

## Practice Placement and Portfolio 2

7.1 Module Overview									
Module Number		Module Title	Practice Placement and Portfolio 2						
Stage of Principal Programme			3	Semester	2	Duration. (Weeks F/T)	13	ECTS	30
Mandatory / Elective (M/E)	M	Hours of Learner Effort / Week	48						
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					✓	95			
Synchronous									
Indirect/Non-Contact Hours									
Asynchronous									
Work Based					✓	400			
Other: <ul style="list-style-type: none"><li>Portfolio and write up.</li><li>To include preparation for Tripartite meeting and Critical Reflection of Learning</li></ul>					✓	255			
Total							750		

Pre-Requisite Module, if any. Module # and Title		Learners must have successfully completed Stage 2 of the programme.	
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
Placement Co-ordinator	A minimum level 9 qualification in the relevant discipline or closely cognate area. CORU Criteria for Education and Training Programmes specify College Practice Educators and Field Practice Tutors must be registered with the appropriate registration board. Carlow College through its Teaching and Learning Strategy will ensure regular training and support is available to the Practice Education team to develop their practice and education skills		1:60 1:1 supervision on placement
College Practice Tutor			1:15

Assessment Techniques – percentage contribution					
<b>Continuous Assessment</b>	<b>20%</b>	<b>Proctored Exam – in person</b>		<b>Practical Skills Based</b>	
<b>Project</b>	<b>80%</b>	<b>Proctored Exam - online</b>		<b>Work Based</b>	
<b>Capstone (Y/N)?</b>	<b>Y</b>	<b>If Yes, describe</b>	<b>Students must achieve PASS standard in all aspects of assessment of this module</b>		

<b>7.2 Minimum Intended Module Learning Outcomes (MIMLOs)</b>	
<b>MIMLO</b> On completion of this module a learner will be able to:	<b>Related MIPLO #</b>
1. Identify the standards of proficiency (CORU) and have experienced these in practice. Develop a professional identity and autonomy as an emerging Social Care Practitioner and recognise the role of accountability in practice.	<b>1, 3, 6</b>
2. Utilise and develop communication skills, self-development skills, problem solving skills, organisation skills and teamwork skills within the context of the placement agency.	<b>1, 3, 4</b>
3. Explain the work of the placement agency and how it is governed by legislative, regulatory and professional requirements.	<b>1, 2, 3</b>
4. Work effectively within the agency's organizational framework and contribute to the development of services, including within multi-agency and inter-professional settings through collaborative practice.	<b>1, 2, 3, 4, 7</b>
5. Discuss examples of how a range of theory and knowledge underpins professional social care practice experienced on placement.	<b>2, 3</b>
6. Take responsibility, with guidance, for managing time and workload and utilise supervision to reflect upon their own actions in order to develop their professional practice skills.	<b>1, 2, 5, 6</b>
7. Illustrate and recognise the ethical dimension to their practice and demonstrate an awareness of power differentials and the potential for oppressive practice in the profession.	<b>1, 7</b>

<b>7.3 Indicative Module Content, Organisation and Structure</b>
<p>Learners must have successfully completed Stage 2 of the course, including attendance of 80% at all lectures and tutorials to progress directly to placement. They must also satisfy Carlow College's Garda Vetting Policy. This module is a key component of the MIPLOs (1, 2, 3, 4, 5, 6, and 7) in that it will allow learners to experience professional working situations in a supported learning environment. Learners will develop professional social care skills, reflect and draw on theoretical knowledge and academic coursework and apply the learning to practice. Engaging in supervision with a qualified Field Practice Educator will facilitate critical reflective practice.</p> <p>Pre Placement Preparation delivered by means of workshops, individual work and working in small groups.</p> <p>Themed seminars/workshops</p> <ul style="list-style-type: none"> <li>• <i>Professional use of self (Part 2)</i></li> <li>• <i>Radar exercise to capture proficiencies and identify new learning</i></li> <li>• <i>Portfolio preparation</i></li> <li>• <i>Managing Challenging Behaviour</i></li> <li>• <i>Introduction to Advocacy</i></li> <li>• <i>Participation in the Diamond model</i></li> <li>• <i>Skills inventory (Trevithick) linked to the identification of learning objectives in line with CORU Standards of Proficiency</i></li> <li>• <i>Support and contact systems with college for the duration of placement</i></li> <li>• <i>Mid placement review at week 6 in college</i></li> <li>• <i>Capturing practice scenes</i></li> <li>• <i>Post placement evaluation</i></li> </ul> <p><b>Preparation and Review – set out in <a href="#">Professional Practice Placement Handbook</a></b></p>

