

Student Handbook

Bachelor of Arts (Hons.) in Social Care

TU996



Academic Year 2024-25

This course is approved by CORU

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Welcome to Social Care at Technological University Dublin, Grangegorman Campus

On behalf of the staff of Social Care, we wish you a rewarding and successful year ahead. You have enrolled on a highly sought after course and we hope you will find it challenging, stimulating and exciting. This handbook is designed to give you an overview of TU Dublin, City Campus and of Social Care, a discipline under the remit of the School of Social Sciences, Law and Education. It contains essential information about staff in the Discipline of Social Care, assessments and library and computer facilities and should be kept with other handbooks you receive about your course and TU Dublin.

Apart from academic endeavors, going to university has lots to offer in the sporting, cultural and social spheres. We encourage you to make the most of what is on offer, both within TU Dublin and in the wider City, and to develop new interests, make new friends and broaden your horizons.

Wishing you every success on your chosen course,
Dr Pat O’Conner, Head of School of Social Sciences, Law, and Education
Helena Doody, Discipline Lead, Social Care
Judy McAvoy, Programme Chair, Bachelor of Arts (Hons.) in Social Care.

Aims and Objectives of the Bachelor of Arts (Hons.) in Social Care programme

The Bachelor of Arts (Hons.) in Social Care programme at TU Dublin Grangegorman campus was originally established in 1974 as a Certificate in Child Care evolving over the years from a Diploma in Applied Social Studies to its current format of a 3-year honours degree programme in social care. Social Care Workers are:

“professional practitioners engaged in the practice of social care work. Social care work is a relationship based approach to the purposeful planning and provision of care, protection, psychosocial support and advocacy in partnership with vulnerable individuals and groups who experience marginalisation, disadvantage or special needs. Principles of social justice and human rights are central to the practice of Social Care Workers" (Social Care Workers Board, CORU, 2018, n.p).

Social care workers work with numerous client groups at different stages in the life cycle including children and adolescents in residential care, people with learning or physical disabilities, people who are homeless, people who have alcohol or drug dependency, families in crisis, school completion projects, youth and community projects, family support, aftercare services, older people and recent immigrants to Ireland.

The Bachelor of Arts (Hons.) in Social Care is a three-year honours degree programme (Level 8) which qualifies graduates to work as social care workers. The overall aim of the programme is to educate and train professionally qualified social care workers to enable them to work effectively in a variety of social care settings. The programme educates reflective social care workers who can continue to learn and develop throughout their working lives. The programme also aims to produce social care graduates who have the knowledge, skills and ability to provide client-centred care across a variety of social care sectors in supporting services users experiencing marginalisation, disadvantage and/or have special needs. Students

are facilitated to think outside traditional professional and service boundaries and are provided with learning tools to both critically evaluate existing services and programmes and to visualise future possibilities for better service provision. The aim of the Bachelor of Arts (Hons.) in Social Care is to provide a high quality degree for students wishing to work as social care professionals. Specifically, the aims are:

- To provide students with the latest concepts and theoretical developments in the relevant social care academic disciplines;
- To facilitate the personal development of students as self-aware, reflective and empathic social care professionals;
- To provide students with a structured, supervised learning experience of social care practice through supervised work placements in care agencies and social care organisations;
- To develop skills and competencies relevant to social care work practice as outlined by the *CORU Standards of Proficiency for Social Care Work* and the *CORU Code of Professional Conduct and Ethics for Social Care Workers*.

The objective of the programme is that, upon graduation, students will be eligible for employment as social care workers. Specifically, graduates will have experiences, which will prepare them for professional practice and enable them to make informed choices as to which area of practice they are best suited. Graduates will also be equipped to study at level 9 and be able to contribute to the Irish social care research literature.

Learning Outcomes and Alignment with Proficiencies for Social Care Workers¹

On completion of this programme students will be expected to:

- Demonstrate detailed knowledge of theory and practice in specialised areas of social care;
- Demonstrate their ability to be innovative, appropriate and accountable in responding to people's needs in a non-discriminatory manner;
- Assess, plan, execute and evaluate appropriate interventions/ programmes of the highest standards within realistic timeframes;
- Communicate using advanced skills and tools in a variety of social care settings;
- Contribute to the ongoing development and enhancement of social care service and to other interdisciplinary developments;
- Have an ability to search out information from a range of documentary and electronic sources; to frame coherent research questions and produce high quality written reports;
- Identify their own current and future learning needs and to set goals to meet them;
- Have demonstrated the ability to meet all required proficiencies as outlined within the *CORU Standards of Proficiency for Social Care Workers* and be able to work within the *CORU Code of Professional Conduct and Ethics for Social Care Workers*.
- Demonstrate an understanding and consciousness of professional social care practice issues through the process of reflexivity;
- Express a comprehensive internalised, personal world view manifesting solidarity with others e.g. Internalise human rights and social justice discourses;

¹ These learning outcomes have been informed by the QQI Level 8 Award Standards for Social Care Work (2014) <https://www.qqi.ie/Publications/Publications/Social%20Care%20Work%20-%20Awards%20Standards.pdf>

- Manage, analyse and determine priorities for service provision in partnership with, and in the best interests of, service-users;
- Identify, anticipate the likelihood of, and prevent potential harm to service-users;
- Assure the maintenance of ethical and professional standards within the sphere of social care service provision;
- Be able to work as a member of a multi-professional teams and to work positively with other agencies as required;
- Demonstrate detailed knowledge of social care's research and analysis methods as well as the principles for the presentation of independent research;
- Have a confidence and experience of undertaking self-directed learning, which will equip the graduate for progression to level 9 learning.

These learning outcomes are well aligned to QQI level 8 Award standards for Social Care; that is, characterised by theoretical understanding of contemporary concepts, research competence, critical thinking and an ability to work independently. The learning outcomes are also informed by CORU's *Standards for Education and Training programmes in Social Care Work*, *Standards of Proficiency for Social Care Workers* and *Code of Professional Conduct and Ethics for Social Care Workers*. The learning outcomes for each module delivered on the programme has been aligned where relevant and appropriate with CORU's *Standards of Proficiency for Social Care Workers* and the direct alignment between specific learning outcomes in each module and the proficiencies is specified in each module descriptor. A matrix table outlining an overall perspective of where the proficiencies are met across the programme modules will also be provided to students by your year tutor alongside this student handbook. While some modules may lend themselves more directly to alignment with specific CORU standards of proficiency, the breadth and depth of material covered in each module is nonetheless important in preparing students to graduate as competent, reflective and critically thinking social care graduates whom are equipped to provide high quality service provision as well as being ready to progress to level 9 learning.

Introduction to TU Dublin

There are almost 30,000 students at TU Dublin. The University is composed of five faculties which formerly constituted DIT, as well as Schools and programmes located on the Tallaght and Blanchardstown campuses:

- Faculty of Arts and Humanities
- Faculty of Business
- Faculty of Engineering and Built Environment
- Faculty of Sciences and Health
- Faculty of Computing, Digital and Data

The President of the University is Professor David Fitzpatrick.

Introduction to the Faculty of Arts and Humanities

The Faculty of Arts and Humanities is composed of six Schools:

- School of Social Sciences, Law and Education
- Conservatoire
- School of Culinary Arts and Food Technology

- School of Media
- School of Art and Design
- School of Tourism and Hospitality Management

The Dean of the Faculty is Dr. Orla McDonagh.

Introduction to the School of Social Sciences, Law, and Education

The School formed in November 2013 initially as the School of Languages, Law and Society and the current name of the School was adopted 1st September 2022.

Social Care is now one of 4 discipline areas within the school. The School hosts the Centre for Social and Educational Research (CSER), with a wide range of scholarship projects as well as an expanding postgraduate research base. There are a range of research projects underway in the areas of child development, youth justice, youth studies, intergenerational learning, school-readiness, digital childhoods and alternative care.

The School of Social Sciences, Law and Education at TU Dublin is a well-established and recognised centre of excellence in the fields of Social Care and Early Childhood Education for over forty years. Along with the BA in Social Care, we also offer programmes including:

- BA (Hons.) in Early Childhood Education
- MA in Social Care Leadership and Management
- MA in Criminology
- MA in Child Family and Community Studies
- MA in Management Mentoring and Leadership in the Early Years

We also have a cohort of MPhil and PhD candidates, researching primarily in the fields of social care and early childhood education.

The Head of School of Social Sciences, Law, and Education is **Dr. Pat O'Connor**.

The Discipline Lead for Social Care is **Helena Doody**.

Staff of Social Care at TU Dublin (Grangegorman)

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Freeman, Dr. Sinéad	2205465
Halpenny, Dr. Ann Marie	2205467
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McAvoy, Judy	2205477
McSweeney, Dr. Fiona	2205469
Shier, Anne Marie	2205476

Staff may be e-mailed using the following format: forename.surname@TUDublin.ie

Detailed biographies of staff can be found on the School website:

<https://www.tudublin.ie/explore/faculties-and-schools/arts-humanities/social-sciences-law-and-education/people/academic-staff/social-care/>

School Office

Opening Hours: Monday-Friday: 9.30-12.30 & 2.30-4.00

School Administrator: Joanne Boyle

Tel: 2205763 Email: socialsciences@TUDublin.ie

Third Level Academic Skills

It is not unusual to experience some difficulties with Third Level education. There is, however, a well-developed infrastructure for helping students within the University and it is important to remember that you should never be afraid to ask your year tutor for help when you need it.

Remember, we are here to help.

- Familiarise yourself from the beginning with the facilities and resources available in the Department and the library.
- You must learn how to organise and plan your time. Steady, regular working is always more productive than the last-minute rush.
- Don't leave assignments to the last minute. This can lead to work accumulating to unmanageable levels.
- If you encounter material you don't understand, make a note of it and ask your lecturer/tutor to explain it to you.
- Study your lecture notes soon after your lecture as this aids retention – certainly within the same week.
- Make a list of things that need to be done and give priority to some over others.
- Invest in a diary and folders to create your own filing system.

If you have queries in relation to your studies or practice placement you should contact your assigned programme tutor who can support you or refer you to the appropriate support services as required.

General Guidelines for Presentation of Written Assignments

A skill you will learn on your course is how to structure and present written material so that it is clear, concise and readily understood by your readers.

The Discipline of Social Care has adopted the **American Psychological Association (APA) Method (Edition 7)** of referencing in text and bibliography. A separate document on **Guidelines for Essay Writing** describes this method in detail, as well as useful tips about how to write a College Essay. This document can be found here under 'Dissertation and Essay Writing Handbooks: <https://www.tudublin.ie/explore/faculties-and-schools/arts-humanities/social-sciences-law-and-education/current-students/> .

Plagiarism

To plagiarise is to pass off the thoughts, writings, and work of another as one's own. For example, inserting extracts from a textbook into one's essay, without acknowledging the source; buying an essay from the internet and submitting it as your own.

In academia plagiarism is a serious offence and may lead to disciplinary action, for both students and lecturers. For example, in Spring 2005 a Professor George Carney of Oklahoma State University was forbidden by his university to teach as he "stole passages from a slew of authors over the years, sometimes taking entire paragraphs word for word" (The Chronicle of Higher Education, 4th March 2005). In another high profile case in 2002 at the University of Virginia, 45 students were expelled and three had their qualifications revoked for plagiarism (details at www.cnn.com/education). Of course, students are expected to read the ideas of others and use them in their essays. However, the work must be fully referenced.

Ouriginal

Social Sciences use Ouriginal, a plagiarism-detecting system. All students will be required to submit their assignments through Ouriginal which will compare your text with all pages printed on the Internet, and all other assignments submitted by students in the thousands of other colleges using this worldwide. Where substantial matches occur, a plagiarism investigation will take place. The Social Sciences Policy Statement on Plagiarism Prevention and policy in relation to the recording of lectures can be found at:

<https://www.tudublin.ie/explore/faculties-and-schools/arts-humanities/social-sciences-law-and-education/current-students/>

The purpose of the plagiarism policy is not to catch students out. Rather, it is to teach you the proper academic conventions of referencing and acknowledging your sources and to ensure that the work you submit is your own.

General Assessment Criteria

In your written work the following general assessment criteria will apply – you should

- adhere closely to guidelines given by the Lecturer
- focus clearly on the issues, themes and problems
- refer to theory in relevant disciplines
- integrate theory and practice
- structure your work logically to ensure a coherent whole
- present arguments and draw conclusions
- show evidence of reading and research such as authors, books, journals, observations
- ensure work is well presented

Social Sciences Policy on Late Submission of Assignments

All pieces of continuous assessment must be submitted by the due date in the way requested by the lecturer (i.e. paper, electronically or both). Students must save and retain a copy of all submitted continuous assessment work.

Strict penalties are applied for lateness and will be applied unless prior approval has been sought for an extension. Continuous assessment submitted up to one week late will lose 10% of marks awarded. Work submitted up to two weeks late will lose 20% of marks awarded. After two weeks, the maximum mark available will be 40%. No work will be accepted after four weeks. This means that the student risks failing the module and may be required to undertake a repeat assignment in the autumn.

Extensions are only granted in exceptional circumstances and must be requested in advance. Valid excuses include bereavement, serious illness, an accident or other serious personal issues. Where possible these should be supported by documentary evidence. If you are experiencing problems you should inform your lecturer and/or tutor as soon as possible. Students must not submit the same material in more than one assignment.

Department of Social Sciences Marking Scheme

Criterion	Knowledge of relevant materials and evidence of reading (25)	Presentation and structure (20)	Argument and response to question (20)	Understanding of issues/Application (25)	Referencing and conforming to instructions (10)
A+ 1st 80-100%	As for A along with demonstration of comprehensive understanding of the topic; brings in relevant material (perhaps national and international) beyond that covered in the module.	As for A along with exceptionally clear and concise language in creating coherent arguments	As for A along with the synthesis of a broad range of relevant material; clearly shows evidence of original thought	As for A along with demonstration of strong critical evaluation of material	As for A
A 1st 70-79%	Breadth and depth of reading and understanding of relevant arguments and issues; Perhaps some areas covered in depth and awareness of provisional nature of knowledge. Uses appropriate terminology consistently.	Clarity of argument and expression; Has defined objectives in detail and addressed them comprehensively; Analytical and clear conclusions well-grounded in literature; Fluent writing style appropriate to type of assignment; Grammar and spelling accurate.	Shows an ability to synthesise a range of material and addresses all parts of the assignment topic; Perhaps shows unique or imaginative insights.	Depth of insight into theoretical issues and/or application to practice. Where appropriate, demonstrates an ability to apply ideas to new material or in a new context.	Uses a standard referencing system correctly and consistently; Work has been submitted within time boundaries and within prescribed parameters (e.g. word length).
B 2:1	Draws on a range of sources; Perhaps some areas covered in depth; Good knowledge of topic and use of appropriate terminology.	Has defined objectives and addressed them through the work; Good summary of arguments based in theory/ Literature Language fluent; Grammar and spelling accurate.	Generally accurate and well-informed answer to the question that is reasonably comprehensive; Creates an argument that shows evidence of having reflected on the topic.	Demonstrates the ability to work with theoretical material effectively and/or shows evidence of application.	Referencing is mainly accurate; Work has been submitted within time boundaries and within prescribed

60-69%					parameters (e.g. word length).
C 2:2 50-59%	Uses a limited range of source material; Reasonable knowledge of topic and some use of appropriate terminology.	Has outlined objectives and addressed them at the end of the work; Some evidence of conclusions grounded in theory/literature; Language mainly fluent; Grammar and spelling mainly accurate.	Addresses main issues of assignment topic without necessarily covering all aspects. Develops and communicates a basic logical argument with some use of appropriate supporting examples and evidence.	Demonstrates the ability to address theoretical material and/or shows evidence of application.	Referencing is mainly accurate; Work has been submitted within time boundaries and within prescribed parameters (e.g. word length).
D Pass 40-49%	Shows only sparse coverage of relevant material or contains some errors and omissions; Limited knowledge of topic but some use of appropriate terminology. Over-dependence on source material.	Has provided generalised objectives and focused the work on the topic area; Limited evidence of conclusions supported by theory/literature; Meaning apparent but language not always fluent; Grammar and/or spelling contain errors.	Shows some sign of understanding of the question set, though not necessarily sustained; Fails to support arguments with adequate evidence.	Demonstrates a basic ability to address theoretical material and/or shows limited evidence of application.	Some attempt at referencing; Deviates slightly from the required parameters.
Fail 39% -	Contains very little appropriate material or contains numerous errors and omissions; Lacks evidence of knowledge relevant to the topic and/or significantly misuses terminology; Is plagiarised.	No information provided regarding objectives of assignment; Unsubstantiated/invalid conclusions based on anecdote and generalisation only, or no conclusions at all; Meaning unclear and/or grammar and/or spelling contain frequent errors.	Only briefly acknowledges the question if at all; Lacks any real argument or argument is illogical and incoherent.	Demonstrates a lack of understanding of theoretical material and/or lacks application.	Referencing is absent or unsystematic; Deviates significantly from the required parameters.

Overview of Programme's Teaching, Learning and Assessment Strategy

A wide variety of flexible learning and teaching strategies are utilised on the programme in order to ready graduates for the social care workplace and to help students achieve the standards of proficiency across the programme. These techniques are informed by the recent literature on the scholarship of teaching and learning and the staff teaching qualifications and research interests. They are underpinned by a philosophy based on student-centred learning; critical understanding and the integration of theory and practice as students progress from introductory modules in Year 1 to intermediate modules in Year 2 and finally advanced modules in Year 3. In line with the National Strategy for Higher Education to 2030 (Department of Education and Skills, 2011) and the *Criteria and Standards for Education Programmes in Social Care* (CORU, 2017), the teaching techniques aim to develop meaningful knowledge, along with skills and attributes that enhance employability, attainment of the relevant standards of proficiency for social care work and self-efficacy. The teaching techniques include lectures, seminars, oral presentations, online discussions; case studies; use of multimedia; class discussions, guest lectures, debates and group work. Small class sizes allow for an interactive and supportive learning environment providing ample opportunity for active assimilation, application, questioning, debate and critical reflection. The learning context is enhanced through significant paper based and electronic learning resources made available through the library in TU Dublin. Guest lecturers working in social care services or related areas are invited to present in order to strengthen the link between theory and practice on the programme and to ensure the programme remains up to date with most recent developments in the sector. Reflecting the professional nature of the programme, a major emphasis is also placed on student self-direction and independent learning while ensuring that adequate learning support is provided to students through designated office hours by core teaching staff and through media such as email and Brightspace, which facilitates staff-student and peer interaction. Students also undertake pre-placement seminars in year 1, and professional practice placements in social care agencies in years 2 and 3 to aid them in their professional development as social care workers.

Learning is viewed as being an active process, which involves constructing new knowledge based on existing knowledge and having the capability to inform the worldview of learners. Hence teaching and assessment is designed to both refine students' understanding of their existing knowledge and to accept a diversity of knowledge as they advanced through the curriculum from Years 1 to 3. Learning and assessment of learning recognises the developmental nature of progression through higher education programmes so expectations of students in assessments are incrementally adjusted to allow for development and practice of skills. Students are also prepared for learning and assessment through the provision of the first year module *Foundation Skills Development for Social Care Workers*.

Graduate Attributes and Transversal Skill Development

Assessment of students in the Bachelor of Arts (Hons.) in Social Care programme strives to incorporate different types of assessment to facilitate the development of skills that will contribute to graduates who are engaged, enterprising, effective, enquiring as well as having knowledge in the discipline of social care practice (TU Dublin, City Campus: Graduate Attributes, 2013). Some examples of how transversal skills are incorporated into the assessment of students on the programme are provided below.

Communication skills

In order to ensure the development of students' oral and written communication skills and increase their awareness of the impact of the audience to whom they are communicating they are formatively and summatively assessed through various methods. For example, poster and poster presentations, (succinct and precise written communication; use of visual images in communicating ideas; oral communication), oral presentations to their peers (effective use of visual aids to support oral communication; pacing oral presentation of information); writing reflectively in learning journals.

Research skills

All assessments require students to find and use relevant information. In addition, assessments in the research methods modules *Research Planning and Data Collection* and *Research Planning and Data Analysis* aim to develop students' skills in reading, evaluating and conducting primary research relevant to the field of social care practice. The assessment for the second and third year research methods modules require the students to build a portfolio demonstrating evidence of their abilities in gathering primary data, analysing data, ethical considerations in conducting research and synthesising research on a topic through writing a literature review. This highlights the importance of students analysing evidence sources as relevant to their practice as future social care workers.

Problem-solving

Problem Based Learning (PBL) is used as a teaching and assessment method in the *Principles of Professional Practice in Social Care Work* modules in Years 2 and 3. This allows students to generate possible solutions informed by relevant theory and policy to real world examples.

Reflectivity and self-development.

The student/tutor relationship including the formative feedback given in tutorials encourages students to reflect on their development as social care practitioners and identify their particular strengths and areas for development, both in relation to understanding of theoretical material and self as a practitioner. This assists students in managing their own learning journey. Assignments in various modules also incorporate elements of reflection that are summatively assessed. For example, in the research methods modules students are required to reflect on their skills in the use of data collection methods. In principles of professional practice in social care work modules and the final year integrated learning and critical reflection portfolio students use particular models of reflection and critical friend exercises to critically analyse significant incident from their practice placement experiences in order to identify and develop key areas of strength in their practice as well as areas for future development as part of their individual continuous professional development. In the assessment for the practice placement students must show skills in reflecting on their own development as practitioners and identification of their own future learning needs. Students are provided with marking schemes for assignments to encourage them to self-assess their work (see pages 10-11 of the Student Handbook for a copy of the Department marking scheme).

Time management

Students are provided with a schedule of their assignments (see pages 43-45, 83-85 & 120-122) at the beginning of the academic year and are encouraged to plan their time. Throughout the programme students complete larger pieces of work over the course of a semester that require them to manage time effectively in co-ordinating and managing their workload. During the completion of two supervised practice placements over the duration of the Bachelor of Arts (Hons.) in Social Care Programme students must demonstrate abilities with regard to punctuality, reliability and conducting planned interventions with service users in their allocated placement agency.

Teamwork and interpersonal skills

Group assignments (e.g. problem based learning, group presentations and projects) are used to facilitate the students' development of their skills in working with others on a set task. These help build students' experience and abilities in negotiating with others, giving and receiving feedback, delegating, chairing meetings and taking minutes. Students are assessed on their interpersonal skills as part of the placement modules.

Critical thinking

Although it is acknowledged that the ability to think critically (analyse and evaluate information from various sources and perspectives using relevant criteria) takes time for the student to develop, assignments are designed to encourage this skill throughout the programme. The relevance of the ability to think critically to developing empathy with clients and developing a therapeutic relationship (Deal, 2003²) and the nature of professional practice where "problems are not well defined, and [...] there exists in most situations a variety of options, each involving trade-offs among competing goals and values" (Lynton, 1990, p.13³), underpins the emphasis on this skill in the programme's assessments. Students are introduced to the notion of critical thinking at the beginning of the programme, particularly in the *Foundations Skills Development for Social Care Workers*. Essays particularly encourage skills in the analysis of information from different sources requiring students to use evidence in support of a central argument. In research methods writing a literature review in relation to a specific research question also aids the development of critical thinking skills as does the use of case studies in assessments and the integrated learning portfolio. Through the tutorial relationship students' critical thinking skills are summatively assessed and developed as students are encouraged to consider alternative interpretations of others behaviour. In the module, *Skills and Approaches to Professional Helping*, role play is used to assist students in viewing events from the perspective of others. This is also encouraged in the *Integrated Learning Portfolio* as students must complete reflective writing exercises based on significant events from their final year professional practice placement.

² Deal, K.H. (2003). The relationship between critical thinking and interpersonal skills: Guidelines for clinical supervision. *The Clinical Supervisor*, 22(2), 3-19.

³ Lynton, K. (1990). *New concepts of professional expertise: liberal learning as part of career-oriented education* [online], Boston, MA: New England Resource Centre for Higher Education, http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/12/fc/7f.pdf.

Curriculum Design and Programme Progression

To pass a module a student **must obtain 40%** or more in that module. (Please see individual module descriptors for individual assessment requirements for each module across the three years of the programme including requirements to successfully pass Introduction to Placement, Professional Practice Placement 2 and Professional Practice Placement 3). Students are required to pass all introductory level modules (including introduction to placement) before progressing to intermediate level modules. Students must then complete all intermediate modules (including professional practice placement 2) before progressing to advanced modules in the final year. All modules across the three years of the programme are scheduled and designed to allow students a time to integrate theory to practice as relevant to their stage of development as social care workers in training. Student must have successfully passed all learning outcomes and the related standards of proficiency in their introductory modules in year 1 before progressing to intermediate modules in year 2. Subsequently students must have successfully passed all learning outcomes and the related standards of proficiency in their intermediate modules in year 2 before progressing to advanced modules in Year 3. In cases where a student has failed 30+ ECTS credits at the June exam board, they will be required to internally repeat those modules in the subsequent academic year. Where a student has failed a module or modules on attendance grounds only, the credits for that module/s do not contribute to the 30 ECTS threshold. Students who fail a module or modules on attendance only will be required to complete supplemental work for that module before the autumn exam boards

The design of the curriculum allows for students to build on their knowledge, skills and competency as they progress from Year 1 to Year 3 moving from introductory modules through to intermediate modules and finally advanced modules prior to graduation. The range of teaching, learning and assessment strategies outlined above and in the module descriptors for the programme offers opportunities for students to reflect, consolidate and offer feedback on their learning and development as social care workers in training as they progress through the programme. Progression/Award Boards meet after the completion of the semester two Module Boards and review the overall performance of candidates in all modules for both semesters of a programme stage. The Progression Boards held upon completion of Year 1 and Year 2 will make decisions regarding the progression of candidates to the next year of the programme while the Award Board held upon completion of Year 3 will determine the eligibility for the award and the classification of the award for those candidates who are eligible for award. Students are required to pass all advanced level modules (including professional practice placement 3 module) for the award of Bachelor of Arts (Hons.) in Social Care.

Progression and Awards Boards are subject to the regulations specified in the TU Dublin General Assessment Regulations. Should a student fail a placement they will only be offered one repeat placement over the entirety of the three years of the programme. There is no compensation between modules across the three years of the programme.

Exit award: A student may exit the programme at the end of second year after successfully completing all modules (120 ECTS) in Years 1 and 2 with a Level 6 award on the NFQ a Higher Certificate in Social Care.

Learning Outcomes for the Higher Certificate in Social Care⁴

⁴These learning outcomes have been informed by the QQI Level 6 Award Standards for Social Care Work

(2014) <https://www.qqi.ie/Publications/Publications/Social%20Care%20Work%20-%20Awards%20Standards.pdf>

On completion of a Higher Certificate in Social care students will be expected to:

- Demonstrate knowledge of the role of the social care worker and show evidence of knowledge of the proficiencies and values required to practice as a social care worker under CORU'S *Standards of Proficiency for Social Care Workers* and *Code of Professional Conduct and Ethics for Social Care Workers*;
- Demonstrate knowledge of some theoretical concepts and abstract thinking, with significant underpinning theory as relevant to social care;
- Transfer and apply theoretical concepts to a range of social care situations;
- Practice, under close supervision, in a defined range of contexts in the social care field;
- Work within the boundaries of role competence, under close supervision, and seek guidance when unsure how to intervene or act;
- Participate with peers to engage with personal and professional issues relating to social care practice;
- Act responsibly and ethically in a practice context and in accordance with relevant legislation, regulations, and legitimate policy, and procedures;
- Reflect on personal practice, and recognise and address the limitations of one's own current knowledge, skills, and competence;
- Express a personalised professional identity reflecting engagement with others.

Fitness to practice

The maintenance of an atmosphere conducive to a positive student experience within the University requires that all students maintain discipline. Where reservations exist regarding a social care student's behaviour, conduct and/or fitness to practice, these should be referred by the Programme Tutor and Practice Education Team to the Head of School in a clear and unequivocal manner, documenting the evidence for such reservations (e.g. erratic behaviour, persistent lateness, mood swings interfering with college work, inappropriate disclosures or boundaries). The Practice Education Team and Head of School then formulates, in accordance with the University Fitness to Practice Policy, an appropriate response in order to address and resolve the concerns in relation to the student's fitness to practice. Students during their placement are required, as social care workers in training, to abide by the CORU *Social Care Workers Registration Board Code of Professional Conduct and Ethics*. Students must pass an assessment on their knowledge of the CORU *Social Care Workers Registration Board Code of Professional Conduct and Ethics* of prior to the commencement of placement. A copy of the University Fitness to Practice Policy and the CORU *Social Care Workers Registration Board Code of Professional Conduct and Ethics* is made available to each student and also to each placement supervisor by the relevant programme tutor as part of the relevant placement documentation pack prior to the commencement of placement in each year of the programme.

Social Sciences policy on Garda Vetting and Overseas Vetting

All incoming undergraduate students in Social Sciences will be required to submit their details for Garda vetting, to determine whether they have criminal convictions, which may make them unsuitable for practice placements in social care settings. A detailed TU Dublin Garda Vetting Policy document is available and you should contact the Head of School should you wish to examine it. A copy of the social sciences garda vetting and overseas

vetting policy is available here: <https://www.tudublin.ie/for-students/garda-vetting/>

The primary points to note are:

- You must fully and honestly complete the Garda Vetting Form. Failure to disclose a criminal conviction automatically renders what may appear to be a minor offence, unrelated to children or minors, to be a serious breach of TU Dublin regulations. That is, it will be interpreted as an attempt to deceive the University.
- Should Garda Vetting disclose a criminal conviction against you, the University reserves the right not to register you for a programme of study. Should you already be a registered student, the University reserves the right to cancel your registration, thus removing you from a course of study.
- A criminal conviction does not automatically make you unsuitable to work in social care. As per TU Dublin Garda Vetting Policy document, the University has a mechanism to judge whether or not a conviction warrants preventing a student from registering or re-registering.
- Should a criminal conviction be deemed to be unrelated to a student's ability to perform in the social care or early education fields, note that this is a judgment that will be made by TU Dublin, according to the Policy document. In all instances, regardless how apparently minor the conviction, the judgment made by the University shall be communicated to the relevant management in proposed practice placement agencies. Agency managers shall judge whether a student with a conviction will be facilitated on placement. Should the University be unable, after reasonable efforts, to locate a placement willing to accept a student with a criminal conviction, the University reserves the right to cancel the student's registration, thus removing him/her from a course of study as the programme cannot be completed without undergoing practice placement.
- Should a criminal trial be 'pending' at the time a student completes the Garda Vetting form, he/she shall, of course, be deemed innocent of the charge. However, students are requested to inform the University (the Admissions Officer) (a) of the nature of the charge and (b) of the outcome of the trial.
- The University reserves the right to vet students more than once, and at any point during a student's programme of study.
- Where a student has been charged but not convicted, generally TU Dublin is not obliged to disclose this information to placement (with the condition that the Head of School, having regard to the seriousness of the charges, is satisfied).
- Students in Social Sciences will not be allowed to begin placement until the vetting process is complete.
- Previous garda vetting documentation that a student may possess is not acceptable as TU Dublin must conduct Garda vetting independently.

- Mature, Non-standard, Access and Disability students who have accepted a place on a course in Social Sciences (in May/June prior to CAO offers) must return a vetting form to the School Office within 10 days following their acceptance of a place. Failure to do so may result in an offer being withdrawn. Garda vetting process will commence immediately thereafter.

Overseas vetting. It is the personal responsibility of International students or students who have lived abroad for more than 1 year and one day or longer⁵ to obtain police clearance from that country or countries. (This does not include periods spent in Northern Ireland). A copy must be shown to the programme tutor prior to the commencement of practice placement in Years 2 and 3.

First Aid

First Aid training is **mandatory** for all First Year students on the Bachelor of Arts (Hons.) in Social Care programme. It will be arranged by the Department for first year students of the Bachelor of Arts (Hons.) in Social Care programme at a cost of approximately €100 per student. Thereafter it is the responsibility of the student to ensure their first aid training certification is kept updated throughout the period for which they are a student on the programme. Students will be required to evidence their first aid certification to their relevant tutor prior to commencement of placement in each year of the programme. The minimum standard of certification required is a 1-day recognised training course. **Please note that first aid fees are not covered by SUSI grants.**

Academic Calendar

A copy of the academic calendar for 2024/2025 is available at :
<https://www.tudublin.ie/explore/university-calendar/>

Information on usage of Computer Facilities, Library, Other Facilities

All students are issued with a TU Dublin email account and have access to Microsoft Office Apps. Computer facilities are provided in all TU Dublin sites across the city. Computers are currently available on the Grangegorman Campus. The TU Dublin Library holds a combined book-stock of over 200,000 items and subscribes to 2,100 journals across a wide variety of subject areas. The holdings of all campus libraries are available for searching on the Millennium Online Public Access Catalogue (OPAC) which is now fully web based. Membership of the library is automatically conferred on all registered students. Online Library support (in the form of library staff experts in their subjects, and training videos and guides), access to the electronic resources, and information literacy training and more details are available at <https://www.tudublin.ie/library/> and the support page for Social Sciences on https://tudublin.libguides.com/Social_Sciences

The TU Dublin Libraries provide study spaces, networked PCs, textbooks and other programme materials, reference works and journals to support the programmes offered by TU Dublin and to facilitate research. Information is available in many formats besides books e.g. videos, e-books and other electronic resources. Many of these can be accessed from any networked PC within the TU Dublin campus and from home. The Information Desk is staffed by qualified librarians to assist users with their specific research needs.

