termination of a placement may include:

- If the student behaves in a manner that is actually or potentially damaging for the service users and/or staff.
- If they behave in a manner not appropriate for the service.
- If they are not compliant to the tasks presented by the supervisor.
- If they have not fully attended placement, or provided certification for their absenteeism.
- If they demonstrate difficulties in communication with service users and/or staff

### *7.3 Placement supports for students*

As in the workplace, difficulties may arise such as perceived personality clashes, differences of opinion, absence or lack of supervision, witnessing inappropriate behaviour of other staff or students while on placement, being asked to perform tasks that are deemed unsafe or demeaning etc. In the event of any difficulties arising the student shall:

- Inform the practice supervisor of his/her concern or issue (if appropriate/possible).
- Inform his/her programme tutor and/or placement supervisor.
- It is the responsibility of the student to inform either/both supervisor/tutor as soon as the difficulty arises.

In addition to the two scheduled meetings additional tripartite meetings can be organised at any stage in the placement if there are issues or concerns expressed by any party, and this should assist with the decision for the individual placement and the subsequent action if any. Where relevant the programme tutor will also remind the students of other University supports available to them, for example, counselling service, medical centre, student services etc.

### *7.4 Placement Support System for Placement Supervisors*

Students during their placement are required, as social care workers in training, to abide by the CORU *Social Care Workers Registration Board Code of Professional Conduct and Ethics*. The programme tutor will endeavor to assist the student and the agency supervisor in any way possible where there are difficulties and will be available if required by email/ phone outside of office hours. Outside of the tripartite meetings which take place twice during the

placement, the programme tutor will make contact via email/phone to monitor the development of the student on placement. The placement supervisor can also contact the programme tutor by email/phone at any time in relation to any queries or issues arising from the student's placement.

The following outlines the support system for supervisors if they encounter difficulties with students on placement. (Difficulties may include the following; perceived personality clashes, absenteeism, inappropriate behaviour etc.)

- Introductory call from the programme tutor to the placement supervisor. The purpose of this call can be to organise the date of the first three-way meeting, and enquire on the student's initial weeks in placement.
- Three-way meetings. These meetings provide an opportunity for the placement supervisor to state how they have experienced the student, how they relate to the service users and staff, how they have met (or not) the weekly learning objectives.

In the event of any difficulties arising for the placement supervisor or student they should;

- Inform the student/ supervisor of their concern.
- Inform the programme tutor of their concern or issue immediately in order to resolve the matter as quickly as possible.

Depending on the context of the call, the following responses may occur

- An immediate visit by the programme tutor to the placement, for a three-way meeting. The purpose of this meeting is to identify the issue and discuss acceptable solutions for both the student and the placement supervisor.
- A phone call to the student or supervisor to discuss the issues raised.

### *7.5 Return of Placement Assessment Documentation*

At the beginning of placement, the placement supervisor will receive a placement pack which includes all the relevant documentation and forms required for the placement. The student placement evaluation forms will be returned by post or email by the placement supervisor directly to the relevant programme tutor. The student placement evaluation forms should be completed and signed by the designated practice supervisor. As students are encouraged to understand their areas of strength and weakness, they must be aware of the information contained within the forms. In supporting supervisors and students in the completion of placement assessment forms and their links to the relevant CORU standards of proficiency programme tutors will be available to provide guidance and training to supervisors in the completion of placements assessment forms at the tripartite placement visits in addition to the training events offered by the University to placement supervisors regarding students' fitness to practice and placement assessment.

### *7.6 Frequently asked questions in relation to practice placement*

Q1. *What should happen if the student is arriving to the agency late or is not attending regularly?*

Punctuality and reliability are two core qualities required in the area of social care practice and are therefore taken very seriously. The placement supervisor should discuss issue with the student in the first instance indicating expectations in these matters. If the situation persists, the placement supervisor should contact the student and programme tutor as early as possible. The tutor will liaise with the student and, if necessary, the agency to resolve any such issues. Any absence from placement should be notified to the agency and course tutor as soon as possible. Absences must also be recorded on the absence recording sheet. Absences are treated as in the workplace and must be excused by a medical certificate or by submission of evidence that they are due to immediate personal or family emergencies. Student must complete all 400 hours of placement as part of the requirements to successfully pass placement.

