What social solutions can be implemented to integrate University College Cork students into community life within Magazine Road and Surrounding Areas?

Iesa Mortell

CARL Research Project

in collaboration with

Magazine Road and Surrounding Area Residents Association

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What is Community-Academic Research Links?

Community Academic Research Links (CARL) is a community engagement initiative provided by University College Cork to support the research needs of community and voluntary groups/ Civil Society Organisations (CSOs). These groups can be grassroots groups, single-issue temporary groups, but also structured community and voluntary organisations. Research for the CSO is carried out free of financial cost by student researchers.

CARL seeks to:

- provide civil society with knowledge and skills through research and education;
- provide their services on an affordable basis;
- promote and support public access to and influence on science and technology;
- create equitable and supportive partnerships with civil society organisations;
- enhance understanding among policymakers and education and research institutions of the research and education needs of civil society, and
- enhance the transferrable skills and knowledge of students, community representatives and researchers (Living Knowledge Network).

What is a CSO?

We define CSOs as groups who are non-governmental, non-profit, not representing commercial interests, and/or pursuing a common purpose in the public interest. These groups include: trade unions, NGOs, professional associations, charities, grass-roots organisations, organisations that involve citizens in local and municipal life, churches and religious committees, and so on.

Why is this report on the UCC website?

The research agreement between the CSO, student and CARL/University states that the results of the study must be made public through the publication of the final research report on the CARL (UCC) website. CARL is committed to open access, and the free and public dissemination of research results.

How do I reference this report?

Iesa Mortell (2022) *What social solutions can be implemented to integrate University College Cork students into community life within Magazine Road and Surrounding Areas?*, [online], Community-Academic Research Links/University College Cork, Ireland, Available from: https://www.ucc.ie/en/scishop/rr/ [Accessed: date].

How can I find out more about the Community-Academic Research Links and the Living Knowledge Network?

The UCC CARL website has further information on the background and operation of Community-Academic Research Links at University College Cork, Ireland, http://carl.ucc.ie. You can follow CARL on Twitter at @UCC_CARL. All of our research reports are accessible free online here.

CARL is part of an international network of Science Shops called the Living Knowledge Network – website and on Twitter @ScienceShops. CARL is also a contributor to Campus Engage, which is the Irish Universities Association engagement initiative to promote community-based research, community-based learning and volunteering amongst Higher Education students and staff.

Are you a member of a community project and have an idea for a research project?

We would love to hear from you! Read the background information here and contact us by email at carl@ucc.ie.

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Notwithstanding the contributions by the University and its staff, the University gives no warranty as to the accuracy of the project report or the suitability of any material contained in it for either general or specific purposes. It will be for the Client Group, or users, to ensure that any outcome from the project meets safety and other requirements. The Client Group agrees not to hold the University responsible in respect of any use of the project results. Notwithstanding this disclaimer, it is a matter of record that many student projects have been completed to a very high standard and to the satisfaction of the Client Group.

Statement of Originality

This is to certify that the work I am submitting is my own and has not been submitted for another degree, either at University College Cork or elsewhere. All external references and sources are clearly acknowledged and identified within the contents. I have read and understood the regulations of University College Cork concerning plagiarism and intellectual property.

Signed: Iesa Mortell

25th April 2022

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This Master of Social Work is dedicated to Brian, who accepts me as I am.

To my Tutor Eilish, who's wisdom has shown me to look to new horizons.

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To the Master of Social Work team, through fortitude, skill and sheer dedication, educated the next generation of social workers through one of the most difficult eras of our time. I commend you all.

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Abstract

The aim of this research piece explored the positive partnerships and existing initiatives that can enable pro social interaction between Residents of Magazine Road and Surrounding Areas, first year students that attend University College Cork, and University College Cork. The objective of this work analysed literature and policy within a local, national and international context. An online survey was administered to first year students which resulted in fifteen to twenty six student responses. The survey examined students attitudes while living and studying in University College Cork. Whilst the number of respondents is relatively low, it showed that existing initiatives within UCC are robust however they are not well known to the student population. It was found that while student experiences are overall positive with UCC they were not translating out to the community of Magazine road and surrounding areas. Based on this study, it is recommended that further research into this topic would benefit the students and community. The expansion of the Neighbourhood Support Officer role to integrate UCC and the student population into the surrounding communities.

Glossary of Terms

University: The term university finds its origin both in legal Latin "Universitas" meaning community and in classical Latin "Universus" meaning totality (Neave, 2000, p. 29).

Community: A group of people with diverse characteristics who are linked by social ties, share common perspectives and engage in joint action in geographical locations or settings (MacQueen et al., 2001).

Studentification: Studentification is a term used to describe a process by which a given neighbourhood experiences an increase in the student population, to the point where the area becomes dominated by students (Smith, 2002).

Sustainable Citizenship: Sustainability Citizenship situates citizens as social change agents with an ethical and self interested stake in living sustainably with the rest of the earth (Cook, 2017).

Connectivity: Is a description of the level of connectedness within a system and corresponds to a structural set of relationships between spatially and or temporally distinct entities (Kool, Moilanen, & Treml, 2012).

Chapter One: Introduction & Background

1.1: Research Title

What social solutions can be implemented to integrate University College Cork (UCC) students into community life within Magazine Road and surrounding areas?

1.2: Introduction and Rationale for the Research

Why is this topic important?

According to Bryman (2016) social research is conducted "because there is an aspect of our understanding of what goes on in society that is unresolved" (Bryman, 2016, p. 3). UCC is a rapidly growing community. In the year 2000 the total student population was 11,545 students, as of 2017 the student population now exceeds 22,000 students (U. C. Cork, 2022c). These figures would indicate that the student population has doubled within the last 20 years and there is no research to show that this figure will cease to grow. The surrounding neighbourhoods in particular that, of Magazine Road have been established since 1773, with Horgan's buildings being constructed in 1820 (U. A. R. Association, 2022). UCC was established as the Queens University in 1845. Within this dissertation two populations will be explored, the settled population in the surrounding areas of UCC and first year student population that attends UCC.

There are a growing number of concerns within Magazine Road and the surrounding communities, that the needs of UCC students regarding student housing have fallen short. According to the Magazine Road New Development Plan 2022-2028, *Delivering Homes and Successful Neighbourhoods* there is a "need to address the serious imbalance between owner occupied housing 30% and private rental housing 70%" (Cahill, 2021, p. 1). As a result of a rapidly growing student population and rising demand for adequate housing across all sectors of Irish society, a process of studentification has occurred within the settled residential population that surrounds UCC. Studentification is a term used to describe a process by which a given neighbourhood experiences an increase in the student population, to the point where the area becomes dominated by students (Smith, 2002).

1.3: About the Residents of Magazine Road and Surrounding Areas Residents Association.

Magazine Road and the adjoining streets are in the parish of Glasheen, one of the most historic parts of Cork. It is located between UCC to the north, Togher and the Lough to the south, Wilton to the west and the city to the east. The area is near University College Cork, the Bon Secours hospital,

Cork University Hospital, the bird sanctuary at the Lough and the Mardyke recreational park. Schools in the vicinity are the Glasheen Boys National School, Glasheen Girls National School and the Presentation Boys Secondary School.

The Resident's Association was formed in 2017 to represent the local residents regarding issues that directly affect the neighbourhood, in particular the planning decisions of Cork City Council and problems arising from the high density of UCC students in the area (U. A. R. Association, 2022).

1.4: About the Students that Attend UCC.

In 1845 UCC, then known as the Queens University, opened its doors with 115 male medical students enrolled. Neave (2000) writes " the term university finds its origin both in legal Latin "Universitas" meaning community and in classical Latin "Universus" meaning totality (Neave, 2000, p. 29). The university now has four umbrella colleges to include:

- College of Arts, Celtic Studies and Social Science.
- College of Medicine and Health.
- College of Science, Engineering and Food Science.
- College of Business and Law.

UCC now has over 22,000 students that are enrolled within the institution and are supported by approximately six thousand staff. According to the World University Ranking Services (2018) UCC is ranked within the top 2% of Universities, which aims to provide a personalised education for every student through the delivery of market aligned, future ready programmes (U. C. Cork, 2022b, p. 1). In October 2021 UCC celebrated its Athena SWAN awards and received six awards for commitment to promoting good practice and advancing gender equality. As per the UCC Community Life Booklet 2021/2022 UCC is a "University in the community, of the community and for the community" (U. C. Cork, 2022a, p. 2). There are over a hundred student clubs and societies within UCC (Societies, 2022), and it is estimated over 17,000 students are involved with these clubs. Students are actively involved in initiatives such as the Green Campus Initiative, The Bystander Initiative and many more student led initiatives.

1.5: Research Aims

In collaboration with UCC Community Academic Research Links (CARL) and the Residents of Magazine Road and surrounding areas, the researcher proposes to examine pro-social solutions which

aim to promote a sense of cohesion   and integrated way of life between UCC students and residents in the surrounding neighbourhoods.

1.6: Research Objectives

To conduct a critical review on local and national policy regarding student accommodation.

To examine how the greening of the UCC campus initiative can be extended out into the wider surrounding communities.

To examine how to promote student connectivity to the neighbourhoods they live in while studying at UCC.

To conduct an online survey to examine UCC first year students' attitudes toward college life.

To attend the Residents of Magazine Road and Surrounding Areas monthly residents' meetings.

1.7: Research Questions

1. What has been done already to address UCC students' integration into residential communities in Cork?

2. Does UCC exercise a care of duty regarding developing students to create a sense of belonging, community and professional identity?

3. Has there been adequate, affordable student accommodation built in Cork to house UCC students?

1.8: Dissertation Structure and Outline

Chapter One: Introduction and Background

This chapter will focus on why this topic is important and give a brief background into the Residents of Magazine Road and surroundings areas committee. It will also give a brief explanation of the structure of UCC and its student population. Chapter one also outlines the main objectives for this dissertation.

Chapter Two: Literature Review

This chapter will discuss the three research questions and explore existing literature and policy within a national and international context.

Chapter Three: Methodology

This chapter will discuss the overall methods used to research this dissertation. The researchers journey and critical cognitive process will also be discussed through, ethical consideration, reflexivity and the challenges and limitations of this work.

Chapter Four: Results & Discussion

This chapter will present the graphs and percentages generated by the Qualtrics survey administered to students via online. It will discuss the themes generated and seek to compare the quantitative data with the literature review in chapter two.

Chapter Five: Conclusions, Recommendations & Reflective Piece

This chapter will discuss concluding remarks and a number of recommendations regarding future implications for this piece of research. The researcher will include a reflective piece to conclude.

Chapter Two: Literature Review

2.1: Introduction

There are several types of literature reviews, systematic, rapid and integrated. Onwuegbuzie (2016) et al write "integrative reviews pull together the existing work on an educational topic and work to understand trends in that body of scholarship" (Onwuegbuzie & Frels, 2016, p. 29). While this review is predominantly systematic due the summarisation of literature and policy, the researcher will also reference findings from the online survey which was administered to UCC students and the Cork City Development *Plan Delivering Homes and successful Neighbourhoods 2022-2028*.

Key words: Community, Studentification, University College Cork, policy, connectivity, Sustainable Citizenship.

2.2: Policy

Matheson et al write "there has been a dramatic increase in the number of students entering higher education over the past fifty years" (Matheson, Tangney, & Sutcliffe, 2018). Combined with an over all growing population and increased housing demands in Ireland many students who embark on attending universities face several uncertainties to include securing adequate and affordable housing. As of 2022 UCC alone has a population of 22000 students and as discussed in chapter one a process of studentification has occurred in the surrounding neighbourhoods and communities. Kenna (2011) writes "the geographies of the student population in cities has a been largely overlooked research area in the Irish context" (Kenna, 2011), furthermore Cahill (2022) states "there has never been an impact study carried out on the effect that this increase has had on the permanent residential community" (M. R. a. S. A. R. Association, 2022, p. 5).

Ireland currently has a tertiary student population of 237,328 to a national population of 4.9 million people. The National Student Accommodation Strategy, published in 2016, states "there is potential for at least 21,000 purpose built student accommodation bed spaces by 2024" (Ireland, 2016, p. 3). According to the *Cushman and Wakefield UK Student Accommodation Report 2020* there are 2.15 million tertiary level students to a national population of 66.5 million. This report estimates 681,000 bed spaces with a further 24,799 spaces to be released in 2021 (Wakefield, 2020, p. 12). When these figures are compared, Ireland accommodates up to 9% of its student population with regard bed spaces and the United Kingdom caters to 33% of its student population with regard bed spaces. According to the Higher Education Authority (HEA) "there has been limited research into accommodation and living arrangements for third level students in Ireland" (Authority, 2022, p. 3),

therefore it has been difficult to ascertain within this dissertation as to whether student accommodation is affordable for students. According to the student online survey (see chapter 4) 54.17% of students attending UCC are living in student accommodation with 92% stating they were unaware of initiatives with promote affordable accommodation while studying at UCC. Claire Austick President of The Union of Students Ireland, speaking to the Irish Times stated "most of the purpose built student accommodation (PBSA) facilities, are not addressing student accommodation shortfall" (Freyne, 2021). The HEA does acknowledge that universities encounter difficulty purchasing land to develop student accommodation. Also, access to finances in the form of government loans with high interest rates are problematic. The HEA recognises "that there is a tension between providing a transparent framework of public accountability for performance in relation to funding and risks of unintended behaviours related to measurements" (Authority, 2017, p. 2). This could also be a factor in the affordability of student rents, which means students pay rent to counteract the cost of student builds as supposed to what reflects their income. These figures would indicate that Ireland is falling behind with regard adequate housing for its tertiary student population.

