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BHAILE ÁTHA CLIATH

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TECHNOLOGICAL
UNIVERSITY DUBLIN

SCHOOL OF HUMANITIES

DEPARTMENT OF HUMANITIES

NEW PROGRAMME VALIDATION REPORT

**Bachelor of Arts (Honours) in Applied Social Studies in Social Care
(Programme BN125)**

**Bachelor of Arts in Applied Social Studies in Social Care
(Programme BN051)**

**Bachelor of Arts (Honours) in Applied Social Studies in Social Care
(Programme BN430 *Add-on to Programme BN051*)**

Technological University Dublin,

Blanchardstown Campus,

Blanchardstown Road North, Dublin 15,

D15 YV78 | http://www.tudublin.ie/

Introduction

Ireland's first Technological University, The Technological University Dublin (TU Dublin), was designated on January 1, 2019. With three campuses located at Grangegorman, Blanchardstown, and Tallaght, TU Dublin's programmes are underpinned by inclusive and open learning experience, offering pathways to education and training from Level 6 (Apprenticeships) to Level 10 (Doctorate) awards in the National Framework of Qualifications (NFQ[1]). Technological University Dublin is a Designated Awarding Body, with the authority in law to make awards under the Qualifications and Quality Assurance (Education & Training) Act 2012[2]. The purpose of this document is to report on the findings of the Peer Review panel that was convened to validate Bachelor of Arts (Honours) in Applied Social Studies in Social Care (including the embedded awards), against the criteria for the validation of programmes as stipulated in the University's Policy Document 2MP01[3].

Programme Overview

The School of Humanities has been delivering Applied Social Studies in Social Care programmes since 2002. Throughout this period the school has maintained strong links with employers and industry partners across the sector, therefore, ensuring strong demand for graduates in a wide range of social care settings. The programme has consistently maintained a clear applied focus with application to practice embedded in the programme through two substantial practice placements and a core thread of practice-based modules running from Year 1 to Year 4 of study. A core team of staff with significant practice experience allied to appropriate professional qualifications ensures transferability of skills from the classroom to the workplace.

The re-validation of Social Care programmes was necessary in order to meet the new regulatory requirements for the registration of Social Care Programmes, as set out by CORU, the Multi-profession Health Regulator. Following the publication of the Criteria for Education and Training Programmes and the Standards of Proficiency for Social Care Workers, an internal consultation by the TU Dublin Programme Board, which included a series of meetings with CORU were undertaken as part of the planning process to meet compliance. Consequently, the School of Humanities in consultation the Office of the Registrar considered it necessary to review and update the Social Care programmes, and present the same for revalidation in order to meet requirements of the CORU registration process.

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[1] QQI. 2018. National Framework of Qualifications (NFQ)

[2] Qualifications and Quality Assurance (Education and Training) Act 2012, [No. 28]. 81 pp.

[3] 2MP01 Design, Validation and Accreditation of New Academic Programmes

Validation Panel Composition

Chair: Billy Bennett
                      VP For Academic Affairs & Registrar, Letterkenny IT.

Member(s): *Academic*

                      Dr Suzanne Denieffe,
                      Head of School of Humanities, Waterford Institute of Technology.

                      Adam Barnard
                      Senior Lecturer, School of Social Sciences, Nottingham Trent University, UK

Member(s): *Business/Industry*

                      Maureen Dunne
                      Service Manager (retired), (Daughters of Charity, Weavers)

                      William O'Rourke
                      Director Special Care, TUSLA ⎯Child and Family Agency,

In attendance:

                      Dr Larry McNutt, Registrar, TU Dublin Blanchardstown Campus (Panel Secretary)

                      Dr Philip Owende, Academic Quality Manager, TU Dublin Blanchardstown Campus

Date of Panel Meeting: May 14, 2019.