*Q2. What if the student lacks motivation in the agency?*

All students are encouraged by tutors during their pre-placement preparation seminars, upon commencement of placement, to ask questions and present themselves in a professional, enthusiastic and focused manner. If the student seems unmotivated the Placement supervisor should raise this with the student and aim to resolve any outstanding issues. If this persists the programme tutor should be contacted for further advice and support.

*Q.3 As a placement supervisor, what should I do if the placement is not progressing as well as expected?*

If the Practice placement supervisor has any immediate concerns s/he should raise them as soon as possible with the student and also inform the programme tutor as the quicker the problem or issue is addressed the sooner it can hopefully be resolved.

*Q4. What about the student who may not be suited to the field of Social Care?*

As in most professions some students may present to us for training who may be deemed unsuitable to the social care field of practice, perhaps due to personal difficulties or other issues that may only come to light on practice placement. It is desirable, where possible, that both tutors and Practice placement supervisors work together in these circumstances. Some students may just need more time, experience, or training, to deal with personal issues and to help them reach the required levels of practice to work effectively in the field. Extended or repeat placements may be arranged for such students but only one repeat placement can be offered across the entirety of the three-year degree programme.

*Q5. What if the student is dressing or behaving inappropriately?*

All students, during their pre-placement preparation seminars prior to the commencement of each placement, are briefed by programme tutors on placement expectations and appropriateness of behaviour and dress in the workplace. It is useful for Practice placement supervisors to echo this upon placement commencement so as to clarify agency expectations to students in regard to their performance in the workplace. Again, if the Practice placement supervisor has any immediate concerns s/he should raise them as soon as possible with the student and also inform the programme tutor as the quicker the problem or issue is addressed the sooner it can hopefully be resolved.



**Appendix A**  
**Bachelor of Arts in Social Care**  
**Student Declaration for Practice Placement**  
**2021/2022**

*This form must be completed by the student prior to the commencement of placement and a copy given to the student's programme tutor for that relevant academic year.*

Having studied the Professional Practice Placement 3 Policy Handbook

I commit to:

1. Complying with the Bachelor of Arts in Social Care Code of Conduct and Coru *Code of Professional Conduct and Ethics for Social Care Workers*;
2. Being physically, mentally, academically and emotionally prepared to undertake my placement\*;
3. I confirm I have completed the required HSEland elearning modules on Infection prevention and control, Hand hygiene and Covid 19 an overview;
4. I am aware if I do not feel safe or ready to commence my placement I should discuss the matter with my relevant tutor and can request to defer my placement until safe and ready to do so;
5. Observe fully the organisation's Child Protection/Vulnerable Person's policy and comply with other organisational policies and procedures;
6. Respect the importance of professional boundaries and confidentiality (including my use of social media) in all aspects of the placement;
7. Apply my awareness of current guidelines and legislation relating to candour and disclosure to my placement;
8. Engage in tasks only for the benefit of the clients/young people/communities with which I am working;
9. Behaving in a professional manner and never behaving in a manner which will impact negatively on my reputation, the profession or my placement practice;
10. Being aware of the limits of my competence but in consultation with practice supervisor and programme tutor will develop new competencies, knowledge and understanding;

11. Being open and honest with my programme tutor and placement supervisor on all aspects of the placement;
12. Engaging fully in the supervisory process, to accept constructive feedback and to reflect critically on my practice;
13. Be sensitive to and understanding of co-workers' roles and responsibilities in the context of student placements;
14. Participating in self-care and to disclose issues (such as illness, learning needs, other employment, caring commitments etc.) that may impact on my fitness to practice to my programme tutor and practice placement supervisor;
15. Notify the organisation promptly by phone call regarding illness or inability to attend and indicate when I will resume work;
16. As agreed with placement supervisor, make up time missed through illness;
17. Provide a medical cert in the event of three consecutive days of absence from placement;
18. Comply with the organisation's rules regarding such matters as the making and receiving of phone calls, social media, smoking etc.

