

Practice Placement and Portfolio 2

Section A: Headline Information	
Module title	Practice Placement and Portfolio 2
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 3
Semester (semester1/semester2 if applicable)	Semester 2
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 2 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	Practice Placement and Portfolio 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 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	400 hours min. of placement over 13 weeks 2 weeks' placement preparation programme = 60 hours
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.
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 IPLOs (1, 2, 4, 5, 6, and 7) in that it will facilitate progressive development of knowledge and skills through a second structured placement within a social care setting. Learners will refine, expand and consolidate the competency achieved in Placement 1. Learners will, under supervision, implement a planned activity to achieve agreed outcomes with a service user or a group of service users.
Module Aims and Objectives	The module aims to further develop the learner's understanding of the essential values, ethics and skills required for effective social care practice. The module will consolidate an integration of theory and practice in the understanding and implementation of service delivery while working with services users. Learners will apply critical reflective skills to the work of the agency and contribute to the work of the agency through collaborative practice. 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	On successful completion of this module, learners should be able to:

	<ol style="list-style-type: none"> 1. Synthesise professional identity and autonomy within professional practice and apply an understanding of the role of accountability in a range of social care contexts. (MIPLO 1, 3, 6) 2. Use communication skills, self-development skills, problem solving skills, organisation skills and team work skills effectively within a range of situations. (MIPLO 1, 2, 4) 3. Apply a critical understanding of the work of the placement agency and how it is governed by legislative, regulatory and professional requirements. (MIPLO 3, 8) 4. Work effectively within an organizational framework and contribute to the development of services, including within multi-agency and inter-professional settings through collaborative practice. (MIPLO 1, 2, 4, 7) 5. Demonstrate a critical understanding of the body of knowledge underpinning social care practice and synthesise this with professional social care skills to enhance professional practice. (MIPLO 2, 3, 8) 6. Apply critical reflection and analysis through supervision, practice and research based evidence, to provide a rationale for professional judgement, decision making and to inform professional development. (MIPLO 5) 7. Practice safely and to a high standard guided by relevant organisational policy and legislation to promote principles of inclusion, social justice, anti-discriminatory and anti-oppressive practices. (MIPLO 1, 2, 3, 4, 5, 6, 7)
Information Provided to Learners about the Module	<p>College Prospectus</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 ,experiential groups and individual learning :</p> <p>Portfolio preparation, Skills analysis for identification of learning goals on practice placement. Scenario –based learning is an approach used allowing learners to bring practice into the classroom.</p> <p>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. Attendance is mandatory at all Placement Preparation workshops and classes.</p>
Work-Based Learning and Practice-Placement	<p>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 an agency practice supervisor.</p> <p>Learners will further consolidate their understanding of professional practice, including anti-oppressive and anti-discriminatory practice.</p> <p>They will engage in the process of critical reflection and evaluation as a tool for consolidating professional practice and in strengthening reflective and reflexive skills.</p>

	<p>Learners will learn to practice safely and effectively within the agency, applying relevant knowledge of theory, legislation and policy to promote social justice and sound practice.</p> <p>Supervision and other support systems will be utilised to facilitate the learner's professional identity development and to ensure effective working within the organizational structure.</p>
E-Learning	
Specifications for Module Staffing Requirements	<p>Module teaching staff team are all qualified to teach Practice Placement preparation and to act as Practice Educators.</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 is based on a balance between theoretical and practical learning. It 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. 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> <p>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> <p>In the event of failing the module learners will have one further attempt at placement.</p> <p>Written Portfolio (5000-6000 words) = 90% (Professional Practice Handbook Appendix 4) Preparation and completion of documentation relating to placement, participation in workshops, mid-way review day and evaluation of placement = 5% Tri-partite meeting for assessment of placement = 5%.</p>
Sample Assessment Materials	<p>Tripartite Form Placement Supervisor Assessment Form Learning Objectives Contract Form (See Professional Practice Handbook)</p>
Reading Lists and Other Information Resources	<p>Bolton, G. (2014). <i>Reflective Practice</i>, (4th edition). London: Sage Publications.</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>Doel, M., Sawdon, C., and Morrison, D. (2009) <i>Learning, Practice and Assessment Signposting the Portfolio</i>. Jessica Kingsley Publishers. London</p> <p>Howard, N. and Lyons, D. (Eds.) (2014). <i>Social Care: Learning from Practice</i>. Dublin: Gill and Macmillan.</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>Schuck, C. and Wood, J. (2011). <i>Inspiring Creative Supervision</i>. London: Jessica Kingsley Publishers.</p> <p>Thompson, N. (2015). <i>People Skills</i> (4th edition). 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 Practice lab Approved Placement Agency Tutorial space</p>