

Internship

Section A: Headline Information	
Module title	Internship
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	TBC
Module Co-ordinator	Helen Maher
Parent programme(s)	BA (Honours) in Social, Political and Community Studies BA in Social, Political and Community Studies.
Stage of parent programme	Stage 3
Semester (semester1/semester2 if applicable)	Semester 2
Module credit units(FET/HET/ECTS)	ECTS
Module credit number of units	20 ECTS
List the teaching and learning modes	Practical engagement in work in the field under supervision, seminars, web facilitated learning.
Entry requirements (statement of knowledge, skill and competence)	For entry onto Stage 3, successful completion of the preceding stage of the programme or equivalent is required in accordance with College regulations.
Pre-requisite module titles	
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in the relevant discipline or a closely cognate area. Where experiential learning is at the core of the module the co-ordinator must have appropriate experience in the required skill and practice area.
Maximum number of learners per module	25
Duration of the module	1 Semester: 12 weeks
Average (over the duration of the module) of the contact hours per week (see * below)	Average: 33 hours per week. 400 total hours approx. 4 days a week over 10 weeks = 320 hours 20 hours – college based 60 hours – research, independent study, portfolio.
Module-specific physical resources and support required per centre (or instance of the module)	Placement – college based 1 day per week, requires lecture hall, computer, projector, tables for collaborative work and exchange.

Analysis of required learning effort										
*Effort while in contact with staff										
Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
20	1:5						60		320 (Placement)	400
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				100%				100%		

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall ILOs	The module is designed to enable learners to develop core skills in practice; building learner capacity to work effectively in community based civil society organizational settings. The combination of supports from college and the practice setting will develop the practical and professional skills which are essential for employment in the community and voluntary sector and other civil society organizations. This is a core aim of the overall programme and this modules makes an important contribution to achieving a range of intended programme learning outcomes including PLOs 1, 2, 4, 5, 6, 7 and 8.
Module Aims and Objectives	The module aims to develop the learner's professional practice in a community/non-profit placement context. The module aims to support learners to develop their knowledge, skills and competencies through the practical application of principles and practices / methods through extensive observation and engagement in the field of community/voluntary/NGO work. Staff mentorship, feedback, collaboration, team-work and problem solving skills will be a feature of this module. It will support learners to recognise their skills, to identify training needs and implement praxis.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to:

	<ol style="list-style-type: none"> 1. Demonstrate skills in research, planning, organising, funding and reviewing specific community development activities whilst taking note of systems, structures and issues in community and/or non-profit work. (MIPLO 1, 4) 2. Reflect on the roles taken on in professional community work contexts and reflect on their abilities, aptitudes, ethical standards and data protection demonstrating best practice in community and non-profit work. (MIPLO 5) 3. Apply relevant theoretical perspectives, group work theory and principles to practice and engage constructively with feedback. (MIPLO 1, 3, 6) 4. Develop and implement a range of interpersonal communication, problem solving and team work skills within the organisational context. (MIPLO 4, 5, 7) 5. Deconstruct theory in action. (MIPLO 2) 6. Record and demonstrate professional competency in portfolio assessment. (MIPLO 8)
Information Provided to Learners about the Module	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Internship handbook to contain (in addition to above) schedule of classes and topics (college based one day a week), detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
Module Content, Organisation and Structure	<p>Internship to be undertaken under the supervision of the Module co-ordinator.</p> <p>Learners will have the opportunity to discuss their internship and consolidate their learning on their college based day.</p> <p>College based days will allocate time to the following:</p> <ul style="list-style-type: none"> • Internship preparation: principles, process and commitments underlying internships. • Working under supervision and the supervisory relationship. • Reflective Practice; Praxis; Critical evaluation of their own practice • Professional Practice; ethical considerations, boundaries. • Funding proposals; strategy, plan and documentation of funding concepts inclusive of budget. • Assignment Preparation: Portfolio and Journal. • Shared experience of work practice – challenges within the process, field and at individual worker level and potential for change. • Contemporary issues in the field.
Module Teaching and Learning Strategy	<p>The module is a Practice based learning module. The module teaching and learning strategy is based on the core objectives of supporting learners in placement and the practical application of community work skills in the field. The module is also focused on the development of learner capacity to reflect on their own knowledge, skills and experience and to examine the process of community/non-profit work. Consequently, the teaching and learning strategy adheres to the philosophy and practice of transformative, experiential and critically reflective learning approaches inclusive of the following methods:</p>