Consultation

Management Team consulted during the panel meeting:

Dr Pat O'Connor   Head of School of Humanities

Dr Lavinia McLean   Head of Department of Humanities

Academic staff contributing to programme development and consulted during the panel meeting:

Deirdre Bonar   Lecturer in Humanities

Eimear Carroll   Assistant Lecturer in Humanities

Dr Aiden Carthy   Lecture in Humanities

David Cooke   Lecturer in Humanities

Fergus Comerford   Lecturer in Humanities

Joanie Cousins   Lecturer in Humanities

Sheila Coyle   Assistant Lecturer in Humanities

Shirley Donegan   Assistant Lecture in Humanities

Dr Bozena Dubiel   Assistant Lecturer in Humanities

Geraldine Fay   Assistant Lecturer in Humanities

Dr Ruth Harris   Senior Lecturer in Humanities

Ailish Jameson   Assistant Lecturer in Humanities

Georgina Lawlor   Lecturer in Humanities

Dr Denise Lyons   Lecturer in Humanities

Louise McAnarney   Assistant Lecturer in Humanities

Deirdre McGrath   Lecturer in Humanities

Dr Kevin Murphy   Lecturer in Humanities

Dr Brid NÍ Chonaill   Senior Lecturer in Humanities

Siobhan Quinlan   Lecturer in Humanities

Sandra Ratcliffe   Lecturer in Humanities

Garreth Smith   Assistant Lecturer in Humanities

Emmett Tuite   Lecturer in Humanities

The programme development process has been supported by the following heads of function:

Dr Larry McNutt   Registrar

Dr Philip Owende   Academic Quality Manager

Validation Panel Findings

In evaluating the appropriateness, quality and proposed operation of this programme the following criteria were considered and are hereby reported upon:

Strategic planning

The panel was satisfied that the programme and the design are in keeping with the university's mission, do not constitute redundant provision, and consider efficient deployment of associated resources.

Evidence of consultation

The programme development process sought for and considered inputs from: academic staff involved in the delivery of Social Care programmes; learner representatives, and; potential employers and practitioners. Consultation was also held with the coordinators of partner programmes in social care in TU Dublin. Through the structured discussions with the management, and the programme design and delivery teams during the validation panel visit, the panel established evidence that comprehensive research/consultation efforts were undertaken with both internal and external stakeholders, to validate the rationale and the adopted structure, entry criteria, pathways and characteristics of the proposed programme.

Graduate employment potential

The panel was of the opinion that there are a wide range of career opportunities for graduates, and based on core knowledge and competence outcomes of the proposed programme, such graduates would be of immediate value to the social care sector.

Protection of enrolled learners

Part 6 Section 65(1) of the Act[4] does not apply.

Provisions for quality assurance

The panel was informed of how the programme submission had been proposed, developed and approved internally, in compliance with the university's quality assurance policies and procedures. The panel noted that the university's policies and procedures for programme development, monitoring and continuous improvement complied with the current national guidelines.

Programme title and award title

The panel was satisfied that the title of the proposed programme is clear, accurately reflects the coverage, and therefore will be able to accurately inform prospective learners and other stakeholders.

Ethics

The panel was satisfied that the university has internal policies and procedures in place to ensure appropriate ethical oversight in respect of teaching, learning, and research activity across all programmes at the designated NFQ levels.

Consistency

The panel found that the programme design is consistent with the principle of accumulation of credits and certification of subjects, that it has an underlying unifying theme with both implicit and explicit linkage of modules. The panel was contented with expectation in progressive development of the learners' standards of knowledge, skill and competence throughout the individual modules and the integrated programme outcomes.

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[4] Qualifications and Quality Assurance (Education and Training) Act 2012

Teaching and learning
The panel discussed with the programme development team about the range of interactions used with learners in the course of programmes delivery. Course management arrangements were also discussed and were deemed adequate. The panel observed clear evidence of planned interactions with and comprehensive academic and technical support arrangements for learning. Evidences of commitment to learners' needs (accounting for both full time and work-based/part-time students) were articulated in both the validation documents and in the ensuing panel discussion with programme team, including: applications of a range of teaching and assessment methods/styles; well-developed work-based learning policies and practice; adaptive course design that takes care of circumstances when it may be impracticable for students to engage in the applied or work based element of the programme; formative teaching and learning resources such as course handbooks; adherence to timely feedback on assignments, and; regular Course Board meetings to review performances.