2.3: Student Sense of Connectivity to their University and their surrounding Communities

Conflict between university students and its local residents has been recorded as far back as the year 1298 in Oxford. Groups of students would attack towns people resulting in violent clashes. As a result of these clashes the concept of separate student housing was planned and built by Oxford University, with Cambridge University following suit. Kenyon writes "students living in privately rented student houses in residential neighbourhoods, are perceived by local residence and themselves, to form a separate community within the community" (Kenyon, 1997, p. 287). This can lead to students feeling isolated from the larger residential community and lead to less, if any participation within local community life, such as residents associations and neighbourhood watch programmes. As per question eight of the survey (see chapter 4) 30.43% of students stated that they were neither satisfied nor dissatisfied with their relationship with their neighbours, with 17.39% stating that they were extremely dissatisfied with their neighbours. According to the Cork City Development Plan 2022-2028 (see Appendix B) "the transient student population do not integrate in any positive way with the local community" (Cahill, 2021, p. 1).

The above leads into the exploration of the concept of how to promote student connectivity and integration to the neighbourhoods they live in, and their sense of belonging to UCC. Lizzio (2006) in Matheson et al identifies five senses that support students transition through college. They are, "a sense of capability, a sense of connectedness, a sense of purpose, a sense of resourcefulness and a sense of academic culture" (Matheson et al., 2018, p. 32). Students who start undergraduate

programmes are leaving home for the first time. This stage of an individual's life can be exciting but can also leave students feeling vulnerable and unsupported. Aptor (2001) writes "Most students come to University at what is believed to be a particularly vulnerable age" (Aptor, 2001). Students between the ages of 18 years to 25 years are legally adults, however they may not necessarily be treated or seen as such. Student University induction processes are vital with regard anchoring students to their new phase of life. According to Matheson et al "Induction provides an ideal opportunity to open the eyes of students and to learn the rules of engagement to navigate institutional norms and procedures" (Matheson et al., 2018, p. 11). As per question seven of the online survey (see chapter 4) 83.3% of students do not think that the student induction process into UCC helps them to integrate well into the communities that they live in while studying at UCC.

In Loco Parentis which is Latin for "in place of the parent" was a legal relationship that was practiced between Universities in America and its attending students. This concept was originally rooted in British common law. Lee writes "this meant that universities could regulate the students' personal lives, including speech, association and movement and take disciplinary action against students without concern for the students' rights to due process" (Lee 2019, pg. 66). Students' constitutional rights ceased to exist upon entering the Universities gates. However with the advent of the civil rights movement in America in the 1960's universities have moved away from the in loco parentis model to use the Facilitator model. Universities do find themselves in a position where they facilitate mental, emotional, civic and social growth with students. While Universities are not legal guardians or custodians of its student population, "neither is its relationship with students purely educational" (Bickel & Lake, 1997, p. 755). Bickel and Lake (1999) were the initial proposers of the Facilitator model. This model focuses on "establishing balance in college and university law and responsibilities" (Lake, 2013). This model may be applied to UCC student induction process to look at students' sense of connectivity and belonging to their university and the neighbourhoods they live in. May writes "belonging plays a role in connecting individuals to the social" (May, 2011, p. 368).

In January of 2022 UCC in collaboration with the Residents of Magazine Road and Surrounding Areas, appointed a Neighbourhood support Officer (NSO). UCC is the first third level institution in Ireland to do this. The specific objectives of the post are to:

1. Liaise between UCC, residents, community groups, local businesses, City Council, relevant stakeholders and students residing in local neighbourhoods adjacent to UCC's main campus to understand and respond to issues that arise in a proactive and timely manner.
2. Engage with students who are living in the local community, bringing early intervention, group work and facilitative skills to foster positive relationships and prevent issues arising.

3. Develop active citizenship opportunities for students to contribute to the local community as good neighbours.

4. Support UCC and local residents to develop an evidence informed plan to strategically direct university and local neighbourhood engagement over the long term. (Office of Accommodation and Community Life, UCC).

This role is a singular post and while still in its infancy supports the facilitator model, in that it seeks to work with students and communities in a proactive and collaborative manner. Jongbleod (2008) et al write "For universities thinking in terms of partnerships with key stakeholders, has important implications for its governance and accountability arrangements" (Jongbloed, Enders, & Salerno, 2008). It also seeks to address the rights and responsibilities of UCC as an institution and the relationship it has with its students and the wider community.

2.4: UCC Green Campus and Sustainable Citizenship

UCC is ranked eighth in the world regarding the UI Green Metric University Ranking of sustainable universities and is a proactive Green Campus. It was the first university in the world to be awarded a green flag from the Foundation for Environmental Education. UCC launched its Sustainability Strategy in 2016. This strategy is underpinned by the United Nations Sustainable Development Goals (SDG,S) and subsequently in 2018 began to publish Annual Sustainability Reports.

Professor John O Halloran was recently appointed the 16th President of UCC. Professor O Halloran is "An ecologist and a zoologist, he describes himself as the first 'green university president', committed to securing a future for the university, our country, and the planet" (Casey, 2021). The Green Campus initiative is student led which means UCC students are active participants in raising awareness with regard promoting environmental sustainability within the campus and its surrounding areas. According to the Build Back Better: A UCC Climate assembly Report "Engagement from UCC staff, students and the wider community are integral for UCC in improving its commitment to sustainability" (Committee, 2021, p. 4). UCC has developed a sustainability Module Program (UW0005). This module aims to provide students with a broad introduction of sustainability issues which contributes to raising awareness and education surrounding sustainable citizenship. It also gives students an opportunity to reflect on how their life impacts the world in which they live. This module is available to all students and staff; however it is not compulsory and may clash with students' timetables, therefore making it difficult to enrol. Krause et al write "there is a need for a more holistic view of student engagement, developing curricula and extracurricular activities that embrace both academic and social dimensions" (Krause & Coates, 2008).

2.5: Discussion

The above literature review has looked at the three main objectives as stated in chapter one. Policy within the Irish concept is still within formation and there is an acknowledgement that further studies and research into student accommodation in Ireland are needed. Ireland is experiencing unprecedented levels with regard demand for housing and as a result these wider issues are having an adverse effect on bed supply for students. The cost of student accommodation is another contending factor. The cost of building student accommodation and the acquisition of land by Universities directly reflects how much students are paying per week/month/academic semester. This wider layer rests within political and governmental spheres which this piece of work does not address.

Regarding examining students' sense of connectivity to UCC and their neighbourhoods, UCC in tandem with its student body endeavours to create and implement initiatives with promote civil and social engagement, however, there seems to be a disconnect with how these initiatives are translated out into the wider communities that surround UCC. UCC in tandem with the Residents of Magazine Road and Surrounding Areas have taken an unprecedented step in that a Neighbourhood Support Officer role was created to consult with UCC students and residents, while working toward pro social solutions which benefit both communities. This role is in formation and is transformative.

UCC is a world leader with regard Green Campus initiatives and as stated in the literature review was the first university to be awarded a Green Flag from the Foundation of Environmental Education. UCC President ,Professor John O' Halloran is an Ecologist and Zoologist; therefore this places UCC in a unique position to drive environmental and sustainable issues out beyond the campus walls and into the surrounding communities. The Sustainability Modul (UW0005) is an innovative and progressive module developed by UCC, however this module is not compulsory within the student induction process or student curriculum.

Chapter Three: Methodology

3.1: Introduction

In this chapter the researcher will discuss the research process. To include the epistemology, theoretical perspective and social work theory. The researcher will also discuss, methods and methodology, recruitment of participants, analysis of data, ethical considerations and the challenges and limitations of this piece of work. This dissertation is quantitative and is part of University College Cork Community-Academic Research Links (CARL) research department.

3.2: Epistemology

Epistemology looks to examine the theory of knowledge. The two types of knowledge are intuitive knowledge which is the examination of human feelings and stories and empirical knowledge which stems from the idea that social phenomenon can looked at objectively and proven statistically. Bryman (2016) states "Objectivism is an ontological position that asserts that social phenomena and their meanings have an existence that are independent of social actors and it represents a social order in that it exerts pressure on individuals to conform to the requirements of an organisation" (Bryman, 2016, p. 29). The epistemological stance of this piece of work is objectivism.

3.3: Theoretical Perspective

The theoretical perspective used for this thesis is Positivism. Creswell writes " In quantitative studies, one uses theory deductively and places it towards the beginning of the proposed study" (Creswell & Creswell, 2018, p. 56). Positivism seeks to place knowledge of the world within a scientific lens. Auguste Compte (1798-1857) the Father of Sociology " emphasized the need for science to be standardized and rigorous, reliant on observed facts and free from all value judgements" (O'Leary, 2007, p. 197). Positivist research looks at data collection which allows the researcher to look at data objectively.

3.4: Social Work Theory

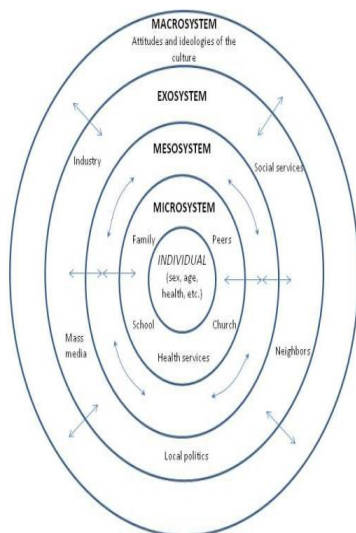Urie Bronfenbrenner (1917-2005) Ecological Systems Theory

Figure 1 (Crawford & Walker, 2003, p. 24)

As cited by Aljohani (2016), Tinto's Model of Educational Departure (1993) has been discussed through several research papers as a prominent theory with which to research student connectivity and development. However, "the focus of these theories was principally on the characteristics of individual students, rather than on their interactions with college environments" (Aljohani, 2016, p. 2). The researcher feels that this theory even though expressed frequently in the research may place a moral and pathological element on students and residents alike, therefore Bronfenbrenner Ecological Systems Theory will be used as the Social Work Theory for this piece of work.

Urie Bronfenbrenner (1917-2005) is recognised as one of the leading minds with regard Ecological Systems Theory. Parrish for Bronfenbrenner's and Ceci (1994) writes "according to Bronfenbrenner ecological concepts, five environmental systems interact to shape development and behaviour" (Parrish, 2014, p. 202). The first of these five systems are the micro system, in this instance we will take UCC students as the epicentre of this microsystem. In this micro system relationships between the students, their parents, their peers, their partners and their schools are looked at. The next system is the mesosystem, this links to the microsystem through the relationship that students have with their college lectures and employers. The next system is the exosystem, which relates to students' social settings for example sports clubs, student clubs and how it influences their thought processes and views of the world. The next system is the macrosystem which organise the more structural and institutional aspects of students' lives and what their relationship is to them, this includes the colleges they attend and the neighbourhoods they live in. The last system is the chronosystem, which refers to historical events in students' lives for example, death, divorce, weddings and births. System theory is value free which means it is objective. As stated earlier the writer has discovered that because of

the several moving parts of this research piece Ecological Systems Theory will allow the researcher to look objectively at the ever-changing relationship between UCC students, University College Cork and its surrounding neighbourhoods.

3.5: Research Methodology

From the inception of this piece of work the writer aimed to look at qualitative primary research, however as the process unfolded it became clear that this piece was quantitative, and it would be researched through an anonymised online research survey which looked at examining attitudes of first year students attending UCC. Covid-19 was also an influencing factor to create this survey. The reasons for this dissertation to take this stance will be further explained in the challenges and limitations of this chapter.

3.6: Research Methods

The researcher created a Qualtrics survey (See chapter four) as per the ethical guidelines of the Department of Social Science and Studies at UCC (See Appendix A). This survey consisted of nine questions which looks to exploring students' attitudes toward their experience within UCC, student accommodation and their relationship with their neighbours. The researcher has also used a submission plan that was submitted to the Cork County Council on behalf of the Residents of Magazine Road and surroundings areas. (See Appendix B).

3.7: Recruitment of Participants

As per ethical guidelines in Appendix A, the researcher looked at first year students (to exclude Bachelor of Social Work students and Master of Social work students) to examine their sense of belonging and connectivity to UCC and the surrounding neighbourhoods they reside in. The Residents of Magazine Road were also excluded from this survey. As stated in the *Cork City Development plan 2022-2028*, which was drawn up by and for the residents of Magazine Road and surrounding areas and was voted on within a public forum "The transient student population do not integrate in any positive way with the local community" (Cahill, 2021, p. 21). The researcher structured the questions early on within the research process and scaffolded the structure of the sentences using chapter seven of Alan Bryman's Social Research Methods (Bryman, 2016, p. Chapter 7). The researcher also reflected on the research question and one of the main aims of the question is to focus on pro social solutions with can help student populations and the Residents of Magazine Road and surround areas co habit in a harmonious way.

