

Report of Validation Panel for a Special Purpose, Minor or Supplemental Award

Date of Meeting: 9-6-2016

Named Award: Certificate
Programme Title: Certificate in Advanced Clinical Practice with Children and Families
Award Type: Special Purpose Award
NFQ Level: 9
Intakes Commencing: 1-9-2016
ECTS/ACCS Credits: 30 credits

PANEL MEMBERS

Name / Function / External Institution OR CIT Academic Unit
Dr Gearóid Ó Súilleabháin, Head of Dept of Technology Enhanced Learning, Cork Institute of Technology (Chair)
Eva Juhl, Office of the Registrar & VP for Academic Affairs, Cork Institute of Technology,
Dr Maria Dempsey, School of Applied Psychology, University College Cork
Sandra Ratcliffe, Department of Humanities, Institute of Technology, Blanchardstown
Kieran Campbell, Child Care Manager, Cork Area, Tusla Child and Family Agency

IN ATTENDANCE

Name / Function / External Institution OR CIT Academic Unit
Dr Gearóid Ó Súilleabháin, Head of Dept of Technology Enhanced Learning, Cork Institute of Technology (Chair)
Eva Juhl, Office of the Registrar & VP for Academic Affairs, Cork Institute of Technology,
Dr Maria Dempsey, School of Applied Psychology, University College Cork
Sandra Ratcliffe, Department of Humanities, Institute of Technology, Blanchardstown
Kieran Campbell, Child Care Manager, Cork Area, Tusla Child and Family Agency
Jim Walsh, Head of Dept of Applied Social Studies, Cork Institute of Technology,
Dr Margaret Linehan, Head of School of Humanities, Cork Institute of Technology
Mary Cooney, Dept of Applied Social Studies, , Cork Institute of Technology
Dr Thomas Quigley, CEO of the Bessborough Centre
Nicola O'Sullivan, Bessborough Centre

PROPOSING TEAM MEMBERS

Name / Function / Academic Unit
Mary Cooney, Dept of Applied Social Studies, Cork Institute of Technology
Nicola O'Sullivan, Bessborough Centre
Jim Walsh, Head of Dept of Applied Social Studies, Cork Institute of Technology,
Dr Margaret Linehan, Head of School of Humanities, Cork Institute of Technology
Dr Thomas Quigley, CEO of the Bessborough Centre

BACKGROUND TO THE PROPOSED PROGRAMME

The Certificate in Advanced Clinical Practice with Children and Families is a 30-credit special purpose award at level 9. The programme was developed by CIT in conjunction with the Bessborough Centre and the Tavistock Institute and Portman Trust in the UK to address an identified gap in formal programmes to equip professionals working with families and children in specialist clinical practitioner skills.

Historically the programme emerges from a long standing and successful collaboration between the Bessborough Centre and the Department of Applied Social Studies in CIT. This collaboration has included, inter alia, placement of Social Care and Early Years Education students in Bessborough and, in more recent times, specific visits by CIT Stage 4 Social Care students to see a clinical setting in practice. Further discussion between staff in CIT and Bessborough gave rise to discussions pertaining to the development of a programme of learning to support practitioners in the workforce who might be missing out on the 'containing space' a college experience can provide. Building on an existing relationship between the two organisations, Bessborough included the Tavistock Institute in nascent talks regarding what was to become the Certificate in Advanced Clinical Practice throughout 2014 and 2015. Some early discussion with regard to the drafting of a memorandum of agreement between all relevant parties took place in early 2015 and involved assistance from CIT's Extended Campus who provided expertise and guidance with regard to academic and workplace partnerships. By early 2016 the Tavistock Institute had made a commitment to working with the CIT – Bessborough team.

The proposed programme as it now stands is a 30-credit award designed to enable practitioners to stay in close touch with practice, whilst also developing the leadership and educational competencies of practitioner staff. It also enables practitioners from a wide range of specialisms to learn together and learn from each other's service specific experience in pursuit of integrated cross-service and cross sector practice and management competence.

