

PROGRAMMATIC REVIEW OF THE FACULTY OF BUSINESS & HUMANITIES 2015-2016

Phase 2: Programme Review

PROGRAMME PANEL REPORT

SCHOOL: Humanities
DEPARTMENT: Applied Social Studies
DATE: 19-20 April 2016

PROGRAMMES SUBMITTED FOR REVIEW

Major Awards

Higher Certificate in Arts in Community Development
Bachelor of Arts in Community Development
Bachelor of Arts (Honours) in Community Development

Bachelor of Arts in Social Care
Bachelor of Arts (Honours) in Social Care

PROGRAMME REVIEW PANEL MEMBERSHIP

Pat McGarty, Head of Department, Business and Humanities, Institute of Technology Tralee
Dr John McHugh, Lecturer in Social Studies, Carlow College
Lillian Byrne-Lancaster, Lecturer in Professional Social Care Programmes, Institute of Technology Carlow (Wexford Campus)
Dr Sandra McAvoy, Programme Coordinator, Women's Studies, University College Cork
Noel Howard, Treasurer, Social Care Ireland
Adrian McKenna, Registration Board, CORU and Deputy Project Leader, Crosscare Homeless Services
Cariosa Lynch, Social Worker, TUSLA – Child and Family Agency
Eugene O'Connor, Retired Social Worker, Health Services Executive
Dr Hugh McGlynn, Head of School, School of Science

PROGRAMME REPRESENTATION

Programme Staff

Mr Jim Walsh, Head, Department of Applied Social Studies

Learner Representatives

Jacqueline Lee, ACCS Student, BA in Social Care

Irene Murphy, 1st Year Student, BA in Social Care

Heather O'Leary, 1st Year Student, BA in Social Care

Emmanuel Akinsooto, 1st Year Student,

James Davis, 2nd Year Student

Stephanie Fogarty, 2nd Year Student

Graduates

Lisa Parker, Social Care

Colm Carey, Social Care

John Dunlea, Social Care

Jessie Feehan, Social Care

Traolach O'Callaghan, Social Care

Frances Kearney

Joseph Curtin

Michael O'Sullivan

External Stakeholders

Paul Seymour, REHAB

Karen O'Mahony, Coordinator, TUSLA Child and Family Agency

Nicola O'Sullivan, Outreach Manager, Bessborough Centre

Pat O'Grady, Brothers of Charity, Mayfield

Olivia Ring, Assistant Manager, Wellsprings

Aidan Warner, Principal, Community Worker, Health Services Executive

Noreen O'Regan, Coordinator, We the People, Cork City Partnership

A. PROGRAMME SUMMARY AND MAJOR CHANGES PROPOSED

1. HIGHER CERTIFICATE IN ARTS IN COMMUNITY DEVELOPMENT

1.1. Programme Summary

The Higher Certificate in Community Development is a NFQ Level 6 degree programme, with an add-on year (Level 7). The programme provides an opportunity for people who are interested in community development to achieve formal qualifications in community work. This Programme has been developed in partnership with a number of groups across the Community & Voluntary (C & V) Sector, both urban and rural settings. Overall, the Programme consists of lectures, workshops, master classes, combined with a substantial practical placement element in the community and/or statutory sector, mainly, but not exclusively, across Cork City and County.

The Programme is assessed via a multiplicity of assessment tools, consistent with good teaching and learning practice. These tools include continuous assessment: essay, reports, role play and presentations. In addition, practical work placement, in carefully selected and supervised settings, substantially contributes to assessment. Furthermore, the practical work placement is an integral and significant part of the overall student appraisal process.

1.2 Teaching, Learning Assessment Methodology

The Faculty promotes a broad range of assessment strategies across programmes. The issue of assessment is discussed at programme and department level. Assessment is discussed from two different perspectives: assessment mode and assessment. It is important that there is a variety of assessment modes across all programmes and that in the instance of shared modules between programmes that the assessment mode is appropriate to both sets of students.

With regard to assessment, the Faculty seeks to ensure that there is sufficient time in terms of when assessments take place across the semester, i.e. that students do not have too many assessments in any one week throughout the semester.

The Higher Certificate Programme is substantially assessed through ongoing continuous assessment. The methodology employed includes, but not exclusively, performance/role play, presentations, and written assignments. A particular feature of the Programme's teaching and learning methodology is the use of the Reflective Journal. This is incremental in terms of its intellectual demand on the student. However, its overall purpose is to encourage the student to engage in a critical understanding of their personal development and professional formation vis-à-vis their learning.