In common with most modern academic libraries, TU Dublin Libraries have invested heavily in information technology. The library webpage at <https://tudublin.ie/library/> is a key portal to a vast majority of its information resources. The Library web site has been specifically designed to offer

users speedy access from a single location to e-journals, subject databases, international library catalogues and selected subject-based links to useful web sites

Subject Databases

The library now subscribes to 50 bibliographic databases over a broad range of subject areas. All are available through the library web site. Specific Social Care and related subjects include:

Soc Index with Fulltext Social Science Citation Index Psychinfo

Eric

British Education Index and Australian Education Index.

Index to Theses and Dissertations Abstracts – two indexes providing access to and abstract details of Irish, UK and US research dissertations at Master’s and Doctoral level.

Full colour printed guides to all our databases are freely available. All databases are available across all sites and may also be accessed from home.

Subject specific material resources are grouped together on the website under the heading Subject Gateways (Social Sciences). https://tudublin.libguides.com/Social_Sciences and feature quick links to electronic journals, databases, Exam papers and internet links.

Index to Theses and Dissertations Abstracts

Two indexes providing access to and abstract details of Irish, UK and US research dissertations at Masters and Doctoral level.

Access to Electronic Resources from home

Registered students can access library web-based material, including all subject databases, from home using an IP authentication and pin-number system. Please see <https://tudublin.ie/library> for further information.

Document Delivery Service

In keeping with library policy on access to information, the Inter Library Loan and Document Delivery service is available to all students. Requests for material are transmitted electronically on a daily basis to the British Library. Material is also sourced and borrowed from other Irish academic institutions and through the various professional bodies of which the library has institutional membership.

Access to other Libraries

In addition to the literature resources available at TU Dublin students may apply for an ALCID (Academic Libraries Co-operating in Ireland) card which allows them access to libraries all over Ireland including the extensive collections in Trinity College Dublin.

Photocopying and Printing

Photocopying and printing are available in both colour and black & white in all libraries. Photocopy accounts are automatically set up on the student/library card at Registration. The student/library card must be topped up before use. This can be done in the library.

Library Opening Hours

Library opening hours vary during the academic session. PLEASE CHECK <https://tudublin.ie/library/> BEFORE YOU VISIT.

Library Contact Details

Catherine Curtin Catherine.curtin@tudublin.ie
Library.gg@tudublin.ie

Staff members are available to assist students who have difficulties with software or printers though IT support which can be contacted at 01 220 5123.

Details on IT and E-learning support available for the Programme

Students are given a number of classroom and hands-on sessions on e-learning and research skills in the library.

You are provided with your login for the University's IT Systems when you register. You use the same login for:

- Brightspace: <http://brightspace.tudublin.ie>
- Office 365, Email and Teams: <https://www.tudublin.ie/for-students/student-login/city-centre/>
- Computer laboratories
- Wifi

You will find a detailed explanation of how to use the TU Dublin IT systems, including those listed above, printing services, password facilities and others at <https://www.tudublin.ie/for-students/student-login/city-centre/>.

Prior to using TU Dublin computer services, all students should familiarise themselves with TU Dublin's Student Regulations Governing the use of Computer Resources - <https://www.tudublin.ie/explore/policies-and-forms/technology-services/>
You can get support for your IT queries by contacting ITSupport@tudublin.ie or by ringing 01 220 5123.

Brightspace

Brightspace is TU Dublin – City Campus's online virtual learning environment. This system is used for delivery of lecture notes, online discussion, assignment submission and assessment feedback. It incorporates the Bongo virtual classroom facility that may be used for the delivery of online classes in this academic year. You can access Brightspace online at <http://brightspace.tudublin.ie> using your IT login. If you cannot access a particular module, you should contact the module lecturer.

Office 365 and Teams

All staff and students in TU Dublin have access to Office 365, including Microsoft Teams. Microsoft Teams is a platform that's used for online meetings and collaboration. You may be expected to engage with this for learning activities and support during this academic year. You can access Office 365 and Microsoft Teams at <https://www.tudublin.ie/for-students/student-login/city-centre/>.

Communication Arrangements for the Programme

The main medium for communication with students is the student's TU Dublin email account. TU Dublin email operates on the Office 365 system. The Microsoft Outlook app can be downloaded for IOS and android devices. In addition to email, programme announcements and events are publicised on Brightspace and on the Social Sciences Instagram page @tudublin_social sciences and Facebook page <https://www.facebook.com/SocialSciencesTUDublin/>

Student Services and Supports

Information on a variety of Student Support Services can be found at: <https://www.tudublin.ie/for-students/student-services-and-support/>

Facilities

There are a range of student facilities and services on the Grangegorman campus. As Grangegorman is a green site there are numerous bicycle parking facilities. There are canteen facilities in Rathdown House and the Lower House, where a selection of hot and cold food along with drinks and snacks are served daily. The library is based in Park House. The Student Services office also located in Rathdown House. A student common room, and a gymnasium are to be found in the Lower House. Events undertaken in the St. Laurence's building include Mindfulness sessions and other events, such as conferences, and exhibitions which are advertised on campus.

Student Service Centres/One-Stop Shops

There are three Student Service Centres across TU Dublin City Campus located in Aungier Street, Bolton Street and Grangegorman. Any TU Dublin City Campus student can use any of these centres. Their aim is to provide a single point of information for a range of areas including ID Cards, letters of registration, to have forms stamped and verified along with ICT Support and general queries. A full range of services available to students at the Student Service Centres are available at this link <https://www.tudublin.ie/for-students/student-services-and-support/>.

Student Health Centre

TU Dublin City Campus health centres provide a holistic approach to health, providing on campus health care to those students pursuing full time and apprenticeship courses. The service incorporates physical, psychological and social aspects of student health and health promotion. Absolute confidentiality is maintained. There are two Medical Centres in TU Dublin, one in Aungier Street and one in Bolton Street (Linenhall Lodge). TU Dublin City Campus Students can use any of these centres. Find out what services are available at <https://www.tudublin.ie/for-students/student-services-and-support/student-wellbeing/student-health-centres/>.

Student Counselling Service

The TU Dublin City Campus Counselling Service is a free and confidential service which is available to all students. It provides a safe and secure environment where you may come and talk about any issue or difficulty that is of concern. Information about the service and about how you can make an appointment with a counsellor can be found at this link <https://www.tudublin.ie/for-students/student-services-and-support/student-wellbeing/counselling-service/>.

The Pastoral and Chaplaincy Service

The Pastoral and Chaplaincy service aims to provide support and care for the personal, social and spiritual lives of students and to contribute to a sense of community throughout TU Dublin City Campus. Find out about the service and how to make contact with the chaplains at <https://www.tudublin.ie/for-students/student-services-and-support/student-wellbeing/pastoral-care-chaplaincy/>

Access Support Services

If you are an access student studying in TU Dublin City Campus the Access Service can support you. You can find more information on the Access Service <https://www.tudublin.ie/for-students/student-services-and-support/access-support/>

Disability Support Service

If you are a student with a physical, sensory or learning disability, medical or mental health condition that interferes with your learning, TU Dublin City Campus Disability Services can support you. You can find out how you can sign up with the Disability Service at <https://www.tudublin.ie/for-students/student-services-and-support/student-wellbeing/disability-support-service/>

Financial Aid and Accommodation Department

The Financial Aid and Accommodation Department oversees the distribution of capitation funds and also administers a range of services including Student Accommodation. To find out more about the various assistance schemes available, see <https://www.tudublin.ie/for-students/student-services-and-support/financial-support/>

For details of the TU Dublin City Campus Accommodation Office go to <https://www.tudublin.ie/for-students/student-services-and-support/accommodation--living-in-dublin/>

TU Dublin City Campus Societies

Students are very much encouraged to get involved in student-led activities while at TU Dublin and the Societies Office promotes and supports a huge and diverse range of volunteering opportunities, societies, activities and events. Find out more information at <https://www.tudublin.ie/for-students/student-life/societies/>.

Clubs, Sports and Recreation

TU Dublin City Campus Sport and Recreation Service provides opportunities for everyone to participate in sport and physical activity across the city. Find out more about TU Dublin City Campus's sports clubs and facilities at <https://www.tudublin.ie/for-students/student-life/sport/>.

Fees

Find out more about fees at <https://www.tudublin.ie/study/undergraduate/feesregistration/>.

International Student Support

If you are an International student/Erasmus student, studying in TU Dublin City Campus you can find more information on the International Office at <https://tudublin.ie/study/international-students/>.

Career Development Centre

The Career Development Centre has offices in Bolton Street on the northside of the city and in Aungier Street on the southside. It offers a range of services including one to one guidance with a professional Careers Adviser, career talks including a Career learning programme tailored for each discipline, Jobscene (online vacancies), email notifications. More information at <https://www.tudublin.ie/for-students/career-development-centre/>.

Study skills support

The Academic Writing Centre offers support for students who are seeking to enhance and develop their academic writing skills. Find out how to book an appointment and other useful information and resources at <https://www.tudublin.ie/for-students/student-services-and-support/academic-support/>

Join the Graduate Network

Your relationship with TU Dublin doesn't finish when you graduate. The TU Dublin Graduate Network hosts regular reunions and networking events, sends email updates with news from each Faculty and provides graduates with continued access to the gym and library services. The

Graduate Network now helps over 100,000 members worldwide stay in touch with each other. To join the Graduate Network, please email graduate.network@tudublin.ie, search LinkedIn for the 'TU Dublin Graduate Network' group or register your details at <https://www.tudublin.ie/connect/graduates/>. You can also find us on Facebook or Instagram to see regular updates on upcoming events, hear news about fellow graduates and find out what's happening on all campuses at TU Dublin.

Students' Union

Once you register as a TU Dublin City Campus student you automatically become a member of the Students Union. Find out about the Student Union Team, the advice they can offer and events they organize at <https://www.tudublinsu.ie/>.

Transport information

You can find out how best to travel to each campus by different modes of transport at <https://www.tudublin.ie/explore/our-campuses/grangegorman/getting-here/>

EXAMINATIONS

What is the pass mark for each module? To pass a module a student **must obtain 40%** or more in that module. To pass a programme as a whole, (or each year, if relevant) you must pass each one of the required number of modules for your programme.

What grades are available? For a classified award, a candidate must obtain at final examination, an aggregate mark (based on an average of the total marks available). On completion of the programme, classifications are awarded as follows:

Degree

- First Class Honours >70% plus
- Second Class Honours, First Division 60 - 69%
- Second Class Honours, Second Division 50 - 59%
- Pass 40 - 49%

Is there a fee for exams? Students who are taking supplemental examinations in August are not required to complete a repeat application form, there is **no fee** for supplemental examinations. If a student has not successfully completed all modules in the supplemental sitting they will then be required to submit either an internal repeat application or an external repeat application in order to complete their outstanding modules. See here for information: <https://www.tudublin.ie/for-students/student-services-and-support/registration/repeating-modules/>

Do I need to register for exams?

STUDENTS NO LONGER NEED TO REGISTER FOR EXAMS, ALTHOUGH THEY ARE REQUIRED TO SELECT THE MODULES (SUBJECTS) THEY ARE TAKING THROUGH THE MODULARISATION WEBSITE. (Please see the Modularisation section for details)

What if I fail an exam? Some students who sit exams and/or submit continuous assessments fail them. A minority of students, for various reasons, do not sit some examinations or submit some assessments. In either case, a student is said to be 'referred' in the exam/assessment that

he or she has failed or not sat. In either case, it is possible for a student to take ‘Supplemental exams’ in the relevant modules. These supplemental exams typically take place at the end of August or early September following Semester One and Semester Two exams/assessments. ‘Referral’ continuous assessment work must be resubmitted, usually by the end of August. Details of these projects will be posted to you from the relevant School office. It is your responsibility to find out what your reassessment requirements are.

How many times may I repeat a module? There are two sittings of examinations/assessments in each year. Semester One modules are assessed in January and the repeat attempt is normally held in late August. Semester two and year long modules are assessed in May and the repeat attempt is normally held in late August. Each sitting counts as an attempt.

The Summer exams/assessments are sometimes called the ‘sessional’ exams/assessments, and the Autumn exams/assessments the ‘supplemental’ exams/assessments. A student who does not pass or does not sit an exam/submit a continuous assessment piece of work then the student is said to be ‘referred’ in that exam/assessment. There is no limit on the number of attempts a student may make to pass a module (with the exception of the modules Professional Practice Placement 2 in Year 2 and Professional Practice Placement 3 in Year 3 where in the interests of protection of children and vulnerable service user groups, only one repeat placement will be facilitated across the entirety of the 3 year programme). In cases where a student has failed 50% (30) or more of the ECTS credits for that year at the June exam board they will be required to internally repeat those modules in the subsequent academic year.

What if I pass some modules but fail others? Once you have passed a module, you will not be required to re-sit it. For instance, if you sit three exams, passing one and failing two, you will only be required to re-sit the two that you have failed and not the exam that you have passed.

External Repeat Students: If a decision is made at a Progression and Award board meeting that a student is ineligible to continue to the next stage of a programme because s/he has not passed all modules on a year of a programme then they must take a year out. A student in this instance is considered to be an external repeat student. Following the supplemental examination/assessment results being issued in September, an external repeat application form will be enclosed with the transcript of results and if a student wishes to sit/resubmit an examination/continuous assessment they should complete the external repeat examination entry form. A fee of €300 currently applies for External Repeat Students. Please see here for more details: <https://www.tudublin.ie/for-students/student-services-and-support/registration/repeating-modules/>

External repeat applications for exams/assessments must be submitted by the closing date as these forms will only be accepted late in exceptional circumstances.

<p>Please note: It is not possible to schedule special supplemental exams/assessments outside of the officially scheduled exam/assessment period.</p>
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For further information on exam procedures see “General Assessment Regulations” available on the web at <https://www.tudublin.ie/explore/about-the-university/academic-affairs/assessment-regulations/city-student-assessment-regulations/general-assessment-regulations/>

EXAMINATION/CONTINUOUS ASSESSMENT DATES

Exam dates for written examinations at TU Dublin Grangeegorman are set by the Exams Office. For Semester One examinations, precise dates are usually issued in mid-December/Early January. For Semester Two examinations precise dates are usually issued in April. **Please note that timetables are always provisional and are subject to change.** It is each student's responsibility to ensure they receive their examination details for examinations, if a timetable is changed, a revised timetable would be issued to their correspondence address and by email to the class email list and posted on the examinations noticeboard. We only use University e-mail addresses to communicate with students. It is not possible to add non-university e-mail addresses to this list.

The commencement of the examination weeks are detailed on the Official Academic Calendar which changes each year. As a general guide, Semester One examinations normally commence during the second week in January, Semester two examinations normally commence during the third week in May, with the Supplemental examinations normally commencing in late August.

DEFERRALS

A failed exam/assessment or a failure to sit an exam/assessment will be counted as an 'attempt' such that the next attempt will be deemed to be a 'second attempt', 'third attempt' or 'fourth attempt' as the case may be. However, an attempt at an exam/continuous assessment may not be counted if a student has obtained a deferral.

What happens if I can't sit an exam? Students who discover or think that they will not be able to sit an exam or submit a continuous assessment (for instance because of illness or hospitalisation) should write to the Head of School at the earliest possible opportunity seeking a deferral or in the case of an exam submit a Personal Circumstances form to the Exams Office whose contact details are included below.

Who grants deferrals? The Head of School, at his or her discretion, may grant deferrals at the written request of the student before the relevant set of exams begins or the due date for submission of continuous assessment work.

How do I get a deferral? Students seeking a deferral should write to the Head of School, giving reasons for seeking the deferral. An application for a deferral must be in writing and signed by the person seeking the deferral.

On what basis are deferrals granted?

Deferrals sought before the commencement of exams/deadlines for continuous assessment submissions may be granted, at the discretion of the Head of School on the following grounds only:

- Illness (supported by a medical note)
- Bereavement or serious illness of a close family member, partner or close friend necessitating absence
- Pregnancy or recent childbirth (father or mother) necessitating absence
- Unavoidable circumstances requiring absence from exams/submission of assessments

- Excessive personal stress where certified by a doctor or counsellor
- Other unavoidable factors preventing the sitting of exams/submission of assessments.

Deferrals will not be granted, in particular, in the following circumstances:

- Lack of preparedness for exams/assessments (without other mitigating factors)
- Uncertified illness or stress

If I am granted a deferral, may I still sit an exam/submit the work?

Provided you have registered for exams/assessments, you may sit any or all of those exams/submit any or all of the continuous assessment work, notwithstanding the deferral.

EXTENUATING CIRCUMSTANCES, APPEALS AND RECHECKS

Extenuating Circumstances: If something happens before or during an exam/submission of an assessment that you believe may affect your performance in the exam/assessment, you may submit an extenuating circumstances form requesting that the Progression and Award board take these circumstances into account. An extenuating circumstances form must be submitted **within 2 days** of your final exam. In the case of continuous assessment work the extenuating circumstances form must be **submitted no later than the same day** as the hand-in date for the assessment. See here for details: <https://www.tudublin.ie/explore/about-the-university/academic-affairs/assessment-regulations/extenuating-circumstances/>

Rechecks: You may seek a recheck if, having received your results, you believe that we have miscalculated or made a mistake inputting your exam/assessment results. A recheck does not involve a remarking or reassessment of the relevant paper. It simply requires that we check that the results entered have been correctly calculated and that all marks have been accounted for. A recheck must be sought **in writing within three working days of the publication of results on TU Dublin notice board or the issuing of results on the Electronic Gradebook** (and **not** within three days of your receiving your results).

Appeals: In certain circumstances specified by the General Assessment Regulations, an appeal may be sought in respect of examination results. The grounds for seeking an appeal are limited. All appeals must be sought **in writing within seven working days of the publication of results or the issuing of results on the Electronic Gradebook** (and **not** within seven days of you receiving your results).

Please see here for details on the above processes <https://www.tudublin.ie/explore/about-the-university/academic-affairs/assessment-regulations/procedures-following-publication-of-results/>

ACCESSING RESULTS

ACCESSING RESULTS ON THE ELECTRONIC GRADEBOOK

Grangegorman students can access Exam Results once released here. An email will be sent to your TU Dublin email address when your results are available for viewing. Your PIN to view your results will be unblocked when your results are available. Please contact your local Examinations Office by email if you have any queries. exams.grangegorman@tudublin.ie

COMMUNICATIONS

Communicating by E-mail

You will be allocated e-mail addresses on registration (the address will be printed on your student ID card).

Please note that we are not permitted to give out our address list or any individual addresses to outside bodies. A guide for students on email etiquette is available on the student resources page under 'Policy Documents': <https://www.tudublin.ie/explore/faculties-and-schools/arts-humanities/social-sciences-law-and-education/current-students/>

Please check your account regularly as important information is contained in e-mails sent to these addresses.

Use of Social Media at College

You are advised to be judicious in your use of Social Media as a TU Dublin Student.

References and communications to classmates and lecturers should be courteous and respectful at all times.

You should assume all of your posts are publicly available to the entire world, and write accordingly. There is no privacy online.

Your confidentiality agreement with your practice placement extends to social media. The staff and clients with whom you work on placement should not be identifiable in your posts. You should not post photos of placement agencies on any medium.

As a TU Dublin Student you have a role in maintaining and enhancing the reputation of the University and you should be mindful of this in your use of Social Media and in all your professional communications. Netiquette guidelines for students are available on the student resources page <https://www.tudublin.ie/explore/faculties-and-schools/arts-humanities/social-sciences-law-and-education/current-students/>

Use of phones and electronic devices during your lectures

Your lecturers have spent considerable time and effort in preparing each lecture. Please respect this and give them your full attention by using your phone/tablet/lap-top

appropriately. For example, typing notes or following downloaded PowerPoint presentations. It is not appropriate to:

- Check your emails
- Check your Facebook page
- Tweet
- Text
- etc.

ACCESSING E-MAIL

- All students are provided with a @mytudublin.ie email address.
- Your username is [your student number]@mytudublin.ie.
- For new students, please use the 8-character password provided in the Invitation to Register letter sent to your personal email address.

You can access your student email account by visiting www.office.com.

For all information on accessing email and IT support, please see:

<https://www.tudublin.ie/connect/technology-services/>

Data Protection

Please note that we are generally not permitted to give out information concerning individual students to any person, including other students seeking such information.

Contacting the Examinations Office

The Exams Office in Grangegorman can be reached on exams.grangegorman@tudublin.ie or (01) 220 6001.

When calling us please remember that we have a large number of programmes so **please identify what programme you are taking**. Under no circumstances will exams/assessment results be given over the phone.

Modularisation

A brief explanation:

A modularised programme is where the individual subjects are sub-divided into discrete packages of learning called modules. Modules can be combined in a number of different ways to make a programme, which gives more flexibility in terms of developing new and interesting subject combinations for programmes. As all modules have a credit value, getting an award is based on the principles of credit accumulation; the amount required per academic session is 60 credits.

Module:

A module is a subject or a number of subjects that make up a single topic of study.

CRN:

This is the Course Registration Number. The code number allocated to a specific module. The module code will generally be used as a short way of identifying the module.

Credits:

Each module carries a number of credit (multiples of 5) and students are expected to complete enough modules in a year to amount to 60 credits. This would mean taking 12 modules in a year or 6 per semester of 5 credits each.

ECTS:

European Credit Transfer System. ECTS is internationally recognised, which means that students will be able to have their learning at TU Dublin recognised at other European and international colleges and universities.

Core Modules:

A module is one which must be studied and passed in order to gain a particular named award.

Optional Modules:

A module is one which must be studied in conjunction with core modules and which student selects from within a prescribed and limited set for a particular named award.

Elective Modules:

A module is one chosen by the student from the total set available in the University, subject to restrictions such as prohibited combinations which may be specified in a Programme Document.

Semester:

There are two blocks of 15 weeks in a year (12 weeks of classes followed by 2 study weeks and a week of exams). These are called semesters and there are examinations at the end of each semester. Some modules only last for one semester (Semester 1 or Semester 2) and some modules last for the whole year (both Semesters).

How it involves you

Your User ID and PIN will be e-mailed to your university student e-mail account, reminder mails will be forwarded in January and June.

Programmes with Options/Electives are required to de-select the options they are not taking for Semester 1.

All students will be available to view their Semester 1 and Semester 2 results online once the examinations office has released the results.

NOTE: any information about modularisation or examinations will be mailed to your students e-mail account and posted on the notice boards throughout the college. So check your e-mails regularly!

HIGHER EDUCATION/TLT GRANTS

How do I apply for a grant?

You should apply to Student Universal Support Ireland (SUSI) for a grant if it is your first time applying or being eligible for a grant. They will have a closing date for applications so it is advisable to apply early. Students who are continuing on existing grants should contact their local grant awarding authority

Higher Education Grants are applicable to Level 8 Courses

TLT Grants are applicable to Level 6 and Level 7 Courses

Students are responsible for following up their grant applications with SUSI/local authority

Important: Please remember that you need to renew your grant with SUSI/ Local Authority for each year of your course.

Do I have to pay the Student Services/Exam Fee if I've applied for a Grant?

In the event that your Grant Authority has not confirmed your eligibility for a grant by 1st December, then you are required to pay the Student Contribution Charge or programme fee by this date.

A penalty of €200 will be applied if fees remain unpaid by 31st January 2025 and grant eligibility is still unconfirmed.

What if I pay my fees first – can I get a refund?

If you pay your fees while you are waiting for grant approval, these will be refunded once grant approval is received from your Local Authority. If you receive a letter from your Local Authority confirming you are awarded a grant, you should submit this immediately to the Fees and Income office so that a refund can be organised. It generally takes up to 1 week to process a refund cheque.

How is the maintenance grant paid?

Higher Education Grants are either: Paid directly to a student's bank account by the Awarding Body – (all SUSI grants are paid directly to student bank accounts)

OR

Sent by Cheque to TU Dublin to be distributed to students

Cheque Payments

Students being paid by cheque will be advised by email (**to their student email account**) when their cheque is available for collection. If you have not received an email from TU Dublin, we have not received a cheque from your Awarding Body and you should contact them directly with any queries. Please note that in order to receive your cheque you must ensure that we have received and processed your grant award letter. It is the student's responsibility to ensure that they send this letter to the correct TU Dublin centre each year. **Cheques will not be released to students who have not provided award letters.**

If you are in receipt of a TLT Maintenance Grant from a local authority and not SUSI (Level 6 and 7 Programmes only - i.e. Higher Certificate, Certificate, Ordinary Level Degree), you must ensure that:

- **You** have registered for your Programme through the Web Registration system
- **You** have updated your Bank Account details through the Web Registration system
- **You** have submitted your Letter of Award from your Awarding Body (VEC or Local Authority) to your Student Service Centre or Fees Office as soon as you receive it to allow us update your grant record (if we don't have your letter we still think you owe us fees!)
The TLT Maintenance Grant process must comply with strict cut-off dates which will affect your payments

Students awarded TLT grants by SUSI receive payment direct to their bank account from them and not through TU Dublin.

LATE REGISTRATION

It is important that you register on time as per the Registration Schedule issued to you. If for some exceptional reason, you cannot register as per the slot for your Course, then you must call to the Registrations Office to complete your registration. Unless you are registered, you will not receive your Student ID Card and you will not be able to use the Computer Labs or access your university email account.

Late Registration Penalties:

31st October - Students registering/paying after 31st October do not have access to the instalment option and must pay the fee in full. Students also incur a late fee of €200 for non-registration on their programme prior to commencement of classes.

1st December - Students not registered by the 1st December are removed from the register and deemed not to be a student of the University. Registration after this date incurs a charge of €450 (€200 late fee and €250 re-registration fee). Fulltime undergraduate students who have applied for a grant and have not received notification of eligibility for the grant from the awarding body by 1st December must pay the fee owing to the university.

31st January - 2nd Instalment Payment is due by 31st January. Whole-time undergraduate students who have not registered by 31st January are not entitled to claim free fees and must pay the tuition charge normally covered by the free fees scheme as well as all late charges applicable.

All examination results shall be withheld from students with fees outstanding, as per University Fees policy.

DEFERRING AND WITHDRAWING

How do I apply for a Deferral of my Course?

If you wish to defer your course/year in order to resume your studies in the following academic year, you must complete a Deferral Request Form. These forms can be found on the university website <https://www.tudublin.ie/for-students/student-services-and-support/deferring-from-your-programme/>

Deferrals are granted for one academic year only and are approved by the Head of School and then the Faculty Executive. Once approved, you will be notified in writing by the School.

The above information relates only to a Deferral of your Course/Year i.e. you will be returning as a full-time registered student in the following academic year.

If you require information on Deferring Examinations/Assessments – please refer to the Examinations Section of this Handbook above.

As an Undergraduate Student on Free Fees, will there implications for fees when I return after my Deferral?

If you defer before 31st October 2024, there will be no liability for Tuition Fees for Session 2024/25.

If you defer between 1st November 2024 & 31st January 2025 you will be liable for 50% of the tuition fees in Session 2024/25.

If you defer after 31st January 2025, you will be liable for Full Tuition Fees in Session 2024/25.

Note: Any unpaid Fees in Session 2024/25 will be carried forward and added to the fee liability for Session 2025/26.

How do I withdraw from my course?

Students are required to complete a “Withdrawal Form” which can be obtained from the Registrations website <https://www.tudublin.ie/for-students/student-services-and-support/withdrawing-from-your-programme/>

Notification will then be sent to the Programme Tutor and School Office that you have officially withdrawn from your course.

IT IS IMPORTANT THAT YOU OFFICIALLY WITHDRAW FROM YOUR COURSE THROUGH THE REGISTRATIONS OFFICE SO THAT YOUR WITHDRAWAL IS CORRECTLY RECORDED ON THE STUDENT BANNER SYSTEM.

FAILURE TO DO SO WILL HAVE IMPLICATIONS ON YOUR FUTURE ENTITLEMENT TO FREE TUITION FEES.

Will I receive a refund of fees if I defer or Withdraw from my Course?

Defer/Withdraw before 31st Oct 2024

Students will be refunded any fee paid in the year of the deferral/withdraw less an administration charge of €100.

Defer/Withdraw between 1st November 2024 & 31st January 2025

Students are liable for payment of 50% of fees for the academic session. Any refund due for amounts paid above 50% will be less an administration charge of €100.

Defer/Withdraw after 31st January 2025

No refund of any fees paid.

Programme admission criteria

Direct entry from second level via the leaving certificate system or equivalent

Applicants are selected on the basis of performance in the annual Leaving Certificate examinations in accordance with the points system operated by the Central Applications Office (CAO). Applicants must hold an Irish Leaving Certificate or equivalent qualifications and fulfil the following minimum entry requirements:

- Completion of six Leaving Certificate subjects, with a minimum of two honours.
- Applicants must also have a minimum of OD3 in mathematics and OD3 in English or Irish.

Applicants holding second level qualifications other than the Irish Leaving Certificate will be required in the first instance to contact the TU Dublin (City Campus) Admissions Office at admissions@tudublin.ie to ascertain if the qualification is considered equivalent.

Direct entry from second level via the access system

TU Dublin are participants in the Higher Education Access Route (HEAR) and Disability Access Route to Education (DARE) schemes which aim to ensure that people and communities experiencing educational disadvantage and that school leavers who have the ability to benefit from and succeed in higher education but who may not be able to meet the

points for their preferred course due to the impact of their disability are respectively supported to access higher education Applicants may apply via the HEAR or DARE schemes. Additional details are available at <https://www.tudublin.ie/study/undergraduate/cao/entry-routes/> or by emailing Access.city@TUdublin.ie

Mature student entry

Applications are considered from persons over the age of 23 years on January 1st on the year of entry who may or may not hold the appropriate formal entry requirements as outlined above. Applications from mature students are made to the CAO on or before the 1st of February of the year of entry and applicants must have QQI Level 5 and/or 6 full award in a field relevant to social care with a minimum of 5 Distinctions and some relevant experience in the social care field. Assessment of applications is made by members of the Programme Committee and shortlisted applicants will be required to attend for interview with an interview panel consisting of two members of the programme team.

A number of places are reserved for applicants with a QQI Level 5 and/or Level 6 qualification. Such applicants also apply via the CAO. The system for scoring such applicants is outlined at: <https://www.tudublin.ie/study/undergraduate/cao/entry-routes/> . QQI Level 5/6 applicants must have a minimum of 5 Distinctions in a full award and some relevant experience in the social care field. TU Dublin recognises the role of higher education in providing benefits to individuals & communities and is committed to ensuring that people and communities experiencing educational disadvantage are supported in accessing higher education through the QQI Level 5/6 Access Entry Route. The Access service and the application process are detailed at: <https://www.tudublin.ie/study/undergraduate/cao/entry-routes/>

Advanced Entry

There is no advanced entry to Year 2 of the Bachelor of Arts (Hons.) in Social Care programme. Students may be considered for advanced entry to Year 3 of the Bachelor of Arts (Hons.) in Social Care programme (applications via the CAO), subject to space availability and meeting the following criteria.

- Applicants must hold a minimum 2.1 (merit upper) Level 7 qualification in social care from a CORU approved programme and have successfully completed a minimum of

800 hours on supervised practice placement. Applicants meeting this criterion will be interviewed by two members of the programme team in order to assess their suitability for admission for advanced entry to Year 3 of the programme.

Recognition of Prior Learning (RPL) Policy for the Bachelor of Arts (Hons.) in Social Care

- Certified programmes/modules completed more than five years previously are not eligible for exemptions.
- Exemptions are not permitted in Year 3.
- Exemptions shall not be granted in the following modules: Research Planning and Data Collection, Principles of Professional Practice in Social Care Work 1, Principles of Professional Practice in Social Care Work 2, Introduction to Placement or Professional Practice Placement 2.
- Where exemptions are approved, they will not be applied to more than 15 ECTS across the first two years of the programme.
- Exemptions from module components will not be permitted.
- Students must demonstrate a level of competency and experience equivalent to the learning outcomes for the module/s from which an exemption is sought. Students must provide sufficient evidence to the relevant internal examiner and programme chair that they have met all the required learning outcomes and proficiencies from the relevant module, and that there is substantial overlap in the syllabus content of the previously completed module and the module for which the exemption is sought. The internal module examiner and Programme Chair review documentation to confirm that the pre-requisite learning outcomes and proficiencies for the module have been attained and then confirm or deny exemption.

Programme management

The Programme Committee

The programme committee consists of members of the programme teaching team, year tutors, and student representatives from each year of the programme and school management.

Programme committee meetings are held at least once per semester.

Programme Tutors

A tutor is assigned to a group of approximately 20 students. They offer a supportive role for the students and focus on both the academic and professional practice placement elements of the programme so students can meet all learning outcomes and standards of proficiency in order to successfully graduate from the programme. Tutorials are held in the University with the students and the tutor also visits students in their practice placement setting. Tutors organise and set up practice placements for students. They facilitate pre-placement seminars and placement preparation sessions.

During a student's placement in the sector the tutor facilitates three-way meetings in the placement setting with the placement supervisor, the student and themselves to monitor the progress of the student in the social care setting. Further details are available in the relevant placement handbook for each year of the programme and are available at <https://www.tudublin.ie/explore/faculties-and-schools/arts-humanities/social-sciences-law-and-education/current-students/>

Programme advisory board

A programme advisory board was established to provide feedback from the sector on the changing nature of social care work and on the current programme modules. The advisory board meets once a year in order to provide feedback, suggestions and support to the programme team. An Advisory Board consisting of key representatives from the social care field supports the work of the programme. The Advisory Board has an important role to play in offering suggestions and constructive feedback to the School on the programme curriculum, the future development of the programme and in ensuring the programme remains updated in developments within the social care sector. This forum provides a mechanism to seek the views of individuals and organisations in the field about the employability and career readiness of our graduates. The board is made up of social care workers, managers, service users and directors from a range of different sectors with the social care field, which replicates the variety of settings in which social care workers are employed. The advisory board meets once a year to provide feedback on the programme. The details of the current Advisory Board members are included below.