Learner assessment
Through discussion with the programme design team, the multiple modes of assessment to be employed (both formal and informal) were articulated. The university's policy on continuous assessment, based on objective development/enhancement of learners' application of knowledge and critical analysis and problem solving skills within specific timeframes were highlighted.

Standards of knowledge, skill and competence
Having reviewed the syllabi and assessment methods as proposed, the panel was of the opinion that learners would be capable of attaining the standards of knowledge, skill and competences relevant for the award of *Bachelor of Arts (Honours) in Applied Social Studies in Social Care* and its embedded awards. However, incongruence in Programme Learning Outcomes between the *ab-initio* Bachelor of Arts (Honours) in Applied Social Studies in Social Care and the sum-total of the equivalent embedded awards was noted and the need for further harmonisation has been recommended (see Recommendations later).

Access, transfer and progression
The panel confirmed that the programme incorporates well-established procedures for access, transfer and progression. These are provided for per the University's Policy *3AD08 Admissions Policy*. However, the panel expressed the need to clearly indicate the available progression pathways after the Level 8 awards (see Recommendations later).

Other salient considerations
The Applied Social Studies in Social Care programme is a flagship programme of the Blanchardstown Campus of TU Dublin which has seen hundreds of graduates progress to work as practitioners in the Social Care sector. Successful negotiation of the registration process with CORU is therefore a strategic goal of the School/Department of Humanities; it will secure the continued provision of educational opportunity to students and sustain an essential professional talent pipeline of graduates.

In the programme validation process, the panel interacted with University management team in the programme-level Discussion, and with the programme development team in comprehensive module-level discussions. This discussion enabled the panel to gain insight into the proposed programmes, and to confirm the strategic relevance and the inherent institutional supports. The discussions considered the panel members' observations and queries related to the programme proposal, beginning with a justification of the overarching programme structure. It also covered a module-by-module consideration and discussions with the programme team. Salient issues and points of discussion covered the following aspects:

(1) It was noted that the basis for scheduling modules such as APSS H1014 Working Creatively with Service Users in year 1 (yet some students will not have encountered such services) was geared to introducing the students to social care setting, specifically intended to embed a sense of belonging at an early stage. Reported that peer mentoring is offered in parallel to taught modules.

(2) Considering the level of regulation in the sector, did the programme see a need to introduce legal studies in Year 1 of study? Programme team considered that that could be challenging to students entering programme straight from secondary schools; therefore, relevant elements are introduced progressively via modules such as SSSC H1016 Professional Practice-Context.

(3) Panel inquired on the potential impacts of the skewed workload between Semester 1 (25 ECTS) and Semester 2 (35 ECTS) in Year 2 of study. Programme team highlighted that, from current experience, the learning experience in Semester 2 is informed/shaped quite favourably from experiences gained in Semester 1 placement. As such, there have never been any workload related challenges. As basis for successful placement, students are visited twice. Multiple staff are involved in placement, and any staff new to placement supervision is required to shadow experienced staff in supervision visits. Placement supervisors formally share placement experiences as part of quality enhancement process.

(4) Noted that the placement regime in Year 3 of study required students to attend onsite lecture in the college one day a week, and panel wondered if it posed logistical challenge for the students, and whether online delivery had been considered. Programme team highlighted that the placements were mainly within the Greater Dublin Area and there was concurrence on benefits of weekly attendance to college as a lot of issues which may require immediate attention occasionally arise.

(5) Panel raised an observation that the previous focused handling of 'introduction to disability' seemed to have disappeared from the programme. Programme team reported that the relevant contents were assimilated into other modules to avoid the reliance on a single 'disability' module. A range of exemplar modules with relevant contents were highlighted during the module-by-module discussion session (e.g., modules H1016, H1018, H1022).