1.3 Major Changes Now Proposed

Since, the Programme underwent significant scrutiny in advance of an intensive External Oversight by a Professional Body in 2012, we agreed that the Review should be restricted to minor review. This decision was premised primarily on the level and degree of scrutiny which this Professional Body afforded the BACD Programme in its entirety, including the BACD Honours Programme. In

essence, the Modules only required minor amendments, in particular the need to ensure that Students were familiar with the extant literature in the field.

2. BACHELOR OF ARTS IN COMMUNITY DEVELOPMENT

2.1. Programme Summary

The BA in Community Development is a NFQ Level 7 degree programme, with an add-on year (Level8), which was most recently validated in the Programmatic Review of 2009-2010. The programme was fully converted to the CIT Modularisation and Semesterisation structure at that time. The BACD programme contains an embedded Higher Certificate in community development award (NFQ Level 6). Students who successfully complete the first two years of the programme and do not continue to Year 3 may exit with the Higher Certificate in Arts in Community Development.

The BA in Community Development (BACD) Programme provides an opportunity for people who are interested in community development to achieve formal qualifications in community work. This Programme has been developed in partnership with a number of groups across the Community & Voluntary (C & V) Sector, both urban and rural settings. Overall, the Programme consists of lectures, workshops, master classes, combined with a substantial practical placement element based in the community and/or statutory sector, mainly, but not exclusively, across Cork City and County.

2.2. Major Changes Now Proposed

Since, the Programme underwent significant scrutiny in advance of an intensive External Oversight by a Professional Body in 2012, we agreed that the Review should be restricted to minor review. This decision was premised primarily on the level and degree of scrutiny which this Professional Body afforded the BACD Programme in its entirety, including the BACD Honours Programme. In essence, the Modules only required minor amendments, in particular the need to ensure that Students were familiar with the extant literature in the field.

3. BACHELOR OF ARTS (HONOURS) IN COMMUNITY DEVELOPMENT

3.1. Programme Summary

The BA (Honours) in Community Development is a NFQ Level 8 degree programme which was most recently validated in the Programmatic Review of 2009-2010.

The BA (Honours) in Community Development (BACD) Programme provides an opportunity for people who are interested in community development to achieve formal qualifications in community work. This Programme has been developed in partnership with a number of groups across the Community & Voluntary (C & V) Sector, both urban and rural settings. Overall, the Programme consists of lectures, workshops, master classes, combined with a substantial practical placement element based in the community and/or statutory sector, mainly, but not exclusively, across Cork City and County.

3.2 Major Changes Now Proposed

Since, the Programme underwent significant scrutiny in advance of an intensive External Oversight by a Professional Body in 2012, we agreed that the Review should be restricted to minor review. This decision was premised primarily on the level and degree of scrutiny which this Professional Body afforded the BACD Programme in its entirety, including the BACD Honours Programme. In essence, the Modules only required minor amendments, in particular the need to ensure that Students were familiar with the extant literature in the field.

4. BACHELOR OF ARTS IN SOCIAL CARE

4.1 Programme Summary

The BA in Social Care is the nationally recognised qualification for working as a Social Care Worker in either the residential area or in the community. The applied and practical aspect of the work is very important.

The educational aim of the BA in Social Care programme is to equip students with the knowledgebase as well as the personal, professional and learning skills, to work as a Social Care Worker. By the end of the programme they should be able to readily engage with service users and professionals across the various employment fields of the care sector and to be able to progress onto a relevant level 8 qualification should they so wish. An ability to work in a skilled manner with empathy and self, and other, awareness within ethical, legal and policy parameters, drawing on a myriad of practical skills along with an ability to apply theory to practice sums up what the programme seeks to achieve.

Graduates are employed in a wide variety of care settings and employments such as Residential Care Centres, Community Projects, Youth Centres, Family Casework, Elder Care Centres, Adoption/Fostering Agencies, Probation and Welfare Agencies, Hostels for adolescents/young adults, Travellers Centres, etc.

4.2 Major Changes Now Proposed

The Social Care Workers Board is due to review all the Social Care courses which may be recognised as suitable providers of Graduates eligibility for entry on to the Registrar. Accordingly relatively minor changes were made on this occasion: these mainly included a review of bibliographies a way of keeping the modules current.

5. BACHELOR OF ARTS (HONOURS) IN SOCIAL CARE

5.1 Programme Summary

For the BA (Hons) in Social Care the educational aim is to further develop critical academic skills, especially in terms of research as well as professional and personal skills particularly with respect to supervisory and managerial roles. The Research Dissertation module plays a key role in enabling students to pursue primary research into a topic and care field of particular interest to them. It nurtures project management skills as well as research skills and knowledge fundamental to an honours degree. It thus assists them to progress onto a level 9 qualification (taught or by research) if they so wish. Informed critical thinking with respect to policy, practice and theory is the 'backbone' of this programme.

