



LIT

DEPARTMENT OF
APPLIED SOCIAL SCIENCES

**Evaluation of HETAC level 6,
Special Purpose Award: Health Advocacy and
Community Development at LIT**

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FOREWARD



Tony Quilty
Social Inclusion Specialist

Health Service Executive

It is with great excitement and delight that I welcome this evaluation of what has been an exciting and progressive project.

The problems in Traveller morbidity and mortality rates are well documented, not least in the All Ireland Traveller Health Study. This places an obligation on all of us involved in health services to renew our efforts to ensure that Travellers are healthier and live longer. At the core of our targeted efforts are the primary healthcare workers and in order to achieve the results we desire, we must equip them with the knowledge, skills and competencies required to undertake quality work and to optimise their results. The partnership with LIT, and the achievement of the nine participants who attained HETAC Level 6, marks a seminal movement in the effort to make serious progress in our shared goal. My congratulations to the nine healthcare workers involved who are a credit to themselves and their families, and who now have a third level award.

This evaluation is also crucial in ensuring that we are on track, and I welcome the report. Many thanks to researcher Lisa O' Rourke Scott. Thanks to the editorial group of Imelda Reidy, Siobhan O' Connor, Josephine Fogarty and Cathy Jones, who greatly contributed to the publication. Thanks also to Mary Kennedy whose foresight was crucial, and now it falls to Josephine Fogarty to build on this work.

I am proud of the efforts of all involved, and wish to record my thanks to everyone involved. We must now ensure that these qualifications and the knowledge acquired, ensure that the Travellers in CHO 3, go from strength to strength and that we achieve real and measurable results and improved health outcomes for Travellers in our Region.

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1.0 INTRODUCTION

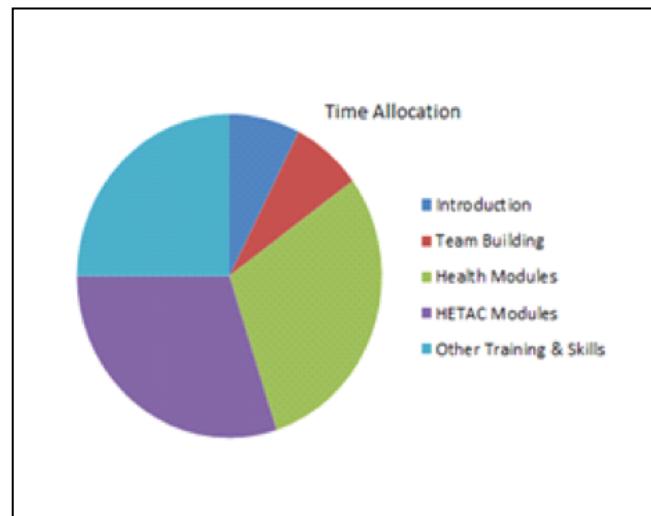
This report documents the development of a Special Purpose Award at HETAC level 6 which was delivered as part of a two year training programme for Community Health Workers in the Primary Healthcare Projects. It was developed as part of a collaboration between the Health Service Executive, Ennis Community Development Project (CDP) North Tipperary LEADER Partnership (NTLP), and Limerick Institute of Technology (LIT). The Special Purpose Award comprised two 5 credit modules at HETAC level 6: Certificate in Health Advocacy and Community Development. A full semester at undergraduate level is usually 30 credits, so the modules making up the Special Purpose Award are the equivalent of 1/3 of a semester in the first year of an undergraduate degree. The Special Purpose Award was designed with the intention that it would be possible for it to be credited against the 10 credit module, Health and Health promotion, in year 1 of the BA (Hons) in Applied Social Studies in Social Care.

The purpose of the overall training programme was to provide trainees with an opportunity to develop knowledge, skills and competencies necessary to become Community Health Workers for the Traveller Community. The programme was delivered at two locations: Ennis Community Development Project and North Tipperary LEADER Partnership (NTLP) based in Thurles and was delivered alongside other elements of the training for Community Health Workers.

The Special Purpose Award was developed in order to assure accreditation for participants. However it was part of an overall training programme in two centres, the elements of which were developed on a needs basis. Because the two programmes were tailored to the needs of the specific participants on the course, the overall training programmes differed somewhat. Details of the two programmes are outlined below:

PHC Training Programme – Thurles

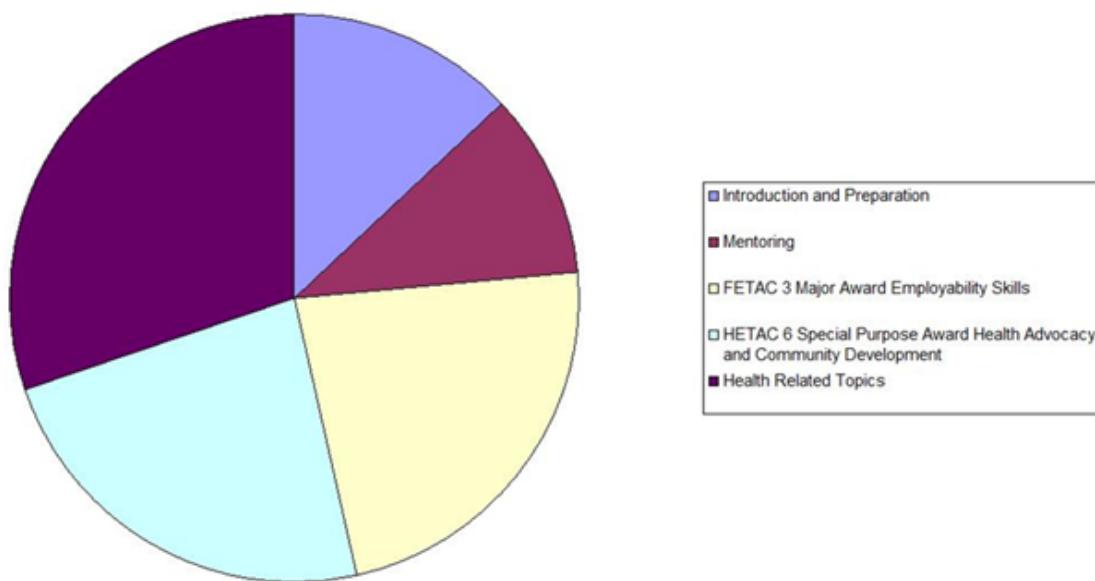
- Health Modules, such as cardiovascular, diabetes, cancer screening, reproductive health, sexual health, children's health, immunisation, men's health, mental health, food & nutrition
- Violence Against Women training
- Cultural Awareness Training
- Drug & Alcohol Awareness
- Writing Skills
- Employment Skills
- Career Coaching
- Advocacy Skills
- Facilitation Skills
- Presentation Skills
- HETAC Level 6 Special Purpose Award