(6) Reported that the university is currently developing fitness to practice/fitness to study policies. Regarding ethics and ethical considerations, academic supervisors consider projects and forward any requirements for ethical clearance to the Ethics Sub-committee of the University's Academic Board.

(7) How are electives offered in Year 4 of study? Reported that students are given background to available electives in Year 3 of study, including the 'logical flow' of modules.

(8) Noted that Module SSSC H4015 Advanced Research Methods & Practice 2 is actually a research project rather than methods per-se as the title suggests (see Recommendations later).

(9) In the module-by-module discussions, the following points were highlighted:
- H1011 Noted as good foundation piece
- H1014 Provides unique basis for recognition of creativity
- H1019 Noted for importance of power balance in collaborative and teamwork
- H2015 To consider possibility for service users involvement in assessment
- H3013 Need explicit handling of recovery
- H3014 This is a new module to meet CORU regulations and the dynamic nature of social care.
- H4018 Noted that the module appears to cover the understanding rather than the combatting of racism. Consider reviewing to ensure focus on the latter.
- H4015 Consider title change; the outcome should be obvious that students have done a project leading to a dissertation.
- H4016 needs to cover international perspectives
- H4017 With leadership and professional development focus, the assessment could be 100% CA.
- H4021 In its current form, it addresses family services and address how it meets protection. However, it should include explicit handling of issues and challenges in Online Protection.
- H4023 should include explicit handling of recovery.
- Overall, the panel recommends a module-level review to ensure that all Programme Learning Outcomes are set at the correct level in the Award Standard, and that all are measurable. The number of recommended texts in each module to be limited to two-three options, and any others included as supplementary texts.

Revised Programme Schedules: BN125, BN430, BN051

Revised programme schedule – Bachelor of Arts (Honours) in Applied Social Studies in Social Care

Course code: BN125		Mode	Full Time
Award title	Bachelor of Arts (Honours) in Applied Social Studies in Social Care	NFQ level	8
Award type	Major	ECTS credits	240
Banner code		Programme Format	Ab-initio
Minimum Entry Requirements	Leaving Certificate applicants will require a H5 in any two higher level subjects and a 06/H7 in four other subjects, these subjects must include Maths and English or Irish. Foundation level mathematics will meet the minimum entry requirement where a grade F2 or higher is achieved. Minimum entry requirements for QQI-FET graduates are a full QQI-FET (Level 5 or 6) award including distinction grades in at least 3 components. Mature Students. A student over 23 years of age on 1st of January of the year of entry on the course (unless otherwise defined).		

BN125 Semester 1	Banner code	Status	ECTS Credits	NFQ Level	Student Workload (Hours)			C.A.		Total
					Contact	Independent Learning	Total	Project	Final	
Psychology & Well Being	SSSC H1012	M	5	6	60	65	125	40	60	100
Fundamentals of Sociology	SSSC H1013	M	5	6	60	65	125	40	60	100
Skills for Success in Social Care Education	SSSC H1011	M	5	6	45	80	125	100	0	100
Understanding Human Rights & Diversity	SSSC H1018	M	5	6	45	80	125	40	60	100
Working Creatively with Service Users	APSS H1014	M	5	6	45	80	125	100	0	100
Professional Practice - Context	SSSC H1016	M	5	6	60	65	125	50	50	100

BN125 Semester 2	Banner code	Status	ECTS Credits	NFQ Level	Student Workload (Hours)			C.A.		Total
					Contact	Independent Learning	Total	Project	Final	
Psychology Across the Life-Span	SSSC H1021	M	5	6	60	65	125	40	60	100
Sociology and Social Institutions	SSSC H1020	M	5	6	60	65	125	40	60	100
Communication with Service Users	SSSC H1015	M	5	6	45	80	125	40	60	100
Preparing for Social Care Practice	SSSC H1022	M	5	6	60	65	125	100	0	100
Professional Practice - Skills	SSSC H1017	M	5	6	60	65	125	50	50	100
Collaboration & Teamwork in Social Care	SSSC H1019	M	5	6	45	80	125	40	60	100

