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School of Social Work  
and Social Policy

# Hybrid Placement Model

[Mapped to CORU SWRB Domains of Proficiency]

## Social Work Teaching & Learning Resource

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## Introduction

The Hybrid Placement model blends different contexts for practice-based learning: on-site, off-site, online and reflective practice. It has evolved in response to changed work practices in social work service delivery, necessitated by the Covid-19 pandemic. It aims to ensure quality learning opportunities, aligned with the CORU – Social Work Registration Board Domains of Proficiency, are maximised when it is not possible to attend the placement site full-time.

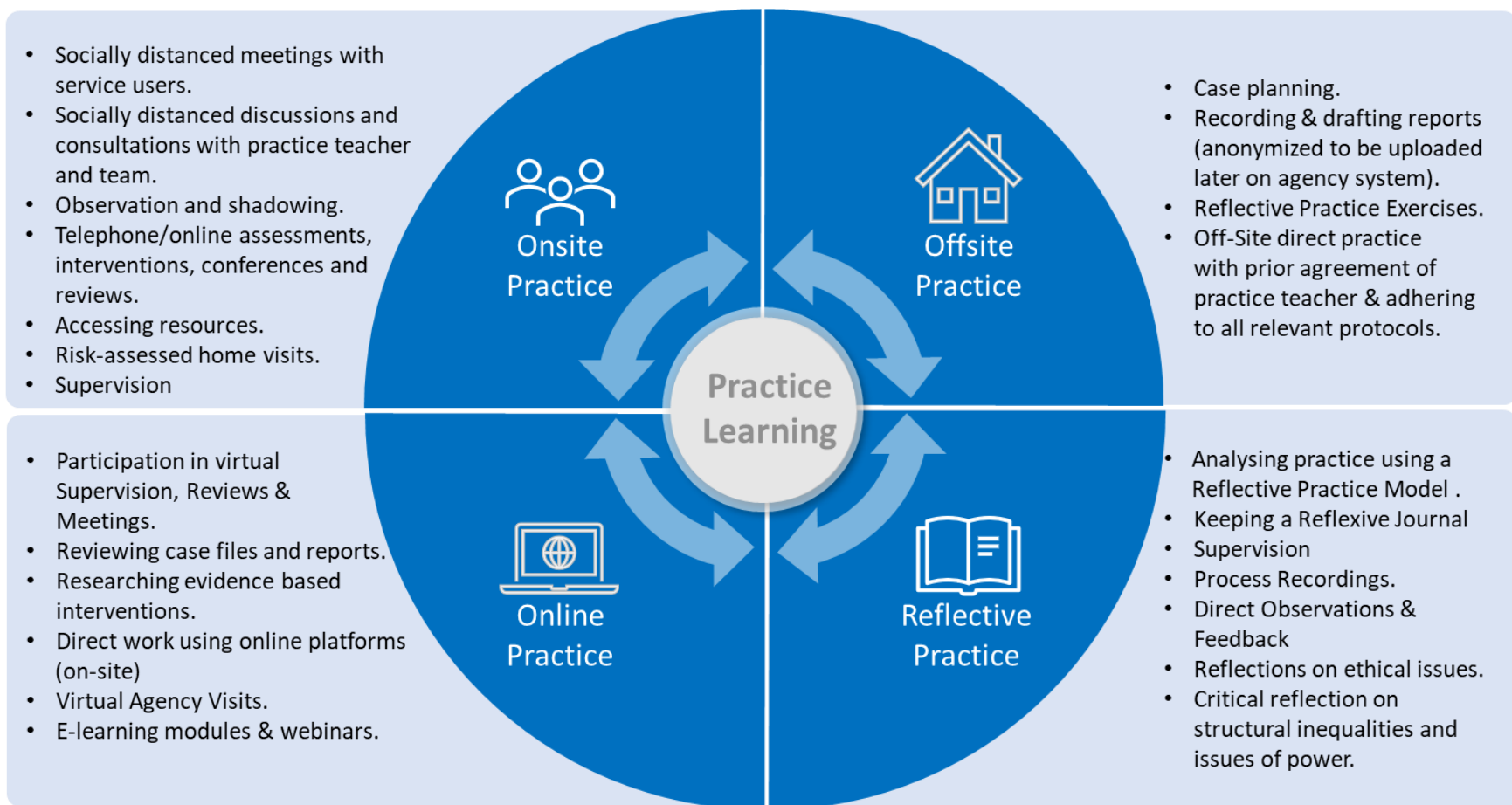
This Practice Learning Resource has been developed by the School of Social Work & Social Policy, Trinity College and externally reviewed by experienced practice teachers, social work managers and academics. It is intended for use by practice teachers, students, tutors and all involved in practice teaching and learning. There are two sections:

- Section 1 sets out the four elements of the Hybrid Placement Model highlighting key practice and learning tasks within each element.
- Section 2 provides examples of potential teaching and learning opportunities mapped to each of the CORU / SWRB Proficiencies. These examples are not definitive and are intended only as a guide. Practice teachers and students are encouraged to generate teaching and learning opportunities appropriate to the student's learning needs and the practice context.

The CORU – Social Work Registration Board Domains of Proficiency may be accessed here

<https://www.coru.ie/files-education/swrb-standards-of-proficiency-for-social-workers.pdf>

# HYBRID PLACEMENT MODEL



# Practice & Learning on a Hybrid Placement Mapped to the CORU/Social Work Registration Board Domains of Proficiency 2020.

	<b>Domain 1</b> <b>Professional Autonomy and Accountability</b>	<b>Exemplars:</b>	
	<b>Graduates will:</b>	<b>First Placement</b>	<b>Second Placement</b>
1.	Be able to practice safely and effectively within the legal, ethical and practice boundaries of the profession	<p><b><i>What the Practice Teacher Provides:</i></b></p> <p>Allocation of a case that involves risk management or competing needs at a level appropriate to the student’s stage of training to allow for development of professional judgement. This may include multidisciplinary or interagency work.</p> <p><b><i>What the student does to demonstrate this proficiency</i></b></p> <p>Applies relevant legal knowledge in practice.</p> <p>Identifies, consults on and manages ethical challenges.</p> <p>Negotiates / defines appropriate professional role in work with service users / colleagues while informed by relevant policy /ethics/protocols within field of practice (e.g. not trapped into taking on inappropriate tasks by others)</p> <p><b><i>Off-site practice example:</i></b></p> <p>Conducts sensitive conversation on some aspect of case online, and does reflective exercise on how s/he managed the demands of the online dimension alongside the other considerations at issue.</p> <p><b><i>Off-Site learning example:</i></b></p> <p>HSELand Training e.g. GDPR/Children First. Student undertakes training, downloads certificate of completion and drafts case plan for current case explicitly referencing adherence to legislation/protocols.</p>	<p><b><i>What the Practice Teacher Provides:</i></b></p> <p>Allocation of a case involving risk management or/and competing needs of family members, or agency and service user. Ideally this would include multi-disciplinary or interagency work.</p> <p><b><i>What the student does to demonstrate this proficiency</i></b></p> <p>Student assumes management of the case including day-to-day decisions, ethical challenges and ongoing work with service users/others, informed by legislation, agency protocols, relevant policy and social work values and knowledge. Student liaises appropriately with practice teacher/ team leader/ other professionals in decision making and represents social work perspective to others, showing capacity to work effectively within the boundaries of their role.</p> <p><b><i>Off-site practice example:</i></b></p> <p>Student participates in an online interdisciplinary meeting and successfully represents social work perspective in planning, for example, a safe discharge from hospital. In online supervision student evaluates their performance at the meeting, reflecting on their own strengths and weaknesses and the added challenge of an online forum. Learning for subsequent meetings clarified with practice teacher and agreed.</p>

			<p><b>Off-Site learning example:</b></p> <p>HSELand Training on Mental Act. Student undertakes training, downloads certificate of completion and drafts case plan for current case explicitly referencing adherence to legislation/protocols.</p>
2.	<p>Be able to identify the limits of their practice and know when to seek advice and additional expertise or refer to another professional</p>	<p><b>What the Practice Teacher Provides:</b></p> <p>The practice teacher provides induction and offers the required amount of supervision at designated intervals. When they are not available to the student due to absence from work, another experienced social worker will be identified for consultation and support for the student. The student will be allocated to cases. Commencing with shadowing and/or highly supervised tasks, the practice teacher will permit the student increased autonomy as the placement progresses in line with the complexity of casework and student’s learning development.</p> <p><b>What the student does to demonstrate this proficiency</b></p> <p>Student will seek out guidance in supervision and through informal consultation with the practice teacher where appropriate and timely to do so. Referrals will be made to other professionals or outside agencies for casework where appropriate and timely.</p> <p><b>Off-site practice example:</b></p> <p>During a telephone call, a 17 year old service user discloses that they have been self-harming by cutting their forearms, and then pleads with the student not to tell anyone. The service user says that if the student tells, the service user will never “speak to anyone again about” their problems and will be so upset they will then be really “likely to harm themselves.” The student learns that because the service user is a risk to themselves the student must address the matter.</p> <p><b>Off-Site learning example:</b></p> <p>After studying policy at the placement setting, the student identifies in case planning that an instance of</p>	<p><b>What the Practice Teacher Provides:</b></p> <p>In addition to specified JS requirements, the practice teacher permits earlier autonomy and independence for the student in-keeping with their later stage in the course and may allocate more complex casework where appropriate. The student has the opportunity to undertake some key social work tasks independently such as interviews.</p> <p><b>What the student does to demonstrate this proficiency</b></p> <p>The second-year student will demonstrate more autonomy than a first-year student but is not expected to do so to the standard of an experienced post-qualification social worker. Student assumes management of the case including day-to-day decisions, ethical challenges and ongoing work with service users/others, informed by legislation, agency protocols, relevant policy and social work values and knowledge. The student must decide where it is appropriate to liaise with the practice teacher, team leader or other professionals in decision making, showing capacity to work effectively within the boundaries of their role.</p> <p><b>Off-site practice example:</b></p> <p>The student is told over the telephone in a child protection setting that a parent that is subject to a reunification plan after her children moved to foster care predominately as a result of her substance misuse, has lapsed. The parent asks the student not to report the matter further, but the student believes that this may need to be formally recorded on an intake form and brought to her team leader.</p>

		<p>reported physical abuse of a child will need a garda notification and makes a note to follow up on this.</p>	<p><b>Off-Site learning example:</b></p> <p>A student devises case plans for cases explicitly identifying referrals to external agencies and aspects of the case to be overseen/co-signed by practice teacher, such as assessments and does so with the support of supervision whilst still demonstrating the capacity to independently undertake valid case formulations.</p>
3.	<p>Be able to act in the best interest of service users at all times with due regard to their will and preference</p>	<p><b>What the Practice Teacher Provides:</b></p> <p>The practice teacher assigns the student casework to be undertaken independently in which the student must carry out a degree of significant supervised planning for a service user. The practice teacher offers the appropriate amount of regular supervision and furnishes the student with full details of referred cases from the outset including any existing assessment of needs for service users.</p> <p><b>What the student does to demonstrate this proficiency</b></p> <p>Student will appropriately and directly gather a service user’s account where possible (face to face or online) including their will and preference. The student will utilise interpersonal skills and theoretical guidance developed on their course in doing so, such as reflective listening, paraphrasing, open ended questioning and rapport building. The student will be able to explain actions taken in consultation with the practice teacher and how this reflects the best interest of the service user and will do so in case documentation such as contemporaneous case notes. The student will undertake a level of needs assessment on behalf of a service user. The student will use the CORU code of conduct and ethics, and appropriate theory (such as anti-discriminatory and anti-oppressive theory) to guide practice and evidence learning in supervision.</p> <p><b>Off-site practice example:</b></p> <p>In an adult safeguarding setting, in a case of severe self-neglect, a student becomes aware in an online meeting with a nursing professional that the service user has been</p>	<p><b>What the Practice Teacher Provides:</b></p> <p>In addition to specified JS requirements, the practice teacher allocates the student more complex casework to develop insight into complex intersections of the will and preference of the service user and their best interests (such as cases of self-neglect in adult safeguarding, or children wishing to remain with parents in a child protection context where the needs are deemed to be unmet there).</p> <p><b>What the student does to demonstrate this proficiency</b></p> <p>In addition to specified JS requirements, the student should preform assessment and make an informed judgement call about the best interests of a service user. The student should have also demonstrated throughout the course of the placement the capacity to consistently act in the best interests of service users, and this will be evident in reaching appropriate outcomes for completed tasks.</p> <p><b>Off-site practice example:</b></p> <p>As an extension of the JS off-site practice example, the student demonstrates insight in the online meeting with their practice teacher about the relevance of capacity legislation to the case and the potential for relationship-based practice to help progress the case.</p> <p><b>Off-Site learning example:</b></p> <p>A student in a mental health setting is informed by a young adult over the phone that they have left their family home due to domestic violence taking place there.</p>



		<p>eating spoiled food that places their health in jeopardy. The service user does not want assistance from professionals and wishes “to be just left alone.” The student conducts a consultation with the practice teacher online to discuss actions moving forward with respect to the service user’s preference being deemed incompatibility with their best interests.</p> <p><b>Off-Site learning example:</b></p> <p>A child is moving to a temporary relative placement whilst their parent undertakes a residential drug treatment program. During a phone call with the student, the child asks to be placed with her auntie instead as she is fearful that she will not settle in the placement. The student works hard to actively listen and take account of the child’s views, whilst not providing the child with false hope in the context of established concerns about the auntie’s capacity to meet the child’s care needs.</p>	<p>During the course of the phone-call, the student becomes aware that a younger sibling (aged 15 years old) still resides in the home. The student informs the young adult that a referral to Tusla may be required, and the young adult urges the student not to take this course of action and then states that they were not telling the truth about the violence. The student is unconvinced that there is no violence occurring in the family home and makes a decision to contact the practice teacher and from there potentially link with the designated liaison person or duty social worker with respect to the case.</p>
4.	<p>Be aware of current guidelines and legislation relating to candour and disclosure</p>	<p><b>What the Practice Teacher Provides:</b></p> <p>Appropriate induction to agency policy and procedure relating to candour and disclosure is provided at induction. The practice teacher provides advice and guidance to the student on the application and interpretation of current guidelines and legislation relating to candour and disclosure in the specific placement context or with regard to a specific case. The practice teacher assigns case work where possible that allows the student to develop insight in this area or shares with the student insight from practice scenarios in the placement context that enhance practical learning. The student is expected to make disclosures appropriately where impelled to do so and to inform service users where appropriate of any relevant responsibilities.</p> <p><b>What the student does to demonstrate this proficiency</b></p> <p>The student adheres to requirements of their role relating to candour and disclosure.</p> <p><b>Off-site practice example:</b></p>	<p><b>What the Practice Teacher Provides:</b></p> <p>In addition to specified JS requirements, the practice teacher expects the student to demonstrate initiative and insight in negotiating issues relating to candour and disclosure.</p> <p><b>What the student does to demonstrate this proficiency</b></p> <p>In addition to specified JS requirements, the student shows advanced capacity to demonstrate the ability to apply current guidelines and legislation relating to candour and disclosure to a real or adapted complex case scenario from the placement setting.</p> <p><b>Off-site practice example:</b></p> <p>As an addition to JS off-site example, the student is aware of current guidelines and legislation relating to candour and disclosure and acts accordingly, whilst also undertaking relevant documentation such as case recording, in manner that demonstrates diligence and professionalism.</p>

		<p>A student in an adult mental health setting receives a text message from a service user stating that he is having thoughts of harming a family member. The service user then follows up with a text stating that he “is fine now” and asks the student to ignore the previous text and to not tell anyone, as it was simply an impulsive thought. The student is aware that the service user has a history of violent behaviour and as such, is never met with alone by professionals.</p> <p><b>Off-Site learning example:</b></p> <p>After being informed by a neighbour of a parent over the telephone that the parent often leaves their young children alone in the family home, the student is unsure about whether and how they can forward this information to Tusla without disclosing the neighbour’s identity as the neighbour fears “repercussions”. The student learns about the appropriate course of action by discussing this in online supervision with the practice teacher later that morning.</p>	<p><b>Off-Site learning example:</b></p> <p>The student hears colleagues stating that sensitive and confidential written information is situated in the corridor of the office and is not presently locked away. The student knows that the corridor can be accessed by a range of staff and service users despite some restricted access related to the pandemic. The student knows that if they report the matter that this may lead to them developing a bad rapport with the team. The student learns about the correct way to deal responsibly and sensitively with the matter through online consultation with the practice teacher.</p>
5.	<p>Respect and uphold the rights, dignity and autonomy of every service user including their role in the diagnostic, therapeutic and social care process</p>	<p><b>What the Practice Teacher Provides:</b></p> <p>The practice teacher assigns casework to the student that permits the student to work through each stage of the social work process and permits on-going consultation on the case through formal and informal supervision.</p> <p><b>What the student does to demonstrate this proficiency</b></p> <p>Student will work through the social work process and throughout, the student acts in a manner that does not infringe upon the rights of the service user or compromise their dignity whilst also ensuring the service user plays an appropriate role in the diagnostic, therapeutic and social care process. This will be evident from a lack of complaints and presence of positive outcomes related to student practice. In case management and case recording, the student details examples of upholding the rights, dignity and autonomy of every service user as evidenced through case notes and practice decisions taken.</p>	<p><b>What the Practice Teacher Provides:</b></p> <p>In addition to specified JS requirements, the practice teacher assigns more complex or substantial casework.</p> <p><b>What the student does to demonstrate this proficiency</b></p> <p>In addition to specified JS requirements, the student must show an advanced capacity to respect and uphold the rights, dignity and autonomy of every service user this within casework formulations, in supervision and practice decisions.</p> <p><b>Off-site practice example:</b></p> <p>A telephone call with the service user in which their participation and input into diagnostic, therapeutic and social care process is ensured.</p>

		<p><b>Off-site practice example:</b></p> <p>A telephone call with the service user is undertaken within which their participation and input into diagnostic, therapeutic and social care process is ensured. The student uses their tone of voice, reflective paraphrasing and active listening within the interaction.</p> <p><b>Off-Site learning example:</b></p> <p>The student supports a self-advocate with intellectual disability to draft correspondence to a local authority about an inaccessible public space. The student does this over the phone whilst typing the letter and is careful not to encroach on the service user’s message or take over the process but to remain in a supporting role. The UN Convention on the Rights of People with Disabilities is used to support the correspondence and in referring to this document, the student learns about its meaning for the lived experience of the self-advocate.</p>	<p><b>Off-Site learning example:</b></p> <p>As an addition to the JS off-site learning example, the student suggests supporting an online self-advocacy group meeting to further address the matter of the inaccessible public space. In making calls and arranging for this, the student learns about what self-advocacy work in intellectual disability services entails with regard to upholding the rights and dignity of service users.</p>
6.	Be able to exercise a professional duty of care	<p><b>What the Practice Teacher Provides:</b></p> <p>The practice teacher will ensure appropriate oversight of casework through supervision and exercise due diligence in tracking student’s actions and advising of relevant risks in casework.</p> <p><b>What the student does to demonstrate this proficiency</b></p> <p>The student will ensure proper knowledge of legislation, policy, guidance and responsibilities with respect to cases before embarking on casework. The student will ensure that they thoroughly consult files and documentation to ensure that they are fully briefed on relevant details of the casework. The student will understand their obligations and take all actions to prevent negligence. Where a student is unsure about whether the safety of a service user is at issue, they are responsible for seeking timely guidance on the issue.</p> <p><b>Off-site practice example:</b></p>	<p><b>What the Practice Teacher Provides:</b></p> <p>In addition to JS requirements, greater insight into professional duty of care would be expected of a second year student.</p> <p><b>What the student does to demonstrate this proficiency</b></p> <p>In addition to specified JS requirements, the student shows the advanced capacity to plan for and anticipate duty of care issues that may arise on cases.</p> <p><b>Off-site practice example:</b></p> <p>As an addition to the JS practice example, the student consults with the practice teacher to confirm the appropriate course of action, but already has good insight into their duty of care toward the service user in this instance.</p> <p><b>Off-Site learning example:</b></p> <p>As an extension to the JS off-site learning example, the student presents to the team an online presentation of</p>