Training Programme - Ennis

- Introduction and Preparation
- FETAC Level 3 Employability Skills
- Mentoring
- Health Related Topics
- HETAC Level 6 Special Purpose Award

Allocation of Time for Each Element of Community Health Worker Training in Co Clare



The Purpose of this evaluation is to:

1. Review all of the relevant materials that led to the development of the course from its previous origins as a FETAC level 3 qualification to a Special Purpose Award accredited by LIT at HETAC Level 6 (Now Quality and Qualification Ireland QQI level 6)
2. Document the history and background to the award; recruitment procedures, timetables and payments to participants; specific module descriptions and the outcomes for participants
3. Identify how the award developed; and the successes and barriers encountered
4. Identify the outcomes from the course for the participants and for other stakeholders involved
5. Make recommendations in relation to the potential for development of the course in other geographical locations and for other potential participants

This report will be of particular interest to:

- Institutes of Technology
- Traveller Primary Healthcare Projects
- Traveller Health Units

1.1 Background to training for Community Health Workers

Travellers in Ireland have long been identified as having significant health disadvantages in comparison with the rest of the population. Important research in this area includes 'The Travellers' Health Status Study', 1987; and 'Quality and Fairness: A Health System for You', 2001. Two strategic documents formed the basis for the development of Primary Healthcare Projects: Traveller Health: A National Strategy 2002-2005 and The All Ireland Traveller Health Study- Our Geels which was published in September 2010. Both reports recommended the replication of primary healthcare programmes throughout Ireland. Following these reports education and training projects were established across the country in support of healthcare for Travellers. Each of the Traveller Primary Healthcare Projects that are now in existence in Ireland have the following common objectives:

- To establish Primary health care as a model of good practice to address Travellers' health
- To develop the skills of Travellers in providing community based health services
- To liaise and assist in dialogue between Travellers and health service providers
- To highlight gaps in health service delivery to Travellers and work towards reducing inequalities that exist in established services

In accordance with these objectives Community Health Workers were trained in a variety of locations across the country.

The focus of this report is the level 6 Special Purpose Award which was developed as part of a more extensive training for Community Health Workers in parts of the Midwest. The initiative was funded by the Health Service Executive, developed by Ennis CDP and implemented by NTLP and Ennis CDP.

Prior to the development of the Special Purpose Award, training for Community Health Workers was initially undertaken at FETAC level 3 and was contracted through FAS and Vocational Educational Services Committees around the country. Following changes in the structures of educational and training provision, the HSE sought new partners for the delivery of training. The Independent Chair of the Traveller Unit for the Midwest region was a lecturer at LIT and the possibility of delivering accredited modules at level 6 was explored.