Name	Role/Title
Trevor Beatty	Quality Improvement and Service Development Manager, Anne Sullivan Centre.
David Biggins	Social Care Manager, Crannog Nua Special Care Unit.
Stephen Lyons	Service User, WALK Service for People with Disabilities.
Orla Murray	Social Care Leader, St. Michael's House.
Suzanne O' Brien	Advocate with Empowering People in Care (EPIC)
Grace O Flynn	Social Care Worker, Acquired Brain Injury Ireland
John O' Hara	Social Care Worker, Crosscare
David Power	Director of Smyly Trust Services.
Dawn Russell	Director of Services, Ana Liffey Drug Project.

Annual monitoring of the Bachelor of Arts (Hons.) in Social Care programme

There is continuous monitoring of the programme through the programme committee meetings which take place at least twice in each semester. Students complete a Q6 form when they have finished a module on the programme. Feedback from this form is discussed at the programme committee meeting and it is used to complete the annual Q5 form, the Quality Enhancement form for each programme which is reported to the College Board and Academic Council. Students also complete a placement feedback after each year of the programme in order to help the programme team continually evaluate the practice placements used across the three years of the programme.

Induction Programme for the Academic Year 2024/2025

All new and incoming students on the Bachelor of Arts (Hons.) in Social Care are offered an induction programme before lectures start. This programme includes several presentations as well as an opportunity to meet fellow students, our Head of School, staff, tutors and lecturers for the year. Students also have a virtual tour of the Grangegorman campus, have an introductory virtual tour of the library, attend online presentations on health and safety and supports services available to registered students, attend more detailed meetings with tutors, have presentations from the Students' Union and are given information on clubs and societies which they are encouraged to get involved in.

Attendance Policy

Attendance by students on the Bachelor of Arts (Hons.) in Social Care at lectures, seminars, workshops and practice placement is extremely important to ensure students acquire and develop the skills, knowledge and proficiencies to practise as social care workers. While students are strongly encouraged to attend all module lectures there is a specific requirement for students to meet a minimum attendance requirement of 75% in practice related and creative studies modules which are:

- Introduction to Placement
- Drama Education for Social Care;
- Foundation Skills Development for Social Care Workers
- Health, Well-Being and Personal Development for Social Care Work;
- Introduction to the Art Process in Education and Development;

- Law in Social Care;
- Principles of Professional Practice in Social Care 1;
- Social Care Work with Older People and People with Disabilities;
- Drama Education for Practice in Social Care;
- Practice Issues in Social Care Work;
- Principles of Professional Practice in Social Care 2;
- Safeguarding Children and Vulnerable Adults;
- Working with Communities;
- Understanding and Facilitating the Art Process in Social Care;
- Law and Inter professional Practice for Social Care Workers;
- Organisations and Management in Social Care & Integrated Learning Portfolio.
- Principles of Professional Practice in Social Care Work 3;
- Skills and Approaches to Professional Helping;

Criterion 4.10 of CORU's *Criteria and Standards for Education Programmes in Social Care* states "the provider must identify any requirements for attendance, the procedure for monitoring attendance and the consequences of not meeting attendance requirements where relevant". Therefore, student attendance will be recorded by the lecturer in the above listed modules. If attendance is unsatisfactory, the tutor will meet with the student to discuss and address issues that may be affecting attendance. Individual students with a persistent number of absences and in danger of falling below the minimum attendance requirements will be required to discuss their attendance with their programme tutor and the Discipline Lead.

In certain circumstances, absences may be unavoidable due to illness or unforeseen events. In the case of absence due to medical reasons, if absent for 3 or more consecutive days, students must provide an original medical certificate from a registered General Practitioner or from the University Health Centre, to be submitted to his/her tutor, as soon as possible after illness, ideally within three days. Any student who is unable to attend a lecture or tutorial is obliged to contact their tutor as early as possible on the first day of absence to explain the reason for his/her absence and to give an estimate of its probable duration.

Where students fail to meet the minimum attendance requirement in any of the above listed modules, their result will be recorded as a Fail at the Examination Board. Arrangements to repeat the module will be as per the University's General Assessment Regulations.

Attendance on Placement

It is a CORU requirement that Social Care Work students complete a minimum 800 hours of supervised practice placement. On the Bachelor of Arts (Hons.) in Social care students must complete a 400 hour supervised social care practice placement (professional practice placement 2) in Year 2 and a 400 hour supervised social care practice placement (professional practice placement 3) in Year 3.

Prior to the commencement of placement in each year of the programme students attend mandatory seminars and placement preparation sessions.

Any absence from placement may require extension of the placement beyond the original dates to ensure the student completes the minimum 800 hours of supervised practice placement. If students are ill or need compassionate leave, their placement supervisor and university tutor must be notified as early as possible on the first day of absence to explain the reason for the absence and to give an estimate of its probable duration. If absent for 3 or more consecutive days, students must provide a medical certificate to both the placement supervisor and programme tutor.

100% attendance on practice placements in years 2 and 3 of the programme is mandatory. Students are required to complete an attendance log-sheet on a weekly basis, detailing the hours and days that they have worked which is then signed by their practice placement supervisor on the attendance log sheet. Confirmation of attendance is also recorded on the practice placement assessment form. Students and supervisors are also required to complete the placement absence record sheet where relevant. These documents are then brought to the three way meetings and the shifts and hours that students have worked will be discussed (please see the relevant placement policy handbook for more details).

Engagement with the Programme

Social Care Workers are

“professional practitioners engaged in the practice of social care work. Social care work is a relationship based approach to the purposeful planning and provision of care, protection, psychosocial support and advocacy in partnership with vulnerable individuals and groups who experience marginalisation, disadvantage or special needs. Principles of social justice and human rights are central to the practice of Social Care Workers" (Social Care Workers Board, CORU, 2018, n.p).

As such, a range of teaching and learning approaches and methods are used across the Bachelor of Arts (Hons.) in Social Care Programme in order to develop students' skill,

knowledge and competence to become social care workers. These methods include role play, debates, small group exercises, presentations, group work, class discussions and critical friend exercises. This requires students to be fully open to engaging in the range of teaching and learning methods used across the programme in order to examine their own professional development and growth in order to become reflective, self-aware and client centred social care workers. The range of teaching and learning methods, utilised in each module, is indicated in each module descriptor. Student are not required to share sensitive personal information during these exercises but are requested to contribute constructively and openly to programme content in order to enhance their personal and professional development as social care workers. At the beginning of each academic year students are required to complete a student participation consent form to confirm their agreement to engage in the range of teaching and learning methods utilised across the programme (please see Appendix A, page 147 of the student handbook). At the commencement of each academic year all students, lecturers and tutors on the programme will receive the student handbook, which details the information and assessment requirements for each particular year of the programme. All staff and students are reminded that the student handbook is the only reference point for details in relation to module information and assessments on the programme. This information will also be outlined by the relevant year tutors in the induction sessions at the beginning of the academic year attended by all students in the year. Students are also requested by their programme tutors to sign a declaration as part of the student participation consent form (please see Appendix A of the student handbook) to confirm they have read the relevant student handbook for their year to help ensure students have consistent information and assessment details about the programme as relevant to each year of study.

Engagement with Social Care Work /Industry

External partnerships with agencies across Dublin and the greater Dublin area are very important in the delivery of our Bachelor of Arts (Hons.) in Social Care programme. As students are on placement throughout the year, we have regular contact with a large number of practice placements annually. Lecturers from the programme also engage regularly with the sector through placement visits, conference presentations, research and training.

Job placement of graduates

Graduates of the Bachelor of Arts (Hons.) in Social Care programme are regularly recruited and employed in the social care sector in areas such as residential childcare, intellectual disability services, homeless services, school completion projects, family support, older people's services, foster care and child protection and welfare. These initial employment links are often instigated during the practice placement experience. The specific modules for each year of the programme you are undertaking for 2024/2025 are outlined below.

Year 1 Bachelor of Arts (Hons.) in Social Care TU996/1 – Introductory Modules 2024-2025

Module	Contact Hours	Independent Learning Hours	ECTS
Sociological Perspectives for Social Care. (SOC1000)	36	64	5
Social Care Work with Older People and People with Disabilities. (SOC1001)	48	52	5
Analysing Social Policy for Social Care. (SOC1002)	24	76	5
Psychology and Human Development across the Life Span (SOC1003)	36	64	5
Principles of Professional Practice in Social Care Work 1. (SOC1004)	48	52	10
Health, Well-Being and Personal Development for Social Care Work. (SOC1005)	24	76	5
Drama in Education for Social Care. (SOC1006)	36	64	5
Introduction to the Art Process in Education & Development. (SOC1007)	48	52	5
Introduction to Placement (Pre-Placement Seminars).(*This amendment is subject to approval by the Faculty Academic Quality Assurance and Enhancement Committee)	24	76	5
Law in Social Care Work (SOC 2002)	24	76	5
Foundation Skills Development for Social Care Workers (SOC2006)	36	64	5
Total			60

Assessment Schedule by Year
Bachelor of Arts (Hons.) in Social Care Year 1 2024/2025

Assessments have been colour coded to indicate assessments completed in semester 1 in yellow and assessments completed in semester 2 in turquoise

Module title	Module Code	ECTS	Core/ Option*	Weekly hours			Assessment		Pre requisite/ co-requisite
				Lecture		Self-Directed learning	Cont. Assessment	Examination %	
Semester One									
Sociological Perspectives for Social Care	SOC1000	5	Core	2		6	Essay (25% due 11 November 2024)	Exam (75% in January 2025)	
Social Care Work with Older People and People with Disabilities	SOC 1001	5	Core	4		2	Sem 1: Disability. Legislation project (20%) due 06/11/24 Film project: (30% due) 27/12/24 Sem 2: Older People Group project (20%) due 10/04/25 Essay (30%) due 01/05/25		
Psychology and Human Development across the Life Span (delivered over Semesters 1 & 2)	SOC 1003	5	Core	1.5		2.5	Essay (30% due 3 rd November 2024)	Exam (70% in May 2025)	
Principles of Professional Practice in Social Care Work 1 (delivered over Semester 1 & 2)	SOC 1004	10	Core	2		5	Poster (20%) due December 10th, 2024 (Group 1A) and December 12th, 2024	Exam (60% in May 2025)	

								(Group 1B. Presentation (20%) due 25 th March 2025(Group 1A) and 27 th March 2025 (Group 1B)		
Health, Well-Being and Personal Development for Social Care Work	SOC 1005	5	Core	2			5	Portfolio (100%) completed weekly and part 1 due 18 th November 2024 and part 2 due 7 ^h January 2025		
Drama in Education for Social Care (delivered over Semester 1 & 2)	SOC 1006	5	Core	1.5			2.5	Practical Task (20%) Start Nov 2024 – in class (small groups) assignment. Journal (80%) summary of weekly entries) Submit Dec 2024		
Introduction to the Art Process in Education & Development (delivered over Semester 1 & 2)	SOC 1007	5	Core	2			2	Portfolio & Reflective Journal (100% completed weekly and submitted on the 6 th of January, 2025)		

Foundation Skills Development for Social Care Workers (delivered over Semesters 1& 2)	SOC 2006	5	Core	1.5			2.5	Portfolio (staggered submissions throughout Semester 1 – see assignment details) Group Resource Presentations (30%) & Reflection (20%) due 2 nd May 2025, presentation on weeks 10, 11 and 12.		
Semester Two										
Analysing Social Policy for Social Care	SOC 1002	5	Core	2			5	Group Project April 2025 (40%)	Exam (60% in May 2025)	
Introductory Placement. Pre- placement preparation undertaken over 6 weeks in semester 1 and further 6 weeks in semester 2	SOC 1008* (New module code pending)		Core						Portfolio to be submitted by 30 th May 2025 (100% Pass/Fail)	
Law in Social Care Work	SOC2002	5	Core	2			5	Essay (40% due 24 th Feb 2024)	Exam (60% in May 2025)	

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
SOC1000					5	
Module Title	Sociological Perspectives for Social Care					

School Responsible:	Social Sciences, Law and Education
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Module Overview:
<p>In this section a brief description of the general rationale for, and purpose of, the module should be provided, indicating at whom the module is aimed and if, for example, it is an introductory, basic, intermediate or advanced module. This section should also include if there are discrete module elements / components.</p> <p>This is an introductory module to the discipline of sociology, aimed at first-year students of the Bachelor of Arts (Hons.) in Social Care. Students are encouraged to develop a sociological imagination, so that people's lives, chances, troubles and prospects are understood within broader social contexts undergoing constant change. Such contexts, structures and processes are seen through key sociological concepts, such as social class, gender, "race", and family. The module also addresses core themes in the discipline, such as the development of agency or individuality within society, and the ongoing inequalities, competition and cooperation among and between various social groups.</p>

Learning Outcomes (LO): (to be numbered) For a 5ECTS module a range of 4-10 LOs is recommended	
On Completion of this module, the learner will be able to	
1	Examine social interactions, interdependences and conduct using a sociological imagination (Domain 5.1, 5.4, Professional knowledge and skills)
2	Critically compare theories of social development (Domain 5.1, 5.4, 5.7, Professional knowledge and skills)
3	Evaluate explanations of processes of social division and belonging (Domain 1.8, 5.1, 5.2, Professional knowledge and skills)
4	Discuss the social construction and changing understandings of the life course (Domain 5.1, 5.7, Professional knowledge and skills)
5	Discuss the relevance of sociology for social care practice (Domain 5.1, 5.2, 5.4, Professional knowledge and skills)
6	
7	
8	
9	
10	

Indicative Syllabus:
<p>Indicative syllabus covered in the module and / or in its discrete elements</p> <ul style="list-style-type: none"> • Introduction to Sociology <ul style="list-style-type: none"> ○ Introduction to the discipline of sociology and the key concerns and perspectives

afforded by the sociological imagination; relevance of sociology for social care

- Theories of Social Development, Processes & Structures
 - Key sociological theories on social processes, structures and organisation, including those pioneered by Marx, Durkheim, Weber, Elias, and Bourdieu
- Social Divisions
 - Key sociological concepts of social class, gender, and “race”, and their relationship to inequalities
- Social Belonging & Identity
 - Concepts of social belonging and cultural meaning – family, self-identity, education
- Sociology of the Life Course
 - Perspectives on socialisation; childhood as a social and cultural construction; the culture of childhood; youth subcultures; adulthood; ageing

Learning and Teaching Methods:

Statements about the various types of learning and teaching methods that are used in the delivery of the module

Discussions, lectures, online learning

Total Teaching Contact Hours

24

Total Self-Directed Learning Hours

76

Module Delivery Duration:

Indicate if the module is normally delivered for example over one semester or less, or over one academic year etc.

One semester

Assessment

Assessment Type	Weighting (%)	LO Assessment (No.)
Essay	25	1
Exam	75	2–5

Module Specific Assessment Arrangements (if applicable)

(a) Derogations from General Assessment Regulations

(b) Module Assessment Thresholds

(c) Special Repeat Assessment Arrangements

Essential Reading: (author, date, title, publisher)

Giddens, A., & Sutton, P. W. (2021). *Sociology* (9th ed.). Polity.

Supplemental Reading: (author, date, title, publisher)

Canny, A., & Hamilton, M. (2018). A state examination system and perpetuation of middle-class advantage: an Irish school context. *British Journal of Sociology of Education*, 39(5), 638-653.
Connolly, L. (Ed.) (2014). *The 'Irish' family*. Routledge.
Dominelli, L. (1997). *Sociology for social work*. Macmillan.
Elias, N. (2012). *What is sociology?* University College Dublin Press.
MacLaughlin, J. (1999). Nation-building, social closure and anti-Traveller racism in Ireland. *Sociology*, 33(1), 129-151.

Version No:		Amended By	Paddy Dolan
Commencement Date		Associated Programme Codes	TU996

Modules that are to be offered as Stand-Alone CPD Programmes must have an NFQ level assigned
*Details of the assessment schedule should be contained in the student handbook for the programme stage.

Date of Academic Council approval

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
SOC 1001					5	
Module Title	Social Care Work with Older People and People with Disabilities					

School Responsible:	School of Social Sciences, Law and Education
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Module description
<p>This module addresses two key areas relevant to social care work; social care work with older people and people with disabilities. It will introduce students to the social care sectors for older people and for children and adults with disabilities and will examine the possibilities for good human functioning in the older years and for people with disabilities within a rights based context and taking a holistic view of the person. It will explain policy, legislative and regulatory frameworks underpinning good quality care. A core idea is the extent to which people themselves can be empowered to contribute to their own well-being and social integration and how staff and services can support this. Students will be introduced to examples of good practice and innovative programmes that promote well-being and enhance social integration. They will be encouraged to read excerpts from a variety of literature, including theoretical, policy and research material. Students will be encouraged to reflect on their own family and community experiences. The module will be underpinned by the principles of advocacy to promote the needs, interests and rights of older people/service users in accordance with CORU proficiencies.</p>

Learning Outcomes (LO): (to be numbered)	
For a 5ECTS module a range of 4-10 LOs is recommended	
On Completion of this module, the learner will be able to	
1	Discuss the ageing process and biological, psychological, cultural and spiritual aspects of ageing. (<i>Domain 5.1, 5.7 Professional knowledge and skills</i>)
2	Explain the theories of individual and social development across the lifespan within the contexts of disability services. (<i>Domain 5.1, 5.7 Professional knowledge and skills</i>)
3	Prepare a profile of the population of older people and of people with disabilities including variability, diverse range of needs, types of disabilities, assessment, interventions and care practices. (<i>Domain 5.1, 5.4 Professional knowledge and skills</i>)
4	Describe the dimensions of quality of life in the older years and for people with reduced capacity. (<i>Domain 1.3, 1.16 Professional autonomy and accountability; Domain 5.4. Professional knowledge and skills</i>)
5	Describe the main services, quality & safety standards, policies and legislation for older, frail and incapacitated people. (<i>Domain 1.5 Professional autonomy and accountability; Domain 3.11 Safety and Quality; Domain 5.1 Professional knowledge and skills</i>)
6	Recognise that older people and people with disabilities are active participants in their families and communities and the need to provide opportunities for learning

	and personal growth.
7	Describe the characteristics of good social care provision/practice for older people and people with disabilities in residential, day and community settings recognising the need to empower service users to manage their well-being and to communicate interests, needs and choices. (<i>Domain 2.17; Domain 5.11 Professional knowledge and skills</i>)
8	Recognise the need to work in partnership with service users and all other key people in planning, developing and evaluating care plans and be aware of power, authority and ethics in professional relationships. (<i>Domain 2.1 2.3, 2.4, 2.12 Communication Collaborative practice and Teamworking</i>)

Indicative Syllabus:

Sections A

The ageing process: biological, psychological and social theories of ageing.
 Social perceptions of old age, ageism and agency of older adults
 Variability among older people – social and demographic trends
 Quality of life and quality of care.
 Overview of policy, regulations and social care services for older people
 Social care settings for older people
 Overview of social care services, quality and standards in elder care settings
 Models of good practice, innovative approaches and lifelong learning in care and community settings
 Older people in their families and communities: roles, relationships and participation

Section B

History, Models and development of services Assessment /Diagnosis Processes
 Types & causes of disability, Additional needs/ Dual diagnosis
 Service provision in Ireland, Early intervention/Pre-school/ school, Employment/ Further Education/ Vocational training, Social/ Voluntary programmes, Residential options and services, Collaborative models of care
 Policies/ Legislation/ Standards/ regulation, HIQA
 Person centred Planning: Key characteristics/ process/tools, benefits, outcomes
 Opportunities/ Challenges/ Resources: Education- supported and special
 Friendships/ Relationships/ Sexuality, Life Skills/ Social Skills training
 Communication aids/ assistive technology, Employment models and opportunities
 Role of Advocacy/ Facilitator/ connector (*Proficiency 5.15*)
 Current Issues in Social Care practice in Disability sector

Learning and Teaching Methods:

This module requires considerable student participation in class. Readings will be set and reviewed in class, questions will be discussed, and the module will be assessed by a group project that will be based on integrating theory, practice and policy as well as a reflective account.

Total Teaching Contact Hours	48
Total Self-Directed Learning Hours	52

Module Delivery Duration:

Delivered over 1 or 2 semesters

Assessment		
Assessment Type	Weighting (%)	LO Assessment (No.)
Group project	100%	1, 2, 3,4,5, 6, 7, 8
Module Specific Assessment Arrangements (if applicable)		
(a) Derogations from General Assessment Regulations	There is a minimum attendance requirement of 75% for this module. This requirement is non-compensatory. This is a non-compensatory module	
(b) Module Assessment Thresholds	Students must pass both Sections A and B of the group project assignment to successfully complete this module.	
(c) Special Repeat Assessment Arrangements		

Indicative Reading:

- Atkinson, S., Lay, J., McAnelly, S., & Richardson, L. (2014). *Intellectual disability in health and social care*. London, UK: Routledge Publishers.
- Barrett, A., G. Savva, V. Timonen & R. Kenny (2011). *Fifty plus in Ireland 2011: First results from the irish longitudinal study on ageing*. (TILDA). Dublin, Ireland: Trinity College.
- Bigby, C., Fyffe, C., & Ozanne, E. (2007). *Planning and support for people with intellectual disabilities: Issues for case managers and other professionals*. London, UK: Jessica Kingsley Publishers.
- Bollard, M. (2009). *Intellectual disability and social inclusion: A critical review*. London, UK: Churchill Livingstone Publishers.
- Carnaby, S. (2011). *Learning Disability Today*. Brighton, UK. Pavilion Publishers.
- Chia, S.H. (2011) *Group and individual work with older people: a practical guide to running successful activity-based programmes*. London, UK and Philadelphia, PA: Jessica Kingsley.
- Considine, M., & Dukelow, F. (2017). *Irish social policy – A critical introduction*. (2nd ed.). Dublin, Ireland: Gill & Macmillan.
- Gallagher, C. (2013). Social care and the older person. In K. Lalor & P. Share (Eds.). *Applied Social Care – an introduction for students in Ireland*. (3rd ed., pp. 259-272). Dublin, Ireland: Gill & Macmillan.
- Gallagher, C. (2008). *The Community Life of Older People in Ireland*. Oxford, UK: Peter Lang.
- O'Neill, D. (2012). *Ageing and Caring: a guide for later life*. Dublin, Ireland: Orpen.
- Walsh, K & Harvey, B. (2011) Report of the. Commission of Older People. *Older people - Experiences and issues*. 2011. Dublin, Ireland: Society of St Vincent de Paul
- Scharf, T., Timonen, V., Carney, G. & Conlon, C. (2013). *Changing Generations-Findings from New research on Intergenerational relations in Ireland*. SPARC, TCD, Dublin and ICSG, NUIG, Galway. (<http://www.sparc.tcd.ie/generations/>).
- Stirk, S., & Sanderson, H. (2012). *Creating person centred organizations in health, social care and the 3rd sector*. London, UK: Jessica Kingsley Publishers.
- Sturmey, P., & Didden, R. (2014). *Evidence based practice and intellectual disabilities*. West Sussex, UK: Wiley-Blackwell Publishers. .

Websites and reports

Department of Health. (2013). The National Positive Ageing Strategy. Dublin, Ireland: Department of Health.

<https://health.gov.ie/healthy-ireland/national-positive-ageing-strategy/>

Department of Health. (2014). The Irish National Dementia Strategy. Dublin, Ireland: Department of Health.

<https://health.gov.ie/wp-content/uploads/2014/12/30115-National-Dementia-Strategy-Eng.pdf>

Health Information and Quality Authority (HIQA). National standards for residential care settings for older people in Ireland, 2017. Dublin, Ireland: HIQA

<https://www.hiqa.ie/system/files/National-Standards-for-Older-People.pdf>

Version No:		Amended By	Dr. Carmel Gallagher & Margaret Fingleton
Commencement Date		Associated Programme Codes	

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
SOC1002					5	
Module Title	Analysing Social Policy for Social Care					

School Responsible:	School of Social Sciences, Law and Education
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Module Overview:
This module introduces students to the academic study of Social Policy and to the analysis of social policies in Ireland with particular emphasis on policy and provision relevant to social care. The module will introduce students to foundation concepts, themes and approaches relevant to social policy and will provide an historical outline of the development of social service provision in Ireland.

Learning Outcomes (LO): (to be numbered)	
For a 5ECTS module a range of 4-10 LOs is recommended	
On Completion of this module, the learner will be able to	
1	Discuss social policy as an academic discipline including themes, concepts and approaches. (<i>Domain 5.1 Professional Knowledge and Skills</i>)
2	Explain the historical development of the Irish welfare model and social services in terms of key policy concepts. (<i>Domain 5.1, 5.4, 5.14 Professional Knowledge and Skills</i>)
3	Describe and evaluate the organisation of the main social services in contemporary Ireland. (<i>Domain 5.1 Professional Knowledge and Skills</i>)
4	Explain the connection between changing power relations and the development of social policies in Ireland. (<i>5.1, 5.4 Professional Knowledge and Skills</i>)
5	Assess the delivery and outcomes of social policies in Ireland. (<i>Domain 5.1 Professional Knowledge and Skills</i>)
6	Analyse social policy documents through the application of relevant concepts such as ideology and needs. (<i>5.1 Professional Knowledge and Skills</i>)
7	Reflect upon the impact of social policies and processes on social care provision and practice. (<i>Domain 5.1, 5.14 Professional Knowledge and Skills</i>)

Indicative Syllabus:
<ul style="list-style-type: none"> • Introduction to Social Policy • Themes, Concepts & Approaches in Social Policy • The Historical Development of Social Services in Ireland • Poverty, Social Exclusion and Social Protection • Housing and Homelessness • Health Policy & Provision (including mental health policy and provision) • Education and Educational Disadvantage • Family and Child Protection Policy • Immigration

Learning and Teaching Methods:	
The module will be delivered by way of lectures, class exercises discussions, and group presentations, supported by online materials. Guided reading is an important element of the module and students will also be expected to keep up to date with policy developments through relevant journals as well as mainstream media commentary.	
Total Teaching Contact Hours:	24
Total Self-Directed Learning Hours:	76

Module Delivery Duration:
One semester

Assessment		
Assessment Type	Weighting %	LO Assessment (No.)
Examination	60%	1–5
Group Project	40%	1, 3–7
Module Specific Assessment Arrangements (if applicable)		
(a) Derogations from General Assessment Regulations	This is a non-compensatory module.	
(b) Module Assessment Thresholds	Students must pass the exam and group project in order to successfully complete the module.	
(c) Special Repeat Assessment Arrangements		

Indicative Reading:
Alcock, P., May, M., & Rowlingson, K. (Eds.) (2012). <i>The student's companion to social policy</i> (4 th edition). Cambridge, UK: Blackwell.
Blakemore, K., & Warwick-Booth, L. (2013). <i>Social policy: An introduction</i> (4th ed.). Maidenhead, UK: McGraw-Hill Education.
Cunningham, J., & Cunningham, S. (2017). <i>Social policy and social work: An introduction</i> (2nd ed.). London, UK: Learning Matters.
Daly, M. (2011). <i>Welfare</i> . Cambridge, UK: Polity.
Dean, H. (2012). <i>Social policy</i> (2nd ed.). Cambridge, UK: Polity.
Dukelow, F., & Considine, M. (2017). <i>Irish social policy: A critical introduction</i> (2nd ed.). Bristol, UK: Policy Press.
Sinclair, S. (2016). <i>Introduction to social policy analysis: Illuminating welfare</i> . Bristol, UK: Policy Press.
Spicker, P. (2017). <i>Arguments for welfare: The welfare state and social policy</i> . London, UK: Rowman & Littlefield.

Version No:	1	Amended By	Dr. Paddy Dolan
Commencement Date	September 2019	Associated Programme Codes	DT571

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
SOC1003					5	
Module Title	Psychology and Human Development Across the Lifespan					

School Responsible:	School of Social Sciences, Law and Education
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Module Overview:
The module will introduce the student to the basic principles and methods of psychology with specific attention to selected topics of relevance to social care. It will provide the student with a theoretical foundation with which to critically approach the study of human behaviour and development. The module will also introduce the student to the field of developmental psychology with a focus on lifespan development from conception through adolescence, adulthood and old age.

Learning Outcomes (LO): (to be numbered) For a 5ECTS module a range of 4-10 LOs is recommended	
On Completion of this module, the learner will be able to	
1	Discuss the theoretical and conceptual issues within the field of psychology. (<i>Domain 5.1, 5.4, 5.9 Professional Knowledge and Skills</i>)
2	Identify the diversity of theoretical approaches to psychological problems and issues. (<i>Domain 5.6, 5.7 Professional Knowledge and Skills</i>)
3	Explain how theoretical perspectives in psychology are associated with different models of psychological intervention. (<i>Domain 5.5 Professional Knowledge and Skills</i>)
4	Show evidence of specialised knowledge of human development from conception to old age. (<i>Domain 5.7 Professional Knowledge and Skills</i>)
5	Describe the potential links between early experience and long-term developmental outcomes. (<i>Domain 5.7 Professional Knowledge and Skills</i>)
6	Discuss the complexity of issues related to resilience and vulnerability in human development. (<i>Domain 5.1 Professional Knowledge and Skills</i>)
7	Discuss progressive psychological changes that occur in human beings across childhood, adolescence and adulthood. (<i>Domain 5.7 Professional Knowledge and Skills</i>)

Indicative Syllabus:
Introduction to Psychology and Human Development
Overview of theoretical perspectives in Psychology including focus on the concepts of transference and counter transference as relevant to social care work (<i>Proficiency 5.9</i>)
Research evidence for continuities and discontinuities in development
Critical/sensitive periods for development: Early experience and long-term outcomes sources of resilience and vulnerability in individuals, families and communities
Interplay of physical, cognitive and socio-emotional development across the lifespan

Family contexts and human development; parenting styles and associated outcomes for children and adolescents.

Theories and research in adult development into old age; selective optimisation with compensation; theories of adjustment to loss, and to the threat of loss

Learning and Teaching Methods:

The module will be delivered by way of lectures, group discussions and supported by online materials. Recommended readings will also be used to guide and support student learning and to generate class discussion.