		<p>The student places a call to a service user, and during the course of conversation the service user tells the student that they are feeling suicidal. After this phone-call, the student was hoping to spend the final hour of the day finishing a presentation, however upon ending the call the student realises they have a duty of care to respond to the threat to the service user’s safety in a timely way.</p> <p><b>Off-Site learning example:</b></p> <p>The student is notified over the phone that a home help staff has left an independent living accommodation early and locked the door. A service user who lives there has an intellectual disability and mental health difficulties and is due home from their work placement shortly and will not be able to access the property. The student demonstrates a duty of care by addressing the matter rather than determining that it is not necessary for them to follow up.</p>	<p>theory, legislative, policy and practical dimensions of duty of care related to the placement setting and anonymises the practice scenario and uses it a reference for learning. As a second-year student, demonstration of the capacity to engage with discussion, and to facilitate a question and answer session as well as showing critical insight into the complexities of duty of care in practice will be suitable.</p>
7.	<p>Understand the importance of maintaining accurate up to date documentation</p>	<p><b>What the Practice Teacher Provides:</b></p> <p>The practice teacher will supervise the student ‘s maintenance of accurate up to date documentation such as contemporaneous case notes, correspondence, forms and assessment and recording obligations and advise the student of expected/policy deadlines. Induction will provide students with relevant information on agency documentation requirements.</p> <p><b>What the student does to demonstrate this proficiency</b></p> <p>The student will ensure case-notes, meeting minutes, forms, assessment documentation and other relevant written work is recorded in a timely fashion that adheres to agency policy and practice teacher requirements.</p> <p><b>Off-site practice example:</b></p> <p>The student will type meeting minutes using contemporaneous notes they had taken in an online meeting.</p>	<p><b>What the Practice Teacher Provides:</b></p> <p>In addition to JS requirements, the practice teacher continues to provide advice and guidance, whilst expecting the student to already have acquired understanding of the importance of maintaining accurate up to date documentation.</p> <p><b>What the student does to demonstrate this proficiency</b></p> <p>In addition to JS requirements, the student will evidence the capacity to keep accurate up to date documentation without on-going prompts or intense oversight from the practice teacher.</p> <p><b>Off-site practice example:</b></p> <p>The student will assist with convening a meeting online and then type meeting minutes using contemporaneous notes they had taken in an online meeting.</p> <p><b>Off-Site learning example:</b></p> <p>The student will compile a meeting agenda and circulate via email to key individuals.</p>

		<p><b>Off-Site learning example:</b></p> <p>The student will compile a meeting agenda in consultation with their practice teacher and circulate via email to key individuals.</p>	
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	<p><b>What the Practice Teacher Provides:</b></p> <p>The practice teacher will be responsive to the student’s learning needs in relation to this standard of proficiency such as responding to student’s questions, discussion in supervision and encouraging the student to familiarise with the current Code of Professional Conduct and Ethics.</p> <p><b>What the student does to demonstrate this proficiency</b></p> <p>The student brings the current Code of Professional Conduct and Ethics into a critical discussion with the practice teacher where the student evidences understanding of what is required with them and familiarity with the contents of the code.</p> <p><b>Off-site practice example:</b></p> <p>Undertake a telephone call or select a segment of an online meeting and compile a process recording on interactions within this, which refers to the Code of Conduct and Ethics and Standards of Proficiency.</p> <p><b>Off-Site learning example:</b></p> <p>The student will complete a log within their reflective journal detailing instances in which the importance of aspects of the Code of Professional Conduct and Ethics were highlighted through placement practice experiences.</p>	<p><b>What the Practice Teacher Provides:</b></p> <p>In addition to JS requirements, the practice teacher assesses the student’s progress mindful of their need to meet all standards of proficiency at point of entry to the register.</p> <p><b>What the student does to demonstrate this proficiency</b></p> <p>The student is capable of referring to relevant aspects of the code in case discussions without having to consult the document.</p> <p><b>Off-site practice example:</b></p> <p>Complete a process recording on a complex interaction via telephone or online referring to Standards of Proficiency and the Code of Professional Conduct and Ethics in order to identify good practice and areas for further development.</p> <p><b>Off-Site learning example:</b></p> <p>The student will complete and critically analyse a log within their reflective journal detailing instances in which the importance of aspects of the Code of Professional Conduct and Ethics were highlighted through placement practice experiences.</p>
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	<p><b>What the Practice Teacher Provides:</b></p> <p>Assign casework or learning opportunities that afford the student insight into the dynamics of culture.</p> <p><b>What the student does to demonstrate this proficiency</b></p> <p>Student demonstrates intercultural competency and ethnic sensitivity by undertaking necessary investigation</p>	<p><b>What the Practice Teacher Provides:</b></p> <p>Assign casework or learning opportunities that challenge the student about intercultural competency and dynamics of culture.</p> <p><b>What the student does to demonstrate this proficiency</b></p>

		<p>into the demographic profile of the area and learning about key populations and relevant cultural practices pertaining to cases and the agency context. The student uses this knowledge to inform culturally sensitive practice. This may include applying theoretical models of cultural competency (such as drawing on Siobhan E. Laird’s work).</p> <p><b>Off-site practice example:</b></p> <p>During an online meeting, the student observes a social work team leader make a prejudicial statement about a family. The team leader indicates that despite the fact that no formal assessment has been made with respect to an Irish traveller family, “it is guaranteed” that there will be child neglect occurring. The team leader expresses that the assumption is based on the fact that the family is part of the minority ethnic group of Irish travellers. The student recognises that they should challenge this as part of an anti-discriminatory, culturally sensitive approach.</p> <p><b>Off-Site learning example:</b></p> <p>A student is working on a case where school absenteeism is a substantial concern alongside other child welfare issues in a family that is of Irish traveller ethnicity. One parent calls the student and states that her family’s cultural heritage is not being respected and she hopes her children will begin an apprenticeship or trade and that formal education is not culturally relevant to her children. The student is also mindful of legislation in Ireland pertaining to educational welfare. The student attempts to discuss the issue in a respectful and culturally sensitive way with the parent who presents as upset.</p>	<p>In addition to JS year examples, the student may use models of cultural practice to demonstrate intercultural competency and ethnic sensitivity and then critically analysis the usefulness of these models for practice.</p> <p><b>Off-site practice example:</b></p> <p>As an extension to the JS off-site practice example, the student states in the meeting that they would challenge this remark and feel it is inappropriate and biased. The team leader later tells the student in a phone-call that she feels the student’s “attitude is poor.”</p> <p><b>Off-Site learning example:</b></p> <p>In addition to the JS practice example, the student offers emotional support to the parent over the phone and later conducts an in-depth critical anti-discriminatory analysis of the case such as using Neil Thompson’s PCS model.</p>
10.	Understand the role of policies and systems to protect the health, safety, welfare, equality and dignity of service users, staff and volunteers	<p><b>What the Practice Teacher Provides:</b></p> <p>Ensure that macrosystem factors are discussed in supervision and that where relevant assigned casework includes advocacy and other macrosocial actions such as campaigning, conscientisation work and awareness raising.</p>	<p><b>What the Practice Teacher Provides:</b></p> <p>In addition to JS requirements, permit the student with opportunity to demonstrate initiative in identifying and progressing tasks for macrosocial work.</p> <p><b>What the student does to demonstrate this proficiency</b></p>

		<p><b><i>What the student does to demonstrate this proficiency</i></b></p> <p>The student completes some work that entails macrosocial action such as advocacy, awareness raising, campaigning or policy work alongside individualised casework.</p> <p><b><i>Off-site practice example:</i></b></p> <p>Compilation and provision of advocacy correspondence to an outside agency or design of an advocacy initiative aimed at advocating on behalf of a client group. A letter to the housing office to advocate for a family whose present accommodation is unsuitable to meet the needs of their child with physical disability is an example of this.</p> <p><b><i>Off-Site learning example:</i></b></p> <p>The student compiles a social history of case and indicates macrosocial, structural, policy and systemic issues on the case that may contribute to the service users presenting issues. This is placed on the file for the case in the same section as the case chronology.</p>	<p>The student shows initiative in identifying and completing some work that entails macrosocial action such as advocacy, awareness raising, campaigning or policy work alongside individualised casework.</p> <p><b><i>Off-site practice example:</i></b></p> <p>Identify a policy pathway or system to meet a service user’s need or escalate an existing expression of concern for a service user to achieve a more timely and prioritised response (such as a housing issue). Make telephone calls or send correspondence in conjunction with this.</p> <p><b><i>Off-Site learning example:</i></b></p> <p>The student compiles a social history of case and indicates macrosocial, structural, policy and systemic issues on the case that may contribute the service users presenting issues. The student shows advanced critical thinking through forming linkages between the presenting issues and wider policies and systems that seek to protect the health, safety, welfare, equality and dignity of service users.</p>
11.	Understand and respect the confidentiality of service users and use information only for the purpose for which it was given	<p><b><i>What the Practice Teacher Provides:</i></b></p> <p>Ensure the student has access to relevant agency policies and procedures regarding confidentiality, freedom of information and GDPR at induction stage.</p> <p><b><i>What the student does to demonstrate this proficiency</i></b></p> <p>The student should maintain, record and store information for appropriate and specified purposes only and ensure boundaries of confidentiality are maintained.</p> <p><b><i>Off-site practice example:</i></b></p> <p>Evidencing correct storage and recording of information when off-site.</p> <p><b><i>Off-Site learning example:</i></b></p> <p>Complete GDPR training</p>	<p><b><i>What the Practice Teacher Provides:</i></b></p> <p>Similar to the JS placement, the practice teacher should ensure that the student has access to relevant agency policies and procedures on the handling of information.</p> <p><b><i>What the student does to demonstrate this proficiency</i></b></p> <p>The student should maintain, record and store information for appropriate and specified purposes only and ensure boundaries of confidentiality are maintained.</p> <p><b><i>Off-site practice example:</i></b></p> <p>Evidencing correct storage and recording of information when off-site.</p> <p><b><i>Off-Site learning example:</i></b></p> <p>Complete GDPR training</p>

12.	Understand the limits of confidentiality in the context of a variety of team settings	<p><b>What the Practice Teacher Provides:</b></p> <p>Safe environment for raising tricky issues, clear guidance for practice issues, access to key guidance etc resources, clear teaching and discussion on limits to confidentiality, opportunity to rehearse key conversations, support to identify and apply relevant theory</p> <p><b>What the student does to demonstrate this proficiency</b></p> <p>Student can demonstrate understanding / awareness (by timely consultation and formulation of proposed approach) in practice and supervision of cases where safeguarding / child or vulnerable protection concerns justify referring information onwards and breaching confidence.</p> <p><b>On and Off site practice example:</b></p> <p>Student identifies risk of bullying faced by service user with intellectual disability in a regular social event (from service user conversation). Service user reluctant for issue to be taken further because they enjoy the event each week. Student discusses issue with practice teacher and how to raise with appropriate and relevant actors as matter to be managed in a sensitive and productive way. Follows practice teacher's advice as to key policy guidance / reading in this area. Implements advice from supervision on how to engage the service user in the process so that they are informed, consulted and reassured, and necessary other steps can be followed. Does not allow commitment to service user to block appropriate sharing or follow up.</p>	<p><b>What the Practice Teacher Provides:</b></p> <p>For second placement, practice teacher should expect and student should demonstrate capacity for greater autonomy and competence, while still requiring guidance and support. Workload should help student to build out their range of skills and experience complementing and strengthening what has already been acquired including clarifying and working within the limits of confidentiality.</p>
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	<p><b>What the Practice Teacher Provides:</b></p> <p>See examples at 11 and 12</p> <p><b>What the student does to demonstrate this proficiency</b></p> <p>In addition to points at 12 above: student demonstrates ability to inform / consult service user in sensitive manner about proposed sharing and seek to engage them in this</p>	<p>For second placement, practice teacher should expect and student should demonstrate capacity for greater autonomy and competence, while still requiring guidance and support. Workload should help student to build out their range of skills and experience complementing and strengthening what has already been acquired</p>



		<p>process in a constructive way – without allowing service user to veto necessary response</p> <p><b>On and Off-site practice example:</b></p> <p>Following on from 12 – engages service user in discussion about finding together a way to make bullying less of a problem. Seeks to involve them in the process, while making clear the issue will have to be referred even if the person does not wish to be part of that process. Remains conscious of need to understand and respect logic of service user concerns</p>	
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	<p><b>What the Practice Teacher Provides:</b></p> <p>Ensures student is well briefed on relevance, logic and practical application of relevant legislation, including relevant agency guidance. Ensures supervision draws out learning from actual or relevant hypothetical case examples. Requires student to undertake relevant preparation exercises between supervision sessions in this area. Ensures student draws on college-based law teaching and other relevant experience to find sources for new legal developments</p> <p><b>What the student does to demonstrate this proficiency</b></p> <p>student can demonstrate understanding / awareness in practice and supervision etc of relevant legislation and its application relevant to social work in actual or exemplar cases through presentations, written exercise, discussion of relevant case in supervision etc.</p> <p><b>On site example</b></p> <p>Students sources relevant legal guidance on request by service user to access extracts of case records</p> <p><b>Offsite practice example:</b></p> <p>Student deals remotely – and competently - with query from family member for access to personal information on service record about service user</p>	<p><b>What the Practice Teacher Provides:</b></p> <p>For second placement, practice teacher should expect and student should demonstrate capacity for greater autonomy and competence, while still requiring guidance and support. Workload should help student to build out their range of skills and experience complementing and strengthening what has already been acquired</p>
15.	Be able to recognise and manage the potential conflict that can arise between confidentiality and whistle-blowing	<p><b>What the Practice Teacher Provides</b></p> <p>Offers student opportunity to discuss the issue of whistle blowing and when it may be necessary</p>	<p>For second placement, practice teacher should expect and student should demonstrate capacity for greater autonomy and competence, while still requiring guidance</p>

		<p>Helps student to have a working understanding of the concepts of confidentiality and whistle blowing and the key distinctions</p> <p>Briefs student on agency protocol on whistleblowing</p> <p><b>On site example</b></p> <p>Student observes maltreatment of service user by a staff member and brings the issue to the attention of the practice teacher</p> <p>Student brings incident of personal harassment by staff member to attention of supervisor</p> <p>Student brings inappropriate staff behaviour to supervisor attention – drinking alcohol covertly with service users</p> <p><b>Offsite example</b></p> <p>Student brings inappropriate comments in phone call or video call by another staff member to the attention of the supervisor</p>	<p>and support. Workload should help student to build out their range of skills and experience complementing and strengthening what has already been acquired</p>
16.	<p>Be able to gain informed consent to carry out assessments or provide treatment/interventions and document evidence that consent has been obtained</p>	<p><b>What the Practice Teacher Provides:</b></p> <p>Clear briefings on nature of informed consent and its practical processing</p> <ul style="list-style-type: none"> <li>- By first inviting student to reflect on its essential elements – and the student’s possible personal experience of consent processes, and</li> <li>- by helping student rehearse the negotiation and documentation of consent</li> </ul> <p><b>What the student does to demonstrate this proficiency</b></p> <p>Student can demonstrate ability to communicate in writing, in person, and online (as relevant) in relation to relevant consent matters, and show and document capacity to secure informed consent</p> <p><b>On practice example:</b></p> <p>Student negotiates and documents consent by young person to take part in mental health support programme within service system</p> <p><b>Offsite practice example:</b></p>	<p>For second placement, practice teacher should expect and student should demonstrate capacity for greater autonomy and competence, while still requiring guidance and support. Workload should help student to build out their range of skills and experience complementing and strengthening what has already been acquired</p>

		Student negotiates and records consent process with parent joining online parenting programme	
17.	Be able to gain informed consent to carry out assessments or provide treatment/interventions and document evidence that consent has been obtained	See 16	
18.	Recognise personal responsibility and professional accountability for one's actions and be able to justify professional decisions made	<p><b><i>What the Practice Teacher Provides:</i></b></p> <p>Provides student with Opportunities to consider issues of responsibility and accountability in field of practice</p> <p><b><i>What the student does to demonstrate this proficiency</i></b></p> <p>demonstrates they can take personal responsibility and understand professional accountability for decisions made by consulting appropriately, showing judgment about levels of decisions reached / proposed within level of competence / responsibility, following through on agreed actions, reporting back on outcomes, reporting problems etc.</p> <p><b><i>On site example</i></b></p> <p>Report back in supervision (and also as necessary) on previously agreed actions in supporting service user with urgent mental health concerns</p> <p><b><i>Online example</i></b></p> <p>reports back to supervisor on inability/failure to carry out agreed actions from supervision session – giving explanation as to why and proposed next steps to resolve the delay</p>	For second placement, practice teacher should expect, and student should demonstrate capacity for greater autonomy and competence, while still requiring guidance and support. Workload should help student to build out their range of skills and experience complementing and strengthening what has already been acquired
19.	Be able to take responsibility for managing one's own workload	<p><b><i>What the Practice Teacher Provides:</i></b></p> <p>Information, reading guidance and induction on good practice in workload management, also opportunities to discuss in supervision and informally with professional peers in the setting</p> <p><b><i>What the student does to demonstrate this proficiency</i></b></p>	For second placement, practice teacher should expect and student should demonstrate capacity for greater autonomy and competence, while still requiring guidance and support. Workload should help student to build out their range of skills and experience complementing and strengthening what has already been acquired

		<p>On site and online: shows ability to stay on top of programme of work through following methodical approaches, flagging problems, seeking support advice and support as necessary while showing ability to deliver on assigned tasks, reporting difficulties, avoiding inappropriate shifting of responsibility etc</p> <p><b>Online and site examples</b></p> <p>Manages workload effectively, meets deadlines, and seeks advice when faced with difficulties, conflicting commitments etc</p>	
20.	<p>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</p>	<p><b>What the Practice Teacher Provides:</b></p> <p>Provides safe space for discussion of such issues, ensures student is helped to identify actual or potential challenges of this nature, and is also helped to apply necessary principles in seeking to resolve same</p> <p><b>What the student does to demonstrate this proficiency</b></p> <p>Demonstrates ability to reach decisions drawing on observed evidence in the actual practice relating to the case, evidence from consultation with peers/ supervisors etc, evidence from policy guidance, evidence from relevant professional / academic sources</p> <p><b>On site and online case example:</b></p> <p>Student reaches decisions in case (appropriate to role, level of competence / experience ) by drawing on conversations with child and parents and relevant case records etc, consults with relevant professionals and immediate peers and supervisors, draws on relevant policy guidance, draws on relevant evidence from professional / academic guidance discussed with peers and supervisor</p>	<p>For second placement, practice teacher should expect, and student should demonstrate capacity for greater autonomy and competence, while still requiring guidance and support. Workload should help student to build out their range of skills and experience complementing and strengthening what has already been acquired</p>
21.	<p>Be aware of and be able to take responsibility for managing one's own health and wellbeing</p>	<p><b>What the Practice Teacher Provides</b></p> <p>Safe space in supervision for discussion of health and self-care issues in professional practice</p> <p>Guided reading opportunities relating to these issues</p>	<p>For second placement, practice teacher should expect and student should demonstrate capacity for greater autonomy and competence, while still requiring guidance and support. Workload should help student to build out</p>

