

Principles and Practice of Social Care 3

Section A: Headline Information	
Module title	Principles and Practice of Social Care 3
Module NFQ level (only if an NFQ level can be demonstrated)	Level 7
Module number/reference	TBC
Module Co-ordinator	Dr John McHugh
Parent programme(s)	BA in Applied Social Studies (Professional Social Care)
Stage of parent programme	Stage 3
Semester (semester1/semester2 if applicable)	Semester 1
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Lectures, tutorials and web facilitated learning
Entry requirements (statement of knowledge, skill and competence)	For entry onto Stage 3, successful completion of the preceding stage of the programme or equivalent is required in accordance with College regulations.
Pre-requisite module titles	Principles and Practice 1 and 2
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	N/A
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.
Recommended number of learners per module	120
Duration of the module	12 Weeks
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, Practice Lab, 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	Learning Logs and Genopro				
24	1:40	4	1:10			25	72			125 hours
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				100%				100%		

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	This module, together with P&P 1 and 2, is closely linked with Practice Placement in the professional development of the learner. The Programme Learning Outcomes are informed by the Standards of Proficiency for Social Care Workers – CORU 2017.
Module Aims and Objectives	This module aims to promote learners' professional identity as Social Care Workers so that they can respond effectively to daily social care needs in a variety of settings through a well-defined professional identity and informed professional practice; can operate critically and reflexively as professionals; and are able to participate in collective decision-making as part of multidisciplinary teams.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: <ol style="list-style-type: none"> 1. Present and explain the role of the professional Social Care Worker. (MIPLO 1, 2,5, 4) 2. Demonstrate an understanding of the principles and practices of Record-keeping in the professional Social Care context. (MIPLO 1, 2, 6) 3. Develop strategies for professional Social Care that promote the concept of 'Positive Risk'. (MIPLO 1, 5, 6, 7) 4. Demonstrate a capacity to respond appropriately to presenting needs in professional Social Care work. (MIPLO 2, 7, 6, 8)

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>The 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> <ul style="list-style-type: none"> • Social care professional identity • Responding to ‘Behaviours that Challenge’, • Risk Assessment, Positive Risk, Social Role Valorisation, • Record-keeping in professional Social Care, • Learning from high-profile cases and investigations • Personalisation and Individualised Budgets in Social Care • Inter-professional work • The Diamond Model in Social Pedagogy
Module Teaching and Learning Strategy	<p>In-class participatory exercises are a key component of the teaching and learning strategy for 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>
Work-Based Learning and Practice-Placement	<p>N/A</p>
E-Learning	
Specifications for Module Staffing Requirements	<p>Module co-ordinators, lecturers and tutors must have appropriate experience in the required skill and professional practice area.</p> <p>Staff – learner ratio is typical of a lecture and tutorial format, 1-120 and 1-20.</p>
Module Summative and Formative Assessment Strategy	<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 5 learning logs - 4 relating directly to module content and 2 of their choice that may relate to a CPD activity (worth 20% each). 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>Sample Assessment Materials</p>	<p>Learning Log:</p> <p>Name: Date:</p> <p>Type of document:</p> <hr/> <p>Full reference:</p> <hr/> <p>Summary of main points:</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5. <hr/> <p>How does this information relate to Social Care professional practice?</p> <hr/> <p>In what way might using this information enhance the care delivered?</p> <hr/> <p>Would you use this information when practising? (explain why)</p> <hr/> <p>What have you learned from using this piece of literature and Core Quadrant Exercise?</p> <hr/> <p>Did you identify any gaps in your knowledge/professional development?</p> <hr/>
<p>Reading Lists and Other Information Resources</p>	<p>Essential Reading:</p> <p>Lalor, K. and Share, P. (2013). Understanding Social Care in K. Lalor and P. Share (Eds.), <i>Applied Social Care: An Introduction for Students in Ireland</i>, (3rd edition). 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>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. (2006). <i>Anti-Discriminatory Practice</i>. London: Palgrave Macmillan.</p> <p>Other Reading:</p>

	<p>Duffy, S. and Waters, J (2008). A 10 Step Plan for Reforming Social Care Funding in Personal First Thoughts for Discussion - Version 2 - 18th July 2008.</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 National Standards for Children’s Residential Centres</p> <p>Trevithick, P. (2010) <i>Social Work Skills: A Practice Handbook</i>. Buckingham: Open University Press.</p> <p>Recommended Viewing: www.Fionnathan.com www.socialpedagogy.co.uk www.coru.ie www.scie.org.uk/socialcaretv www.higa.ie/system/files/Standards_children_crc_DOHC.pdf</p>
<p>Module Physical Resource Requirements</p>	<p>Lecture Hall, Library, IT.</p>