Total Teaching Contact Hours:	36
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Total Self-Directed Learning Hours:	64
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Module Delivery Duration:

Delivered over 2 semesters

Assessment

Assessment Type	Weighting (%)	LO Assessment (No.)
Examination	70%	4,5,6,7
Essay	30%	1,2,3

Module Specific Assessment Arrangements (if applicable)

(a) Derogations from General Assessment Regulations	This is a non-compensatory module
(b) Module Assessment Thresholds	Students must pass the essay assignment and exam in order to successfully complete the module.
(c) Special Repeat Assessment Arrangements	

Indicative Reading:

- Boyd, D., & Bee, H. (2015). *Lifespan development*. Boston, MA: Allyn & Bacon.
- Boyd, D. (2014). *The developing child*. Essex, UK. Pearson Education
- Cecil Smith, M., & Defrates-Densch, N. (2008). *Handbook of adult learning and development*. London, UK. Routledge
- Coleman, P. & O'Hanlon, A. (2017). *Aging and development: Social and emotional perspectives (2nd ed.)*. Abingdon, UK: Routledge
- Daniel, B., Wassell, S. & Gilligan, R. (2010). *Child Development for Child Care and Protection Workers*. London. Jessica Kingsley Publishers.
- Deering, D. & Halpenny, A. M. (2012). Theoretical Perspectives on Children's Development during the Early Years. In M. MhicMhathuna & M. Taylor (Eds.). *Early childhood education and care: An introduction for students in Ireland* (pp. 12-25). Dublin: Gill & MacMillan.
- De Roiste, A. (2013). Psychological theories of child development. In K. Lalor and P. Share (Eds.). *Applied social care: An introduction for students in Ireland* (3rd ed., pp. 61-82). Dublin, Ireland: Gill & MacMillan.
- Nolen-Hoeksema, S., Fredrickson, B., Loftus, G., & Lutz, C. (2014). *Atkinson & Hilgard's*

introduction to psychology. (16th ed.). London, UK: Harcourt College.
 Santrock, J. (2015). *Lifespan development*. Boston, MA: McGraw Hill
 Steinberg, L. D. (2016). *Adolescence* (5th ed). New York NY: McGraw-Hill

Version No:	1	Amended By	Dr. Ann Marie Halpenny
Commencement Date	September 2019	Associated Programme Codes	DT571

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
SOC1004					10	
Module Title	Principles of Professional Practice in Social Care Work 1					

School Responsible:	School of Social Sciences, Law and Education
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Module Overview:
<p>Principles of Professional Practice in Social Care Work 1 is an introductory module for first year students on the Bachelor of Arts (Hons.) in Social Care programme. The aim of this module is to give the student an understanding of the principles, historical and legal framework governing the professional social care task and to initiate the development of a professional identity, recognising the needs of the social care practitioner in this complex area. This module sets out to establish the development of the professional practitioner in a holistic manner. It introduces students to the broadening field of social care work, with particular attention to the principles of professional practice and the needs and rights of service users and their families. It aims to provide the student with an understanding of vulnerable people's psycho-social needs; rights; child protection and welfare guidance with particular emphasis on children, adolescents, older people and people with disabilities. Definitions of abuse and the practitioners' roles and responsibilities in their response towards safety and protection are examined. Students are prepared for undertaking the online training programme Introduction to Child First, which is completed in Semester 1 as part of student preparation for placement in years 2 and 3.</p>

Learning Outcomes (LO): (to be numbered)	
For a 5 ECTS module a range of 4-10 LOs is recommended	
On Completion of this module, the learner will be able to	
1	Outline the history and development of social care in Ireland, examining recommendations and findings of inquiries and investigations. (<i>Domain 3.13 Safety and Quality</i>).
2	Explain the nature of social care work and the role of a professional social care worker. Be able to practice safely and effectively within the ethical, legal, and practice boundaries of the profession within a variety of social care settings. Be able to identify and manage associated challenges. (<i>Domain 1.1, 1.21 Professional Autonomy & Accountability; Domain 5.15 Professional Knowledge and Skills</i>)
3	Discuss the role of advocacy in promoting the needs and interests of service users, and explain the influence of system-level change to improve outcomes, access to care, and delivery of services, particularly for marginalised groups. (<i>Domain 5.15 Professional Knowledge and Skills</i>)
4	Apply relevant theory to social care practice. Explain the role and purpose of building relationships as a tool in the delivery of social care in a wide variety of contexts. Discuss social justice principles, challenge discrimination, unjust policies and practices; demonstrate understanding of cultural competence and promoting social inclusion. (<i>Domain 5.1, 5.2, 5.8 Professional Knowledge and Skills</i>)
5	Explain the key principles guiding good professional practice, with a particular focus on confidentiality, empathy and non-judgemental attitude. Discuss communication

	methods and styles, including verbal, non-verbal, language, beliefs, culture, beliefs, health and social care needs. (<i>Domain 1.10, 1.11, 1.12, 1.14, 1.23 Professional Autonomy and Accountability; Domain 2.2 Communication, Collaboration Practice and Team-working</i>)
6	Explain how to respect and uphold the rights, dignity and autonomy of service users including their role in diagnostic, therapeutic and social care process. Assess the needs of different client groups and be aware of needs-led practice. (<i>Domain 1.5 Professional Autonomy & Accountability; Domain 3.1, 3.6 Safety and Quality</i>)
7	Describe how to apply a human rights based approach (HRBA) in one's work, including the promotion of service user's participation in his/her own care, ensure clear accountability; apply principles of non-discrimination; empower other staff members and services users to realise their rights; be aware of the legality of actions within a service including the need to comply with any relevant legislative requirements including adhering to human rights obligations. (<i>Domain 5.3 Professional Knowledge & Skills</i>)
8	Define the different types of child abuse, their role in reporting concerns and how to deal with disclosures of child abuse. Describe how to seek professional development, supervision feedback and peer review opportunities in order to continuously improve practice and measure risk. (<i>Domain 3.10 Safety & Quality; Domain 4.5 Professional Development</i>).
9	Discuss the concept of self-awareness, self-esteem and self-care and be able to explain the impact of self and of their own characteristics, values in practice situations. Explain how to take responsibility for managing one's own health and well-being. (<i>Domain 1.20, 1.22 Professional Autonomy and Accountability; Domain 5.13, 5.19 Professional Knowledge and Skills</i>)
10	Describe what is required by the CORU registration board for social care workers and be familiar with the CORU code of professional conduct and ethics for social care workers. Explain the need to demonstrate evidence of continuous professional development (CPD) and education, awareness of professional regulation requirements and discuss the benefits of CPD to professional practice. (<i>Domain 1.7 Professional Autonomy and Accountability; Domain 4.2 Professional Development</i>).
11	Explain attachment theory and the role and purpose of building and maintaining relationships as a tool in the delivery of social care in a variety of contexts. Describe the basic principles of effective teaching and learning, mentoring and supervision. (<i>Domain 5.1, 5.8, 5.14 Professional Knowledge and Skills</i>)

<p>Indicative Syllabus</p> <p><i>Introduction, Legislative and Historical overview of Social Care</i></p> <p>Overview of the development of social services in Ireland, the Poor Law era; the Kennedy Report 1970; Child Care Act 1991; UN Convention on Human Rights and the Rights of the Child 1998; Children First: National guidance for the protection and welfare of children, 2011; Inspection and regulation roles; The Children Act, 2001, Health and Social Care Professionals Act 2005 including the role of CORU; Child and Family Agency Act 2013. Kilkenny Incest report 1993; Commission of Investigation: Report into the Catholic Archdiocese of Dublin, 2009; and the Commission of Enquiry into Child Abuse 2009.</p> <p><i>Development of students' understanding of the principles of professional practice.</i></p> <p>The qualities, principles and skills required in social care work are identified and the role of the social care practitioner is discussed. Introduction to concepts such as respect, empathy, confidentiality, individualisation, non-judgmental attitude, self-determination, acceptance,</p>
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purposeful expression of feeling, controlled emotional involvement. The integration of these principles to practice in different care work settings, examining of difficulties and challenges that may arise in practice.

Protection of Vulnerable People and Child Protection and welfare

Knowledge and understanding of the national guidance on Child protection and welfare are examined in detail. Case studies, investigation and abuse enquiries are examined in detail.

Development of students understanding of the rights and needs of service user groups

The concept of need is examined using theoretical frameworks. The needs of service user groups such as, people with physical and intellectual disabilities; the travelling community; refugees; asylum seeker; people who are homeless; children/adolescents living in state care; families; people with alcohol/drug dependency, older people. Knowledge on traits of positive and negative self-esteem are examined and methods of building self-esteem are described together with how this leads to a sense of empowerment. This theory is then applied both to service users and to students.

Introduction to Values, Ethics and Morals in Social Care.

An introduction to issues in relation to values, ethics and morals in social care such as emancipation, inequality, social justice, equality, anti-discriminatory practice, partnership, citizenship, inclusiveness, empowerment, use of authority and power.

Professional ethics, codes of practice e.g CORU Code of Professional Conduct and Ethics for Social Care Workers and statutory registration for social care workers are explored and examined.

Personal Development and Self-Care

Recognition on the importance of the role of self in social care work is explored. Guidance and knowledge acquisition on self-care; self-awareness; boundaries; protection and self-preservation are imparted to students. Family values, norms and beliefs are explored in a supportive manner, an understanding of how student's individual family life experiences could impact on practice in social care is explored. Self-reflection is practiced and professional supervision is examined prior to and during practice placement in first year.

Learning and Teaching Methods:	
Formal lectures are used to teach of Principles of Professional Practice in Social Care Work 1. Case studies, class discussion, use of small groups with feedback sessions, role-play, class presentations and selected use of video are used for the teaching of practice skills.	
Total Teaching Contact Hours	48
Total Self-Directed Learning Hours	152

Module Delivery Duration:
Over two semesters

Assessment		
Assessment Type	Weighting (%)	LO Assessment (No.)
Examination.	60%	1, 2, 3, 5, 6, 8, 10, 11

Poster & Presentation	40%	4, 7, 9, 11
Module Specific Assessment Arrangements (if applicable)		
(a) Derogations from General Assessment Regulations	A minimum mandatory attendance of 75% is required in order to progress. This requirement is non-compensatory. Non-compensatory module.	
(b) Module Assessment Thresholds	Student must pass the poster& presentation assignment and exam to successfully complete the module.	
(c) Special Repeat Assessment Arrangements		

Indicative Reading:

- Banks, S. (2006). *Ethics and values in social work*. London, UK: Macmillan.
- Biestek, F.P. (1961). *The casework relationship*. London, UK: Routledge.
- Bowlby, J. (1998). *Attachment and loss* (2nd ed.). London, UK: Pimlico.
- Charleston, M. (2007). *Ethics for social care in Ireland: Philosophy and practice*. Dublin, Ireland: Gill & Macmillan.
- Children's Rights Alliance (2012). *A Guide to Children's EU Rights in Ireland*. Dublin, Ireland: Children's Rights Alliance.
- Department of Children and Youth Affairs. (2011). *Children first: National guidance for the protection and welfare of children*. Dublin, Ireland: Government Publications.
- Health Service Executive. (2011). *Child protection and welfare practice handbook*. Dublin, Ireland. Health Service Executive.
- Lalor, K., & Share, P. (2013). *Applied social care: An introduction for students in Ireland* (3rd ed.). Dublin, Ireland: Gill & Macmillan.
- Pringle, M. K. (1986). *The needs of children*. (3rd ed.). London. UK. Routledge.
- Fahlberg, V. (2008). *A child's journey through placement*: British Association for Adoption and Fostering (BAAF).

Journals

- Child Abuse and Neglect: The International Journal
- Child Care in Practice.
- Irish Journal of Applied Social Studies.

Version No:	1	Amended By	Anne Marie Shier & Judy Doyle
Commencement Date	September 2019	Associated Programme Codes	DT 571

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
SOC1005					5	
Module Title	Health, Well-being and Personal development in Social Care Work					

School Responsible:	School of Social Sciences, Law and Education
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Module Overview:
<p>This module is divided into two parts. The first part consists of lectures and workshops based on various elements of well-being, personal development and the use of self in social care work. The second part will be delivered as four seminars delivered by guest lecturers organised by the module co-ordinator which will focus on health, disease and infection prevention as relevant to the role of social care worker.</p> <p>Health and well-being focuses not merely on the absence of disease and individual health, but on the quality of everyone's lived experience. This course is designed to meet the current needs of social care students at the coalface in relation to personal and community health practices. Health means everyone achieving his or her potential to enjoy complete physical, mental and social wellbeing. Well-being is an integral part of this of health. It reflects the quality of life and the various factors which can influence it over the course of a person's life. This module gives theoretical and practical guidance to students on personal and workplace health and well-being. It aims to support students in their practice settings and prepare them to work with groups vulnerable to poor health and well-being.</p> <p>This module shifts in focus from what can go wrong in people's health and well-being, to focusing on what makes their lives go well. Students will develop techniques for personal well-being. Students will explore the importance of self, self- awareness and self-care in social care work. Students will be encouraged and supported to draw on their own life experiences and explore and reflect on how these experiences impact on their practice and how they can integrate these into their practice. Developing reflective practice and self-reflection will be central to this module. In this way students, will also be introduced to the concept of reflective practice and gain an understanding of its role in social care work.</p>

Learning Outcomes (LO): (to be numbered)	
For a 5 ECTS module a range of 4-10 LOs is recommended	
On Completion of this module, the learner will be able to	
1	Discuss the specific health and wellbeing needs of service user groups and describe the main causes of ill health and determine how the risk may be minimised. <i>(Domain 3.14 Safety and Quality)</i>
2	Explain how to take responsibility for managing one's own health and wellbeing. <i>(Domain 1.20 Professional Autonomy and Accountability)</i>
3	Explain how to support service users in managing their health and wellbeing where possible and recognise the need to provide advice to the service user on self-treatment, where appropriate. <i>(Domain 2.4 Communication, Collaborative Practice and Teamworking)</i>
4	Discuss the appropriate tests/assessments required and describe how

	undertake/arrange these tests. (<i>Domain 3.3 Safety and Quality</i>)
5	Identify safe environments for practice which minimises risks to service users, those supporting them and others, including the use of infection prevention and control strategies. (<i>Domain 3.14 Safety and Quality</i>)
6	Discuss the impact of personal values and life experience on professional practice and be able to manage this impact appropriately. (<i>Domain 1.22 Professional Autonomy and Accountability; Domain 4.4 Professional Development</i>)
7	Explain the importance of self in social care work and apply self- awareness and self-care.
8	Demonstrate knowledge of health and wellbeing, disease, and dysfunction relevant to the role of social care worker. (<i>Domain 5.1, 5.4 Professional Knowledge and Skills</i>)
9	Demonstrate techniques for managing stress and boosting personal well-being.
10	Demonstrate understanding of reflective practice and the role it plays in social care work.

Indicative Syllabus:

Part 1: Lectures and workshops focusing on wellbeing and personal development on topics including techniques and strategies for personal well-being; self, self- awareness and self-care in social care work; understanding and drawing on life experiences in social care; impact of life experiences on practice; reflective practice

Part 2: Four seminars delivered by guest lecturers on topics including health, disease and infection prevention/control for social care settings.

Learning and Teaching Methods:

Workshops will be supplemented by a VLE where students can access and share resources and complete self-tests.

Experiential group exercises, group and individual presentations, small and large group discussion, role-play.

Total Teaching Contact Hours	24
Total Self-Directed Learning Hours	76

Module Delivery Duration:

The module will be delivered over one semester

Assessment

Assessment Type	Weighting (%)	LO Assessment (No.)
Portfolio of work demonstrating students understanding, engagement with the module content and ability to meet learning outcomes.	100	1-10

Module Specific Assessment Arrangements (if applicable)

(a) Derogations from General Assessment Regulations	There is a minimum attendance requirement of 75% for this module. This requirement is non-compensatory.
(b) Module Assessment Thresholds	This is a non-compensatory module
(c) Special Repeat Assessment	

Arrangements	
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Indicative Reading:

Bolton, G & Delderfield, R. (eds) (2018). *Reflective practice : writing and professional development* (Fifth edition). Los Angeles, CA: Sage.

Collins, J and Foley, P. (Eds). (2008). *Promoting children's wellbeing : policy and practice*. Bristol, UK: Policy Press.

Knott, C. & Scragg, T (2016). *Reflective practice in social work*. Los Angeles, CA: Learning Matters.

Lalor, K., & Share, P. (eds) (2013). *Applied social care : An introduction for students in Ireland* (3rd ed.). Dublin, Ireland: Gill & Macmillan.

Larkin, M. (2013). *Health and well-being across the life course*. London, UK: Sage.

Moon, J. A. (2006). *A handbook of reflective and experiential learning [electronic resource] :theory and practice*. London, UK: Routledge.

Moon, J. A. (2006). *Learning journals : a handbook for reflective practice and professional development*. New York, NY: Routledge.

Moon, J. A. (2010). *Using Story: in higher education and professional development*. New York, NY: Routledge.

National Economic and Social Council. (2009). *Well-being matters: a social report for Ireland*. Dublin, Ireland: Stationery Office.

Owusu-Bempah, K. (2011). *The wellbeing of children in care : a new approach for improving developmental outcomes*. London, UK: Routledge.

Smullens, S.K. (2015) *Burnout and self-care in social work : a guidebook for students and those in mental health and related professions*. Washington, DC: NASW Press.

Walker, P. & John, M. (eds) (2011) *From public health to wellbeing : the new driver for policy and action*. Basingstoke, UK: Palgrave Macmillan.

Version No:	1	Amended By	Anne Marie Shier
Commencement Date	September 2019	Associated Programme Codes	DT571

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
SOC1006					5	
Module Title	Drama in Education for Social Care					

	Social Sciences, Law and Education
School Responsible:	
Module Overview:	
<p>This year one module introduces students to Drama Education as being a democratic methodology for education and learning. Students are active participants in this learning process which enables advanced communication between individuals and the group, while exploring their attitudes and beliefs on how society works, how individuals and groups behave in a variety of situations. Drama strategies are employed to help students explore, debate and demonstrate their personal attitudes to social care work and through ongoing reflection to notice and reflect on how these attitudes change during their first year of college. A strong focus is placed, by taking on roles, on seeing situations from another's viewpoint, the 'as if' I was that other person. Life events are explored using a variety of role play techniques and students are encouraged to reflect and debate on how our 'point of view' is influenced by culture, media, education etc. The methods of Theatre of the Oppressed are utilised to demonstrate how drama/theatre can be used to effect change in individuals and societies. Exercises are used to highlight the 'role' of the carer, and the importance of awareness of service users as individuals rather than generic groups. Part of the module is dedicated to learning about the senses and the practical application of sensory experiences in a variety of social care settings. The module requires ongoing critical reflection on personal, group and social learning while making links to other modules and to placement. Throughout the module students learn about the strategies employed in drama education and their potential for use with any educational goal. Through participation on this module students gain increased confidence in presenting themselves and their ideas.</p>	

Learning Outcomes (LO): (to be numbered)	
For a 5ECTS module a range of 4-10 LOs is recommended	
On Completion of this module, the learner will be able to	
1	Describe the methods and strategies used in Drama Education. <i>(Domain 5.1, 5.16 Professional Knowledge and Skills)</i>
2	Confidently contribute, participate and reflect as a member of a group. <i>(Domain 5.19 Professional Knowledge and Skills)</i>
3	Summarise how drama conventions can be used to explore social themes and life issues. <i>(Domain 1.8 Professional Autonomy and Accountability)</i>
4	Plan and demonstrate a short sensory experience. <i>(Domain 2.16 Communication Collaborative Practice and Teamwork; Domain 5.16 Professional Knowledge and Skills)</i>
5	Describe how drama can be used for change. <i>(Domain 5.16 Professional Knowledge and Skills)</i>

6	Assess situations/events from another's perspective. (<i>Domain 1.23 Professional Autonomy and Accountability</i>)
7	Describe the value of experiential knowledge. (<i>Domain 5.1 Professional Knowledge and Skills</i>)
8	Identify the body and voice as tools for making meaning and reading non-verbal language. (<i>Domain 2.2 Communication, Collaborative Practice and Teamworking</i>)
9	Summarise the value of personal critical reflection. (<i>Domain 1.22 Professional Autonomy and Accountability; Domain 5.19 Professional Knowledge and Skills</i>)

Indicative Syllabus:

Drama Strategies:

Games - Still Image – Collective Role – Thought Tracking – Speaking through image – Hot Seating – Writing in Role – Meetings in Role – Role on the Wall – Forum Theatre – Case Studies. Students work in small groups

The drama work comes from the current knowledge of the student

- Drama Strategies are used to explore/debate/show their knowledge and opinion around particular issues
- Drama is used to explore themes such as disability, bullying, racism, gender, older people, homelessness Using imaginative situations, the lives of service users, their families, their carers are explored helping the students to see things from many perspectives
- The focus is on the development of the student's creative, imaginative, personal and group skills with an emphasis on collaborative, social and cross curricular learning.
- The nature of power and relationships is investigated using group and individual role plays
- Reflective practice is considered essential to the process of drama education. Students reflect in class, in placement, in other modules and in life. These reflections feed into the ongoing work of the module assisting the student's awareness and understanding of their learning journey.
- At the end of semester one (before their 1st placement) students prepare and deliver, in class, a short sensory experience for the rest of their class.
- Drawing on the practice and theories of Augusto Boal, Jonathan Neelands, Cecily O'Neill, Nellie McCaslin and Dorothy Heathcote drama is used as an education and active learning method where the individual and the group contribute to the outcome.

Learning and Teaching Methods:

Drama Education is essentially an active and experiential learning process which requires a high level of student involvement.

Methods:

Tutor and student led discussions, lectures, problem solving exercises, case studies, fictional play, imaginative worlds, video, readings, project work, self-directed learning, critical reflection, group and personal research, which can include the following drama conventions:

Conscience Alley
 Forum Theatre
 Freeze Frames
 Hot Seating
 Image Theatre
 Improvisation
 Questioning in Role
 Whole Group Role Play
 Small Group Role Play
 Role on the Wall
 Sculpting
 Story making and telling
 Questioning in Role
 Thought Tracking
 Writing in Role

Total Teaching Contact Hours	36
Total Self-Directed Learning Hours	64

Module Delivery Duration:

This module runs over two semesters

Assessment		
Assessment Type	Weighting (%)	LO Assessment (No.)
Practical (Sensory) Task Students prepare, deliver (in a group) and reflect (individually) on a sensory experience for the rest of their class.	20%	2,4
Reflective Journal Students keep a weekly journal reflecting on each class that they attend. They reflect on personal and group learning, their changing opinions and attitudes to society, their understanding of social care work and they make links with other modules and with their experience on placement.	80%	1, 2,3,4,5, 6,7,8,9
Module Specific Assessment Arrangements (if applicable)		
(a) Derogations from General Assessment Regulations	There is a minimum attendance requirement of 75% for this module. This requirement is non-	

	compensatory. This is a non-compensatory module.
(b) Module Assessment Thresholds	Students must pass the practical task and the reflective journal assessment in order to successfully complete the module.
(c) Special Repeat Assessment Arrangements	

Indicative Reading:

- Boal, A. (1992). *Games for actors and non-actors*. London, UK: Routledge.
- Cattanach, A. (1996). *Drama for People with Special Needs*. (2nd Ed.). London, UK: A&C Black.
- Jennings, S. (1986). *Creative Drama in group work*. Bicester, UK: Winslow Press.
- Kempe, A. (2006). *Drama, disability and education: A critical exploration for students and practitioners*. London, UK: Sage.
- Murphy, P., & O’Keeffe, J. (2006). *Discovering drama*. Dublin, Ireland: Gill & Macmillan.
- Neelands, J. (2000.) *Structuring Drama Work*. Cambridge, UK: Cambridge University Press.
- O’Neill, C. (1977). *Drama guidelines*. London, UK: Heinemann.
- O’Neill, C., & Lambert, A. (1991) *Drama structures*. Cheltenham, UK: Stanley Thornes.
- Brandes, D. (1979). *Gamesters Handbook No.1*. London, UK: Hutchinson.
- Scher, A., & Verrall, C. (1984). *Another 100+ Ideas for Drama*. London, UK: Heinemann.

Web references, journals and other:

Research in Drama Education - www.tandfonline.com

www.create-ireland.ie

www.artscouncil.ie

Version No:	1	Amended By	Antoinette Duffy
Commencement Date	September 2019	Associated Programme Codes	DT571

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
SOC1007					5	
Module Title	Introduction to the Art Process in Education & Development					

School Responsible:	School of Social Sciences, Law and Education
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Module Overview:

This module provides the student with an opportunity to learn from direct experience and to understand the value of this way of learning for groups in different social care contexts. Students investigate the potential of art through a personal exploration of media and themes. It introduces the concept of art as a powerful non-verbal language and addresses the potential of art to enrich personal, social and cultural identity. It also touches on therapeutic aspects of the subject that can benefit the student in their personal lives and in their professional work. The focus is on practical/experiential work that is underpinned by theory and students' personal reflection on what they have gained throughout the module. Students develop skills and techniques in art making through decision-making and problem-solving exercises that have application on placement and develop approaches to reflection on learning.

Learning Outcomes (LO):

On Completion of this module, the learner will be able to

1	Examine and manipulate a range of 2-D and 3-D art materials and media.
2	Discuss the potential of group work in art.
3	Apply art to foster relationships and communicate ideas and concepts verbally and non-verbally. (<i>Domain 5.1, 5.8 Professional Knowledge and Skills</i>)
4	Produce personal expressive solutions to given tasks.
5	Examine and produce a response to works of art.
6	Describe how engaging with art materials and media can enhance their own wellbeing and that of others. (<i>Domain 1.20 Professional Autonomy and Accountability</i>)
7	Report on art making techniques and experiences.
8	Combine relevant texts to practical experience.
9	Reflect on their learning and the application of this learning to placement. (<i>Domain 5.11, 5.18 Professional Knowledge and Skills</i>).
10	Plan, produce and evaluate a simple art-related workshop. (<i>Domain 1.22 Professional Autonomy and Accountability; Domain 2.2 Communication, Collaborative Practice and Team Working; Domain 3.8 Safety and Quality; Domain 5.8, 5.11, 5.12, 5.13, 5.16, 5.18, 5.19 Professional Knowledge and Skills</i>)

Indicative Syllabus:

- Introduction to course structure, content and assessment. Investigate and explore the physical and expressive properties, qualities and potential of a broad range of 2-D materials and media.
- Investigate making and doing through a study of Form and Construction using a range of media to include clay and mixed-media.
- Individual work as well as contrasting group work experiences that facilitate an awareness of the strengths of each method of working.
- Develop personal and intuitive responses to materials through a range of projects/topics/themes

- Develop skills through manipulation of media and through exploration of themes
- Introduction to Visual Thinking Strategies
- Respond to a range of visual tasks/experiences/decision-making and problem-solving exercises. Examine therapeutic aspects of this work
- Record development of skills and techniques and experiences of working with different materials and media
- Reflect on course material and related personal experiences
- Discuss relevant/related articles and the potential of art on placement as a means of connecting with others.
- Read and discuss relevant literature and where it has application on placement
- Practical workshops which inform synthesis of relevant/related articles on value of art on placement and reflection on related placement experience

Learning and Teaching Methods:

Use will be made of a combination of the following methods: Lectures; practical workshops; demonstration; self-directed learning; collaborative work; group discussion; role-play, problem-solving exercises, video, work-based learning, computer-based learning; visits to relevant exhibitions/sites.

Total Teaching Contact Hours	48
Total Self-Directed Learning Hours	52

Module Delivery Duration:

This module runs over two semesters

Assessment

Assessment Type	Weighting (%)	LO Assessment (No.)
Portfolio	50%	1,2,4,5,7,8
Reflective Journal	50%	3,6,9,10

Module Specific Assessment Arrangements (if applicable)

a. Derogations from General Assessment Regulations	This module is non-compensatory
b. Module Assessment Thresholds	There is a minimum attendance requirement of 75% for this module. This requirement is non-compensatory. Students must pass both the portfolio and reflective journal in order to successfully complete this module.
c. Special Repeat Assessment Arrangements	

Indicative Reading:

Fox, J., & Schirmacher, R. (2014). *Art and creative development for young children*. (8th ed.). London, UK: Wadsworth.

Koster, J.B. (2014). *Growing artists: Teaching art to young children*. (6th ed.). Boston, M.A: Cengage.

Lowenfeld, V. (1975) *Your child & his art*. New York, M.A: Macmillan

Lowenfeld, V., & Brittain, W. L. (1987). *Creative and mental growth*. New York, NY: Macmillan.

Striker, S., & Kimmel, E. (2012). *The original anti-colouring book*. London, UK: Scholastic.

Version No:	1	Amended By	Leslie Cassells
Commencement Date	September 2019	Associated Programme Codes	DT571

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
*Code pending					5	
Module Title	Introduction to Placement (Pre-Placement Seminars)*					

School Responsible:	School of Social Sciences, Law and Education
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Module Overview:	
<p>The pre-placement seminar module, in year 1, is focused on giving students insight into what is expected of them on placement. It will provide a foundation for the development of key skills, competencies and proficiencies, as well as having a strong focus on personal development and reflection. This will provide the platform for placements in year 2 and 3 where students are afforded the opportunity to engage with different service user groups that are recognized as marginalised, disadvantaged or having special needs.</p> <p>Taking place across both semesters 1 and 2, these 12 seminars combine lectures/workshops, guest lectures and small group tutorials. Practitioners from the social care field will provide guest lectures on their areas of practice to provide context to first year students as to the various fields of practice in the social care sector and the role of the social care worker. Service users will also provide presentations to share first-hand testimonies on their experiences and perspectives of being supported by social care workers.</p> <p>Topics covered include roles and responsibilities of students, placement education team and practice supervisors; presentation, self-care and support, use of supervision; CORU Code of Professional Conduct and Ethics for Social Care Workers, understanding standards proficiency. They will also be expected to engage in reflective writing activities and document evidence of understanding relevant proficiencies.</p> <p>A and B group tutorials provide a forum for students to discuss and analyze previous experiences, expectations and concerns regarding placement, and build relationships with each other and academic staff.</p> <p>All students must have Garda clearance undertaken by the University prior to commencing their practice placements in years 2 and 3. This is arranged by year 1 tutors.</p>	
<p>Learning Outcomes (LO): (to be numbered) For a 5ECTS module a range of 4-10 LOs is recommended</p>	
<p>On Completion of this module, the learner will be able to.</p>	
1	<p>Demonstrate their ability to practice safely and effectively within the legal, ethical and practice boundaries of the profession including gaining informed consent. <i>(Domain 1.1, 1.15 Professional Autonomy and Accountability; Domain 5.1 Professional Knowledge and Skills)</i></p>
2	<p>Identify the limits of their practice and know when to seek advice and additional</p>

	expertise or refer to another professional. Students will also be able to engage in professional development in order to enhance their self- awareness and self-care skills. (<i>Domain 1.2, 1.18 Professional Autonomy and Accountability; Domain 5.19 Professional Knowledge and Skills</i>)
3	Demonstrate their ability to act in the best interests of service users at all times with due regard to their will and preference and in line with agency policies. (<i>Domain 1.3, 1.9 Professional Autonomy and Accountability</i>)
4	Identify the requirements of the Social Care Workers Registration Board and outline the ethical considerations and the role of Continuing Professional Development (CPD) for social care workers. (<i>Domain 1.7 Professional Autonomy and Accountability</i>)
5	Explain the importance of confidentiality of service users and using information only for the purpose for which it was given within the context of a team setting. Verify their ability to apply the limits of the concept of confidentiality to practice situations. (<i>Domain 1.10, 1.11, 1.12. Professional Autonomy and Accountability</i>).
6	Discuss the role of building relationships as a professional tool and present personal responsibility and professional accountability for one's actions and be able to justify professional decisions made. (<i>Domain 1.17, 1.21 Professional Autonomy and Accountability; Domain 5.8 Professional Knowledge and Skills</i>)
7	Show knowledge of infection prevention and control, and help establish a safe environment for service users and those who work with them. (<i>Domain 3.14 Safety and Quality</i>)
8	Select appropriate and relevant information in order to design, evaluate and revise assessment techniques as part of their intervention with a service user. (<i>Domain 2.1 Communication, Collaborative Practice and Team Working; Domain 3.1, 3.2, 3.3, 3.6, 3.8,3.9 Safety & Quality; Domain 5.11, 5.12 Professional Knowledge and Skills</i>)

Indicative Syllabus:

The Pre-Placement Seminar series helps prepare students for placement. It is led by staff, with visiting lecturers from social care services, who introduce students to best practice in a variety of Social Care settings. Students may go on to complete placements in some of these settings. Service users will also present their experience and perspectives of social care provision.

The requirements of the Registration Board for Social Care Workers regarding the proficiencies social care workers, the rationale for Continuing Professional Development and the CORU Code of Professional Conduct and Ethics for Social Care Work are introduced during the twelve seminars. Students also complete online Introduction to Children First training (preparation for undertaking this online training is provided in semester 1 of the module Principles of Professional Practice in Social Care Work 1).

Students are required to undertake First Aid training (organised by tutors) prior to the commencement of placement in year 2 and also undertake a number of relevant HSE short e-learning courses.

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Learning and Teaching Methods:	
A series of seminars, workshops, online training and group tutorials.	
Total Teaching Contact Hours	24
Total Self-Directed Learning Hours	76

Module Delivery Duration:
Over one academic year.

Assessment Type	Weighting (%)	LO Assessment (No.)
Pre-placement learning portfolio which will include: HSE Training certificates Children's First Certificate First Aid Certificate Must pass a quiz on CORU <i>Code of Professional Conduct and Ethics for Social Care Workers</i> Garda Vetting CV and cover letter for placement Written reflections on learning from module	100%	1,2,3,4,5,6,7, 8
Module Specific Assessment Arrangements (if applicable)		
(a) Derogations from General Assessment Regulations	This is a non-compensatory module. In the interests of protection of vulnerable service user groups, including children, students will not be permitted to start placement in year 2 without fully completing their pre-placement portfolio.	

(b) Module Assessment Thresholds	This module requires a minimum attendance of 75% and students must complete all elements of the portfolio in preparation for year 2 placement..
(c) Special Repeat Assessment Arrangements	

Indicative Reading:

Charleton, M. (2014). *Ethics for social care in Ireland (2nd.ed)*. Dublin, Ireland. Gill and Mc Millan.

Department of Children and Youth Affairs. (2011). *Children First: National guidelines on child protection and welfare*. Dublin, Ireland: Government Publications Office.

Doyle, J., & Gallagher, C. (Eds.), (2006). *In a changing Ireland has social care practice left religious and spiritual values behind?* Dublin. DIT.

Doyle, J. Mc Garty, P. (2011). *Irish managers social care survey*. Dublin. Arrow. DIT.

Doyle, J. & Lalor, K. (2013). The social care practice placement: A college perspective. In K. Lalor and P. Share (Eds.), *Applied Social Care (3rd ed., pp.151-166)*. Dublin: Gill and Macmillan.

Hamilton, C. (2012). *Irish social work and social care law*. Dublin, Ireland: Gill and Mac Millan.

Social Care Workers Registration Board. (2017). *Code of professional conduct and ethics for social care workers*. Dublin, Ireland: CORU.

Version No:	1	Amended By	Judy McAvoy			
(*This amendment is subject to approval by the Faculty Academic Quality Assurance and Enhancement Committee)						
Commencement Date	September 2024	Associated Programme Codes	TU996			
Module Code	Prerequisite Module Codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECT credits	NFQ level
SOC2002					5	
Module Title: Law in Social Care Work						

School Responsible:	School of Social Sciences, Law and Education
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Module Overview:

This module provides students with a thorough grounding in the basic principles of the Irish legal system, with particular reference to the legal regulation of family and social life. Using a combination of interactive seminars, group work and student presentation, the module focuses on practical understanding and application of legal rules and processes in the social care environment.

Learning Outcomes (LO):

On completion of this module, the learner will be able to

1	Identify the characteristic features of legal rules and describe the structure of the Irish legal system. (<i>Domain 1.1 Professional Autonomy and Accountability; 5.1 Professional Knowledge & Skills</i>)
2	Distinguish legal rules from other regulatory frameworks and describe how civil law differs from criminal law. (<i>Domain 1.1 Professional Autonomy and Accountability</i>)
3	Discuss the various sources of law within the Irish legal system with a particular focus on: The Safety, Health and Welfare at Work Act 2005, The General Data Protection Regulation, The Protected Disclosures Act 2014, The Freedom of Information Act 2014 and mandated persons as provided for in the Children First Act 2015. (<i>Domain 1.1, 1.4, 1.10, 1.13, 1.14 Professional Autonomy and Accountability; Domain 2.8 Communication, Collaborative Practice and Teamworking; Domain 3.12, 3.13 Safety and Quality</i>)
4	Identify a range of statute law and statutory instruments governing family and social life and show how they apply to real life scenarios. (<i>Domain 1.1 Professional Autonomy and Accountability</i>)
5	Explain how case law develops and applies legal principles and rules relevant to social care practice, including the development of the duty of care in tort law. (<i>Domain 1.1, 1.6 Professional Autonomy and Accountability; Domain 5.1 Professional Knowledge and Skills</i>)
6	Outline the importance of constitutional and human rights standards to social care practice, with a particular focus on equality and non-discrimination law. (<i>Domain 1.1, 1.8 Professional Autonomy and Accountability</i>)

Indicative Syllabus:

- What is law? How can law be distinguished from other types of rule? The binding nature of legal rules.
- The Irish legal system as a common law system. Making law: the courts, the legislature and the executive.
- Criminal law and civil law. Similarities, differences and practical implications for the

social care worker.

