

Quality Management in Social Care

Section A: Headline Information	
Module title	Quality Management in Social Care
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	
Module Co-ordinator	Dr. John McHugh
Parent programme(s)	BA (Honours) in Applied Social Studies (Professional Social Care)
Stage of parent programme	4
Semester (semester1/semester2 if applicable)	2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Lectures, tutorials, seminars.
Entry requirements (statement of knowledge, skill and competence)	Successful completion of a BA in Applied Social Studies (Professional Social Care) or equivalent
Pre-requisite module titles	N/A
Co-requisite module titles	Leadership and Management: Theory and Practice
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. Where experiential learning is at the core of the module the co-ordinator must have appropriate experience in the required skill and practice area. Where external bodies have specific requirements in relation to teaching and practice elements of a programme, these must be met.
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 hour lecture per week
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall, Small Group work Room
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						101			125 hours
Allocation of marks (within the module)										
				Continuous assessment Essay	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 develops the capacity of the learner to think critically, analyse, and solve problems in the development and management of the provision of social care.
Module Aims and Objectives	The aim of this module is to prepare learners for professional work in the context of quality assurance and management. To do so learners are introduced to some organisational theory and to the practical models of organisational structure and functioning with particular reference to Social Care organisations.
Minimum Module Learning Outcomes	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Apply principles of organisational theory to strategic planning, organizational change and quality assurance. (MIPLO 4, 5) 2. Discern and reconcile the interests of the key stakeholders (e.g. the state, the service provider, the social care profession and the service-user) in the provision of service. (MIPLO 4, 6) 3. Articulate an understanding of the application of Kolb's Learning Cycle (1984) as a framework for learning in supervision. (MIPLO 2, 3, 6) 4. Design a supervision contract for a Social Care Worker to include key concepts that facilitates the Supervision, support and monitoring performance of social care teams. (MIPLO 6)

	5. Apply the principles of quality management to professional Social Care organisations to inspect and assure quality of service including outcomes and the protection of service-users. (MIPLO 4, 6)
Information Provided to Learners about the Module	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>This module prepares learners for professional work in the context of quality assurance and management. To do so learners are introduced to some organisational theory and to the practical models of organisational structure and functioning with particular reference to Social Care organisations.</p> <p>Diploma Supplement contains module name, code, stage and ECTS</p>
Module Content, Organisation and Structure	<p><i>Assuring the quality of social care provision-</i></p> <ul style="list-style-type: none"> • Voluntary Organisations – life cycle • Mission, Vision and Values • Good Governance in the Not-for-profit sector • Managing meetings • Challenging the system – ‘whistleblowing’ • Quality assurance and Quality improvement • Total Quality Management • Funding – applications, projections, costing • <p><i>Profession supervision-</i></p> <ul style="list-style-type: none"> • Historical development and reflective process contributing to the professional development of the worker. • Functions of supervision as identified by a range of theorists. • Adult learning theory and its role in supervision. • Contracting in supervision • Models and types of supervision
Module Teaching and Learning Strategy	Lectures, Tutorials, discussion forums, Case studies, Group exercises,
Work-Based Learning and Practice-Placement	N/A
E-Learning	N/A
Specifications for Module Staffing Requirements	The staff / learner ratio is typical of the overall programme approach with a maximum of 1:120.
Module Summative and Formative Assessment Strategy	Formative and summative assessment mix and development of reflexivity. Learners will be provided with opportunities to discuss and consider the theories presented in the context of their work experience. Group exercises are included to facilitate exploration of leadership styles.
Sample Assessment Materials	<p>Agency Profile: 2,000 – 2,500 words = 80% Summative</p> <ul style="list-style-type: none"> • An effective structure facilitates management and clarifies relationships, roles and responsibilities, levels of authority, and supervisory or reporting lines. By

	<p>reviewing an organization’s structure, a manager will be able to determine which human, financial, and technical resources are available, how they should be allocated, and which resources are lacking. A self-evaluation is the process of internal review and analysis which allows an organization to understand its strengths and weaknesses, and the opportunities and threats present in each area of the institution.</p> <p>In-Class Exam = 20% Summative</p>
<p>Reading Lists and Other Information Resources</p>	<p>Essential Reading: Davies, A and Beddoe, L. (2010). <i>Best Practice in Professional Supervision</i>. London: Jessica Kingsley Publishers.</p> <p>Goetsch and Davis, (2006). <i>Quality Management</i>. London: PrenHall.</p> <p>Hawkins, P. and Shohet, R. (2012). <i>Supervision in the Helping Professions</i>, (4th edition). Open University Press, England: McGraw Hill Publications.</p> <p>Kendrick, M. (2010), <i>Reflections on Values that Challenge us and Those that Do Not</i>. http://www.socialrolevalorization.com/articles/kendrick/values-that-challenge-or-not.pdf, September 2011.</p> <p>NESC (2012). <i>Quality and Standards in Human Services in Ireland: Disability Services</i>.</p> <p>O’Neill, E. (2004). <i>Professional Supervision Myths, Culture and Structure</i>. Ireland: RMA Publications.</p> <p>The Wheel (2013). <i>Getting to Grips with Governance: A Resource Guide for Community and Voluntary Organisations</i>. Dublin: Whitebarn Consulting.</p> <p>Other Reading: HSE (2007). <i>Quality and Risk Management Standard</i>. Dublin: Health Services Executive.</p> <p>NESF (2007). <i>Improving the Delivery of Quality Public Services</i>, NESF Report No. 34. Dublin: National Economic and Social Forum.</p> <p>Oakland, J. S. (1991). <i>Total Quality Management</i>. UK: Heinemann.</p> <p>Proctor, B. (2006). “Contracting in Supervision” in C. Sills (Ed.) <i>Contracting in Counselling and Psychotherapy</i>. London: Sage Publications.</p> <p>The Wheel (2012) <i>Knowing and Showing Your Outcomes and Impacts</i>. Dublin: The Wheel. http://files.nesc.ie/nesc_reports/en/NESC_132_main_report.pdf http://www.studyuncrpd.eu/en/content/show/&tid=102</p>
<p>Module Physical Resource Requirements</p>	<p>Lecture hall equipped with Internet, Projector, Speakers</p>

