

Principles and Practice of Social Care 1

Section A: Headline Information							
Module title		Principles and Practice of Social Care 1					
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 2					
Module credit units (FET/HET/ECTS)		ECTS					
Module credit number of units		5					
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		Introduction to Professional Social Care					
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: 35 Self-directed study and reading: 30 Portfolio of learning logs, reflective writing and worksheets: 32		125 hours

Allocation of marks (within the module)

	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	100% 10 worksheets Weighting will vary depending on word count for specific tasks				100%

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	This module builds on the material covered in <i>Introduction to Professional Social Care</i> . The module is focused more specifically on preparing learners for practice placement.
Module Aims and Objectives	A key aim is that learners gain an understanding of the professional context in which they will work in the future. A further aim is that learners begin to gain a sense of their 'professional selves'.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: <ul style="list-style-type: none"> 1. Transfer and apply theoretical concepts to a range of social care situations (MIPLO 3, 5, 7).

	<p>2. Demonstrate knowledge of general approaches to social care practice, planning and review (MIPLO 2, 5, 6).</p> <p>3. Secure a placement which offers opportunities to achieve their learning objectives (MIPLO 2, 4).</p>
Information Provided to Learners about the Module	<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>
Module Content, Organisation and Structure	<p>Working in a range of Social Care contexts:</p> <ul style="list-style-type: none"> • Residential child care • Travelling community services • Homeless services • Family Support Resource Centres <p>Preparation for practice placement:</p> <ul style="list-style-type: none"> • Forming professional relationships • Introduction to supervision • Identifying placements and setting learning goals • Introduction to reflective writing • Portfolio-building
Module Teaching and Learning Strategy	<p>Lectures, seminars and workshops.</p> <p>Opportunity for peer learning about placement during joint workshops with third years. This is run on lines similar to 'speed dating', with first year learners getting to 'meet' at least three different third year learners and to learn about placements from a learner's perspective.</p>
Work-Based Learning and Practice-Placement	N/A
E-Learning	
Specifications for Module Staffing Requirements	Monica Dowling, Dr Lucy Hyland and guest speakers. Staff – learner ratio is typical of a lecture and tutorial format, i.e. 1-120 and 1-20.
Module Summative and Formative Assessment Strategy	<p>Portfolio of worksheets linked to workshops given by guest practitioners (4) and to placement preparation (6).</p> <p>The worksheets on placement will provide a step-by-step account of how the learners approach the task of securing a placement and setting learning objectives The learning logs will cover the following activities and reflection on same:</p>

	<ul style="list-style-type: none"> • Learning with Third Years- Reflection on workshop during which first years have an opportunity to learn about previous learners' experiences in three different agencies. • Reflection on self, personal strengths, areas of interest/learning linked to choosing a placement • Research on agencies • Account of site visit and details of placement secured • Placement proposal, rationale for the choice, learning objectives, skills required, expectations, challenges, hopes and tasks to complete prior to starting placement.
Sample Assessment Materials	<p>The worksheets will demonstrate ability to apply theoretical concepts to a range of social care situations and knowledge of the stages involved in securing a placement and in engaging in social care practice.</p>
Reading Lists and Other Information Resources	<p><u>Essential Reading:</u> Charleton, M. (2014). <i>Ethics for Social Care in Ireland</i>. Dublin: Gill and Macmillan.</p> <p>Howard, N. and Lyons, D. (Eds.) (2014). <i>Social Care: Learning from Practice</i>. Dublin: Gill and Macmillan.</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>Share, P. and Lalor, K. (Eds.) (2013). <i>Applied Social care: An Introduction for Students in Ireland</i>, Dublin: Gill and Macmillan.</p> <p>Túsla, The National Child and Family Agency (2017). <i>Children First: National Guidance for the Protection and Welfare of Children</i>, Dublin: Government Publications.</p> <p><u>Other Reading:</u> www.coru.ie www.hiqa.ie www.tusla.ie www.socialcareireland.ie</p>
Module Physical Resource Requirements	<p>Lecture hall, small group work room, projector and speakers, Internet</p>