5.2 Major Changes Now Proposed

The Social Care Workers Board is due to review all the Social Care courses which may be recognised as suitable providers of Graduates eligibility for entry on to the Registrar. Accordingly relatively minor changes were made on this occasion: these mainly included a review of bibliographies a way of keeping the modules current.

5.3 Teaching, Learning, and Assessment Methodology

A wide breadth of assessment types are used in the BA (Hons) in Social Care. Some academic modules deploy formal exams, in-class tests and short question assessments. Others use such as Family Psychology and Residential Care use case studies, Modules with experiential group use reflective logs and journals as well as listening skills and participation class exercises. Professional practice modules include case studies, placement preparation assignments, learning incident assignments and mock risk assessment projects.

The Professional Practice Placement modules themselves include reflective journals, an agency student evaluation, and a 3 way meeting assessment. In year 3 the students' complete placement related projects on 'Policies and Procedures' and an intervention with a service user.

Practical group projects are used in modules such as 'Adapted Physical Activity' where students work in groups with service users who come into CIT from the care sector. Oral presentations are used in modules such as 'research Dissertation' and 'health and Wellness'.

Other methodologies include:

Group work and the related academic modules is an inherent and critical component of both the Bachelor of Arts and Bachelor of Arts (Honours) in Social Care. It encompasses:

- Personal Development
- Experiential Group Work
- Group Process and Dynamics
- Psychosocial Helping Skills
- Psychodynamic Therapeutic Care
- Cognitive and Humanistic Therapies

Each year's experiential personal development group experience builds on previous (years) experience. The modules form a bridging mechanism linking theory to practice with the aim of assisting students to assimilate knowledge and to integrate the knowledge and skills into their repertoire for professional work practice.

Personal development introduces students to a new way of learning in contrast to the traditional lecture style. Personal development takes place in an experiential group setting and students are facilitated to learn the basics of working as an individual within a group and as a member of a group. They are brought face-to-face with the intricacies of group work and explore issues such as trust, risk and safety, as well as confidentiality and boundaries and personal issues such as managing stress and anxiety. Students are introduced to the language of emotion and are provided with a safe environment in which to explore and express varying emotions. They are

facilitated to explore and discuss their own attitudes, values, beliefs and biases with regard to Social Care issues and are met first hand with differing perspectives and ideas. As well as developing their confidence, students develop their communication skills (listening, questioning and speaking out), social skills (respect, open-mindedness and recognition of difference) and they begin to identify the basic building blocks to relationships.

Experiential Group Work aims to expand and develop students' personal, interpersonal and group skills necessary for their development as Social Care professionals. Within group work students are encouraged, enabled and supported to become reflective practitioners. They are facilitated to communicate and listen effectively and so begin to develop the skill of empathy. Students are required to keep a journal recording their experience within and outside of group, as a learning tool to increase self-awareness, to gain insight into their own process and to understand and value the impact of self on others and vice versa. Topics addressed within the module include self-esteem (development and nurturance of positive regard in 'self' and other/client/service user), conflict (contradicting constructively and arguing and accepting differing viewpoints), communication styles/patterns, taking care of 'self', appropriate ways of seeking, offering and accepting help/support, giving and receiving feedback. Students engage in project based independent learning around the theoretical concepts of groups thus further developing the ethos of group work. Students are required to integrate their learnings from the group process and use them effectively in their professional work practice. Following Professional Work Practice students engage in reflecting on and articulating their PWP experience and through the shared group experience will be able to identify gaps in learning. Students begin to recognise their limitations, evaluate their strengths and weaknesses, gain confidence in their training and are supported in their journey towards qualification.

Group Process and Dynamics aims to further build on and develop students' personal and interpersonal style and skills. Group roles and communications styles will be identified and discussed to enable students to understand the dynamics operant in groups. Stages of group development are identified and experienced *within* the group setting and students use the group to apply theory to process. Students bring into awareness their own self experiences in the group and use the group to share and work on them. This leads to the development of a group identity. Within the experiential learning group students are challenged to manage themselves personally and interpersonally. They also carry out a group project which involves collective responsibility, collective perception, shared needs and aims, inter-dependence, social organisation, interaction and group cohesiveness. They are introduced to the theory and practice of counselling skills and their place in the helping relationship.