Name of Student (print): -----

Signed: -----

Date: -----

\*In the case that I have concerns over any of the above I will agree an appropriate management of the situation with my programme tutor and placement supervisor where appropriate.



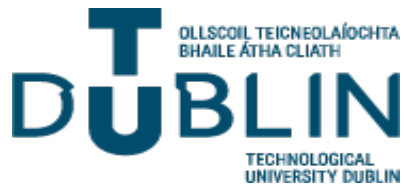
## Appendix B

### *Outline of Pre-Placement Preparation Seminars for Professional Practice Placement 3*

#### **Bachelor of Arts in Social Care**

Preparation for placements is an integral part of the practice experience for students. The pre-placement seminars require mandatory attendance by student prior to the commencement of placement and will include:

- Preparation for the workplace: CV and Placement Interview preparation,
- Revision and assessment of the CORU *Code of Professional Conduct and Ethics for Social Care Workers*
- Confidentiality and Disclosures
- Set clear learning goals for the Placement: What proficiencies need to be achieved and evidenced on this placement? Completion of the Student Proficiency Recording Booklet on placement.
- Clarify student, Practice supervisor and Tutor responsibilities for the practice placement.
- Supervision: Reflective Practice, Learning Styles and how to evidence learning.
- Refresher information on Health and safety guidelines, hygiene standards, infection control and codes of conduct on placement. Students are required to have up to date First Aid training certification.
- Declaration of Fitness Form
- Self-care/Support for the student/Raising concerns
- Insurance for students on placement
- HSEland modules on Covid 19, infection prevention and control and hand hygiene
- Practicalities: Placement Options, Dates and Details. Familiarisation with Placement pack and placement assessment forms and requirements.
- Students are required to submit a learning agreement to their Tutor, which is signed by the Supervisor on commencement of placement.



**Appendix C**  
**Bachelor of Arts in Social Care**  
**Supervision Log Template**

<b>Student's Name</b>	
<b>Placement Supervisor's Name</b>	
<b>Date of Supervision Meeting</b>	

<b>Actions completed from previous meeting</b>	
------------------------------------------------	--

<b>Issues Discussed/ Proficiencies met thus far</b>	<b>Any actions agreed (time scales and person responsible). Future learning goals and proficiencies for student to evidence and plan to meet these goals</b>

**Student Signature:** .....

**Supervisor Signature:** .....

**Date for next Supervision Meeting:** .....



## Appendix D

### Bachelor of Arts in Social Care Year 3

#### SUPERVISED PRACTICE LEARNING AGREEMENT

Having read the Bachelor of Arts in Social Care Professional Practice Placement 3 policy handbook issued by Technological University Dublin, Grangegorman campus, I commit to providing the experience described therein. I agree to meet the professional obligations to teach, train, and supervise and assesses \_\_\_\_\_ (name of student) on placement.

Name & Address of Practice Placement Agency

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I confirm that I will be eligible to apply for registration with the social care workers registration board upon the opening of the register.

Name of Supervisor: \_\_\_\_\_

Signature of Supervisor: \_\_\_\_\_

Signature of Student: \_\_\_\_\_

***For the purposes of the social care supervised practice placement the practice must be regarded as a teaching environment and the relationship with the student as a teaching relationship. The student should not be regarded as an extra worker.***

This form should be completed at the beginning of placement and returned by the student to his/her programme tutor.