The programme consists of two 10-credit modules and two 5-credit modules. There are no pre-approved modules or modules shared with other programmes. The four new draft modules underwent module moderation and were reviewed in advance of the validation by panel members Dr Maria Dempsey (School of Applied Psychology, University College Cork) and Sandra Ratcliffe (Department of Humanities, Institute of Technology, Blanchardstown). Their feedback was discussed with the full panel and the proposing team members on the day as part of the validation panel review.

It should be noted that the programme was originally submitted under the more general title "Certificate in Advanced Clinical Practice". Subsequent to the panel meeting, the programme team requested an extension of the title to more precisely reflect the content, aims and scope of the programme. This was deemed appropriate by the CIT Registrar's Office and the Validation Panel Chair. The amended programme title will also be used in the memorandum of agreement.

FINDINGS OF THE PANEL

*NOTE: In this report, the term “Requirement” is used to indicate an action or amendment which in the view of the Panel **must** be undertaken prior to validation and commencement of the Programme. The term “Recommendation” indicates an item which the Course Board (or other relevant Institute unit) should implement at the earliest stage possible, and appropriate implementation of which should be the subject of ongoing monitoring.*

On consideration of the documentation provided and discussion of the programme with the proposers, the Panel has arrived at the following Findings, Requirements and Recommendations:

1. Validation Criteria

1.1 Is there a convincing need for the programme with a viable level of applications?

Overall Finding: Yes

Finding(s): The panel were informed that from the Bessborough Centre’s experience working with a large number of practitioners over an extended period of time that a need for a formal programme offering specialist clinical practitioner skills was identified. This was confirmed by the Tusla representative on the panel. It was further and convincingly argued by the proposing team that professionals working with families and children are consistently being required to provide informal therapeutic work in the absence of the very kind of graduate training which this programme is designed to provide.

Requirement(s): None

Recommendation(s): The proposing team indicate plans to build on the SPA to develop a 60-credit PG Dip and a full 90 credit Masters in the field. It is recommended that a more thorough and quantitative investigation of the level of interest in the larger programmes leading to major awards be conducted in advance of proceeding with these plans.

It is additionally recommended for both SPA and the planned PGDip / MA that a ‘CPD value’ be established for would-be students of the programme and their employers. In this context, the panel welcomed the involvement of the Head of Department, Jim Walsh, with the health regulator CORU and Child and Family Agency TULSA which should ultimately assist in the formal recognition of CPD for this programme.

1.2 Are the level and type of the proposed award appropriate?

Overall Finding: Yes, subject to certain Requirements and/or Recommendations.

Finding(s): The proposers confirmed that the proposed certificate is explicitly for professionals who have primary cognate degrees and who have been out in the field practicing for at least 2 years encountering the very challenges the Certificate is designed to address. In addition the Certificate assumes prior engagement and mastery of key core concepts. All this indicates that level 9 is indeed the appropriate level at which to pitch the programme.

Requirement(s): Sufficiently detailed Programme Outcomes need to be formulated for the proposed special purpose award that make clear the articulation of the Certificate with level 9 of the national framework of qualifications in terms of the knowledge, skills and competence profile of the graduate.

Recommendation(s): None

1.3 Is the learning experience of an appropriate level, standard and quality?

Overall Finding: Yes, subject to certain Requirements and/or Recommendations.

Finding(s): In general the panel commend the approach to assessment for the programme as a whole which they feel to have been designed cognisant of the needs of working student and the need to support a

formative process which would inform the ongoing teaching and learning process. More specific module level feedback, complementing that already provided in the external module evaluation reports, is included below.

Recommendation: That the proposing team would look towards ‘new media’ or non-print sources to augment the existing module resources and that such resources would be used, as appropriate, to support a ‘flipped classroom’ approach, which can optimise the use of class/contact time.

Requirement: The panel requires that each student needs to be under regular individual process supervision, and that this should be made explicit in the programme information/literature as appropriate.

Module Attachment and Affective Neuroscience

- **Recommendation:** The panel suggest that life span might be something worth considering in terms of attachment theory as it applies to individuals at different life stages though the panel accept there have to be certain limits placed on the scope of the module.
- **Commendation:** The panel commend the formative and accretive nature of the assessment.
- **Recommendation:** It was suggested the following texts could be added to the book resources for the module:
Howe, D. (2005). *Child abuse and neglect: Attachment, development, and intervention*. Basingstoke, Hampshire: Palgrave Macmillan.
Howe, D. (2011) *Attachment across the Lifecourse: A brief introduction*. London: Palgrave Macmillan.