3.8: Data Analysis & Data Anonymisation

Within the anonymised quantitative survey forty-eight responses were recorded, however between fifteen and twenty-six students completed the survey. Out of the nine questions six were closed ended. The Qualtrics Survey was set up under the researchers' student email and was stored within UCC Google One Drive. The Qualtrics programme is a piece of software which automatically anonymises information, the researcher cannot identify individuals who completed the survey. The submission plan *Delivering Homes and Successful Neighbourhoods 2022-2028,* which was given to the researcher by the Residents of Magazine Road is a matter of public record. The Qualtrics programme generates a report and graphs which will be discussed in further detail within chapter four of this dissertation.

3.9: Ethical Considerations & Reflexivity

The researcher is a Master of Social Work student and is guided by the terms and conditions of the ethical committee within the School of Applied Social Studies Research Ethics. Initially the researcher planned to interview the Residents of Magazine Road and Surrounding Areas and UCC students, however the researcher had a concern. Carroll (2012) et al write " Responsibility can involve all elements up to the point of decision making, whereas accountability is about what comes after a decision is made" (Carroll, Shaw, & Bond, 2012, p. 244). The researcher understands that interviewing the residents would have greatly benefitted this piece of work. The residents are a considerably smaller group and irrespective of anonymity being assured and consent to interview from the residents given, there may have been a greater chance that they could have been identified individually within the wider community. The initial ethics application to interview both groups lacked specificity on the researcher's behalf and was revised and refined on several occasions. This concluded that a specific cohort of students i.e. First year students, would be interviewed through an anonymised survey via an approved platform called Qualtrics. This platform would ensure students privacy and as the student population is considerably larger than the residents association, non identification of students would be guaranteed.

In Social Work there are three pillars of ethical consideration Virtue Ethics, Deontology and Consequentialism. Virtue Ethics seek to focus on individual Social Work Practitioners moral values. As stated previously within chapter two the literature review of this dissertation the researcher aims to avoid theories that individualise or pathologize groups. Virtue Ethics are incompatible with the epistemological viewpoints of objectivism and positivism and would bring bias into the body of work. Deontological Ethics are duty-based ethics. CORU Standards of Proficiency for Social

Workers states 1.11 "Understand and respect the confidentiality of service users and use information only for the purpose it is given" (CORU, 2019). As stated within the consent form of the online survey, the information gathered for this piece of work will be used for the purpose of CARL. Consequential Ethics are based on whether an action is right or wrong due to the outcome of the action.

Creswell (2018) et al write "Researchers need to protect their research participants, develop trust with them, promote integrity of research, guard against misconduct and impropriety that might reflect on their organisations and cope with new challenging problems" (Creswell & Creswell, 2018, p. 88). The researcher has taken all measures against the use of discriminatory and ageist language which feeds into the stereotyping of human beings. Falben (2019) et al write "stereotype based responding saves people the trouble of thinking deeply about others, and exerts undue influence on judgement and memory" (Falbén et al., 2019). The Residents of Magazine Road and surrounding areas are seen as a permanent population, while students are seen as transient due to the cyclical nature of the academic year. While this statement may hold truth within the public domain, from a professional research/ social work lens it is unhelpful when looking at the concept of a cohesive community and it serves to further entrench the "us versus them" ideology. This links in with the CORU Standards of Proficiency 5.21 "Know and critically understand the principles, ethics, and applications of scientific enquiry, including the evaluation of treatment/intervention efficacy, the research process and evidence-informed practice" (CORU, 2019).
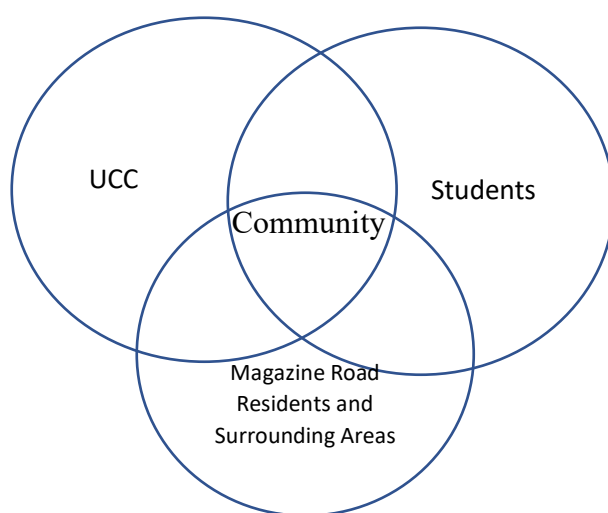

Figure 2. Visual Representation of Reflexivity

3.10: Reflexivity

Onwuegbzie (2016) et al state "Reflexivity is attending to the cognitive and emotional changes and sometimes even social changes, all of which represent some form of transformation" (Onwuegbuzie & Frels, 2016, p. 43). From the inception of this piece of work the researcher has been aware that the relationship between the Residents of Magazine Road and UCC students living in the surrounding areas has been and still is emotive and at times tense. This research topic is active and alive, as in, the issue has continuous momentum and is constantly evolving. The researcher is an etic passive observer and collects data passively. The researcher has attended the monthly residential meetings and this topic has been highlighted and discussed repeatedly in newspapers (see Appendix C). The researcher has had to pivot continuously with rapidly changing information. In tandem with Bronfenbrenner (1917-2005) Ecological Systems Theory, the researcher has looked at the moving parts of this topic. The researcher has created the above Venn diagram to display how the three groups interact with each other to create a community which involves transformative processes. Mezirow (1998) writes "When perspectives are transformed emancipatory learning is said to have occurred, paving the way for personal transformation" (Mezirow, 1998). These processes at times can be, emotive, provocative, reactionary and can present as fractious and disorganised. The relationship between UCC students and Residents of Magazine Road is within a process and is continuously undergoing transformation ,therefore the researcher seeks to focus on what is working well for both groups and to build on those strengths to help create pro social and transformative solutions.

3.11: Challenges and Limitations

Bryman (2016) writes quantitative research can place a "reliance on instruments and procedures that can hinder the connection between research and everyday life" (Bryman, 2016, p. 166). The researcher had planned to research this dissertation through a primary qualitative lens by way of interviewing the residents of Magazine Road and Surrounding Areas. However as stated previously the researcher is guided by the ethics committee within the School of Applied Social Studies in UCC. Therefore the residents of Magazine Road and Surrounding Areas were not interviewed as it could potentially identify them individually and place them at risk to the wider public.

 Covid -19 has exacerbated ongoing social issues between residents and students. The probability of conducting all the interviews online or, via an online survey would have been the probable outcome as government guidelines required that people reduce physical and social contact. While there has been extensive research conducted internationally on this topic, there has been little research conducted which looks at the impact of studentification on local communities within the Irish context. The researcher has used the *Cork City Development plan 2022-2028: Delivering Homes and Successful Neighbourhoods,* drawn up by the Residents of Magazine Road to Cork County Council

to represent their voice within this piece. This has been the main document, which is specific to the Residents of Magazine Road and Surrounding Areas which has been used to aid the researcher within this piece of work.

The researcher has also attended the Residents of Magazine Road and surrounding areas meetings for a period of nine months. Creswell et al write " Ethical questions are apparent today in such issues as personal disclosure, authenticity and credibility of the research report"(Creswell & Creswell, 2018, p. 89). Record keeping of the residents' meetings was not made public in the form of publishing meeting minutes on the resident's website, ergo, while the researcher gained invaluable insight as to the objectives which are researched within this piece, the discussions which took place within the meetings are not reflected within this work.

Spinde (2022) et al state "media has a substantial impact on the public perception of events" (Spinde et al., 2022). The relationship between UCC, the surrounding residential community and students is continuously highlighted within the media. The researcher is aware that the use of newspaper articles within research can lead to poor scholarship and media bias. Connell (2018) writes "Mainstream knowledge formation generally speaking, works on the assumption that there is one and only one episteme" (Connell, 2018, p. 403). While media can be used as a crucial tool to highlight issues it can lend to polarising discourse within any given social topic. This can further biased narratives within public perception. As stated within chapter two, HEA's acknowledge that little research has been conducted on student accommodation. Apart from the *National Student Accommodation Strategy (2016),* policy in the Irish context is very thin on the ground.

The online survey which was administered to students initially did not a yield robust response and was recirculated for a larger amount of data to be collected. Several aspects are considered regarding the reasons for non response rates regarding student online surveys. Student survey fatigue , a lack of interest in the topic being surveyed, students may receive multiple surveys per day and do not have the time to engage in lengthy surveys, students have spent extended amounts of time online and engaging with technology during the Covid -19 pandemic. However "despite the view that rising non response rates are in part caused by an increase in the number of surveys, there has been almost no research on the impact of multiple survey requests on survey response" (Porter, Whitcomb, & Weitzer, 2004, p. 63). This created a significant challenge within the research as one of the main objectives within the dissertation was to explore how to promote student connectivity to the neighbourhoods they live in while studying at UCC.

As suggested by Creswell (2018) IBM SPSS Statistics 24 is a software package available to researchers which enables them to mine quantitative data. The researcher was unable to access said

or similar software to further explore the data and has relied on the Qualtrics programme to produce statistical results. Quantitative research is a specific skill set, as in, it is highly scientific and requires a solid understanding of formulas and equations which produce numbers. This was outside of the researcher's skill set. While quantitative research is more objective, serves well to limit bias and takes the "emotional heat" out of an emotive social issue, it can also generalise information. Cold statistics can miss the nuances of peoples lived experiences.

The researcher is aware that Ireland at present is experiencing a housing shortage. Dr Rory Hearne of Maynooth University states " the strongest indication that current policy has failed is the worsening housing crisis that has extended across Irish society" (Hearne, 2022). This is one of the main wider structural issues which is underpinning many of the issues that universities, students and residential communities are facing with regard appropriate and affordable housing for students. It is also one of the fundamental issues which contributes to the studentification of local communities surrounding UCC. This aspect alone requires an independent and significantly larger piece of research, this issue has not been addressed within this piece of work.

4.1: Introduction

"n" represents the number of individuals that are looked at when studying a topic or calculating percentages, therefore N= Total Response.

The response rate for the Qualtrics online survey was (n=48). Forty-eight people consented to undertake the survey. Between (n=15) and (n=26) students completed the survey. The simple random sample method was used to select individuals for the survey. Bryman (2016) writes "the simple random sample is the most basic form of probability sample and there is almost no opportunity for human bias to manifest itself" (Bryman, 2016, p. 177). As discussed in chapter two, there are over twenty-two thousand students in UCC. The sample size for this dissertation is small, however because the simple random sample method was used it will represent the widest demographic of students. Students were required to be over the age of eighteen to give consent. There is no indication within the survey of age, sexual orientation, gender, martial status, family status, ethnicity, disability, religion and membership of The Travelling Community. The Residents of Magazine Road and surrounding areas,   Master of Social Work and Bachelor of Social Work students were exempt from this questionnaire, and it was administered via email through surveys@umail.ucc.ie.

