Disability in Social Care: A Human Rights Based Approach

7.1	Module Overview							
Module Number		**Module Title**	Disability in Social Care; A Human Rights Based Approach					
Stage of Principal Programme			1	**Semester**	2	**Duration.** *(Weeks F/T)*	12	**ECTS** 5
Mandatory / Elective (M/E)	M	**Hours of Learner Effort / Week**	2.3					

Analysis of required hours of learning effort		
Teaching and Learning Modalities	**√if relevant to this module**	**Approx. proportion of total (hours)**
Contact Hours		
In person face-to-face	✓	28
Synchronous		
Indirect/Non-Contact Hours		
Asynchronous		
Work Based		
Other: • Independent reading, engagement with VLE, research and preparation of assessments	✓	97
Total		125

Pre-Requisite Module, if any. Module # and Title	N/A
Co-Requisite Module, if any. Module # and Title	N/A
Maximum number of learners per instance of the module	**60**

Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.		
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	**Qualifications & experience required**	**Staff - Learner Ratio X:Y**
Lecturer	A minimum Level 9 qualification in the relevant discipline or a closely cognate area. The specific requirements of professional bodies (e.g. CORU) must be taken into consideration when meeting the staffing requirements of the programme.	1:60
Tutor		1:20

Assessment Techniques – percentage contribution					
Continuous Assessment	100%	**Proctored Exam – in person**		**Practical Skills Based**	
Project		**Proctored Exam - online**		**Work Based**	
Capstone (Y/N)?		**If Yes, describe**			

7.2	Minimum Intended Module Learning Outcomes (MIMLOs)	
MIMLO **On completion of this module a learner will be able to:**		**Related MIPLO #**
1.	Explain the historical context and theoretical models within which definitions of disability and services for people with disabilities have evolved in Ireland.	2
2.	Use a life course approach to illustrate how specific types of disability impact on individuals' quality of life, including experiences of education, employment, social inclusion, personal and family relationships.	3, 4, 7

3. Describe and demonstrate understanding of the quality standards against which services are currently assessed.	**2, 3, 7**

7.3 Indicative Module Content, Organisation and Structure

Rationale for Inclusion of the Module in the Programme
The module provides a theoretical and ethical base for social care work in the disability sector and addresses practice issues for workers in this sector. The module also aims to introduce learners to the history, theoretical concepts and regulations which underpin disability services, explore the role that Social Care Workers play and the skills they require to carry out that role.

Module Content, Organisation and Structure
History of service provision; influence of dominant ideologies, definitions of disability; including changes in language
→ Models of disability; religious, medical, social, biopsychosocial
→ Human Rights-based Approach; Relationships and Sexuality, Restrictive Practice
→ Introduction to Person-centred Care
→ HIQA standards for residential care for people with disabilities
→ HSE review of day services for adults with disabilities; New Directions
→ Safeguarding; safeguarding vulnerable adults, the Assisted Decision-Making Act 2015

Life course stages:
→ Early years 0-6 years; parents' experiences, types of disability, services/multidisciplinary teams
→ School years; education - history and evaluation of segregation and integration
→ Adulthood: Employment; benefits of mainstreaming, supports required, Supported living/independent living; Role of Social Care Worker

7.4 Work-based learning and practice-placement *(if applicable)*
N/A

7.5 Specific module resources required *(if applicable)*
N/A

7.6 Application of programme teaching, learning and assessment strategies to this module
Teaching and Learning objectives are to:
• Promote deep learning (through techniques for learner engagement and interactivity, flipped classrooms, groupwork)
• Support inclusive teaching (Universal Design for Learning (UDL), EDI and inclusive curricula reflected in module content below)
• Provide opportunities for collaborative learning (using different learning spaces as appropriate)

Assessment objective is to employ a wide range of different assessment instruments across the programme. This module uses three different assessment approaches to contribute to this overall objective.

7.7 Summative Assessment Strategy for this module

MIMLOs	*Technique(s)*	*Weighting*
1, 3	Group Presentation	**60%**
2	Essay	**40%**
Standards of Proficiency taught:	1.3, 1.4, 1.9, 1.11, 1.12, 1.14, 1.22, 2.2, 2.3, 2.4, 2.10, 2.12, 2.13, 2.14, 2.16, 2.17, 3.1, 3.5, 3.6, 3.9, 3.11, 3.15, 4.1, 4.2, 4.5, 5.1, 5.3, 5.4, 5.6, 5.7, 5.8, 5.10, 5.11, 5.14, 5.15	
Standards of Proficiency assessed:	1.4, 1.9, 1.11, 1.12, 2.3, 2.4, 2.12, 2.13, 2.14, 3.1, 3.5, 3.6, 3.9, 3.11, 3.15, 4.2, 5.1, 5.3, 5,4, 5.7, 5.14, 5.15	

7.8 Sample Assessment Materials
Group Presentation (60%)
Work in small groups

Prepare a video (10 minutes) based on a disability-related topic.
Reflection based on group work experience

Essay (40%)
Submit a 1,000- word essay based on a disability related topic
The topics should address the following: historical or theoretical perspectives, models or frameworks, disability across the life course, safeguarding, regulations and policy.

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's Regulations in Relation to Assessment and Standards unless otherwise indicated.

7.9	Indicative reading lists and other information resources

Essential Reading
Health Information and Quality Authority (2019). *Guidance on a Human Rights Based Approach.* Dublin: Health Information and Quality Authority.
Iriarte, E.G., McConkey, R. and Gilligan, R. (2015). *Disability and Human Rights: Global Perspectives.* London: Palgrave.
Lalor, K., Share, P. and Brown, T. (eds) (2023). *Social Care Work: An Introduction for Students in Ireland,* (4th edn). Dublin: Institute of Public Administration.
Noonan Walsh, P. and Gash, H. (eds) (2004). *Lives and Times: Practice, Policy and People with Disabilities.* Bray: Rathdown.
Oliver, M. and Barnes, C. (2012). *The New Politics of Disablement.* London: Palgrave Macmillan.
Sheeran, F. and C., Doyle (eds) (2023). *Intellectual Disabilities: Health and Social Care across the Lifespan.* Switzerland: Springer.

Other Reading
Journal; Frontline Disability and Society
Journal of Intellectual and Developmental Disability
Journal of Social Care

Essential Websites
As I Am: *www.asiam.ie*
Health Information and Quality Authority: *www.hiqa.ie*
Health Service Executive: *www.hse.ie*
Inclusion Ireland: *www.inclusionireland.ie*
National Disability Authority: *www.nda.ie*
Safeguarding Ireland: *www.safeguardingireland.org*