		<p>Discussion points drawing from actual case / work-based material</p> <p><b><i>What the student does to demonstrate this proficiency</i></b></p> <p>On site and online: demonstrates awareness of risks to health and wellbeing (physical and mental health aspects) posed by the demands and intensity of social work practice &amp; shows ability to adopt measures in personal and professional life to help mitigate such risks – managing diary, monitoring start and finish times, taking appropriate breaks, support seeking, etc, attention to health, diet, consumption of alcohol etc</p> <p><b><i>Online learning:</i></b></p> <p>Student identifies stress related to nature of issue in case (raising child protection concerns with parent, raising drug use concerns with young person etc) and shows ability to manage and mitigate appropriately by drawing on support of supervisor / peers</p> <p><b><i>Off-line learning:</i></b></p> <p>Student recognises stress involved in making presentation to video conference, preparing difficult phone call with experience professional who takes quite different view to how case is being managed by student / student’s agency</p>	<p>their range of skills and experience complementing and strengthening what has already been acquired</p>
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	<b>Domain 2</b> <b>Communication, Collaborative Practice and Teamworking</b>	<b>Exemplars</b>	
	<b>Graduates will:</b>	<b>First Placement</b>	<b>Second Placement</b>
1.	<p>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</p>	<p><b><i>What the Practice Teacher Provides:</i></b>            Involvement in a case where difficult or complex information needs to be shared.</p> <p><b><i>What the student does to demonstrates this proficiency</i></b>            Shows ability to build rapport and convey empathy            Shows capacity to use plain language, note and address barriers to communication and be sensitive to impact on service user (reflective practice and good listening skills)            Shows ability to summarise and check service users understanding and agree next steps.</p> <p><b><i>Examples of Off-Site Practice</i></b>            Follow up <u>email</u> to the service user/carer/family summarising a face to face/telephone discussion where important information was shared and setting out ensuing action plan and timeline</p> <p><b><i>Example of Off-Site Learning</i></b>            Review notes from Social Work Approaches Class on Communication Skills and write an interview plan based on principles of good communication.            The student might also complete a process recording or reflection on an interview after the event, to review and demonstrate learning and what would/will be done differently in the next intervention</p>	<p><b><i>What the Practice Teacher Provides:</i></b>            Allocation of a case(s) where complex information needs to be shared with service users.</p> <p><b><i>What the student does to demonstrate this proficiency</i></b>            As the primary allocated social worker, the student will build a working relationship with the service user as a basis to share information building on listening and reflective practice skills gained in year one. The student should demonstrate capacity for collaborative practice in agreeing a plan based on the information shared.</p> <p><b><i>Example of Off-Site Practice</i></b>            Having consulted with the Practice Teacher, send an email to the Consultant to advise re meeting with service user, detailing the service user’s reaction to the assessment, implications for the action plan and the student social worker’s recommendations.</p> <p><b><i>Example of Off-Site Learning</i></b>            Prepare a 1-page infographic (SmartArt) summary of Communication principles in providing information to service users including involuntary service users and submit to the practice teacher for discussion in supervision.</p>

2.	<p>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</p>	<p><i>What the Practice Teacher Provides:</i></p> <p>Involves the student in a case where they need to consciously consider and adapt their communication methods and styles. This might involve the student and practice teacher meeting the service user(s) in question together.</p> <p>The practice teacher might also provide opportunities for the student to reflect on their experience.</p> <p><i>What the student does to demonstrates this proficiency</i></p> <p>Demonstrates cognisance of intersubjective differences in communication styles and methods.</p> <p>Demonstrates a willingness, and capacity, to adapt their communication accordingly.</p> <p>Demonstrates an ability to convey warmth, empathy and meaningful information across intersubjective differences.</p> <p>Demonstrate an ability to reflect on this process in supervision.</p> <p><i>Examples of Off-Site Practice</i></p> <p>After a meeting a person with an intellectual disability alongside their practice teacher, the student might email or post the service user(s) in question an accessible summary of the issues discussed, and decisions made. Later they might phone the service user to ensure they understand, and are happy with, the contents of this accessible summary.</p> <p><i>Example of Off-Site Learning</i></p> <p>In the case of intellectual disability, the student might complete online basic training in Lamh (simplified sign language used some people with intellectual disabilities).</p>	<p><i>What the Practice Teacher Provides:</i></p> <p>Provides the student with the opportunity work independently on a case where they need to consciously consider and adapt their communication methods and styles.</p> <p>Provides opportunities for the student to reflect on their experience and to compare with previous experiences.</p> <p><i>What the student does to demonstrates this proficiency</i></p> <p>Demonstrates a more in-depth cognisance of intersubjective differences in communication styles and methods.</p> <p>Continues to demonstrate a willingness, and capacity, to adapt their communication accordingly.</p> <p>Continues to demonstrate an ability to convey warmth, empathy and meaningful information across intersubjective difference.</p> <p>Demonstrates an ability to reflect on working independently on the case in question in supervision.</p> <p><i>Examples of Off-Site Practice</i></p> <p>After a meeting with a service user with an intellectual disability independently about weekly budgeting, the student might email or post the service user in question an accessible budget plan designed with relevant software (e.g. Boardmaker symbols). A week later they might phone the service user to ensure they have understood, are happy with, and are adhering to the agreed budgeting strategy.</p> <p><i>Example of Off-Site Learning</i></p> <p>In the case discussed above – and in order to create the accessible budget plan – the student might access and use the resources regarding making information accessible that they acquired as part of their third-year module on supporting people with disabilities.</p>
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<p>3.</p>	<p>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</p>	<p><b><i>What the Practice Teacher Provides:</i></b></p> <p>Involves the student in a case where they will recognize and treat a service user as an active participant in their health and social care and support them to communicate their needs, choices and concerns.</p> <p><b><i>What the student does to demonstrates this proficiency</i></b></p> <p>Demonstrates cognisance of service users', agency, autonomy, and capacity for self-determination.</p> <p>Demonstrates a willingness, and capacity, to work in partnership with service users regarding their needs, choices and concerns.</p> <p>Demonstrate an ability to critically reflect on the importance of, but also the paradoxes around and limits to, working in partnership with service users.</p> <p><b><i>Examples of Off-Site Practice</i></b></p> <p>In the case of an intellectual disability service, the student might meet with a person with an intellectual disability and learn about their preferences and life goals, as expressed in their Person-Centred Plan. The student might then work in partnership with the service user to achieve part of this plan. For example, if the service user needed to move to a new house, the student could conduct online research into available properties from an off-site location and discuss their findings with the service user.</p> <p><b><i>Example of Off-Site Learning</i></b></p> <p>In the case of intellectual disability, the student might be given online resources (e.g. the NDA Guide to Person-Centred Planning) to educate themselves about the philosophical underpinnings of person-centred planning and the practical processes</p>	<p><b><i>What the Practice Teacher Provides:</i></b></p> <p>Allows a student work independently on a case where they will recognize and treat a service user as an active participant in their health and social care and support them to communicate their needs, choices and concerns.</p> <p><b><i>What the student does to demonstrates this proficiency</i></b></p> <p>Demonstrates cognisance of service users', agency, autonomy, and capacity for self-determination.</p> <p>Demonstrates a willingness, and capacity, to work in a self-directed fashion in partnership with service users regarding their needs, choices and concerns.</p> <p>Demonstrate an increasingly sophisticated ability to critically reflect on the importance of, but also the paradoxes around and limits to, working in partnership with service users.</p> <p><b><i>Examples of Off-Site Practice</i></b></p> <p>In the case of an intellectual disability service, the student might meet and work on a problem with a service user, utilizing a collaborative or partnership-based approach, such as the Task Centred Approach. After agreeing on a plan of action and dividing out tasks, the student would be able to work on many of their tasks (e.g. internet research, making phone-calls, booking appointments) from an offsite location.</p> <p><b><i>Example of Off-Site Learning</i></b></p> <p>The student might choose to write up this case study off-site as part of their practice project. Offsite learning here might include researching a reading about the task centred approach, and critically reflecting on their experience of applying it in practice.</p>
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		involved. Off-site learning exercises might include completing a person-centred plan about themselves and their own life goals using the PATH method.	
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	<p><b><i>What the Practice Teacher Provides:</i></b></p> <p>Involves the student in a case which involves a balance between empowering the service user to manage their own well-being and providing advice</p> <p><b><i>What the student does to demonstrates this proficiency</i></b></p> <p>Demonstrates cognisance of the need to balance empowering the service user to manage their own well-being with the need to provide appropriate advice.</p> <p>The student can reflect upon balancing empowerment with giving advice in supervision.</p> <p><b><i>Examples of Off-Site Practice</i></b></p> <p>In the case of an intellectual disability service, the student might meet with a service user who is struggling to maintain a tenancy (e.g. not putting bins out on time, not paying rent on time etc). The student social worker might provide advice regarding the likely outcome of continuing to let rubbish, and debt owed to the landlord, pile up. Then, using, a collaborative approach such as the Task Centred Method, they might also agree on a tenancy maintenance plan, whereby the service user agrees to carry out certain tasks (e.g. putting bins out, paying rent) while the social work student agrees to initially call the service user (from an offsite location) on relevant days to remind them of their tasks. The longer-term goal would be to empower the service user to take responsibility for maintaining the tenancy without reminders.</p> <p><b><i>Example of Off-Site Learning</i></b></p> <p>As part of the aforementioned case, the student might be review relevant college lecture notes and</p>	<p><b><i>What the Practice Teacher Provides:</i></b></p> <p>Involves the student in a relatively complex case which involves a balance between empowering the service user manage their own well-being and providing advice.</p> <p><b><i>What the student does to demonstrates this proficiency</i></b></p> <p>Demonstrates a more sophisticated understanding of the need to balance empowering the service user to manage their own well-being with the need to provide appropriate advice.</p> <p>The student can reflect upon, and critically discuss, balancing empowerment with giving advice in supervision.</p> <p><b><i>Examples of Off-Site Practice</i></b></p> <p>In the case of an intellectual disability service, the student social worker might be assigned the task of meeting with a service user (in their house and in a socially distanced manner) who is struggling to manage their diabetes (e.g. not taking their Metformin on a regular basis or following the recommended diet). Here the student would have to balance giving advice (e.g. on the importance of following medical advice and the consequences of not doing so) with a plan to empower the service user to begin managing their own health (e.g. agreeing on strategies to remember medication and involving the service user in drawing up their own healthy eating plan).</p> <p>In the case of social work with older people, this might involve supporting an elderly frail service user, with some cognitive impairment to explore options around their wish to return to living alone at home, while also advising on, and exploring, risks involved and family opposition</p>

		<p>research relevant approaches, which would allow them to balance empowering service users with providing advice.</p>	<p><b>Example of Off-Site Learning</b></p> <p>As part of the aforementioned case, and from an offsite location, the student might research the considerable body of literature on empowering service users to manage their own diabetes.</p> <p>They might also reflect on the challenges of balancing advice with empowerment in their online supervision sessions with their practice teacher.</p>
5.	Be able to recognise when the services of a professional translator are required	<p><b>What the Practice Teacher Provides:</b></p> <p>Involves the student in cases where translator may be required or, if no such cases emerge, discusses potential cases with student.</p> <p><b>What the student does to demonstrates this proficiency</b></p> <p>Demonstrates cognisance of the relevant legislation and policy around providing translators in their field.</p> <p>Demonstrates an ability to recognise when a translator is required.</p> <p><b>Examples of Off-Site Practice</b></p> <p>This might include recognising the need for a translator to take part in a Zoom conference.</p> <p><b>Example of Off-Site Learning</b></p> <p>The student is asked to read and familiarise themselves with relevant legislation and service policies relating to translation in their field of social work practice.</p>	<p><b>What the Practice Teacher Provides:</b></p> <p>Involves the student in cases where translator may be required and asks the student organise translation services. If no such cases emerge, discusses potential cases with student.</p> <p><b>What the student does to demonstrates this proficiency</b></p> <p>Demonstrates cognisance of the relevant legislation and policy around providing translators.</p> <p>Demonstrates an ability to recognise when a translator is required and how to arrange for a translator to be provided.</p> <p><b>Examples of Off-Site Practice</b></p> <p>This might include recognising the need for a translator to take part in a Zoom conference and personally organising this.</p> <p><b>Example of Off-Site Learning</b></p> <p>The student is asked to read and familiarise themselves with relevant legislation and service policies relating to translation and the processes involved in arranging this.</p>
6.	Be able to produce clear, concise, accurate and objective documentation	<p><b>What the Practice Teacher Provides:</b></p> <p>Provides the student with the opportunities to, and supports the student to, produce concise, accurate and objective case notes, assessments or other formal written documentation and provides feedback on the documentation produced.</p>	<p><b>What the Practice Teacher Provides:</b></p> <p>Provides the student with the opportunities to produce concise, accurate and objective case notes, assessments or other formal written documentation and provides feedback on the documentation produced.</p> <p><b>What the student does to demonstrates this proficiency</b></p>

		<p><b><i>What the student does to demonstrates this proficiency</i></b></p> <p>Demonstrates a growing ability to produce clear, concise accurate and objective documentation – such as case-notes, reports, or assessments - and to seek guidance around this if necessary.</p> <p><b><i>Examples of Off-Site Practice</i></b></p> <p>Examples include producing case notes at an off-site location and emailing these to the relevant persons or updating shared case notes by accessing the organisation’s IT system from an offsite location.</p> <p><b><i>Example of Off-Site Learning</i></b></p> <p>The student is asked to study – and perhaps complete online training in – producing clear, concise and objective case notes and reports.</p>	<p>Demonstrates an ability to produce clear, concise accurate and objective documentation and to seek guidance around this if necessary.</p> <p><b><i>Examples of Off-Site Practice</i></b></p> <p>Examples might include completing a report, or an online assessment about a service user, at an off-site location and emailing or uploading the completed assessment documentation as required.</p> <p><b><i>Example of Off-Site Learning</i></b></p> <p>The student is asked to read and familiarise themselves with instructions on how to complete a relevant assessment (for example, the Probation Service’s risk assessment tool) at a remote location. Alternatively, they might complete online training on conducting assessments using a relevant assessment tool.</p>
7.	<p>Be able to apply digital literacy skills and communication technologies appropriate to the profession</p>	<p><b><i>What the Practice Teacher Provides:</i></b></p> <p>Provides the student with the opportunities and support to demonstrate digital literacy skills and learn and use relevant communication technologies.</p> <p><b><i>What the student does to demonstrates this proficiency</i></b></p> <p>Demonstrates satisfactory digital literacy skills, a growing capacity to learn and use relevant communication technologies, and a willingness to seek support when necessary.</p> <p><b><i>Examples of Off-Site Practice</i></b></p> <p>Accessing, utilising and updating the organisation’s IT system/records from an off-site location.</p> <p>Taking part in remote working meetings via Zoom, Teams or other relevant software.</p> <p><b><i>Example of Off-Site Learning</i></b></p>	<p><b><i>What the Practice Teacher Provides:</i></b></p> <p>Provides the student with the opportunities and support to demonstrate digital literacy skills and to master and use relevant communication technologies.</p> <p><b><i>What the student does to demonstrates this proficiency</i></b></p> <p>Demonstrates increasingly sophisticated digital literacy skills, a capacity to use relevant communication technologies.</p> <p><b><i>Examples of Off-Site Practice</i></b></p> <p>Accessing, utilising and updating the organisation’s IT system/records from an off-site location.</p> <p>Organising and taking responsibility for remote working meetings via Zoom, Teams or other relevant software.</p> <p><b><i>Example of Off-Site Learning</i></b></p> <p>The student is asked to learn how to use relevant remote working software – e.g. Zoom – and to organise a meeting on the relevant platform.</p>

		<p>The student is asked to study – and perhaps complete online training in – accessing and using the organisation’s IT system/records from a remote location.</p> <p>The student is set specific exercises such as accessing or updating a file to ensure they understand the relevant IT systems.</p>	
8.	<p>Be aware of and comply with local/national documentation standards including, for example, terminology, signature requirements</p>	<p><b><i>What the Practice Teacher Provides:</i></b></p> <p>Provides the student with the training, resources and advice concerning local/national documentation standards.</p> <p><b><i>What the student does to demonstrates this proficiency</i></b></p> <p>Demonstrates a growing understanding of relevant local/national documentation standards and a willingness to seek support when necessary.</p> <p>Produces documents complying with the relevant standards.</p> <p><b><i>Examples of Off-Site Practice</i></b></p> <p>Produces, and submits, case-notes from an offsite location that comply with the relevant organisation’s standards. In the case of intellectual disability services these might be case notes that are accessibly designed to be understandable by the service users they relate to.</p> <p><b><i>Example of Off-Site Learning</i></b></p> <p>The student studies and familiarises themselves with the organisation policy documents on record keeping and document standards.</p>	<p><b><i>What the Practice Teacher Provides:</i></b></p> <p>Provides the student with the training, resources and advice concerning local/national documentation standards.</p> <p><b><i>What the student does to demonstrates this proficiency</i></b></p> <p>Demonstrates an increasingly sophisticated understanding of relevant local/national documentation standards.</p> <p>Produces documents complying with the relevant standards.</p> <p><b><i>Examples of Off-Site Practice</i></b></p> <p>The student responds to a FOI request by collating all their documentation on a service user and submitting it to their organisations FOI officer.</p> <p><b><i>Example of Off-Site Learning</i></b></p> <p>The student completes online training in GDPR guidelines.</p>
9.	<p>Be able to express professional, informed and considered opinions to service users, health professionals and others e.g. carers, relatives in</p>	<p><b><i>What the Practice Teacher Provides:</i></b></p> <p>Provides the student with opportunities and support to provide professional, informed and considered opinions to relevant others.</p>	<p><b><i>What the Practice Teacher Provides:</i></b></p> <p>Provides the student with opportunities and support to provide professional, informed and considered opinions to relevant others.</p>

	<p>varied practice settings and contexts and within the boundaries of confidentiality</p>	<p>Provides constructive feedback on the student's performance.</p> <p><b><i>What the student does to demonstrates this proficiency</i></b></p> <p>Demonstrates growing confidence around, and ability to provide professional, informed and considered opinions to relevant others during multidisciplinary meetings, family conferences, face-to-face meetings or other relevant contexts.</p> <p><b><i>Examples of Off-Site Practice</i></b></p> <p>In a mental health setting, and with their practice teacher present, the student might provide a summary of their social work interventions with a service user during an online Zoom multidisciplinary meeting. They might also provide a recommended course of action for the service users.</p> <p><b><i>Example of Off-Site Learning</i></b></p> <p>In the case of mental health, in addition to the active learning opportunity afforded by addressing an online multidisciplinary meeting, the student would also reflect on, and receive feedback about, their performance via an online Zoom or Skype supervision session with their practice teacher.</p>	<p>Provides constructive feedback on the student's performance.</p> <p><b><i>What the student does to demonstrates this proficiency</i></b></p> <p>Demonstrates an established ability to provide professional, informed and considered opinions to relevant others during multidisciplinary meetings, family conferences, face-to-face meetings or other relevant contexts.</p> <p><b><i>Examples of Off-Site Practice</i></b></p> <p>In a mental health setting, the student might represent the social work team at an online, multidisciplinary Zoom meeting and provide a summary of their team's recent interventions and plans. Their practice teacher might receive feedback on the student's performance from other members of the clinical team.</p> <p><b><i>Example of Off-Site Learning</i></b></p> <p>Again, the student could reflect on and discuss their performance via an online Zoom or Skype supervision session with their practice teacher.</p>
10	<p>Understand and be able to recognise the impact and importance of effective leadership and management on practice</p>	<p><b><i>What the Practice Teacher Provides:</i></b></p> <p>Opportunities to observe and understand the importance of quality management in the delivery of social services.</p> <p><b><i>What the student does to demonstrates this proficiency</i></b></p> <p>Develops a broad understanding of the wider organisational structure including the management and operation of social service organisations.</p> <p><b><i>Examples of Off-Site Practice</i></b></p> <p>The student working in a setting where there may be social work vacancies or limited resources to meet</p>	<p><b><i>What the Practice Teacher Provides:</i></b></p> <p>Opportunities to observe and understand the importance of quality management in the delivery of social services. Involvement in service planning and programme evaluation.</p> <p><b><i>What the student does to demonstrates this proficiency</i></b></p> <p>Builds on their knowledge and understanding of the management and operation of social service organisations, including the role of governance and evaluation.</p> <p><b><i>Examples of Off-Site Practice</i></b></p>

