

Principles, Professionalism and Practice of Social Care

7.1 Module Overview									
Module Number		Module Title	Principles, Professionalism and Practice of Social Care						
Stage of Principal Programme			3	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: <ul style="list-style-type: none">Independent reading, engagement with VLE, research and preparation of assessments					✓	97			
Total							125		

Pre-Requisite Module, if any. Module # and Title		Principles and Practice of Social Care 1 Principles and Practice of Social Care 2
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 Social Studies /Social Science and professional Social Care experience.	1:60
Tutor		1:20

Assessment Techniques – percentage contribution –					
Continuous Assessment	20%	Proctored Exam – in person		Practical Based	80%
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. Explain the role of the professional Social Care Worker as set out by CORU the Health and Social Care regulator.	1, 6
2. Identify a variety of Recordkeeping practices in the professional Social Care context.	2, 3, 4
3. Develop strategies for professional Social Care that promote the concept of 'Positive risk', Person-centred planning,	2, 5
4. Demonstrate a capacity to respond appropriately to presenting needs in professional Social Care work.	2, 7

<p>7.3 Indicative Module Content, Organisation and Structure</p> <p>Module content is focused around developing the professional identity and competence of the learner and the following headings build on the work completed in this area at stages 1 and 2.</p> <p>Social care professional identity will explore the emerging role and status of the Social Care Worker. It will 'locate' profession in a historical context referring to learnings from high-profile cases and investigations.</p> <p>Key professional skills development builds on the repertoire of skills and toolkit of the professional Social Care Worker in meeting the presenting needs encountered in the workplace. There is an emphasis on the core principle of person-centredness. Specific skills development areas focused on are:</p> <ul style="list-style-type: none"> • Assessment and Genopro • Professional and Practice Boundaries in Social Care Work • Responding to 'Behaviours that Challenge', • Risk Assessment, Positive Risk, Social Role Valorisation, • Record-keeping in professional Social Care, • Personalisation and Individualised Budgets in Social Care • Inter-professional work • The Diamond Model in Social Pedagogy <p>Professional supervision-builds on student placement experience and deepens their knowledge and ability towards ensuring that supervision is integrated into their practice, both in their next practice placement and their professional practice.</p> <ul style="list-style-type: none"> • Historical development and reflective process contributing to the professional development of the worker. • Functions of supervision as identified by a range of theorists. • Contracting in supervision • Models and types of supervision
<p>7.4 Work-based learning and practice-placement (if applicable)</p> <p>N/A</p>
<p>7.5 Specific module resources required (if applicable)</p> <p>A Standard classroom and Flexible learning space with Groupwork tables is required so enable students to experience a learning environment that most closely matches the professional approach. Genopro Software (available on library computers) enables students to experience hands on learning of this tool. Other licenced software tools will be made available to students when available.</p>
<p>7.6 Application of programme teaching, learning and assessment strategies to this module</p> <p>This module facilitates learners' active participation in their own professional development through the structure of in-class engagement with module content. For example, learners collectively 'create' a selection of case studies that are used to explore key module themes.</p> <p><u>Module Teaching and Learning objectives:</u></p> <ul style="list-style-type: none"> • Promote deep learning (mention techniques for learner engagement, interactivity, flipped classrooms, groupwork as relevant) • Support inclusive teaching (mention Universal Design for Learning (UDL), EDI and inclusive curricula) • Provide opportunities for collaborative learning (mention use of different learning spaces as appropriate) <p><u>Assessment</u></p> <p>Given the challenges of maintaining academic integrity in the face of AI, the module puts a lot of focus on Authentic Assessment – (see https://www.ucl.ac.uk/teaching-learning/publications/2023/jan/designing-assessment-academic-integrity#Keytakeaways). The assessment approach here is based on the professional Social Care CPD model outlined by CORU and the Social Care Ireland CPD portfolio.</p> <p><u>This module contains 'Must-pass' assessments</u></p>