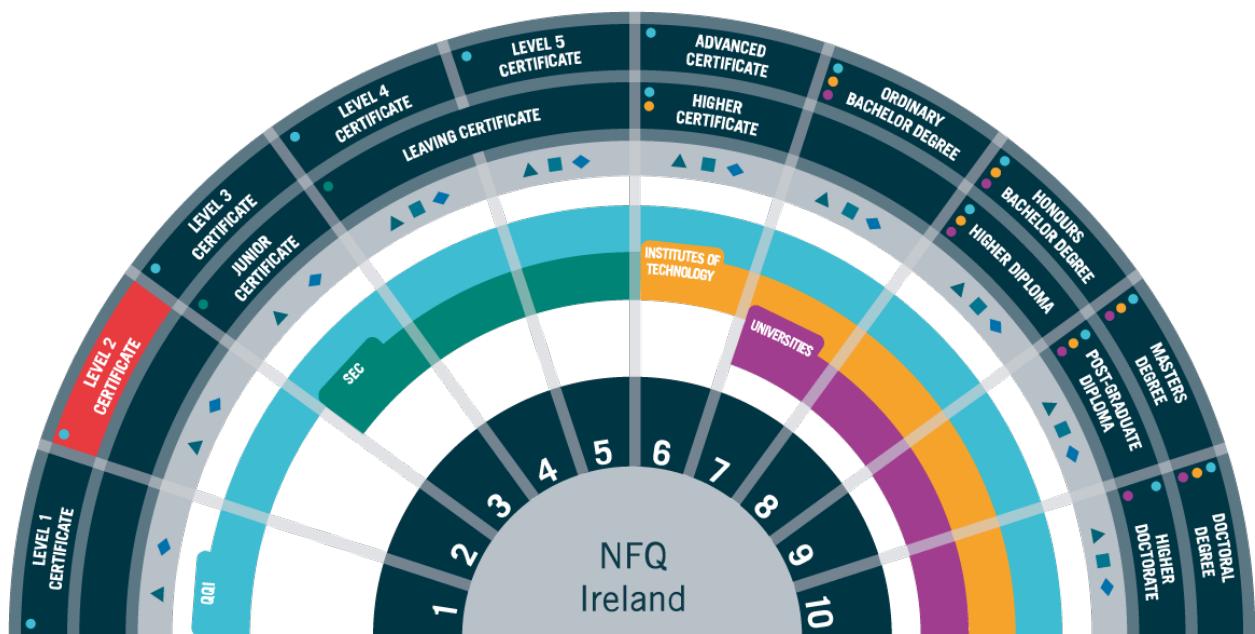
1.2 HETAC and FETAC awards

The collaboration with Limerick Institute of Technology, which is a provider of higher education, meant that the training needed to be at the level of HETAC level 6 on the national framework of qualifications. Modules were therefore developed based on standards of knowledge, skills and

competence at HETAC Level 6 (now QQI level 6), which is entry level in higher education and is equivalent to the standard of the first year of an undergraduate degree.

The National Framework of Qualifications is a system of 10 levels covering all types of learning. The award structure for FETAC and HETAC incorporates awards made for school, further education and training, and higher education. The QQI award structure incorporates awards at the various levels for school, further education and training, and higher education. These are documented in the following table:

10 Level Framework



A level 3 qualification is equivalent to the Junior Certificate and a level 6 is equivalent to the first year of an undergraduate degree.

1.3 The Modules

The overall training programme ran over a two year period from 2012-2014 in Thurles and in Ennis and resulted in the successful graduation of 9 participants in 2015. The two modules which made up the Special Purpose Award were a part of that overall programme and were completed in one academic year alongside other training and education. Training was designed to provide participants with a qualification as Community Health Workers. This qualification was two five credit modules linked together as a Special Purpose Award.

The two modules offered as part of the training were:

- Community Development
- Health Advocacy

The Special Purpose Award allowed a certified qualification of the two modules- Copies of the award and module outlines can be found in Appendix 1.

The full training programme was delivered over 2 years. The level 6 Award was delivered in the second year between 2013 and 2014. On average participants spent four hours per week in the class room and completed two hours per week of self-directed learning working on the modules. This added up to 120 hours of classroom hours in Thurles and 166 in Ennis over the two modules. The overall aim of the training programme was to train Community Health Workers to undertake peer health work in the Traveller Community in order to improve health outcomes for Travellers.

1.4 Assessment

In the development of the course modules serious consideration was given to how it would be assessed. Certain criteria had to be met for LIT namely, evidence of assessment for an external examiner, sample types of assessment that were common in the IT sector and assessment to reflect the challenge of a level 6 award.

Individual and group assessment strategies were developed to encourage active learning and engagement by learners and allow for varied learning styles. Some of the assessment was practical, some was reflective and some academic. Assessments were designed to allow the students to demonstrate that they had acquired the knowledge, skills and competencies to carry out their roles. Assessments were reviewed by the external examiner who was satisfied that the lecturers' marks and grades were fair and that the standard required was achieved.

2.0 METHODOLOGY

This evaluation was based primarily on qualitative data from interviews and focus groups. The aim was to identify the ways in which the programme developed, any barriers and successes that were important, as well as how the course might proceed in the future. This approach recognises the importance of the needs, motivations, experiences and observations of the people who were directly involved with the programme in a variety of ways. As the numbers involved were relatively small, a concentration on the richness and depth that is generated by qualitative investigation was the major focus of the evaluation and analysis. The programme was delivered in a blended format which included the Special Purpose Award, practical work in the field and additional training and education identified as necessary. For this reason there were a number of stakeholders in the process which included participants, mentors already working in the roles for which the participants were being prepared; LIT lecturers at Limerick and Thurles campuses who engaged with participants, Public Health Nurses, Coordinators of the Primary Healthcare Programmes for Travellers in Co. Clare and North Tipperary, Co-ordinator of Traveller Health Services in Community Healthcare Organisation 3 and the Independent chair of the Traveller Health Unit, Midwest who was a lecturer at LIT.

This evaluation also involved examination of:

1. Materials that led to the development of the course from its previous origins as a FETAC level 3 qualification to a Special Purpose Award accredited by LIT
2. Recruitment procedures, timetables and payments to participants, and the outcomes for participants.
3. Outcomes from the Course both from the participants and other stakeholder perspectives as assessed by interviews.

2.1 Interview Schedule

The following interviews were conducted:

Interviewees	Location
Focus group (5 Participants who graduated in 2014)	Ennis
Focus group (2 Participants who graduated in 2014 – Two had already left)	Thurles
Mentors (2) on Ennis programme	Ennis
Public Health Nurses (2)	North Tipperary and Ennis
LIT Representative	Skype
LIT Lecturer	Limerick Campus
PHCP Programme Coordinator	Ennis
PHCP Programme Coordinator	Thurles
Co-ordinator of Traveller Health Services in Community Healthcare Organisation 3	Limerick
TOTAL	17 people

2.2 Ethics

Ethical approval for data collection was obtained from the LIT standing committee on research ethics. Participants were assured of privacy in relation to identification of individuals' personal stories. In order to facilitate privacy individual quotations have not been attributed in any way. However interviewees were also informed that given the small number of individuals involved in the projects and (in relation to the stake holders involved in delivery) the identifiable roles of specific people in the programme, that complete anonymity could not be guaranteed.