! - Please select one of the two options below:
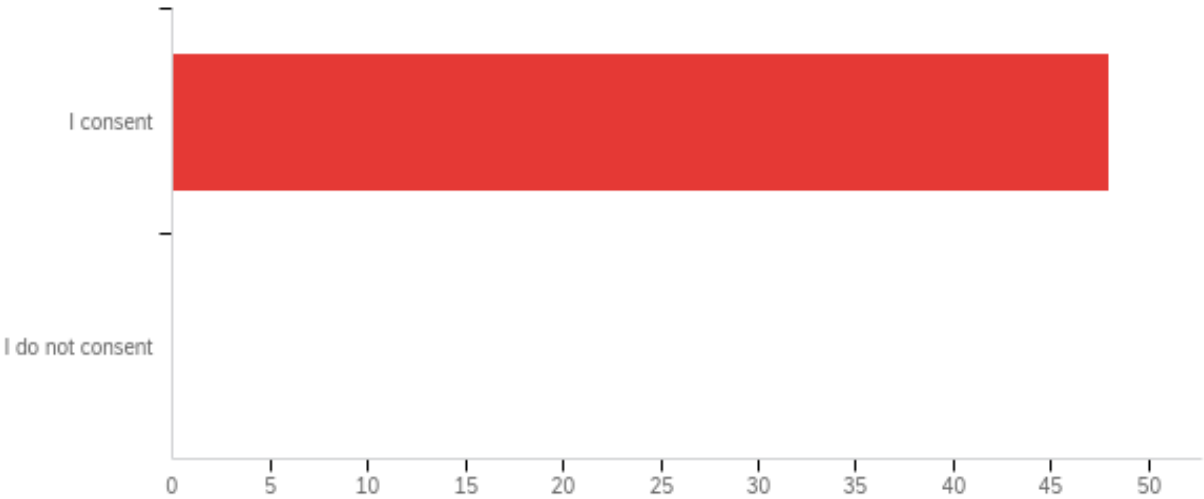
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please select one of the two options below:	1.00	1.00	1.00	0.00	0.00	48

#	Answer	%	Count
1	I consent	100.00%	48
2	I do not consent	0.00%	0
	Total	100%	48

Q1 - Are you living in student accommodation while attending UCC?
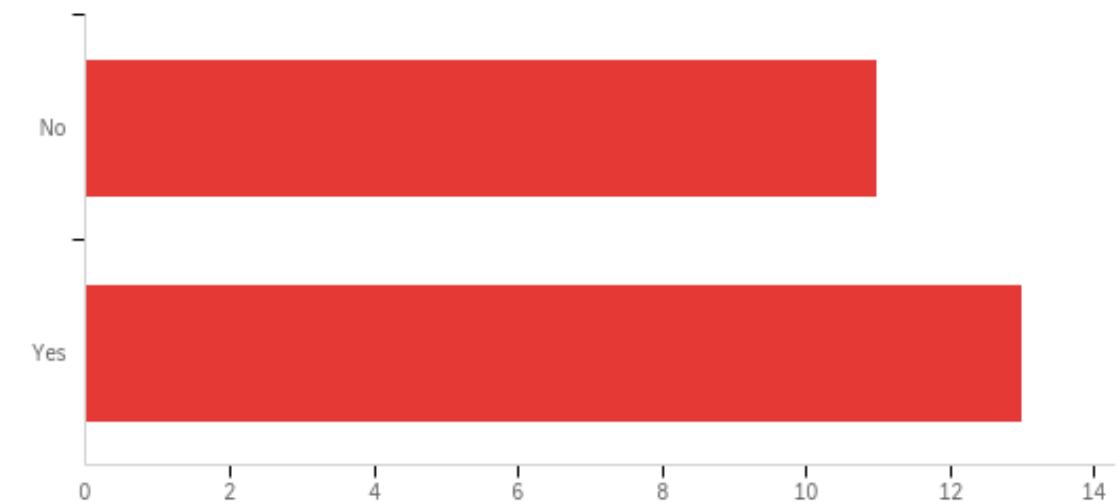
#	Answer	%	Count
1	No	45.83%	11
2	Yes	54.17%	13
	Total	100%	24

Q2 - If yes, how satisfied are you with student accommodation?
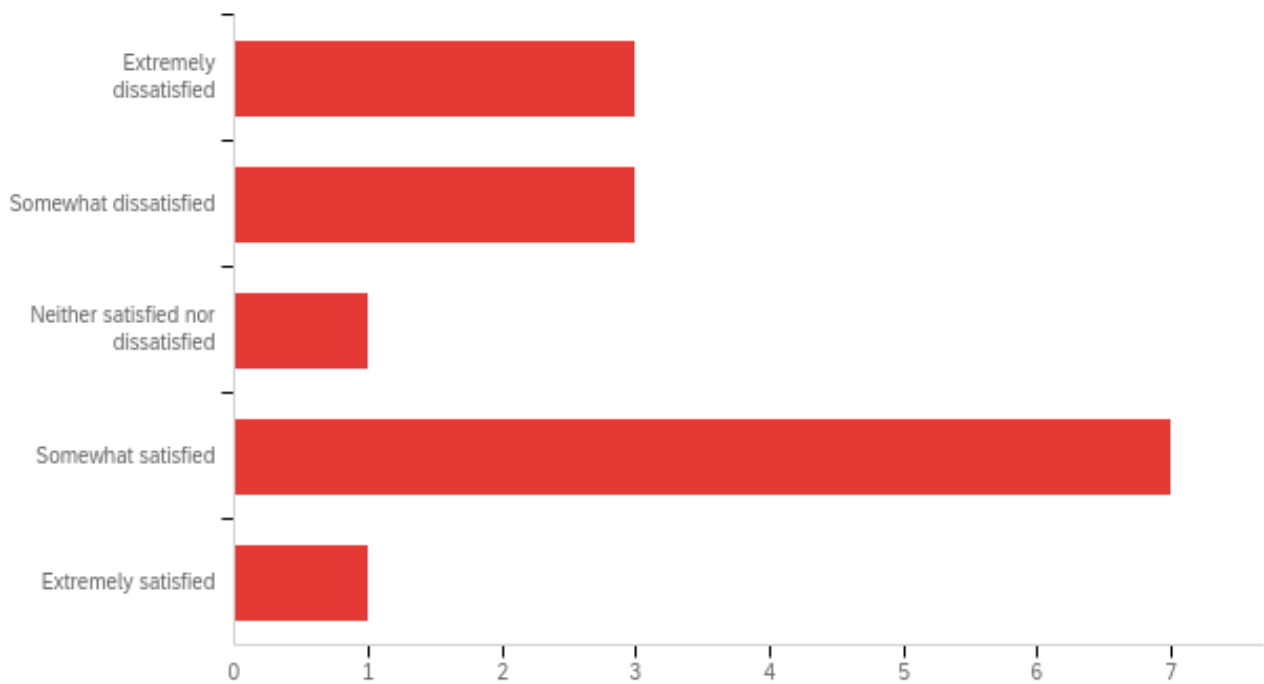
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If yes, how satisfied are you with student accommodation?	1.00	5.00	3.00	1.32	1.73	15

#	Answer	%	Count
1	Extremely dissatisfied	20.00%	3
2	Somewhat dissatisfied	20.00%	3
3	Neither satisfied nor dissatisfied	6.67%	1
4	Somewhat satisfied	46.67%	7
5	Extremely satisfied	6.67%	1
	Total	100%	15

Q3 - Are you aware of UCC initiatives which promote affordable student accommodation?
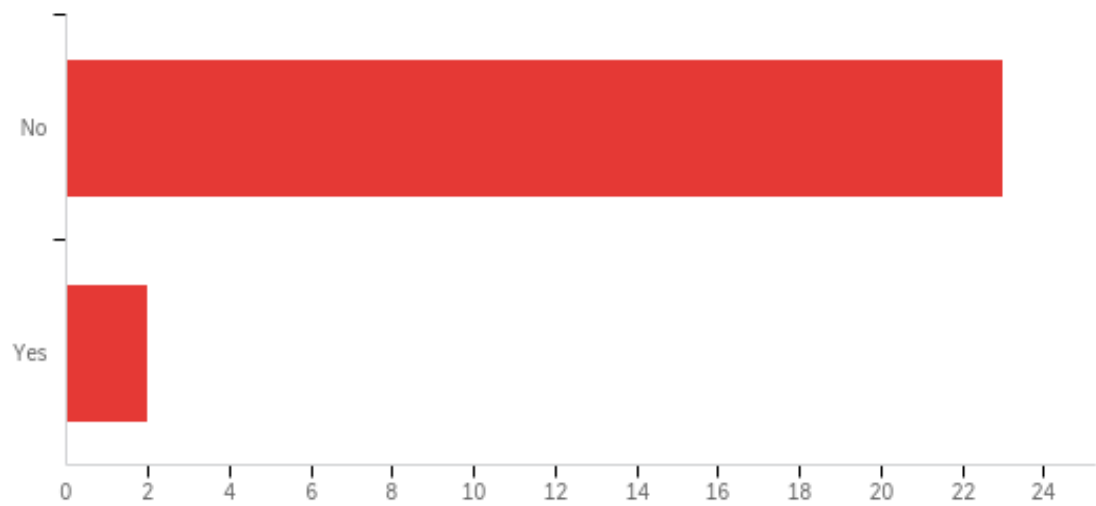
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you aware of UCC initiatives which promote affordable student accommodation?	1.00	2.00	1.08	0.27	0.07	25

#	Answer	%	Count
1	No	92.00%	23
2	Yes	8.00%	2
	Total	100%	25

Q3.B - Please expand on the previous answer.

Please expand on the previous answer.
Does not concern me
Haven't heard
Because I live at home, I'm out of the loop when it comes to these initiatives.
I was not aware of this
Barely anything
No
UCC do not promote affordable student accommodation
dfef wefrwe

Q4 - Are you a member of a UCC club or society?
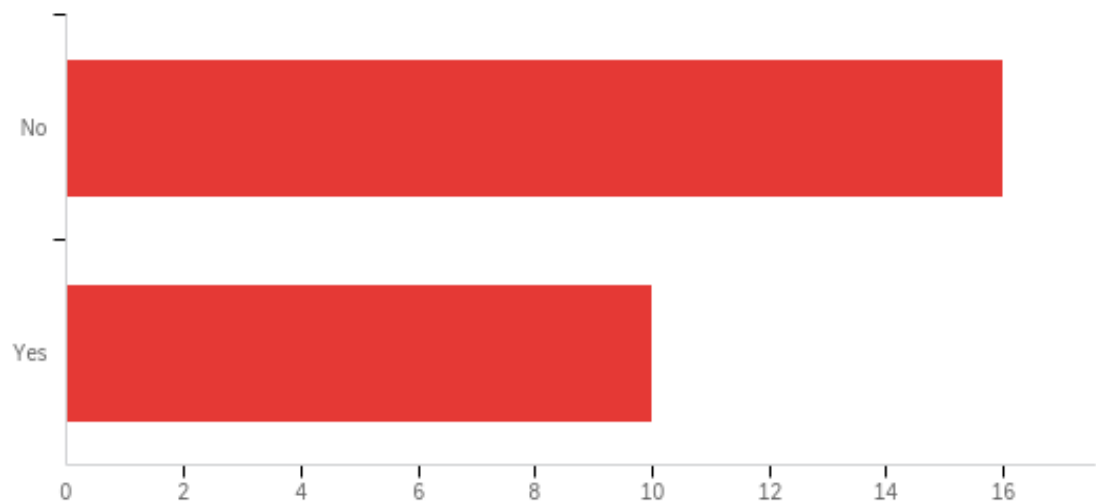
#	Answer	%	Count
1	No	61.54%	16
2	Yes	38.46%	10
	Total	100%	26

Q5 - Do you feel a sense of belonging to UCC?
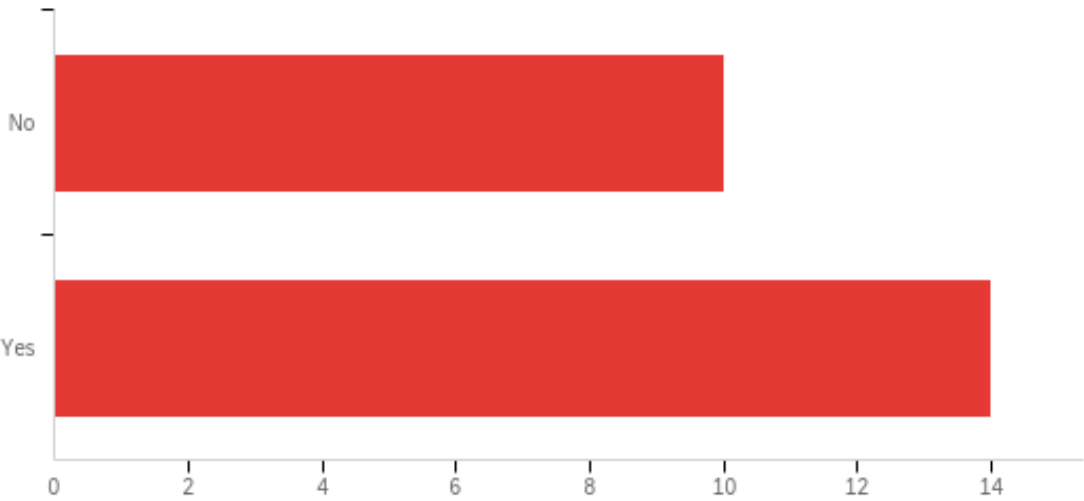
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you feel a sense of belonging to UCC?	1.00	2.00	1.58	0.49	0.24	24

#	Answer	%	Count
1	No	41.67%	10
2	Yes	58.33%	14
	Total	100%	24

Q5.B - Please expand on the above answer.

Please expand on the above answer.

Just as I was beginning to find my feet after a couple months in first year, we went into lockdown. My classes were completely online during 2nd year. And now I'm my final year back on campus, I feel as if I haven't had enough time to be present on campus, make friends, joking clubs/ societies etc…

I think lecturers make a great effort to assist students with their needs

Community

Covid took away majority of my college years so never got to meet a lot of people

Feel a part of a community

I do feel a sense of belonging here, you feel you belong a little bit more once you get to know some people, but I don't know if I'll ever fully integrate. College is obviously so much bigger than school in every way imaginable and I often think that it feels vast, complex and impenetrable to me, not only the scale of the campus itself but also the depth of the workload. I felt right at home in school, but the magnitude of this place and the workload involved makes me think that I won't ever fully belong in college; nowhere near it. It's hard to feel as though you can make any real impact in the world when you see so many others when you go to college; it makes you feel like a tadpole in the ocean if I'm honest. When I was in school, I never had any doubt that I could make my mark on the world, but all of those thoughts seem like pie in the sky to me now. With so many people around, it's actually a lot harder to get to know people, and for them to get to know you, so it's hard to truly belong in such a relatively impersonal place.

i havent seen a member of teaching staff, or fellow classmates in 2 years

UCC, for me, is about obtaining a qualification to proceed to the next stage in life. Whilst making new friends is welcomed its secondary to the priority.