Psychosocial Helping Skills module is designed to enable the student to identify and develop their skills in basic counselling and helping skills – listening, attending, tracking, probing, exploring, challenging, reflecting, needs assessment and empathy. Students are encouraged to develop congruence in their interactions. Students are challenged to carry out a self-assessment and to develop the skills of negotiation, problem-solving, and giving and receiving feedback. The wheel of life is used by students and an assessed helping situation is included in this module. Closure and endings also form part of the group process at this stage.

Psychodynamic Therapeutic Care

An experiential therapeutic group is central to this module. Supervision and training along with conscious and unconscious processes such as transference and resistance are explored academically and experientially.

Cognitive and Humanistic Therapies

A more advanced exploration into humanistic psychotherapy and various cognitive therapies are covered in this module. The Family Psychology module in the BA (Ordinary) is built on by personal family reflection and the use of genograms at this stage.

B. PANEL FINDINGS AND RECOMMENDATIONS

1. OVERALL RECOMMENDATION TO ACADEMIC COUNCIL ON REVALIDATION

Continent upon confirmation of one Panel requirement, and the successful completion of the internal programme and module moderation process, the Panel **recommends to Academic Council that the listed programmes be revalidated** for five years or until the next Programmatic Review, whichever is sooner, with effect from 1 September 2016.

2. GENERAL

2.1 Commendations

The panel would wish to **commend** the level of engagement with management and staff of the Department of Applied Social Studies with the panel. All discussions were in a collegial and constructive manner.

The panel would especially **commend** the level of contact, trust and partnership between existing students, graduates and external stakeholders and the Departmental Management and Staff.

2.2 Requirement

The panel **requires** that the Department to put in place a Fitness to practice / Fitness to study policy which should inform the curriculum of Departmental programmes.

2.3 Requirement

The panel **requires** that the Department to put in place a formal contract for work placement between the student–work place supervisor – the Institution to cover minimal standards around:

- Supervisor training
- Student developmental Plan
- Core competencies / Professional competencies around professional standards
- Content, purpose and protocol of the 3-way meeting (to ensure formative and not summative)
- Extension of placement (if required)

2.4 Requirement

The panel **requires** that the Department review current assessment feedback mechanisms for coursework and placement with a view to ensuring that students receive feedback in sufficient time so as to act on this feedback prior to submitting final assessments in these elements.

2.5 Requirement

The panel **requires** that the Department put in place a process whereby assessment schedules are circulated to students and staff at the beginning of each semester.

2.6 Requirement

The panel **requires** that the Department review its assessment schema to ensure, across all modules, there is an equitable and appropriate weighting of marks allocated to assessment elements aligned to expected student workload.

2.7 Recommendation

The panel **recommends** that the Department should seek support from the CIT Extended campus to facilitate more structured interactions with practitioners and employers across a broad range of activities including research.

2.8 Recommendation

The panel **recommends** that programme teams seek to leverage and share existing Departmental and CIT expertise and experience in reflective writing and in the assessment of practitioner and experiential learning through learning journal or similar .

3. PROGRAMME OPERATION AND PERFORMANCE

3.1.1. Requirement

The panel **requires** that the Community Development programme team consider the concept of cross programme collaborations to ensure viability of the programme.

4. PROPOSED PROGRAMME SPECIFICATION (INCL. DELIVERY AND ASSESSMENT)

4.1 General Recommendation

The panel **recommends** that the Department considers the use of integrated assessments

4.2 COMMUNITY DEVELOPMENT

4.2.1 Recommendation

The panel **recommends** that the programme team consider the inclusion of more Youth aspects into the programmes.

4.2.2 Recommendation

The panel **recommends** that the department consider an attendance requirement for pre-placement and placement modules.

4.3 SOCIAL CARE

4.3.1 Requirement

The panel **requires** that the programme team consider the placement scheduling and resource allocation of these programmes.

4.3.2 Recommendation

The panel **recommends** that the programme team consider including content that reflects the generic nature of the Social Care profession that includes but is not restricted to Homelessness and Child and Family services.

5 MODULES

5.1 COMMUNITY DEVELOPMENT

5.1.1 Requirement

The panel **requires** that the Programme team review the modules of Social Policy, State and Community and Community Development to ensure no duplication of content.

5.1.2 Recommendation

The panel recommends that the programme team to consider the inclusion of content in the areas of:

- Sources of programme funding
- Corporate governance
- Health
- Social Enterprise
- Social Economy

5.2 SOCIAL CARE

5.2.1 Requirement

The panel **requires** that the Programme team ensure that the Behaviours that Challenge module is a mandatory module on programmes.