3.0 SUMMARY OF RESEARCH FINDINGS

3.1 Recruitment procedures

Applicants for the Community Health Worker training programme which included the Special Purpose Award at LIT were required to be members of the Traveller Community, have achieved a minimum of FETAC level 3, and be actively engaged within their own communities.

Participants were then selected by means of application forms and competitive interview. They did not know at the time of interview that the programme would include the Special Purpose Award at level 6.

3.2 Payments to participants

Participants were paid a small “out of pocket” training allowance whilst training.

3.3 Experiences of the Modules

3.3.1 Progression

Initial levels of education amongst participants varied from informal education to Leaving Certificate Applied and FETAC level 5 (which are at the same level in the FETAC scale). All of the nine participants who completed both modules on the programme: Community Development and Health Advocacy graduated with a Special Purpose Award at LIT in 2015.

Four participants completed the two modules in Thurles between September 2013 and June 2014. Of these two are now employed by North Tipperary LEADER Partnership while the other two left employment for personal reasons. Five participants completed the modules in Ennis between September 2013 and June 2014 all of whom are now in employment as Community Health Workers with Ennis CPD. All participants who participated in the research interviewed successfully for employed roles as Community Health Workers on completion of the programme. One of the participants has now enrolled on the BA in Social Care Work at LIT’s Ennis campus.

3.3.2 Module content

Although all module participants at both sites expressed satisfaction with the programme as a whole, they appeared to be unclear about which elements of the programme belonged to the Special Purpose Award and which were relevant to other parts of the programme. This may in part have been due to the blended nature of the elements of the work, education and training in which they were involved and in part due to the time lapse between completion of the Special Purpose Award in the summer of 2014 and the interviews, which took place in the spring of 2016. The Special Purpose Award was developed when the participants had already

applied for the training, so they did not know that they would be completing assignments at level 6 prior to enrolling on the course. Participants said that they were initially unsure of their ability to complete the academic work. As the following participant put it:

I'd left school early and I didn't think I was going to be capable of doing the work that would be third level. In the back of my mind I was saying – well I only did primary level, would third level really catch me? And it was something that we needed to do as part of our job.'

However, having successfully graduated from LIT they were extremely pleased that they had completed education at HETAC level 6. The following quotation exemplifies the sentiments expressed by the participants:

Everything someone does is means, because us going to LIT is a means because we have to have a qualification for to be in here. Even though you'll need to like what you're doing too, but it starts off as a means, and then you work your way up along it then.'

3.3.3 Visit to LIT campus for Lectures

The participants who attended lectures at LIT found it particularly inspiring. They discovered that there is a diverse student population and that the lectures were interesting and relevant. This quotation encapsulates this extremely well:

'When we walked in I thought it was going to be all young boys and girls, I looked around me and I saw older men and women. One man lost his job through the recession and he was back there. But my biggest shock was I was expecting to see a small, grey haired man with glasses atop his nose doing the lecturing and it turned out to be a lovely young woman. When she spoke she could bring you back to the time, you can imagine yourself that you're actually at the place where she's talking about and she talked about discrimination, about equality, and she talked about, everything, and I found the subject very, very interesting.'

3.3.4 Outcomes for LIT

The LIT representative who was independent chair of the Traveller Health Unit was particularly invested in developing accreditation of the modules as he saw it as an excellent opportunity to engage with the wider community. The development of modules that were aligned to 10 credits of the undergraduate degree in Applied Social Care (now Social Care Work) was particularly important in terms of allowing access to third level qualifications for students not well represented in higher education.

Participants in the two modules also joined other LIT students for lectures at the Limerick and Thurles campuses. Their participation in the lectures was considered most welcome. As one of the LIT lecturers put it:

It was an absolute pleasure to have Traveller women in the lecture theatre. As a middle class white woman, I could talk all day about social exclusion, but when you have people who are able to talk to other students about their first-hand experience, the impact is so much more powerful.

All LIT representatives were extremely hopeful that LIT is a welcoming place for Traveller students and would very much like to see participants progress to other undergraduate modules at LIT.

3.3.5 Mentors and Public Health Nurses

Mentors on the programme were appointed only on the Ennis programme. The two mentors were Community Health Workers who had been working in the role for some time.

Participants on the Ennis programme were introduced to their roles in the field by the mentors and found this part of the overall programme very useful. Whilst the mentors said that they were impressed with the knowledge and competence of the participants on the Special Purpose Award, they did not appear to be clear on which parts of the training received by the participants was related to the two modules in the Special Purpose Award and which were related to other parts of the training that was delivered.

The Public Health Nurses did not deliver the two modules but were responsible for delivering specific health related training on the programme. Both Public Health Nurses said that they were extremely impressed with the level of understanding and the knowledge demonstrated by participants in their work. As one of the Public Health Nurses put it:

I really enjoyed teaching them. It was one of the most rewarding parts of my job. They really knew what they were talking about and kept me on my toes.

3.3.6 Coordinators

The coordinators put a great deal of thought into the design and delivery of the modules. In her previous and concurrent role it was the present coordinator of the programme in Ennis that was largely responsible for the development of the modules. In developing the learning outcomes she consulted with academics working in higher education on appropriate standards at level 6 and carefully selected academic material which addressed issues of social inclusion and discrimination. The participants demonstrated to LIT's external examiner that they had reached the standard required of level 6 training by completing the assessments attached to the module.

