Report of Module Validation Panel

Panel Visit: 13th June 2013

Module	Community Engagement
NFQ Level:	7
ECTS / ACCS Credits:	5

Panel Members

Dr. Gertie Taggart	Chair	Head of School of Science , Letterkenny Institute of Technology (LyIT)
Dr. Michael Hall	Academic	Registrar, Tralee Institute of Technology
Ms. Sally Boyle	Academic	Deputy Head of School University of Brighton
Dr. Michael Shannon	Industry	Director, Nursing and Midwifery Services
Dr. Brendan Ryder	Secretary to Panel	Assistant Registrar, Dundalk Institute of Technology (DkIT)

Programme Development Team

Dr. Edel Healy (Head of School of Health and Science)
Mr. Myles Hackett (Head of Department of Nursing and Midwifery Studies)
Dr. Breda Brennan (Head of Department of Applied Sciences)

1   Introduction

The following report to Academic Council is a validation panel report from an expert panel of assessors on a proposal from the School of Health and Science at Dundalk Institute of Technology to design the following stand-alone module:

- Community Engagement

The evaluators would like to thank the members of the development team for engaging generously and openly with the review process.

The report is divided into the following sections:

- Background to Proposed Programme
- General Findings of the Validation Panel
- Conditions
- Recommendations

2   Background to Proposed Programme

DkIT is committed to supporting the wider economic, cultural and social objectives of the region with a particular focus on its border location. In doing this, it actively cultivates alliances and partnerships with community, public and private sector agencies, throughout the region and on a cross-border basis, around a common agenda of local and regional development. International experience and intercultural expertise have been identified as core competencies for graduates in an export-driven and innovation-based economy. The explosion in demand world-wide for higher education, and the readiness of students to migrate to further educational opportunities, has given particular impetus to the intensification of international linkages generally. DkIT sees itself as part of the global higher education system in the region.

The Hunt Report 1 places great emphasis on engagement with wider society as 'the third of the three interconnected core roles of higher education'. It suggests that 'engagement with the wider community must become more firmly embedded in the mission of higher education institutions'—an ambition to be achieved through 'greater inward and outward mobility of staff and students between institutions and organisations in the wider community'; civic engagement activities; and through the establishment of mechanisms that foster external engagement in a range of activities, 'including programme design and revision'. It suggests that higher education institutions should 'engage with the communities they serve in a more connected manner—identifying community, regional and enterprise needs and proactively responding to them'.

CAMPUS ENGAGE (www.campusengage.ie is a network for the promotion of civic engagement activities in Irish higher education. It is an initiative funded by the Irish government, through the Higher Education Authority (HEA) Strategic Innovation Fund (SIF 1). The network aims to strengthen the relationship between higher education and the wider society, through promoting civic engagement activities in higher education in Ireland and facilitating the sharing of knowledge and resources between academic and civic communities. It will support the development of activities such as: service learning / community based learning, student volunteering, knowledge exchange and research, in order to increase the number of courses, activities and levels of participation in these areas

across Irish higher education. Campus Engage will provide a forum for discussion and sharing of information among higher education academics, administrators and students, and people involved in community organisations.

The School of Health and Science is engaged in a wide range of Engagement activities. A priority for the next 5 years will be to:

1. Develop a system for capturing and recording these activities.
2. Developing a means of assigning credits for learning attached to students engaged in such activities.

In relation to 2 above the School is proposing a stand-alone module on Community Engagement for validation as part of this Programmatic Review. This will allow students who engage in such activities to gain additional credits for their effort and be awarded a single module certification. The School shall work closely with the DkIT Volunteering Society as a means of accessing suitable volunteering opportunities for students at both a national and international level and in the development of online preparatory material for the students prior to their embarking on this Engagement Activity. The student will be assigned a staff mentor for their proposed activity who will be responsible for providing guidance to the student and assessing the module.

3 General Findings of the Validation Panel

The panel would like to commend the programme development team for the quality and comprehensiveness of the documentation submitted for this module.