Module Working in Complex Contexts.

- **Recommendation:** Module recommendations under “Pre-requisite learning” should actually be co-requisite modules.
- **Recommendation:** What might be termed the ‘Politics of agitation’ is something that needs to appear as a thread in the indicative context for the module under Role of organisation.
- **Recommendation:** If the essay assessment task is actually a first draft of the final written report this should be made clearer; otherwise the panel would like again to commend the formative function of allowing an initial draft of final work.
- **Recommendation:** Having a final deadline in week 9 was questioned by the panel. After discussion it was agreed that an early final submission is better than having all work due in the same week. There is a recommendation, however, that attendance and participation following submission should be monitored in this context.
- **Recommendation:** It was suggested the following sources could be added to the resources for the module:
Herman, J. L. (1997). *Trauma and recovery*. Basic Books.
Lynch, K. (n.d.). Equality as rhetoric: The careless state of Ireland. Retrieved from <http://www.macgillsummerschool.com/equality-as-rhetoric-the-careless-state-of-ireland/>

Module Psychoanalytic / Systemic Theory

- **Recommendation:** The panel recommends that the indicative content on transition and change be reworded for clarity. It also suggests further supplementary readings as well as use of video-based clinical work examples.

Module Work Discussion Group

- **Recommendation:** The title of the module was thought to perhaps ‘undersell’ this core unit of learning somewhat but the panel were informed this is the title the Tavistock Institute use and that, in any case, the CIT coursebuilder tool does not allow the insertion of further characters to, e.g., clarify the module has been developed by Tavistock. The Panel notes that the Tavistock input into this module would want to be delineated in the memorandum or memoranda of agreement between the parties.
- **Recommendation:** It was suggested that perhaps more readings or other sources could be added to the module descriptor with regard to group dynamics.

- **Finding:** Further clarity was requested during the meeting with regard to assessment one which involves the presentation of two 2,000 word 'clinical practice pieces' but based on the response during the discussion no changes were recommended by the panel with regard to the actual module descriptor.
- **Finding:** The final self-reflective portfolio assessment, it was agreed, has good validity for the nature of the module and its learning outcomes.

1.4 Is the programme structure logical and well designed (including procedures for access, transfer and progression)?

Overall Finding: Yes

Finding(s): The programme design is coherent and well thought through and articulates well with the nature of the learner group and the learning itself. The proposing team argue successfully for the appropriateness of delivering the programme over a single semester in line with the programme's orientation towards the principles of 'reflection in action' and 'live training'.

Pre-requisites for entry may need to be considered further however (see below). Prerequisites appear to be a primary degree in cognate area, two years of full time practice, and current engagement in working with family and children.

Requirement(s): The panel requires that the programme team becomes clear and explicitly states what the prerequisites are for the programme. Not least in view of current plans to build onto the SPA to create major postgraduate awards, the standard minimum academic entry requirement for the SPA should be a cognate level 8 degree.

Requirement: With regard to the final requisite for engagement in working with family/children, programme applicants need to be informed that as this is a 'live training' offering, students will not be able to continue with the programme should they, for whatever reason, cease to have an active case load.

Recommendation(s): None.

1.5 Are the programme management structures adequate?

Overall Finding: Yes

Finding(s): The panel acknowledges the commitment articulated by management in both the Bessborough Centre and CIT to the programme which is also evidenced by their commitment to fund Tavistock Institute training for two staff in each of the partner institutes.

The panel also notes the CIT policy requirement that a memorandum or memoranda of agreement should be drawn up between CIT and Bessborough Centre to set out the working relationship and collaborative arrangements between the parties and the relevant conditions and responsibilities with regard to, e.g., intellectual property, learner protection, module delivery and assessment, the marketing and identity of the course, etc., giving due regard also to the role of the Tavistock Institute. The panel further notes that approval of this memorandum or memoranda by the CIT Academic Council will be a condition for validation of this special purpose award.