**Appendix E**  
**Bachelor of Arts in Social Care**  
**Practice Placement Visitation 1 Form Year 3**

**Student's Name:**

**Supervisor's Name:**

**Date:**

**Tripartite Meeting** *Circle as appropriate:*    **1<sup>st</sup> Virtual/Onsite**                      **2<sup>nd</sup> Virtual/Onsite**

<b>Criteria</b>	<b>Comments</b>
<b>Induction</b>	
<i>Has the student received induction to the agency? Has the student read the relevant documentation in order to help complete his/her placement? How has the student settled into the agency?</i>	Y    N
<b>Goal setting</b>	
<i>Has the student and supervisor agreed the set goals for placement and completed the placement learning agreement? Has as a schedule for regular formal supervision been agreed? Is the student receiving feedback in supervision on their performance and attainment of the required proficiencies? What plans does the student have in place in order to meet their learning goals? How will these plans be supported by the placement supervisor? Knowledge of the work and purpose of placement agency?</i>	
<b>Engagement and Initiative</b>	
<i>How well has the student engaged with service users? How well has the student engaged with the staff team and other relevant professionals? Ability to demonstrate initiative thus far in placement? Ability to ask questions and show interest in the work of the agency?</i>	
<b>Assessment of Proficiencies and Placement Report Forms</b>	
<i>Has the student and practice placement supervisor read through assessment forms? Has the programme tutor provided training and support to the supervisor at this meeting in relation to the assessment of proficiencies for this placement</i>	

<p><i>as outlined in the placement assessment report form?</i></p> <p><i>Has the supervisor read the placement handbook and guidance documents on completing the assessment form and assessing the student's ability to meet the required proficiencies?</i></p> <p><i>Have the student, supervisor and programme tutor read through the placement assessment form at this meeting and opportunities made available to the student or supervisor to ask questions in relation assessing the required proficiencies or the placement documentation?</i></p> <p><i>Does the supervisor or student have any queries in relation to completion of the placement assessment forms or placement documentation?</i></p>	
<p><b>Goals and Proficiencies to be focused on for the remainder of placement</b></p>	
<p><i>What skills and proficiencies has the student demonstrated so far?</i></p> <p><i>What skills and proficiencies does the student need to focus prior to the next programme tutor visit?</i></p> <p><i>Are there any further areas of support, training or guidance required by the student or placement supervisor before the next placement visit?</i></p> <p><i>Are the student and supervisor assured that they can contact the programme tutor at any stage with any queries or issues should they arise prior to the next placement visit?</i></p>	
<p><b>Feedback</b></p>	
<p><i>Have service users in the agency offered any feedback or commentary on the student's performance on placement?</i></p> <p><i>Does the onsite practice educator have any feedback in relation the structure or management of the placement?</i></p> <p><i>How does the student feel they are progressing thus far on placement?</i></p> <p><i>Feedback from the student on the opportunities available to meet the required standards of proficiency.</i></p>	

*Placement supervisor signature:*

*Student signature:*

*Programme tutor signature:*

*Date:*

**Bachelor of Arts in Social Care  
Practice Placement Visitation 2 Form Year 3**

**Student's Name:**

**Supervisor's Name:**

**Date:**

**Tripartite Meeting:** *Circle as appropriate:*    **2<sup>nd</sup> Virtual/Onsite**

**3<sup>rd</sup> (if needed) Virtual/Onsite**

<b>Criteria</b>	<b>Comments</b>
<b>Preparation</b>	
<i>Student's Preparation for the tripartite meetings Supervision contract signed? Ability to answer questions asked?</i>	
<b>Learning</b>	
<i>Ability to feedback learning experiences Ability to describe the service Main learning areas to date? Knowledge of skill development through placement?</i>	
<b>Theory to Practice</b>	
<i>Capacity to reflect on and analyse professional work/link theory to practice Ability to link theory to practice from a variety of subject areas? Ability to give concrete examples?</i>	
<b>Reflection</b>	
<b>Ability to identify further learning needs</b> <i>Ability to identify strengths How student has reflected on learning experiences? Areas for further development Ability to identify future learning goals? Any learning goals students will have met for next visit? Ability to reflect on why learning goals have not been met (if relevant)</i>	
<b>Placement Documentation and Report Forms</b>	
<i>Have student and practice placement supervisor read through assessment forms? Are these being addressed in supervisors? Does the supervisor or student have any queries in relation to completion of assessment forms or placement documentation?</i>	
<b>Progression of Student</b>	
<i>What proficiencies is the student currently meeting? Have these been evidenced in the placement</i>	