3.3.7 Outcomes for the HSE

The Coordinator for Traveller Health at HSE CHO 3 was extremely positive about the development of the programme in general but in particular the development of the Special Purpose Award. Four important points emerged from the interview:

1. That whilst due to the lack of an ethnic identifier in studies of population health it is impossible to track improvements statistically, in her experience the existence of the Community Health Worker service had improved health awareness among Traveller communities.
2. The standard of understanding among the participants on the Special Purpose Award was particularly high. This is important so that clear information can be delivered in a way that it can be useful to the people to whom it is provided. But it is also important because of the kind of knowledge that is needed for the role which is constantly changing due to advances in medicine.
3. Level 6 training was important to allow Community Health Workers to aspire to further educational attainment and potentially be educated and trained in order to move on to other roles should they so wish.
4. This kind of knowledge and skill might usefully be applied in a variety of contexts such as new communities, but also to provide training and healthcare education for many parts of the general population.

3.4 Barriers and Supports

Because this was research with successful graduates, there were fewer barriers identified by the 9 successful graduates, than might have been identified by people who had not completed the programme. The participants only spoke about one barrier and this was in relation to time constraints. As with all mature students the participants on the Special Purpose Awards had busy lives and numerous commitments. As this participant said:

I am a single parent so it was difficult in a way because I had the lads for school, then homework, dinners, you name it. So it was kind of when everything was quietened down that I was trying to get a bit done. So it was kind of stressful enough.

Others identified family support as essential for their completion of the training:

So my husband and my boys was kind of saying, like, "yeah, keep doing it, keep going, keep going." Because I have young kids and they said "Well our mammy's going back to school".

Although the participants did not differentiate between the work that they did on the Special Purpose Award and other aspects of the programme, they were all very clear that the study skills aspect of their training was essential for their completion of the two modules. They also identified the two coordinators of the programmes as essential to their ability to complete the modules as well as the rest of the programme:

I mean we had the two years of training and [Coordinator] was very good like, you know, so when things are explained to you properly.

The dedication and support of the coordinators was also identified by the LIT lecturers and the LIT representative on the Traveller Health Unit as essential to the success of the participants on the Special Purpose Award.

Participants said that the experience of completing the Special Purpose Award would make them confident about recommending higher education to others:

When somebody comes to us and says "Well I've been asked to do a course in LIT", or the university or wherever, we can say "Well don't worry about it, we've done it and this is how it went for us". And the fear then is not there.

4.0 CONCLUSIONS

1. The 9 candidates who sat the two modules that make up the Special Purpose Award graduated successfully.
2. All participants in the Special Purpose Award reached the appropriate standard for HETAC level 6 on the National Framework of Qualifications as assessed by the LIT external examiner.
3. The blend between study skills, additional practical training and the two modules of the Special Purpose Award meant that all participants were able to meet the standards of level 6, study and complete the assignments to the required standard.
4. The modules on community development and health advocacy supplied the participants with skills and knowledge that is relevant for Community Health Workers.
5. The knowledge and skills of participants was identified as particularly strong by all of the key stakeholders including Public Health Nurses, academic staff at LIT and programme coordinators.
6. Whilst participants were not aware when they first obtained a place on the course, that they would be completing the two modules of the Special Purpose Award as part of their training, they saw the programme as a whole as a route to employment and were thus prepared to engage despite any concerns regarding higher education.
7. The participants regarded the academic work as challenging and identified intensive study skills in the programme as essential to their successful completion of the modules.
8. Participation in the programme has encouraged the participants to see higher education as an attainable goal. One of the participants has enrolled on the BA (Hons) in Social Care Work at the Ennis campus of LIT.
9. Despite the time constraints faced by adult learners with many responsibilities all of the participants completed the course and graduate.
10. Attendance at lectures on the LIT campus with other LIT students was identified as particularly enjoyable and was described by participants as making attendance at an Institute of higher education a plausible possibility for themselves and other Travellers.
11. The dedication of the coordinators was identified by participants as a key factor in the successful completion of the programme in terms of motivation and support.
12. The completion of modules at undergraduate level opens up opportunities for participants to build modules to obtain an undergraduate degree should they so wish.
13. The programme would appear to be a useful addition to a suite of training which could be delivered in a variety of contexts, for example with new communities and other groups identified as in need of healthcare support.

5.0 RECOMMENDATIONS

1. The Special Purpose Award has already been accredited at LIT and successfully piloted. It is recommended that it is made available at other locations across the country.
2. For participants for whom level 6 study is substantially in excess of previous educational achievement, it would be advisable to run the Special Purpose Award alongside the kind of blended approach which was used in this programme and which provided additional training in study skills as necessary.
3. The success of this programme was enhanced by the intensive support of programme coordinators who ensured that additional training in study skills was integrated into the work on a needs basis. If the modules are run again similar supports should be in place.
4. An approach which integrates level 6 modules into programmes of training is a valuable way of integrating non-standard students into higher education. This approach would provide good supports for participants undertaking the Special Purpose Award in the future.
5. The Special Purpose Award has the potential to be utilised with other communities operating a Primary Health Care approach to provide training to Community Health Care Workers.
6. It would be useful to investigate the extent to which other parts of the training could be developed in a format that could be assessed and certified at level 6. For example the study skills parts of the programme might be comparable the Research and Writing skills module on the current BA (Hons) Social Care Work programme at LIT.
7. As knowledge bases in healthcare develop, Community Health Workers will inevitably need to develop their skills and knowledge and engage in continuous professional development. It would be very useful if this was in the form of additional modules which could be linked to the Special Purpose Award and could potentially build towards qualifications on the National Framework of Qualification which is used in the Institute of Technology sector. This could include additional modules at level 6 but also modules at levels 7 and 8. If this avenue is taken consideration should be given to the development of career paths for Community Health Workers qualified at degree level, as work advancement was identified as a key incentive for participation.
8. Participants who enrol in the BA (Hons) in social care work at LIT can gain exemption from the Health and Health promotion module. However this was a 10 credit module when the Special Purpose Award was designed and is now a 5 credit module. Consideration should be given to offering an exemption to an additional 5 credit module, for example research and writing skills, to those who have completed the Special Purpose Award.
9. Consideration should be given to negotiating exemptions for 10 credits of modules on other programmes and in other institutions.
10. A suite of modules at levels 6,7 and 8 could potentially be developed as in service training modules and could build to a degree.