5.2.2 Requirement

The panel **requires** that the Programme team review the content of Home Management, Organisational Management and Management modules so that they are tailored to the Social and Community Care Sector.

5.2.3 Recommendation

The panel **recommends** that the swapping of modules Home Management to Year 2 and Youth and Community to Year 1.

5.2.4 Recommendation

The panel **recommends** that the Management module move to Year 3 of programmes.

6 DEROGATIONS SOUGHT

None.

SOCIAL CARE REQUIREMENTS

Item No	Panel Finding	Institute or Departmental Response	Progress to Date
1	A Fitness to practice / Fitness to study policy which should inform the curriculum of Departmental programmes be put in place.	These were introduced by the Academic Council and approved by the Governing Body with Institute wide effect 06/07/2017.	Completed
2	<p>A formal contract for work placement between the student–work place supervisor – the Institution to cover minimal standards around:</p> <ul style="list-style-type: none"> • Supervisor training • Student developmental Plan • Core competencies / Professional competencies around professional standards • Content, purpose and protocol of the 3-way meeting (to ensure formative and not summative) • Extension of placement (if required) <p>be put in place</p>	Documents such as learning agreements, criteria for the conduct of three way meetings and a detailed handbook already exist. These are regularly reviewed by the Social Care Placement Team and updated and amended as appropriate. In addition, the Team has drafted and approved a contract which refers to all these documents. Furthermore it is proposed to re-introduce a special purpose award in Professional Supervision in the next Academic Year.	Completed
3	Review current assessment feedback mechanisms for coursework and placement with a view to ensuring that students receive feedback in sufficient time so as to act on this feedback prior to submitting final assessments in these elements.	This matter has been the subject of ongoing discussion at Course Board and is being monitored on a regular basis. Lecturing staff always try to ensure that feedback is given in a timely manner. Staff from the Department have attended TLU sessions with Phil Race and Sally Brown on “Smarter Feedback” and on “The Assessment Toolkit”. In particular they have adopted such practices proposed for smarter feedback and 24-hour feedback techniques. Formative and summative proposes are designed into the approaches to learning. Students are involved in peer, self and group assessments. Assessment criteria are provided to students in advance of the assessment. Examples such as generic	Completed

		<p>feedback forms have been developed and are discussed with students. Furthermore students are assessed in a variety of ways. Assessment grids and assessment criteria rubrics have been designed. Examples of efficient feedback including group feedback and oral feedback have been implemented. Samples of model answers illustrating poor and excellent work are provided to enhance assessment and feedback, these help students to know what to do in their own assignment tasks. Sheets listing ‘frequently occurring problems’ have been discussed with students as another feedback mechanism. These provide timely and efficient assessment feedback mechanisms.</p>	
4	Put in place a process whereby assessment schedules are circulated to students and staff at the beginning of each semester	This has been agreed by the Course Board and has been implemented.	Completed
5	Review assessment schema to ensure, across all modules, there is an equitable and appropriate weighting of marks allocated to assessment elements aligned to expected student workload.	The Course Team has undertaken and completed this review, as a result changes have been introduced in a number of modules.	Completed
6	Programme team consider the placement scheduling and resource allocation of the Social Care programmes.	This matter has been a regular item on the agenda at Placement Team meetings and changes to improve matters have been made in recent years. For example, year two placement used to be confined to the second semester, this resulted in the delivery of modules over a shorter time period thereby putting considerable pressure on students. Subsequently the Team decided to split placement between semesters 1 and 2, when students are already paying for accommodation. This was the arrangement applied to year 3 placement some years earlier as a result of a previous review. Central to all discussions about this issue is the desire of the Placement Team and the Course Board to combine	This was considered by the team again in the 2018/19 academic year and the decision was made to keep the placement schedule. Completed

		classroom and work-based learning throughout the course of the year.	
7	Programme team ensure that the Behaviours that Challenge module is a mandatory module on Social Care programmes.	This has been agreed by the Course Board and will be implemented in the next academic year. Challenging Behaviour will run in year 2, semester 2 in advance of the final placement.	Completed
8	Programme team review the content of Home Management, Organisational Management and Management modules so that they are tailored to the Social and Community Care Sector.	This has been implemented.	Completed
9	The revalidation of the programme(s) under review is contingent on the successful completion of the subsequent internal programme and module moderation process carried out by, or on behalf of, the CIT Registrar's Office.		Completed