I'm an international student, and the mailer and activities do a great job of keeping us connected--both by reminding us of local news and activities and by celebrating everyones' holidays.

While I am not apart of any clubs, I do feel a strong sense of community when on UCC grounds

Very friendly good sense of community

I feel part of the student body.

No

asfasf as

Q6 - Are you satisfied with the student induction process to UCC?
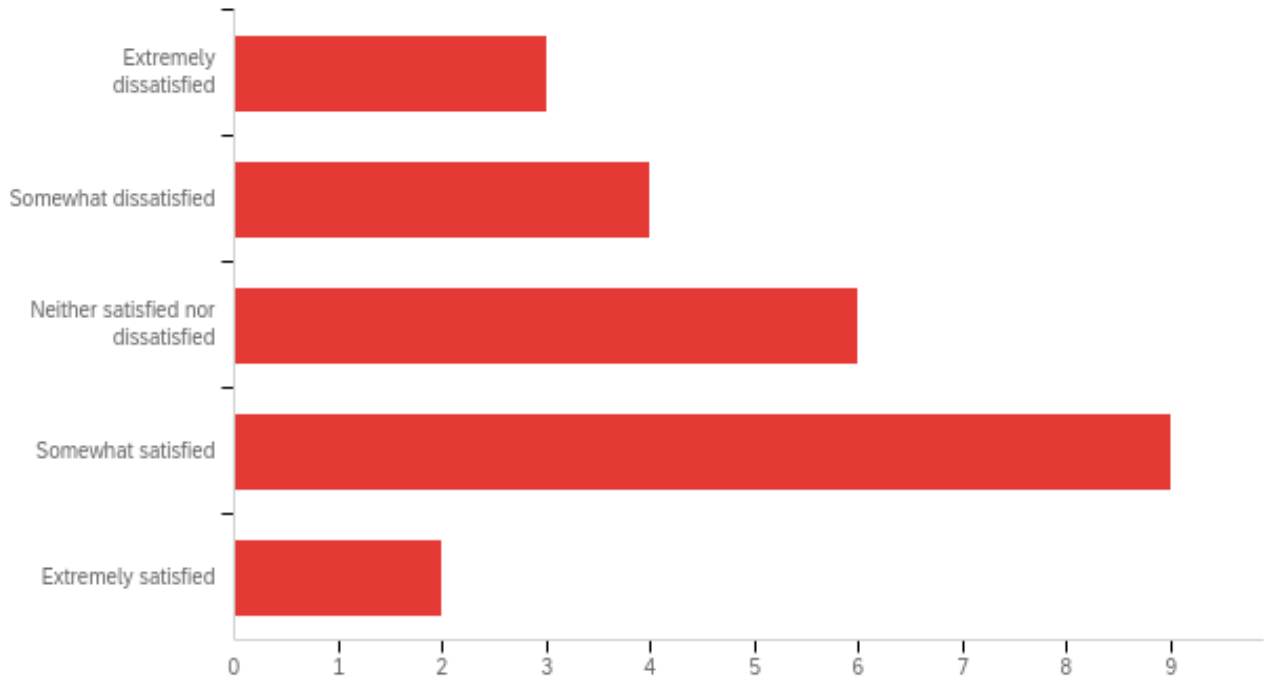
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you satisfied with the student induction process to UCC?	1.00	5.00	3.13	1.17	1.36	24

#	Answer	%	Count
1	Extremely dissatisfied	12.50%	3
2	Somewhat dissatisfied	16.67%	4
3	Neither satisfied nor dissatisfied	25.00%	6
4	Somewhat satisfied	37.50%	9
5	Extremely satisfied	8.33%	2
	Total	100%	24

Q7 - Do you think the student induction process into UCC helps you to integrate well into your local community where you live during the academic year?
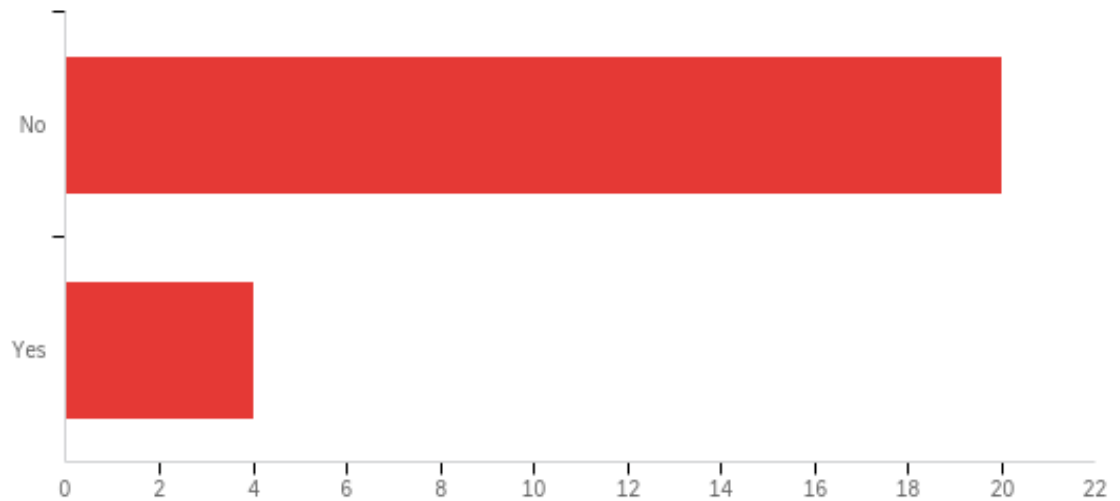
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you think the student induction process into UCC helps you to integrate well into your local community where you live during the academic year?	1.00	2.00	1.17	0.37	0.14	24

#	Answer	%	Count
1	No	83.33%	20
2	Yes	16.67%	4
	Total	100%	24

Q8 - How satisfied are you with the relationship you have with your neighbours?
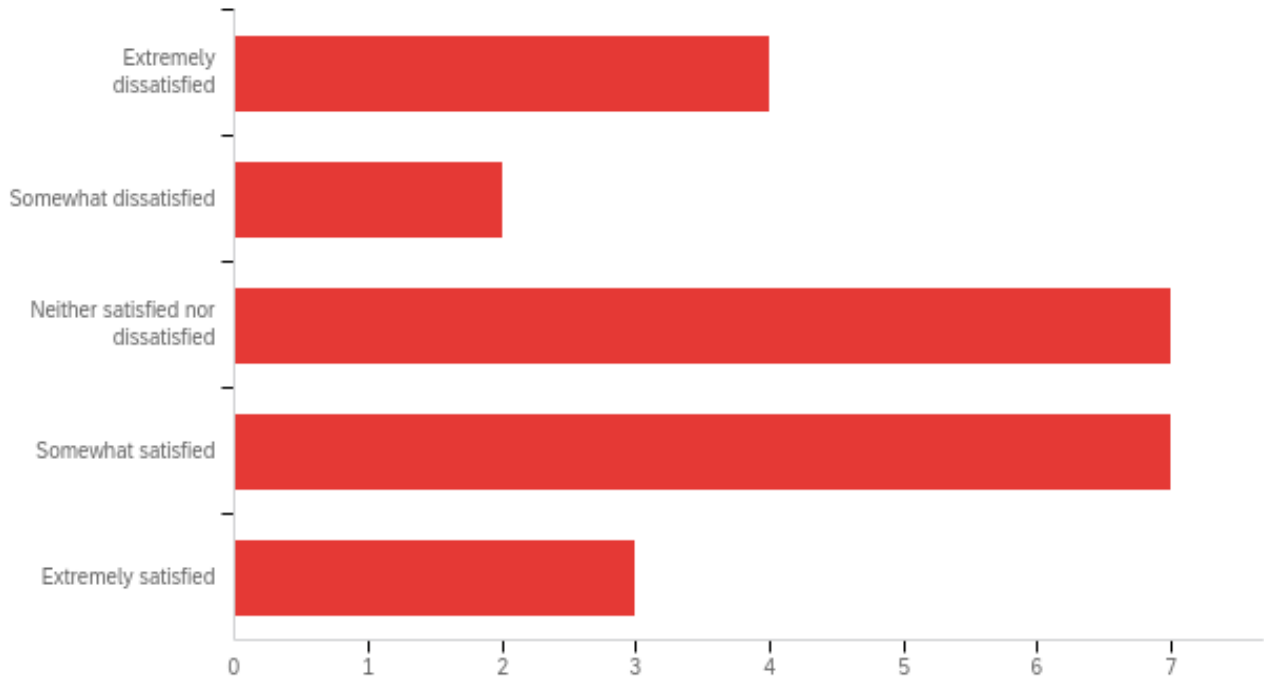
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How satisfied are you with the relationship you have with your neighbours?	1.00	5.00	3.13	1.26	1.59	23

#	Answer	%	Count
1	Extremely dissatisfied	17.39%	4
2	Somewhat dissatisfied	8.70%	2
3	Neither satisfied nor dissatisfied	30.43%	7
4	Somewhat satisfied	30.43%	7
5	Extremely satisfied	13.04%	3
	Total	100%	23

Q9 - Are you aware of UCC Sustainability Citizenship module (UW005)?
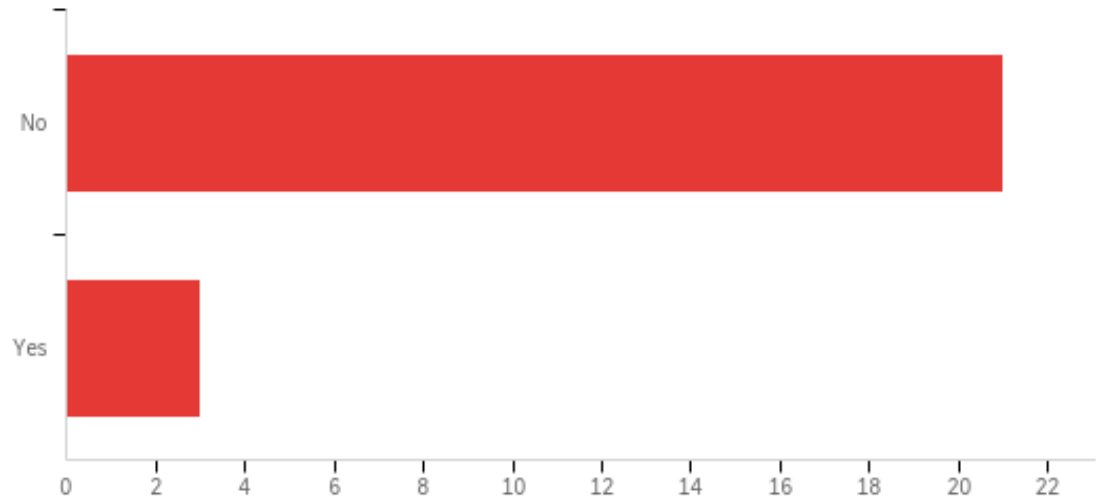
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you aware of UCC Sustainability Citizenship module (UW005)?	1.00	2.00	1.13	0.33	0.11	24

#	Answer	%	Count
1	No	87.50%	21
2	Yes	12.50%	3
	Total	100%	24

4.3: Analysis

Creswell (2018) et al write "interpretation in quantitative research means that the researcher draws conclusions from the results for the research questions, hypothesis and the larger meaning of the results" (Creswell & Creswell, 2018, p. 158). The following discussion will look at the percentages generated from the Qualtrics report and seek to identify patterns which may evolve from the findings.

Q1. Are you living in student accommodation while attending UCC?

Student Response in total, (n=24).

Of the twenty-four students, (n=11) which is 45.83% said they were not living in student accommodation while attending UCC. Of the twenty-four students, (n=13) which is 54.17% said they were living in student accommodation. This response does not specify where the student accommodation is located within Magazine Road and surrounding areas. As per chapter One residents have stated that settled populations represent 30% to student population which is 70%.

Q2. If yes, how satisfied are you with student accommodation?

Student Response in total, (n=15).

Of the fifteen students, (n=3) which is 20% said they were extremely dissatisfied, (n=3) which is 20% said they were somewhat dissatisfied, (n=1) which is 6.67% stated they were neither satisfied or dissatisfied, (n=7) which is 46.67% stated they were somewhat satisfied and (n=1) which is 6.67% stated that they were extremely satisfied. The yield to this response was low, however over half of the students indicated that they were satisfied with their accommodation.

Q3. Are you aware of UCC initiatives which promote affordable student accommodation?

Student Response in total (n=25).

Of the twenty-five students, (n=23) which is 92.00% stated they were unaware of initiatives regarding affordable student housing. Of the twenty-five students (n=2) which is 8% stated that they were aware of initiatives which promote affordable student accommodation. While this response shows most students are unaware of said initiatives, 8% said they were aware, therefore indicating that affordable student housing initiatives are available and may not be advertised adequately, therefore making accessibility difficult for students.

Q3. B. Please expand on the previous answer.

Of the twenty-five students who answered the above question, (n=7) students expanded on the answer, which is 25%.