6.0 APPENDICES

7.0 REFERENCES

Barry, J. & Herity, B., & Solan, J., 1987. *The Travellers' Health Status Study: Vital Statistics of Travelling People*, Dublin: Health Research Board.

Department of Health and Children, 2000. *Traveller Health: A National Strategy 2002-2005*, Dublin: Government of Ireland.

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Department of Health and Children, 2007. *Quality and Fairness*, Dublin: Government of Ireland.

APPENDICES



Programme Documentation



LC_HHADP_R06

Certificate in Health Advocacy and Community Development

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LC_HHADP_R06

Certificate in Health Advocacy and Community Development

Programme LC_HHADP_R06 Certificate in Health Advocacy and Community Development

Code	LC_HHADP_R06	Level	06	Required Credits	10
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Start Term	Academic Year 2013-2014	End Term	The End of Time
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Award Class	Special Purpose Award Certificate	Award Type	Cert
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Award Standard	QQI_HE	Standard Discipline	Social Care
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Discipline Area	Humanities	Specialisation	Health Advocacy and Community Development
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Author	Marian Duggan	Department	Dept Applied Social Sciences
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Author(s)	Cathy Jones, Dr Siobhan O'Connor
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Delivered By	Academic Year Stage	Minimum Duration	1	Attendance
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Delivery Modes	Part Time
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Educational Aim

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Approved Programme Schedule - Stage 1

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Programme	LC_HHADP_R06 Certificate in Health Advocacy and Community Development
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Stage 1

Delivery	Code	Title	Level	Credit	ME	PT	CA	PJ	PC	FE	Total
Year	SOCR06005	Community Development	06	05	M	2.00	100	0	0	0	100
Year	SOCR06006	Health Advocacy	06	05	M	2.00	100	0	0	0	100

Semesters Per Stage	2	Elective Rules	0	Credits Required	10
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ME - Mandatory or Elective, FT - Fulltime Average Weekly Hours, PT - Parttime Average Weekly Hours,
CA - Continuous Assessment Percentage, PJ - Project Percentage, PC - Practical Percentage, FE - Final Exam Percentage

Programme Learning Outcome Mapping - Stage 1

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Programme	LC_HHADP_R06 Certificate in Health Advocacy and Community Development
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Stage 1

Delivery	Code	Title	Level	Credit	HKB	HKK	HKR	HKS	HCC	HCR	HCL	HCI
Year	SOCR06005	Community Development	06	05								
Year	SOCR06006	Health Advocacy	06	05								

KB - Knowledge Breadth, KK - Knowledge Kind, KR - Know How and Skill Range, KS - Know How and Skill Selectivity
CC - Competence Context, CR - Competence Role, CL - Competence Learning to Learn, CI - Competence Insight
Y - Module Learning Outcomes map to Programme Outcomes

Programme Outcomes

Programme LC_HHADP_R06 Certificate in Health Advocacy and Community Development

Programme Outcomes : On successful completion of this programme the learner will/should be able to

Knowledge Breadth *Specialised knowledge of a broad area*

The above Programme Outcome is achieved by the following Module Outcomes

Module Code Module Outcomes

Knowledge Kind *Some theoretical concepts and abstract thinking, with significant underpinning theory*

Specialised knowledge of the sciences underpinning social care, e.g.:

Social and behavioural sciences:

Psychology/Developmental psychology

Sociology

Social policy

Social pedagogy

Theory of knowledge (epistemology)

Knowledge of systems and regulations relevant to social care, e.g.:

The history of and context for social care

Social care systems and service providers

Relevant legislation and regulations

Child protection and welfare guidelines and duty of care

Protection, care and welfare of vulnerable people

Understanding of the human, technical and environmental factors that relate to risk

Knowledge of general approaches to social care practice, planning and review, e.g.:

Assessment of social care needs

Provision of person-centred social care

Roles of social care professionals

Interdependencies with other professionals

The supportive role of relationships in the service user's life

Grounding in human rights and social justice discourses, e.g.:

Advocacy and empowerment in social care

Principles of ethics

Professional values and codes of practice

Understanding of how knowledge is created and changed within the field of social care

Understanding of the vocabulary and style of discourse in social care

Understanding of the principles and practice of group dynamics and interpersonal skills

The above Programme Outcome is achieved by the following Module Outcomes

Module Code Module Outcomes

Know How & Skill Range *Demonstrate comprehensive range of specialised skills and tools*

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The above Programme Outcome is achieved by the following Module Outcomes

Module Code Module Outcomes

Know How & Skill Selectivity *Formulate responses to well-defined abstract problems*

Think critically, analyse, and solve problems using a range of specialised skills and tools, e.g.:

Observe service-users methodically

Maintain accountability to service-users and the service provider

Operate in harmony with legitimate organisational culture and norms

Enhance practice through reflection

Recognise good/safe practice

Protect and maintain confidentiality

Demonstrate essential social care skills (under the direction of a social care professional), e.g.:

Build and sustain appropriate relationships with service-users respecting the dignity of the person

Work with families recognising the importance of familial kinship

Respond in a creative and individualised manner to the service-user

Separate private, personal and professional boundaries

Communicate effectively in the spoken and written word, e.g.:

Interact with openness and sensitivity and communicate effectively with others

Present and defend an argument in the context of social care

The above Programme Outcome is achieved by the following Module Outcomes

Module Code Module Outcomes

Competence Context *Act in a range of varied and specific contexts involving creative and non-routine activities, transfer and apply theoretical concepts and/or technical or creative skills to a range of contexts*

Practice, under close supervision, in a defined range of contexts in the social care field

Transfer and apply theoretical concepts to a range of social care situations

The above Programme Outcome is achieved by the following Module Outcomes

Module Code Module Outcomes

Competence Role *Exercise substantial personal autonomy and often take responsibility for the work of others and/or for allocation of resources, form, and function within, multiple complex and heterogeneous groups*

Work within the boundaries of role competence, under close supervision, and seek guidance when unsure how to intervene or act, e.g.:

Differentiate between satisfactory and unsatisfactory social care practice

Demonstrate professional identity as an emerging social care worker

Develop capacity for undertaking responsible social care roles

Recognise the roles of other professionals working with the service-user group

Recognise emotional intensity of social care practice, its effects and the appropriate remedies
(e.g. appropriate self management in the professional context)

Participate with peers to engage with personal and professional issues relating to social care practice

Identify and report potential harm to service-users

Act responsibly and ethically in a practice context and in accordance with relevant legislation, regulations, and legitimate policy, and procedures

The above Programme Outcome is achieved by the following Module Outcomes

Module Code Module Outcomes

Competence Learning to Learn *Learn to evaluate own learning and identify needs within a structured learning environment, assist others in identifying learning needs*

Reflect on personal practice, and recognise and address the limitations of one's own current knowledge, skills, and competence, e.g.:

Demonstrate a capacity for independent, selfmanaged autonomous learning and take appropriate opportunities to enhance one's level of knowledge, skill, aptitude or competence by means of collaboration and selfstudy

Participate in reflective communities of practice understanding the transition from apprentice to master within any community of practice while recognising the need for continuing professional development

The above Programme Outcome is achieved by the following Module Outcomes

Module Code Module Outcomes

Competence Insight *Express an internalised personal world view, reflecting engagement with others*

Express a personalised professional identity reflecting engagement with others, e.g.:

Develop knowledge of self (including one's personal attitudes)

Comprehend human diversity

Recognise the influence of well-being and background on personal practice

Express compassion

Appreciate the broader reasons why typically encountered behaviours manifest themselves

The above Programme Outcome is achieved by the following Module Outcomes

Module Code Module Outcomes

Programme Module Owners

Stage 1

Delivery Year	Code	Title	Level	Owner	CoOwners
Year	SOCR06005	Community Development	06	frank.houghton	Dr Siobhan O'Connor
Year	SOCR06006	Health Advocacy	06	frank.houghton	Dr Siobhan O'Connor

Programme Assessment Matrix

Stage 1

Week	Assessment in Modules	Amount
UNKNOWN	SOCR06005, SOCR06005, SOCR06005, SOCR06006, SOCR06006, SOCR06006, SOCR06006, SOCR06006	8
Ongoing	SOCR06005, SOCR06006	2



SOCR06005

Community Development

Transcript Title Community Dev

Full Title Community Development

Attendance 90 Discipline Social Care

Coordinator Department Humanities

Co Author(s) Dr Siobhan O'Connor

Official Code SOCR06005 NFQ Level 06 ECTS Credit 05

Module Description

The aim of this module is to introduce students to the theory and practice of community development. The module aims to explore these principles before exploring issues of traveller culture within wider structures of power and exclusion. Constructive mechanisms of response to inequalities will then be explored.

Learning Outcomes

On completion of this module the learner will/should be able to

1. Describe the concepts, principles and processes of community development and to explore formal and informal community development models
2. Detail knowledge and understanding of Traveller Culture, its position in broader Irish society, the historical and contemporary challenges for the community, equality and diversity
3. Critically analyse the nature of modern society and explore issues of power, class, gender, race/ ethnicity
4. Articulate experiences of some manifestations and effects of prejudice and discrimination as it relates to Travellers
5. Outline mechanisms for responding in a constructive manner to difference

Assessment Strategies

A variety of assessment strategies will be used including an essay, a practicals and a presentation.

Indicative Syllabus

What is Culture; what is Heritage? What is Traveller Culture?

Ethnicity in a Traveller Context - Travellers Then/When and Now?

International Organisations/EU Governance/National Government/Local Government - Make-up, Procedures and Traveller specific Legislation

Concepts underpinning Discrimination/ Stereotyping - Grounds of Discrimination

Racism and its impact - Challenging Racism - Support Groups, the Law, Effective challenging - Speaking Racism

Promoting Respect/Tolerance and Acceptance - Benefits of Diversity and Equality

Intercultural Awareness - Communication across cultural barriers

What is Community Development? Principles, Key Elements of Community Development

History of Community Development in Ireland - Genesis of Traveller Community Development

CourseWork / Assessment Breakdown

CourseWork / Continuous Assessment	100 %
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Coursework Assessment Breakdown

Description	Outcome Assessed	% of Total	Assessment Week
Practical Evaluation	1,2,3,4,5	35	UNKNOWN
Essay	1,2,3,4,5	40	UNKNOWN
Oral Exam	1,2,3,4,5	20	UNKNOWN
Performance Evaluation	1,2,3,4,5	5	Ongoing

End Exam Assessment Breakdown

Description	Outcome Assessed	% of Total	Assessment Week
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Part Time Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
Tutorial	Flat Classroom	t1	1	Weekly	1.00
Lecture	Not Specified	L1	1	Weekly	1.00
Independent Learning	UNKNOWN	IL1	70	UNKNOWN	70.00

