Principles and Practice of Professional Social Care 1

7.1	Module Overview							

Module Number		Module Title	Principles and Practice of Professional Social Care 1					
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	Introduction to Professional Social Care
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. Transfer and apply theoretical concepts to a range of social care situations		**3, 5, 7**
2. Demonstrate knowledge of general approaches to social care practice, planning and review		**2, 5, 6**
3. Outline a placement plan with clear rationale and objectives in line with programme requirements.		**2, 4**

7.3	Indicative Module Content, Organisation and Structure

This module builds on the material covered in Introduction to Professional Social Care. The module focus is more specific to the preparation of learners for practice placement, with keys aims that learners gain an understanding of the professional context in which they will work in the future and begin to gain a sense of their 'professional selves'.

Content, Organisation and Structure
Social Care professional contexts:
- Residential child care
- Travelling community services
- Homeless services
- Family Support Resource Centres

Learning from practice:
- Forming professional relationships; interpersonal relationships, relationship-based practice
- Professional values and codes of ethics- CORU Code of Professional Conduct and Ethics
- Reflective Practice in Social Care
- Identifying placements and setting learning goals
- Portfolio-building as a professional development tool

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), by promoting the use of learning logs by students to build an overall portfolio oftheir learning through the module.
- Provide opportunities for collaborative learning by use of different learning spaces at CCSP where students take a lead in directing their own learning. Informal groupwork encourages the development of leadership.

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*
1, 2, 3	Portfolio of worksheets (6).	**100% (Must Pass Assessment)**
Standards of Proficiency taught:	1.8, 1.23, 2.13, 2.14, 2.16, 3.9, 4.1, 4.2, 4.5, 5.6, 5.19	
Standards of Proficiency assessed:	1.8, 1.23, 2.13, 2.14, 4.1, 4.2, 4.5, 5.6, 5.19	

7.8	Sample Assessment Materials

The worksheets will demonstrate ability to apply theoretical concepts to a range of social care situations and knowledge of the stages involved in securing a placement and in engaging in social care practice.

Portfolio of worksheets linked to workshops given by guest presenters focusing on specific sectors of professional practice (4) and to placement preparation (6).

The worksheets on placement will provide a step-by-step account of how the learners approach the task of securing a placement and setting learning objectives. The learning logs will cover the following activities and reflection on same:
- 'The relationship' in Social Care Work
- Reflection on self, personal strengths, areas of interest/learning linked to choosing a placement
- Professional Ethics in practice
- Social Care agency profile
- Account of site visit and details of placement secured
- Placement proposal, rationale for the choice, learning objectives, skills required, expectations, challenges, hopes and tasks to complete prior to starting placement.

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:
1. CORU (2017). *Standards of Proficiency for Social Care Workers*. Dublin: CORU.
2. CORU (2019). *Code of Professional Conduct and Ethics for Social Care Workers*. Dublin: CORU.
3. Greene, A. (2017). 'The Role of Self-Awareness and Reflection in Social Care Practice', *Journal of Social Care*, 1 (3).
4. 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.

Other Reading
Bolton, G. (2014). *Reflective Practice Writing and Professional Development*, (4th edn). (London: Sage Publications.
Schneider Corey, M. and Corey, G. (2011). *Becoming a Helper,* (6th edn). Pacific Grove, CA: Brooks/Cole.

Recommended Viewing
Health Information Quality Authority: www.hiqa.ie
Health Service Executive: www.hse.ie
YouTube, TEDTalks