BN125 Semester 3	Banner code	Status	ECTS Credits	NFQ Level	Student Workload (Hours)			C.A.		Total
					Contact	Independent Learning	Total	Project	Final	
Social Care: Placement Practice 1	SSSC H2011	M	20	6	10	400	410	100	0	100
Use of Self in Social Care	SSSC H2014	M	5	6	45	80	125	100	0	100

BN125 Semester 4	Banner code	Status	ECTS Credits	NFQ Level	Student Workload (Hours)			C.A.		Total
					Contact	Independent Learning	Total	Project	Final	
Social Psychology	SSSC H2018	M	5	6	45	80	125	40	60	100
Social Policy for Social Care	SSSC H2017	M	5	6	45	80	125	40	60	100
Practice Reflection & Skills Development	SSSC H2013	M	5	6	60	65	125	100	0	100
Group Intervention in Social Care Settings	SSSC H2015	M	5	6	45	80	125	50	50	100
Legal Studies for Social Care	SSSC H2016	M	5	6	45	80	125	40	60	100
Developing Professional Practice	SSSC H2012	M	10	6	60	65	125	50	50	100

BN125 Semester 5	Banner code	Status	ECTS Credits	NFQ Level	Student Workload (Hours)			C.A.		Total
					Contact	Independent Learning	Total	Project	Final	
Psychology & Mental Health	SSSC H3013	M	5	7	45	80	125	40	60	100
Family Studies	SSSC H3012	M	5	7	45	80	125	40	60	100
Research Methods and Practice	SSSC H3015	M	5	7	45	80	125	100	0	100
Compliance & Regulation in Social Care	SSSC H3014	M	5	7	45	80	125	40	60	100
Critical Analysis & Social Care Concepts	SSSC H3016	M	5	7	45	80	125	40	60	100
Advanced Professional Practice	SSSC H3011	M	10	7	60	65	125	50	50	100

BN125 Semester 6	Banner code	Status	ECTS Credits	NFQ Level	Student Workload (Hours)			C.A.		Total
					Contact	Independent Learning	Total	Project	Final	
Social Care: Placement Practice 2	SSSC H3018	M	20	7	10	400	410	100	0	100
Professional Development	SSSC H3017	M	5	7	45	80	125	100	0	100

BN125 Semester 7	Banner code	Status	ECTS Credits	NFQ Level	Student Workload (Hours)			C.A.		Total
					Contact	Independent Learning	Total	Project	Final	
Advanced Research Methods and Practice 1	SSSC H4011	M	5	8	15	110	125	100	0	100
Supporting Positive Behaviours in the Social Care Sector	SSSS H4012	M	5	8	45	80	125	40	60	100
Theory & Practice of Social Care Management	SSSC H4014	M	5	8	45	80	125	40	60	100
Critical Perspectives on Social Care Provision	SSSS H4013	M	5	8	45	80	125	100	0	100
Understanding Substance Misuse	SSSC H4020	E	5	8	45	80	125	40	60	100
Combatting Racism	SSSC H4018	E	5	8	45	80	125	40	60	100
Contemporary Approaches in the Disability Sector	SSSC H4019	E	5	8	45	80	125	40	60	100

BN125 Semester 8	Banner code	Status	ECTS Credits	NFQ Level	Student Workload (Hours)			C.A.		Total
					Contact	Independent Learning	Total	Project	Final	
Applied Research Project	APSS H4030	M	10	8	15	110	125	100	0	100
Emerging Issues in Social Care	SSSC H4016	M	5	8	45	80	125	100	0	100
Leadership & Professional Development	SSSC H4017	M	5	8	45	80	125	40	60	100
Mental Health & Therapeutic Interventions	SSSC H4023	E	5	8	45	80	125	40	60	100
Child Protection Perspectives: Safeguarding & Family Support	SSSC H4021	E	5	8	45	80	125	40	60	100
Advocacy in the Social Care Sector	SSSC H4022	E	5	8	45	80	125	40	60	100

Revised programme schedule – Bachelor of Arts (Honours) Social Care and Social Studies

Course code: BN430		Mode	Full Time
Award title	Bachelor of Arts (Honours) in Applied Social Studies in Social Care	NFQ level	8
Award type	Major	ECTS credits	60
Banner code		Programme Format	Add-on
Minimum Entry Requirements	Holders of an appropriate Ordinary Bachelor Degree in Applied Social Studies in Social Care should apply to CAO in the year for which admission is sought. Entry is subject to normal entry requirements.		