		<p>the demands of the organisation, learns to carry out their duties under such circumstances. The student discusses the potential impact that staff shortages and limited resources can have on the social work role with PT.</p> <p><b>Example of Off-Site Learning</b></p> <p>Review material from the course module on Social Work Management and Organisations.</p>	<p>Building on practice and learning from JS placement, the student notices that the quality of service provision is impacted by limited available resources and advocates for change.</p> <p><b>Example of Off-Site Learning</b></p> <p>Review material from the course module on Social Work Management and Organisations and consider in relation to their practice setting – observing communication styles, leadership etc..</p>
11	Understand and be able to discuss the importance of effective conflict management	<p><b>What the Practice Teacher Provides:</b></p> <p><i>Provides the student with opportunities to understand and observe conflict management.</i></p> <p><b>What the student does to demonstrates this proficiency</b></p> <p>Demonstrates an understanding of the importance of effective conflict management and the potential for positive outcomes when conflict between two parties is managed successfully. Reflects on case examples where conflict arose and is able to trace the steps taken in coming to a mutual agreement.</p> <p><b>Examples of Off-Site Practice</b></p> <p>The student is provided with a case example that requires conflict management and is asked to consider the steps they would take in resolving the situation.</p> <p><b>Example of Off-Site Learning</b></p> <p>Reads up on lecture material related to conflict management. The student studies and familiarises themselves with any agency policies related to conflict management.</p>	<p><b>What the Practice Teacher Provides:</b></p> <p><i>Allocation of a case that requires conflict management.</i></p> <p><b>What the student does to demonstrates this proficiency</b></p> <p>Demonstrates an understanding of the importance of effective conflict management by discussing cases in supervision which involved the student managing conflict, demonstrates an ability to reflect on, and learn from the experience. Student shows confidence in sharing differences in opinion with other professionals and service users and is able to come to an amicable agreement.</p> <p><b>Examples of Off-Site Practice</b></p> <p>In a children in care setting, the student is tasked with mediating a dispute over access arrangements between a foster carer and parent.</p> <p><b>Example of Off-Site Learning</b></p> <p>The student studies and familiarises themselves with any agency policies related to conflict. Studies material on mediation and conflict resolution.</p>
12	Understand the need to work in partnership with service users, their relatives/carers, guardians and	<p><b>What the Practice Teacher Provides:</b></p>	<p><b>What the Practice Teacher Provides:</b></p>

	<p>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</p>	<p>Involvement in a case that involves working with multiple parties in the planning and evaluating of goals, treatments and interventions.</p> <p><b>What the student does to demonstrates this proficiency</b></p> <p>Shows an understanding of the need to work alongside service users and their relatives/carers. Can identify potential power differentials and works in such a way that is respectful and inclusive of all parties involved in the planning and evaluation of treatment goals.</p> <p><b>Examples of Off-Site Practice</b></p> <p>In a hospital setting the student is tasked with telephoning a patient’s relatives/carers to discuss discharge planning. They will take in to account the wishes of the patient, their carers, recommendations from the medical team and their own evaluation from a social work perspective.</p> <p><b>Example of Off-Site Learning</b></p> <p>Student carries out a process recording of the telephone conversation and considers how concepts of power and authority were at play during their interaction with the patient’s carers.</p>	<p>Allocation of a case that requires planning and evaluating goals, treatments and interventions, with a service user, their relatives/carers, guardians and other professionals.</p> <p><b>What the student does to demonstrates this proficiency</b></p> <p>Shows an ability to work alongside service users and their relatives/carers and other professionals. Can identify potential power differentials and works in such a way that is respectful and inclusive of all parties involved in the planning and evaluation of treatment goals.</p> <p><b>Examples of Off-Site Practice</b></p> <p>In a children in care setting the student takes on responsibility for gathering all necessary information for a child in care review. This should involve zoom calls with the young person to ensure that their voice is heard and included in the review as well as all other key stakeholders in the young person’s life.</p> <p><b>Example of Off-Site Learning</b></p> <p>Student familiarises themselves with the concept of children’s voice and studies relevant policy and legislation pertaining to the inclusion of children and young people’s views in practice.</p>
13	<p>Understand the need to build and sustain professional relationships as both an independent practitioner and collaboratively as a member of a team</p>	<p><b>What the Practice Teacher Provides:</b></p> <p><i>The practice teacher provides ample opportunity for the student to develop professional relationships as both an independent practitioner and as a team member. This should include introductions to the wider social work team and</i></p> <p><b>What the student does to demonstrates this proficiency</b></p> <p>The student will have developed good working relationships and worked successfully as part of a team.</p> <p><b>Examples of Off-Site Practice</b></p>	<p><b>What the Practice Teacher Provides:</b></p> <p><i>The practice teacher provides ample opportunity for the student to develop professional relationships as both an independent practitioner and as a team member.</i></p> <p><b>What the student does to demonstrates this proficiency</b></p> <p>They will have demonstrated an ability to develop a trusting professional relationship with a service user over the course of their placement.</p> <p><b>Examples of Off-Site Practice</b></p> <p>The student is given a case that allows them the time to build a professional relationship with a service user. This should involve regular contact either by phone or zoom</p>

		<p>The student attends and contributes a social work perspective at weekly MDT zoom meetings.</p> <p><b>Example of Off-Site Learning</b></p> <p>Writes a weekly journal entry based on their practice experience reflecting on their professional development in communication and relationship building</p>	<p>and ensuring all interactions are in accordance with CORU’s Code of Professional Conduct and Ethics.</p> <p><b>Example of Off-Site Learning</b></p> <p>The student studies CORU’s code of Professional Conduct and Ethics and reflects critically on how the Code supports the development of professional relationships as an independent practitioner.</p>
14	<p>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</p>	<p><b>What the Practice Teacher Provides:</b></p> <p>Involvement in interdisciplinary team meetings and encouraged to participate in discussions and decision-making.</p> <p><b>What the student does to demonstrates this proficiency</b></p> <p>Demonstrates an understanding of the various roles of other disciplines. Is able to integrate knowledge and learning from other disciplines into the social worker role. Is cognisant of the value of including the knowledge base and expertise from other disciplines to benefit the service user needs.</p> <p><b>Examples of Off-Site Practice</b></p> <p>On a child welfare case, the student supports the practice teacher in the organisation of a Meitheal. This might involve email and telephone contact with the necessary parties and contribution to discussions and decision-making on meeting service user and their family’s needs.</p> <p><b>Example of Off-Site Learning</b></p> <p>Review of lecture notes on interdisciplinary work in social work.</p>	<p><b>What the Practice Teacher Provides:</b></p> <p>Involvement in interdisciplinary team meetings and encouraged to participate in discussions and decision-making.</p> <p><b>What the student does to demonstrates this proficiency</b></p> <p>Demonstrates an understanding of the various roles of other disciplines. Is able to integrate knowledge and learning from other disciplines into the social worker role. Is cognisant of the value of including the knowledge base and expertise from other disciplines to benefit the service user needs. An ability to take on board multiple perspectives and effectively contribute to decision-making within a team setting.</p> <p><b>Examples of Off-Site Practice</b></p> <p>A social worker in a maternity setting calls an interdisciplinary meeting to discuss the needs of a pregnant woman with substance misuse issues. This will involve identifying and making email/phone contact with the other key disciplines involved in the woman’s case and convening a zoom meeting where the service user needs are discussed and a decision is made by the team on how best to support the client.</p> <p><b>Example of Off-Site Learning</b></p> <p>Review of lecture notes on interdisciplinary work in social work. Produces a written report critically reflecting on their involvement in an interdisciplinary team meeting.</p>



15	<p>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</p>	<p><b><i>What the Practice Teacher Provides:</i></b></p> <p><i>The practice teacher models for the student professional relationships based on mutual respect and trust through their everyday interaction with colleagues and other workers in the agency.</i></p> <p><b><i>What the student does to demonstrates this proficiency</i></b></p> <p>During the placement the student communicates respectfully and professionally with colleagues and other workers. The student proves themselves to be a trustworthy and reliable colleague.</p> <p><b><i>Examples of Off-Site Practice</i></b></p> <p>Attend a multidisciplinary zoom meeting.</p> <p><b><i>Example of Off-Site Learning</i></b></p> <p>Critically reflect on the interprofessional relationships and discuss during online supervision.</p>	<p><b><i>What the Practice Teacher Provides:</i></b></p> <p><i>The practice teacher models for the student professional relationships based on mutual respect and trust through their everyday interaction with colleagues and other workers in the agency.</i></p> <p><b><i>What the student does to demonstrates this proficiency</i></b></p> <p>During the placement the student communicates respectfully and professionally with colleagues and other workers. The student proves themselves to be a trustworthy and reliable colleague.</p> <p><b><i>Examples of Off-Site Practice</i></b></p> <p>Attendance at and involvement in discussion at weekly multidisciplinary zoom meeting.</p> <p><b><i>Example of Off-Site Learning</i></b></p> <p>Critically reflect on the interprofessional relationships and discuss during online supervision.</p>
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<b>Domain 3</b>		<b>Exemplars</b>	
<b>Safety and Quality</b>			
<b>Graduates will:</b>		<b>First Placement</b>	<b>Second Placement</b>
1.	Be able to gather all appropriate background information relevant to the service user's health and social care needs	<p><b><i>What the Practice Teacher Provides:</i></b> Allocation of a routine initial assessment.</p> <p><b><i>What the Student Does to Demonstrate this Proficiency</i></b> The student reviews the new referral and background documentation and clarifies purpose and scope of the assessment with the Practice Teacher. S/he meets with service users and family/carers as appropriate, clarifying role and purpose, and carries out a needs assessment. The student obtains consent and undertakes network checks as indicated. S/he analyses available information, seeks additional clarifications as needed and compiles information in required format.</p> <p><b><i>Example of Off-Site Practice</i></b> Complete a needs assessment report in required format</p> <p><b><i>Example of Off-Site Learning</i></b> Review agency protocols on obtaining informed consent and insert a section on seeking and obtaining consent in the interview plan for the initial meeting with the service user.</p>	<p><b><i>What the Practice Teacher Provides:</i></b> Allocation of a complex initial assessment</p> <p><b><i>What the Student Does to Demonstrate this Proficiency</i></b> The student reviews the new referral and background documentation and clarifies purpose and scope of the assessment. S/he meets with service users and family/carers as appropriate, clarifying role and purpose, and carries out a needs assessment. The student obtains consent and undertakes network checks as indicated. S/he analyses available information, seeking additional clarifications as needed. The student demonstrates capacity to consult and co-work with colleagues/members of the MDT and collaborate with other agencies as part of the assessment process, managing boundaries and negotiating overlapping responsibilities. S/he compiles information in required format in conjunction with others as appropriate.</p> <p><b><i>Example of Off-Site Practice</i></b> Meeting with a community-based NGO to discuss and negotiate an increased role for their service in supporting the service user.</p> <p><b><i>Example of Off-Site Learning</i></b> In preparation for the next supervision, evaluate and reflect critically on own professional practice in carrying out this assessment to identify further learning and development needs; consider appropriate learning activities to meet these needs and be able to suggest ways you will integrate learning from this case in your professional practice.</p>

2.	<p>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</p>	<p><b><i>What the Practice Teacher Provides:</i></b></p> <p>Allocation of routine initial assessment, provide opportunity to observe/take notes on initial assessment completed by PT. Provide guidance regarding assessment tools used in organisation/agency, provide guidance regarding additional preparation to undertake e.g. reviewing referral information</p> <p><b><i>What the Student Does to Demonstrate this Proficiency</i></b></p> <p>The student reviews the new referral and background documentation and clarifies purpose and scope of the assessment with the Practice Teacher. Discuss appropriateness of assessment format/technique and highlight any issues re same with PT before undertaking assessment. Student meets with service users and family/carers as appropriate, clarifying role and purpose, and carries out a needs-assessment. The student obtains consent and undertakes network checks as indicated. Student analyses available information, seeks additional clarifications as needed and compiles/records information in required format. Assessment completed in a sensitive and culturally competent manner</p> <p><b><i>Example of Off-Site Practice</i></b></p> <p>Complete a needs assessment and record information in required format</p> <p><b><i>Example of Off-Site Learning</i></b></p> <p>Record purpose of assessment and provide detailed record of completed assessment in service user case notes.</p>	<p><b><i>What the Practice Teacher Provides:</i></b></p> <p>Allocation of complex initial assessment, provide opportunity to observe/take notes on initial assessment completed by PT. Provide guidance regarding assessment tools used in organisation/agency, provide guidance regarding additional preparation to undertake e.g. reviewing referral information</p> <p><b><i>What the Student Does to Demonstrate this Proficiency</i></b></p> <p>The student reviews the new referral and background documentation and clarifies purpose and scope of the assessment with the Practice Teacher. Discuss appropriateness of assessment format/technique and highlight any issues re same with PT before undertaking assessment. Student meets with service users and family/carers as appropriate, clarifying role and purpose, and carries out a needs-assessment. The student obtains consent and undertakes network checks as indicated. Student consults with external agencies/additional professionals as necessary and documents reasons for contacting same and information gathered. Student analyses available information, seeks additional clarifications as needed and compiles/records information in required format. Assessment completed in a sensitive and culturally competent manner</p> <p><b><i>Example of Off-Site Practice</i></b></p> <p>Complete or contribute to completion of report (e.g. for Court) based on findings of assessment which includes detail regarding justification of selected assessment and appropriate level of detail regarding information gathered</p> <p><b><i>Example of Off-Site Learning</i></b></p> <p>In preparation for the next supervision, evaluate and reflect critically on own professional practice in carrying out this assessment and contributing to writing up the associated report to identify further learning and development needs; consider appropriate learning</p>

			activities to meet these needs and be able to suggest ways you will integrate learning from this case in your professional practice.
3.	Be able to determine the appropriate tests/assessments required and undertake/arrange these tests	<p><b><i>What the Practice Teacher Provides:</i></b></p> <p>Allocation of a case requiring a routine initial assessment. Provide details of assessment process, opportunity to discuss assessment process and rationale with PT, opportunity to shadow/observe PT completing an assessment, provide guidance regarding additional preparation to undertake e.g. reviewing referral information</p> <p><b><i>What the Student Does to Demonstrate this Proficiency</i></b></p> <p>Student develops a coherent plan for completing assessment with service user(s), is able to articulate the rationale for the test/assessment they will carry out to PT and service user, make contact with individual/family to arrange test/assessment. Student meets with service users and family/carers as appropriate, clarifying role and purpose, and carries out assessment. The student obtains consent and undertakes network checks as indicated.</p> <p><b><i>Example of Off-Site Practice</i></b></p> <p>Plan, schedule, and complete assessment with service user and family/carers where appropriate</p> <p><b><i>Example of Off-Site Learning</i></b></p> <p>Read documentation related to assessment tool used by agency (if available), read sample assessments and intervention/treatment plans developed from these, reviews agency protocols related to assessment and meetings with service users.</p>	<p><b><i>What the Practice Teacher Provides:</i></b></p> <p>Allocation of complex initial assessment, provide details of assessment process and opportunity to observe/take notes on more complex assessment completed by PT. Provide appropriate guidance regarding any assessment tools used in organisation/agency, provide guidance regarding additional preparation to undertake e.g. reviewing referral information, provide opportunities to talk through plan for completing assessment with PT</p> <p><b><i>What the Student Does to Demonstrate this Proficiency</i></b></p> <p>Student develops a coherent plan for completing assessment with service user(s), is able to articulate the rationale for the test/assessment they will carry out to PT and service user, make contact with individual/family to arrange test/assessment. Student meets with service users and family/carers as appropriate, clarifying role and purpose, and carries out assessment. The student obtains consent and undertakes network checks as indicated. Student consults with external agencies/additional professionals as necessary and documents reasons for contacting same and information gathered.</p> <p><b><i>Example of Off-Site Practice</i></b></p> <p>Plan, schedule, and complete assessment with service user and family/carers where appropriate. Complete follow up contact (e.g. telephone calls) with relevant professionals, e.g. GP, Nurse, teacher, to add to written report</p> <p><b><i>Example of Off-Site Learning</i></b></p> <p>Critically reflect on professional practice in planning and carrying out this assessment, consider elements that went well and those that you might do differently next time. Write these reflections up in reflective diary and consider</p>

			what aspects of the experience might be helpful to discuss in supervision.
4.	Be able to analyse and critically evaluate the information collected in the assessment process	<p><b><i>What the Practice Teacher Provides:</i></b></p> <p>1) Opportunity to observe the PT completing an initial assessment. Once this observation is complete, opportunity to discuss/evaluate the information gathered, identify gaps/areas to follow up on.</p> <p>2) Allocation of routine initial assessment and opportunities to discuss/evaluate information gathered during the assessment.</p> <p><b><i>What the Student Does to Demonstrate this Proficiency</i></b></p> <p>Student completes initial assessment, reviews findings of assessment initially on their own to identify key information gathered, information that still needs to be gathered, and how that information will be gathered. Student could prepare this assessment and their analysis and evaluation (and planned intervention) as a case study to be discussed in supervision.</p> <p><b><i>Example of Off-Site Practice</i></b></p> <p>Student completes written report on findings of assessment and critically reflects on experience of carrying out assessment in reflective diary. Student also plans for presenting this at supervision to discuss in depth with PT</p> <p><b><i>Example of Off-Site Learning</i></b></p> <p>Review agency protocols on writing up notes after completing assessment and clarifying process involved in developing intervention plan</p>	<p><b><i>What the Practice Teacher Provides:</i></b></p> <p>1) Opportunity to observe the PT completing a complex initial assessment. Once this observation is complete, opportunity to discuss/evaluate the information gathered, identify gaps/areas to follow up on</p> <p>2) Allocation of complex initial assessment and opportunities to discuss/evaluate information gathered during the assessment.</p> <p><b><i>What the Student Does to Demonstrate this Proficiency</i></b></p> <p>Student completes initial assessment, reviews findings of assessment initially on their own to identify key information gathered, information that still needs to be gathered, and how that information will be gathered. Student carries out required network checks to gather outstanding information. Student prepares written report of findings of assessment and reviews this in supervision with PT.</p> <p><b><i>Example of Off-Site Practice</i></b></p> <p>Student completes written report on findings of assessment and develops intervention plan to discuss with PT/team. Student draws on various theories to explore information gathered and critically analyse e.g. Bronfenbrenner’s ecological systems theory.</p> <p><b><i>Example of Off-Site Learning</i></b></p> <p>In preparation for next supervision session critically analyse and evaluate information gathered, identify areas that more detail would be useful, identify key pieces of information, identify core sources of information, identify gaps in information, identify any theoretical frameworks drawn on in carrying out assessment and/or reviewing information gathered. Discuss in supervision with PT.</p>