RECOMMENDATIONS

Item No	Panel Finding	Institute or Departmental Response	Progress to Date
10	Seek support from the CIT Extended Campus to facilitate more structured interactions with practitioners and employers across a broad range of activities including research.	Work has commenced on this and the new coordinator for placement agreements, will take up appointment at CIT in June 2019 and will work with Extended Campus to progress this project.	Completed
11	Programme teams to leverage and share existing Departmental and CIT expertise and experience in reflective writing and in the assessment of practitioner and experiential learning through learning journal or similar .	Reflective writing and learning journals are used in several modules throughout the Social Care Programme notably in the Professional Work Practice and Personal Development suite of modules. Staff are sharing their expertise with students. Two members of staff	Completed

		presented at the March Social Care Ireland Conference on practice in this area.	
12	Department to consider the use of integrated assessments	In light of CORU requirements that graduates demonstrate 80 standards of proficiency, it is currently not practical to employ integrated assessments.	Completed
13	Department to consider an attendance requirement for pre-placement and placement modules	Special regulations in respect of attendance, assessment and progression have been proposed by the course team for the experiential, practical and practice preparation modules in the Level 7 programme to address fitness to practice, fitness to study and professional standards criteria. These are currently the subject of a failed element working group at CIT.	Completed
14	Programme team to consider including content that reflects the generic nature of the Social Care profession that includes but is not restricted to Homelessness and Child and Family services.	The modules on offer on the course span a wide spectrum of the professional social care terrain in Ireland though no one programme could be exhaustive, given the width and span of the profession. Thus topics are included in a broad range of modules as can be seen from the indicative content and covering areas such as: mental health; models of disability; addiction; gender and sexuality; social care professional paradigms; integrated care; national care standards; challenging behaviour; and abnormal psychology.	Completed

MODULE RECOMMENDATIONS

Item No	Panel Finding	Institute or Departmental Response	Progress to Date
15	Management module move to Year 3 of Social Care programmes.	This was discussed by the Course Board which did not accept the recommendation as the Ordinary Degree	Completed

		qualifies students to work as Social Care Workers and other modules take precedence in this context. The L7 degree includes modules which are most relevant in the context of CORU's Standards of Proficiency. It will be taken as a year 4 module for BA (Hons) students.	
20	Swap modules Home Management to Year 2 and Youth and Community to Year 1.	This was discussed by the Course Board which did not accept the recommendation to move the Healthy Food, Spaces and Recreation (previously Home Management) module in year 1 to year 2 as it prepares students for their initial placement. Due to the amalgamation of Home Management and Health and Recreation modules it was possible to move Youth and Community to year 1 alongside the Healthy Food, Space and Recreation module.	Completed

Notes

Attendance, Assessment and Progression

The Programme Panel Report, April 2016 suggests that consideration is given an attendance requirement for placement and pre-placement modules (Item 15).

Special regulations in respect of attendance, assessment and progression have been proposed by the course team for the experiential, practical and practice preparation modules in the Level 7 programme to address fitness to practice, fitness to study and professional standards criteria.

These are currently the subject of a failed element working group at CIT.

CIT Department of Applied Social Studies

Social Care Work Placement Contract

This agreement is between the Department of Applied Social Studies of CIT and

C. The Professional Work Practice placements form a core component of the Bachelor of Social Care and is premised on the Programme outcomes of the three year degree. The agreement is designed to insure clarity of purpose for the Placement Organisations/Centres and the Department of Applied Social Studies of Cork Institute of Technology. A more detailed overview of the requirement of the placement in each year can be found in the Professional work Practice Handbook of the Department.

D.

E. Structure

In **Year 1** the placement is for 6 weeks for approx. 30 hours per week totalling 180 hours

In **Year 2** the placement is for 8 weeks for approx. 35 hours per week totalling 280 hours.

In **Year 3** the placement is for 12 weeks of approx. 30 hours per week totalling 360 hours.

Student Development Plan:

In each year the student is required to identify their learning goals for their placement. These goals should reflect the Core Skills and Competencies of the departmental Placement handbook and the Standards of Proficiency for Social Care Workers as developed CORU. The student and supervisor are required to formalise these learning goals in the format of a signed Learning Agreement/Learning Contract that forms the basis of the 3 way meeting

3 way meeting:

At each level the student is visited by a member of the placement team to assess the students' progress on placement. This formal meeting is structured to ensure that the goals of placement learning as identified by the student and supervisor are being met and to discuss any changes,

difficulties or issues that arise. Formal meetings are schedule to allow open and transparent discussion of the placement between the three stakeholders in the placement.

Supervisor;

The supervisor nominated by the agency will be a graduate of a Social Care Programme or equivalent, be capable of registration with the Social Care Workers Registration Board (SCWRB) and would have some formal training in supervision.