<b>7.4 Work-based learning and practice-placement (if applicable)</b>
<p>The module aims to develop the learner's understanding of the essential values, ethics and skills required for effective social care practice. The module will integrate theory and practice in the understanding and implementation of service delivery when working with services users. Learners are expected to work within the framework of the Health and Care Professions Council (CORU) Standards of Proficiency and to the standards of the Social Care Workers Registration Board Code of Professional Conduct and Ethics.</p> <p>Learner's progression through placement;</p> <ul style="list-style-type: none"> <li>• Week One Enquiry form sent by learner to College Practice Tutor</li> <li>• Week 3: College Practice Tutors check in by phone with Field Practice Educators</li> </ul>

- Week 6: Learners return to college for mid placement review day
- Weeks 11-13: Assessment visits are conducted by College Practice Tutors, meeting with Learner, Field Practice Educator to determine progress throughout placement
- Week 13: Submission of Portfolio. Marked by Placement Coordinator

[Professional Practice Placement Handbook](#) BA Applied Social Studies (Professional Social Care)

#### 7.5 Specific module resources required (if applicable)

Approved Practice Placement Agency,- agencies where there is a Memorandum of Agreement in place with Carlow College.

[Professional Practice Placement Handbook](#), each student is issued with a copy. Updated yearly.

Practice Education Portal on college website for Field Practice Educators, giving access to Online Supervisor training.

#### 7.6 Application of programme teaching, learning and assessment strategies to this module

The module assessment strategy provides a space for integrated learning incorporating the three pillars of academic learning, professional skills acquisition and personal development. Placement Portfolio is both summative and formative.

- Individual meetings with Placement Co-ordinator prior to placement
- Two weeks practice Placement Preparation intensive programme to include workshops, lectures, tutorial and individual work. Support and contact systems with college during placement, Mid placement review at week 6
- 400 hours at Social Care practice placement site over 13 weeks
- Site visit by College Practice Tutor to access placement
- Portfolio completion
- Evaluation at the conclusion of placement.

#### 7.7 Summative Assessment Strategy for this module

MIMLOs	Technique(s)	Weighting
1 - 7	Practice Placement PORTFOLIO (see <a href="#">Professional Practice Placement Handbook</a> for details)	80% (Must Pass Assessment)
1, 6	Preparation and completion of documentation relating to placement, participation in workshops at Pre-Placement Preparation, mid-way review day and evaluation of placement.	10% (Must Pass Assessment)
1, 6	Critical Reflection of Learning on Placement.	10% (Must Pass Assessment)
<b>Standards of Proficiency taught:</b>	1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8, 2.9, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15, 2.17, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.11, 3.12, 3.13, 3.14, 3.15, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2, 5.3, 5.5, 5.6, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.15, 5.16, 5.17, 5.18	
<b>Standards of Proficiency assessed:</b>	1.1, 1.2, 1.3, 1.5, 1.6, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.15, 1.17, 1.18, 1.19, 1.21, 1.22, 1.23, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8, 2.9, 2.10, 2.12, 2.13, 2.14, 2.15, 2.17, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.11, 3.12, 3.13, 3.14, 3.15, 4.1, 4.3, 4.4, 4.5, 4.6, 5.1, 5.3, 5.5, 5.6, 5.8, 5.9, 5.10, 5.11, 5.12, 5.13, 5.16, 5.17	