5.	<p>Be able to demonstrate sound logical reasoning and problem solving skills to determine appropriate problem lists, action plans and goals</p>	<p><b><i>What the Practice Teacher Provides:</i></b></p> <p>Allocation of a routine initial assessment, opportunity to review care plans/interventions from previous cases, opportunity to observe PT carrying out assessment, discuss that assessment, and rationale for possible action plans based on assessment.</p> <p><b><i>What the Student Does to Demonstrate this Proficiency</i></b></p> <p>The student reviews the new referral and background documentation and clarifies purpose and scope of the assessment with the Practice Teacher. S/he meets with service users and family/carers as appropriate, clarifying role and purpose, and carries out a needs assessment. The student obtains consent and undertakes network checks as indicated. S/he analyses available information, seeks additional clarifications as needed and compiles information in required format.</p> <p>Having completed the assessment the student reviews information gathered, identifies additional information required, uses relevant information to develop plans and goals with service user – this may include organisational policies/procedures, legislation, information gathered from relevant literature as well as the information gathered during the assessment. Rationale for plans and goals will be provided in summary report.</p> <p><b><i>Example of Off-Site Practice</i></b></p> <p>Student completes written report on findings of assessment including a detailed care plan/intervention plan with goals for client. Rationale for each recommendation made will be clearly outlined in report with reference to various guiding information e.g. policy, procedure, information gathered via assessment.</p> <p><b><i>Example of Off-Site Learning</i></b></p>	<p><b><i>What the Practice Teacher Provides:</i></b></p> <p>Allocation of a complex initial assessment, opportunity to review care plans/interventions from previous cases, opportunity to observe PT carrying out assessment, discuss that assessment, and rationale for possible action plans based on assessment.</p> <p><b><i>What the Student Does to Demonstrate this Proficiency</i></b></p> <p>The student reviews the new referral and background documentation and clarifies purpose and scope of the assessment with the Practice Teacher. S/he meets with service users and family/carers as appropriate, clarifying role and purpose, and carries out a needs assessment. The student obtains consent and undertakes network checks as indicated. The student demonstrates capacity to consult and co-work with colleagues/members of the MDT and collaborate with other agencies as part of the assessment process, managing boundaries and negotiating overlapping responsibilities. S/he compiles information in required format in conjunction with others as appropriate.</p> <p>Having completed the assessment, the student reviews information gathered, identifies additional information required, uses relevant information to develop plans and goals with service user – this may include organisational policies/procedures, legislation, information gathered from relevant literature as well as the information gathered during the assessment. Rationale for plans and goals will be provided in summary report.</p> <p><b><i>Example of Off-Site Practice</i></b></p> <p>Student completes written report on findings of assessment including a detailed care plan/intervention plan with goals for client. Rationale for each recommendation made will be clearly outlined in report with reference to various guiding information e.g. policy, procedure, information gathered via assessment. Student shares findings of assessment and plan/goals with team</p>
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		Review relevant policies, legislation, and literature related to key issues identified during assessment process in order to support decision-making process.	as case study at online team meeting and discusses various challenges/key points with team <b>Example of Off-Site Learning</b> Student prepares to discuss case with PT at supervision and critically reflects on rationale for each recommendation made as part of plan.
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	<p><b>What the Practice Teacher Provides:</b> Allocates a case for student to work on; opportunities to review case file, discuss case file with PT, and observation of student in meeting with service user</p> <p><b>What the Student Does to Demonstrate this Proficiency</b> Student reviews case files and other relevant documents, plans and arranges meeting with service user, clarifies purpose of/rationale for meeting (e.g. initial assessment, follow-up assessment, review of progress). Be able to reflect on experience, concerns/preferences of service user, relevant literature/organisational policies etc. in order to decide on a suitable course of action/intervention/plan. Share this plan with service user and be able to discuss with service user and make a professional judgement regarding any revisions to plan.</p> <p><b>Example of Off-Site Practice</b> Arrange and complete meeting with service user, possibly observed by PT.</p> <p><b>Example of Off-Site Learning</b> Drawing together knowledge and information gathered before, during, and after meeting, student is able to develop an evidence-informed plan, share this with the service user, and amend if necessary.</p>	<p><b>What the Practice Teacher Provides:</b> Allocates a complex case for student to work on; opportunities to review case file, discuss case file with PT, and if possible/appropriate observation of student in meeting with service user</p> <p><b>What the Student Does to Demonstrate this Proficiency</b> Student reviews case files and other relevant documents, plans and arranges meeting with service user, speaks with relevant professional involved in work with service user where appropriate and consent has been secured, clarifies purpose of/rationale for meeting (e.g. initial assessment, follow-up assessment, review of progress). Be able to reflect on experience, concerns/preferences of service user, relevant literature/organisational policies etc. in order to decide on a suitable course of action/intervention/plan. Share this plan with service user and be able to discuss with service user and make a professional judgement regarding any revisions to plan. Provide written report of decision-making process and justification of planned intervention/care plan etc.</p> <p><b>Example of Off-Site Practice</b> Based on a comprehensive review of available evidence, advocate for service user to gain access to a relevant service drawing on various aspects of evidence available in doing so. Be clear and able to articulate rationale behind this referral.</p> <p><b>Example of Off-Site Learning</b> Drawing together knowledge and information gathered before, during, and after meeting, student is able to</p>

			develop an evidence-informed plan, share this with the service user, and amend if necessary.
7.	Be able to prioritise and maintain the safety of both service users and those involved in their care	<p><b><i>What the Practice Teacher Provides:</i></b></p> <p>Allocation of case for student to carry out initial assessment.</p> <p><b><i>What the Student Does to Demonstrate this Proficiency</i></b></p> <p>Student is able to carry out assessment and based on information gathered, network checks, and comprehensive discussions with PT, is able to make informed decision with PT/other relevant team members regarding capacity for service user to maintain their own safety and those in their care. This may be done by carrying out an assessment, using a specific risk assessment tool if available, completing an assessment in a pair (e.g. with PT) and engaging in critical reflection immediately after the assessment is carried out. Where the decision is made that the safety of service user/those in their care cannot be maintained based on the assessment completed, student is able to take appropriate action e.g. follow agency protocol/relevant legislation in regard to processes for ensuring safety e.g. Section 12 or informing MDT, write report detailing same, discuss what will/may happen with service user.</p> <p><b><i>Example of Off-Site Practice</i></b></p> <p>Complete necessary steps in line with agency protocol/legislation to ensure service user safety and follow protocols where safety is in doubt</p> <p><b><i>Example of Off-Site Learning</i></b></p> <p>Review agency protocols and relevant legislation to draw on in circumstances where safety cannot be maintained. Discuss plan for such instances in supervision and critically reflect on this experience in supervision if it happens while on placement.</p>	<p><b><i>What the Practice Teacher Provides:</i></b></p> <p>Allocation of complex case for student to carry out initial assessment.</p> <p><b><i>What the Student Does to Demonstrate this Proficiency</i></b></p> <p>Student is able to carry out assessment and based on information gathered, network checks, and comprehensive discussions with PT is able to make informed decision with PT/other relevant team members regarding capacity for service user to maintain their own safety and those in their care. This may be done by carrying out an assessment, using a specific risk assessment tool if available, completing an assessment in a pair (e.g. with PT) and engaging in critical reflection immediately after the assessment is carried out with due attention given to the complexity of the case in question. Where the decision is made that the safety of service user/those in their care cannot be maintained based on the assessment completed student is able to take appropriate action e.g. follow agency protocol/relevant legislation in regard to processes for ensuring safety e.g. Section 12 or informing MDT, write report detailing same, discuss what will/may happen with service user. Student may also present process behind this piece of work at group supervision/team meeting for discussion and critique</p> <p><b><i>Example of Off-Site Practice</i></b></p> <p>Complete necessary steps in line with agency protocol/legislation to ensure service user safety and following protocols where safety is in doubt</p> <p><b><i>Example of Off-Site Learning</i></b></p> <p>Review agency protocols and relevant legislation to draw on in circumstances where safety cannot be maintained. Discuss plan for such instances with MDT colleagues, team members, and in supervision and critically reflect on</p>



			this experience in supervision if it happens while on placement.
8.	<p>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</p>	<p><b>What the Practice Teacher Provides:</b> Student and Practice teacher co-work a new referral.</p> <p><b>What the Student Does to Demonstrate this Proficiency</b> The student reads referral and plans intervention, clearly outlining each step. Student identifies the concerns that need to be addressed, policy and legislation relevant to the referral and the assessment tools that will be used. Student reviews these plans with practice teacher and adapt as required. Student and practice teacher carry out planned interventions together following which the student then assesses the suitability and effectiveness of the intervention. After completing the work the student will again review the intervention, evaluate effectiveness and the student should also reflect upon service users' experience, positive and negative and identify how this learning would impact future practice.</p> <p><b>Example of Off-Site Practice:</b> Read relevant policies and legislation and identify pertinent sections. Identify and familiarise self with relevant agency tools for evaluation and review. Develop written plan for intervention.</p> <p><b>Example of Off-Site Learning</b> Student complete a process recording to discuss at supervision. Student would write a reflective piece focusing on service users experience.</p>	<p><b>What the Practice Teacher Provides:</b> Allocation a new referral to the student with a plan to use this as a direct observation.</p> <p><b>What the Student Does to Demonstrate this Proficiency</b> The student reviews the new referral and plans an intervention, clearly outlining each step. Student should identify reason for referral, rationale for agency involvement, relevant legislation and policy and theories that will inform their work and guide their intervention. Student leads intervention under practice teacher's observation. Following intervention, student will reflect on their practice assessing effectiveness of the planned intervention focusing on service users experience and considering what worked well and what would have made it more effective for both agency purpose and service users. Where appropriate, student should seek feedback from service user. Student incorporate this learning in future cases allocated.</p> <p><b>Example of Off-Site Practice</b> Read and select relevant policies and legislation, identifying pertinent sections. Develop written plan for intervention. Identify agency tools to be used and familiarise self with these tools. Identify relevant theories and how they apply to referral.</p> <p><b>Example of Off-Site Learning</b> Following the intervention, the student will complete a process recording to discuss at supervision.</p>

		<p>Student will listen to practice teacher’s feedback of direct observation.</p> <p>Rewrite original plan, as required, reflecting student learning.</p>	<p>Complete a reflective piece focusing on service users experience.</p> <p>Student will listen to practice teacher’s feedback of direct observation.</p> <p>Student reflect upon other cases they have worked and how this learning would impact that work and future cases.</p>
9.	<p>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</p>	<p><b><i>What the Practice Teacher Provides:</i></b></p> <p>In-depth discussion of at least one case in weekly supervision including student providing written evaluation and reflection of their involvement.</p> <p>Practice teachers provides constructive feedback to aid development of student’s practice.</p> <p><b><i>What the Student Does to Demonstrate this Proficiency</i></b></p> <p>Student deconstructs practice, outlining positives and negatives of their own practice or practice observed.</p> <p>Student critiques practice reflecting upon social work standards and agency standards.</p> <p>Student produces process recordings and reflective pieces demonstrating their ability to critique their own work.</p> <p>Student actively engages in supervision including reflecting on own practice and impact of their practice upon service users.</p> <p><b><i>Example of Off-Site Practice:</i></b></p> <p>Reading agency policies and guidance documents.</p> <p>Reading any relevant audits or reviews e.g. HIQA reports.</p> <p>Complete process recordings.</p> <p>Identify any areas of own practice that require improvements to meet agency standards.</p>	<p><b><i>What the Practice Teacher Provides:</i></b></p> <p>Practice teacher asks student to evaluate casework they have engaged in during past week including rewriting case plans incorporating reflections. Practice teacher provides constructive feedback and guidance for how to progress recurring themes.</p> <p><b><i>What the Student Does to Demonstrate this Proficiency</i></b></p> <p>Student deconstructs own practice, mapping their practice to evidence-based standards and identifying areas in need of improvement.</p> <p>In supervision student discusses audits/review reports they have read and reflects upon learning.</p> <p>Student takes on board feedback from practice teachers and demonstrates ability to adjust work practices in line with feedback.</p> <p><b><i>Example of Off-Site Practice</i></b></p> <p>Reading agency policies and guidance documents.</p> <p>Reading relevant audit and review reports e.g. HIQA reports.</p> <p>Completion reflections based upon these reviews including implications for service users, agency and staff.</p> <p><b><i>Example of Off-Site Learning</i></b></p> <p>Review standards documents e.g. Foster Care standards</p>

		<p><b>Example of Off-Site Learning</b></p> <p>Review agency standards documents e.g. foster care standards.</p> <p>Rewrite case plans, reflecting learning and identifying what they would adapt and what they would continue to do the same.</p> <p>Identify common themes in this process and create a plan as to how they will develop these areas of their own practice.</p>	<p>Critically reflect upon importance and value of social work standards being maintained.</p> <p>Student will identify how they will continue to monitor own practice post qualification and identify areas they will need to continue to develop in their first-year post qualification.</p>
10	<p>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</p>	<p><b>What the Practice Teacher Provides:</b></p> <p>Practice teacher co-works a complex case which includes opportunity for interdisciplinary work</p> <p><b>What the Student Does to Demonstrate this Proficiency</b></p> <p>Student works with practice teacher to plan interventions in complex case.</p> <p>Student identifies potential risks from all perspectives: agency, social worker and service user.</p> <p>Student devises a plan to mitigate those risks considering role of other professionals.</p> <p>Student plans how to explain social work role to other professionals and how to work in cooperation on case.</p> <p>Student works with practice teachers to continually review the casework and modifies practice accordingly.</p> <p><b>Example of Off-Site Practice:</b></p> <p>Student plans casework interventions.</p> <p>Student creates written plans including reference to identified risks and risk management strategies and interdisciplinary work.</p> <p><b>Example of Off-Site Learning</b></p> <p>Student reflects on how they react to and manage risk and identify areas they find most challenging.</p>	<p><b>What the Practice Teacher Provides:</b></p> <p>Practice teacher allocates a complex case to the student, including elements of interdisciplinary work.</p> <p><b>What the Student Does to Demonstrate this Proficiency</b></p> <p>Student plans case work and identifies any risks to service users, social worker, agency and others.</p> <p>Student plans to mitigate against risk with reference to relevant policies and procedures.</p> <p>Student continually reviews practice in supervision and adjusts plans to meet changing risk management.</p> <p>Student seeks feedback and advice from experienced colleagues when uncertain how to manage risk.</p> <p><b>Example of Off-Site Practice</b></p> <p>Student completes detailed case plan, identifying risks and outlining plans to mitigate against risk, referencing relevant policies and procedures.</p> <p>Throughout placement, student reviews case plan and reviews risks, adjusting plans accordingly.</p> <p>Maintain case notes including recording of risk concerns and plans for risk management.</p> <p><b>Example of Off-Site Learning</b></p> <p>Student completes a learning journal reflecting upon how they manage risk and identifying their own responses to risk and which situations and cases they find most</p>

		<p>Student reflects upon cases and identifies concerns relating to risk and writes detailed plans for risk management with reference to relevant legislation and policy.</p> <p>Student learns more about other professionals through online meetings (telephone/video calls and conferences etc to ask them about their role.</p>	<p>challenging and reflect upon how their responses may differ to those of colleagues from other professions.</p> <p>Student identifies learning needs for future practice and creates a plan to progress this into their professional career.</p>
11	Understand the principles of quality assurance and quality improvement	<p><b><i>What the Practice Teacher Provides:</i></b></p> <p>Practice teacher provides student with HIQA or other relevant guidelines and relevant service reports or similar documents to read and allocates time in supervision to discuss same.</p> <p><b><i>What the Student Does to Demonstrate this Proficiency</i></b></p> <p>Student reads guidelines and reports and notes key issues raised.</p> <p>Student considers own cases and begins to align their casework to quality assurance guidelines and measures.</p> <p>Practice teacher may provide other cases for student to review with a quality assurance ‘lens.’</p> <p><b><i>Example of Off-Site Practice:</i></b></p> <p>Reading of guidelines and publicly available reports.</p> <p>Reading of templates that agency need to complete when regulators inspect agencies to gain understanding of the information required.</p> <p>Written work aligning own case work or agency work to relevant standards.</p> <p><b><i>Example of Off-Site Learning</i></b></p> <p>Writing reflections on relevance and importance of quality assurance.</p> <p>Reflections on own work and own responsibility to adhere to quality assurance standards.</p>	<p><b><i>What the Practice Teacher Provides:</i></b></p> <p>Practice teacher provides student with relevant guidelines and relevant inspection reports or similar documents to read and allocates time in supervision discussing same. In a final year placement steps will be the same as a first year but the student should be able to do this with greater autonomy and reflexivity than a student on a first placement.</p> <p><b><i>What the Student Does to Demonstrate this Proficiency</i></b></p> <p>Student reads guidelines and reports and produces written reflections of key issues raised.</p> <p>Student considers own cases and begins to align their casework to quality assurance guidelines and measures.</p> <p>Student reflects upon</p> <p>Student highlights implications for their own future professional practice within a variety of settings.</p> <p><b><i>Example of Off-Site Practice:</i></b></p> <p>Reading of guidelines and publicly available reports.</p> <p>Reading of templates that agency need to complete when regulators inspect agencies to gain understanding of the information required.</p> <p>Written work aligning own case work or agency work to relevant standards.</p> <p><b><i>Example of Off-Site Learning</i></b></p> <p>Writing reflections on relevance and importance of quality assurance.</p>

			Reflections on own work and own responsibility to adhere to quality assurance standards.
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	<p><b><i>What the Practice Teacher Provides:</i></b> Allocation of a case where there is an identified risk. Case may be co worked with PT if complex.</p> <p><b><i>What the Student Does to Demonstrate this Proficiency</i></b> Student reads the relevant file and accompanying documents. Student identifies the risk/s that are at the centre of the case. Student will identify the governing legislation and agency policies. Student identify professionals that need to be involved in the casework. Student creates a plan for how to proceed and address concerns regarding risks with service users. Student reviews the plan noting aspects that should change in future work and things that worked well.</p> <p><b><i>Example of Off-Site Practice:</i></b> Reading of legislation and policies. Case work planning If permitted in the agency making phone calls to other agencies from home.</p> <p><b><i>Example of Off-Site Learning</i></b> Reviewing agency protocols in relation to risk assessment and writing reflection about implications for practice including service user's perspective. Maintaining reflective diary Off-site supervision by telephone/video calls and tele-conference etc</p>	<p><b><i>What the Practice Teacher Provides:</i></b> Allocation of a complex case where there is an identified risk.</p> <p><b><i>What the Student Does to Demonstrate this Proficiency</i></b> Student reads relevant file and accompanying documents. Student identifies the risks that are at the centre of the case. Student will identify the governing legislation and agency policies. Student will identify professionals that need to be involved in the casework. Student creates and manages a plan for how to proceed including addressing concerns regarding risks with service users. Student reviews the plan noting aspects that should change in future work and things that worked well.</p> <p><b><i>Example of Off-Site Practice:</i></b> Reading of legislation and policies. Case work planning If allowed in the agency making phone calls to other agencies from home.</p> <p><b><i>Example of Off-Site Learning</i></b> Reviewing agency protocols in relation to risk assessment and writing reflection about implications for practice including service user's perspective. Maintaining reflective diary noting value and importance of risk assessment in a range of agency settings. Off-site supervision by telephone/video calls and tele-conference etc</p>