The nominated supervisor is required to provide the student with formal supervision meetings of one hour weekly for years one and two, and one to one and a half hour fortnightly for year three students.

The agency and supervisor are responsible for ensuring the student's timetable of work is organized with the student's learning objectives and the requirements of the Institute in mind, and any change to this is communicated to the relevant personnel.

The supervisor completes the Professional Work Practice Evaluation form giving a true reflection of the student's learning and development as well as his/her future learning needs.

The supervisor is required to keep a record of the students' attendance. Students must achieve the minimum hour's requirement applicable to their year of study irrespective of illness or absence. Sick leave or absences must be medically certified and the placement coordinator notified accordingly.

As attendance at Professional Work Practice is mandatory, prolonged or continued absences may require a student to restart the placement or seek a further placement.

Should difficulties arise in respect of practice/professional misconduct the supervisor shall raise these in discussion with the student and the placement co-ordinator immediately.

Extension of Placement (if required)

From time to time students may need to extend their placement to facilitate further learning or the account for missed days due to illness, centre closures etc. Any extensions will be discussed by the student, supervisor and placement visitor at the three-way meeting and a renewed agreement put in place, if necessary.

Insurance

Please note that all Social Care students are covered by the Cork Institute of Technology public liability insurance for the duration of their studies including placements.

Garda Vetting; all student of the Bachelor of Arts in Social Care are vetted in accordance with the Garda Vetting Unit. As part of this agreement, organisations agree to accept the Garda Vetting from Cork Institute of Technology for student placements.

Signed: _____

Organisation: _____

Signed: _____

Dr. Catherine Molyneaux,
Head of Department
Department of Applied Social Studies,
Cork Institute of Technology

ENDS

COMMUNITY DEVELOPMENT

REQUIREMENTS

Item No	Panel Finding	Institute or Departmental Response	Progress to Date
1	A Fitness to practice / Fitness to study policy which should inform the curriculum of Departmental programmes be put in place.	These will be introduced by the Academic Council and approved by the Governing Body with Institute wide effect.	Completed
2	A formal contract for work placement between the student–work place supervisor – the Institution to cover minimal standards around: <ul style="list-style-type: none"> • Supervisor training • Student developmental Plan • Core competencies / Professional competencies around professional standards • Content, purpose and protocol of the 3-way meeting (to ensure formative and not summative) • Extension of placement (if required) be put in place 	Documents such as learning agreements, criteria for the conduct of three way meetings and a detailed handbook already exist. These are regularly reviewed by the Social Care Placement Team and updated and amended as appropriate. In addition, the Team has drafted and approved a contract which refers to all these documents. Furthermore it is proposed to re-introduce a special purpose award in Professional Supervision in the next Academic Year.	Completed
3	Review current assessment feedback mechanisms for coursework and placement with a view to ensuring that students receive feedback in sufficient time so as to act on this feedback prior to submitting final assessments in these elements.	This matter has been the subject of ongoing discussion at Course Board and is being monitored on a regular basis. Lecturing staff always try to ensure that feedback is given in a timely manner. Staff from the Department have attended TLU sessions with Phil Race and Sally Brow on “Smarter Feedback” and on “The Assessment Toolkit”. In particular they have adopted such practices proposed for smarter feedback and 24-hour feedback techniques. Formative and summative proposes are designed into the approaches to learning. Students are involved in peer, self and group assessments. Assessment criteria are provided to students in advance of the assessment. Examples such as generic feedback forms have been developed and are discussed with students.	Completed

		Furthermore students are assessed in a variety of ways. Assessment grids and assessment criteria rubrics have been designed. Examples of efficient feedback including group feedback and oral feedback have been implemented. Samples of model answers illustrating poor and excellent work are provided to enhance assessment and feedback, these help students to know what to do in their own assignment tasks. Sheets listing 'frequently occurring problems' have been discussed with students as another feedback mechanism. These provide timely and efficient assessment feedback mechanisms.	
4	Put in place a process whereby assessment schedules are circulated to students and staff at the beginning of each semester	This has been agreed by the Course Board and will be implemented in September 2017.	Completed
5	Review assessment schema to ensure, across all modules, there is an equitable and appropriate weighting of marks allocated to assessment elements aligned to expected student workload.	The Course Team has undertaken and completed this review, as a result changes have been introduced in a number of modules.	Completed
6	Community Development programme team to consider the concept of cross programme collaborations to ensure viability of the programme.	New programme to be developed in 2020 to increase the appeal of the programme.	For next programmatic review
7	The revalidation of the programme(s) under review is contingent on the successful completion of the subsequent internal programme and module moderation process carried out by, or on behalf of, the CIT Registrar's Office.	Registrar's Office to advise.	