	Lectures, peer learning achieved through face-to-face classroom discussion, interactive group discussion.
Work-Based Learning and Practice-Placement	<p>On completion of the internship, it is expected that the learners should be skilled and competent in the following areas:</p> <ul style="list-style-type: none"> • Detailing systematic and logical approach to social action. • Creating opportunities for participation. • Effective listening and feedback skills in a variety of work related situations. • Development of appropriate responses to being challenged and engage constructively with feedback. • Recognition and application of strategies for inclusion and participation. • Reflect on their own strengths, skills and possible limitations in working in community development settings and wider civil society organisations. • Critical evaluation of their own practice. • Development of funding proposals and the effective execution of projects they have become familiar with whilst undergoing their internship.
E-Learning	The virtual learning environment (Moodle) is the platform used to disseminate module material to the learners.
Specifications for Module Staffing Requirements	<p>The module will require an overall co-ordinator / lecturer to organise and deliver the seminars and workshops which are held at intervals during the placement. The module co-ordinator will also be responsible for overseeing the supervision process and the organisation of the tripartite visits with the placement organisation in conjunction with learners and supervisors.</p> <p>Staffing requirements may also include guest speakers deemed ‘experts in the field’ and workshop facilitators in line with the experiential learning approach throughout the module.</p> <p>Staff – learner ratio is typical of the overall programme with a maximum of 1-25.</p>
Module Summative and Formative Assessment Strategy	The module assessment strategy is based on a balance between theoretical and practical learning; building knowledge, skills and competencies relevant to work in practice. Learners will be supported to develop their skills and competencies in the field to acknowledge their learning and to reflect on their practice throughout the module. The formative assessment strategy relies on in-class discussions and continuous reflection on their practical experience of their internship. The summative assessment requires the completion of a Reflective Journal and Placement portfolio demonstrating evidence of learning and reflective capacity. Learners will also be required to pass the internship component of the module which is assessed on a pass/fail basis. The internship assessment form will be used to determine the placement outcome (completed by the supervisor/mentor and module co-ordinator).
Sample Assessment Materials	<p><u>Reflective Journal, 30% (3,000 words):</u></p> <p>Learners will undertake a journal reflecting on their learning throughout their internship with guided sections indicating the specific requirement/area of focus within the journal. The journal should illustrate learner ability to articulate their learning through applying it to their own personal work practice. The journal should demonstrate learner ability to reflect on the relevance of the theory and practice discussed and applied in previous</p>

	<p>modules, providing relevant examples from practice. It should also indicate where there may be a need to revise practice in light of any insights gained.</p> <p><u>Internship Portfolio, 70% (3,000 words):</u></p> <p>Section 1: Organisational Profile; role and function, values and principles in practice. Section 2: Analysis of work process: consultation and needs analysis; Section 3: Funding strategy; development of a draft funding proposal. Section 4: Identification and analysis of current issues in working in a civil society organisation.</p> <p><u>Internship Practice:</u></p> <p>There is a mandatory stipulation that the learner must pass the internship in order to pass the module. The requirements include the following:</p> <ul style="list-style-type: none"> • attendance at internship preparation classes and workshops • Internship attendance - to complete 320 hours • Indication of PASS on the learners 'Internship Assessment Form' from both the agency practice supervisor and college Practice Educator • In the event of failing the module learners will have one further attempt at internship.
<p>Reading Lists and Other Information Resources</p>	<p>Essential Reading:</p> <p>All Ireland Endorsement Body for Community Work Education and Training (2016) <i>All Ireland Standards for Community Work</i>; Galway: Community Work Ireland.</p> <p>Barr, A. and Dailly, J. (2008). <i>LEAP: A Manual for Learning Evaluation and Planning in Community Development</i>. London: Community Development Foundation.</p> <p>Brockbank, A. and McGill, I. (2007). <i>Facilitating Reflective Learning in Higher Education</i> (2nd edition). Berkshire: Open University Press.</p> <p>Butcher, H., Banks, S., Henderson, P. and Robertson, J. (2007). <i>Critical Community Practice</i>. Bristol: Policy Press.</p> <p>Department of Rural and Community Development (2015). <i>Our Communities: A framework policy for local and community development in Ireland</i>. Dublin: Government Publications.</p> <p>Johns, C. (Ed.) (2012). <i>Becoming a Reflective Practitioner</i>, (3rd edition). USA: Wiley-Blackwell.</p> <p>Ledwith, M. (2009). <i>Participatory practice: Community based action for transformative change</i>. Bristol: Policy Press.</p> <p>Towards Standards Ad Hoc Committee (2008) <i>Towards Standards of Community Work in Ireland</i>. Dublin: Ad Hoc Committee.</p> <p>Other Reading:</p> <p>Community Workers Co-op (2007). <i>Tools for Change: A Community Work Resource Skills for Community Workers</i>. Galway: CWC. www.irishcommunitywork.com</p>

	<p>Department of Health and Children (2002). <i>Children First: National Guidelines for the protection and welfare of children</i>, Dublin: Government Publications: www.dohc.ie/publications/children_first.html</p> <p>Department of Health and Children (2002). <i>'Our Duty to Care: the principles of good practice for the protection of children and young people'</i>, Dublin: Government Publications: www.dohc.ie/publications/our_duty_to_care.html</p> <p>Leon-Guerrero, A. (2016). <i>Social Problems, Community, Policy and Social Action</i>. USA: Pacific Lutheran University.</p> <p>Eraut, M. (2007). 'Learning from other people in the workplace', <i>Oxford Review of Education</i>, Special Issue on Professional Learning, 33, 4, 403-422 http://learningtobeprofessional.pbworks.com/w/page/15914995/Michael%20Eraut</p> <p>Ledwith, M. (2007). <i>Community Development: A critical approach</i>. UK: Policy Press.</p> <p>Lee, A (2007). <i>Community Development: Current Issues and Challenges</i>, Dublin: Combat Poverty Agency. www.cpa.ie/publications/CommunityDevelopmentCurrentIssuesAndChallenges_2006.pdf</p> <p>Wilson, M. (2001). <i>Building Practitioner Strengths: Reflections on Community Development Practice</i>. London: Community Development Foundation.</p> <p>Journals: Concept: The Journal of Contemporary Community education practice theory Irish Journal of Community Work Oxford Journal of Community Development Irish Journal of Sociology Nonprofit and Voluntary Sector Quarterly</p> <p>Relevant Websites: Department of Rural and Community Development: http://drcd.gov.ie/community/</p> <p>Reflective Practice, Skills you need: https://www.skillsyouneed.com/ps/reflective-practice.html</p> <p>The Wheel: www.thewheel.ie</p>
Module Physical Resource Requirements	Lecture hall equipped with internet, projector, round tables and speakers.