- Sources of law. International law, European law, the Irish Constitution, statute law, statutory instruments, case law.
- Working with law. Finding, reading and interpreting primary and secondary legislation. Identifying the status of legal rules. Applying legal rules to specific fact scenarios in social care settings.
- Working with case law. Finding, reading and interpreting court decisions. The role of precedent and how case law can affect social care practice.
- Human and Constitutional Rights, their legal status and role in making, interpreting and implementing social care policy with a specific emphasis on children's rights.

Learning and Teaching Methods:

Twelve 2 hours lecture/seminars using mixed teaching and learning methods including:

- Group work
- Class discussion
- Student presentations
- Advance reading may be assigned.

Total Teaching Contact Hours

24

Total Self-Directed Learning Hours

76

Module Delivery Duration:

This module is delivered over one semester.

Assessment

Assessment Type	Weighting (%)	LO Assessment (No.)
Exam	60%	1,2,3,6.
Essay	40%	4,5

Module Specific Assessment Arrangements (if applicable)

(a) Derogations from General Assessment Regulations	This is a non-compensatory module. There is a minimum attendance requirement of 75% for this module. This requirement is non-compensatory.
(b) Module Assessment Thresholds	Students must pass the essay and exam in order to successfully complete the module.
(c) Special Repeat Assessment Arrangements	

Indicative Reading:

Bracken, L. (2018). *Child law in Ireland*, Dublin, Ireland: Clarus.

Byrne, R., McCutcheon, P., Bruton, C., Coffey, G. *Byrne and McCutcheon on the Irish legal system*, Dublin, Ireland: Bloomsbury Professional.

Hamilton, C. (2011). *Irish social work and social care law*. Dublin, Ireland: Gill &

Macmillan.
 Quill, E. (2014). *Torts in Ireland*, Dublin, Ireland: Gill Education.
 Thornton, L., Ni Mhuirthile, T., & O’Sullivan, C. (2016) *Fundamentals of the Irish legal system: Law, policy and politics*. Dublin, Ireland: Round Hall.

Version No:	1	Amended By	Dr. Fiona Broughton
Commencement Date	September 2019	Associated Programme Codes	DT571/

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
SOC 2006					5	
Module Title	Foundation Skills Development for Social Care Workers					

School Responsible:	School of Social Sciences, Law and Education
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Module Overview:
<p>The aim of this module is to both prepare students for learning at third level and equip them with foundation skills for their future careers as social care practitioners in relation to written and verbal communication, self-awareness and groupwork skills.</p> <p>These foundation skills will prepare students for the continuation of their learning in second and third year and will also equip them for future practice in the social care field upon graduation.</p>

Learning Outcomes (LO): (to be numbered)	
For a 5 ECTS module a range of 4-10 LOs is recommended	
On Completion of this module, the learner will be able to	
1	Demonstrate evidence of time management and workload management (<i>Domain 1.18 Professional Autonomy and Accountability</i>)
2	Evaluate information and understand the principles of decision-making. (<i>Domain 1.19 Professional Autonomy and Accountability</i>)
3	Be able to produce supported, clear, accurate and objective communication depending on the purpose and audience (<i>Domain 2.6 Communication, Collaborative Practice and Teamwork</i>)
4	Show understanding of the effective use of feedback
5	Be able to demonstrate an understanding of the value of creative and recreational interventions and be able to produce clear accurate and objective communication. (<i>Domain 5.16 Professional Knowledge and Skills</i>)
6	Be able to recognise various communication styles and develop skills to learn, modify and adapt to suit individual and group communication needs. (<i>Domain 2.2 Communication Collaborative practice and Teamworking</i>)
7	Demonstrate awareness and understanding of principles and dynamics of groupwork, including the roles people play in groups, conflicts that can arise and have knowledge of the principles of effective conflict management. (<i>Domain 1.11 Professional Autonomy and Accountability; Domain 2.11, 2.16 Communication Collaborative practice and Teamworking; Domain 5.1 Professional knowledge and skill</i>)
8	Be able to use observation of self and others in interpersonal situations to help develop communication skills. (<i>Domain 5.13 Professional knowledge and skill</i>)
9	Demonstrate understanding of the impact of own and others feeling on communication (<i>Domain 1.23 Professional Autonomy and Accountability</i>)

Indicative Syllabus

Time and workload management
 Communication processes and skills
 Effective reading and note taking
 Sourcing information
 Producing original and appropriate writing - academic writing, paraphrasing, preparing presentations, referencing and plagiarism
 Critical evaluation of information- deconstructing arguments, evaluating research
 Assignment writing, requirements, grading, planning, creating and constructing arguments.
 Using feedback effectively
 Reflective writing
 Understanding basic principles of group processes
 Understanding roles and interactions
 Developing innovative group activities
 Self and other awareness
 Dealing with group conflict

Learning and Teaching Methods:	
Small group workshop (less than 20) VLE for shared resources Experiential group exercises, presentations, large and small group discussions and exercises, role-play and kinaesthetic methods.	
Total Teaching Contact Hours	36
Total Self-Directed Learning Hours	64

Module Delivery Duration:
Over one academic year

Assessment		
Assessment Type	Weighting (%)	LO Assessment (No.)
Portfolio: Students present a learning portfolio demonstrating evidence of sourcing and evaluating information, writing skills, referencing and time and workload management.	50%	(1,2,3,4)
Groupwork Resource Students plan, develop, and prepare a set of resources that can be used to facilitate groupwork and communication in practice	30%	(5,6,7)
Reflection: Students produce a reflective piece showing their learning about self and impact of self on others and learning about	20%	(7,8,9)

communication skills		
Module Specific Assessment Arrangements (if applicable)		
(a) Derogations from General Assessment Regulations	This is non-compensatory module.	
(b) Module Assessment Thresholds	Students must pass the portfolio, group resource assignment and reflection in order to successfully complete the module. A minimum mandatory attendance of 75% is required in order to progress. This requirement is non-compensatory.	
(c) Special Repeat Assessment Arrangements		
<p>Indicative Reading:</p> <p>Black, T.R. (1993). <i>Evaluating social science research: An introduction</i>. London, UK: Sage Publications Ltd.</p> <p>Brandler, S., & Roman, C.P. (2016). <i>Group work: Skills and strategies for effective interventions</i> (3rd ed.). New York, NY: Routledge</p> <p>Burke, A. (2011). Group work: How to use groups effectively. <i>The Journal of Effective Teaching</i>, 11(2), 87-95.</p> <p>Chong Ho Shon, P. (2012). <i>Sage study skills: How to read journal articles in the social sciences</i>. London, UK: Sage Publications Ltd.</p> <p>Cottrell, S. (2013) <i>The study skills handbook</i> (4th Ed.). London, UK: Palgrave Macmillian.</p> <p>Engleberg, I.N., & Wynn, D. (2014). <i>Working in groups</i> (6th ed.). Essex, UK: Pearson Education Group.</p> <p>Godfrey, J. (2011) <i>Pocket study skills: Writing for university</i>. London, UK: Palgrave Macmillian.</p> <p>Goodwin, J. (2012). <i>Pocket study skills: Studying with dyslexia</i>. London, UK: Palgrave Macmillian</p> <p>Goodwin J. (2009). <i>Pocket study skills: Planning your essay</i>. London, UK: Palgrave Macmillian.</p> <p>Prendiville, P. (2008). <i>Developing facilitation skills: A handbook for group facilitators</i> (3rd ed.). Dublin, Ireland: Combat Poverty Agency.</p> <p>Williams, K. (2009). <i>Pocket study skills: Getting critical</i>. London,UK: Palgrave Macmillian.</p> <p>Williams, K., & Carroll, J. (2009). <i>Pocket study skills: Referencing and understanding plagiarism</i>. London, UK: Palgrave Macmillian</p>		

Version No:	2	Amended By	Fiona McSweeney/ Margaret Fingleton
Commencement Date	September 2019	Associated Programme Codes	DT 571/1

Year 2 Bachelor of Arts (Hons.) in Social Care TU996/2 –2024-2025

Subject	Contact Hours	Independent Learning Hours	ECTS	Pre-requisite
Social Theory & Contemporary Themes in Society. (SOC2000)	24	76	5	
Social policy-making: Structures and processes. (SOC2011)	24	76	5	
Practice Issues in Social Care Work. (SOC 3016)	24	76	5	
Safeguarding Children and Vulnerable Adults. (SOC2013)	24	76	5	
Psychological Perspectives on Mental Health. (SOC2003)	36	64	5	
Principles of Professional Practice. in Social Care Work 2 (SOC2004)	48	152	10	
Research Planning & Data Collection. (SOC2005)	24	76	5	Yes, pre-requisite to SOC3007 – Must pass and cannot carry
Working with Communities. (SOC2010)	24	76	5	
Drama Education for Practice in Social Care. (SOC2007) OR Understanding and Facilitating the Art Process in Social Care. (SOC2008)	36	64	5	
Professional Practice Placement 2. (SOC2009)		400	10	
Total			60	

Programme schedule by Year
Bachelor of Arts(Hons.) in Social Care Year 2 2024/2025

Assessments have been colour coded to indicate assessments completed in semester 1 in yellow and assessment completed in semester 2 in turquoise

Module title	Module Code	ECTS	Core/ Option*	Weekly hours				Assessment		Pre requisite/ co-requisite
				Lecture	Lab / practical	Tutorial	Self-Directed learning	Cont. Assessment	Examination %	
Semester One										
Social Theory & Contemporary Themes in Society	SOC2000	5	Core	2			5	Essay Preparation/Plan (30%) 3rd November 2024 Essay (70% due 15th December 2024)		
Psychological Perspectives on Mental Health (delivered over Semester 1 & 2)	SOC2003	5	Core	1.5			2.5	Case Study (40% due 21st Feb 2025)	Exam (60% in May 2025)	
Practice Issues in Social Care Work. (delivered over Semester 1 & 2)	SOC 3016	5	Core	1			3	Essay (50% due 3 rd January 2025) Learning log (50% due 21 st March 2025)		
Principles of Professional Practice in Social Care Work 2 (delivered over	SOC 2004	10	Core	2			5	PBL (40% due 18 th (Group A) and 19 th November (Group B) 2024 In class report	Exam (50% in May 2025)	

Semester 1 & 2)								writing exercise (10% on 10 th (Group A) and 11 th February (Group B) 2025		
Working with Communities	SOC 2010	5	Core	2			5	Group A (Project with Reflection 100%) due Friday 13th December 2024		
Drama Education for Practice in Social Care (Delivered over Semester 1 & 2)	SOC2007	5	Option	1.5			2.5	Facilitation 20% due in Nov 2024 Journal 80% completed weekly due in Dec 2024		
Understanding and Facilitating the Art Process in Social Care (Delivered over Semester 1 & 2)	SOC2008	5	Option Pick 1 option from optional modules above	2			2	Reflective Portfolio (100%, completed weekly and submitted during May 2025)		
Social policy-making: Structures and processes	SOC2011	5	Core	2			6	Group Project (40% completed throughout the module)	Exam (60% in May 2025)	
Safeguarding Children and Vulnerable Adults	SOC 2013	5	Core	2			5	Reflective portfolio (60% (completed weekly) due 2 nd May 2024) Community Based Learning Group Project (40% due 14th & 21st March 2024)		
Semester Two										
Research Planning & Data Collection	SOC2005	5	Core	2			6	Portfolio (100% completed weekly		Pre-requisite for SOC3007

								and due 2 May2025)		<u>- No carry allowed</u>
Professional Practice Placement 2 (400 hours completed on Thursdays and Fridays starting with block week in October 2024 -May 2025)	SOC 2009	10	Core						Placements assessment form submitted by placement supervisor by 30 th May 2025	

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
SOC2000					5	
Module Title	Social Theory and Contemporary Themes in Society					
School Responsible:	Social Sciences, Law and Education					

This module explores critical theories, concepts and issues in sociology at intermediate level.
<p>The overall rationale of the module is to equip students with a knowledge and understanding of important ideas in sociology which will develop their capacity for critical thinking and problem solving as they encounter complex problems and issues in everyday life, and in professional practice. In particular, the module will equip students with a critical understanding of the relationship between the life world of individuals and wider social forces. It builds on ideas and concepts in the module ‘Philosophical and Ethical Perspectives on Irish Society’, links with social policy in its examination of the context of economic, social and political changes in Irish society, and prepares students for ‘Social Policy and Social Justice’ in Year 3. The module is designed both to meet particular threshold standards of proficiency for social care as relevant to the discipline of sociology, and also to prepare students at higher level for postgraduate study in social science and related fields. It will apply sociological concepts and issues to everyday life, as well as relate theories to social care practice. A balance is achieved between purely academic and theoretical understanding and application. It achieves this in two ways. Firstly, the module is structured around sociological concepts and themes with each session introducing important theorists relevant to the topic (e.g. Bourdieu and Cultural Capital). A wide range of issues in sociology are addressed including class, inequality, power, identity, community, care, gender and sexuality. Secondly, within each session, concepts and theories studied are related specifically to social care practice concerns (e.g. the effects of institutionalization, stigmatization and marginalization on service user groups). Each session, then, is given a particular <i>practice focus</i> and students are expected to make links between theory and</p>

Learning Outcomes (LO): (to be numbered)	
For a 5ECTS module a range of 4-10 LOs is recommended	
On Completion of this module, the learner will be able to	
1	Describe and explain the principal theoretical traditions in sociology and demonstrate the ability to critically apply these to contemporary social issues. (Domain 5.1 Professional Knowledge and Skills)
2	Demonstrate a sociological imagination by describing and explaining the relationships between the personal troubles of social care users and public issues, and appreciate theoretical debates in sociology concerning the relative role of individual and structural forces in shaping social life. (Domain 5.4 Professional Knowledge and Skills)
3	Identify the role of cultural and social divisions and inequalities in Irish society in shaping social relations including marginalisation and social exclusion. (Domain 5.7 Professional Knowledge and Skills)
4	Analyse sociologically the role of cultural and social structures shaping the system of

	social care and welfare in Ireland. (<i>Domain 5.14 Professional Knowledge and Skills</i>)
5	Demonstrate a critical reflexivity in applying key concepts in sociology such as class, inequality, status, identity, reflexivity, gender, masculinity and sexuality to one's own life and the life world of social care users. (<i>Domain 1.22 Professional Autonomy and Accountability; Domain 4.4 Professional Development</i>)

Indicative Syllabus:

Indicative syllabus covered in the module and / or in its discrete elements

1. Introduction - Modernity, Sociology and the Sociological Imagination
2. Inequality, Stratification and Social
3. Solidarity, Community and Social Integration
4. Rationalization, Globalization and Social Change
5. Socialization, Social Identity and Symbolic Interaction
6. Deviance, Stigma and Shame
7. Discourse and Social Constructionism
8. The Forms of Capital
9. Care, Emotional Life and Intimacy
10. Genders, Masculinities and Sexualities
11. Race, Ethnicities and Cultural Diversities

Learning and Teaching Methods:

Statements about the various types of learning and teaching methods that are used in the delivery of the module.

The module will combine lectures, class discussion and visual exercises to encourage students to reflect upon their reading. Students will read core and recommended texts and will be guided through this by teaching staff. Students will be encouraged to approach the material from an analytical and critical standpoint.

Total Teaching Contact Hours	24
Total Self-Directed Learning Hours	76

Module Delivery Duration:

Indicate if the module is normally delivered for example over one semester or less, or over one academic year etc.

1 semester

Assessment

Assessment Type	Weighting (%)	LO Assessment (No.)
Essay Plan	30%	1,5
Essay	70%	1, 2, 3,4, 5
Module Specific Assessment Arrangements (if applicable)		
(d) Derogations from General Assessment Regulations	This is a non-compensatory module	

(e) Module Assessment Thresholds	Students must pass the essay plan assignment and essay in order to successfully complete this module.
(f) Special Repeat Assessment Arrangements	

Indicative Reading:

Each session will accompany a specific reading from a prescribed text of academic journal.

Parker, J., & Stanworth, H. (2014). *Explaining social life: A guide to using social theory*. London, UK: Palgrave Macmillan.

Dunk-West, P., & Verity, F. (2016). *Sociological social work*. Albingdon, Oxford, UK: Taylor & Francis.

Heraud, B. J. (2016). *Sociology and social work: Perspectives and problems*. Oxford, UK: Elsevier Science.

Roberts, B. (2006). *Micro social theory*. Basingstoke, Hampshire, UK: Palgrave Macmillan.

Steele, S. F., & Price, J. (2007). *Applied sociology: Terms, topics, tools, and tasks*. Belmont, CA, USA: Wadsworth Publishing Company.

Stones, R., (ed.) (2017). *Key sociological thinkers* (3rd ed.). London, UK: Macmillan Education.

Thompson, N. (2017). *Applied sociology*. Albingdon, Oxford, UK: Taylor & Francis.

Version No:	1	Amended By	Dr. Niall Hanlon
Commencement Date	September 2019	Associated Programme Codes	DT571

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
SOC2011					5	
Module Title	Social policy-making: Structures and processes					

School Responsible:	School of Social Sciences, Law and Education
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Module Overview:
<p>This module aims to develop students' critical understanding of the processes of policymaking within the context of changing political and social structures. While the module focuses on such process within Ireland, theories and concepts are drawn from academic literature in Sociology, Political Science and Social Policy. Such theories are largely generated from other national contexts, but students are expected to evaluate their applicability to decision-making in Ireland. Students examine the main political institutions and actors and explore the means by which various interest groups exert influence on political decision-making. Students also examine the way in which Irish social policy is shaped by policy-making at the supra-national level of the European Union. The course also examines the Irish welfare state regime in a comparative context.</p>

Learning Outcomes (LO):	
On Completion of this module, the learner will be able to	
1	Evaluate theories of democratisation and apply same to the analysis of political institutions and structures in Ireland. <i>(5.1, 5.4 Professional Knowledge and Skills)</i>
2	Assess the relevance of policy making process theories to Irish political culture. <i>(5.1, 5.4 Professional Knowledge and Skills)</i>
3	Explain the influence of European policy and political structures on social policy in Ireland. <i>(5.1, 5.4 Professional Knowledge and Skills)</i>
4	Identify strategies which organisations can deploy to influence political decision-making at the Irish and EU levels. <i>(5.1, 5.4, 5.15 Professional Knowledge and Skills)</i>
5	Critically discuss the main political ideologies which have influenced economic and social policy-making in the Western world and their role in shaping welfare systems in Ireland and elsewhere. <i>(5.1, 5.4 Professional Knowledge and Skills)</i>
6	Examine the Irish welfare state regime within an international comparative context. <i>(5.1, 5.4 Professional Knowledge and Skills)</i>

Indicative Syllabus:
<ul style="list-style-type: none"> • Democratisation processes • Political ideologies • The Irish political structure • Theories of the policy process; the policy-making process in Ireland • Interest groups and lobbying • The European Union and Irish social policy • Ireland in Comparative Context

Learning and Teaching Methods:	
Lectures and group activities, discussions and debates. Informed discussion will be facilitated by guided reading, which is a central element of the module.	
Total Teaching Contact Hours	24
Total Self-Directed Learning Hours	76
Module Delivery Duration:	
Delivered over one semester	

Assessment		
Assessment Type	Weighting (%)	LO Assessment (No.)
Group Project	40%	1-6
Exam	60%	1-6
Module Specific Assessment Arrangements (if applicable)		
(a) Derogations from General Assessment Regulations	This is a non-compensatory module.	
(b) Module Assessment Thresholds	Students must pass the group project and exam in order to successfully complete the module.	
(c) Special Repeat Assessment Arrangements		

Indicative Reading:
Bochel, C., & Bochel, H. (2018). <i>Making and implementing public policy: Key concepts and issues</i> . London, UK: Palgrave.
Coakley, J., & Gallagher, M. (2017). <i>Politics in the Republic of Ireland</i> (6th ed.). London, UK: Routledge.
Geoghegan, V., & Wilford, R. (Eds.). (2014). <i>Political ideologies: An introduction</i> (4th ed.). Abingdon, UK: Routledge.
Harvey, B. (2008). <i>Working for change: A guide to influencing policy in Ireland</i> (3rd ed.). Dublin, Ireland: CPA.
Hill, M., & Varone, F. (2014). <i>The public policy process</i> (7th ed.). Abingdon, UK: Routledge.
Pierson, C., Castles, F.G., & Naumann, I.K. (Eds.) (2014). <i>The Welfare State Reader</i> (3rd ed.). Cambridge, UK: Polity Press.
Richardson, J. (2015). <i>European union: Power and policy-making</i> (4th ed.). Abingdon, UK: Routledge.
Wallace, H., Pollack, M. A., & Young, A. R. (Eds.) (2010). <i>Policy-making in the European Union</i> (7th ed.). Oxford, UK: Oxford University Press.

Version No:	1	Amended By	Dr. Paddy Dolan
Commencement Date	September 2019	Associated Programme Codes	DT571

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
SOC 3016					5	
Module Title	Practice Issues in Social Care Work					

School Responsible:	School of Social Sciences, Law and Education
Module description	
<p>This module focuses on two core topic relevant to social care work, namely working with challenging behaviour and issues associated with drug use and drug related problems. This module will provide a deeper understanding of the various approaches and strategies available to working with challenging behaviour as well as working with drug use and drug addiction. A person centred approach to service delivery with service users will be adopted. The aim of this module is to provide a solid foundation from which to build a clear comprehension of these important area of social care provision. The work undertaken during the module will provide the student with approaches to assessing, understanding and working proactively with service users who present with challenging behaviour. The work undertaken will also provide the student with approaches to assessing, understanding and working proactively with service users who present drug related problems.</p>	

Learning Outcomes (LO): (to be numbered)	
For a 5ECTS module a range of 4-10 LOs is recommended	
On Completion of this module, the learner will be able to	
1	Recognise all behaviour, including challenging behaviour, as a form of communication and demonstrate an understanding of the underlying causes in order to apply appropriate strategies. (<i>Domain 5.1 Professional Knowledge and Skills; Domain 2.17 Communication, Collaborative Practice and Team Work</i>).
2	Examine the links between human rights, ethics and least restrictive practices, when dealing with challenging behaviour with particular emphasis on promoting non-discriminatory practice, empowering service users and identify legislative requirements and human rights obligations in the management of challenging behaviour. (<i>Domain 1.1 Professional Autonomy and Accountability; Domain 5.3 Professional Knowledge and Skills</i>)
3	Assess aggression, conflict and patterns of behaviours displayed by service users. Learners will examine dynamics in relationships as well as concepts of transference and counter transference while recognising the safety of service users and those involved in their care. (<i>Domain 3.7 Safety and Quality; Domain 5.9(taught only), 5.10 Professional Knowledge and Skills</i>)
4	Analyse the role of behaviour management policies and drug policies, systems and intervention in protecting the health, safety and welfare, equality and dignity of service users, staff and volunteers. (<i>Domain 1.9 Professional Autonomy and Accountability; Domain 5.1 Professional Knowledge and Skills</i>))
5	Assess the multi-element support plan model as a proactive strategy in promoting the best interest of service users at all times with due regard to their will and preference. (<i>Domain 1.3 Professional Autonomy and Accountability</i>)

6	Appraise their own values and traits as social care workers in managing issues related to challenging behaviour and drug use/policy whilst also planning ways to manage the limits of their practice and know when to seek advice and additional expertise or refer to another professional. Learners will also analyse their own learning needs and discuss learning activities to meet these needs for future professional practice (<i>Domain 1.2, 1.22 Professional Autonomy and Accountability; 4.3 Professional Development</i>).
7	Summarise the necessity of good communication, teamwork and management skills, in working positively with challenging behaviour and conflict in the care environment. (<i>Domain 2.11 Communication, Collaborative Practice & Teamworking</i>)
8	Examine the use of physical restraint as an intervention and recognise the principles of professional decision making being mindful of competing demands such as ethical conflicts and resource availability. (<i>Domain 1.19 Professional Autonomy and Accountability</i>)
9	Evaluate drug policy and the history of drug problems and their different effects on individuals, families and communities. (<i>Domain 5.2 Professional Knowledge and Skills</i>)
10	Illustrate the need to empower service users experiencing drug problems to manage their well-being where possible and discuss examples where workers may need to provide advice to the service user on self-treatment. (<i>Domain 1.3 Professional Autonomy and Accountability; Domain 2.4 Communication, Collaborative Practice and Team Work</i>)

Indicative Syllabus:

- Understanding the causes of Challenging Behaviour.
- Ethical issues and Positive Approaches to Challenging Behaviour.
- Team Work and Multi – element Strategies in Working Positively with Challenging Behaviour.
- Responding to behaviours that challenge such as aggression, conflict, sexualised behaviour and self-injury.
- Therapeutic Crisis Intervention. – Techniques / Behaviour management
- The Drug ‘Problem’ or the ‘Drug Issue’ in Society:
- Drug and Alcohol Policy in Ireland
- Drug Treatment and Management Issues
- Practice and Policy Issues: levels of practice; practice models – community development approaches, informing policy; case studies; engagement with practitioners; research resources and further study.

Learning and Teaching Methods:

Formal presentation and lecture, group work, discussion, role play, video, self-reflective worksheets. Self-assessment checklists, behaviour checklists, supplemental readings and handouts, overviews of each session covered. Students will be guided towards the available literature and will be encouraged through reflective learning to integrate knowledge with the formation of their own practice.

Total Teaching Contact Hours	24
Total Self-Directed Learning Hours	76

Module Delivery Duration:

Delivered over two semesters

Assessment		
Assessment Type	Weighting (%)	LO Assessment (No.)
Practice based essay	50%	1,2,3,6,7,8
Learning Log	50%	4,5, 9, 10
Module Specific Assessment Arrangements (if applicable)		
(a) Derogations from General Assessment Regulations	There is a minimum attendance requirement of 75% for this module. This requirement is non-compensatory. This is a non-compensatory module	
(b) Module Assessment Thresholds	Students must pass both the practice based essay and the learning log to successfully complete this module.	
(c) Special Repeat Assessment Arrangements		

Indicative Reading:

- Allan, G. (2014) *Working with Substance Users: A Guide to Effective Interventions*. Basingstoke, UK: Palgrave Macmillan.
- Emerson, E., & Linfield, S. (2011). *Challenging behaviour*. (3rd Ed.). Cambridge, UK: Cambridge University Press.
- Fitzmaurice, E. (2013). Managing challenging behaviour. In K. Lalor & P. Share (Eds.), *Applied social care: An introduction for students* (3rd ed., pp. 198-211). Dublin, Ireland: Gill & Macmillan.
- Horgan, J. (2007). *An overview of cocaine use in Ireland II*. Dublin, Ireland: National Advisory Committee on Drugs.
- Keene, J. (2010) *Understanding drug misuse: Models of care and control*. Basingstoke, UK: Palgrave Macmillan.
- Lynn, E., Lyons, S., Walsh, S., & Long, J. (2009). *Trends in deaths among drug users in Ireland from traumatic and medical causes, 1998 to 2005*. Dublin, Ireland: Health Research Board.
- O'Mahony, P. (2008). *The Irish war on drugs: The seductive folly of prohibition*. Manchester, UK: Manchester University Press.
- Pierce, C. (2009). *A short introduction to attachment and attachment disorder*. London, UK: Jessica Kingsley.
- Reinerman, C., & Levine, H. G. (2004). Crack in the rear view mirror: Deconstructing drug war mythology, *Social Justice*, 31(1), 18-25
- Taylor, C. (2010). *A practical guide to caring for children and teenagers with attachment difficulties*. London, UK: Jessica Kingsley.
- The Family Life Centre, (2009). *Therapeutic crisis intervention student workbook* (6th Ed.). New York, NY: Cornell University.

Version No:	1	Amended By	Dr. Matt Bowden & Dr. Dave Williams
Commencement Date	September 2019	Associated Programme Codes	DT571

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
SOC 2013					5	
Module Title	Safeguarding Children and Vulnerable Adults					

School Responsible:	School of Social Sciences, Law and Education
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Module Overview:
This module is designed to build on the knowledge gained from other modules such as legislation, social policy and principles of professional practice. Relevant theories and practice of child protection will be discussed. The aim of the course to increase the students understanding and awareness of the importance of safeguarding children and vulnerable adults in a variety of social care settings and to provide students with knowledge, definitions and information about safeguarding as well as protocols and methods for intervention.

Learning Outcomes (LO): (to be numbered)	
For a 5ECTS module a range of 4-10 LOs is recommended	
On Completion of this module, the learner will be able to	
1	Identify signs and symptoms of child abuse and assess the facts within a child's social system. Be able to prioritise and discuss the importance of the safety of the child and young person and those involved in their care. (<i>Domain 3.7 Safety and Quality</i>)
2	Recognise the different causes, effects and outcomes of child abuse.
3	Recognise risk factors and risk management strategies. Demonstrate decision making ability and discuss how to initiate, continue, modify or cease interventions and show how to record these decisions appropriately. (<i>Domain 3.10 Safety and Quality</i>)
4	Recognise current child protection procedures, guidelines and legislation and analyse different approaches to disclosure. (<i>Domain 1.4 Professional autonomy and accountability; Domain 5.1 Professional Knowledge and skills</i>)
5	Assess needs and risk in relation to reporting and working with children and families effected by child abuse. (<i>Domain 2.7 Communication, Collaborative practice and Teamworking; Domain 5.4, 5.5 Professional Knowledge and skills</i>)
6	Compare and contrast the roles of various professionals and agencies that may be involved in safeguarding vulnerable groups and identify the issues involved in inter-professional and inter-agency working. (<i>Domain 2.10 Communication, Collaborative practice and Teamworking</i>)
7	Formulate their role and responsibilities in relation to safe care and child protection practices. (<i>Domain 3.12 Safety and Quality</i>)
8	Identify relevant health and safety legislation and guidelines and appraise recommendations of inquiries, investigations and reports relevant to social care. (<i>Domain 3.13 Safety and Quality</i>)
9	Assess confidentiality in relation to safeguarding and disclosure. (<i>Domain 1.10, 1.11, 1.12, 1.14: Professional autonomy and accountability</i>)
10	Analyse the key safeguarding issues as they relate to vulnerable groups such as people with disabilities, older people, homeless people, children in care, asylum seeking children and minority ethnic children and young people. (<i>Domain 5.2 Professional Knowledge & Skills</i>)

Indicative Syllabus:

- Historical and cultural contexts in child protection
- Definitions and indicators of child abuse
- Causal factors, effects and outcomes of child abuse
- Assessment of vulnerable children, adults and families
- Relevant legislation, guidelines and principles governing safeguarding
- Inter-professional and inter-agency working together to promote safeguarding
- Children First Training/ Safe Practice
- Community based learning

Learning and Teaching Methods:

A variety of learning approaches will be used. These will include formal presentations, role plays, case studies, problem-solving studies, Community based learning, self-assessment checklists, selected use of video, guest presentations and small group activities.

Total Teaching Contact Hours	24
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Total Self-Directed Learning Hours	76
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Module Delivery Duration:

The module will be delivered over one semester

Assessment

Assessment Type	Weighting (%)	LO Assessment (No.)
Learning Log	60%	1, 2,3,5,6,7,
Community based learning project.	40%	4,8,9, 10

Module Specific Assessment Arrangements (if applicable)

(a) Derogations from General Assessment Regulations	This is a non-compensatory module.
(b) Module Assessment Thresholds	Students must pass the learning log assessment and the Community based learning project to successfully complete this module. There is a minimum attendance of 75% in order to pass this module. This requirement is non-compensatory.
(c) Special Repeat Assessment Arrangements	

Indicative Reading:

- Beckett. C. (2010). *Child protection. An introduction* (2nd ed.) London, UK: Sage.
- Burns, K. and Lynch, D. (2008). *Child protection and welfare social work: Contemporary themes and practice perspectives*. Dublin, Ireland: A. & A. Farmar.
- Buckley, H., Horwath, J., Whelan, S. (2006). *Framework for the assessment of vulnerable children & their families: Assessment tool and practice guidance*, Dublin, Ireland: Children Research Centre, Trinity College.

Department of Health and Children (2015). *Children first: National guidance for the protection and welfare of children*. Dublin, Ireland: Government Publications Office.

Department of Children and Youth Affairs (2016). *Audit of Safeguarding Arrangements in the Catholic Church in Ireland. Volume 1 Dioceses Report*. Dublin, Ireland: Government Publications Office.

McWilliams, A. (2006) The Challenge of working together in child protection in T. O'Connor and M. Murphy, M (Eds.) *Social Care: Theory, Policy and Practice* (pp 241-253), Cork, Ireland: CIT Press.

Health Service Executive (2015). *Practice Handbook for the Protection and Welfare of Children*. Dublin, Ireland: HSE.

Fenge, L, A., Lee, S., Brown, K. (2017). *Safeguarding adults: Scamming and mental capacity*. London, UK: Sage.