RECOMMENDATIONS

Item No	Panel Finding	Institute or Departmental Response	Progress to Date
8	Seek support from the CIT Extended campus to facilitate more structured interactions with practitioners and employers across a broad range of activities including research.	While this has happened on a small scale it is hoped to build upon previous interaction/engagement.	Completed
9	Programme teams to leverage and share existing Departmental and CIT expertise and experience in reflective writing and in the assessment of practitioner and experiential learning through learning journal or similar .	Reflective writing and learning journals are used in several modules throughout the Social Care Programme notably in the Professional Work Practice and Personal Development suite of modules. Staff on the Community Development Programme also have considerable expertise in such matters, thus it would not be difficult to share this expertise within the Department and with the wider CIT community.	Completed
10	Community Development programme team to consider the inclusion of more Youth aspects into the programmes	Youth aspects will be included in the new programme that will be developed in 2020.	Considered.

MODULE RECOMMENDATIONS

Item No	Panel Finding	Institute or Departmental Response	Progress to Date
11	Community Development Programme team review the modules of Social Policy, State and Community and Community Development to ensure no duplication of content	These modules have been reviewed and duplication removed.	Completed
12	Community Development programme team to consider the inclusion of content in the areas of: <ul style="list-style-type: none"> • Sources of programme funding • Corporate governance 	Sources of Programme Funding , including Statutory (i.e. relevant Government Departments and Philanthropic sources of funding, inter alia, The Stephen's Green Trust, the Community Foundation	Completed

	<ul style="list-style-type: none"> • Health • Social Enterprise • Social Economy 	<p>for Ireland, The Ireland Funds and the Social Innovation Fund (in relation Social Enterprise/Economy, as outlined later, are given detailed attention in the Community Project Management Module (SOCI6008).</p> <p>The funding themes are also given some significant mention in Management and Community (MGMT7015) and Business Management and Community (MGMT7072) to underline their importance for the student practitioner.</p> <p>Corporate Governance, emphasising the principles, policies and practices of good (i.e. ethical) corporate governance using relevant case studies, is expansively covered in the Community Project Management Module (SOCI6008).</p> <p>In addition, <i>Community Health</i> (OCCH7001), which builds on asset- based approaches in the context of community health is well covered in the Community Health Module</p> <p>The related themes of <i>Social Enterprise And Social Economy</i> are given substantial attention in SOCI6008 and referred to, where appropriate, IN MGMT7015 AND MGMT7072.</p>	
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F. APPENDIX – TIMETABLE OF PHASE 2 MEETINGS

School of Humanities		
PR Phase 2 Panel Visit		
Panel 5 – Community Development & Social Care		
Day One		
Tues 19 April 2016		
11.00 to 11.30 pm	Private Panel Meeting including presentation by Registrars Office	Meeting Room 1 Student Centre
11.30 to 12.30pm	Faculty Overview Presentation / Discussion	Meeting Room 1 Student Centre
12.30 to 1.30 pm	Private Panel Lunch (Bistro)	
1.30 to 3.00 pm	Meeting with Dept. Teams re Programme Operation and Performance	
3.00 to 3.30 pm	Private Panel Meeting (Tea/Coffee)	
3.30 to 5.00 pm	Meet with Dept. Teams re Proposed Changes to Programme Structures	
5.00 to 5.30 pm	Meet with Recent Graduates	
5.30 to 6.00 pm	Meet with Employers	
8pm	Panel Dinner	
Day Two		
Wed 20 April 2016		
8.45 to 9.00 am	Private Panel Meeting - emerging themes	
9.00 to 9.30 am	Meet with Students	

9.30 to 10.00 am	Research and Project Overview (School of Humanities)	Meeting Room 1 Student Centre
10.00 to 10.45 am	Tour of Relevant Dept. Facilities	
10.45 to 11.00 am	Private Panel Meeting (Tea/Coffee)	
11.00 am to 12.30 pm	Meet with Dept. Teams re General Review of Modules	
12.30 to 1.30 pm	Private Panel Lunch (Bistro)	
1.30 to 3.00 pm	Sub-panel meetings to draft outline reports	
3.00 to 3.30 pm	Feedback to overall panel - themes	Meeting Room 1 Student Centre
3.30 to 3.45 pm	Feedback to faculty, school and department management	Meeting Room 1 Student Centre