

Practice Placement and Portfolio 1

Section A: Headline Information	
Module title	Practice Placement and Portfolio 1
Module NFQ level (only if an NFQ level can be demonstrated)	Level 7
Module number/reference	TBC
Module Co-ordinator	Monica Dowling
Parent programme	BA in Applied Social Studies (Professional Social Care)
Stage of parent programme	Stage 2
Semester (semester1/semester2 if applicable)	Semester 1
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	25
List the teaching and learning modes	<ul style="list-style-type: none"> • Two week practice placement preparation intensive programme to include workshops, lectures, tutorial and individual work. • Individual meetings with Placement Co-ordinator • 400 hours min. over 13 weeks • Portfolio completion • Site visit by placement tutor
Entry requirements (statement of knowledge, skill and competence)	Learners must have successfully completed Stage 1 of the course including attendance of 70% at all lectures and tutorials to progress directly to placement. They must also satisfy Carlow College's Garda Vetting Policy.
Pre-requisite module titles	Introduction to Professional Social Care and Principles and Practice of Social Care 1
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	Yes
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. CORU Criteria for Ed and Training Programmes specify Practice Educators 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.
Recommended number of learners per module	120
Duration of the module	2 weeks' placement preparation programme = 60 hours 400 hours min. of placement over 13 weeks
Average (over the duration of the module) of the contact hours per week (see * below)	35 hours Practice placement attendance requirements are explicit and detailed mechanisms are in place to manage absence/non-attendance. (See Professional Practice Handbook).

Module-specific physical resources and support required per centre (or instance of the module)	Approved Practice Placement Agency, Lecture Hall, Practice lab, small Group work Room, Library, IT.
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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		To include preparation for Tripartite meeting	Portfolio and write up		
60	1: 40	35	1: 20				100	30	400	625 hours

Allocation of marks (within the module)

	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	10%	90%			100%

Section B: Module Descriptor

Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	This module is a key component of the MIPLOs (1, 2, 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 supervisor will facilitate critical reflective practice.
Module Aims and Objectives	The module aims to develop the learners 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 Irish Association of Social Care Educations (IASCE) Code of Ethics.

Minimum Module Learning Outcomes	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of professional identity and autonomy as an emerging Social Care Worker and recognise the role of accountability in practice. (MIPLO 1, 3, 6) 2. Utilise and develop communication skills, self-development skills, problem solving skills, organisation skills and team work skills within the context of the placement agency. (MIPLO 1, 2, 4). 3. Explain the work of the placement agency and how it is governed by legislative, regulatory and professional requirements. (MIPLO 1, 2, 3). 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. (MIPLO 1, 2, 3, 4, 7) 5. Demonstrate an understanding of the knowledge underpinning professional social care practice and integrate this knowledge into their practice (MIPLO 3, 8). 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 (MIPLO 1, 2, 5, 6). 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. (MIPLO 1, 7)
Information Provided to Learners about the Module	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>Professional Practice Handbook (Appendix 4)</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
Module Content, Organisation and Structure	<p>Pre-placement preparation to include workshops, individual work and working in small groups:</p> <p>Professional use of self, Intimate care, Understanding, Maintaining and Managing Professional Boundaries, Supervision in Social Care practice placements, Portfolio preparation, Skills Inventory linking to identification of learning goals for practice. Support and contact systems with college during placement, Mid placement review at week 6, Post placement evaluation.</p>
Module Teaching and Learning Strategy	<p>Lectures, Practice Educators and guest lecturers will deliver the module content, in small group format, utilising role play and creative exercises. Attendance is mandatory at all Placement Preparation workshops and classes.</p>
Work-Based Learning and Practice-Placement	<p>A practice placement during which learners will familiarise themselves with the agency, its roles and tasks and then begin to carry out its work with the support of a practice supervisor.</p> <p>Learners will develop and consolidate their understanding of professional practice, including anti-oppressive and anti-discriminatory practice.</p> <p>They will develop and understand the process of critical reflection and evaluation as a tool for improving professional practice and expand upon reflective and reflexive skills in relation to their own development as practitioners.</p>

	<p>Learners will develop an understanding and ability in relation to the use of communication skills and collaborative practice.</p> <p>The use of supervision and other support systems will be utilised to facilitate the learner’s professional identity development and to apply knowledge to social care practice.</p>
E-Learning	
Specifications for Module Staffing Requirements	<p>Module teaching staff group are all qualified to teach Practice Placement and to act as Practice Educators and Supervisors.</p> <p>Staff – learner ratio is 1- 120 and 1-20.</p> <p>Practice Educator –learner is 1-20</p>
Module Summative and Formative Assessment Strategy	<p>The module assessment strategy provides a space for integrated learning incorporating the three pillars of academic learning, professional skills acquisition and personal development. The formative component includes Learners meeting Placement Co-ordinator on an individual basis to work on their learning strategy for placement; this builds a sense of professional development. Upon completion of 400 hours of placement Learners evaluate their work experience and utilize the learning in their progression to professional competency and proficiency. Placement Portfolio is both summative and formative. Learners will be assessed against the proficiencies set out by the Health and Social Care Professionals Council (CORU, 2017). These will be encapsulated by the following assessment strategies.</p> <p>The following requirements are mandatory for the learner to pass placement:</p> <ul style="list-style-type: none"> Attendance at placement preparation classes and workshops Attendance at placement to complete 400 hours 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 agency practice supervisor and college Practice Educator Achievement of 40% in the Portfolio <p>In the event of failing the module learners will have one further attempt at placement.</p> <p>Written Portfolio (4000-5000 words) = 90% (Professional Practice Handbook Appendix 4)</p> <p>Preparation and completion of documentation relating to placement, participation in workshops, mid-way review day and evaluation of placement = 5%</p> <p>Tri-partite meeting for assessment of placement = 5%.</p>
Sample Assessment Materials	<p>Tripartite Form</p> <p>Placement Supervisor Assessment Form</p> <p>Learning Objective Contract Form</p> <p>(Professional Practice Handbook Appendix 4)</p>

<p>Reading Lists and Other Information Resources</p>	<p>CORU <i>Code of Professional Conduct and Ethics for Social Care Workers</i> (forthcoming).</p> <p>CORU (2017) <i>Standards of Proficiency for Social Care Workers</i></p> <p>Cooper, F. (2012). <i>Professional Boundaries in Social Work and Social Care</i>. United Kingdom: Jessica Kingsley Publishers.</p> <p>IASCE (2009) <i>Practice Placement Manual</i>.</p> <p><i>Irish Journal of Applied Social Studies</i></p> <p><i>Journal of Social Work Education</i></p> <p><i>Professional Practice Handbook, Social Studies</i>. Carlow College.</p> <p>Share, P. and Lalor, K. (Eds.) (2013). <i>Applied Social Care</i> (3rd edition). Dublin: Gill and Macmillan.</p> <p>Thompson, S. and Thompson, N. (2008). <i>The Critically Reflective Practitioner</i>. London: Palgrave Macmillan.</p> <p>Recommended Viewing: www.coru.ie www.scie.org.uk/socialcaretv</p>
<p>Module Physical Resource Requirements</p>	<p>Lecture hall Approved Placement Agency Tutorial space</p>