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## Assessment of Competencies and Criteria for Recognition of Prior Learning (RPL)

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**Name of Applicant (Prospective Student):** .....

**Assessing Practitioner:** .....

- As a qualified social work practitioner, please state qualifications, experience and relationship to the applicant:

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- If not a qualified social work practitioner, please state qualifications, experience and relationship to the applicant:

.....

Signed by Assessing Practitioner: ..... Date: .....

## Area 1 : Social Work in Society

*Please tick the appropriate square on this continuum for this worker (the applicant)*

- The worker can articulate an understanding of the purpose of social work in society and in an agency context.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not able to assess	Needs improvement	Satisfactory progress	High level of performance

- The worker is able to describe the specific purpose of a particular agency in relation to a broader social work purpose.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not able to assess	Needs improvement	Satisfactory progress	High level of performance

- The worker is able to identify the factors which should be taken into account when making comparisons between agency purpose and social work purpose.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not able to assess	Needs improvement	Satisfactory progress	High level of performance

Comments on achievements and issues relating to this area:

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## Area 2 : Organisational Base of Practice

### Evaluation of performance

*Please tick the appropriate square on this continuum for this worker (the applicant)*

- The worker has an understanding of the agency, its relationship to social work and its links to other areas of the welfare system.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not able to assess	Needs improvement	Satisfactory progress	High level of performance

- The worker is able to represent the interests of the agency, service users or groups in written or verbal communication without significant assistance.

Not able to assess	Needs improvement	Satisfactory progress	High level of performance

- The worker demonstrates sensitivity to the formal and/or informal relationships within the agency/community and, therefore, is able to function effectively in that setting.

Not able to assess	Needs improvement	Satisfactory progress	High level of performance

- The worker is able to participate effectively in meetings or to take adequate notes or minutes of meetings.

Not able to assess	Needs improvement	Satisfactory progress	High level of performance

- The worker is able to meet deadlines if there are any competing interests for their time and does not need help in organising their time effectively.

Not able to assess	Needs improvement	Satisfactory progress	High level of performance

- The workers' report writing is of a reasonable standard and is not superficial, descriptive or judgmental in manner. The worker is able to write reports as a basis for planning work, or to communicate clearly with others.

Not able to assess	Needs improvement	Satisfactory progress	High level of performance

- The worker makes appropriate contact with other workers or professional groups when required.

Not able to assess	Needs improvement	Satisfactory progress	High level of performance

**Comments on achievements and issues relating to this area:**

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## Area 3 : Relationships

### Evaluation of performance at this stage

*Please tick the appropriate square on this continuum for this worker (the applicant)*

- The worker can relate constructively to others in a range of social situation. The skills used reflect a developed use of self-informed by reading and feedback from previous experiences, including input from others.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not able to assess	Needs improvement	Satisfactory progress	High level of performance

- The worker is able to transfer learning from one situation to another and to modify behaviour in response to feedback.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not able to assess	Needs improvement	Satisfactory progress	High level of performance

- The worker can generally describe interactive processes with hindsight and identify their part in interaction with others.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not able to assess	Needs improvement	Satisfactory progress	High level of performance

- The worker is able to link their behaviour to a comprehensive assessment of the situation.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not able to assess	Needs improvement	Satisfactory progress	High level of performance

- The worker's relationship with service users, community members and colleagues reflects an awareness of, or appropriate use of power, eg by not being over-controlling of service users/community members or being cognizant of the contribution of colleagues.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not able to assess	Needs improvement	Satisfactory progress	High level of performance

**Comments on achievements and issues relating to this area:**

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## Area 4 : Assessment and Planning

### Evaluation of performance

*Please tick the appropriate square on this continuum for this worker (the applicant)*

- The worker is able to differentiate their assessment or plan about a situation from what that situation might mean to others concerned with it.

Not able to assess	Needs improvement	Satisfactory progress	High level of performance

- The worker's assessments or plans are based on relevant information with appropriate use of evidence and observation.

Not able to assess	Needs improvement	Satisfactory progress	High level of performance

- The worker is able to concisely articulate what they understand as the main issues in a situation and are able to share this assessment or plan with relevant others. The worker is able to sort out important from unimportant information.

Not able to assess	Needs improvement	Satisfactory progress	High level of performance

- The worker is able to identify the knowledge base from which they operate and the ethical assumptions they have made in their understanding of and decision making about a specific piece of work

Not able to assess	Needs improvement	Satisfactory progress	High level of performance

**Comments on achievements and issues relating to this area:**

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## Area 5 : Intervention or Action

### Evaluation of performance

*Please tick the appropriate square on this continuum for this worker (the applicant)*

- The worker is able to present a rationale for their intervention that has a social work knowledge and value base.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not able to assess	Needs improvement	Satisfactory progress	High level of performance

- The worker is able to identify the skills they are using and are able to share their plans with others or monitor and assess their own part in any change effort.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not able to assess	Needs improvement	Satisfactory progress	High level of performance

- When working with service users and/or with other colleagues, the worker is able to take account of the rights of others in planning action.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not able to assess	Needs improvement	Satisfactory progress	High level of performance

- The worker has a well-developed notion of the systemic nature of any change effort and is able to anticipate how their plan of action might affect others.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not able to assess	Needs improvement	Satisfactory progress	High level of performance

- The worker has the ability to put a specific situation in a wider context (e.g. not blaming the victim) and so is able to identify a suitable intervention or action.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not able to assess	Needs improvement	Satisfactory progress	High level of performance

**Comments on achievements and issues relating to this area:**

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## Area 6 : Worker Practice and Professional Development

### Evaluation of performance

*Please tick the appropriate square on this continuum for this worker (the applicant)*

- The worker is not judgmental in their attitude to others

Not able to assess	Needs improvement	Satisfactory progress	High level of performance

- The worker, on the whole, enables others to be self-determining and responds creatively and constructively to the uniqueness of each situation encountered.

Not able to assess	Needs improvement	Satisfactory progress	High level of performance

- The worker consistently uses professional values as a basis for decision-making.

Not able to assess	Needs improvement	Satisfactory progress	High level of performance

- The worker is able to identify ethical issues in relation to their work and identifies this dimension in their day to day decision-making or discussion of their work in supervision

Not able to assess	Needs improvement	Satisfactory progress	High level of performance

- The worker is able to value confidentiality and appropriately share information that is justified on grounds of duty of care.

Not able to assess	Needs improvement	Satisfactory progress	High level of performance

- The worker is able to behave in a professional, ethical, or benevolent manner with staff, clients or community members.

Not able to assess	Needs improvement	Satisfactory progress	High level of performance

**Comments on achievements and issues relating to this area:**

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## **Overall Comments on Competency and Practice Performance**