13	<p>Be able to have knowledge of critical engagement with relevant and current health and safety legislation and guidelines</p>	<p><b>What the Practice Teacher Provides:</b> Provide relevant health and safety documents for student to read and discuss in supervision.</p> <p><b>What the Student Does to Demonstrate this Proficiency</b> Student reads relevant health and safety documents and throughout course of the placement discusses documents in supervision sessions.</p> <p>When discussing casework engaged in, or casework observed, student refers to health and safety documents and maps work to documents.</p> <p>When planning casework, student demonstrates awareness of health and safety documents and reflects upon usefulness and value of these policies.</p> <p><b>Example of Off-Site Practice:</b> Read health and safety documents provided by practice teacher.</p> <p>Plan casework with reference to health and safety policy and consider where these policies create additional challenges in practice.</p> <p><b>Example of Off-Site Learning</b> Student plans work with reference to health and safety documents.</p> <p>Student writes in reflective journal, reflecting upon importance and value of health and safety</p>	<p><b>What the Practice Teacher Provides:</b> Provide relevant health and safety documents for student to read and discuss in supervision. Encourage student to critically reflect upon these policies and their impact on practice. A final year student will do this in greater detail than a first-year student.</p> <p><b>What the Student Does to Demonstrate this Proficiency</b> Student reads relevant health and safety documents and critically reflects upon these policies in supervision.</p> <p>Student includes health and safety considerations when planning casework.</p> <p>In supervision, student critically reflects upon how adherence to these policies may have impacted upon practice with focus upon service users experience and agency aims.</p> <p><b>Example of Off-Site Practice</b> Reading health and safety documents provided by practice teacher.</p> <p>Plan casework with reference to health and safety policies and consider where these policies create additional challenges in practice and where these policies are necessary and valuable.</p> <p><b>Example of Off-Site Learning</b> Student maintain reflective journal including critical reflections of health and safety policies.</p> <p>Student considers why policies were put in place and positive and less positive impacts of these. Student reflects upon service users' experience of health and safety policies.</p>
14	<p>Be able to establish safe environments for practice which minimises risks to service users, those treating them and others</p>	<p><b>What the Practice Teacher Provides:</b> Allocation of a case to work alone or co work.</p> <p><b>What the Student Does to Demonstrate this Proficiency</b> Student identifies key issues within the case.</p>	<p><b>What the Practice Teacher Provides:</b> Allocation of caseload that student carries responsibility for.</p> <p><b>What the Student Does to Demonstrate this Proficiency</b></p>

		<p>Student secures informed consent from service user, as appropriate. Student records all case notes appropriately demonstrating adherence to FOI and GDPR issues.</p> <p>Student plans practice, demonstrating awareness of health and safety issues, including Covid-19.</p> <p>Student demonstrates awareness of safe working practice e.g. lone working policy etc.</p> <p>Student reflects on personal issues that may impact upon their practice and has a plan to mitigate these.</p> <p><b>Example of Off-Site Practice:</b></p> <p>Student reads relevant health and safety policies including lone working, Covid-19 policies, informed consent. Student completes online courses such as GDPR, FOI and Children First, as appropriate.</p> <p>Student prints and retains course completion certificate/s. Student maintains personal diary including space for reflexivity and use of self.</p> <p><b>Example of Off-Site Learning:</b></p> <p>Student plans work, adhering to relevant health and safety policies. Student maintains reflective journal identifying times when practice has been impacted by personal issues and plan to mitigate against this in future.</p>	<p>Student plans their casework including prioritising according to risk.</p> <p>Throughout all cases student secures informed consent, as appropriate.</p> <p>Student maintains all case notes according to FOI and GDPR legislation.</p> <p>When planning casework student demonstrates awareness of health and safety issues.</p> <p><b>Example of Off-Site Practice</b></p> <p>Student reads relevant health and safety documents e.g. safe working practices, lone working policy, securing consent.</p> <p>Student undertakes online courses as advised by practice teacher e.g. Covid-19 related courses handwashing, use of PPE etc, FOI, GDPR.</p> <p>Student maintains personal reflective diary.</p> <p><b>Example of Off-Site Learning</b></p> <p>Student critically reflects upon own practice and considers personal issues that may impact their practice. Student develops a plan to manage this as they move into professional practice.</p> <p>Student reflects upon health and safety issues that may arise for a service user and how agency can respond to these.</p>
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	<b>Domain 4</b> <b>Professional Development</b>	<b>Exemplars</b>	
	<b>Graduates will:</b>	<b>First Placement</b>	<b>Second Placement</b>
1.	Be able to engage in and take responsibility for professional development	<p><b><i>What the Practice Teacher Provides</i></b></p> <p>A positive context for learning including weekly structured supervision and regular feedback.</p> <p><b><i>What the Student Does to Demonstrate the Proficiency.</i></b></p> <p>Engage proactively in supervision and reflective practice, be open to feedback and integrate learning from feedback into practice.</p> <p><b><i>Off-Site Practice</i></b></p> <p>Keep a reflective journal and bring selected experiences reflected on in the journal for discussion in weekly supervision with your Practice Teacher.</p> <p><b><i>Off-site Learning for Practice</i></b></p> <p>Review Gibbs Model of Reflection and use it to reflect on and analyse a recent meeting with a service user. Identify strengths and limitations in your practice during this piece of work and discuss learning achieved and ongoing learning needs with your practice teacher.</p>	<p><b><i>What the Practice Teacher Provides</i></b></p> <p>A positive context for learning including weekly structured supervision and regular feedback. Identify learning opportunities targeted to the student’s identified learning needs.</p> <p><b><i>What the Student Does to Demonstrate the Proficiency</i></b></p> <p>Demonstrates capacity to identify strengths and limitations in own practice. Has ability to identify patterns their practice e.g service users/issues they are drawn to work with and those they avoid.</p> <p>Proactively seeks out targeted learning opportunities and supports to address ongoing professional development needs.</p> <p><b><i>Off-Site Practice</i></b></p> <p>Engage in online reflective group supervision</p> <p><b><i>Off-Site Learning for Practice</i></b></p> <p>Review the attributes of Schon’s Reflective Practitioner and write a 1000-word reflection on own stage of professional development using this framework.</p>
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	<p><b><i>What the Practice Teacher Provides</i></b></p> <p>A positive context to support the students developing understanding of the evolving and iterative nature of their learning in the context of their regulatory requirements and commitment to CPD. Prompts and encourages conversation about the connection between CPD, regulatory oversight and maintaining high standards in service delivery.</p> <p><b><i>What the Student Does to Demonstrate the Proficiency</i></b></p>	<p><b><i>What the Practice Teacher Provides</i></b></p> <p>A positive and supportive context to facilitate the students developing and more sophisticated understanding of their continuing developmental needs, for this placement and as they move into professional practice.</p> <p><b><i>What the Student Does to Demonstrate the Proficiency</i></b></p> <p>The student takes a leading role in identifying their strengths and weaknesses; seeks out opportunities to consistently improve practice in response to Practice Teacher feedback.</p>



		<p>The student responds appropriately to Practice Teacher feedback from exercises, tasks or reflective conversations during supervision.</p> <p><b>Off-Site Practice</b></p> <p>Develops familiarity with the regulatory requirements for CPD.</p> <p><b>Off-site Learning for Practice</b></p> <p>Takes opportunities offered to consider service user need in context of service and professional limitations. Begins to understand parameters of social work in general and specific to placement context.</p>	<p><b>Off-Site Practice</b></p> <p>Identifies on and off-line opportunities to address learning needs for CPD.</p> <p><b>Off-site Learning for Practice</b></p> <p>Actively considers practice (own and others) and identifies potential scope for possible intervention within confines of student social work role, qualified social work role and service context.</p>
3.	<p>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</p>	<p><b>What the Practice Teacher Provides</b></p> <p>An open and trusting space where personal conversations relating to professional development can occur. A curiosity about the student's sense of their own progression and challenges. A sensitive promotion of reflective interchange when the opportunity arises, including examples of practice teachers own engagement.</p> <p>A variety of context specific learning activities clearly relevant to the learning goals identified and gauged to suit the student's professional development level.</p> <p><b>What the Student Does to Demonstrate the Proficiency</b></p> <p>Ability to select and avail of the opportunities offered. Shares concerns and ask questions if unclear about any planned activity and what its multi- purpose may be (eg specific learning aspect for student) while also demonstrating ability to respond to service user need as required.</p> <p>Where this area is identified as requiring more attention, the student will be open to practice teachers concerns and actively consider those concerns and engage in agreed steps to address it.</p> <p><b>Off-Site Practice</b></p>	<p><b>What the Practice Teacher Provides</b></p> <p>An open and trusting space where personal conversations relating to professional development can occur. An active focus on the student's sense of their own progression and measuring that against the practice teachers. Provide opportunities to identify gaps that the final placement can address and identify areas for early career focus. A sensitive promotion of reflective interchange in planned and unplanned contexts. Time to explore this area in supervision. Models and shares own ongoing commitment to professional development and critical reflection in practice.</p> <p><b>What the Student Does to Demonstrate the Proficiency</b></p> <p>Takes more active responsibility in raising the topic and promoting its integration throughout placement. Shares concerns as they arise and ask questions if unclear about any planned activity. Takes an active leadership role in clarifying and identifying the layers of learning and reasoning for any a placement activity (eg specific learning aspect for student while also responding to service user need as required). Applies new learning in subsequent interactions.</p>

		<p>Role play or rehearse prior to actual intervention. Eg introducing self in professional capacity and explaining your role, mandate and purpose of meeting.</p> <p><b>Off-site Learning for Practice</b></p> <p>Reading research, sourcing articles that reflect on practice issues experienced by student – writing a reflection for supervision that helps provide a launching point for deeper discussion.</p>	<p>Where this area is identified as requiring more attention, the student will be open to practice teachers concerns and actively consider those concerns and engage in agreed steps to address it.</p> <p><b>Off-Site Practice</b></p> <p>Demonstrates understanding and shows how attention was given to this area on placement in written practice report. This could be achieved by student using their learning journal to evaluate their evolving use of critically reflective practice across their placement. Student to distil two areas of practice over their placement – one where key learning and skill development was achieved and one with scope for further development in early career.</p> <p><b>Off-site Learning for Practice</b></p> <p>Student to source academic social work journal which reflects on a source of their own personal learning from a case. Student to present on case and article in a ‘journal club’ type forum on placement.</p> <p>Students on similar placements could take responsibility for their own learning by organising a reading group on an article on a topic of relevance to their practice, sharing their own experiences within the boundaries of confidentiality.</p>
4.	<p>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</p>	<p><b>What the Practice Teacher Provides</b></p> <p>A safe working relationship that invites sensitive exploration of self and its interplay with professional development as it emerges through practice. Practice teacher provides a context that allows for an appreciation of the experiences, skills, values and perspectives that the student brings with them on placement, but is also able to safely support the student in growing into a professional</p>	<p><b>What the Practice Teacher Provides</b></p> <p>A safe working relationship that invites sensitive exploration of self and its interplay with professional development as it emerges through practice. Building on the learning from their first placement, Practice Teacher provides the scope for the student to explore any surprising, unexpected or even familiar responses arising from engaging in the work and considers these in the context of ongoing professional development.</p>

		<p>identity that accommodates the ‘self’ and the ‘professional’.</p> <p>An openness to seeing the student’s potential to gain significant learning from mistakes made and sufficient oversight to ensure service user welfare is at the heart of all decisions made.</p> <p><b>What the Student Does to Demonstrate the Proficiency</b></p> <p>Student engages in open and honest discussions where they can identify when the personal is impacting on the professional and demonstrate an active willingness to accept help from practice teacher in dealing with this. Student can articulate and use the learning from their own personal life experiences in informing best professional practice.</p> <p><b>Off-Site Practice</b></p> <p>Student writes up a process recording of a practice related event, the reflective focus of which is their recognition and understanding of the impact of personal values and life experience on their professional practice.</p> <p><b>Off-site Learning for Practice</b></p> <p>As above</p>	<p>Final placement should provide supervisory context that acknowledges and challenges the critical stage of the student on the cusp of qualification.</p> <p><b>What the Student Does to Demonstrate the Proficiency</b></p> <p>Student demonstrates ability to build on the learning from their first placement and can demonstrate a more sophisticated and attuned ability for self-awareness and self-directed learning and development. This proficiency is evident through their owning and leading of the discussion through supervision, reflective writing practice and developing a framework for practice that incorporates this aspect.</p> <p><b>Off-Site Practice</b></p> <p>Developing a robust framework for practice that includes identifying any off-site specific considerations and how they manage impact in that context.</p> <p><b>Off-site Learning for Practice</b></p> <p>Engage in practices such as time management, planning, preparation, self-care (mindfulness, yoga, exercise); Identifies how personal strategies might be usefully adapted for placement work.</p>
5.	<p>Understand the importance of and be able to seek professional development, supervision, feedback and peer review opportunities in order to continuously improve practice</p>	<p><b>What the Practice Teacher Provides</b></p> <p>A safe and supportive context that recognises, acknowledges and is open to considering how the power differential inherent in the supervisory relationship may influence a student’s reticence in bringing certain material for discussion. In remaining mindful of this and including it as part of ongoing discussion, the practice teacher models how exploring such dynamics can be worked through and ultimately be helpful in the work. Additionally, in cases where the student may work closely with other staff members, the practice teacher may encourage an expectation that an exchange of constructive feedback would be included as part of the process, This, combined with formal supervision provides a space that facilitates professional growth.</p>	<p><b>What the Practice Teacher Provides</b></p> <p>Practice teacher provides a safe and trusting space where the student can bring any issues that they need to bring. Practice Teacher can provide a space where student can take responsibility for their own learning and be sufficiently assisted to do this where required.</p> <p><b>What the Student Does to Demonstrate the Proficiency</b></p> <p>Student can demonstrate ability to take responsibility to ensure that supervision is meeting their needs and can articulate professionally if supervision needs to be adapted.</p> <p><b>Off-Site Practice</b></p> <p>Student demonstrates motivation in leading their own professional development by, for example, setting the</p>

		<p><b><i>What the Student Does to Demonstrate the Proficiency</i></b></p> <p>Importance of professional development is reflected in the student’s preparation for supervision, engagement in sessions, application of learning in supervision to practice afterwards and subsequent reflection on the whole process.</p> <p><b><i>Off-Site Practice</i></b></p> <p>Student completes tasks for supervision and casework, has written notes complete; has completed reflection exercises; all in advance of supervision</p> <p><b><i>Off-site Learning for Practice</i></b></p> <p>Student seeks out and reflects (in their learning journal) on feedback from another team member on a co-worked piece of work.</p>	<p>agenda for supervision, demonstrating a professional attitude to preparation for and engagement in the process.</p> <p><b><i>Off-site Learning for Practice</i></b></p> <p>Student demonstrates professional ability to give and receive appropriate critical feedback on a shared piece of work with their practice teacher or another team member.</p>
6.	<p>Understand the importance of participation in performance management activities for effective service delivery</p>	<p><b><i>What the Practice Teacher Provides</i></b></p> <p>Considers opportunities to include the student in any performance management activities that are taking place during the placement (for example HIQA inspection); supervision is used to support the students understanding that this is part of professional practice.</p> <p><b><i>What the Student Does to Demonstrate the Proficiency</i></b></p> <p>Student demonstrates an understanding of how efficiency is measured and can make cogent connections about how attention to these measures can impact aspects of service delivery, service providers and service users.</p> <p><b><i>Off-Site Practice</i></b></p> <p>Student reads selected reports on performance management exercises in the agency. Students required to bring observations and questions to an identified supervision session.</p> <p><b><i>Off-site Learning for Practice</i></b></p>	<p><b><i>What the Practice Teacher Provides</i></b></p> <p>Practice Teacher models good practice in performance management accountability by using their own experience of these processes for the purpose of student learning.</p> <p><b><i>What the Student Does to Demonstrate the Proficiency</i></b></p> <p>Student can articulate the role of performance management activities for effective service delivery but can also engage in a critical discussion of the challenges of same.</p> <p><b><i>Off-Site Practice</i></b></p> <p>Throughout their placement, the student identifies aspects of practice and gathers relevant examples of performance management, its role and impact, and uses supervision as a forum for unpacking these complex issues. Those examples can inform their practice project.</p> <p><b><i>Off-site Learning for Practice</i></b></p>

		<p>Student to reflect on one aspect of an Irish Inquiry in a setting similar to placement. Student to consider one recommendation from the inquiry as it relates to a performance management issue in their placement setting.</p>	<p>Student integrates academic learning on working in human services organisations with their learning on placement under this proficiency. This learning results in a written piece for their practice project which reflects on the complexity of organisations, individual and team practice within organisations, and an appreciation of the multiple factors that can potentially impact on outcomes for service users.</p>
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	<b>Domain 5</b> <b>Professional Knowledge and Skills</b>	<b>Exemplars</b>	
	<b>Graduates will:</b>	<b>First Placement</b>	<b>Second Placement</b>
1.	Know, understand and apply the key concepts of the domains of knowledge which are relevant to the profession for individuals, groups and communities	<p><b><i>What the Practice Teacher Provides</i></b></p> <p>Introduce the student to social work practice through opportunities to shadow practitioners, engage in direct practice and ongoing focus on integration of theory and practice. Use of theory should be explored in every supervision session. Ensure that the student has the opportunity to integrate knowledge from psychology, sociology, social policy and law when practicing with service users.</p> <p><b><i>What the Student Does to Demonstrate this Proficiency</i></b></p> <p><i>Begin to work through a social work lens. In supervision, link practice with selected social work theories and other relevant knowledge. Identify key issues for social work in each piece of work undertaken including group work and community work where available. Shows how psychology, sociology, social policy and the law have been applied when discussing cases in supervision.</i></p> <p><b><i>Example of Off- Site Practice</i></b></p> <p>Participate in an online Signs of Safety Case Analysis with the Social Work Team</p> <p><b><i>Example of Off -Site Learning for Practice</i></b></p> <p>Review the critical literature on Signs of Safety and write a 500-word summary of key strengths and limitations of the approach in working with families living in a community with high incidence socio-economic disadvantage.</p>	<p><b><i>What the Practice Teacher Provides</i></b></p> <p>Ensure the student has opportunities to develop practice informed by key tenets of social work such as relationship-based practice, person in environment perspective, anti-discriminatory and anti-oppressive practice and a commitment to social justice. Ensure that the student integrates knowledge from psychology, sociology, social policy and the law across a wide spectrum of cases, some of which are complex in terms of history and problem formulation.</p> <p><b><i>What the Student Does to Demonstrate this Proficiency</i></b></p> <p><i>Building capacity to apply a social work lens and critically reflect on one’s own practice in the context of agency role and mandate, resource constraints and competing paradigms from other disciplines. Shows how psychology, sociology, social policy and the law have been applied when discussing cases in supervision.</i></p> <p><b><i>Example of Off- Site Practice</i></b></p> <p>Co-facilitate (with practice teacher) an online support group for a service-user group based on the Strengths Perspective.</p> <p><b><i>Example of Off -Site Learning for Practice</i></b></p> <p>Review the literature on Anti-Oppressive Practice and write a 500 word reflection on how OAP principles may be integrated in a Strengths based approach OR apply developmental theory to deepen understanding of the experiences of a service user you are supporting</p>
2.	Demonstrate a critical understanding of social work theory, methods and skills, social policy	<p><b><i>What the practice teacher provides</i></b></p>	<p><b><i>What the practice teacher provides</i></b></p>

