

Introduction to Professional Social Care

7.1 Module Overview									
Module Number		Module Title	Introduction to Professional Social Care						
Stage of Principal Programme			1	Semester	1	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:					✓	97			
<ul style="list-style-type: none"> Independent reading, engagement with VLE, research and preparation of assessments 									
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. As experiential learning is at the core of the module the co-ordinator must have appropriate experience in the required skill and practice 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	40%	Proctored Exam – in person	60%	Practical Based	Skills
Project		Proctored Exam - online		Work Based	
Capstone (Y/N)?	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. Display an understanding of the history and evolution of social care as a profession in Ireland	1, 3, 7

2. Outline the values which underpin social care practice	1, 2
3. Explain the role of policies and procedures in protecting the rights of service users and of staff	1, 6, 7

7.3 Indicative Module Content, Organisation and Structure

The rationale for this module is that learners need to start the Programme with an introduction to the basic principles and practices of professional social care. They need to learn about the history and evolution of the profession and the values which underpin it. This module introduces learners to the theories, principles and values upon which professional social care practice is based. It also seeks to introduce learners to the quality standards, regulations and proficiencies which are part of the context within which social care operates currently in Ireland.

Module Content, Organisation and Structure

Definitions of social care

The history and evolution of social care, with reference to various government reports- Kennedy Report (1970), Task Force Report on Children's services (1980), various reports on child abuse from 1993- present.

Child protection and welfare guidelines (2017)

Assessment frameworks- children's needs, Maslow

Professional boundaries, knowledge and skills of a SCW

Multidisciplinary work; professional roles

Introduction to the Standards of Proficiency for Health and Social Care Professions (CORU, 2017)

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

Module Teaching and Learning objectives are to:

- Promote deep learning with an emphasis on learner engagement, interactivity, flipped classrooms and groupwork.
- Support inclusive teaching with Universal Design for Learning (UDL), EDI and inclusive curricula)
- Provide opportunities for collaborative learning by use of different learning spaces at Carlow College.

Assessment objective:

Given the challenges of maintaining academic integrity in the face of AI, The module focuses on **Authentic Assessment** – designing assessments that replicate the tasks and performance standards typically found in the world of work. For example, the in-class assessments in this module make use of existing tools from professional social care work.

This module contains 'Must-pass' assessments

If an assessment is essential to the achievement of a MIMLO i.e. there is no other opportunity for the learner to achieve that MIMLO, then the assessment should be designated as 'must pass'. Even if a learner achieves a pass mark by virtue of other assessments, they will fail the module if they do not pass a 'must pass' assessment.

7.7 Summative Assessment Strategy for this module

MIMLOs	Technique(s)	Weighting
3	In-class tests include the e-learning test on Children First (Túsła) short question assessment on Children First Guidance (2017)	40% (Must Pass assessment)
1, 2, 3	Formal exam consisting of 4 questions, learners being required to answer 2 questions.	60%

7.8 Sample Assessment Materials

In-class assessment:

The in-class assessment on Children First consists of 12 short answer questions and 4 scenarios, all of which test factual knowledge and assessment skills in relation to child protection and welfare.

Exam:

Duration 2 hours. 2 questions to be answered. Sample questions are as follows:

1. "Social care is...about working in partnership to support and empower individuals and groups at a vulnerable time in their lives through relationship-building and the delivery of personalised programmes and interventions" (Douglas, 2021, p. 189). Discuss the key concepts in this quotation.
2. Vulnerable people are at greater risk of being treated differently or with disrespect (Cuthbert and Quallington, 2008). Outline why 'respect for persons' is such an important concept in social care practice.
3. Explain why it is important to respect the confidentiality of service users in social care settings. Use examples to illustrate situations in which confidentiality is limited.
4. One of the proficiencies CORU (2017) lists is that Social Care Workers should 'be able to maintain professional boundaries with service users within a variety of social care settings and be able to identify and manage any associated challenges' (p.4). Describe, with the use of examples, the challenges that may arise when seeking to maintain professional boundaries.

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

Indicative Core Reading:

Charleton, M. (2014). *Ethics for Social Care in Ireland*. Dublin: Gill and Macmillan.

Cooper, F. (2012). *Professional Boundaries in Social Work and Social Care*. London: Jessica Kingsley.

Cuthbert, S. and Quallington, J. (2017). *Values and Ethics for Care Practice*. New York: Lantern Publishing.

CORU (2017). *Standards of Proficiency for Social Care Workers*. Dublin: CORU

CORU (2019). *Code of Professional Conduct and Ethics for Social Care Workers*. Dublin: CORU

Lalor, K, Share, P. and Brown, T. (Eds.) (2023). *Social Care Work: An Introduction for Students in Ireland. (4th Ed)*. Dublin: Institute of Public Administration.

Túsla Child and Family Agency. (2017) *Children First: National Guidance for the Protection and Welfare of Children*, Dublin: Government Publications.

Essential websites

Children's Rights Alliance: www.childrensrights.ie

Health Information and Quality Authority: www.hiqa.ie

Health Service Executive: www.hseland.ie

Social Care Ireland: www.socialcareireland.ie

Tusla Child and Family Agency: www.tusla.ie