Having considered the documentation provided and discussed it with the module development team, the validation panel recommends the following:

Community Engagement Module

Accredited for the next five academic years or until the next programmatic review, whichever occurs sooner	X
Accredited subject to conditions and/or recommendations	X
Re-designed and re-submitted to the same validation panel after additional developmental work	
Not Accredited	

Approval is conditional on the submission of a revised programme document that takes account of the conditions and recommendations outlined below and a response document describing the actions of the Department to address the conditions and recommendations made by the programme validation panel. In this report, the term **Condition** is used to indicate an action or amendment which in the view of the validation panel must be undertaken prior to the commencement of the programme. Conditions are mandatory if the programme is to be approved. The term **Recommendation** indicates an item to which the Programme Board should give serious consideration for implementation at an early stage and which should be the subject of on-going monitoring.

4   Condition(s)

- None.

5   Recommendation(s)

The panel recommends the following:

- Considering embedding this the community engagement module as an optional/elective in other programmes offered within the School (or Institute as a whole is applicable).

- Review the learning outcomes to ensure that they reflect the relevant NFQ Level. Check that all learning outcomes are measured.

- Reflect the content in the learning outcomes.

- A reflective journal should be used as the main assessment instrument. If technology is adopted for this purpose it needs to be identified. Student support for use of the technology also needs consideration.

- Voluntary activity undertaken should be audited to ensure consistency.

- The module development team should ensure that credits for the module reflect student effort. Revise workload description accordingly.

Validation Panel Report Approved By:

Signed:

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Dr. Gertie Taggart, Chairperson.

Date: 13th June 2013

Response to the Report of the Module Validation Panel

Panel Visit: 13th June 2013

Module	Community Engagement **(Single Module Certification)**
NFQ Level:	7
ECTS / ACCS Credits:	5

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4   Condition(s)

- None.

5   Recommendation(s)

The panel recommends the following:

- Considering embedding this the community engagement module as an optional/elective in other programmes offered within the School (or Institute as a whole is applicable).

- Review the learning outcomes to ensure that they reflect the relevant NFQ Level. Check that all learning outcomes are measured.

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- Voluntary activity undertaken should be audited to ensure consistency.

- The module development team should ensure that credits for the module reflect student effort. Revise workload description accordingly.

School Response:

1. The Module will be made available to other Programme Boards both within the School of Health & Science and external to the school for their consideration for inclusion within their programmes.

2. LO 1 Plan Their Involvement in a Community based project.
   This learning outcome strongly fulfils NFQ Programme Outcome – Competence – Role.

   LO2 Reflect on the process of community based service and articulate the range of learning and specific skills that can be achieved.
   This learning outcome strongly fulfils NFQ Programme Outcome – Competence – Learning to Learn and Competence – Insight. It contributes less strongly to Competence – Role and Competence – Context.

   LO3 Recognise how the knowledge and skills acquired during active engagement with the community benefit their own personal attributes.
   This learning outcome strongly fulfils NFQ Programme Outcome – Competence – Role and Competence – Learning to Learn.

3. LO1 is covered specifically under content headings Selection of Engagement Role. Reference to importance of planning is contained across other module content.

    LO2 is covered specifically under content – Enabling Skills and Engagement Practice.
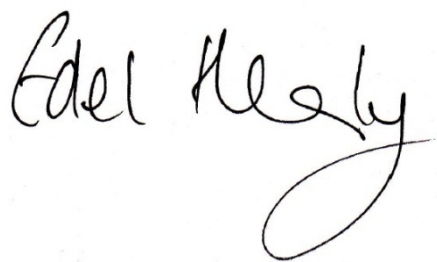
    LO3 is covered specifically under content – Selection of Engagement Role and Engagement Practice.

4. CA Balance will be altered as follows:

    Report   =   25%
    Presentation   =   25%
    Reflective Journal =   50%

5. Choice of Voluntary Activity will be undertaken subject to lecturer approval. The School shall also work closely with approved Volunteering Organisations. Module will be edited to reflect this requirement.

6. The module workload description has been amended accordingly (see attached).

Signed on behalf of the School:

Edel Healy

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Dr. Edel Healy,
Head of School of Health and Science.

Date: 2nd December 2013

I confirm that the conditions and recommendations contained in the validation panel report have now been met and recommend this programme to the Academic Council at Dundalk Institute of Technology for ratification.

Signed on behalf of the Validation Panel

Gertie Taggart

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Dr. Gertie Taggart, Chair.

Date: 13th December 2013.