	<p>and social research, including consideration in a global context</p>	<p>In case allocation, ensure that the student has the opportunity to practice using social work theory and recognized forms of intervention. The student must have the opportunity to demonstrate the different stages of social work process when engaging with service users. When assessing cases, students should have access to recognized research to help explain behaviours and understand the wider social policy connotations of dealing with vulnerable individuals.</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>The student must provide file recordings of assessment and intervention and process recordings of contact with service users where social work process, theory and research have been applied. The student must also account for how they have applied social justice drawing on social policy, both national and international. In supervision, students indicate how they have applied evidence-informed thinking when assessing and planning interventions. Drawing on research within international journals must be part of case presentations.</p> <p><i>Examples of off-site practice</i></p> <p>Carry out an online assessment with a service user where theories to inform and theories to intervene have been applied.</p> <p><i>Examples of of-site learning for practice</i></p> <p>Provide a reflective case study showing the different stages of social work process.</p>	<p>Similar to the JS criteria but for SS students, the cases allocated should enable students to work with complex cases where critical evaluation and analysis are required in the assessment and intervention stages of social work process.</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>As for the JS students but, in addition, SS students must demonstrate through recording and supervision how they have integrated critical thinking into assessment, showing a depth of understanding, interpretation and explanation in their case formulations.</p> <p><i>Examples of off-site practice</i></p> <p>As for JSS, but case must present with multi-faceted issues relating to need and vulnerability.</p> <p><i>Examples of off-site learning for practice</i></p> <p>As for JS, but the case study must also focus on applying social work process with an involuntary service user.</p>
3.	<p>Have a critical understanding of sociology, psychology, human growth and development, health, law, economics and political science</p>	<p><i>What the practice teacher provides</i></p> <p>The practice teacher directs the student to relevant knowledge from the social sciences to make sense of risk, need, causation, change, helping and hindering factors affecting human growth and development in relation to the service users on the student's caseload.</p>	<p><i>What the practice teacher provides</i></p> <p>As for JS, but the social sciences are appropriated to help the student understand the link between micro and macro processes and systemic factors enabling positive change and human growth and development.</p> <p><i>What the student does to demonstrate this proficiency</i></p>

		<p><i>What the student does to demonstrate this proficiency</i></p> <p>The student is required to provide a written assessment of need, risk and required resources in relation to two cases. The assessment must draw on relevant knowledge from the social sciences. The significance of social stratification, social exclusion and social divisions must be highlighted.</p> <p><i>Examples of off-site practice</i></p> <p>Presentation of a social history referring to human growth and development at an online case discussion or conference involving a range of professionals.</p> <p><i>Examples of off-site learning for practice</i></p> <p>Write an account for discussion in supervision of the legal and policy context in which the student is practicing OR write a summary of legislation and policy as it relates to work with one service user.</p>	<p>As for JS, but in addition, the significance of human rights must feature in the case analysis along with a considered evaluation of an ethical dilemma arising from the assessment of need.</p> <p><i>Examples of off-site practice</i></p> <p>Presentation of a social history referring to human growth and development at an online case discussion or conference involving a range of professionals.</p> <p><i>Examples of off-site learning for practice</i></p> <p>Write an account for discussion in supervision of the legal and policy context in which the student is practicing OR write a summary of legislation and policy as it relates to work with one service user.</p>
4.	<p>Critically understand the importance of effective supervisory frameworks and be able to actively participate in same.</p>	<p><i>What the practice teacher provides</i></p> <p>The supervisor provides regular, structured, analytical supervision.</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>The student writes up minutes of formal supervision showing the implementation of the functions of supervision, how they have been applied to cases, and how the student has engaged with the process.</p> <p><i>Examples of off-site practice</i></p> <p>Participation in online supervision</p> <p><i>Examples of off-site learning for practice</i></p> <p>The student provides excerpts of a written learning journal showing the impact of supervision on practice.</p>	<p><i>What the practice teacher provides</i></p> <p>The supervisor provides regular, structured, analytical supervision.</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>The student writes up minutes of formal supervision showing the implementation of the functions of supervision, how they have been applied to cases, and how the student has engaged with the process.</p> <p><i>Examples of off-site practice</i></p> <p>Participation in online supervision</p> <p><i>Examples of off-site learning for practice</i></p> <p>Compare and contrast the approach to supervision take in first and second placement and reflect on these in relation to learning and development OR reflect on your own participation in supervision.</p>



5.	<p>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.</p>	<p><i>What the practice teacher provides</i></p> <p>In supervision, the supervisor draws attention to social justice within the cases discussed and points the student to relevant resources.</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>In case management and case recording, the student must factor in the macro context of diversity and difference and how these domains influence human lives.</p> <p><i>Examples of off-site practice</i></p> <p>Advocacy, negotiation or mediation on behalf of a service user where human rights issues are to the fore. This can take place over the phone.</p> <p><i>Examples of off-site learning for practice</i></p> <p>The student writes a brief critical incident analysis involving a social justice issue and brings this to supervision for discussion.</p>	<p><i>What the practice teacher provides</i></p> <p>In supervision, the supervisor draws attention to social justice within the cases discussed and points the student to relevant resources. Coverage is given to issues relating to power, gender, race, age, disability, religion, sexual orientation and social class and the nature of intersectionality.</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>In case management and case recording, the student must factor in the macro context of diversity and difference, intersectoral awareness, human rights and how these domains influence human lives.</p> <p><i>Examples of off-site practice</i></p> <p>Advocacy, negotiation or mediation on behalf of a service user where human rights issues are to the fore. This can take place over the phone.</p> <p><i>Examples of off-site learning for practice</i></p> <p>The student writes a brief critical incident analysis involving a social justice issue and brings this to supervision for discussion. The incident is discussed in the light of models of ADP and AOP.</p>
6.	<p>Demonstrate a critical understanding of cultural competence; and work towards social Inclusion</p>	<p><i>What the practice teacher provides</i></p> <p>The supervisor allocates cases where cultural competence and understanding are required.</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>The student seeks out information from a range of sources to support a culturally sensitive assessment of a family or individual from a different culture.</p> <p><i>Examples of off-site practice</i></p> <p>A small number of socially distanced meetings with a family take place where an assessment of need is carried out and follow up advocacy work implemented.</p>	<p><i>What the practice teacher provides</i></p> <p>The supervisor allocates cases where cultural competence and understanding are required, and complex need is in evidence.</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>The student seeks out information from a range of sources to support a culturally sensitive assessment of a family or individual from a different culture. The issue of cultural identity is given added attention.</p> <p><i>Examples of off-site practice</i></p> <p>A small number of socially distanced meetings with a family take place where an assessment of need is carried out and follow up advocacy work implemented.</p>

		<p><i>Examples of off-site learning for practice</i></p> <p>Reflect on own cultural identity and what this means for practice.</p>	<p><i>Examples of off-site learning for practice</i></p> <p>Written account of learning from the experience using the Gibbs cycle of reflection and relevant literature on cultural competences. The issues of own cultural identity and power are factored into the analysis.</p>
7.	Critically understand and apply a human rights-based approach	<p><i>What the practice teacher provides</i></p> <p>The practice teacher facilitates online discussion with team colleagues on the issue of social justice and human rights in their day-to-day practice.</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>The student applies College teaching on human rights social work to live cases including the responsibilities outlined in national and international human rights legislative instruments.</p> <p><i>Examples of off-site practice</i></p> <p>Series of telephone calls to agencies involved with a family to advocate on their behalf drawing on knowledge of relevant Statutes and policy frameworks.</p> <p><i>Examples of off-site learning for practice</i></p> <p>Examination of a process recording involving telephone advocacy with an outside agency involved with a family.</p>	<p><i>What the practice teacher provides</i></p> <p>The practice teacher facilitates online discussion with team colleagues on the issue of social justice and human rights in their day-to-day practice.</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>The student applies College teaching on human rights social work to live cases including the responsibilities outlined in national and international human rights legislative instruments. Power is explicitly applied in a cooperative way to enable service users to claim their rights.</p> <p><i>Examples of off-site practice</i></p> <p>Series of telephone calls to agencies involved with a family to advocate on their behalf drawing on knowledge of relevant Statutes and policy frameworks.</p> <p><i>Examples of off-site learning for practice</i></p> <p>Examination of a process recording involving telephone advocacy with an outside agency involved with a family.</p>
8.	Critically understand the legislative basis of actions within a service	<p><i>What the practice teacher provides</i></p> <p>The practice teacher ensures that the student experiences a comprehensive induction at the start of the placement covering inter alia, the main legislative Statutes informing the agency's approach to service delivery.</p> <p><i>What the student does to demonstrate this proficiency</i></p>	<p><i>What the practice teacher provides</i></p> <p>The practice teacher ensures that the student experiences a comprehensive induction at the start of the placement covering inter alia, the main legislative Statutes informing the agency's approach to service delivery.</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>The student provides a social report for a formal case discussion regarding a family that incorporates references to national and international legal instruments.</p>

		<p>The student provides a social report for a formal case discussion regarding a family that incorporates references to pertinent national Statutes covering case management and service delivery.</p> <p><i>Examples of off-site practice</i></p> <p>Online discussion with agency legal advisor on aspects of case management underscored by duties and powers under the legislation pertaining to a case.</p> <p><i>Examples of off-site learning for practice</i></p> <p>The student prepares a case study for supervision highlighting the duty to care and protect in relation to vulnerable children or adults as defined by the legislation.</p>	<p><i>Examples of off-site practice</i></p> <p>Online discussion with agency legal advisor on aspects of case management underscored by duties and powers under the legislation pertaining to a case.</p> <p><i>Examples of off-site learning for practice</i></p> <p>The student prepares a case study for supervision highlighting the duty to care and protect in relation to vulnerable children or adults as defined by the legislation.</p>
9.	<p>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</p>	<p><i>What the practice teacher provides</i></p> <p>The practice teacher provides access to an Inquiry Report investigating practices in relation to a vulnerable child or adult. OR does an exercise with the student to explore their understanding of what influences practice?</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>The student writes out a synopsis of the main findings of the Inquiry Report as a resource for the team.</p> <p><i>Examples of off-site practice</i></p> <p>The student presents a social report to a formal online inter-agency meeting. The report draws on pertinent agency guidelines and social policy.</p> <p><i>Examples of off-site learning for practice</i></p> <p>The student searches for relevant journal articles analysing contemporary trends in Irish social work within the last 5 years and writes a critical commentary on them.</p>	<p><i>What the practice teacher provides</i></p> <p>The practice teacher provides access to an Inquiry Report investigating practices in relation to a vulnerable child or adult. In supervision, the wider social policy and societal context is also examined.</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>The student delivers an online presentation to the team on the main findings of the Inquiry Report.</p> <p><i>Examples of off-site practice</i></p> <p>The student presents a social report to a formal online inter-agency meeting. The report draws on pertinent agency guidelines and social policy.</p> <p><i>Examples of off-site learning for practice</i></p> <p>The student searches for relevant journal articles analysing contemporary trends in Irish social work within the last 5 years and writes a critical commentary on them.</p>

10.	Critically understand the role and purpose of relationship-based practice, including the importance of planning the withdrawal of services	<p><i>What the practice teacher provides</i></p> <p>In supervision, relevant theories undergirding relationship-based practice are explored with reference to rapport building with service users on the student's caseload.</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>The student provides a process recording showing how she communicated and engaged a service user in an initial encounter.</p> <p><i>Examples of off-site practice</i></p> <p>The student engages in email and telephone contact with the service user evidencing the various stages of social work process including the endings stage.</p> <p><i>Examples of off-site learning for practice</i></p> <p>The student maintains a reflective diary concentrating on her use of self when engaging with a service user.</p>	<p><i>What the practice teacher provides</i></p> <p>In supervision, relevant theories undergirding relationship-based practice are explored with reference to the different stages of social work process dealing with both voluntary and involuntary service users.</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>The student provides a process recording showing how she dealt with a reluctant and resistant service user to build, restore or maintain a relationship with him.</p> <p><i>Examples of off-site practice</i></p> <p>The student engages in email and telephone contact with the service user evidencing the various stages of social work process including the endings stage.</p> <p><i>Examples of off-site learning for practice</i></p> <p>The student maintains a reflective diary concentrating on her use of self when engaging with a service user. The student also reflects on her own background and how this influenced the relationship.</p>
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.	<p><i>What the practice teacher provides</i></p> <p>The nature of professional social work is discussed early in the supervisory process.</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>Explores in supervision what professional boundaries might mean in this context and discusses an encounter with a service user or other professional clarifying how boundaries were demonstrated or established,</p> <p><i>Examples of off-site practice</i></p> <p>Online first interview with a service user where the student must introduce herself and explain her role.</p> <p><i>Examples of off-site learning for practice</i></p>	<p><i>What the practice teacher provides</i></p> <p>The nature of professional social work is discussed early in the supervisory process.</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>The student carries out a critical incident analysis involving an encounter with a service user where the use of both care and control featured.</p> <p><i>Examples of off-site practice</i></p> <p>Online first interview with a service user where the student must introduce herself and explain her role in a complex case with a significant history.</p> <p><i>Examples of off-site learning for practice</i></p> <p>A model of reflection is used to analyse the encounter.</p>

		A model of reflection is used to analyse the encounter.	
12.	Critically understand and apply the principles of partnership, participation and power sharing within the social work context.	<p><i>What the practice teacher provides</i></p> <p>Opportunities are provided to talk about collaborative social work practice with colleagues on the team.</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>The student develops a verbal contract with the service user which is later confirmed through email.</p> <p><i>Examples of off-site practice</i></p> <p>Text, email and telephone contact.</p> <p><i>Examples of off-site learning for practice</i></p> <p>Write a critical reflection examining the barriers to participation in relation to one family/service user and how these might be addressed.</p>	<p><i>What the practice teacher provides</i></p> <p>Opportunities are provided to talk about collaborative social work practice with colleagues on the team.</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>The student develops a verbal contract with the service user which is later confirmed through email.</p> <p><i>Examples of off-site practice</i></p> <p>Text, email and telephone contact.</p> <p><i>Examples of off-site learning for practice</i></p> <p>Applying a model of partnership work (e.g. Arstein's model) to evaluate practice in a specific case.</p>
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	<p><i>What the practice teacher provides</i></p> <p>The practice teacher introduces a model of reflexivity and explains how it can enhance personal and professional awareness.</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>The student applies the model of reflexivity to an encounter with a service user. Differences in personal and social characteristics are examined.</p> <p><i>Examples of off-site practice</i></p> <p>The student undertakes an online social history with a service user.</p> <p><i>Examples of off-site learning for practice</i></p> <p>The student records important learning about self and upbringing in a learning journal.</p>	<p><i>What the practice teacher provides</i></p> <p>The practice teacher introduces a model of reflexivity and explains how it can enhance personal and professional awareness.</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>The student applies the model of reflexivity to an encounter with a service user. Differences in personal and social characteristics are examined.</p> <p><i>Examples of off-site practice</i></p> <p>The student undertakes an online social history with a service user.</p> <p><i>Examples of off-site learning for practice</i></p> <p>The student records important learning about self and upbringing in a learning journal.</p>

14.	<p>Critically understand the concepts and frameworks that underpin a range of individual counselling theory and skills; theory and practice of working with children and families; community work theory and practice and group work theory and practice</p>	<p><i>What the practice teacher provides</i></p> <p>A review and critical discussion about theories taught on College blocks and how they might apply to service users.</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>The student prepares notes for supervision focusing on use of relevant theory and methods.</p> <p><i>Examples of off-site practice</i></p> <p>Combination of face time, email and text.</p> <p><i>Examples of off-site learning for practice</i></p> <p>Case presentation to team on theory and methods used with feedback and discussion.</p>	<p><i>What the practice teacher provides</i></p> <p>A review and critical discussion about theories taught on College blocks and how they might apply to service users. The importance of evidence-based practice is underlined.</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>The student prepares notes for supervision focusing on use of relevant theory and methods including the use of anti-oppressive practice.</p> <p><i>Examples of off-site practice</i></p> <p>Combination of face time, email and text.</p> <p><i>Examples of off-site learning for practice</i></p> <p>Case presentation to team on theory and methods used with feedback and discussion.</p>
15.	<p>Recognise the role of advocacy in promoting the needs and interests of service users; be able to advocate on the behalf of service users</p>	<p><i>What the practice teacher provides</i></p> <p>The practice teacher allocates a case where advocacy is required and discusses approaches to advocacy in the agency.</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>The student in collaboration with the service user plans, carries out and evaluates an intervention focused on advocating for the needs of the service user.</p> <p><i>Examples of off-site practice</i></p> <p>The student researches the criteria for Local Authority Housing Transfers and drafts a letter with a service user to the Housing Authority advocating for a housing transfer due to significant and sustained harassment.</p> <p><i>Examples of off-site learning for practice</i></p> <p>The student reviews college lectures on advocacy and reflects on how to integrate best practice principles in working with the service user and target service. The draft letter and reflections on the</p>	<p><i>What the practice teacher provides</i></p> <p>The practice teacher allocates case(s) where advocacy is required and discusses approaches to advocacy in the agency.</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>The student in collaboration with service user(s) plans and carries out effective advocacy work in writing and in person within and external to their own organisation.</p> <p><i>Examples of off-site practice</i></p> <p>The student drafts a report for court recommending increased access for parents with their two children in care on the basis of their engagement in drug treatment and rehabilitation programmes. The student telephones the Drug Treatment Centre social worker to confirm current engagement and requests updated reports.</p> <p><i>Examples of off-site learning for practice</i></p> <p>The student researches advocacy work with parents of children in care online and summarises principles and approaches for discussion in supervision and integration into current practice.</p>

		advocacy process are listed for discussion in supervision.	
16.	Critically understand the capacity of system-level change to improve outcomes, access to care, and delivery of services, particularly for marginalised groups	<p><i>What the practice teacher provides</i></p> <p>The practice teacher introduces a model of service delivery designed to enhance participation of vulnerable service users e.g Care Planning Meetings and explains how it aims to focus all MDT professionals on maximising service user participation and self-determination.</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>The student reads relevant Care Planning Meeting guidelines and participates as note taker in an online Care Planning Meeting for and attended by an older person in early stage dementia and her family. The student writes a reflective summary on the process in the meeting and extent of participation of the older person and attention to her views and wishes, for discussion in supervision.</p> <p><i>Examples of off-site practice</i></p> <p>The student participates in an online Care Planning Meeting as an observer and note taker.</p> <p><i>Examples of off-site learning for practice</i></p> <p>The student reviews the Care Planning Meeting best practice guidelines manual (Donnelly 2013) on lenus.ie and in supervision discusses use of this approach in the placement setting.</p>	<p><i>What the practice teacher provides</i></p> <p>The practice teacher introduces a model of service delivery designed to enhance partnership with service users e.g Tusla Child Protection Conferences, through provision of accessible information in multiple languages, inclusion of a support person for parents, parents meeting with the Independent Chairperson in advance of the meeting, parents' access to reports in advance etc</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>The student reviews the CPC information provided to parents; shadows on a case listed for a CPC and attends a CPC to observe the impact of the various stages of the conference on the child/children if in attendance and on the parents. The student subsequently writes a critical reflection on the Tusla approach in the conference for discussion in supervision.</p> <p><i>Examples of off-site practice</i></p> <p>Shadowing at a CPC</p> <p><i>Examples of off-site learning for practice</i></p> <p>The student reviews the CYPSC/Tusla/ UNESCO CFRC report on parental experiences in TUSLA Child Protection Conferences in Galway and Roscommon – compares the experiences of the parents in the study with own observations of the CPC and summarizes implications for social work practice for discussion in supervision.</p>
17.	Recognise that service users have the right to self-determination including to take risks	<p><i>What the practice teacher provides</i></p> <p>The practice teacher allocates a discharge planning case.</p> <p><i>What the student does to demonstrate this proficiency</i></p>	<p><i>What the practice teacher provides</i></p> <p>The practice teacher allocates a discharge planning case.</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>The student establishes that the service user wishes to return home to live independently but is experiencing some</p>