Requirement(s): None

Recommendation(s): None

1.6 Are the resource requirements reasonable?

Overall Finding: Yes, subject to certain Requirements and/or Recommendations.

Finding(s): Although resource approval was not in place for the programme at the time of the validation review, the panel, notwithstanding recommendations below, were very much reassured that appropriate resources will be in place for the programme. The panel welcomed news that key on-campus services like the library and canteen would be available on Saturdays when it is planned that students will attend classes. The panel also

noted and commended plans for training of staff of CIT and Bessborough by Tavistock over the summer with the contingency to train two staff from each organisation, so that the programme can continue even if one trained individual becomes unavailable in one or even both of the partner organisations. The core involvement of the Tavistock Institute, which is held in such long standing high regard in the field, is also strongly commended with the proviso that the relationship will need to be appropriately formalised in the context of any collaborative agreements to be drawn up between CIT and Bessborough, see above.

Requirement(s): None

Recommendation(s): Resources should be put in place to ensure that students of the programme are under regular process supervision (see requirement under 1.3 above).

1.7 Will the impact of the programme on the Institute be positive?

Overall Finding: Yes

Finding(s): The panel are assured the programme will have a positive impact on the Institute in terms, inter alia, of: the association with the Tavistock Institute who, for the first time, are allowing external individuals to deliver their course content; the closer relationship with Bessborough, who offer very concrete clinical practice with wide ranging relevance for CIT's students; and the closer links with and direct benefit to agencies and organisations where students of the programme are based.

Requirement(s): None

Recommendation(s): None

2. Other Findings

CONCLUSION

Based on the above findings, the Panel recommends to Academic Council:

That the Programme be validated for five academic years, or until the next programmatic review, whichever is soonest, subject to implementation of the Requirements above, and with due regard to the Recommendations made. Following this period, the operation of the Programme should be reviewed as indicated above.

Implementation of Requirements
1.2 – Complete. Statement of Programme Outcomes attached in the Appendix.
1.3 – Complete. See statement from Programme Coordinator overleaf.
1.4 (two requirements) – Both complete. See statement from Programme Coordinator overleaf.

Statement from the Programme Coordinator on Implementation of Requirements (Email 6 December 2016):

[T]he list relating to Requirement 1.3 and 1.4 and recommendation 1.6 (1.3) [...] will be highlighted in the recruitment material, programme literature and at selection interview. The Work Discussion module now includes explicit reference to the requirement for supervision also. (requirement 1.3).

Prerequisites for the Programme are as follows:

- An Honours degree Level 8 in Social Care, Social Work, Youth and Community Work, Early Years Education, Occupational Therapy, or similar cognate fields of study.
- Students are required to be working with children and families for a minimum of one year prior to application to the programme and to be currently working with children and families at the time of taking the course. If students cease to be engaged in active caseload with service users, students would be required to defer the module/s until active work with children and families resumes.
- Students are required to provide evidence of active current engagement in supervision of their work with children and families, within their relevant employment contexts.

Appendix:

Programme Outcomes

Upon successful completion of this programme the graduate will be able to demonstrate... :

PO1	Knowledge - Breadth	
	(a)	Critical current knowledge of psychodynamic systemic theory, models of groupwork, attachment theory, lifespan theories and the connections between these theories and related disciplines and how their application in a inter-agency, multiprofessional working context.
PO2	Knowledge - Kind	
	(a)	The capacity to integrate self knowledge, knowledge about the work and the service user and the environment with the relevant theories.
PO3	Skill - Range	
	(a)	Ability to select, contextualise and apply health care policy as it relates to children and families. Ability to critically analyse and respond in daily practice to complex issues arising in the professional individual, the organisation and their mutual relationship. Ability to apply and formally communicate relevant knowledge to justify professional decisions to key stakeholders including families.
PO5	Competence - Context	
	(a)	Proficiency in developing an approach to the Assessment and Treatment of Families.
PO6	Competence - Role	
	(a)	An ability to manage complex and diverse professional activities taking responsibility for decision making in unpredictable work or study contexts, balancing responsibilities towards service users and employers. Capacity to seek out and engage in regular reflexive practice spaces in which this work takes place.