Module Details

Short Title:	Community Engagement DRAFT
Full Title:	Community Engagement
Language of Instruction:	English

Module Code:	n/a	**Duration:**	1 Semester

Credits:	5

NFQ Level:	7

Field of Study:	Combined

Valid From:	Semester 1 - 2013/14 (September 2013)

Module Delivered in	No Programmes

Module Coordinator:	Edel Healy

Module Author:	Edel Healy

Description:	This module will assist graduates to apply their skills within a broader societal context. The value of graduate engagement with community and civic initiatives in settings ranging from local to global will be emphasised. As a consequence graduates will develop their personal competencies and employability.

Learning Outcomes:

On successful completion of this module the learner should be able to

1. Plan their involvement in a community based project
2. Reflect on the process of community based service and articulate the range of learning and specific skills that can be achieved.
3. Recognise how the knowledge and skills acquired during active engagement with the community benefit their own personal attributes.

Co-requisite Modules

No Co-requisite modules listed

Module Content & Assessment

Indicative Content
Enabling Skills On line material to be developed to cover: Developing and managing a project plan. Ethics & Responsibilities in dealing with voluntary organisations. Reflection
Selection of Engagement Role Student identifies and selects voluntary organisation with whom they are interested in working for in a voluntary capacity. These should be organisations that are recognised and approved by DkIT. The aims and methods of the group will be evaluated in terms of their suitability to the students own personal aims. The student completes a personal work plan for their mentor to review.
Induction Training and Role Orientation Student undergoes orientation training in the voluntary organisation.
Engagement Practice Student participates in the work of the selected organisation. Activities are monitored by the student and compared to their personal plan. Deviations are recognised and evaluated. Opportunities are reflected on.
Lecturer Mentoring Supervision by lecturer of student's progress /participation in voluntary service. This may be via telephone / skype / e-mail, face to face or online blog.

Assessment Breakdown	%
Course Work	100.00%

Full Time

Course Work								
Type	Description	Outcome addressed	% of total	Marks Out Of	Pass Marks	Assessment Date	Duration
Written Report	The student will document a personal work plan for their proposed engagement activity outlining the nature of the activity, work schedule and anticipated learning.	1	25.00	0	0	Week 4	0
Presentation	The student will make an audio visual presentation to staff and peers dealing with an engagement activity that they were involved in. Aims, overall process and outcomes will be evaluated.	2,3	25.00	0	0	Week 14	0
Reflective Journal	The student will be required to keep a reflective journal to log their experiences and reflections on these. This will be used by the student to reflect on and explore the nature of the learning gained from their experience.	2,3	50.00	0	0	Week 14	0

No End of Module Formal Examination

Reassessment Requirement
No repeat examination *Reassessment of this module will be offered solely on the basis of coursework and a repeat examination will not be offered.*

DKIT reserves the right to alter the nature and timings of assessment

Module Workload & Resources

Workload	Full Time			
Type	*Description*	*Hours*	*Frequency*	*Average Weekly Learner Workload*
Online Contact	Education and training for community based learning, role selection and project planning, identifying and managing expectations of students and community groups. Rules of engagement with community groups and ethical issues. Defining learning outcomes for students.	2.00	Every Week	2.00
Practical	Agreed number of hours of unpaid active participation assisting a community or voluntary organisation in the achievement of it's goals, not simply observing the work of the organisation.	3.00	Every Week	3.00
Tutorial	Reflective workshop on voluntary service with lecturer and peers.	2.00	Twice per semester	0.27
Independent Study	Reading : Reflection on community work experience and identifying learning achieved.	2.00	Every Week	2.00
			Total Weekly Learner Workload	7.27
			Total Weekly Contact Hours	5.27

This course has no Part Time workload.

Resources

Recommended Book Resources

Lyons, A. and McIlrath, L. 2011, *Survey of Civic Engagement Activities in Higher Education in Ireland*, CASTLE PRINT [ISBN: 0-9547493-8-3]

Moon, J. A. 2004, *Reflection and Employability*, Teaching and learning support network York

Supplementary Book Resources

Evans, K., Hodkinson, P. and Unwin, L. 2002, *Working to learn : transforming learning in the workplace*, Kogan Page

Other Resources

Website: campusengage*'Information and Resources'*