		<p>The student establishes the patient’s wishes to go home on discharge from hospital and gets his consent to liaise with family and community services. S/he contacts key family members by phone and hears they are anxious that their father will fall and sustain further injuries if discharged home to live alone. They feel he needs nursing home care. The student advises of their father’s wishes as discussed in the social work interview. The student explains Capacity legislation and implications regarding their father’s right to make his own decision including to take risks. S/he recommends a Care Planning Meeting where all options, supports and safeguards can be discussed. The student organises and facilitates the meeting and facilitates the discharge home with input of home care services.</p> <p><i>Examples of off-site practice</i></p> <p>The student makes calls to members of the MDT to organise the Case Planning Meeting.</p> <p><i>Examples of off-site learning for practice</i></p> <p>The student researches the provisions of the Assisted Decision Making (Capacity) Act 2015 and integrates them into his/her case plan.</p>	<p>memory loss. The student liaises with the Consultant, Charge Nurse and members of the MDT and establishes the need for a Capacity Assessment which is subsequently organised. The student proceeds to work with the service user and family in relation to the outcome of the Capacity Assessment and plans accordingly for a safe and supported discharge.</p> <p><i>Examples of off-site practice</i></p> <p>The student participates in online Case Planning Meeting in which s/he supports the service user to discuss his wish to return to live at home and his distress at the prospect of nursing home care.</p> <p><i>Examples of off-site learning for practice</i></p> <p>The student researches the provisions of the Assisted Decision Making (Capacity) Act 2015 and explains the implications of the legislation to the service user and family and refer them for further information to sageadvocacy.ie</p>
18.	<p>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</p>	<p><i>What the practice teacher provides</i></p> <p>The practice teacher outlines the agency’s risk management protocol in relation to home visits</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>The student discusses the protocol with the practice teacher, ask questions and clarifies implementation in question. The student shadows a home visit and sees the protocol in practice. The student implements the protocol in his/her own case.</p> <p><i>Examples of off-site practice</i></p>	<p><i>What the practice teacher provides</i></p> <p>The practice teacher outlines the agency’s risk management protocol in relation to home visits</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>The student discusses the protocol with the practice teacher, ask questions and clarifies implementation in question. The student shadows a home visit and sees the protocol in practice. The student implements the protocol in his/her own case. The student demonstrates capacity to assess and respond appropriately to the needs of a mental health service user who is unwell when the students calls including listening to the service user, containing their anxiety, accessing family support and liaising with the</p>



		<p>The student implements the protocol in a home visit to his/her service user.</p> <p><i>Examples of off-site learning for practice</i></p> <p>The student reviews agency policy and protocols on home visits in the Covid context</p>	<p>Practice Teacher and Consultant to arrange an urgent mental health review.</p> <p><i>Examples of off-site practice</i></p> <p>The student implements the protocol in a home visit to his/her service user.</p> <p><i>Examples of off-site learning for practice</i></p> <p>The student reviews agency policy and protocols on home visits in the Covid context including protocols on home-based mental health assessments.</p>
19.	Critically understand the role of ethics in the use of digital and social media including maintaining confidentiality and professionalism	<p><i>What the practice teacher provides</i></p> <p>The practice teacher introduces agency policy on the use of digital and social media including GDPR compliance and discusses ethical issues in service provision using digital and social media.</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>The student implements and adheres to the policy in their work with service users. S/he discusses questions/issues/dilemmas arising in supervision and shows awareness of ethical issues in use of social and digital media.</p> <p><i>Examples of off-site practice</i></p> <p>The student implements and adheres to the policy in online working including ensuring a safe confidential workspace and anonymisation of all records and reports stored on personal, password protected devices.</p> <p><i>Examples of off-site learning for practice</i></p> <p>The student reviews college notes on the role of ethics in the use of digital and social media including maintaining confidentiality and professionalism and considers applicability of key principles in practice</p>	<p><i>What the practice teacher provides</i></p> <p>The practice teacher introduces agency policy on the use of digital and social media including GDPR compliance and discusses ethical issues in service provision using digital and social media.</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>The student implements and adheres to the policy in their work with service users. S/he discusses questions/issues/dilemmas arising in supervision and shows awareness of ethical issues in use of social and digital media. The student deals appropriately with a situation where a service user sends her a friend request on Facebook.</p> <p><i>Examples of off-site practice</i></p> <p>The student implements and adheres to the policy in online working including ensuring a safe confidential workspace and anonymisation of all records and reports stored on personal, password protected devices.</p> <p><i>Examples of off-site learning for practice</i></p> <p>The student reviews college notes and carries out a literature search on the role of ethics in the use of digital and social media including maintaining confidentiality and professionalism. S/he reviews agency policy with reference to good practice guidelines from the literature. Points of difference are discussed with the Practice Teacher in supervision.</p>

20.	Be able to write concise, accurate reports which articulate and justify professional decisions made	<p><i>What the practice teacher provides</i></p> <p>The practice teacher allocates a case(s) requiring assessment and production of a written report for a third party. The practice teacher discusses the approach to assessment and report writing in the agency including timeframes, rationale and style. S/he provides the student with two sample reports for review and discussion at the next supervision.</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>Having become familiar with agency practice in assessment and report writing, the student engages with the service user clearly outlining their role and purpose of the assessment and report. S/he gains consent to carry out an assessment with the service user and with their consent consults with relevant family/carers/professionals/services in order to complete a psychosocial assessment and produce a report. The student provides other social work interventions as indicated. The student drafts a report following agency guidelines and informed by his/her knowledge of report writing, S/he ensures the report is evidence based and clearly demonstrates the rationale for all claims made and decisions taken. S/he seeks feedback from the practice teacher, amends the report as required and shares the report with the service user as appropriate. The report is then submitted to the relevant third party within the required timeframe.</p> <p><i>Examples of off-site practice</i></p> <p>The student undertakes a home visit as part of the assessment/review and drafts the report in anonymised format while working remotely.</p> <p><i>Examples of off-site learning for practice</i></p>	<p><i>What the practice teacher provides</i></p> <p>The practice teacher allocates a case(s) requiring assessment/review and production of a written report for a third party, including a case where the service user is 'involuntary' or there are other agency specific complexities for example competing needs of service user and carer or issues of capacity. The practice teacher discusses the approach to assessment and report writing in the agency including timeframes, rationale and style. S/he clarifies the implications of relevant legislation and policy and provides the student with two sample reports for review and discussion at the next supervision.</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>Having become familiar with agency practice in assessment and report writing and reviewed relevant legislation and policy, the student engages with the service user clarifying their role and mandate if appropriate and clearly outlining the purpose of the assessment and report. S/he gains consent to complete an assessment/review with the service user and with their consent consults with relevant family/carers/professionals/services in order to complete an assessment/review and produce a report. The student provides other social work interventions as indicated. The student drafts a report with reference to any relevant legislation, policy and agency guidelines and informed by his/her knowledge of report writing, S/he ensures the report is evidence based and clearly demonstrates the rationale for all claims made and decisions taken. Where differing perspectives or conflicts of interest arise s/he ensures all positions are documented and all available supporting evidence is included, analysed and implications drawn. S/he seeks feedback from the practice teacher, amends the report as required and shares the report with the service user and relevant others as appropriate. The</p>
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21.	<p>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</p>	<p><i>What the practice teacher provides</i></p> <p>The Practice Teacher follows a model of Supervision e.g. Morrison’s Reflective Practice Model which allows for analysis and evaluation of practice in relation to theory, research evidence and best practice.</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>The student specifies and provides a rationale for the approach followed in each case with reference to best practice guidance and research evidence. The student undertakes continuous evaluation of intervention both directly with service users and in supervision and has capacity to modify intervention in response to new information, changing needs or practice teacher feedback.</p> <p><i>Examples of off-site practice</i></p> <p>The student undertakes research on evidence-informed responses to issues emerging for service users and adjusts intervention plans if appropriate.</p> <p><i>Examples of off-site learning for practice</i></p>	<p><i>What the practice teacher provides</i></p> <p>The Practice Teacher follows a model of Supervision e.g. Morrison’s Reflective Practice Model which allows for analysis and evaluation of practice in relation to theory, research evidence and best practice. The practice teacher arranges for the student to present a case at a team journal club highlighting use of evidence-informed practice.</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>The student specifies and provides a rationale for the approach followed in each case with reference to best practice guidance and research evidence. The student undertakes continuous evaluation of intervention both directly with service users and in supervision and has capacity to modify intervention in response to new information, changing needs or practice teacher feedback.</p> <p>The student presents a case at a team journal club highlighting the use of evidence-informed practice.</p> <p><i>Examples of off-site practice</i></p> <p>The student undertakes research on evidence-informed responses to issues emerging for service users and adjusts</p>

		<p>The student becomes familiar with using agency specific research repositories e.g the Tusla online Toolkit or engages in reading specialist texts on loan from the agency library.</p>	<p>intervention plans if appropriate. S/he prepares the journal club presentation while working remotely.</p> <p><i>Examples of off-site learning for practice</i></p> <p>The student becomes familiar with using agency specific research repositories e.g the Tusla online Toolkit or engages in reading specialist texts on loan from the agency library.</p>
22.	<p>Demonstrate skills in evidence-informed practice, including translation of theory, concepts and methods to professional practice</p>	<p><i>What the practice teacher provides</i></p> <p>In supervision the practice teacher allocates time to discuss theories, approaches and perspectives underpinning practice in each case.</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>The student draws explicitly on theory and research evidence to plan, assess, analyse information, intervene and evaluate practice with each service user.</p> <p><i>Examples of off-site practice</i></p> <p>The student provides feedback on ongoing work with a service user at an online team meeting, referencing the theoretical approach used and relevant research evidence.</p> <p><i>Examples of off-site learning for practice</i></p> <p>The student conducts online literature searches on research evidence and best practice responses in relation to issues experienced by service users.</p>	<p><i>What the practice teacher provides</i></p> <p>In supervision the practice teacher allocates time to discuss theories, approaches and perspectives underpinning practice in each case.</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>The student draws explicitly on theory and research evidence to plan, assess, analyse information, intervene and evaluate practice with each service user.</p> <p><i>Examples of off-site practice</i></p> <p>The student provides feedback on ongoing work with a service user at an online team meeting, referencing the theoretical approach used and relevant research evidence.</p> <p><i>Examples of off-site learning for practice</i></p> <p>The student conducts online literature searches on research evidence and best practice responses in relation to issues experienced by service users.</p>
23.	<p>Demonstrate safe and effective implementation of practical, technical and clinical skills</p>	<p><i>What the practice teacher provides</i></p> <p>The practice teacher encourages the student to review, reflect on and evaluate their practice during supervision each week. This process is enabled by reflective practice exercises, process recordings and other teaching and learning tools. In addition, the Practice Teacher undertakes a series of Direct</p>	<p><i>What the practice teacher provides</i></p> <p>The practice teacher encourages the student to review, reflect on and evaluate their practice during supervision each week. This process is enabled by reflective practice exercises, process recordings and other teaching and learning tools. In addition, the Practice Teacher undertakes a series of Direct Observations with the students and</p>

		<p>Observations with the students and provides feedback on the student's use of skills in practice to ensure safe practice and promote skill development.</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>The student works systematically assessing needs with service users, agreeing and implementing planned interventions and evaluating outcomes under supervision of the Practice Teacher. The student avails of opportunities for co-working and direct observation of practice by the practice teacher to demonstrate safe and effective use of skills in practice.</p> <p><i>Examples of off-site practice</i></p> <p>The student engages in online practice and seeks feedback from practice teacher, service users and other professionals to improve and develop online practice skills.</p> <p><i>Examples of off-site learning for practice</i></p> <p>The student engages in process recording and reflective practice exercises to examine their use of skills in practice and identify any patterns in their practice. S/he integrates feedback to ensure quality practice and ongoing skill development.</p>	<p>provides feedback on the student's use of skills in practice to ensure safe practice and promote skill development.</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>The student works systematically assessing needs with service users, agreeing and implementing planned interventions and evaluating outcomes under supervision of the Practice Teacher. The student avails of opportunities for co-working and direct observation of practice by the practice teacher to demonstrate safe and effective use of skills in practice.</p> <p><i>Examples of off-site practice</i></p> <p>The student engages in online practice and seeks feedback from practice teacher, service users and other professionals to improve and develop online practice skills.</p> <p><i>Examples of off-site learning for practice</i></p> <p>The student engages in process recording and reflective practice exercises to examine their use of skills in practice and identify any patterns in their practice. S/he integrates feedback to ensure quality practice and ongoing skill development.</p>
24.	<p>Be able to identify and critically understand the impact of organisational, governmental, community and societal structures, systems and culture on health and social care</p>	<p><i>What the practice teacher provides</i></p> <p>The practice teacher discusses organisational and structural issues influencing day to day practice in the agency and how social work addresses structural barriers to resources for service users.</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>The student reviews his/her caseload and identifies any patterns in relation to social issues impacting the lives of service users. In supervision s/he identifies the wider socio-economic and cultural contexts in</p>	<p><i>What the practice teacher provides</i></p> <p>The practice teacher discusses organisational and structural issues influencing day to day practice in the agency and how social work addresses structural barriers to resources for service users.</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>The student reviews his/her caseload and identifies any patterns in relation to social issues impacting the lives of service users. In supervision s/he identifies the wider socio-economic and cultural contexts in which service users' experiences and issues arise and are sustained. Issues of</p>

		<p>which service users' experiences and issues arise and are sustained. Issues of power and access to resources and opportunities are explored and ways to intervene at these wider levels are discussed.</p> <p><i>Examples of off-site practice</i></p> <p>The student advocates with a statutory organisation for a service user to access a resource such as emergency accommodation.</p> <p><i>Examples of off-site learning for practice</i></p> <p>The student uses a model of reflexivity e.g. Houston 2015 which addresses practice domains including Culture, Organisation and Politics/Economy as a framework to understand and theorise structural forces shaping both service user experience and service provision. Learning is further advanced through reviewing relevant social policy and sociological literature.</p>	<p>power and access to resources and opportunities are explored and ways to intervene at these wider levels are discussed.</p> <p><i>Examples of off-site practice</i></p> <p>The student advocates with a statutory organisation for a service user to access a resource such as emergency accommodation.</p> <p><i>Examples of off-site learning for practice</i></p> <p>The student uses a model of reflexivity e.g. Houston 2015 which addresses practice domains including Culture, Organisation and Politics/Economy as a framework to understand and theorise structural forces shaping both service user experience and service provision. Learning is further advanced through reviewing relevant social policy and sociological literature.</p>
25.	Demonstrate ability to participate in clinical, academic or practice-based research	<p><i>What the practice teacher provides</i></p> <p>The practice teacher provides an opportunity for the student to learn about research currently underway in the service and to participate in meetings of the social work practitioner research team.</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>The student participates in meetings with the practitioner research team and avails of an opportunity to code an anonymised interview transcript as a learning exercise. The student shares her/his coding with the research time together with reflections on the exercise which contributes to overall data analysis.</p> <p><i>Examples of off-site practice</i></p> <p>The student accompanies a practitioner researcher to an NGO and with agreement of participants assists with set up and recording of a focus group.</p>	<p><i>What the practice teacher provides</i></p> <p>The practice teacher acts as a gatekeeper for the student in accessing research participants for his/her final year research study.</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>Post placement the student gains ethical approval from the university and agency and recruits 8 social workers in a qualitative study underpinned by social constructionism on social workers' experiences in working as part of an Inter-disciplinary team. S/he conducts and audio-records semi structured interviews and a focus group. Having transcribed the data s/he undertakes data analysis using a thematic analysis approach. Findings are reported in his/her dissertation and disseminated to the participants and the wider social work team through a research summary.</p> <p><i>Examples of off-site practice</i></p>

		<p><i>Examples of off-site learning for practice</i></p> <p>The student reviews online lectures on research methodologies and does additional reading on the use of focus groups in qualitative research.</p>	<p>The student works online with her supervisor and former practice teacher to produce a co-authored journal article based on the research.</p> <p><i>Examples of off-site learning for practice</i></p> <p>The student produces a literature review to inform the study and subsequent publication.</p>
26.	Know the basic principles of effective teaching and learning, mentoring and supervision	<p><i>What the practice teacher provides</i></p> <p>The practice teacher uses a reflective model of supervision and a range of teaching and learning tools.</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>The student proactively uses supervision and applies the model of reflective practice used in supervision to process practice experiences between and in preparation for supervision sessions. S/he also uses reflective journaling and process recording to generate learning from practice.</p> <p><i>Examples of off-site practice</i></p> <p>The student avails of online team supervision.</p> <p><i>Examples of off-site learning for practice</i></p> <p>The student builds their capacity as a reflective learner and practitioner through familiarity with a range of reflective models including critical reflection (Fook &amp; Askeland 2007) reflexivity (Houston 2015) and process models (Wilson, K, Ruch G, Lymbery M, Cooper A. (2008)</p>	<p><i>What the practice teacher provides</i></p> <p>The practice teacher uses a reflective model of supervision and a range of teaching and learning tools.</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>The student proactively uses supervision and applies the model of reflective practice used in supervision to process practice experiences between and in preparation for supervision sessions. S/he also uses reflective journaling and process recording to generate learning from practice.</p> <p><i>Examples of off-site practice</i></p> <p>The student avails of online team supervision.</p> <p><i>Examples of off-site learning for practice</i></p> <p>The student builds their capacity as a reflective learner and practitioner through familiarity with a range of reflective models including critical reflection (Fook &amp; Askeland 2007) reflexivity (Houston 2015) and process models (Wilson, K, Ruch G, Lymbery M, Cooper A. (2008)</p>
27.	Be able to communicate in English at a standard equivalent to C1 on the Common European Framework of Reference for Languages.	<p><i>What the practice teacher provides</i></p> <p>The practice teacher clarifies the expectations for written and verbal communication on behalf of the</p>	<p><i>What the practice teacher provides</i></p> <p>The practice teacher clarifies the expectations for written and verbal communication on behalf of the agency,</p>

		<p>agency, provides opportunities to shadow practitioners and shares samples of reports.</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>The student who if English is not his/her first language has provided the university with proof of attainment of at least a C1 on the Common European Framework of Reference for Languages. S/he adheres to expected agency standards in written and verbal communications using practice teacher's feedback to improve the standard if necessary.</p> <p><i>Examples of off-site practice</i></p> <p>The student adheres to expected standards in written and verbal communications.</p> <p><i>Examples of off-site learning for practice</i></p> <p>The student attends university-based language classes to improve language skills if required.</p>	<p>provides opportunities to shadow practitioners and shares samples of reports.</p> <p><i>What the student does to demonstrate this proficiency</i></p> <p>The student who if English is not his/her first language has provided the university with proof of attainment of at least a C1 on the Common European Framework of Reference for Languages. S/he adheres to expected agency standards in written and verbal communications using practice teacher's feedback to improve the standard if necessary.</p> <p><i>Examples of off-site practice</i></p> <p>The student adheres to expected standards in written and verbal communications.</p> <p><i>Examples of off-site learning for practice</i></p> <p>The student attends university-based language classes to improve language skills if required.</p>
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