BN430 Semester 1	Banner code	Status	ECTS Credits	NFQ Level	Student Workload (Hours)			C.A.		Total
					Contact	Independent Learning	Total	Project	Final	
Advanced Research Methods and Practice 1	SSSC H4011	M	5	8	15	110	125	100	0	100
Supporting Positive Behaviours in the Social Care Sector	SSSS H4012	M	5	8	45	80	125	40	60	100
Theory & Practice of Social Care Management	SSSC H4014	M	5	8	45	80	125	40	60	100
Critical Perspectives on Social Care Provision	SSSS H4013	M	5	8	45	80	125	100	0	100
Understanding Substance Misuse	SSSC H4020	E	5	8	45	80	125	40	60	100
Combatting Racism	SSSC H4018	E	5	8	45	80	125	40	60	100
Contemporary Approaches in the Disability Sector	SSSC H4019	E	5	8	45	80	125	40	60	100
Youth Justice	SACD H4025	E	5	8	45	80	125	30	70	100

BN430 Semester 2	Banner code	Status	ECTS Credits	NFQ Level	Student Workload (Hours)			C.A.		Total
					Contact	Independent Learning	Total	Project	Final	
Applied Research Project	APSS H4030	M	10	8	15	110	125	100	0	100
Emerging Issues in Social Care	SSSC H4016	M	5	8	45	80	125	100	0	100
Leadership & Professional Development	SSSC H4017	M	5	8	45	80	125	40	60	100
Mental Health & Therapeutic Interventions	SSSC H4023	E	5	8	45	80	125	40	60	100
Child Protection Perspectives: Safeguarding & Family Support	SSSC H4021	E	5	8	45	80	125	40	60	100
Advocacy in the Social Care Sector	SSSC H4022	E	5	8	45	80	125	40	60	100
Conflict Resolution and Mediation	SACD H4040	E	5	8	45	80	125	40	60	100

Revised programme schedule – Bachelor of Arts in Applied Social Studies in Social Care

Course code: BN051		Mode	Full Time
Award title	Bachelor of Arts in Applied Social Studies in Social Care	NFQ level	7
Award type	Major	ECTS credits	180
Banner code		Programme Format	Ab-initio
Minimum Entry Requirements	Leaving Certificate applicants will require a grade O6/H7 in five subjects, these subjects must include Maths and English or Irish. Foundation level mathematics will meet the minimum entry requirement where a grade F2 or higher is achieved. Minimum entry requirements for QQI-FET (formerly FETAC) graduates is a full QQI-FET (Level 5 or 6) award. Mature Students. A student over 23 years of age on 1st of January of the year of entry on the course (unless otherwise defined).		

BN051 Semester 1	Banner code	Status	ECTS Credits	NFQ Level	Student Workload (Hours)			C.A.		Total
					Contact	Independent Learning	Total	Project	Final	
Psychology & Well Being	SSSC H1012	M	5	6	60	65	125	40	60	100
Fundamentals of Sociology	SSSC H1013	M	5	6	60	65	125	40	60	100
Skills for Success in Social Care Education	SSSC H1011	M	5	6	45	80	125	100	0	100
Understanding Human Rights & Diversity	SSSC H1018	M	5	6	45	80	125	40	60	100
Working Creatively with Service Users	APSS H1014	M	5	6	45	80	125	100	0	100
Professional Practice - Context	SSSC H1016	M	5	6	60	65	125	50	50	100