7.7 Summative Assessment Strategy for this module		
MIMLOs	Technique(s)	Weighting
1-4	Learning Logs	80% (Must Pass Assessment)
1-4	Short question exam	20% (Must Pass Assessment)
Standards of Proficiency taught:	1.1, 1.3, 1.5, 1.8, 1.9, 1.10, 1.13, 1.17, 1.21, 2.1, 2.6, 2.7, 2.8, 2.14, 3.1, 3.7, 3.10, 3.12, 4.1, 4.2, 4.5, 5.12, 5.18, 5.19	
Standards of Proficiency assessed:	1.1, 1.3, 1.5, 1.8, 1.9, 1.10, 1.13, 1.17, 1.21, 2.1, 2.6, 2.7, 2.8, 3.1, 3.7, 3.10, 3.12, 4.1, 4.2, 4.5, 5.12, 5.18, 5.19	

7.8 Sample Assessment Materials
<p>When assessing for the programme, the three aspects of knowledge, skills and competencies are considered; as are the five domains of proficiencies stipulated by the Health and Social Care Professionals Council (CORU, 2017).</p> <p>Learners complete 4 learning logs (see template here) - 3 relating directly to module content and 2 of their choice that may relate to a CPD activity (each counting for 20% of the overall mark). A pro forma is provided for the learning logs and target dates are identified for their completion. The rationale for this form of assessment is to match the developing of CPD portfolio-based work set out by Social Care Ireland</p> <p>The Short question exam focuses on linking Specific Standards of Proficiency to material covered in lectures. Students are provided with the CORU standard of proficiency for Social Care Work and asked to write short notes on how specific aspects of professional competence connects with practice.</p> <p>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.</p>

7.9 Indicative reading lists and other information resources
<p>Indicative Core Reading:</p> <p>Browne, T. and Lyons, D. eds. (2021) <i>Guide to the Standards of Proficiency for Social Care Workers</i>. Dublin: Social Care Ireland.</p> <p>Dept of Health (2018) <i>Towards Personalised Budgets for People with a Disability in Ireland</i>. Available at https://www.hse.ie/eng/services/list/4/disability/personalised-budgets-for-people-with-a-disability.html</p> <p>Lalor, K. Share, P. and Brown, T eds. (2023) <i>Social Care Work: An Introduction for Students in Ireland</i>. Dublin IPA.</p> <p>Lyons, D. and Howard, N. eds. (2014) <i>Social Care- Learning from Practice</i>. Dublin: Gill and Co.</p> <p>Indicative Other Resources:</p> <p>Mönkkönen, K & Kekoni, T. (2023) Constructing shared understanding in interprofessional client sessions in <i>Nordic Social Work Research</i>, 13:1, 76-90</p> <p>McCann James, C., de Róiste, A. and McHugh, J. (2009). <i>Social Care Practice in Ireland, An Integrated Perspective</i>. Dublin: Gill and Macmillan.</p> <p>Thomas, J., Pollard K. and Sellman, D. (2014). <i>Interprofessional Working in Health and Social Care: Professional Perspectives</i>. Basingstoke: Palgrave.</p> <p>Thompson, N. (2020). <i>Anti-Discriminatory Practice: Equality, Diversity and Social Justice</i>. London: Bloomsbury.</p> <p>Featherstone, Brid; White, Sue; and Wastell, Dave (2012) "Ireland's Opportunity to Learn from England's Difficulties? Auditing Uncertainty in Child Protection," <i>Irish Journal of Applied Social Studies</i>: Vol. 12: Iss. 1, Article 5. Available at: http://arrow.dit.ie/ijass/vol12/iss1/5</p> <p>National Standards for Children's Residential Centres</p> <p>Trevithick, P. (2012) <i>Social Work Skills: A Practice Handbook</i>. Buckingham: Open University Press.</p> <p>Translation: https://www.hse.ie/eng/about/who/primarycare/socialinclusion/about-social-inclusion/translation-hub/translation-interpreting-companies/</p> <p>Recommended Viewing:</p> <p>www.Fionnathan.com</p> <p>www.socialpedagogy.co.uk</p> <p>www.coru.ie</p> <p>www.scie.org.uk/socialcaretv</p> <p>www.hiqa.ie/system/files/Standards_children_crc_DOHC.pdf</p>