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| **Practice Teacher’s Assessment of**  **Professional Competence**  Suggested overall word limit of 1,500-2,000 words | Text, company name  Description automatically generated with medium confidence |

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| **Date of Report:** |  |
| **Name of Student:** |  |
| **UCC Student I.D. Number:** |  |
| **Course Title:**  *(delete as appropriate)* | Bachelor of Social Work 3 / 4  Master of Social Work Year 1 / 2  Post Graduate Diploma in Social Work Studies Year 1 / 2 |
| **Placement Dates and Hours:**  Typical placement hours total (500 hours = 14-week placement) | Start Date:  End Date:  Placement hours / weeks: |
| **Course Tutor:** |  |
| **Practice Teacher(s) / Peripatetic Practice Teacher(s) / Link Worker(s):**  It is essential that all members of the practice education team are listed here. For example, if more than one practice teacher/practice educator is involved in assessing the student, all must be listed here outlining their name and role  (CORU criteria 2.13). |  |
| **Agency Name and Address:** |  |
| **Student Absences (if any):** | List dates of absences here:  I/we confirm that the student has met the placement attendance requirements and, if relevant, has made up any hours from absences:  **Yes / No**  If no, please clarify: |
| **Practice Teacher’s Recommendation:**   * *This section* ***must*** *state the practice teacher’s overall judgement, specifying either a pass or fail recommendation for the School Examinations Board.* * *Please also note here if there is a dissenting opinion regarding the Practice Teacher’s pass/fail recommendation.* * *If necessary, detail any matter(s) that the course team should consider regarding a potential referral to the UCC Fitness to Practise committee.* | *(delete as appropriate):*  I am recommending a **Pass judgement** to the School and College Examination Boards.   * *A pass on the first placement indicates fitness to proceed to the second placement.* * *A pass on the final placement indicates fitness to practice in social work (subject to successful registration by an appropriate body such as CORU).*   ***OR***  I am recommending a **Fail judgement** to the School and College Examination Boards. |
| *Please ensure that all parties have signed this final report.*   1. Students: include a copy in your portfolio. 2. Practice Teacher(s):please provide students with a copy of this report on the final day of the placement. Please also send your report to [swfieldwork@ucc.ie](mailto:swfieldwork@ucc.ie) ***within 7 days***of the completion of the placementusing your work email address. | |

**Important notes:**

1. The practice teacher’s assessment of professional competence report is an official examination document. Your pass/fail recommendation will be presented to the Examination Board for confirmation.
2. The placement report should provide a comprehensive picture of the context and content of the placement with sufficiently detailed evidence from the student’s practice to ground the judgement expressed regarding a student’s professional practice. The practice teacher and student both contribute to the writing of this report.
3. For quality assurance and peer-review purposes, a random sample of practice teachers’ reports and all fail reports are reviewed by a Practice Assessment Panel (PAP). The PAP is an independent panel of experienced practice teachers and managers in social work. UCC staff are not members of the PAP.
4. For quality assurance purposes, a sample of practice teachers’ reports are also read by an independent social work External Examiner as part of UCC’s official examination processes for all modules (academic and practice).
5. The PAP has shared their top tips for practice teachers writing a final report:
   1. Use the student’s name throughout the report.
   2. Whether the placement is a pass or a fail, always provide specific examples of evidence of the student’s practice that you have observed (this ensures that the report is personalised to the student).
   3. Where practicable, provide specific examples of evidence of student’s practice from feedback that you have received from team members/service users/community members.
   4. Practice teachers should address the student’s skills, knowledge, values and theory in their reports.
   5. It is essential to explicitly link/map all of this evidence of the student’s progression and practice to the Social Work Registration Board’s (CORU) standards of proficiency throughout your report (see appendix).
   6. The final pass/fail recommendation must be supported by sufficient evidence in the report.
   7. A report with insufficient evidence to support a pass/fail recommendation may be referred back to you by the PAP/external examiner/examination board.
   8. As with all examination processes, students have a right to appeal your recommendation.
6. The practice teacher’s report and the student’s report should be discussed by the practice teacher and student prior to the end of the placement and both documents should be signed by both parties. If there is a divergence in their views in relation to the assessment of the student’s practice and professional proficiency this must be clearly recorded by the practice teacher. In this instance, the student may wish to submit additional material to support their view (see your course handbook).
7. We have provided two supporting appendices that you should read before completing this report. They will be helpful in helping you to frame your assessment of the student’s practice:
   1. Appendix A: A lexicon of 80 social work skills and interventions (Trevithick, 2012).
   2. Appendix B: Standards of Proficiency for Social Workers (Social Work Registration Board, CORU, 2019).