<p>assessment report form by the supervisor and proficiency recording booklet by the student?          What goals and proficiencies does the student need to focus on achieving for the remainder of placement?          Evidence on building of skills and proficiencies during placement          Is the student progressing toward passing placement and meeting all the required proficiencies?</p>	
<p><b>Feedback</b></p>	
<p>Since the first visit, have service users in the agency offered any feedback or commentary on the student's overall performance on placement?</p> <p>How does the student feel this placement site has contributed to their learning and development?</p> <p>Does the onsite practice educator have any suggestions in relation improving structure or management of the placement?</p>	

*Placement supervisor signature:*

*Student signature:*

*Programme tutor signature:*

*Date:*









## Appendix H Bachelor of Arts in Social Care

### Practice Placement Supervisor Feedback Form

Our sincerest thanks to you and the team for the support and supervision you provided to our social care student during his/her placement. We really appreciate your time and contribution in supporting the students in their learning and development as social care workers. As a valued Bachelor of Arts in Social Care practice placement provider and member of the practice education team we value your feedback and suggestions on your experiences as a practice teacher to our students and hope you will take the opportunity to provide to feedback on your experience below. Please return this form to the relevant programme tutor.

Name of Placement Supervisor:

Organisation/Agency:

Date:

*Please circle*

1. All practice placement documentation was made available to me      Yes      No

2. I received training support and guidance from the education provider/programme to help me complete the required practice placement assessment documentation      Yes  
No

Comments/Suggestions:

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3. The Practice Education Team communicated with me regularly in order to monitor the student's development and progression during their practice placement      Yes      No

Comments/Suggestions:

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4. I was aware of the process to follow and who to contact if I had any issues, concerns or queries in relation to the student's practice placement      Yes      No

Comments/Suggestions:

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---

5. I found the visits from the programme tutor to be constructive in helping me perform my role as a practice placement supervisor      Yes      No



**Appendix I  
Bachelor of Arts in Social Care**

**Student Placement Feedback Form**

*This form must be completed by the student following the completion of their placement and returned to their programme tutor*

Name of Student:

Programme

Year:

Date:

As a valued Bachelor of Arts in Social Care student we value your feedback and suggestions on your experiences as a social care on placement in order to help us continually monitor and evaluate the quality of our social care practice placements. Please complete the form below and return to your relevant year tutor.

Please circle

1. The practice placement documentation was made available to me    Yes    No
2. I received support and guidance and all relevant documentation from my programme tutor to help inform me of the relevant of expectations, policies and goals of my placement    Yes    No

Comments/Suggestions:

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3. The pre-placement seminars helped inform me of the relevant of expectations, policies and goals of my placement    Yes    No

Comments/Suggestions:

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---

4. My programme tutor was available to me and responded to me where necessary in relation to any queries or issues I had in relation to my practice placement    Yes    No

Comments/Suggestions:

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---

5. I received regular supervision from my placement supervisor which was constructive in helping me develop my skills, knowledge and relevant proficiencies as a social care student

Yes No

Comments/Suggestions:

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---

---

6. My placement supervisor was available to me and responded to me where necessary in relation to any queries or issues I had in relation to my practice placement

Yes No

Comments/Suggestions:

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---

7. I found the tripartite meetings with my programme tutor and placement supervisor to be constructive in helping me develop my skills, knowledge and relevant proficiencies as a social care student

Yes No

Comments/Suggestions:

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---

8. I found my placement to be a positive learning experience which allowed me develop my knowledge, skills and competencies as relevant to social care practice

Yes No

Comments/Suggestions:

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9. I would recommend this placement to other social care students at a similar stage of their social care education and training?