Total Average Weekly Learner Workload 2.00 Hours

Module Resources

Module Book Resources

Ó hAodha , M. *Irish Travellers: Representations and Realities* Dublin: Liffey Press

Equality Authority (2006) *Traveller Ethnicity*: Equality Authority

Equality Authority (2011) *Spotlight on Stereotyping Dublin*: The Equality Authority

Helleiner, J. (2003) *Irish Travellers: Racism and the Politics of Culture* Toronto: University of Toronto Press

Fanning, Bryan (2002) *Racism and Social Change in the Republic of Ireland*, Manchester University Press

Community Workers' Co-operative (2009) *Towards Standards for Quality Community Work*, (Available online via http://www.cwc.ie/wp-content/uploads/2010/10/Towards_Standards.pdf)

Community Workers' Co-Operative *Working for Change: The Irish Journal of Community Work* Issues 1, 2 & 3 (Available online via <http://www.irishcommunitywork.com/>)

Pavee Point (1997) *Part of the Community: Including Travellers in the Community Development Project* Dublin: Pavee Point

School of Public Health, Physiotherapy and Population Science, University College Dublin, (2010) *All Ireland Traveller Health Study: Our Geels* (available online via http://pavee.ie/ourgeels/wp-content/uploads/2010/09/AITHS2010_SUMMARY_LR_All.pdf)

Module Alternate Book Resources

None

Module Other Resources

None

Module URLs

None

Additional Information

None

Programme Membership

Code	Intake Year	Programme Title
LC_HHADP_R06	201300	

Certificate in Health Advocacy and Community
Development



SOCR06006

Health Advocacy

Transcript Title Health Advocacy

Full Title Health Advocacy

Attendance 90 Discipline Social Care

Coordinator Department Dept Applied Social Sciences

Co Author(s) Dr Siobhan O'Connor

Official Code SOCR06006 NFQ Level 06 ECTS Credit 05

Module Description

This module aims to explore medical and social models of health in Ireland. It explores health service delivery, with a particular focus on primary health care and its impact of health and well being. The module aims to develop health advocacy skills specific to the Traveller Community utilising community development principles. The module also contains a practical focus, involving both manual handling and first aid.

Learning Outcomes

On completion of this module the learner will/should be able to

1. Strategise primary health care awareness and promotion mechanisms specific to the Traveller Community utilising community development principles
2. Use online resources to search for and locate health information
3. Define both the medical and social models of health, and describe Health Service Delivery in Ireland
4. Outline the concepts, definitions and principles of primary health care and its impact of health and well being
5. Define and outline the understanding of the importance of a healthy lifestyle, primary health and health awareness
6. Describe and apply the principles of manual handling
7. Outline and apply the principles of first aid

Assessment Strategies

A suite of assessment techniques will be employed.

Indicative Syllabus

Introduce learners to the fundamental concepts in health promotion and to provide them with a basic overview of factors that influence health status.

What is the medical model of health? What is the social model of health? How are health services delivered in Ireland?

Primary Health Care and its impact.

Determinants of health: social and economic; physical environment, personal characteristics and behaviour

Theories and approaches to Health Promotion: Individual and Community.

The causes of ill-health, health issues and raising awareness

Community health work and being an advocate

First Aid

Manual Handling

Health and Safety Training

Conflict Resolution and de-escalation

CourseWork / Assessment Breakdown

CourseWork / Continuous Assessment 100 %

Coursework Assessment Breakdown

Description	Outcome Assessed	% of Total	Assessment Week
Essay	1,2,3,4,5	30	UNKNOWN
Case Study	1,2,3,4,5	15	UNKNOWN
Self Assessment -Reflective piece	3,5	20	UNKNOWN
Practical Evaluation Manual Handling	6	10	UNKNOWN
Practical Evaluation - First Aid	7	20	UNKNOWN
Performance Evaluation	1,2,3,4,5,6,7	5	Ongoing

End Exam Assessment Breakdown

Description	Outcome Assessed	% of Total	Assessment Week
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Part Time Mode Workload

Type	Location	Description	Hours	Frequency	Avg Wkly Wrkld
Tutorial	Flat Classroom	t1	1	Weekly	1.00
Lecture	Not Specified	L1	1	Weekly	1.00

Independent Learning	UNKNOWN	IL1	70	UNKNOWN	70.00
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Total Average Weekly Learner Workload 2.00 Hours

Module Resources

Module Book Resources

Ryan, D., Mannix-McNamara, P. & Deasy, C. (2006) *Health Promotion in Ireland: Principles, Practice and Research*. Dublin: Gill & Macmillan

McDaid D, Wiley M, Maresso A and Mossialos E. *Ireland: Health system Review. Health Systems in Transition*, 2009; 11(4): 1 - 268 (Executive Summary)

Department of Health and Children (2002) *Primary Care: A New Direction*. Department of Health and Children

Lalor, T., & Fitzsimons, A. (2009) *Travellers' Health Matters*. Galway Traveller Movement

Ryan, D., Mannix-McNamara, P. & Deasy, C. (2006) *Health Promotion in Ireland: Principles, Practice and Research*. Dublin: Gill & Macmillan

McCabe, C., & Keyes, F. (2005) *A Review of Travellers' Health using Primary Care as a Model of Good Practice*, Pavee Point.

Henderson, R., and Pochin, M. (2001): *A Right Result? Advocacy, Justice and Empowerment*. Bristol: Policy Press

Module Alternate Book Resources

None

Module Other Resources

None

Module URLs

None

Additional Information

None

Programme Membership

Code	Intake Year	Programme Title
LC_HHADP_R06	201300	Certificate in Health Advocacy and Community Development