Version No:	1	Amended By	Margaret Fingleton
Commencement Date	September 2019	Associated Programme Codes	DT571

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
SOC2003					5	
Module Title	Psychological Perspectives on Mental Health					

School Responsible:	School of Social Sciences, Law and Education
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Module Overview:
<p>This module draws on the field of abnormal psychology and introduces the student to the psychological study of mental health. Grounded in a critical analysis of mental health classification and assessment, the module explores a range of mental disorders with particular relevance to social care practice. It provides a critical knowledge base of the symptoms, prevalence and aetiology of mental disorders. The module examines a range of psychological interventions used to treat mental disorders and critically assesses the outcomes of these psychotherapies. The main aims of this module are to enable the student to develop a critical understanding of the classification, assessment, aetiology and treatment of mental disorders and to facilitate the application of this knowledge to social care practice.</p>

Learning Outcomes (LO):	
On Completion of this module, the learner will be able to	
1	Discuss the techniques and importance of self-care in relation to mental health and reflect upon how to optimise one's own self-care and mental health. (<i>Domain 1.20 Professional Autonomy and Accountability</i>)
2	Discuss the prevalence, risk factors and warning signs of suicide and how to respond to suicidal ideation and suicide attempts. (<i>Domain 5.4 Professional Knowledge and Skills, Domain 1.2 Professional Autonomy and Accountability</i>)
3	Examine the symptoms and DSM-5 diagnostic criteria of a range of mental disorders in order to be able see the world as those with particular mental disorders others see it; practice in a non-judgemental manner and be able to understand another's feelings and be able to communicate that understanding to individuals experiencing mental disorders. (<i>Domain 5.4 Professional Knowledge and Skills; Domain 1.23 Professional Autonomy and Accountability</i>)
4	Discuss the prevalence, course and aetiology of various mental disorders across the life-span. (<i>Domain 5.4 Professional Knowledge and Skills</i>)
5	Identify suitable ways that a social care worker can support and empower individuals with mental disorders to be active participants in their health care who can communicate their needs, choices and concerns, and manage their well-being. (<i>Domain 2.3, 2.4 Communication, Collaborative Practice and Teamworking</i>)
6	Identify when to seek advice and additional expertise or refer to another professional when working with individuals with mental disorders in social care practice. (<i>Domain 1.2 Professional Autonomy and Accountability</i>)
7	Analyse the main theoretical principles, techniques and efficacy of a range of psychological interventions related to the treatment of mental disorders. (<i>Domain 5.1, 5.5 Professional Knowledge and Skills</i>)

Indicative Syllabus:

The module syllabus includes the following:

Historical and contemporary perspectives on mental health.

Self-care and mental health: importance of self-care, effective self-care techniques.

Classification of mental disorders: The development and principles of the DSM-5. Critical analysis of the strengths and limitations of DSM-5 classification.

Assessment of mental disorders: The purpose of assessment and assessment techniques.

Suicide: the prevalence, risk factors and warning signs associated with suicide. Responding to suicidal ideation and suicide attempts.

Depression: DSM-5 criteria and symptoms, prevalence, onset duration and aetiology. Appropriate ways to support and empower in social care practice.

Bipolar disorders: DSM-5 criteria and symptoms, prevalence, onset duration and aetiology. Appropriate ways to support and empower in social care practice.

Schizophrenia spectrum: DSM-5 criteria and symptoms, prevalence, onset duration and aetiology. Appropriate ways to support and empower in social care practice.

Anxiety disorders: DSM-5 criteria and symptoms, prevalence, onset duration and aetiology. Appropriate ways to support and empower in social care practice.

Obsessive compulsive disorder: DSM-5 criteria and symptoms, prevalence, onset duration and aetiology. Appropriate ways to support and empower in social care practice.

Post-traumatic stress disorder: DSM-5 criteria and symptoms, prevalence, onset duration and aetiology. Appropriate ways to support and empower in social care practice.

Personality disorders: DSM-5 criteria and symptoms, prevalence, onset duration and aetiology. Appropriate ways to support and empower in social care practice.

Disruptive, impulsive control and conduct disorders: DSM-5 criteria and symptoms, prevalence, onset duration and aetiology. Appropriate ways to support and empower in social care practice.

Substance use disorders: DSM-5 criteria and symptoms, prevalence, onset duration and aetiology. Appropriate ways to support and empower in social care practice.

Eating disorders: DSM-5 criteria and symptoms, prevalence, onset duration and aetiology. Appropriate ways to support and empower in social care practice.

Gender dysphoria: DSM-5 criteria and symptoms, prevalence, onset duration and aetiology. Appropriate ways to support and empower in social care practice.

Drug Therapy: Types and functions of drug therapies, strengths and limitations, efficacy of treatment

outcomes.

Psychoanalytic Therapy: Theoretical principles, techniques, strengths and limitations, efficacy of treatment outcomes.

Cognitive Behavioural Therapy: Theoretical principles, techniques, strengths and limitations, efficacy of treatment outcomes.

Dialectical Behaviour Therapy: Theoretical principles, techniques, strengths and limitations, efficacy of treatment outcomes.

Family Therapy: Theoretical principles, techniques, strengths and limitations, efficacy of treatment outcomes.

Learning and Teaching Methods:

The module will be taught using a range of learning and teaching methods including lectures, case studies, group discussions, role-play, video-based material and critical thinking exercises.

Total Teaching Contact Hours

36

Total Self-Directed Learning Hours

64

Module Delivery Duration:

The module is delivered over two semesters

Assessment

Assessment Type	Weighting (%)	LO Assessment (No.)
Case study assignment	40%	1, 2, 3, 4, 5, 6
Exam	60%	3, 4, 5, 7

Module Specific Assessment Arrangements (if applicable)

(a) Derogations from General Assessment Regulations	This is a non-compensatory module.
(b) Module Assessment Thresholds	Students must pass both the case study assignment and the exam to successfully complete the module.
(c) Special Repeat Assessment Arrangements	

Indicative Reading:

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders. DSM-5* (5th ed.). Washington, DC: American Psychiatric Association.

David, D., Lynn, S.J., & Montgomery, G.H. (Eds.) (2018). *Evidence-based psychotherapy: The state of the science and the practice*. Chichester, UK: Wiley Blackwell.

Kelly, B. (2018). *Mental health in Ireland: The complete guide for patients, families, health care professionals*. Dublin, Ireland: Liffey Press.

Levy, K.N., Kelly, K.M., & Ray, W.J. (2018). *Case studies in abnormal psychology*.

Thousand Oaks, CA: Sage.

Paris, J. (2015). *The intelligent clinician's guide to the DSM-5* (2nd ed.). Oxford, UK: Oxford University Press,

Raskin, J.D. (2018). *Abnormal psychology: Contrasting perspectives*. London, UK: Macmillan Education UK.

Roth, A. (2015). *What works for whom? A critical review of psychotherapy research*. New York, NY: Guildford Press.

Steen, M. & Thomas, M. (Eds.) (2016). *Mental health across the life span: A handbook*. New York, NY: Routledge.

Additional readings will be provided for each lecture.

Version No:	1	Amended By	Dr. Sinéad Freeman
Commencement Date	September 2019	Associated Programme Codes	DT571

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
SOC 2004					10	
Module Title	Principles of Professional Practice in Social Care Work 2					

School Responsible:	School of Social Sciences, Law and Education
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Module Overview:
<p>This module builds on the knowledge and foundation base acquired in the Principles of Professional in Social Care Work 1 in year 1. It focuses on a variety of care models such as residential care and foster care, on the area of safeguarding and protection of vulnerable service user populations and on the regulations and guidelines for best practice. Students are introduced to the concepts of assessment and planning in a variety of work situations; and the concepts of resilience and strengths-based practice. Throughout the module, the professional role and responsibilities of the social care worker are highlighted. Students revisit the Code of Professional conduct and Ethics for social care workers and are assessed on the code in relation their knowledge of the code and expectations of them as professional social care workers under this code. The aim of this module is to give students a detailed knowledge and understanding of the topics described above and to explore the skills necessary to practice in these areas. Problem based learning (PBL) is used to better prepare students for real world problem solving. A goal of PBL is to prepare students for life-long learning by engaging them in active learning in which they are responsible for discovering facts and uncovering key concepts.</p>

Learning Outcomes (LO): (to be numbered)	
For a 5 ECTS module a range of 4-10 LOs is recommended	
On Completion of this module, the learner will be able to	
1	Demonstrate knowledge of the Social Care Worker's registration board and the Code of Professional Conduct and Ethics for Social Care Workers as outlined by CORU. <i>(Domain 1.7 Professional Autonomy and Accountability)</i>
2	Show ability to take responsibility for professional development as part of their fulfilment as registered social care workers. Learners will demonstrate evidence of ongoing continuing professional development and education, outline professional regulation requirements and discuss the benefits of continuing professional development to professional practice. <i>(Domain 4.1, 4.2 Professional Development)</i>
3	Summarise current data protection, freedom of information and other legislation relevant to the profession and will explain how to access new and emerging legislation. Students will also illustrate their ability to produce clear, accurate, concise and objective reports and documentation. <i>(Domain 1.13 Professional Autonomy and Accountability; Domain 2.6, 2.8 Communication, Collaborative Practice and Team Working).</i>
4	Discuss the key factors associated with protection of vulnerable service users, including the importance of effective leadership and management on practice. Learners will identify the role of the social care worker regarding their professional duty of care in protecting and advocating for social care service users and also identify existing legislation and guidelines in relation to candour and disclosure.

	<i>(Domain 2.10 Communication, Collaborative Practice and Team Work; Domain 3.13 Safety and Quality)</i>
5	Through problem based learning students will analyse the information collected in the assessment process and be able to identify and document the unmet needs of individual service users, demonstrating an ability to select the appropriate escalation. <i>(Domain 1.22 Professional Autonomy and Accountability; Domain 2.16 Communication, Collaborative Practice and Team Work; Domain, 3.2, 3.4, 3.5, 3.6 & 3.15 Safety and Quality)</i>
6	Show evidence of detailed knowledge and understanding of alternative care and key legislation, theories, standards and quality assurance mechanisms relating to alternative care and the ability to critically evaluate them. <i>(Domain 3.11 Safety and Quality; 5.1 Professional Knowledge & Skills)</i>
7	Define domestic abuse and recognise key concepts relating to domestic abuse. <i>(Domain 5.1, 5.6 Professional Knowledge & Skills)</i>
8	Apply theoretical frameworks e.g. strengths perspective, ecological approaches, power and control, resilience and assess their application to social care practice. <i>(Domain 5.1, 5.6 Professional Knowledge & Skills)</i>
9	Examine anti-oppressive practice, from a theoretical and practice perspective. <i>(Domain 2.5 Communication, Collaborative Practice and Team Working; Domain 5.2 ,5.3 Professional Knowledge & Skills)</i>

Indicative Syllabus
<p><i>Residential Care, After care, Adoption and Foster Care</i></p> <p>Residential Care is studied from the perspectives of admission to care as a process, as a crisis and as a separation experience. The importance of after care plans and after care support is discussed in relation to meeting the needs of service users who leave the care system.</p> <p><i>Role of the Social Care Worker</i></p> <p>The importance of interdisciplinary and multidisciplinary working models is stressed. Similarities and differences between social work and social care work are examined, as are methods of establishing and maintaining effective working relationships <i>(Domain 2.14, 2.15 Communication, Collaborative Practice and Team Working)</i>.</p> <p><i>Assessment and Planning</i></p> <p>Problem based learning activities will use problems given to students prior to the presentation of information to address problems. This teaching technique aims to enhance student's skills and knowledge of key practice issues in relation to topics such as methods of assessment, risk analysis, strengths based perspectives, report writing, case conferences and care planning. Students will also learn about the importance of being able to produce clear, accurate, concise and objective reports and documentation.</p> <p><i>Protection of Vulnerable Adults</i></p> <p>The needs of vulnerable groups in Irish society are explored in relation to the role of the social care worker in assessing and meeting these needs. Students will also understand and be able to apply the limits of the concept of confidentiality particularly in relation to child protection, vulnerable adults and elder abuse.</p> <p><i>Domestic Abuse</i></p>

The impact of domestic on family functioning and the role of the social care worker in supporting people who have experienced domestic abuse is explored

Ethical Issues

Ethical frameworks underpinning practice are described and ethical dilemmas that may arise are highlighted with discussion around possible methods of resolution. This includes demonstrating knowledge of the Code of Professional Conduct and Ethics for Social Care Workers as outlined by CORU.

Resilience

The subject of resilience is explored with relevance to strengths-based practice.

Anti-oppressive Practice

The theory and principles of working from an anti-oppressive perspective are examined e.g. ensuring the will and preference of service users are included in decision making, recognising the need for a professional translator to ensure service users are informed and give consent to professional decisions being made regarding their lives.

Learning and Teaching Methods:	
<p>Formal lectures are used to teach of Principles of Professional Practice in Social Care Work. Case studies, class discussion, use of small groups with feedback sessions, role-play, class presentations and selected use of video are also used for teaching and learning purposes.</p> <p>These methods of teaching are also combined with the use of Problem Based Learning (PBL) on certain elements of the module to enhance the graduates' capability to function effectively in an ever changing practice environment. PBL activities include problems given to students prior to the presentation of information required to address the problems. All PBL activities and questions are undertaken in small groups. PBL roles will be changed throughout the module so that every student is responsible for each role at some time during the module. Students will be supported with appropriate tools needed to succeed in the process of learning via PBL.</p>	
Total Teaching Contact Hours	48
Total Self-Directed Learning Hours	152

Module Delivery Duration:
The module is delivered over two semesters

Assessment		
Assessment Type	Weighting (%)	LO Assessment (No.)
Problem Based Learning Assignment	40%	5, 8, 9
Report writing Exercise	10%	3
Exam	50%	1, 2,4, 6,7
Module Specific Assessment Arrangements (if applicable)		

(a) Derogations from General Assessment Regulations	There is a minimum attendance requirement of 75% for this unit of the module. This requirement is non-compensatory. This is a non-compensatory module.
(b) Module Assessment Thresholds	Students must pass all elements of assessment (i.e. PBL assignment, report writing exercise and exam) to successfully pass the module.
(c) Special Repeat Assessment Arrangements	
<p>Indicative Reading:</p> <p>Byrne, C. (2016). Ready or not? Statutory registration, regulation and continuous professional development for social care workers in Ireland. <i>Administration</i>, 64(2), 9-29.</p> <p>CORU. (2017). <i>Social care workers registration board: Standards of proficiency for social care workers</i>. Dublin, Ireland: CORU.</p> <p>Department of Health and Children. (2003). <i>National standards for foster care</i>. Dublin, Ireland: Government Publications Office.</p> <p>Department of Health and Children. (2011). <i>Children first: National guidelines for the protection and welfare of children</i>. Dublin, Ireland: Government Publications Office.</p> <p>Health Information Quality Authority. (2013). <i>National standards for residential centres for children and adults with disabilities</i>. Dublin, Ireland: Health Information Quality Authority.</p> <p>Health Information Quality Authority. (2018). <i>National standards for children's residential centres</i>. Dublin, Ireland: Health Information Quality Authority.</p> <p>Aras Attracta Swinford review group. (2016). What matters most: Report of the Ara Attracta Swinford review group. Dublin, Ireland: Ara Attracta Swinford review group.</p> <p>Gilligan, R. (2009) <i>Promoting resilience</i> (2nd Ed.). London, UK: BAAF.</p> <p>Lishman, J., Yull, C., Brannan, J., & Gibson, A. (2018). <i>Social work: An introduction</i> (2nd Ed.). London, UK: Sage Publications</p> <p>McCaughren, S., & Lovett, J. (2014). Domestic adoption in Ireland: A shifting paradigm? <i>Adoption</i>, 38(3), 238–254.</p> <p>Smith, M. (2009). <i>Rethinking residential child care: Positive perspectives</i>. Bristol, UK: The Policy Press.</p> <p>Students will also be assigned relevant journal articles to help analyse and apply concepts, theories and topics in relation to social care practice.</p>	

Version No:	1	Amended By	Dr. Dave Williams/Anne Marie Shier
Commencement Date	September 2019	Associated Programme Codes	DT 571

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
SOC2005					5	
Module Title	Research Planning & Data Collection					

School Responsible:	School of Social Sciences, Law and Education
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Module Overview:
This module builds on the foundation skills of the introductory module Skills Development. Students are introduced to key assumptions underpinning different approaches to conducting research and the nature of the relationship between research, theory and practice. The module particularly focuses on developing students' confidence and skills in using methods of data collection, both qualitative and quantitative.

Learning Outcomes (LO):	
On Completion of this module, the learner will be able to	
1	Assess the interdependent relationship between research, theory and practice. <i>(Domain 5.1, 5.4, 5.5 Professional Knowledge and Skills)</i>
2	Identify the key assumptions of different research paradigms and methodologies. <i>(Domain 5.1, 5.4, 5.5 Professional Knowledge and Skills)</i>
3	Construct research questions informed by theory, and compatible with particular methodologies. <i>(Domain 5.1, 5.4, 5.5, 5.17 Professional Knowledge and Skills)</i>
4	Differentiate between different methods of sampling and know appropriate use. <i>(Domain 5.1, 5.5, 5.17 Professional Knowledge and Skills)</i>
5	Propose different methods of data collection relevant to the field of social care. <i>(Domain 5.1, 5.5, 5.17 Professional Knowledge and Skills)</i>
6	Operationalise concepts and construct questionnaires. <i>(Domain 5.1, 5.5, 5.17 Professional Knowledge and Skills)</i>
7	Generate data through various qualitative methods. <i>(Domain 5.1, 5.5, 5.17 Professional Knowledge and Skills)</i>

Indicative Syllabus:
<ul style="list-style-type: none"> • The purposes and uses of social research; cycle of inquiry; influences of contextsof research • Philosophical and sociological perspectives on scientific inquiry; paradigmsand methodologies • Research design and planning • Literature search and review • Constructing research questions • Methods of sampling • Types of interviews in research; using interviews to collect data • Planning and designing questionnaires • Participant observation; using observation to collect data

- Focus groups
- Documents and visual data

Learning and Teaching Methods:		
Lectures and discussion; Practical exercises on data collection; Peer feedback to encourage reflection on learning; Face to face teaching will be supplemented with the use of a VLE.		
Total Teaching Contact Hours	24	
Total Self-Directed Learning Hours	76	
Module Delivery Duration:		
One semester		
Assessment		
Assessment Type	Weighting (%)	LO Assessment (No.)
Portfolio	100%	1–7
Module Specific Assessment Arrangements (if applicable)		
(a) Derogations from General Assessment Regulations	This is a non-compensatory module.	
(b) Module Assessment Thresholds		
(c) Special Repeat Assessment Arrangements		

Indicative Reading:		
Bryman, A. (2015). <i>Social research methods</i> (5th ed.). Oxford, UK: Oxford University Press.		
Flynn, C., & McDermott, F. (2016). <i>Doing research in social work and social care: The journey from student to practitioner researcher</i> . London, UK: Sage.		
Hart, C. (2018). <i>Doing a literature review: Releasing the research imagination</i> (2nd ed.). London, UK: Sage.		
Mason, J. (2017). <i>Qualitative researching</i> (3rd ed.). London, UK: Sage.		
Maxwell, J.A. (2012). <i>Qualitative research design</i> (3rd ed.). London, UK: Sage.		
McSweeney, F., & Williams, D. (Eds.). <i>Designing and conducting research in social science, health and social care</i> . Abingdon, UK: Routledge.		
O’Leary, Z. (2017). <i>The essential guide to doing your research project</i> (3rd ed.). London, UK: Sage.		
Seale, C. (Ed.) (2018). <i>Researching society and culture</i> (4th ed.). London: Sage		

Version No:	1	Amended By	Dr. Paddy Dolan
Commencement Date	September 2019	Associated Programme Codes	DT571

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
SOC 2010					5	
Module Title	Working with Communities					

School Responsible:	School of Social Sciences, Law and Education
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Module Overview:
<p>This module aims to give social care students an appreciation of the nature of community work and opportunity to develop knowledge and skills for working in partnership with community groups and service users. The principles and application of community development work are explained-across the lifespan and in different socio-cultural and socio-economic settings including youth work. The module requires a high degree of participation by students in the group project and facilitates practice related skills that go beyond the classroom. Students get an opportunity to learn in partnership with community organisations through completing a project of benefit to the community organisation. Through active learning and the production of a socially useful resource the students develop understanding of key principles of community work including participation and empowerment. They also develop important skills in listening, communicating, researching and reflecting.</p> <p>This module links up with the Students Learning with Communities programme in TU Dublin/Grangegorman campus (SLWC). On successful completion of the module students become eligible for a SLWC award.</p>

Learning Outcomes (LO):	
On Completion of this module, the learner will be able to	
1	Distinguish the key concepts and principles underpinning community work practice. <i>(Domain 5.1 Professional knowledge and skills)</i>
2	Apply community development approaches to policy in health and social care. <i>(Domain 5.1 Professional knowledge and skills)</i>
3	Explain community action and volunteering in the context of political, policy, socio-cultural and socio-economic structures. <i>(Domain 5.2 Professional knowledge and skills)</i>
4	Construct an appropriate group response to the task assigned by a community partner. <i>(Domain 1.8 Professional autonomy and accountability; Domain 2.3 Communication, Collaborative Practice and Teamworking)</i>
5	Demonstrate knowledge, values and skills for working in partnership with community partners and service users. <i>(Domain 1.5 Professional autonomy and accountability)</i>
6	Apply their knowledge and skills by engaging with a community group in relation to a task and presenting the product of their research. <i>(Domain 5.6, 5.11 Professional knowledge and skills)</i>
7	Demonstrate the ability to reflect on the process of active learning and collaboration with a community partner. <i>(Domain 5.13 Professional knowledge and skills)</i>

Indicative Syllabus:

- Key principles and values of community development practice.
- The idea and reality of community
- Historical context of community development in Ireland.
- Community development across the life span including youth work
- Community action – local and global- the work of Irish aid agencies.
- Volunteerism and community work.
- The roles of the community worker and comparison with skills, values, knowledge and roles of a social care worker.
- Presentation case studies of community development and community action
- Fieldwork and direct collaboration with a community partner

Learning and Teaching Methods:

Statements about the various types of learning and teaching methods that are used in the delivery of the module. Learning and teaching are integrated through the completion of a group project in collaboration with a community partner. This process involves active learning and is facilitated by lectures, group discussion, regular feedback, reading, guest lecturers, engagement with service users and reflection

Total Teaching Contact Hours	24
Total Self-Directed Learning Hours	76

Module Delivery Duration:

The module is delivered in one semester

Assessment

Assessment Type	Weighting (%)	LO Assessment (No.)
<p>Project The assessment is integrated with the Students Learning with Communities programme in TU Dublin - Grangegorman campus (SLWC). Projects are agreed between community partners, the lecturer and the SLWC office. Students are assigned to a project. Students undertake project learning/research and reflection learning, with ongoing interaction with community partner(s) and their service users. Students present project outcomes to community partner(s) and community partner(s) give feedback to students and lecturer. Students also write an individual reflective account of their learning from the project and from the module.</p>	100%	1-7

Module Specific Assessment Arrangements (if applicable)

(a) Derogations from General Assessment Regulations	This is a non-compensatory module.
(b) Module Assessment Thresholds	There is a minimum attendance requirement of 75% for this unit of the module. Student must also pass

	the project assignment to successfully complete the module.
(c) Special Repeat Assessment Arrangements	

Indicative Reading:

- Brent, J. (2009). *Searching for community -representation, power and action on an urban estate*. Bristol, UK: The Policy Press.
- Forde, C. (Ed). (2009). *Youth and community work in Ireland - Critical perspectives*. Dublin, Ireland: Blackhall Publishing.
- Gilchrist, A. (2009). *The well- connected community: A networking approach to community development*. Bristol, UK: Policy Press.
- Jackson, A. and O Doherty, C. (2012) *Community development in Ireland*. Dublin, Ireland: Gill & Macmillan.
- Ledwith, M. (2011) (2nd ed.) *Community development: a critical approach*. Bristol, UK: Policy Press.
- McCann, M. E. (2007). Community development and care. In B. Fanning & M. Rush (Eds.), *Care and social change in the Irish welfare economy*, (pp.217-229). Dublin, Ireland: UCD Press.
- Twelvetrees, A. (2017). *Community development, social action and social planning*. (5th ed.). London, UK: Palgrave Macmillan.

Journals:

Community Development Journal available electronically through the library

Websites

Community Workers Cooperative www.cwc.ie
Office of Social Inclusion www.socialinclusion.ie
Pobal www.Pobal.ie
Taskforce on Active Citizenship <http://www.activecitizenship.ie>
Youth Work Ireland www.youthworkireland.ie
Training for Transformation web based material

Version No:	1	Amended By	Dr. Carmel Gallagher
Commencement Date	September 2019	Associated Programme Codes	DT571

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
SOC2007					5	
Module Title	Drama Education for Practice in Social Care					

School Responsible:	School of Social Sciences, Law and Education
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Module Overview:
<p>The focus in process Drama is on imagined, fictional worlds, which draw attention to the ‘real world’ helping participants to recognise their own reality and understand it better. Drama provides opportunities for personal and social development, cultural and artistic knowledge and cross-curricular learning. This module, focuses on drama facilitation and its application, providing students with knowledge of the appropriate use of drama conventions and strategies for use in a variety of community and social settings. Students research, prepare and deliver an in class learning experience for their peers, and with a focus on a specific user group and social issue. The module places a strong emphasis on focused preparation with clear objectives and learning outcomes. Students are required to research the specific learning needs of their user group and to research the drama strategies best suited to their learning objectives. The module requires ongoing critical and objective reflection, supported by formative feedback that is evidenced in an end of module journal. Throughout the module students actively participate in their learning, gaining confidence in presenting their work both in class and on placement. On completion of this module students will understand how to research, prepare, deliver and reflect, on drama and creative learning experiences in a variety of social care settings.</p>

Learning Outcomes (LO): (to be numbered)	
On Completion of this module, the learner will be able to	
1	Prepare and demonstrate an active learning experience in a social care setting using drama techniques. (<i>Domain 3.8 Safety & Quality; 5.1 Professional Knowledge and Skills</i>)
2	Demonstrate ability to work flexibly and creatively as part of a team sharing roles and responsibilities. (<i>Domain 2.12 Communication, Collaborative Practice and Teamworking</i>)
3	Describe the role of the creative facilitator.
4	Lead a group in a creative activity through listening and encouragement, with clarity of purpose and instructions, and critically reflect on the process and outcomes. (<i>Domain 5.13 Professional Knowledge and Skills</i>)
5	Illustrate creative approaches in creative and group work and in decision making and problem solving. (<i>Domain 5.1, 5.2 Professional Knowledge and Skills</i>)
6	Integrate drama in examining social issues and situations. (<i>Domain 5.5 Professional Knowledge and Skills</i>)
7	Assess the benefits of reflective practice (<i>Domain 5.13 Professional Knowledge and Skills</i>)

Indicative Syllabus:

The module encourages students to take ownership of their work by planning and facilitating drama workshops. The use of drama with a wide variety of groups is researched, practiced and reflected upon, building a repertoire of creative learning experiences for use in a variety of social care settings. The relationship between drama and social learning is further explored building on the use of the drama strategies and conventions already explored. The module places emphasis on:

- The appropriate use of games and exercises
- Skills of facilitation
- Planning and delivery of a drama session
- Working from stimulus
- Drama and the individual/group
- Planning and decision making
- Creative confidence
- Research/Analysis/Reflection

Themes which may be used during the year and in facilitations can include, domestic violence, substance abuse, out of home, living away from home, disability, caring for the elderly, unemployment, and other topics relevant to the students' work placements.

Learning and Teaching Methods:

Self-directed learning
 Problem solving exercises
 Project work
 Critically reflective writing
 Case studies
 Group discussion
 Ongoing formative feedback
 Experiential learning
 Socratic questioning
 Personal and group research
 Story-making
 May include: Lectures, discussion, case study, problem-solving exercises, project work self-directed learning and reflection and may include the following drama conventions:
 Tableaux (Image work), Thought tracking, Group sculpture, Role on the wall, Teacher in Role, Questioning in Role, Hot Seating, Role plays

Total Teaching Contact Hours	36
Total Self-Directed Learning Hours	64

Module Delivery Duration:

The module is delivered over two semesters

Assessment

Assessment Type	Weighting (%)	LO Assessment (No.)
Facilitation – practical task Students prepare and deliver a drama education session for a specific focus group and with clear learning	20%	1,2,3,4, 5,6, 7

objectives.		
Journal	80%	1,2,3,4,
Module Specific Assessment Arrangements (if applicable)		
(a) Derogations from General Assessment Regulations	There is a minimum attendance requirement of 75% for this module. This requirement is non-compensatory. This is a non-compensatory module.	
(b) Module Assessment Thresholds	Students must pass the practical task and the journal in order to successfully complete this module.	
(c) Special Repeat Assessment Arrangements		

Indicative Reading

- Neelands, J. (2000). *Structuring Drama Work*. Cambridge, UK: Cambridge University Press.
- Bowel, P., & Heap, S. (2001). *Planning process drama*. London, UK: David Fulton
- McFarlane, P. (2012). *Creative drama for emotional support: Activities and exercises for use in the classroom*. London, UK: Jessica Kingsley Publishers
- Chasen, L.R. (2011). *Social skills, emotional growth, and drama therapy: Inspiring connection on the autism spectrum*. London, UK: Jessica Kingsley Publishers
- Jennings, S. (2005). *Creative play and drama with adults at risk*. Bicester, UK: Speechmark.
- Jennings, S. (2010). *Creative drama in groupwork*. Bicester, UK: Speechmark
- Jones, P. (2007). *Drama as therapy: Theory, practice, and research* (2nd ed.). London, UK: Routledge
- Boal, A. (1992). *Games for Actors and Non-Actors*. London: Routledge.

Journal:
Research in Drama Education

Version No:	1	Amended By	Antoinette Duffy
Commencement Date	September 2019	Associated Programme Codes	DT571

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
SOC2008					5	
Module Title	Understanding and Facilitating the Art Process in Social Care					
School Responsible:	Social Sciences, Law and Education					

Module Overview:

This experiential module continues to develop the concept of art as a language and an important vehicle for communication, self-expression and personal development. Students will expand-on and develop their own knowledge and skills in art making through direct experience of working with a range of relevant materials and media and will reflect on this learning. Elements of self-directed learning and groupwork will be introduced. Relevant therapeutic aspects may be introduced and Visual Thinking Strategies will be utilised to enhance learning. Students will document their learning and its application in Social Care settings through visual and written formats. On completion of this module, students will have an increased understanding of the potential of using visual art processes for themselves and in social Care contexts.

Learning Outcomes (LO):

On Completion of this module, the learner will be able to

1	Produce a range of 2-D and 3-D art materials and media as a vehicle for non-verbal communication.
2	Demonstrate an increased proficiency in the generation of personal expressive solutions to given tasks.
3	Demonstrate their own form of artistic expression and see the relevance of this to working with groups of service users.
4	Describe some of the ways visual art can benefit them personally, help build relationships and act as a therapeutic medium for themselves as well as for service users. (<i>Domain 2.12 Communication, Collaborative Practice and Team Working; Domain 5.13 Professional Knowledge & Skills</i>)
5	Analyse and produce personal responses to works of art.
6	Evaluate literature relevant to planning implementation and evaluation of artwork.
7	Document art making techniques and experiences via visual/written media.
8	Plan, produce and assess a range of art-related workshops for service users. (<i>Domain 2.12 Communication, Collaborative Practice and Team Working; Domain 3.8 Safety and Quality; Domain 5.1, 5.2, 5.5, 5.13 Professional Knowledge & Skills</i>)

Indicative Syllabus:

- Introduction to course structure, content and assessment.
- Develop skills in using a range of 2-D materials and media.
- Explore approaches to relief work and 3-D construction.
- Explore the expressive, emotive and communicative potential of different media.
- Practical workshops to help develop techniques and skills.
- Workshops that provide starting points for use with different groups in Social Care contexts.
- Workshops that (a) demonstrate the value of individual work and (b) facilitate relationship-building through group work.
- Planning, implementation and evaluation of artwork for others.
- Document and reflect on personal learning through engaging with the art process.

Learning and Teaching Methods:	
Use will be made of a combination of the following methods: Lectures; practical workshops; demonstration; self-directed learning; collaborative work; group discussion; role-play, problem-solving exercises, video, work-based learning, computer-based learning; visits to relevant exhibitions/sites.	
Total Teaching Contact Hours	36
Total Self-Directed Learning Hours	64

Module Delivery Duration:
Delivered over two semesters

Assessment Type	Weighting (%)	LO Assessment (No.)
Reflective Portfolio	100%	1-8

Module Specific Assessment Arrangements (if applicable)	
(a) Derogations from General Assessment Regulations	There is a minimum attendance requirement of 75% for this unit of the module. This requirement is non-compensatory. This is a non-compensatory module.
(b) Module Assessment Thresholds	
(c) Special Repeat Assessment Arrangements	

Indicative Reading:
Huebner, B. (2012). <i>I remember better when I paint: Art and alzheimers: Opening doors, making connections</i> . Glen Echo, MD : Bethesda Communications Group.
Kaplan, F. (2005). <i>Art, science and art therapy</i> . London, UK: Jessica Kingsley.
Liebmann, M. (2005) <i>Art therapy for groups: A handbook of themes and exercises: (2nd ed.)</i> . Oxford, UK: Taylor & Francis.
Malchiodi, C. A. (2002) <i>The soul's palette: Drawing on arts' transformative powers for health and well-being</i> . Boston, MA: Shambhala Publications Inc.
Marshall, K. (2013). <i>Puppetry in dementia care: Connecting through creativity and joy</i> . London, UK: Jessica Kingsley.
McNiff, S. (1998) <i>Trust the process: An artist's guide to letting go</i> Boston, MA: Shambhala Publications Inc.
Oaklander, V. (2006). <i>Hidden treasure: A map to a child's hidden self</i> . London, UK: Karnac Books.