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| **Statement of Teaching and Assessment Methods:**  Briefly describe the particular methods of teaching and evaluation, which were used as a basis for the report. In particular, the practice teacher identifies the means by which the evidence for the assessment of professional competence has been obtained. |
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| **Student’s progress in relation to professional competencies and learning goals.** Referring back to the Placement and Supervision Contract and Mid-Way Report, how well do you believe the student has progressed with meeting their learning goals? Relevant evidence will include actual examples of how the student worked in relation to certain cases, and inputs from team members and service users, and other pieces of work. Please explicitly link/map your assessment of the student’s progress to the [CORU proficiencies](https://www.coru.ie/files-education/swrb-standards-of-proficiency-for-social-workers.pdf).  There are two ratings which can be achieved in relation to **each of the** **five Standards of Proficiency for Social Workers** (Social Workers Registration Board/CORU, 2019). The practice teacher **must** clearly state his/her recommendation regarding the rating attained by the student in **each** of the key areas: Satisfactory or Unsatisfactory. Students must achieve a satisfactory rating in **all** of the five key areas to achieve a pass recommendation. An unsatisfactory rating in one or more of the key areas **must** result in a fail recommendation.  The final placement result is a recommendation to the School Examination Board which includes the External Examiner. The recommendation of the School Examination Board is presented to the College Examination Board for final approval. A student who fails the placement may be permitted to undertake a repeat placement on the recommendation of the Examination Board. |

Please **map** your evidence to the [SWRB indicators](https://www.coru.ie/files-education/swrb-standards-of-proficiency-for-social-workers.pdf) for each domain (copy at the end of this document). Our independent Practice Advisory Panel have advised that reports work best when short descriptions of **examples** of direct practice undertaken by the student are provided. They also recommend that reports should describe how the student has moved towards **independence/autonomy** as the placement progressed.

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| **Social Work Registration Board Domain 1:** Professional autonomy and accountability | **Satisfactory / Unsatisfactory** (delete one) |
| [Text here] | |

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| **Social Work Registration Board Domain 2:** Communication, collaborative practice and teamworking | **Satisfactory / Unsatisfactory** (delete one) |
| [Text here] | |

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| **Social Work Registration Board Domain 3:**  Safety and quality | **Satisfactory / Unsatisfactory** (delete one) |
| [Text here] | |

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| **Social Work Registration Board Domain 4:** Professional development | **Satisfactory / Unsatisfactory** (delete one) |
| [Text here] | |

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| **Social Work Registration Board Domain 5:** Professional knowledge and skills | **Satisfactory / Unsatisfactory** (delete one) |
| [Text here] | |

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| **Practice teacher’s recommendations regarding the student’s future learning goals and areas for professional development in their next placement / professional practice.** Focus on skills (see Trevithick’s lexicon), knowledge, values and/or theory in your recommendations: |
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| **Practice Teacher(s) / Peripatetic Practice Teacher(s) / Link Worker(s) Signatures:** (type your name, but ideally paste a photo of your signature here) |  |
| **Student’s Signature:**  Type your name, but ideally paste a photo of your signature here ->  By signing this form you are declaring that you have read this report prior to submission to the University.  If a student disagrees with certain content in a practice teacher’s report, they can declare this disagreement in their own final student report. Students must clearly indicate what content they disagree with and provide *evidence* to support their arguments. |  |
| Text, company name  Description automatically generated with medium confidence | |



**Standards of Proficiency for Social Workers (Social Work Registration Board, CORU)**

**Domain 1: Professional Autonomy and Accountability**

Graduates Will:

1. Be able to practise safely and effectively within the legal, ethical and practice boundaries of the profession
2. Be able to identify the limits of their practice and know when to seek advice and additional expertise or refer to another professional
3. Be able to act in the best interest of service users at all times with due regard to their will and preference
4. Be aware of current guidelines and legislation relating to candour and disclosure
5. Respect and uphold the rights, dignity and autonomy of every service user including their role in the diagnostic, therapeutic and social care process
6. Be able to exercise a professional duty of care
7. Understand the importance of maintaining accurate up to date documentation
8. Understand what is required of them by the Registration Board and be familiar with the provisions of the current *Code of Professional Conduct and Ethics* for the profession issued by the Registration Board
9. Recognise the importance of practising in a non-discriminatory, culturally sensitive way and acknowledge and respect the differences in beliefs and cultural practices of individuals or groups
10. Understand the role of policies and systems to protect the health, safety, welfare, equality and dignity of service users, staff, and volunteers
11. Understand and respect the confidentiality of service users and use information only for the purpose for which it was given
12. Understand the limits of confidentiality in the context of a variety of team settings
13. Understand and be able to apply the limits of the concept of confidentiality particularly in relation to child protection, vulnerable adults, and elder abuse
14. Be aware of current data protection, freedom of information and other legislation relevant to the profession and be able to access new and emerging legislation
15. Be able to recognise and manage the potential conflict that can arise between confidentiality and whistle-blowing
16. Be able to gain informed consent to carry out assessments or provide treatment/interventions and document evidence that consent has been obtained
17. Be aware of current legislation and guidelines related to informed consent, for individuals with lack of capacity
18. Recognise personal responsibility and professional accountability for one’s actions and be able to justify professional decisions made
19. Be able to take responsibility for managing one’s own workload
20. Understand the principles of professional decision-making and be able to make informed decisions within the context of competing demands including those relating to ethical conflicts and available resources
21. Be aware of and be able to take responsibility for managing one’s own health and wellbeing

**Domain 2: Communication, Collaborative Practice and Teamworking**

Graduates Will:

1. Be able to communicate diagnosis/assessment and/or treatment/management options in a way that can be understood by the service user including non-voluntary service users
2. Be able to modify and adapt communication methods and styles, including verbal and non- verbal methods to suit the individual service users considering issues of language, culture, beliefs and health and/or social care needs
3. Recognise service users as active participants in their health and social care and be able to support service users in communicating their health and/or social care needs, choices and concerns
4. Understand the need to empower service users to manage their well-being where possible and recognise the need to provide advice to the service user on self-treatment, where appropriate
5. Be able to recognise when the services of a professional translator are required
6. Be able to produce clear, concise, accurate and objective documentation
7. Be able to apply digital literacy skills and communication technologies appropriate to the profession
8. Be aware of and comply with local/national documentation standards including, for example, terminology, signature requirements
9. Be able to express professional, informed and considered opinions to service users, health professionals and others e.g., carers, relatives in varied practice settings and contexts and within the boundaries of confidentiality
10. Understand and be able to recognise the impact and importance of effective leadership and management on practice
11. Understand and be able to discuss the importance of effective conflict management
12. Understand the need to work in partnership with service users, their relatives/carers, guardians and other professionals in planning and evaluating goals, treatments and interventions and be aware of the concepts of power and authority in relationships with service users
13. Understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team
14. Understand the role and impact of effective interdisciplinary team working in meeting service user needs and be able to effectively contribute to decision-making within a team setting
15. Understand 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

**Domain 3: Safety and Quality**

Graduates Will:

1. Be able to gather all appropriate background information relevant to the service user’s health and social care needs
2. Be able to justify the selection of and implement appropriate assessment techniques and be able to undertake and record a thorough, sensitive and detailed assessment
3. Be able to determine the appropriate tests/assessments required and undertake/arrange these tests
4. Be able to analyse and critically evaluate the information collected in the assessment process
5. Be able to demonstrate sound logical reasoning and problem-solving skills to determine appropriate problem lists, action plans and goals
6. Be able to demonstrate an evidence-informed approach to professional decision-making, adapting practice to the needs of the service user and draw on appropriate knowledge and skills in order to make professional judgments
7. Be able to prioritise and maintain the safety of both service users and those involved in their care
8. Be able to evaluate intervention plans using appropriate tools and recognised performance/ outcome measures along with service user responses to the interventions. Revise the plans as necessary and where appropriate, in conjunction with the service user
9. Understand the need to monitor, evaluate and/or audit the quality of practice and be able to critically evaluate one’s own practice against evidence-based standards and implement improvements based on the findings of these audits and reviews
10. Be able to recognise important risk factors and implement risk management strategies; be able to make reasoned decisions and/or provide guidance to others to initiate, continue, modify or cease interventions, techniques or courses of action and record decisions and concerns
11. Understand the principles of quality assurance and quality improvement
12. Be able to carry out and document 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
13. Be able to have knowledge of critical engagement with relevant and current health and safety legislation and guidelines
14. Be able to establish safe environments for practice which minimises risks to service users, those treating them and others

