

Introduction to Professional Social Care

Section A: Headline Information							
Module title		Introduction to Professional Social Care					
Module NFQ level (only if an NFQ level can be demonstrated)		Level 7					
Module number/reference		TBC					
Module Co-ordinator		Dr Lucy Bennett					
Parent programme(s)		BA in Applied Social Studies (Professional Social Care)					
Stage of parent programme		Stage 1					
Semester (semester1/semester2 if applicable)		Semester 1					
Module credit units (FET/HET/ECTS)		ECTS					
Module credit number of units		5 ECTS					
List the teaching and learning modes		Lectures, tutorials, workshops, visits of observation					
Entry requirements (statement of knowledge, skill and competence)		College Entry Requirements must be satisfied for entry onto Stage 1.					
Pre-requisite module titles		N/A					
Co-requisite module titles		N/A					
Is this a capstone module? (Yes or No)		No					
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)		Module co-ordinators, lecturers and tutors must have 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.					
Maximum number of learners per module		120					
Duration of the module		1 semester					
Average (over the duration of the module) of the contact hours per week (see * below)		2.3 hours					
Module-specific physical resources and support required per centre (or instance of the module)		Lecture Hall, Small Group Work Room, IT Room, Library, IT resources required etc.					
Analysis of required learning effort							
*Effort while in contact with staff							
Classroom and demonstrations	Mentoring and small-group tutoring	Other (specify)	Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)

Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner				
24	1:40	4	1:10				97: Directed study and reading: 37 hours Self-directed study and reading: 30 hours In-class and exam preparation: 30 hours		125 hours

Allocation of marks (within the module)

	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	30%			70%	100%

Section B: Module Descriptor

Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	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.
Module Aims and Objectives	This module aims to introduce 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.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: <ol style="list-style-type: none"> 1. Display an understanding of the history and evolution of social care as a profession in Ireland (MIPLO 1, 3, 7). 2. Outline the values which underpin social care practice (MIPLO 1, 3, 5, 6)

	<p>3. Explain the role of policies and procedures in protecting the rights of service users and of staff (MIPLO 1, 6, 7).</p>
<p>Information Provided to Learners about the Module</p>	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS</p>
<p>Module Content, Organisation and Structure</p>	<ul style="list-style-type: none"> • 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 values and codes of ethics- CORU Code of Professional Conduct and Ethics • Professional boundaries • Introduction to the Standards of Proficiency for Health and Social Care Professions (CORU, 2017)
<p>Module Teaching and Learning Strategy</p>	<p>The module coordinator will deliver most of the module content, with time given for questions and discussion. Guest lecturers will be invited to present on work-related skills.</p> <p>Web-facilitated learning through You-Tube clips or TED Talks will take place on occasion.</p> <p>Learners will, in small groups have the opportunity to break down the material in tutorials for greater examination of the issues. Prescribed readings will be used to encourage engagement by learners, and provide a basis for formative assessment or assessment for learning (Carlow College Teaching and Learning Strategy).</p>
<p>Work-Based Learning and Practice-Placement</p>	<p>N/A</p>
<p>E-Learning</p>	<p>Moodle will be used to deliver material and additional readings and links to relevant websites. Learners may also upload material for peer-learning purposes.</p>
<p>Specifications for Module Staffing Requirements</p>	<p>Module Coordinator will teach the majority of the material. Guest lecturers will be invited to present on current skills-based aspects.</p> <p>Staff – learner ratio is typical of a lecture and tutorial format, i.e. 1- 120 and 1-20.</p>

Module Summative and Formative Assessment Strategy	<p>Learners will be required to complete the e-learning test on Children First on the Tusla website. They will also be required to complete an in-class assessment on Children First Guidance (2017). Worth 30%</p> <p>Formal exam consisting of 4 questions, learners being required to answer 2 questions. Worth 70%.</p>
Sample Assessment Materials	<p>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.</p> <p>The exam questions are linked to the Learning Outcomes for the module. Examples from the 2016 exam are as follows:</p> <ol style="list-style-type: none"> 1. “Several influential reports have helped to shape the development of social care practice” (Share and Lalor, 2013:12). Choose one report and illustrate how its findings have influenced the development of social care in Ireland. 2. Social Care Workers place a strong emphasis on principles of respect, building trusting relationships, promoting autonomy and working with people in a non-judgemental manner” (Social Care Ireland, 2015:12). Explain why each of these principles are of importance in social care practice. 3. Explore the reasons for the need to maintain professional boundaries while working with service users in social care agencies.
Reading Lists and Other Information Resources	<p>Essential Reading:</p> <p>Charleton, M. (2014). <i>Ethics for Social Care in Ireland</i>. Dublin: Gill and Macmillan.</p> <p>Cooper, F. (2012). <i>Professional Boundaries in Social Work and Social Care</i>. London: Jessica Kingsley.</p> <p>Howard, N. and Lyons, D. (Eds.) (2014). <i>Social Care: Learning from Practice</i>. Dublin: Gill and Macmillan.</p> <p>Share, P. and Lalor, K. (Eds.) (2013) <i>Applied Social care: An Introduction for Students in Ireland</i>, Dublin: Gill and Macmillan.</p> <p>Tusla (2017) <i>Children First: National Guidance for the Protection and Welfare of Children</i>, Dublin: Government Publications.</p> <p>Other Reading:</p> <p>www.coru.ie</p> <p>www.hiqa.ie</p> <p>www.tusla.ie</p> <p>www.socialcareireland.ie</p>
Module Physical Resource Requirements	<p>Lecture hall, small group work room, projector and speakers, Internet</p>