#### 7.8 Sample Assessment Materials

The following requirements are mandatory for the learner to pass placement:

- Attendance at placement preparation classes and workshops
- Attendance at placement to complete 400 hours over 13 week block
- Attendance at mid-way review in college, meetings with Practice Educators, Evaluation session on return to college

- Indication of PASS on the learners' 'Placement Assessment Form' from both the Field Practice Educator and the College Practice Educator
- Achievement of 40% in the Portfolio =80%
- Preparation and completion of documentation relating to placement, participation in workshops at Pre Placement Preparation , mid-way review day and evaluation of placement = 10%
- Critical Reflection of Learning on Placement= 10%.

In the event of failing the module learners will have one further attempt at placement

[Professional Practice Placement Handbook](#) - BA Applied Social Studies (Professional Social Care) sets out in detail the requirements for passing this module and arrangements for repeat placement should this arise. The Handbook also contains the relevant placement policies and associated forms.

## 7.9 Indicative reading lists and other information resources

### Indicative Core Reading:

1. Cooper, F., (2012) *Professional Boundaries in Social Work and Social Care*. London: Jessica Kingsley Publishers.
2. Davys, A., & Beddoe, L. (2021) *Best Practice in Professional Supervision*, (2<sup>nd</sup> Ed.). London and Philadelphia: Jessica Kingsley Publishers.
3. Lyons, D., & Brown, T. (2021) *Guide to the Standards of Proficiency for Social Care Workers*. Available at <https://socialcareireland.ie/wp-content/uploads/2021/10/Guide-to-Domain-1v5.pdf>
4. De Roiste, A., McHugh, J. and Prendergast, A (2024) *Social Care Practice Placement: an Essential Guide* Tipperary, Boru Press
5. *Professional Practice Handbook*, Applied Social Studies (Professional Social Care) Carlow College, St. Patrick's. Carlow.
6. Social Care Workers Registration Board (2017). *Standards of proficiency for Social Care Workers*. Dublin: CORU.
7. Social Care Workers Registration Board (2017). *Code of Professional Conduct and Ethics for Social Care Workers*. Dublin: CORU.

### Indicative Other Resources:

1. Bassot, B. (2023) *The Reflective Practice Guide: An Interdisciplinary Approach to Critical Reflection*, (2<sup>nd</sup> Ed.). Routledge, Oxon.
2. Hawkins, P. & McMahon, A. (2020) *Supervision in the Helping Professions*, (5<sup>th</sup> Ed.). UK: Open University Press.
3. *Irish Journal of Applied Social Studies*
4. Kaushik, A. (2017) 'The use of self in social work: Rhetoric or reality?', *Journal of Social Work Values and Ethics* 14:1-21
5. Kolb, D.A. (1984) *Experiential learning: experience as the source of learning and development*. Englewood Cliffs, NJ; Prentice Hall
6. Lalor, K & Share, P. *Applied Social Care: An Introduction for students in Ireland*, (3<sup>rd</sup> Ed.). Dublin: Gill and McMillan.
7. McCulloch, S.J. (2012) 'Keeping the "heart" in practice: The importance of promoting relationship-based practice in practice learning and assessment', *Journal of Practice Teaching and Learning*, 17 (3): 82-114. Available at <<http://journals.whitingbirch.net/index.php/JPTS/article/view/1520>>
8. *The Journal of Practice Teaching and Learning* Available at <https://journals.whitingbirch.net/index.php/JPTS/issue/current>
9. Self-Awareness (2013) 'Understanding the Johari Window Model' Available at <<https://www.selfawareness.org.uk/news/understanding-thejohari-window-model>>.
10. Skovholt, T.M. & Trotter –Mathison, M. (2006) *The Resilient Practitioner*, (3<sup>rd</sup> Ed). Routledge, Oxon.