**Domain 4: Professional development**

Graduates Will:

1. Be able to engage in and take responsibility for professional development
2. Understand the need to demonstrate evidence of ongoing continuing professional development and education, be aware of professional regulation requirements and understand the benefits of continuing professional development to professional practice
3. Be able to evaluate and reflect critically on own professional practice to identify learning and development needs; be able to select appropriate learning activities to achieve professional development goals and be able to integrate new knowledge and skills into professional practice
4. Understand and recognise the impact of personal values and life experience on professional practice and be able to take responsibility and manage this impact appropriately
5. Understand the importance of and be able to seek professional development, supervision, feedback and peer review opportunities in order to continuously improve practice
6. Understand the importance of participation in performance management activities for effective service delivery

**Domain 5: Professional Knowledge and Skills**

Graduates Will:

1. Know, understand and apply the key concepts of the domains of knowledge which are relevant to the profession for individuals, groups and communities
2. Demonstrate a critical understanding of social work theory, methods and skills, social policy and social research, including consideration in a global context
3. Have a critical understanding of sociology, psychology, human growth and development, health, law, economics and political science
4. Critically understand the importance of effective supervisory frameworks and be able to actively participate in same.
5. Critically understand and be able to apply principles of social justice in one’s work including being able to appropriately challenge negative discrimination and unjust policies and practices.
6. Demonstrate a critical understanding of cultural competence; and work towards social inclusion
7. Critically understand and apply a human rights-based approach
8. Critically understand the legislative basis of actions within a service
9. Demonstrate an awareness and critical understanding of how social work practice  
   is influenced by regulations, national guidelines and standards, findings of inquiries, investigations, associated reports; issues and trends in public and policy development; and be able to access new and emerging information which affects social work practice
10. Critically understand the role and purpose of relationship-based practice, including the importance of planning the withdrawal of services
11. Be able to maintain professional boundaries with service users within a variety of social work settings and be able to identify and manage any associated challenges
12. Critically understand and apply the principles of partnership, participation and power sharing within the social work context.
13. Be able to evaluate the effect of their own characteristics, values and practice on interactions with service users and be able to critically reflect on this to improve practice
14. Critically understand the concepts and frameworks that underpin a range of individual counselling theories and skills; theory and practice of working with children and families; community work theory and practice and group work theory and practice
15. Recognise the role of advocacy in promoting the needs and interests of service users; be able to advocate on the behalf of service users
16. Critically understand the capacity of system-level change to improve outcomes, access to care, and delivery of services, particularly for marginalised groups
17. Recognise that service users have the right to self-determination including to take risks
18. Be able to conduct risk management planning with service users to maximise their own safety, safety of others and societal safety across the lifespan in a variety of contexts
19. Critically understand the role of ethics in the use of digital and social media including maintaining confidentiality and professionalism
20. Be able to write concise, accurate reports which articulate and justify professional decisions made
21. Know and critically understand the principles, ethics and applications of scientific enquiry, including the evaluation of treatment/intervention efficacy, the research process and evidence-informed practice
22. Demonstrate skills in evidence-informed practice, including translation of theory, concepts and methods to professional practice
23. Demonstrate safe and effective implementation of practical, technical and clinical skills
24. Be able to identify and critically understand the impact of organisational, governmental, community and societal structures, systems and culture on health and social care
25. Demonstrate ability to participate in clinical, academic or practice-based research
26. Know the basic principles of effective teaching and learning, mentoring and supervision
27. Be able to communicate in English at a standard equivalent to C1 on the Common European Framework of Reference for Languages.