

PROGRAMMATIC REVIEW OF THE FACULTY OF BUSINESS & HUMANITIES 2015-2016
PHASE 2: PROGRAMME REVIEW IMPLEMENTATION REPORT

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, IT Carlow (Wexford)
Dr Sandra McAvoy, Programme Coordinator, Women's Studies, University College Cork

Noel Howard, Treasurer, Social Care Ireland
Adrian McKenna, 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

PROGRESS

1. 101 of 215 draft modules assigned to the Head of Department across all departmental programmes have been reviewed

REQUIREMENTS

Item No	Panel Finding	Institute or Departmental Response	Progress to Date	Registrar's Office
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. 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.	Completed	
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.	N/A		

7	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, which was the arrangement applied to year three 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 classroom and work-based learning throughout the course of the year.	This relates to the Social Care programme	
8	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. As a result it will displace Health and Wellness as a mandatory module in Semester 5, which will then become an elective in Semester 6. In addition, the Course Board has decided to continue to use the module title Challenging Behaviour pending further consideration of the most suitable title for this module.	Relates to Social Care programme	
9	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.	The lecturers concerned have agreed to do so.	Relates to Social Care programme	
10	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	Registrar's Office
11	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	
12	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	
13	Department to consider the use of integrated assessments	This has been considered by the Course Board but past experience suggests that it is difficult to implement; for example this was tried in a previous subject entitled Integrated Studies and proved unsuccessful. Despite this the Programme Team still uses integrated assessments where applicable. This is particularly true for the professional work practice placements, placement preparation, post placement classes and dissertation modules which all involve interdisciplinary content, delivery and assessment.	Relates to Social Care programme	
14	Community Development programme team to consider the inclusion of more Youth aspects into the programmes	N/A	This is to be revamped	

15	Department to consider an attendance requirement for pre-placement and placement modules	Significant attendance (of 75%) has always applied in respect of pre-placement modules, while there are minimum mandatory attendance requirements in the placement modules.	This relates to the Social Care programme	
16	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.	This relates to the Social Care programme	

MODULE RECOMMENDATIONS

Item No	Panel Finding	Institute or Departmental Response	Progress to Date	Registrar's Office
17	Community Development Programme team review the modules of Social Policy, State and Community and Community Development to ensure no duplication of content	N/A	Completed	
18	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 Health Social Enterprise Social Economy 	<p>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 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, Community Health (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 Social Enterprise And Social Economy are given substantial attention in SOCI6008 and referred to, where appropriate, IN MGMT7015 AND MGMT7072.</p>	Completed	
19	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 qualifies students to work as Social Care Workers and other modules take precedence in this context.	This relates to Social Care programmes	
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 as a greater number of students would benefit from Home Management in Year 1.	This relates to Social Care programmes	