Yes No

Comments/Suggestions:

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10. Are there any other comments or suggestions you would like to make in relation to your placement experience this year as a social care student on practice placement?

Comments/Suggestions:

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Thank you

**Appendix J**  
**Bachelor of Arts in Social Care**  
**Placement Risk of Failure Form**

- This form is to be completed by the Practice placement supervisor or programme tutor in discussion with the student.
- Using the form signifies that the student is at risk of failing their social care practice placement
- Meeting all of the objectives on the risk of failure form does not automatically ensure the placement will be passed.
- The student, placement supervisor, programme tutor and Head of School must be provided with copies of this form.

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Issues of concern:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Objectives to be achieved and by when:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Name of Practice Supervisor: -----

Signature of Supervisor: -----

Name of Programme tutor: -----

Signature of Programme tutor: -----

Name of Student: -----

Signature of Student: ----- Date-----



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

**BACHELOR OF ARTS IN SOCIAL CARE YEAR 3**  
**Professional Practice Placement 3**

**Student Proficiency Recording Booklet**

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

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

**Agency Name and Address:** -----  
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**Programme Tutor**  
(please print name) -----

**Instructions:**

*The student will complete this proficiency recording booklet throughout the duration of his/her placement giving examples and evidence of how they demonstrated meeting the required proficiencies identified for professional practice placement 3. The booklet should be discussed during regular supervision meetings between the practice placement supervisor and student and will be discussed during the placement visits by the visiting programme tutor. This booklet will inform the Practice Education team's (practice placement supervisor and programme tutor) assessment of the student's practice and will be referred to in the final assessment of the student's performance*



<b>Learning Outcomes (LO): Practice Placement Year 3</b>	
On Completion of this module, the learner will be able to	
<b>1</b>	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 &amp; 1.23 Professional Autonomy and Accountability</i> ) related to this domain are assessed by the placement education team.
<b>2</b>	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.
<b>3</b>	Practice safely as a qualified social care worker 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.
<b>4</b>	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.
<b>5</b>	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: 5.1, 5.3, 5.6, 5.8, 5.10, 5.11, 5.12, 5.18 Professional Knowledge &amp; 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**

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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**

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The student has been reliable and punctual during the completion of practice placement.

- **Yes**               **No**

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

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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**

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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**

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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**

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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**

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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 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**

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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 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**

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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**

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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**

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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**

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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, 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**

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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**

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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**

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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**

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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**

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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**

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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**

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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**

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### **3. Safety, Quality & Intervention Planning**

Students practice safely as a qualified social care worker 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**

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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, 3.4)

- Yes  No

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

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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**

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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**

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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**

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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**

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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**

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#### 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**

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

- Yes  No

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

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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**

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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, 5.2, 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**

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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**

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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**

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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**

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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 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**

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**We confirm that:**

All proficiencies listed above have been achieved and evidenced    Yes    No

Signed:

Practice Placement Supervisor: -----

Date: \_\_\_\_\_

Student: -----

Date: \_\_\_\_\_

Programme Tutor: -----

Date: \_\_\_\_\_



**APPENDIX L**

**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:**

Niall Hanlon (01) 2205762 [niall.hanlon@tudublin.ie](mailto:niall.hanlon@tudublin.ie)

Michael McCarthy (01) 2205464 [Michael.mccarthy@tudublin.ie](mailto:Michael.mccarthy@tudublin.ie)

\_\_\_\_\_ (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.*





**Signed:**

Practice Placement Supervisor: -----

Date: \_\_\_\_\_

Student: -----

Date: \_\_\_\_\_

Programme Tutor: -----

Date: \_\_\_\_\_