One student (n=1) responded "*UCC do not promote affordable student accommodation*" while another responded (n=1), " *because I live at home, I,m out of the loop when it comes to these initiatives.*" The yield to this response was low and due to the variance of answers it is difficult to establish a pattern here.

Q4. Are you a member of a UCC club or society?

Student Response in total, (n=26).

Of the twenty-six students, (n=16) which is 61.54% said they were not a part of a UCC club or society, while (n=10) of students which is 38.46%, stated they were part of a club or society. This response would indicate that the estimated (n=17000) students which is 77% of (n=22000) enrolled students, shows an over estimation of 38.54% differentiation with students who belong to clubs or societies.

Q5. Do you feel a sense of belonging to UCC?

Student Response in total (n=24).

Of the twenty for students (n=10) which is 41.67% stated they did not feel a sense of belonging to UCC, while (n=14) which is 58.33% stated they do feel a sense of belonging to UCC.

Q5. B. Please expand on the above answer.

Of the twenty-four students that responded to this answer (n=12) which is 50%, expanded further on the answer. This response yielded somewhat more insight to students' attitudes for example, (n=2) students which is 8.35% of the 50%, cited Covid -19 as a barrier to their sense of belonging to UCC. (n=6) of students which is 50 % of the 50% stated that they did feel a sense of community within UCC and on campus. One student (n=1) which is 4% of the 50% stated " *it makes you feel like a tadpole in the ocean, if I'm honest*". One student (n=1) which is 4% of the 50% stated " *I haven't seen a member of teaching staff or fellow classmates in 2 years*" and in contrast to this, One student (n=1) which is 4% of the 50% stated " *I think Lectures make a great effort to assist students with their needs*". While these answers give slightly more information it is difficult to distinguish a pattern of what promotes students sense of belonging to UCC.

Q6. Are you satisfied with the student induction process into UCC?

Student Response in total (n=24).

Of the twenty-four students, (n=3) which is 12.50% stated that were extremely dissatisfied with the induction process. (n=4) which is 16.67% stated they were somewhat dissatisfied. (n=6) which is 25% stated they were neither satisfied nor dissatisfied. (n=9) which is 37.50% stated they were somewhat satisfied. (n=2) which is 8.33% stated they were extremely satisfied.

Q7. Do you think the student induction process into UCC helps you to integrate well into your local community where you live during the academic year?

Student Response in total (n=24)

Of the twenty-four students, (n=20) which is 83.33% stated no and (n=4) which is 16.67% stated yes. While 37.50% students appeared to be somewhat satisfied with the student induction process, 83.33% did not feel this process helped them to integrate with the communities. These figures would indicate that the induction period for students in UCC is not as integrative and holistic as the literature suggests it should be.

Q8. How satisfied are you with the relationship you have with your neighbours?

Student Response in total (n=23)

Of the twenty-three students, (n=4) which is 17.39% stated they were extremely dissatisfied. (n=2) which is 8.70% stated they were somewhat dissatisfied. (n=7) which is 30.43% stated they were neither satisfied nor dissatisfied. (n=7) which is 30.43% stated they were somewhat satisfied and (n=3) stated they were extremely satisfied.

Q9. Are you aware of UCC Sustainability module (UW0005)?

Student Response in total (n=24)

Of the twenty-four students (n=21) which is 87.50% stated they were not aware of the module and (n=3) which is 12.50% stated they were aware of the module.

Theme 1: Student sense of connectivity to UCC and their surrounding neighbourhoods.

The above survey does show that 58.33% of students do feel a sense of belonging to UCC. This is despite the 61.54% of students who stated they do not belong to clubs or societies. Covid-19 was mentioned by two students, however it was not the dominant reason stated for lack of connectivity. 30.43% of students did not express one way or another how they felt about their neighbours and 30.43% of students where somewhat satisfied. Farrell (2018) et al state "Connectedness is an overarching construct that encompasses students' sense of belongingness, integration, and satisfaction with their relationship to their institution" (Farrell, Jorgenson, Fudge, & Pritchard, 2018, p. 76), it is argued here that positive interaction for students within UCC does not necessarily translate into integration within the wider community outside of UCC.

In regard to the induction process into UCC 37.50% of students stated they were somewhat satisfied. However, 83.33% of students stated that the student induction process into UCC did not help them to integrate into the local communities where they live during the academic year. As explored in chapter two induction processes for incoming students are vital. Students experience various cognitive and emotional changes which are individual to their identity and help them understand their positioning in the wider world. According to the *National Strategy of Higher Education 2030* "higher education institutions should expand the provision of induction and preparation programmes for first year students" (Authority, 2011, p. 18).

46.67% of students stated they were somewhat satisfied with their student accommodation, the specifics of this in regard to quality and affordability were not explored, however 92% of student were unaware of initiative which promote affordable student accommodation. Crimmin (2008) discusses three aspects that contribute to productive living environments for students " a sense of security and attachment, processes for involvement and an experience of neighbourhood"(Crimmin, 2008), this links with Bronfenbrenner (1917-2005) Ecological Systems Theory as it requires the exploration of the relationship between students, their environments and how they transform each other. As discussed in chapter one UCC is a community within a community, it is resourced and is one of the leading universities in the world regarding proactive and progressive research and educational initiatives. Chapter two explored the idea of universities responsibilities toward students' wider sense of emotional, civic and social engagement. Therefore it can be argued here that "in this

relationship it is the responsibility of the institution to create an environment conducive to meeting the educational needs of the population" (Muhammad Hilmy Muslim, 2012,, p. 603).

Theme 2: UCC Green Campus and Sustainable Citizenship

In 2021 UCC won an educational award for best Green Campus. As discussed in chapter two UCC was the first university to be awarded the Green Flag in recognition for its advancement in sustainable citizenship and green campus initiatives. UCC has been awarded the Green Flag four times since 2018. The Green Campus initiative is student led and is headed by UCC President Professor John O'Halloran, who is an ecologist and zoologist. Sarid (2021) et al write " contemporary understanding of environmental and sustainability education emphasizes building the capacity for critical thinking" (Sarid & Goldman, 2021). Critical thinking builds self awareness and identity ergo this links into students' sense of capability, connectedness, purpose, resourcefulness and academic culture as discussed in chapter two. When Bronfenbrenner (1917-2005) Ecological Systems Theory is applied, this not only examines student's micro and macro systems, it also gives students cognitive spaces to critically think about and challenge behaviours which do not serve communities and the wider world. In effect students become active agents of change therefore transformative learning processes take place and lends to building problem solving skills.

Transforming societal attitudes is a complex process, therefore this presents a monumental challenge for educational institutions. UCC has developed a university wide sustainability module (UW0005). According to the Green Campus website "each year the module is over subscribed, with an almost even distribution of students" (G. C. U. C. Cork, 2022). The module is delivered through students keeping learning journals, engaging in group projects and writing reflective reports. Burr (2016) et al write "students are encouraged to keep a reflective journal in which they pose themselves questions such as "what assumptions am I making? And what does this tell me about my beliefs?" (Burr, Blyth, Sutcliffe, & King, 2016). This type of reflection builds critical thinking skills in students; therefore this module is very well placed to educate students with regard to sustainable citizenship and to promote consciousness raising processes which transfer into their daily lives. Question nine of the online survey asked students were they aware of the sustainable module UW0005. While 12.50% of students stated they were aware of the module, 87.50% stated they were not aware of this module. According to the Green Campus web page this module is not compulsory within students' academic study and does not contribute to their final degree award. As with theme one there appears to be a disconnect between initiatives which UCC creates, how these initiatives translate into students' academic lives and bi- proxy out into local communities and the wider world.

Chapter Five: Concluding Remarks , Recommendations & Reflective Piece

5.1: Introduction

The final chapter within this dissertation will discuss concluding remarks on the literature review, the online survey and the findings within this piece. The researcher will propose what could have been done differently. The researcher will make several recommendations and explore what the implications of this research holds for future research within this topic. The researcher will conclude with a separate reflective piece in regard to the researchers journey through this body of work.

5.2: Concluding Remarks

The main aim of this piece of work was to explore pro social solutions which would enable students attending UCC and the wider communities outside the walls of UCC to integrate. This was explored through the administration of an online survey to first year students, extensive research through literature and the researcher's attendance to online monthly residents meeting with the Residents of Magazine Road and surrounding areas. Covid-19 was a significant barrier and as a result of government guidelines the researcher was unable to physically meet with Residents of Magazine Road and develop a professional relationship. The researcher proposes that their physical presence in this relationship may have yielded a more nuanced research piece. The yield in regard to the online survey was small and as a result the researcher proposes here that the student body may have been under represented within this piece of work.

UCC was the first third level institution to create a specific role in the form of a Neighbourhood Support Officer (NSO). This role is pivotal, proactive and dynamic in that one of its main objectives is to liaise with students and residents on behalf of UCC. UCC, as an institution, is in a challenging yet strong position to drive pro social solutions which help create cohesive communities within and surrounding its campus. The researcher gained access to extensive literature and green initiatives, which UCC has made available through its online platforms and websites. The researcher proposes here through the role of the NSO, that the translation and transference of these initiatives out into wider communities may provide greater impact in creating a cohesive community between UCC , its students and its surrounding areas.

The researcher will now take the opportunity to propose what may have been done differently within this work. The researcher has discovered that there appears to be a substantial ethnographic and anthropological aspect to this piece of work. Anthropology stems from the new Latin word "Anthropologia" meaning the study of humanity and the Greek word "Anthropos" meaning human

being. Social Workers are not anthropologists, however due to the extensive and robust education and training social workers receive, the researcher suggests the profession is best placed to employ aspects of anthropology within community social work research.

As discussed within the reflexivity section of the work the researcher is aware that they are an etic passive researcher. Kanuha (2000) writes "the native researcher often arrives at a project from an emic perspective. Emic suggests a subjective informed and influential standpoint, contrasted with an etic perspective that is more objective, distant, logical and removed from one's project" (Kanuha, 2000, p. 441). The researcher suggests here, due to the deep investment as a student of UCC and attendance of residents' meetings over a nine month period an emic approach may have served the research piece on a wider deeper level. This suggests an identical survey which may be created and administered to an equal number of Residents and students alike. The survey may be structured in a qualitative, ethnographic lens which would manifest with comprehensive open-ended questions.

5.3: Recommendations

After analysing the entirety of this body of work, the researcher proposes the following recommendations:

- UCC in collaboration with the Residents of Magazine Road and Surrounding Areas to create an opportunity for the creation of an impact research study. The researcher proposes here the possibility of a PhD candidacy. This research study will require a longitudinal approach, with a view to producing findings which influence policy and legislation.

- The Green Campus Initiative, which is student led, in collaboration with the Residents Of Magazine Road and Surrounding Areas to explore creative and proactive initiatives which will enable the expansion of UCC Green Campus out into the surrounding communities.

- UCC induction process for first year students to integrate Sustainable Citizenship practices. The researcher proposes here that the Sustainability module UW0005 be introduced as a permanent module within students' degree course which will gain credits and contribute to the overall degree award.

- UCC to assist Neighbourhood Support Officer with availability of resources to develop and expand the remit of the NSO, which support UCC students and the Residents of Magazine Road and Surrounding Areas. The researcher purposes here the creation of a multi disciplinary team as currently the NSO role is a singular post.

5.4: Implications for Future Research

In chapter three, 3.10, the researcher explored the idea of transformative processes within the relationship between students, residents of Magazine Road and surrounding areas and UCC. Covid-19 exacerbated tensions between the groups and as a result of government guidelines, people were required to stay apart and reduce contact. While this measure has saved countless lives, it has also created further divides between communities due to prolonged periods of disconnection and lack of social interaction. While Covid-19 has catapulted social work research into a larger exosphere, it has also interrupted essential transformative processes that need to occur for individuals and groups to grow and change together. The impact of Covid-19 on all societal groups and structures will be an essential topic to be researched within the future Social Work.

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Reflective Piece

I commenced my Master of Social Work in the worldwide grip of the Covid-19 pandemic. The world was moving through an uneasy sea of uncertainty. This uncertainty was palpable and I carried a fear of the unknown with me as I commenced my studies. I was unaware of UCC Community Academic Research Links initiative (CARL). When I looked into the initiative further it presented interesting topics. I chose this research topic as I felt it would expand my research skills and further engage with my critical thinking skills.

Gallacher et al write "research is not always a straight forward endeavour and can be an unclear and confusing process" (Gallacher & Gallagher, 2008). I found community-based research within a pandemic difficult and I encountered several challenges. These challenges produced frustrations and shattered my preconceived ideas of what I thought research was. I have discovered the research process is not linear and while sociological terms such as epistemology and ontology provide structure and grounding to research, as I reflect, I feel research has a life of its own. I found at different stages that the research almost unfolded by itself, it became alive and other times it simply refused to co operate with me.

I speak to this research journey in as much as an emotional sense as I do academic. At times there was no separation between the two. I discovered that research is not something simply to be done for a good grade. I discovered while good scholarship is very important to me, protecting people from unintended negative consequences as a result of my research is paramount to me on a personal and professional level. I found the research process consuming and at times difficult to step away from. I used my SPARK tool to help me manage this and in doing so this helped me to build on my self care and my ability to step away from my work so that I could engage with my life. This skill will stand to me as I go forward into the practice stage of my social work journey.