Version No:	1	Amended By	Leslie Cassells
Commencement Date	September 2019	Associated Programme Codes	DT571

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
SOC 2009					10	
Module Title	Professional Practice Placement 2 (including pre-placement preparation and tutorial support)					

School Responsible:	School of Social Sciences, Law and Education
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Module Overview:
<p>Second year students undertake a 400 hours practice placement. Students complete a series of mandatory pre-placement preparation sessions prior to beginning placement which support students to prepare for placement. Topics covered include cv and interview skills; roles and responsibilities of students, placement education team and practice supervisors; self-care and support, CORU code of conduct and ethics for social care workers, use of supervision; interventions; placement forms; placement assessment criteria. Students must pass an assessment quiz on their knowledge of the CORU Code of <i>Professional Conduct and Ethics for Social Care Workers</i> (proficiency 1.7) prior to the commencement of placement. Students record and evidence their proficiency in each element of practice placement by completing a placement proficiency recording booklet. Students submit a written piece demonstrating their understanding of the links between theory and practice in their placement setting.</p> <p>Students demonstrate their readiness for professional practice by undertaking an appropriate intervention with a selected client under the supervision of the practice supervisor. A written record of this intervention is submitted.</p>

Learning Outcomes (LO): (to be numbered)	
For a 5 ECTS module a range of 4-10 LOs is recommended	
On Completion of this module, the learner will be able to	
1	Show themselves as professional, autonomous and accountable social care workers. The student's ability to meet the proficiencies (<i>Domain 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.15, 1.16, 1.17, 1.18, 1.19, 1.20, 1.21, 1.22, 1.23</i>) related to this domain are assessed by the placement education team.
2	Show themselves as competent social care workers capable of communicating in a professional manner and evidence their ability to work collaboratively in a team. The student ability to meet the proficiencies. (<i>Domain 2.1, 2.2, 2.7, 2.8, 2.9, 2.12, 2.13, 2.14, 2.15, 2.17</i>) related to this domain are assessed by the placement education team.
3	Demonstrate knowledge of the importance of the principles of safe practice and quality standards in social care practice and service delivery. The student's ability to meet the proficiencies (<i>Domain 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 3.9, 3.12, 3.13, 3.14</i>) related to this domain are assessed by the placement education team.
4	Explain how they take responsibility for their own professional development. The student's ability to meet the proficiencies (<i>Domain 4.3, 4.4, 4.5, 4.6</i>) related to this domain are assessed by the placement education team.
5	Illustrate knowledge of key theories, concepts and skills relevant to the practice of the social care worker. The student's ability to meet the proficiencies (<i>Domain 5.1, 5.3, 5.8, 5.10, 5.11, 5.12, 5.18</i>) related to this domain are assessed by the placement education team.

Indicative Syllabus:

Professional Practice Placement 2 is a module for second year students on the Bachelor of Arts (Hons.) in Social Care programme. Students complete a 400 hour supervised professional practice placement. The aim of this module is to ensure that the student demonstrate proficiency in assessment, planning, recording, and evaluation tasks of social care worker and an understanding of their role in the practice placement environment. Students must demonstrate the ability to gather appropriate background information in order to plan, conduct and evaluate an intervention with a service user or service user group. Students will also evaluate and critically reflect on their own professional practice and show evidence of their ability to take responsibility for their own professional development with support from the practice education team, namely the placement agency supervisor and the programme tutor. There will be a designated placement agency supervisor and academic programme tutor for each student for the duration of the placement. The supervisor is expected to see the student for individual supervision sessions at regular intervals during the placement. It is vital that the student has the support necessary to maximise her/his learning opportunities on placement. Each student also has regular tutorials with their programme tutor during placements for further support with any matters arising. Tri-partite meetings between the programme tutor, student and placement agency supervisor occur at least twice over the duration of the placement. Prior to beginning placement students attend a series of mandatory pre-placement seminars and complete the associated preparation work in advance of beginning placement.

Learning and Teaching Methods:

The identified learning goals as agreed by agency supervisor, student and programme tutor, become the particular focus of this placement and form the basis of a placement contract. Students explore with placement agency supervisors the opportunities that are likely to present in specific placements to get the focused practice necessary in order to demonstrate the identified proficiencies for this placement as outlined above. Student learning on placement takes place through engagement in the daily practice of the placement agency, supervision, feedback from the supervisor and staff team, involvement in the tripartite meetings with the placement supervisor and college tutor. Prior to beginning placement students attend a series of mandatory pre-placement preparation sessions and complete the associated preparation work in advance of beginning placement.

Total Teaching Contact Hours	400
Total Self-Directed Learning Hours	

Module Delivery Duration:

Students undertake the supervised placement practice module in semester 1 and 2. A minimum of 100% attendance is required to pass the practice placement. In the interests of protection of vulnerable service user groups, including children, only one repeat placement will be facilitated across the entirety of the 3-year programme (Please note this is a derogation from the General Assessment Regulations). All students undertaking a second year supervised practice placement will have attained Garda Clearance through the University.

Assessment

Assessment Type	Weighting	LO Assessment (No.)
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	(%)		
Placement Assessment Form, which includes assessment form and report completed by the student based on an intervention and a reflective account of their learning on placement. The agency supervisor, student and programme tutor complete the placement report form collaboratively during the second tripartite meeting.	100%	1-5	
Module Specific Assessment Arrangements (if applicable)			
(a) Derogations from General Assessment Regulations	This a non-compensatory module. In the interests of protection of vulnerable service user groups, including children, only one repeat placement will be facilitated across the entirety of the 3 year programme.		
(b) Module Assessment Thresholds	100% attendance (400 hours) requirement on practice placement is mandatory. Students must complete the required pre placement preparation work and achieve a pass on their placement assessment form to successfully pass this module.		
(c) Special Repeat Assessment Arrangements			
<p>Indicative Reading</p> <p>Boud, D., Keogh, R., & Walker, D. (1985). <i>Reflection: Turning experience into learning</i>. London, UK: Routledge.</p> <p>Department of Children and Youth Affairs. (2017). <i>Children first: National guidance for the Protection and welfare of children</i>. Dublin, Ireland: Government Publications.</p> <p>Doyle, J. & Lalor, K. (2013). The social care practice placement: A college perspective. In K. Lalor and P. Share (Eds.), <i>Applied Social Care</i> (3rd Ed). Dublin: Gill and Macmillan.</p> <p>Healey J., & Spencer, M. (2008). <i>Surviving your placement in health and social Care: A student handbook</i>. Maidenhead, UK: Open University Press.</p> <p>Knott, C. & Scragg, T (2016). <i>Reflective practice in social work</i>. Los Angeles, CA: Learning Matters.</p> <p>Moon, J. A. (2006). <i>A handbook of reflective and experiential learning: Theory and practice</i>. London, UK: Routledge.</p> <p>Moon, J. A. (2006). <i>Learning journals: A handbook for reflective practice and professional development</i>. New York, NY: Routledge.</p> <p>Social Care Workers Registration Board. (2017). <i>Standards of proficiency for social care workers</i>. Dublin, Ireland: CORU.</p> <p>Social Care Workers Registration Board. (2017). <i>Code of professional conduct and ethics for social care workers</i>. Dublin, Ireland: CORU.</p>			
Version No:	1	Amended By	Anne Marie Shier/ Dr. Niall Hanlon
Commencement Date	September 2019	Associated Programme Codes	DT571

Year 3 Bachelor of Arts (Hons.) in Social Care TU996/3 –2024-2025

Subject	Contact Hours	Independent Learning Hours	ECTS
Social Policy and Social Justice. (SOC3001)	36	64	5
Law and Inter Professional Practice for Social Care Workers. (SOC3001)	24	76	5
Social Psychology for Social Care Workers. (SOC3002)	24	76	5
Skills and Approaches to Professional Helping. (SOC3003)	36	64	5
Principles of Professional Practice in Social Care Work 3. (SOC3004)	48	152	10
Organisations and Management in Social Care & Integrated Learning Portfolio. (SOC3017)	30	158	10
Research Planning and Data Analysis. (SOC3007)	36	164	10
Professional Practice Placement 3. (SOC3006)		400	10
Total			60

Programme schedule by Year
Bachelor of Arts (Hons.) in Social Care Year 3 2024/2025

*Assessment dates have been colour coded to indicate assessments completed in semester 1 **in yellow** and assessment completed in semester 2 **in turquoise***

Module title	Module Code	ECTS	Core/ Option*	Weekly hours				Assessment		Pre requisite/ co- requisite
				Lecture	Lab / practical	Tutorial	Self- Directed learning	Cont. Assessment	Examination %	
Semester One										
Social Policy and Social Justice	SOC 3000	5	Core	3			5	Group Work advocacy pitch paper (40% completed throughout module and presented on the 3 th and 10 th December 2024). Paper due on 19 th December 2024.	Exam (60% in-person exam in January 2025)	
Law and Inter Professional Practice for Social Care Workers	SOC3001	5	Core	2			6	IPP Journal/Reflection 50% (completed weekly for 5 weeks of Semester 1 and due on 15 th November 2024)	Law Exam (50% in Jan. 2025)	
Social Psychology for Social Care Workers	SOC3002	5	Core	2			6	Analysis of case studies/ written critical discussions. Different submission dates throughout Semester 1- see assignment details.		
Skills and Approaches to	SOC 3003	5	Core	3			3	Journal (100% completed throughout		

Professional Helping (Delivered in semester 1)								the module and due 13 th December 2024)		
Principles of Professional Practice in Social Care Work 3	SOC3004	10	Core	4			10	PBL Project (40% due Tuesday 10 th December 2024 (for group A) and Wednesday 12 th December 2024 (for group B)	Exam (60% in Jan. 2025)	
Semester Two										
Management in Social Care and Integrated Learning Portfolio (Students attend University on five Mondays (between March and May 2023 during the completion of their placement to complete critical reflection and management lectures)	SOC3017	10	Core					Essay (30% due 4 th May 2025) Integrated Learning Portfolio (70% due 12 th May 2025)		
Research Planning and Data Analysis (Completed over Semesters 1 & 2)	SOC3007	10	Core	3			9	Research Portfolio (90%) completed throughout the module and due 9 th Feb. 2025). Online activities		Pre-requisite is SOC2005

								completed throughout the module – see assignment details (10%)		
Professional Practice Placement 3 (400 hours completed during a block period between 15 th February 2022 and 31st May 2022)	SOC3006	10	Core					Placement Assessment Forms submitted by the placement supervisor by 9 th May 2025		

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
SOC 3000		n/a			5	
Module Title	Social Policy and Social Justice					

School Responsible:	School of Social Sciences, Law and Education
Module Overview:	
<p>This module aims to facilitate students in integrating and building upon learning from their study of Sociology and Social Policy over the previous two years. The goal is to enable students to attain a theoretically informed understanding of the major issues which contemporary Social Policy addresses, and to critically reflect on the manner in which social policies shape the differential distribution of resources, opportunities and life-chances of individuals and groups. The module also aims to encourage reflection on the broader global context in which social policy operates, with particular emphasis on inequality at the international and global levels.</p>	

Learning Outcomes (LO):	
On Completion of this module, the learner will be able to	
1	Critically assess theoretical perspectives within concepts such as citizenship, rights, equality, and social justice and apply these concepts to the analysis of social issues. <i>(Domain 5.1, 5.2, 5.4, 5.14 Professional Knowledge and Skills)</i>
2	Discuss the development of human rights in the context of globalisation and global governance, and examine the applicability of this perspective to social care practice in Ireland. <i>(Domain 5.1, 5.3, 5.4, 5.14 Professional Knowledge and Skills)</i>
3	Analyse social policy issues and responses from a sociologically-informed perspective. <i>(Domain 5.1, 5.4, 5.14 Professional Knowledge and Skills)</i>
4	Critically assess the manner in which social policies shape social relations in terms of risk and responsibility. <i>(Domain 5.1, 5.4, 5.14 Professional Knowledge and Skills)</i>
5	Explain inequalities at the national and global levels, and evaluate policy responses to such inequalities. <i>(Domain 5.1, 5.2, 5.4, 5.14 Professional Knowledge and Skills)</i>
6	Evaluate the role and potential of social movements to advance social justice. <i>(Domain 5.1, 5.2, 5.4, 5.14 Professional Knowledge and Skills)</i>
7	Explain the need for Social Policy and social care responses to issues of environmental justice. <i>(Domain 5.1, 5.2, 5.4, 5.14 Professional Knowledge and Skills)</i>
8	Critically examine the advocacy role of the social care practitioner in the context of inequality and injustice at the Irish and global levels. <i>(Domain 5.1, 5.2, 5.4, 5.15 Professional Knowledge and Skills)</i>

Indicative Syllabus:
<ul style="list-style-type: none"> • Theoretical approaches to social justice • Citizenship and social rights

- Equality and difference
- Social movements and the quest for justice
- Risk and responsibility
- Globalisation, global governance and human rights
- Environmental justice

Learning and Teaching Methods:

In addition to lectures, this class places strong emphasis on participative learning through tutorials, class discussions and group presentations. Informed discussion will be facilitated by guided reading, which is a central element of the module.

Total Teaching Contact Hours	36
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Total Self-Directed Learning Hours	64
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Module Delivery Duration:

One Semester

Assessment

Assessment Type	Weighting (%)	LO Assessment (No.)
Group Work	40%	1–8
Examination	60%	1–8

Module Specific Assessment Arrangements (if applicable)

(a) Derogations from General Assessment Regulations	This is a non-compensatory module.
(b) Module Assessment Thresholds	Students must the group work assignment and examination to successfully complete the module.
(c) Special Repeat Assessment Arrangements	

Indicative Reading:

- Baker, J., Lynch, K., Cantillon, S., & Walsh, J. (2009). *Equality: From theory to action* (2nd ed.). Basingstoke, UK: Palgrave Macmillan.
- Craig, G., Burchardt, T., & Gordon, D. (Eds.). (2008). *Social justice and public policy: Seeking fairness in diverse societies*. Bristol, UK: Policy Press.
- Dwyer, P. (2010). *Understanding social citizenship: Themes and perspectives for policy and practice* (2nd ed.). Bristol, UK: Policy press.
- Fitzpatrick, T. (2011). *Welfare theory: An introduction to the theoretical debates in social policy* (2nd ed.). London, UK: Palgrave.

Jansson, B. (2018). *Becoming an effective policy advocate: From policy practice to social justice* (8th ed.). Boston, MA: Cengage Learning.

Reisch, M. (Ed.) (2014). *The Routledge international handbook of social justice*. New York, NY: Routledge.

Weiss, T. G. (2013). *Global governance: Why? What? Whither?* Cambridge, UK: Polity.

Yeates, N. (2014). *Understanding global social policy* (2nd ed.). Bristol, UK: Policy Press.

In addition, tutorials are based on critical evaluations and applications of prescribed journal articles, which change from year to year.

Version No:	1	Amended By	Dr. Paddy Dolan
Commencement Date	September 2019	Associated Programme Codes	DT571

Module Code	Prerequisite Module Codes	Co-Requisite Module Codes	ISCED Code	Subject Code	ECT credits	NFQ level
SOC3001					5	
Module Title: Law and Inter Professional Practice for Social Care Workers						

School Responsible:	School of Social Sciences, Law and Education
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Module Overview:
<p>This module focuses on two key areas of relevance for social care workers namely law and inter professional working. The module examines the law relating to capacity, adoption, child care, guardianship, custody, access, marriage, cohabitation and domestic violence, concentrating on the practical application of law in social care settings. The Constitutional and Human Rights frameworks governing the relationship between the family, the child and the State are examined with a view to developing critical perspectives on the operation of legal rules in the social care domain. Applying a human rights based approach to social care and the need for objective, accurate and concise report writing skills will also be focused on. Students also attend six two hour seminars from a variety of expert speakers from a range of disciplines e.g. social work, psychology, Gardaí on critical topics in social care practice to impart knowledge on topical and complex social issues and discuss how these impact on the role of the social care worker in their work and in working with colleagues from different professions. Topics covered include; youth justice; homelessness; self-harm and suicide ideation; human trafficking; the process of abuse enquiries; unaccompanied minors; disability and integration; HIQA inspections and standards of best practice. These seminars highlights the significance of working in an inter-professional manner and critical reflection on inter professional working from attendance at the seminar series is recorded by students in journal entries.</p>

Learning Outcomes (LO): Law for Social Care Workers	
1	Apply the legal concept of capacity including the Assisted Decision Making (Capacity) Act 2015 to social care practice. (<i>Domain 1.1, 1.3, 1.16 Professional Autonomy and Accountability; Domain 2.3 Communication, Collaborative Practice and Team Work; Domain 5.1 Professional Knowledge and Skills</i>)
2	Explain the role of the state in the protection of children's rights and the legal framework governing the making of care orders and special care orders. (<i>Domain 1.1 Professional Autonomy and Accountability</i>)
3	Describe the law governing adult intimate relationships, breakdown of relationships and domestic violence, and illustrate application of this law to social care practice. (<i>Domain 1.1 Professional Autonomy and Accountability</i>)
4	Critically discuss Constitutional and Human Rights principles including parental responsibility that have specific relevance to social care practice and formulate a reasoned view on the efficacy of legal rules in protecting these principles with a particular focus on the human rights based approach to social care practice. (<i>Domain 1.1, 1.5, 1.8 Professional Autonomy and Accountability; Domain 5.1, 5.3 Professional Knowledge and Skills</i>)
5	Identify the conventions to be followed to produce clear, concise, accurate and objective reports. (<i>Domain 1.1, 1.13, Professional Autonomy and Accountability;</i>)

	<i>2.6 Communication, Collaborative Practice and Team Work)</i>
6	Discuss with other professionals on ethical practice issues examining the conflict between confidentiality and whistle blowing. (<i>Domain: 1.14. Professional Autonomy and Accountability; Domain 5.1, Professional Knowledge and Skills</i>)
7	Summarise the role of the social care worker and other relevant professionals in maintaining the safety of both service users and those involved in their care. (<i>Domain: 3.7 Safety and Quality</i>)
8	Explain the importance of and be able to take responsibility for professional development, supervisions feedback, and peer review opportunities in order to continuously improve practice. (<i>Domain: 4.1, 4.5 Professional Development; Domain 5.1 Professional Knowledge and Skills</i>)
9	Discuss the plight of unaccompanied minors and the need for a professional translator to assist their communication. Analyse the role of relationships with professional colleagues and other workers in service delivery and the need to create professional relationships based on mutual respect and trust. (<i>Domain: 2.5, 2.15 Communication Collaborative Practice and Team-working</i>)

Indicative Syllabus:
<p>Section A</p> <ul style="list-style-type: none"> • Legal capacity and assisted decision making; the child, enduring powers of attorney, the Assisted Decision Making (Capacity) Act 2015 • Adoption Law, domestic and intercountry adoptions, nature and effect of adoption, who can adopt, who can be adopted, tracing natural parents. • Legal definitions of ‘child.’ The legal relationship between children, parents and the state. Children’s rights, state intervention in the family including voluntary care, care orders and special care orders. • Guardianship, custody and access. The Guardianship of Infants Act 1964. • The regulation of adult intimate relationships: cohabitants, civil partners, spouses. Relationship breakdown, financial support obligations and private ordering. • Domestic violence, legislative framework, orders available and their enforcement. • Human Rights and constitutional principles in the state-family relationship. Developing a rights-based approach to social care, children’s rights and the Children First Act 2015. • Report writing and introduction to the expert witness. <p>Section B</p> <ul style="list-style-type: none"> • Advanced Reflective Practice • Workshops and Seminars with Expert Practitioners from a range of professional background e.g social work, psychology, Garda Siochanna • Self-harm and suicide ideation • Relevant research and/or reports in social care work. • Youth Justice and Homelessness in Ireland. • Commission of Inquiry into Child Abuse (2009). • Intellectual Disability and Integration. • HSE Registration and Inspection Service. • Human Trafficking in Ireland.

Learning and Teaching Methods:	
This module comprises mixed teaching and learning methods including group work, class discussion and six two hour seminars from a variety of expert speakers from a range of disciplines.	
Total Teaching Contact Hours	24
Total Self-Directed Learning Hours	76

Module Delivery Duration:
This module is delivered over one semester.

Assessment		
Assessment Type	Weighting (%)	LO Assessment (No.)
Exam	50%	1,2,3,4,5
Journal	50%	6, 7, 8,9
Module Specific Assessment Arrangements (if applicable)		
(a) Derogations from General Assessment Regulations	This is a non-compensatory module	
(b) Module Assessment Thresholds	Students must pass the exam and journal assignment in order to successfully complete this module. Minimum attendance of 75% is required in order to pass this module.	
(c) Special Repeat Assessment Arrangements		

Indicative Reading:
Bracken, L. (2018). <i>Child law in Ireland</i> , Dublin, Ireland: Clarus.
Boud, D., & Solomon, N. (2001). <i>Work Based Learning: A New Higher Education?</i> Philadelphia. DC: Society for Research into Higher Education & the Open University.
Crowley. L. (2014). <i>Family law</i> . Dublin, Ireland. Round Hall.
Day, J. (2013). <i>Interprofessional working: An essential guide for health and social care professionals</i> . Hampshire, UK: Cengage Learning.
Hamilton, C. (2011). <i>Irish social work and social care law</i> . Dublin, Ireland: Gill & Macmillan.
Hynes, A. (2019). <i>Legal capacity: A guide to assisted decision-making</i> . Dublin, Ireland Bloomsbury Professional.
Kolb, D. (1984). <i>Experiential learning</i> . New Jersey, NY: Prentice Hall.
Koricanac, I. (2013). <i>Trauma and human trafficking</i> . Belgrade, Serbia. Astra.
Lynch. D., & Burns. K. (2013). <i>Children's rights and child protection: Critical times and critical issues in Ireland</i> . Manchester. UK. Manchester University Press.
Smith, S. (2018). <i>Human rights and social care: Putting rights into practice</i> . Edinburgh, UK: Dunedin Academic Press.
Shannon, G. (2016). <i>Children and family relationships in Ireland: practice and procedure</i> .

Dublin, Ireland: Clarus.

Thomas, J., Pollard, K.C., & Sellman, D. (2014). *Interprofessional working in health and social care: Professional perspectives*. London, UK: Red Globe Press.

Version No:	1	Amended By	Dr. Fiona Broughton & Judy Doyle
Commencement Date	September 2019	Associated Programme Codes	DT571

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
SOC3002					5	
Module Title	Social Psychology for Social Care Workers					
School Responsible:	Social Sciences, Law and Education					

Module Overview:

This module provides the students with theoretical frameworks through which to understand social behaviour, particularly in relation to social care practice issues. By presenting the learner with a variety of theoretical frameworks and approaches to understanding social behaviour it encourages the learner to develop a critical stance in relation to knowledge.

Learning Outcomes (LO):

On completion of this module, the learner will be able to

1.	Critically analyse social psychological phenomena from different theoretical perspectives. (<i>Domain 5.1, 5.4, 5.6, 5.7 Professional Knowledge and Skills</i>)
2.	Apply and evaluate approaches to understanding self and other people and consider the how the world view of another can be accessed. (<i>Domain 1.23 Professional Autonomy and Accountability</i>)
3.	Demonstrate understanding of the factors that influence the processing of information and the attribution of responsibility for self and others in the social world, including culture.
4.	Evaluate approaches in social psychology used to explain judgements about people and the social world. (<i>Domain 5.1; 5.4; 5.6; 5.7; 5.9 Professional Knowledge and Skills</i>)
5.	Analyse the nature of everyday and professional helping relationships, including conscious and unconscious aspects. (<i>Domain 5.9 Professional Knowledge and Skills</i>)
6.	Discuss the positive and negatives of behaviour in groups and factors that contribute to and inhibit successful inter professional working. (<i>Domain 2.14 Communication, Collaborative Practice and Teamworking</i>)
7.	Evaluate social psychological explanations for discrimination and prejudice and their implications for interventions to minimise their occurrence. (<i>Domain 5.6, 5.7 Professional Knowledge and Skills</i>)

Indicative Syllabus:

The social self – the impact of embodiment, schemas as a framework for understanding self and others; self-evaluation; self as constructed by cultural and societal discourses; self as situationally presented and constructed.

Social perception – categorisation and heuristics in processing information; attribution theories; cultural influences on attributions; attributions and helping behaviour; self-serving, defeating and handicapping attribution; discursive action model of attribution (*Domain 1.8 Professional Autonomy and Accountability*)

Social judgement – attitudes, social representations theory; discursive psychological

explanation for judgements of others.

Relationships – function and characteristics of relationships; satisfaction in relationships; relationship networks in everyday and professional relationships (*Domain 2.13, 2.15 Communication, Collaborative Practice and Teamworking*); power in professional relationships; transference and countertransference in professional helping relationships.

Group behaviour – benefits of groups; group identification; group pressure and conformity; group decision making; groupthink; inter-professional groups.

Prejudice and discrimination – individual, group and societal level explanations for discrimination and prejudice and implications of these for minimising discrimination and prejudice.

Learning and Teaching Methods:

Lectures and discussions supplemented by a VLE.

Students will be assigned readings chosen to apply concepts to social care practice issues to be discussed before classes.

Total Teaching Contact Hours	24
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Total Self-Directed Learning Hours	76
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Module Delivery Duration:

Delivered in one semester

Assessment

Assessment Type	Weighting (%)	LO Assessment (No.)
Analysis of case studies and written critical discussions	90%	1, 2, 3, 4, 5, 6 & 7
Engagement in online activities	10%	1, 2, 3, 4, 5, 6 & 7

Module Specific Assessment Arrangements (if applicable)

(a) Derogations from General Assessment Regulations	This module is non-compensatory.
(b) Module Assessment Thresholds	
(c) Special Repeat Assessment Arrangements	

Indicative Reading:

Callaghan, J., & Lazard, L. (2011). *Social psychology*. Exeter, UK: Learning Matters Ltd.
 Miell, D., & Dallos, R. (Eds.) (1996). *Social interaction and personal relationships*. London, UK: Sage Publications.
 Smith, P.B., Fischer, R., Vignoles, V.L., & Bond, M.H. (2013). *Understanding social*

psychology across cultures: Engaging with others in a changing world (2nd ed.). London, UK: Sage Publications.

Stainton Rogers, W. (2011). *Social psychology: Experimental and critical approaches*. (2nd ed.). Maidenhead, UK: Open University Press.

Stevens, R. (Ed.). (1996). *Understanding the self*. London, UK: Sage Publications.

Tuffin, K. (2005). *Understanding critical social psychology*. London, UK: Sage Publications.

Wetherell, M. (Ed.). (1996). *Identities, groups and social issues*. London, UK: Sage Publications.

Students will also be assigned relevant journal articles to help analyse and apply concepts in relation to social care practice.

Version No:	1	Amended By	Dr. Fiona McSweeney
Commencement Date	September 2019	Associated Programme Codes	DT571

Module Code	Pre-requisite Module codes	Co- Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
SOC 3003					5	
Module Title	Skills and Approaches to Professional Helping					

School Responsible:	School of Social Sciences, Law and Education
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<p>This module will introduce students to key non-directive helping skills and provide a structure and opportunity for the acquisition of these skills. The importance of self-awareness for the effective helper will be highlighted. The module will focus in depth on the Rogerian person-centred theoretical orientation and practice with reference to other schools of counselling and psychotherapy for comparative purposes. Ethical and cultural issues of professional helping will be considered.</p>
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Learning Outcomes (LO):	
On the successful completion of this module, the learner will be able to:	
1	Demonstrate critical knowledge of the key assumptions and principles of person-centred counselling theory and practice. <i>(Domain 5.1 Professional Knowledge and Skills)</i>
2.	Critically compare person-centred counselling with other schools of counselling and psychotherapy. <i>(Domain 5.6, 5.9 Professional Knowledge and Skills)</i>
3	Critically analyse ethical principles in counselling children and adolescents and demonstrate an awareness of ethical principles in the use of non-directive helping skills in social care practice. <i>(Domain 1.1, 1.12 Professional Autonomy and Accountability)</i>
4	Demonstrate evidence of the acquisition of core non-directive helping skills. <i>(Domain 1.23 Professional Autonomy and Accountability)</i>
5	Discuss the importance of self-awareness and demonstrate critical reflection on the use of non-directive helping skills. <i>(Domain 1.22 Professional Autonomy and Accountability; Domain 5.19 Professional Knowledge and Skills)</i>

1. Nature and purpose of counselling
2. Approaches to professional helping: An introduction to theoretical foundations and techniques of counselling and psychotherapy
3. Principles and practice of person-centred counselling and child-centred play therapy
4. Ethical, and cultural considerations in counselling
5. Exploring and practising core skills of non-directive helping skills
6. The importance of self-awareness, dynamics in relationships and critical reflection for the effective helper

Learning and Teaching Methods:

The module will have a strong experiential component and emphasis on group work throughout. Students will learn through lectures, discussion, group exercises, role-plays, feedback from fellow learners and small group tutorials (3-4 students). In order to facilitate the cohesiveness of the group as a community of learners, an emphasis will be placed on fostering and maintaining an atmosphere of respect and support for all members of the group. Learning and Teaching methods in semester 1 will be mainly based on lectures, discussion and experiential group exercises, followed by small group tutorials (3-4) and role plays after the semester 1 exams prior to student's beginning block placement in semester 2.	
Total Teaching Contact Hours:	36 hours
Total Self-Directed Learning Hours:	64 hours

Module Delivery Duration:
Delivered over 2 Semesters

Assessment		
Assessment Type	Weighting (%)	LO Assessment (No.)
Journal	100%	1, 2, 3,4, 5
Module Specific Assessment Arrangements (if applicable)		
(a) Derogations from General Assessment Regulations	This is a non-compensatory module.	
(b) Module Assessment Thresholds	Minimum attendance of 75% is required in order to pass this module. This requirement is non-compensatory.	
(c) Special Repeat Assessment Arrangements		

<p>Indicative Reading:</p> <p>Axline, V.(1998). <i>Dibs-In search of self: Personality development in play therapy</i>. London, UK: Penguin.</p> <p>Casas, M., Suzuki, L.A., Alexander, C.M. and. Jackson, M.A. (2016). <i>Handbook of Multicultural Counselling</i>. (4th Ed). London, UK. Sage.</p> <p>Bond, T. (2015). <i>Standards and ethics for counselling in action</i>. (3rd Ed). London, UK: Sage.</p> <p>Geldard, K., Geldard, D. & Yin Foo, R. (2017). <i>Basic personal counselling: A training manual for counsellors</i>. Cengage Learning Australia.</p> <p>Geldard, K., & Geldard, D. (2005). <i>Practical counselling skills: An integrative approach</i> Basingstoke, UK: Palgrave MacMillan.</p> <p>Mearns, D., & Thorne, B. (2013). <i>Person-centred counselling in action</i>. (4th Ed.). London, UK: Sage.</p> <p>Rogers, C. (1967). <i>On becoming a person: A therapist's view of psychotherapy</i>. New York, NY: Houghton Mifflin Company.</p>
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Taylor, C. (2012). *Empathic care for children with disorganized attachments: A model for mentalizing attachment and trauma-informed care*. London UK: Jessica Kingsley.

Tinsley, H., Lease, S., & Wiersma, N. (2015). *Contemporary theory and practice in counselling and psychotherapy*. London, UK: Sage.

Version No:	1	Amended By	Dr. Dorit Deering Wiezorick
Commencement Date	September 2019	Associated Programme Codes	DT571

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
SOC3004					10	
Module Title	Principles of Professional Practice in Social Care Work 3					

School Responsible:	School of Social Sciences, Law and Education
Module Overview:	
<p>This is a final year advanced module in Principles of Professional Practice in Social Care Work (SCW). The rationale underpinning module is to equip students with the knowledge and skills to work professionally both independently and collectively as team members in social care practice. In particular, the focus in year three is on; sharing emotional capital and intelligence; family interventions; risk and needs assessments; and individual care planning. Understanding of the dimensions of equality in the affective domain, relationships, and attachment strategies are examined. Underpinning principles and issues related to social justice, cultural diversity, marginalisation and social inclusion are explored. Through Problem Based Learning the students replicate a social care team approach in applying a comprehensive family intervention to a complex case study. Individual self-reflection on the team work experiences is undertaken.</p>	

Learning Outcomes:	
For a 5 ECTS module a range of 4-10 LOs is recommended	
On Completion of this module, the learner will be able to:	
1	Recognise the unmet needs of individual service users and compose an appropriate escalation route working with colleagues and the service user to resolve the gap in care. Discuss professional decision making and explain how to make informed decisions relating to ethical conflicts and available resources. (<i>Domain 3.15 Safety and Quality; Domain 5.1 Professional Knowledge and Skills</i>)
2	Formulate background information relevant to service users' needs and illustrate appropriate assessment techniques to meet these needs. Learners will also adjust their assessment plan through the illustration of problem lists, action plans & goals. (<i>Domain 3.1, 3.2, 3.3, 3.4, 3.5 Safety and Quality</i>)
3	Explain evidence informed approaches to professional decision making, adapting practice to the needs of the service user and examine their knowledge and skills in order to make professional judgements. (<i>Domain 3.6 Safety and Quality</i>)
4	Summarise positive reinforcement and communication in parent/primary carer and child/young person's interactions whilst accounting for communication methods and styles, including verbal, non-verbal, language, culture, beliefs, health and/or social care needs. (<i>Domain 2.2 Communication, Collaborative Practice and Teamworking</i>)
5	Assess the rights and dignity of service users, including their role in the diagnostic, therapeutic and social care process and discuss how social justice, equality, marginalisation impact on minority cultures. The learner will identify when a professional translator is required and explain how to express professional opinions to service users, health professionals and others in varied practice settings within confidentiality boundaries. (<i>Domain 1.5 Professional Autonomy and Accountability;</i>)

	<i>Domain 2.5, 2.9 Communication, Collaborative Practice and Team Work)</i>
6	Apply effective risk management control strategies; clearly communicating identified risks, adverse events/near misses in line with current legislation/guidance. Illustrate ability to make reasoned decisions, provide guidance, modify or cease interventions/techniques/actions and record decisions. Examine safeguarding mechanisms and promotion of positive choices within team and interagency confidentiality. Illustrate awareness & compliance with local/national documentation standards, terminology and signature requirements demonstrated. <i>(Domain 1.12 Professional Autonomy and Accountability; 2.8 Communication, Collaborative Practice and Teamworking; Domain 3.10, 3.12 Safety and Quality)</i>
7	Explain the need to work in partnership with service users, their relatives/carers (if appropriate) and other professional in planning and evaluating goals and interventions as part of care planning and be aware of the concepts of power and authority in relationships with service users. <i>(Domain 2.12 Communication, Collaborative Practice and Teamworking)</i>
8	Demonstrate an evidence-informed approach to professional decision making adapting practice to the needs of the service user and identify their knowledge and skills in order to make professional judgements. <i>(Domain 1.19 Professional Autonomy and Accountability; Domain 3.6 Safety and Quality)</i>
9	Analyse theories of individual and social development across the lifespan and within different cultures including the knowledge required to work with individuals, children, vulnerable adults, families and marginalised groups. <i>(Domain 5.7 Professional Knowledge and Skills)</i>
10	Demonstrate ability to critically reflect on practice, seek professional development, supervision feedback and peer review opportunities in order to continuously improve practice. Give examples of their on-going continuous professional development (CPD) & education, awareness of professional regulations requirements & understand the benefits of CPD to professional practice. <i>(Domains 4.2, 4.3, 4.5 Professional Development)</i>

Indicative Syllabus:

Problem Based Learning facilitates the applied learning and knowledge acquisition in a broad manner in third year.