As I near the end of my academic journey I reflect back on the skills that my Master of Social Work has given me. I read, write, think and engage with the world with levels of empathy and critical understanding that I did not know I possessed. Like this research piece the process has been transformative for me and will continue to transform me as I move forward.

"Real change, enduring change, happens one step at a time"

Justice Ruth Bader Ginsburg.

Information Sheet On line survey

Thank you for considering participating in this research project. The purpose of this document is to explain to you what the work is about and what your participation would involve, to enable you to make an informed choice.

The purpose of this study is to examine social solutions which can be implemented to integrate University College Cork students into community life within Magazine Road and surrounding areas. Should you choose to participate, you will be asked to fill out an anonymous questionnaire which consists of nine questions.

Participation in this study is completely voluntary. There is no obligation to participate, and should you choose to do so, you can refuse to answer specific questions, or decide to withdraw from the interview. Once the interview has been concluded, you can choose to withdraw at any time in the subsequent two weeks before the data is submitted.

All the information you provide will be kept confidential and anonymous, and will be available only to myself the researcher, my research supervisor and CARL. The only exception is where information is disclosed which indicates that there is a serious risk to you or to others. In the event of a disclosure the researchers' supervisor will be notified. Once the interview is completed, the recording will immediately be transferred to a safe UCC data storage platform and wiped from the recording device. The interview will then be transcribed by the researcher, and all identifying information will be removed. Once this is done, the recording will also be deleted and only the anonymized transcript will remain. This will be stored on a University College Cork supported cloud storage platform, Microsoft OneDrive The data will be stored for minimum of ten years.

The information you provide may contribute to research publications and/or conference presentations and/ or Community-Academic Research Links (CARL).

We do not anticipate any negative outcomes from participating in this study. We do not intend to cause any distress to participants. There may be questions in the online survey that are sensitive and of a personal nature. Should you wish to do so, you can choose not to answer the questions or bring the interview to an end. At the end of the interview, I will discuss with you how you found the experience and how you are

feeling. Should you experience distress arising from the interview, the contact details for support services provided below may be of assistance. Student Counselling and Development , counselling@ucc.ie.

This study has obtained ethical approval from the UCC Social Research Ethics Committee.

If you have any queries about this research, you can contact me, Iesa Mortell, 117727829@umail.ucc.ie

If you agree to take part in this study, please sign the consent form overleaf.

Research Consent Form

I………………………………………agree to participate in **[YOUR NAME]**'s research study.

The purpose and nature of the study has been explained to me in writing.

I am participating voluntarily.

I give permission for my interview with [**YOUR NAME**] to be [**video / audio**]-recorded.

I understand that I can withdraw from the study, without repercussions, at any time, whether before it starts or while I am participating.

I understand that I can withdraw permission to use the data within two weeks of the interview, in which case the material will be deleted.

I understand that anonymity will be ensured in the write-up by disguising my identity.

I understand that disguised extracts from my interview (e.g. my name / location will not be used) may be quoted in presentations and publications (e.g. article, book chapter, student thesis, social media publicity of the study's findings, etc.), if I give permission below (please tick one box):

I agree to participate in this study ☐

I do not agree to participate in this study ☐

Signed: …………………………………….   Date: ………………….

PRINT NAME: ………………………………….

Information Sheet and Consent form Online Survey

Thank you for considering participating in this research project. The purpose of this document is to explain to you what the work is about and what your participation would involve, to enable you to make an informed choice.

The purpose of this study is to examine social solutions which can be implemented to integrate University College Cork (UCC) students into community life within Magazine Road and surrounding areas. Should you choose to participate, you will be asked to complete an anonymized on-line survey which will include items on, national and international policy regarding student accommodation, the extending of UCC Green Campus initiative and student sense of connectivity to UCC and the surrounding neighbourhoods in which they live.

Participation in this study is completely voluntary. There is no obligation to participate, and should you choose to do so you can refuse to answer specific questions or decide to withdraw from the study prior to completing the survey. All information you provide will be confidential and your anonymity will be protected throughout the study. IP addresses will not be collected at any point, meaning the data you provide cannot be traced back to you.

You maintain the right to withdraw from the study at any stage up to the point of data submission. At this point, your data will be collated with that of other participants and can no longer be retracted.

The anonymous data will be stored on a University College Cork supported cloud storage platform, UCC OneDrive.
The data will be stored for minimum of ten years.

The information you provide may contribute to research publications and/or conference presentations and / or Community-Academic Research Links (CARL).

We do not anticipate any negative outcomes from participating in this study. We do not intend to cause any distress to participants. There may be questions in the online survey that are sensitive and of a personal nature. Should you wish to do so, you can choose not to answer questions or bring the interview to an end at any time. Should you experience distress arising from participating in the research, the contact details for

support services provided below may be of assistance. UCC Counselling and Development, Counselling@ucc.ie.

This study has obtained ethical approval from the UCC Social Research Ethics Committee.

If you have any queries about this research, you can contact me at 117727829@umail.ucc.ie, Supervisor eilishforrest@ucc.ie

If you agree to take part in this study, please complete the consent form overleaf.

Research Consent Form

Do you consent to participate in this study?

Yes   ☐

No   ☐

MSW Research Ethics Approval Form

APPLICANT(S) DETAILS

Name of UCC applicant(s)	Iesa Mortell	**Date**	2/11/2021
Name of Department / School / Research Institute / Centre / Unit / College	School of Applied Social Studies	**Contact No.**	0876706791
Correspondence Address	25 Father Matthew Rd, Turners Cross, Cork.	**Email Address**	117727829@umail.ucc.ie
Course Code/Name and year of course (students only)	Master of Social Work	**Name of supervisor(s)** (students only)	Eilish Forrest
Is this a resubmission?	No	MSW REC Log No. (if a resubmission):	
Is this research funded?	No	**If Yes, please provide name/s of Funding Agencies**	

Obtaining ethical approval from MSW REC does not free you from securing permissions and approvals

from other institutional decision-makers and agency ethical review bodies. These bodies may accept the MSW REC approval, but researchers are responsible for ensuring they are compliant in advance of collecting data.

Project working title	What social solutions can be implemented to integrate University College Cork (UCC) students into community life within Magazine Road and surrounding areas outside the walls of UCC ?

If this is a CARL project application with another agency, please complete this additional section:

Names of research partners / civil society organisations collaborating on this project (this section must be completed for participatory / community-based participatory research studies)	Magazine Road and surrounding area Residential Association
Agency contact person and position	Aidan Cahill, Secretary

Agency address	110 Horgan's Buildings, Magazine Road, Cork
Details of the partnership (Please clearly identify the roles and responsibilities held by each party in the partnership in relation to the different aspects of the research).	Iesa Mortell (student social worker) Primary Researcher. Aidan Cahill, Secretary of Magazine Road. Provides supports to student research and liaises between student and Residents Association. Researcher proposes to contact UCC student Union as significant work has been accomplished between Residents of Magazine Road and Students Union.

<u>Submission New Development Plan 2022 -2028</u>

Delivering Homes and Successful Neighbourhoods

Over Concentration of Student Accommodation in our Area

The New Development Plan needs to address the serious imbalance between owner occupied housing 30% and private rental housing 70% in the Magazine Rd/ Glasheen Rd/College Rd and surrounding parks and roads. This has resulted in a huge over concentration of students living in the area which makes it very difficult to maintain the character of the area.

This is in complete contrast to what the Cork City Development Plan 2022-2028 Stage 1: Pre-plan Consultation Issues Paper states: The housing tenure shows a housing stock in Cork of owner-occupied housing 58%, private rental 24%.

The Core Strategy of the New Plan states that it will set out key locations for the future developments that provide the right mix for an area. Yet under the present plan our area has been allowed to become a student ghetto with some sections completely devoid of residents. This is due to poor planning legislation and poor enforcement of existing planning legislation, which allows landlords purchase 2/3-bedroom residential terraced properties and subdivide rooms along with building extensions and convert them into 6/7/8/9-bedroom <u>commercial</u> properties. The New Plan must address this serious destruction of the character of the area. In addition to the multi- occupancy properties, planned PBSAs for the area will lead to a total over concentration of student accommodation, with the area losing its identity, heritage and character.

Another key objective of the New Plan, states that it is to ensure that each neighbourhood is an attractive place to live, work and interact. Again this is in total contrast to what exists in this area at present, with rundown and badly maintained rented properties, litter strewn around front gardens and permanent residents afraid to venture out after dark due to the huge antisocial behavioural problem with drink and drug fuelled young people roaming the streets in search of house parties.

In the interest of Sustainable Communities, the New Plan must include initiatives to encourage working couples and families back into this area. An over concentration of student accommodation hinders the development of a sustainable community.

Stage 1: Pre-plan consultation - Issues Paper also states that investment in the regeneration and consolidation of the city suburbs will require a range of well-planned mixed use urban renewal projects that fully integrate high quality, architectural and urban design responses to achieve sustainable development that properly reflects the existing characteristics of these neighbourhoods.

Again the present plan has totally failed on this, allowing the heritage and character be destroyed by lack of policy and lack of enforcement. The New Plan must include proactive policies by City Council in regenerating, retaining and policing the area to preserve its heritage. Part of the area is classed as an Architectural Conservation Area and yet walking through the area it is obvious that nothing is being done by City Council to protect this status with beautiful old wrought iron railing and gates removed and replaced with open entrances without any permission being sought or granted.

 Stage 1: Pre-plan consultation - Issues Paper Part 10.1 states that Creating successful neighbourhoods is a key aim of the planning system, which is focused as much on the quality of homes and placemaking as it is on ensuring the right quantity of homes are provided. This is supported by integrated planning and the use

of placemaking to create socially sustainable communities and environments all of which enable high standards of quality of life that are as environmentally sustainable as location and standards allow. The Development Plan will aim to ensure that the right civic and community infrastructure is provided, and ambitious development standards are applied to enable the creation of successful neighbourhoods and a city that is truly 'liveable.' It also states its commitment to work with existing communities in neighbourhoods to collectively identify improvements necessary to ensure that all parts of the City benefit from high standards of liveability.

The present plan has failed miserably in this aim in that despite constant correspondence, requests, and meetings with City Council, there is no evidence that this area is supported by integrated planning to create socially sustainable communities. There is no commitment to the existing community. In realty a blind eye is being shown to this area with nothing being done to prevent the area being completely overrun by rundown rented properties, PBSAs and the destruction of a sustainable community.

The New Development Plan states as its aims: A city of strong communities, with liveable neighbourhoods and an excellent quality of life. An attractive built environment at a human scale. A child friendly and age friendly environment with a mix of household types. A safe neighbourhood enabling access for all.

The present plan has again failed in these aims with the area being neglected and in need of urgent regeneration. We have no evidence from City Council in achieving any of the above.

It is vital that City Council include a policy of addressing the imbalance of private rented properties and owner-occupied properties in the area, which has led to this over concentration of students living in the area. The renting of multi occupancy houses(formerly residential) is a commercial enterprise and should be treated as such with planning required similar to someone opening a hair salon in a room in a house. This problem began some years ago with a small number of houses on College Rd and Highfield Ave being purchased by landlords and it has now reached the stage over ten years later with large sections of the area being completely owned by landlords who have no loyalty to anything other than the rent they collect. The problem of multi occupancy houses is now spreading well beyond the area we represent and into Hartland's Avenue, the Lough, Kilcrea Park and Liseaux Park, Bandon Road, Barrack Street and the Mardyke. This may require legislative changes at both local and national level especially with a view to the licensing of landlords and criteria to be met before properties can be rented. However, failure to act will create a complete student ghetto in the southwest of the city.

The sustainability and character of the area is in danger unless the New Development Plan includes a regeneration plan and a complete rethink on future student accommodation. We made a submission re the proposed Variation No. 5(Student Accommodation) to the Cork City Development Plan in May 2018, much of which is very relevant today and into the future. We would ask City Council to re-examine this submission as part of the consultation process.

Cork City Development Plan 2022 -2028 - Submission

The Magazine Rd & Surrounding Areas Residents Association wish to make the following submission to the Cork City Development Plan 2022-2028. Our submission is based on our experience of living close to the city centre, UCC, hospitals, schools, shops and places of worship. We are determined with the support of City Council and its services to maintain a sustainable community.

Planning:

Delivering homes and successful neighbourhoods:

In the previous Development Plan, the only reference to Student Accommodation (page 74, Chapter 6, Objective 6.5) states that any change from student accommodation shall require planning permission. The Plan entirely failed to deal with the conversion of family homes into student accommodation. This unmonitored and uncontrolled conversion of single-family homes into high occupancy student accommodation has had serious detrimental effects on our neighbourhood/community.