Knowledge on the application of theories from; Family Welfare Conferencing, Marte Meo, the Canadian Child and Youth Care (CYC) perspective, the national Meitheal, Preventive Partnership and Family Support programme, (PPFS) and Bronfenbrenner's ecological systems perspective are delivered. Family and individual intervention plans; social service provisions and national guidance that practitioners engage with in social care practice are explored.

In small groups students replicate a social care team approach whereby problem solving skills are utilised to risk and needs assess the presented family dysfunctions in the case study. Social problems, child protection, domestic violence, addiction, anti-social behaviour and other issues are addressed. Attachment strategies are applied with indicators of secure and insecure styles investigated. Family crisis along with complex family loyalty issue are explored. Cultural diversity is incorporated into the case study scenarios. Team work, team roles, peer review and reflective practice are explored through the Problem Based Learning group work process. Interdisciplinary work is explored through active engagement and research on relevant agencies and services.

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Learning and Teaching Methods:	
<p>Learning and teaching combines two distinct methods in third year. Formal lectures are undertaken to deliver new and advanced knowledge and theories in an in-depth manner. Formal lectures are used to teach of Principles of Professional Practice in Social Care Work 3. Students work in groups to replicate a social care team, rotating roles is assigned to group members such as a chairperson, minute taker during PBL meetings. Peer reviews are undertaken and documented to facilitate experiential learning and professional development. Leadership roles are evidenced and reflected upon. Problem Based Learning facilitates the application of combined knowledge to an in-depth case study. Students are encouraged to take the initiative in problem solving and in making team decisions when applying theoretical interventions to marginalised families. Time is allocated to students to research and arrange meetings with statutory and non-statutory agencies such as, minority culture organisations, social workers, homeless and rehabilitation agencies. Through problem solving processes students gain knowledge and learn the facts and concepts of practice and the appropriate inquiry strategies related to family dysfunction and child protection issues. Replicating a social care team the students work on the case study utilising roles such as; case manager; key worker; and advocacy roles. Students must problem solve, monitor and evaluate the intervention process and learn to adapt accordingly to evolving needs.</p>	
Total Teaching Contact Hours	48
Total Self-Directed Learning Hours	152

Module Delivery Duration:
This module is delivered over one semester.

Assessment		
Assessment Type	Weighting	LO Assessment (No.)
Examination Case Study.	60%	1,6,7,8,9
Problem Based Learning Assignment (PBL)	40%	1,2,3,4,5,6,7,9,10
Module Specific Assessment Arrangements (if applicable)		
(a) Derogations from General Assessment Regulations	This is a non-compensatory module. Students must pass both the exam and PBL assignment in order to successfully complete this module. Minimum attendance of 75% is also required in order to pass this module. This requirement is non-compensatory.	
(b) Module Assessment Thresholds		
(c) Special Repeat Assessment Arrangements		
Indicative Reading:		
Bronfenbrenner, U. (1986). Ecology of the Family as a context for human development: Research perspective. <i>Developmental Psychology</i> . 22 (6), 723-42.		

Canavan, J., Dolan, P., & Pinkerton, J. (Eds). (2006). *Family Support and Reflective Practice*. London. UK. Jessica Kingsley.

Clouston, T., Westcott, L., Whitcombe, S., Riley, J., & Matheson, R. (2010). *Problem Based Learning in Health and Social Care*. London. UK. Wiley-Blackwell.

Department of Children and Youth Affairs. (2017). *Children First: National Guidance on Child Protection and Welfare*. Dublin. Ireland. Government Publications.

Garfat, T. (2003). *A Child and Youth Care Approach to Working with Families*. New York, NY: The Harworth Press.

Hamilton, C. (2012). *Irish Social Work and Social Care Law*. Dublin. Ireland: Gill and Macmillan.

Mc Keown, K. (2000). *A Guide to What Works in Family Support Services for Vulnerable Families: Springboard Programme*. Dublin, Ireland: Government Publications.

Thompson, N. (2012) *Anti-Discriminatory Practice: Equality, Diversity and Social Justice. (Practical Social Work Series)*. Basingstoke. UK. Palgrave.

Version No:	1	Amended By	Judy Doyle
Commencement Date	September 2019	Associated Programme Codes	DT571

Module Code	Prerequisite Module Codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECT credits	NFQ level
SOC3017					10	
Module Title: Organisations and Management in Social Care (Unit 1) & Integrated Learning Portfolio (Unit 2)						

	School of Social Sciences, Law and Education
School Responsible:	
Module Overview:	
<p><i>Organisations and Management in Social Care</i></p> <p>This module introduces the student to key factors impacting on social care organisations and the leadership thereof. The topics of organisational culture and climate and its relationship with leadership and management; teamwork, including inter professional and interagency working, along with the causes of conflict within teams will be examined. The module also covers supervision and self-care with an emphasis on practical strategies that can be used by the student to ensure their supervision needs are met in the promotion of best practice.</p> <p><i>Integrated Learning Portfolio</i></p> <p>This unit is delivered is a series of 5 critical reflection seminars to aid students to integrate learning from various elements of the degree programme with practice from their final year placement. The seminars also focus the importance of professional identify; reflective practice, personal development for social care workers. Critical incidents and classroom activities in these seminars involve the use of critical friend partnerships. Critical incidents are used to expose underlying beliefs and assumptions in order to develop students' self-awareness and reflective capacity. The Portfolio seeks to engage students in two major tasks: critical reflection and integrated learning. The structure of the portfolio has four discrete sections. Section 4 of the portfolio is an overall reflective account. Students explore how integrated learning prepares them for professional practice. Guided by academic supervisors they will explore how the major components of their degree studies relate to and inform their conceptual understanding and their preparedness for professional practice. This module seeks to strengthen the development of the student's professional perspective.</p>	

Learning outcomes Unit 1: Organisations and Management in Social Care	
1.	Summarise the concepts of organisational culture and examine the effect of organisational culture on staff and service users.
2.	Analyse leadership styles and propose the impact of effective leadership and management on practice and service delivery. (<i>Domain 2.10 Communication, Collaborative Practice and Team working; Domain 5.1 Professional Knowledge and Skills</i>)
3.	Demonstrate knowledge of effective teamwork, including interdisciplinary teamwork and explain key principles in the management of team conflict to ensure the needs of service users remain paramount. (<i>Domain 2.11, 2.13, 2.14 Communication, Collaborative Practice and Team working</i>)
4.	Evaluate key principles of mentoring, supervision and performance management in a social care context and explain the necessity of seeking feedback on one's practice as

part of their professional development as registered social care workers. (<i>Domain 1.7 Professional Autonomy and Accountability (Taught) ; Domain 4.5, 4.6 Professional Development; Domain 5.18, 5.19 Professional Knowledge and Skills</i>)
5. Explain how the principles of quality assurance and quality improvement are demonstrated in their placement setting. (<i>Domain 3.11 Safety and Quality</i>) (Taught only)
6. Summarise the importance of self-care in the social care profession

Learning Outcomes (LO): Unit 2 Integrated Learning Portfolio	
On Completion of this module, the learner will be able to	
1	Demonstrate the ability to integrate theory and practice. (<i>Domain 5.1 Professional Knowledge and Skills</i>)
2	Analyse how legislation and policies influence service provision. (<i>Domain 1.13 Professional Autonomy and Accountability</i>)
3	Assess need and subsequently plan, conduct and evaluate interventions to meet assessed needs of service user(s) (<i>Domain 1.15 Professional Autonomy and Accountability; Domain 2.1 Communication, Collaborative Practice and Team working; Domain 3.1, 3.5, 3.8, 3.11, 3.15 Safety and Quality; Domain 5.2, 5.13 Professional Knowledge and Skills.</i>)
4	Assess their new learning and examine impact of this on their future learning needs and professional development. (<i>Domain 4.1, 4.3 Professional Development</i>)
5	Evaluate the effect of their traits, values and practice on interactions with service users and critically analyse this to improve their practice. (<i>Domain 1.22 Professional Autonomy and Accountability; 2.16 Communication, Collaborative Practice and Team working</i>)
6	Show their workload plan and illustrate their assessment or intervention undertaken with the service user on placement. (<i>Domain, 1.15, 1.18 Professional Autonomy and Accountability; Domain 2.1 Communication, Collaborative Practice and Team working</i>)
7	Apply reflection models relevant to social care practice to their practice placement experiences. (<i>Domain 5.1, 5.19 Professional Knowledge and Skills</i>)

Indicative Syllabus: (Unit 1)
Organisational culture and climate
Leaderships
Teamwork and team conflict including interdisciplinary working
Supervision and personal development in social care
Quality assurance and quality improvement in social care
Self-Care

Indicative Syllabus: Unit 2

Integrated learning is achieved through the use of discrete sections in the portfolio which is guided by the five seminars outlined above:

Section One: Context in Society

In this section the student is required to carry out a critical examination of the most important legal and policy measures which shape policy and practice in this particular agency. The student should identify the strengths and weaknesses of current legislation and policy as well as any gaps or omissions. Throughout the student should consider the broad impact of current legislation, policy and standards on service-users as well as the particular impact on agency policy and practice. Students should draw on theories and concepts addressed in relevant modules over the previous three years in carrying out this task.

Section Two: Theory, Quality Assurance and Service Delivery

In this section the student is required to show their understanding of how the principles of quality assurance and quality improvement are demonstrated in their placement setting. Students are also required to select and apply a theoretical framework to their placement setting. The theoretical framework should be drawn from any module covered by the student throughout the three year Bachelor of Arts (Hons.) in Social Care Programme.

Section Three: Case Study/Intervention.

Students, under the guidance of their supervisors, are required to select a client (or family/group) to participate in a planned intervention. They are asked to discuss their assessment of this service user in relation to unmet needs and cultural background with the service user and their supervisor. They must evidence consent from the service user and their supervisor to complete the intervention. Students must explain how the assessment determined the goals that guided an intervention plan. The intervention is planned to take place over five sessions and should demonstrate how the student has responded to the needs of the client/client group considering their cultural background and experience for social inclusion. Students are required to summarise each session in the main text of the portfolio and to present evidence of any activities/practice tools used which can be submitted in the portfolio appendix. They are expected to evaluate their intervention, acknowledging the need for clients to be participants in rather than merely recipients of their intervention plan with students producing evidence of client's informed consent to engaging in the intervention. Students must indicate what theory guided the stages of the intervention and how feedback guided their work with the selected client/family. Students are expected to discuss their logic, professional judgement and problem solving skills used at all stages of planning, conducting and evaluating their intervention.

Section Four: Overall Reflective Account

Using a recognised model (covered in critical reflection sessions) to illustrate their participation in the reflective process; students are required to write a reflective account. In this account they must:

- a) discuss what they learned about themselves and their practice as they undertook this portfolio presenting evidence of the use of a reflection model;
- b) write about the development of their reflective capacity, how this was helped by the specified classroom activities focused on reflection, their supervised placement, and the

- writing of the portfolio;
- c) evaluate the effect of their own characteristics, values and practice on interactions with service users and reflect on how this will improve their practice;
 - d) Reflect on their new learning and how this may impact on their future learning, professional development and self-care for practice
 - e) use a recognised model to illustrate their participation in the reflective process;

Appendices

Copies of exercises completed in the critical reflection seminars must be included in the appendix of the portfolio.

Learning and Teaching Methods:

Unit 1

Learning and teaching combines two distinct methods in Management in Social Care Practice. Formal lectures will be undertaken to deliver theory on management practices and work in a caring profession. Interactive discussion from the social care students will explore their experiences and aid to develop and expand their knowledge from a management perspective. Guest lectures will also be provided by frontline managers in social care to discuss key issues such as effective leadership in social care service delivery and quality assurance.

Unit 2

Integration of theory is developed through the use of a portfolio. Students are given supervisory support during the compilation of the portfolio. The discrete sections of the portfolio require students to engage with how major components of the degree relate to their development as practitioners in social care work. During the completion of unit of the portfolio students will attend critical reflection seminars to aid their development as reflective social care workers and to help them link their practice within theoretical practice domains relevant to the practice of social care work.

Total Teaching Contact Hours:

Unit 1 12 hours

Unit 2 18 plus 4 hours individual supervision

34

Total Self-Directed Learning Hours:

166

Module Delivery Duration:

One Semester (related to professional practice placement 3)

Assessment

Assessment Type	Weighting (%)	LO Assessment (No.)
Module Assessment: (Combined with Critical Reflection)		
Unit 1 Essay	30%	1-6
Unit 2 Students produce a portfolio, which is formally assessed.	70%	1-7

The portfolio requires students to demonstrate their ability to integrate learning across the components of the degree programme, and to demonstrate evidence of engagement with critical reflection. Both tasks are assessed across the discrete sections of the portfolio as described above. The portfolio is expected to be circa 7,000 words which breaks into 1750 words for sections 1-3, and 1750 words in Section 4, the overall reflective account.		
Module Specific Assessment Arrangements (if applicable)		
(a) Derogations from General Assessment Regulations non compensable	There is a minimum attendance requirement of 75% for both unit 1 and unit 2 of this module. This requirement is non-compensatory. This is a non-compensatory module	
(b) Module Assessment Thresholds	Students must pass the essay and integrated learning portfolio in order to successfully complete this module.	
(c) Special Repeat Assessment Arrangements		

Indicative Reading

Unit 1

Charleton, M. (2007). *Ethics for social care in Ireland*. Dublin, Ireland: Gill and MacMillan.

Department of Health and Children. (2001). *National standards for children's residential centers*. Dublin, Ireland: Stationery Office.

Hamilton, C. (2012). *Irish social work and social care law*. Dublin, Ireland: Gill and Mac Millan.

Harrison, P. (2006). *Managing social care: A guide for new managers*. Dorset, England: Russell House Publishing.

McKian S., & Simons, J. (Eds). (2013). *Leading, managing, caring: Understanding leadership and management in health and social care*. Oxford, UK: Routledge.

Martin, V., Charlesworth, J., & Henderson, E. (2010). *Managing in health and social care*. New York, NY. Routledge.

Morrison, T. (2005). *Staff supervision in social care*. Brighton, England: Pavilion.

O'Connor, T., & Murphy, M. (2006). *Social care in Ireland: Theory policy and practice*. Cork, Ireland: CIT Press.

Seden, J., & Reynolds, J. (Eds). (2003). *Managing care in practice*. London, UK: Routledge.

Unit 2

Brockbank, A., & McGill, I. (2007). *Facilitating Reflective Learning in Higher Education* (2nd Ed.). Berkshire, UK: Open University Press.

Boud, D., Keogh, R., & Walker, D. (1985). *Promoting reflection in learning reflection: Turning experience into learning*. London, UK: Croom Helm.

Graham, G., & Megarry, B. (2005). The social care portfolio: an aid to integrated learning and reflection in social care training. *Social Work Education*, 24(7), 769-780.

Kolb, D. (1984). *Experiential learning*. New Jersey, NY: Prentice Hall

McDonough, R. (2004). The reflective practitioner: The essence of work based learning? *Work Based Learning in Primary Care*, 2(4), 373-376.

Plack, M. M. & Greenberg, L. (2005). The Reflective Practitioner: Reaching for Excellence in Practice. *Paediatrics*, 116(6), 1546-1552.

Ricks, F. & Charlesworth, J. (2003). *Emergent practice planning*. New York, NY: Kluwer Academic/Plenum Publishers.

Schön, D. (1983). *The reflective practitioner: How professionals think in action*. London, UK: Basic Books.

Version No:	1	Amended By	Dr. Dave Williams, Dr. Fiona McSweeney & Anne Marie Shier
Commencement Date	September 2019	Associated Programme Codes	DT571

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCE D Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
SOC3007	SOC2005 (or equivalent)				10	
Module Title	Research Planning and Data Analysis					

School Responsible:	School of Social Sciences, Law and Education
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Module Overview:
Building on the learning acquired in the second year module, Research Planning and Data Collection this module focuses on the design of a piece of research and preparation of a literature review in relation to a specific research question. In addition students will learn how to analyse narrative and numerical data and reflect on the research process.

Learning Outcomes (LO): (to be numbered)	
For a 5 ECTS module a range of 4-10 LOs is recommended	
On Completion of this module, the learner will be able to	
1	Demonstrate understanding of the principles of scientific enquiry in the process of conducting research. (<i>Domain 5.1, 5.5 Professional Knowledge and Skills</i>)
2	Critically analyse literature. (<i>Domain 5.5 Professional Knowledge and Skills</i>)
3	Compose a literature review relating to a defined research question. (<i>Domain 5.17 Professional Knowledge and Skills</i>)
4	Produce a design for conducting research relating to a defined research question showing cognisance of methodological and ethical issues as well as the limitations inherent in all research design. (<i>Domain 5.17 Professional Knowledge and Skills</i>)
5	Critically evaluate the role and ethical responsibilities of the researcher in conducting research. (<i>Domain 5.17 Professional Knowledge and Skills</i>)
6	Demonstrate understanding and application of the principles of informed consent and documentation of same in research. (<i>Domain 1.15 Professional Autonomy and Accountability; Domain 5.17 Professional Knowledge and Skills</i>)
7	Analyse narrative data and communicate findings. (<i>Domain 5.17 Professional Knowledge and Skills</i>)
8	Analyse numerical data and communicate findings. (<i>Domain 5.17 Professional Knowledge and Skills</i>)
Indicative Syllabus	
Designing research questions	
Finding and using literature to inform a research question	
Critical analysis of existing literature	
Writing a literature review	
Ethical responsibilities in research	

Planning and designing research being cognisant of the assumptions underpinning research paradigms
Evaluation of the role of the researcher in the design of research, data collection and data analysis
Analysis of narrative data
Analysis of numerical data
Validity and reliability in research
The role of reflection in conducting research

Learning and Teaching Methods:	
Lectures and discussion; workshops on data analysis; peer feedback to encourage critical reflection; Face to face teaching will be supplemented with the use of a VLE.	
Total Teaching Contact Hours	36
Total Self-Directed Learning Hours	164

Module Delivery Duration:
The module will be delivered over 1 Semester

Assessment		
Assessment Type	Weighting (%)	LO Assessment (No.)
Portfolio (including research report and reflection on research process)	90%	1-8
Engagement in online learning activities	10%	1-8
Module Specific Assessment Arrangements (if applicable)		
(a) Derogations from General Assessment Regulations	This is a non-compensatory module	
(b) Module Assessment Thresholds		
(c) Special Repeat Assessment Arrangements		

Indicative Reading:
Breakwell, G.M., Smith, J.A., & Wright, D.B. (Eds.). (2012). <i>Research methods in psychology</i> . (4 th Ed.). London, UK: Sage Publications.
Brysbaert, M. (2011). <i>Basic statistics for psychologists</i> . Basingstoke, UK: Palgrave Macmillan.
Davies. M.B. (2007). <i>Doing a successful research project: Using qualitative or quantitative methods</i> . Basingstoke, UK: Palgrave Macmillan.
Hart, C. (1998). <i>Doing a literature review: releasing the social science research imagination</i> . London, UK: Sage Publications.
Lyons, E., & Cole, A. (2007). <i>Analysing qualitative data in psychology</i> . London, UK: Sage

Publications.

McSweeney, F., & Williams, D. (Eds.). (2019). *Designing and conducting research in social science, health and social care*. London, UK: Routledge.

Neale, J. (Ed.). (2009). *Research methods for health and social care*. Basingstoke, UK: Palgrave Macmillan.

White. P. (2009). *Developing research questions: A guide for social scientists*. Basingstoke, UK: Palgrave Macmillan.

Version No:	1	Amended By	Dr. Fiona McSweeney
Commencement Date	September 2019	Associated Programme Codes	DT571

Modules that are to be offered as Stand-Alone CPD Programmes must have an NFQ level assigned

*Details of the assessment schedule should be contained in the student handbook for the programme stage.

Date of Academic Council approval

Module Code	Pre-requisite Module codes	Co-Requisite Modules code(s)	ISCED Code	Subject Code	ECTS Credits	NFQ Level (CPD)#
SOC3006					10	
Module Title	Professional Practice Placement 3					

School Responsible:	School of Social Sciences, Law and Education
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Module Overview:
<ul style="list-style-type: none"> • Third year students undertake a 400 hours practice placement. • Students demonstrate their readiness for professional practice by undertaking an appropriate intervention with a selected client under the supervision of the practice supervisor. • Students complete a series of mandatory pre-placement seminars prior to beginning placement which support students to prepare for placement. Topics covered include; roles and responsibilities of final year students on placement, placement education team and practice supervisors; use of supervision; interventions; placement forms; placement assessment criteria, workload planning, self-care, codes of conduct and codes of ethics for social care (proficiency 1.7). Prior to the commencement of placement in Year 3 students must also provide evidence of updated certification in First Aid training and also must pass an assessment quiz on their knowledge of the CORU Code of <i>Professional Conduct and Ethics for Social Care Workers</i> (proficiency 1.7) prior to the commencement of placement • The aim of this module is to help prepare the student for full professional practice as a social care worker who has integrated the various elements of professional training and is able to recognise the relevance of codes of ethics, standards of practice, and contextual factors, when making informed practice decisions. • Students record and evidence their proficiency in each element of practice placement by completing a placement proficiency recording booklet during the completion of their placement.

Learning Outcomes (LO): (to be numbered)	
For a 5ECTS module a range of 4-10 LOs is recommended	
On Completion of this module, the learner will be able to	
1	Show themselves as professional, autonomous and accountable social care workers. The student's ability to meet the proficiencies (<i>Domain 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.15, 1.17, 1.18, 1.19, 1.21, 1.22 & 1.23 Professional Autonomy and Accountability</i>) related to this domain are assessed by the placement education team.
2	Show themselves as competent social care workers capable of communicating in a professional manner and evidence their ability to work collaboratively in a team. The student ability to meet the proficiencies (<i>Domain 2.1, 2.2, 2.3, 2.6, 2.7, 2.8, 2.9, 2.13, 2.14, 2.15 Communication, Collaborative Practice and Team Work</i>) related to this domain are assessed by the placement education team.
3	Demonstrate knowledge of the principles of safe practice and quality standards in social care practice and service delivery. The student's ability to meet the

	proficiencies (<i>Domain 3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 3.8, 3.9, 3.10, 3.12, 3.13, 3.14, 3.15 Safety and Quality</i>) related to this domain are assessed by the placement education team.
4	Illustrate how they take responsibility for their own professional development and performance management. The student's ability to meet the proficiencies (<i>Domain 4.1, 4.4, 4.5, 4.6 Professional Development</i>) related to this domain are assessed by the placement education team.
5	Demonstrate knowledge of key theories, concepts and skills relevant to the practice of the social care worker. The student's ability to meet the proficiencies (<i>Domain 5.1,5.2, 5.3, 5.6, 5.8, 5.10, 5.11, 5.12, 5.18 Professional Knowledge Skills</i>) related to this domain are assessed by the placement education team.

Indicative Syllabus:	
<p>Students complete a 400 hour supervised practice placement which is completed in the second semester of Year 3. The aim of this module is to ensure that the student demonstrate proficiency in assessment, planning, recording, and evaluation tasks of social care and an understanding of their role in the practice placement environment. Students must demonstrate the ability to gather appropriate background information in order to plan, conduct and evaluate an intervention with a service user or service user group.</p> <p>Students will also evaluate and critically reflect on their own professional practice and show evidence of their ability to take responsibility for their own professional development and performance management with support from the practice education team, namely the placement agency supervisor and the college tutor.</p> <p>There will be a designated placement agency supervisor and programme tutor for each student for the duration of the placement. The supervisor is expected to see the student for individual supervision sessions at regular intervals during the placement. It is vital that the student has the support necessary to maximise her/his learning opportunities on placement and demonstrate their competency is the required proficiencies as outlined in the professional practice placement 3 assessment form. Each student also has regular tutorials with the programme tutor during placements for further support with any matters arising. Tri-partite meetings between the programme tutor, student and agency placement supervisor occur at least twice over the duration of the placement. Prior to beginning placement students attend a series of mandatory pre-placement preparation sessions and complete the associated preparation work in advance of beginning placement.</p>	

Learning and Teaching Methods:	
Total Supervised Practice Placement Hours	400
Total Self-Directed Learning Hours	
Self- directed learning hours are included in total teaching hours as both are achieved simultaneously by student during their supervised practice placement.	

Module Delivery Duration:		
The supervised placement practice module is undertaken by students in semester 2. A minimum of 100% attendance is required to satisfactorily complete the final practice placement.		
Assessment		
Assessment Type	Weighting	LO Assessment

	(%)	(No.)	
A placement assessment report form is used to document whether the student has met the required learning outcomes and proficiencies as outlined above. The student must have successfully met all the required proficiencies as well as attaining a pass grade on the placement report form. The placement report form is completed collaboratively by the agency supervisor, student and programme tutor during the second tripartite meeting.	100%	1-5	
Module Specific Assessment Arrangements (if applicable)			
(a) Derogations from General Assessment Regulations	Non-compensatory module. In the interests of protection of vulnerable service user groups, including children, only one repeat placement will be facilitated across the entirety of the 3 year programme. 100% (400 hours) attendance requirement on professional practice placement 3 is mandatory.		
(b) Module Assessment Thresholds			
(c) Special Repeat Assessment Arrangements			
<p>Indicative Reading</p> <p>Department of Children and Youth Affairs. (2017). <i>Children first: National guidance for the Protection and welfare of children</i>. Dublin, Ireland: Government Publications.</p> <p>Doyle, J. & Lalor, K. (2013). The social care practice placement: A college perspective. In K. Lalor and P. Share (Eds.), <i>Applied Social Care</i> (3rd Ed). Dublin: Gill and Macmillan.</p> <p>Healey J., & Spencer, M. (2008). <i>Surviving your placement in health and social Care: A student handbook</i>. Maidenhead, UK: Open University Press.</p> <p>Knott, C. & Scragg, T (2016). <i>Reflective practice in social work</i>. Los Angeles, CA: Learning Matters.</p> <p>Moon, J. A. (2006). <i>A handbook of reflective and experiential learning: Theory and practice</i>. London, UK: Routledge.</p> <p>McSweeney, F., & Williams, D. (2018). Social care graduates' judgements of their readiness and preparedness to practice. <i>Social Work Education</i>. Online First published September, 23, 2018. DOI: 10.1080/02615479.2018.1521792.</p> <p>McSweeney, F., & Williams, D. (2018). Social care students' learning on the practice placement in Ireland. <i>Social Work Education</i>, 37(5), 581-596.</p> <p>Social Care Workers Registration Board. (2017). <i>Standards of proficiency for social care workers</i>. Dublin, Ireland: CORU.</p> <p>Social Care Workers Registration Board. (2017). <i>Code of professional conduct and ethics for social care workers</i>. Dublin, Ireland: CORU.</p>			
Version No:	1	Amended By	Dr. Dave Williams/Margaret Fingleton
Commencement Date	September 2019	Associated Programme Codes	DT571



Appendix A

Bachelor of Arts (Hons.) in Social Care

Student Participation Consent Form

Social Care Workers are “professional practitioners engaged in the practice of social care work. Social care work is a relationship-based approach to the purposeful planning and provision of care, protection, psychosocial support and advocacy in partnership with vulnerable individuals and groups who experience marginalisation, disadvantage or special needs. Principles of social justice and human rights are central to the practice of Social Care Workers” (Social Care Workers Board, CORU, 2018, n.p). As such, a range of teaching and learning approaches and methods are used across the Bachelor of Arts (Hons.) in Social Care (TU996) in order to develop students’ skill, knowledge and competence to become social care workers. These methods include role play, debates, small group exercises, group work, class discussions and critical friend exercises. This requires students to be fully open to engaging in the range of teaching and learning methods used across the programme in order to examine their own professional development and growth in order to become reflective, self-aware and client-centred social care workers. The range of teaching and learning methods utilised in each module is indicated in module descriptors and is available in the student handbook. Students are not required to share sensitive personal information during these exercises but are requested to contribute constructively and openly to programme content in order to enhance their personal and professional development as social care workers.

Please sign this document to indicate that you are aware of the expectation to fully participate in learning and teaching methods used across the programme and agree to it.

I agree to participate and engage in learning and teaching practices within the modules delivered on the Bachelor of Arts (Hons.) in Social Care (TU996).

Student Signature _____ Date _____

I also confirm I have read the student handbook and have familiarised myself with the information, content and assessment requirements relevant to my year of study.

Student Signature _____ Date _____

Programme Tutor Signature _____ Date _____

Appendix B

Guidance on Academic Integrity

TU Dublin is committed to promote a culture amongst staff and students to uphold academic integrity. At its most basic academic integrity is about being honest and moral in an academic setting. To adhere to this means that we, as a university community, can have confidence in the high quality of our teaching, learning, assessment, and associated supports.

You will be aware of artificial intelligence (AI) systems and essay mills that purport to “do the work for you”. Before you decide to rely on these systems, pause and reflect! The use in part or entirely of such systems to produce any assessment and coursework is considered by TU Dublin to be a serious breach of academic integrity.

TU Dublin has developed resources for both students and staff on the topic of academic integrity which you are encouraged to explore to increase awareness of your responsibilities.

The University has installed a self-directed learning programme on Academic Integrity that you are required to complete. You will find the module on your individual page in the Brightspace Virtual Learning Environment (VLE) by searching for academic integrity. When you sign the Student Declaration you are acknowledging your responsibility to undertake this module and to refrain from engaging in practices that breach academic conduct.

This academic term will see the introduction of a university-wide Academic Misconduct Score Card which will be used by academic members of staff where suspected instances of academic misconduct occur. Please note that instances of academic misconduct, once proven, will result in sanctions that may include suspension, or the withdrawal of an academic award (i.e. your degree).

Please note that there are academic supports provided by the University (<https://www.tudublin.ie/for-students/student-services-and-support/academic-support/>.)

Assessment serves several purposes at TU Dublin: as well as assuring us that YOU have achieved the required learning outcomes and the associated professional standards of the programme, assessments are also used to provide both you and the university with feedback on your learning progress and where necessary to put in place the additional supports or resources.

Such an aspiration is not without its challenges in the face of sophisticated, accessible and low-cost cheating services. However, if we are to have confidence in programme development, monitoring and review, assessment, teaching and learning methodologies, feedback mechanisms, professional development

programmes for staff, supports and training for learners, and information for external stakeholders then we all have an obligation to make academic integrity a core value of our university community.

Aside from any penalties that may be imposed for breaches in academic integrity, any attempt to undermine academic integrity will result in a diminishing confidence in the value and reputation of our programmes and awards. Any conduct which contributes to this corrupts our reputation as individuals and harms the reputation of our University.

Derogations to this may be granted by individual academics and programme boards in instances where the acknowledged and documented use of AI does not undermine the module or programme outcomes and is a contributory element in the learner experience. Such derogations will be provided on a case by case basis and will normally be provided in writing (usually stated on an assignment specification etc.). Any student who is in doubt about the legitimate use of AI systems, or issues of academic integrity should in the first instance, consult with their Programme Co-ordinator or individual module lecturer.

Some Examples of Academic Misconduct:

Submitting **work that has been done in whole or in part by someone else** or submitting work which has been created artificially, e.g., by a machine or through artificial intelligence. This may be work completed for a learner by a peer, family member or friend or which has been produced, commercially or otherwise, by a third party for a pre-agreed fee (contracted);

Submitting work in which the learner has included **unreferenced material taken from another source(s)** (plagiarism);

Submitting work that may be **use of a ghost writer to carry out assessed work** which is then submitted as the learner's own work;

Submitting **work that has been previously submitted by a fellow student** and claiming it to be your work;

Submitting **falsified references designed to lend credibility and authority** to your assignment as evidence of research;

Cheating in exams (e.g., crib notes, copying, using disallowed tools, impersonation);

Cheating in projects (e.g., collusion; using 'essay mills' to carry out the allocated part of the project);

Selling or simply providing previously completed assignments to other learners;

Misrepresenting research (e.g., data fabrication, data falsification, misinterpretation);

Bribery, i.e., the offering, promising, giving, accepting or soliciting of an advantage as an inducement for an action;

Sharing or selling staff or institutional intellectual property (IP) with third parties **without permission**.

Falsification of documents; and,

Improper use of technology, laboratories, or other equipment.

You can report concerns and seek guidance from your Lecturer or Programme Co-ordinator who can help you access study supports and explore options to help you to protect your academic integrity.