The previous Development Plan (page 251, Chapter 16, Section 16.77) also states that houses suitable for family accommodation shall not be sub-divided and converted into flats. This is exactly what is happening in this area, with landlords buying up residential properties sub-diving rooms and building extensions in rear gardens and subsequently becoming multi occupancy dwellings(flats). A house built to support two adults and several children, now houses from 6 to 12 young adults. The streets in our neighbourhood are narrow and the houses are almost all terraced houses, closely packed together with long narrow gardens. Magazine Road and the surrounding area was high-density before it ever became trendy in an urban context. The high occupancy in these converted family homes is unsustainable with respect to rubbish/litter, noise and parking.

Furthermore a distinction must be made between the actions of the permanent population and those of the transient population of students. The permanent population are actively engaged in the community, looking out for their neighbours, sending their children to the local schools, patronising local services such as doctors and places of worship, attending local community groups and maintaining their houses and gardens.

The transient student population do not integrate in any positive way with the local community.

The relatively recent development, whereby landlords let their properties cheaply on a weekly basis over the summer, using Airbnb and equivalents, has resulted in the area becoming a hub of drug-dealing and anti-social behaviour(this can be verified by an Garda Siochána).

In the interest of sustainable communities:
1. The new Plan must include a policies and objectives to correct the serious imbalance of student accommodation in what are essentially residential properties e.g. areas around UCC campus. In the Magazine Rd, Glasheen Road and College Road areas there is a total over concentration of student accommodation. No future conversion of family houses into student accommodation should be allowed.
2. The short-term letting of properties during the summer must be banned in the interests of fairness to permanent residents, who have to suffer a "revolving door" of large groups of strangers moving into houses next to them, sometimes on a weekly basis, purely for the purposes of alcohol and drug fuelled parties.

3. The New Plan must include a policy, whereby a change of residential property to rental, thus a commercial enterprise should require planning permission to ensure the restriction in 1. above can be applied.
4. The New Plan must include a policy of supporting the needs of a particular area in the planning process and allow for community engagement/
      consultation with the Planning Dept. for change of use within a residential area.
5. The New Plan must include policies ensuring robust enforcement of its planning laws.
6. The New Plan must include policies where families find it attractive to live and raise their children in the area including the support of the existing services such as schools, Community Centres, Health services etc.
7. The new Plan must include the encouragement of home ownership as this provides not only a more sustainable community but a stable environment to promote a sense of place and shared responsibility.

The New Plan must include a major regeneration plan for this historical part of the city:

City Centre & Suburbs: Ten years ago this area would have been classed/ designated as a residential suburb of the city but today with the huge growth of the city and UCC, the area is now seen as an extension of both. With over 22,000 students attending UCC and increasing year on year, University staff, the Bons Secours Hospital staff and patients, the area has as big a daily footfall as the city centre itself.

The new Development Plan needs to reflect this situation. We believe the area should be treated similarly in terms of the provision of policies and services:

1. In the interest of promoting a sustainable community through home ownership and other policies providing favourable conditions for this to succeed.
2. In the interest of improving the physical environment around UCC and enhancing the image of the neighbourhood.
3. In the interest of high-quality public realm and the protection of front and rear garden amenity space.
4. In the interest of the regeneration of communities/neighbourhoods.
5. In the interest of the environment and heritage around the UCC Campus.
6. Enhance the experience of those living close to UCC and of visitors to UCC itself.

7. Combat antisocial behaviour and enhance the sense of security for existing residents.
8. In the interest of ensuring a high-quality residential area.
9. To create a better balance of living space.

Services.
1. A robust policing and enforcement of the Cork City Council Byelaws 2019 on the segregation, storage and presentation of household waste.
2. Parking including entitlements and conditions on obtaining resident parking permits - proposals given to the Chief Executive earlier this year need to be included. Students should not be able to obtain resident parking permits as they neither use nor need their cars during the week. Permanent residents, who need their cars on a daily basis bringing their children to/from school, doctors visits, driving to/from work, large family shopping trips should be the only residents allowed park in the area.

3. City Council to work with An Garda Síochána on the policing of the area with an emphasis placed on combating anti-social behaviour and illegal after-hours parking resulting in restrictions to Emergency Services accessing some areas.

The Development Plan must recognise that with the Government's policy of Strategic Developments supporting the construction of high quality PBSAs to accommodate young people attending third level colleges, there has to be a change to City Council's policy on residential properties. In theory, with the big increase in PBSAs there should be less need for residential properties being purchased by landlords. However, there will always be landlords who will offer cheap accommodation with substandard conditions and no health and safety controls. There will also be a ready market of student tenants who are attending UCC for the drug and drink fuelled partying, which is not tolerated in PBSAs. This cannot be tolerated in a residential community. Permanent residents have rights also.

The new Development Plan therefore must include:

Licensing of landlords and NCT type inspection of properties before they are passed fit for purpose to be rented in the private rental sector.

The right of a resident to be furnished with the names and contact details of the landlords of rented properties in their immediate vicinity, by the City Council as a matter of course. Currently residents have no means of contacting a landlord about a dangerous situation arising in a house next to them, be it public safety or anti-social behaviour, if they do not personally know the landlord. Gardai refuse to pass on this information, even when a resident's life is made a living hell by the tenants next door.

 Present policy has resulted in an exodus of residents in areas around UCC with a

large part of College Rd now having no residents or families living there. Residents have been forced to sell because of the complete lack of control and management of these multi-occupancy rented properties. There is no monitoring by City Council for compliance on existing planning criteria and it is left to residents to do the policing, which is unacceptable.

The unprecedented scale of anti-social behaviour in the area this summer has disgraced both UCC and Cork city both nationally and internationally. Such behaviour is the direct consequence of the lack of planning by Cork City Council in the area resulting in the occupancy of these streets by students.

While we would support the PBSA policy in principle, it must not all be concentrated in and around residential areas. Planning approval must include the requirement that these PBSAs be designed and constructed in such a way as to integrate with the existing character of an area e.g. former Riordan's Joinery site Bandon Rd is an example of where there is absolutely no integration into the character of the area.

The new Development Plan must include a policy of City Council working in partnership with UCC in the major regeneration plan required for the area including a funding partnership.

 It must include UCC being required to look outside their present campus area when developing into the future. They need to look at a second campus well away from the present site. In discussions and publications, the university promotes an active environment policy. However, with all the new development taking place on the present campus they are eroding the living edge and the greening of not just the site itself but the entire surrounding areas. Along with using up the greening of their site they are bringing more and more people into an area that is already bursting at the seams during college terms. They must accept and be held accountable for the condition of the environment, not just their campus but

of the area in general. To promote their environmental policies and targets they must actively encourage their students to use public transport. Many students drive to our area on Sunday afternoons and the cars are parked up until the following Friday when they drive home again. They reside in rented properties no more than a five- or ten-minute walk to/from UCC.

Conclusion: The New Development Plan must recognise the historical and residential nature of this unique area of the city, and it must include objectives/ policies to reinforce the building of a strong sustainable community with a mix of long- and short-term residents. City Council must recognise that their neglect and poor planning strategy has resulted in a large swathe of residential areas around UCC becoming student ghettos which are completely out of control with respect to law and order. A drastic and immediate intervention is required to rescue the area and deliver on the promise of sustainable communities.

The Plan must show the commitment by City Council and also UCC to a major regeneration of the area.

We trust that our submission will be given serious consideration when drafting this new Development Plan.

Aidan Cahill,

Secretary,

Magazine Road and Surrounding Areas Residents Association.

Read more

Newspaper Article 1 Cork Evening Echo

Thu, 31 Mar, 2022 - 20:34

'Why should I leave my home of 50 years?': Resident speaks out after mini-gig on Cork city's College Road

Residents of the College Road area have raised concerns following a mini-gig which attracted large crowds on Tuesday night.

The band, which has published video footage and photographs of the event on their social media channels, did not respond to a request for comment. Picture: Violet Club/Instagram.

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Breda Graham

Concerns have been raised about continued anti-social behaviour by students in the College Road area of Cork city.

It comes as gardaí had to disperse a crowd after a band played a mini-gig outside a rented house on the street this week.

Local band Violet Club, complete with a drum kit, brass instruments, guitars and a keyboard, set up outside a property on College Road.

Videos shared on social media show large crowds gathered in the driveway, on the footpath and in the front gardens of neighbouring properties.

A resident of the area, who wished to be named only as Tom, said that the incident is "just one series of things that happens one after the other over a period of time".

He said that people living in the area, particularly the elderly population, are "living on a knife-edge and in fear".

"You're wondering when the next episode is going to happen," he said.

We got lucky with RAG week this year. It isn't that anything has changed but they took themselves into town by and large and they didn't bother hanging around the houses for long periods of time.

"The good weather makes it worse. You should be looking forward to that and half the time you'd be hoping it would be raining."

He said that residents are "sick of it" and said that they were "persecuted when lockdown came in two years ago" as people hung around the nearby Canty's Field before moving on to find a house "to party in for the night".

He said that more needs to be done about the issue as people living in the area for years "don't have the option of leaving".

"People don't want to leave because it's their home.

They've lived here the majority of their lives and these people are passing through doing as they please, it's a desperate attitude and it's a lack of respect.

"It was said to me what was I doing here, it's a university area, and I'm here for over 50 years." He said that sympathy and empathy "are no good" and that something must be done.

Independent councillor Ken O'Flynn said that this type of behaviour "cannot be tolerated whatsoever".

"There was no license given for closing off the streets and so on.

"It's about time that the gardaí started acting on this type of anti-social behaviour and infringement on other peoples' rights.

Elderly people were scared in their homes, there were people trying to put kids to bed that night that found it almost impossible.

He said there isn't a week that goes by that he does not receive a complaint from somebody in the area.

He said that University College Cork (UCC) needs to "step up and make all their students sign into a code of ethics where they have respect for their neighbourhoods and the community around them".

A spokesperson for the university told The Echo: "University College Cork is committed to meeting its responsibility to our local community, as evidenced by the fact that UCC became the first third level institute in the country to appoint a dedicated Neighbourhood Support Officer.

"Our NSO works with neighbours, students, and key stakeholders to deepen relationships and help develop community led-initiatives, seeks to address concerns, and ensures the needs of the community are responded to in a collaborative and supportive way.

The vast majority of UCC's 22,000 students behave in a responsible and respectful manner; the recent successful Raise and Give Week passed without major incident and is indicative of the good behaviour of UCC students and the ongoing positive collaboration with the local community.

"UCC's Student Rules outline how the University requires its Students to conduct themselves in an appropriate and reasonable manner, and UCC Campus Watch investigates any complaints relating to any alleged breaches of these Student Rules."

A Garda spokesman confirmed that gardaí attended the scene and dispersed the crowd but that the event itself was not prohibited by law. No arrests were made.

Speaking to The Echo, a spokesperson said: "All reported incidents of anti-social behaviour in public places are fully and thoroughly investigated in accordance with legislation."

Newspaper Article 2 Irish Examiner

UCC 'got no formal complaints' about gig outside rented house near campus

Residents say landlords have to lay down rules — and tenants should comply with them — after band plays mini-gig on street

The band, complete with amplified guitars and brass section, drew revellers to this house at Mount Pleasant on College Rd in Cork. Picture: Violet Club/Instagram

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Fri, 01 Apr, 2022 - 22:25
Eoin English

University College Cork (UCC) says it has received no formal complaints about a band playing a mini-gig outside a rented house near the college campus during the week.

Gardaí were called to the College Rd area just after 8pm on Tuesday after a crowd, most of college-going age, gathered outside the house at Mount Pleasant where a seven-piece band, complete with drumkit, keyboard, and amplified guitars, was performing in the driveway.

One local resident described the event as "appalling" and said those involved showed complete disrespect and disregard for their neighbours.

However, some student leaders said they had no time for people complaining about such activity after two years of lockdown.

Social media was abuzz in Cork as the band set up for their mini gig at Mount Pleasant on College Rd in Cork. Picture: Violet Club/Instagram

A garda spokesman said while the event was not prohibited, they did disperse the crowd but no arrests were made.

A spokesman for UCC said while the university did receive calls from members of the local community, and is liaising with them, no formal complaints about the event have been registered with its Campus Watch body.

"University College Cork is committed to meeting its responsibility to our local community, as evidenced by the fact that UCC became the first third level institute in the country to appoint a dedicated Neighbourhood Support Officer (NSO)," he said.

"Our NSO works with neighbours, students, and key stakeholders to deepen relationships and help develop community led-initiatives, seeks to address concerns, and ensures the needs of the community are responded to in a collaborative and supportive way.

The vast majority of UCC students behave in a responsible and respectful manner - the recent successful Raise And Give (RAG) week passed without major incident and is indicative of the good behaviour of UCC students and the ongoing positive collaboration with the local community.

"UCC's student rules outline how the university requires its students to conduct themselves in an appropriate and reasonable manner, and UCC Campus Watch investigates any complaints relating to any alleged breaches of these student rules."

Gardaí said they were planning to visit the tenants of the property at the centre of this event to discuss possible further action.

The residents' spokesperson said landlords need to do more.

"If a landlord has control over their house, and they lay down rules about causing no disturbance to neighbours, the tenants should abide by that," they said.

If in this case the landlord laid down the rules, and the tenants went against that, then the landlord must step in, regain control, and take steps to ensure it never happens again.

[Gardaí break up College Road house party as large crowd attends mini-gig](#)