BN051 Semester 2	Banner code	Status	ECTS Credits	NFQ Level	Student Workload (Hours)			C.A.		Total
					Contact	Independent Learning	Total	Project	Final	
Psychology Across the Life-Span	SSSC H1021	M	5	6	60	65	125	40	60	100
Sociology and Social Institutions	SSSC H1020	M	5	6	60	65	125	40	60	100
Communication with Service Users	SSSC H1015	M	5	6	45	80	125	40	60	100
Preparing for Social Care Practice	SSSC H1022	M	5	6	45	80	125	100	0	100
Professional Practice - Skills	SSSC H1017	M	5	6	60	65	125	50	50	100
Collaboration & Teamwork in Social Care	SSSC H1019	M	5	6	45	80	125	100	0	100

BN051 Semester 3	Banner code	Status	ECTS Credits	NFQ Level	Student Workload (Hours)			C.A.		Total
					Contact	Independent Learning	Total	Project	Final	
Social Care: Placement Practice 1	SSSC H2011	M	20	6	0	400	400	100	0	100
Use of Self in Social Care	SSSC H2014	M	5	6	45	80	125	30	70	100

BN051 Semester 4	Banner code	Status	ECTS Credits	NFQ Level	Student Workload (Hours)			C.A.		Total
					Contact	Independent Learning	Total	Project	Final	
Social Psychology	SSSC H2018	M	5	6	45	80	125	40	60	100
Social Policy for Social Care	SSSC H2017	M	5	6	45	80	125	40	60	100
Practice Reflection & Skills Development	SSSC H2013	M	5	6	45	80	125	100	0	100
Group Intervention in Social Care Settings	SSSC H2015	M	5	6	45	80	125	40	60	100
Legal Studies for Social Care	SSSC H2016	M	5	6	45	80	125	40	60	100
Developing Professional Practice	SSSC H2012	M	10	6	60	65	125	50	50	100

BN051 Semester 5	Banner code	Status	ECTS Credits	NFQ Level	Student Workload (Hours)			C.A.		Total
					Contact	Independent Learning	Total	Project	Final	
Psychology & Mental Health	SSSC H3013	M	5	7	45	80	125	40	60	100
Family Studies	SSSC H3012	M	5	7	45	80	125	40	60	100
Research Methods and Practice	SSSC H3015	M	5	7	45	80	125	100	0	100
Compliance & Regulation in Social Care	SSSC H3014	M	5	7	45	80	125	40	60	100
Critical Analysis & Social Care Concepts	SSSC H3016	M	5	7	45	80	125	40	60	100
Advanced Professional Practice	SSSC H3011	M	10	7	60	65	125	50	50	100

BN051 Semester 6	Banner code	Status	ECTS Credits	NFQ Level	Student Workload (Hours)			C.A.		Total
					Contact	Independent Learning	Total	Project	Final	
Social Care: Placement Practice 2	SSSC H3018	M	20	7	0	400	400	100	0	100
Professional Development	SSSC H3017	M	5	7	45	55	100	100	0	100

Decision of the Panel

The panel recommends validation of the following four programmes with ~~Conditions~~[5]/Recommendations[6]:

Programme title: Bachelor of Arts (Honours) in Applied Social Studies in Social Care

Programme code: BN125

Award Title: Bachelor of Arts (Honours)

NFQ level: 8 (240 ECTS credits)

Programme title: Bachelor of Arts (Honours) in Applied Social Studies in Social Care

Programme code: BN051

Award Title: Bachelor of Arts

NFQ level: 7 (180 ECTS credits)

Programme title: Bachelor of Arts (Honours) in Applied Social Studies in Social Care

Programme code: BN430

Award Title: Bachelor of Arts (Honours)

NFQ level: 8 (Add-on to BN125, 60 ECTS credits)

Conditions

None

Recommendations

(1) Consider revising title of the Level 8 Add-on Programme to differentiate from the Level 8 *Ab-initio* Programme or clarify in the Entry Requirement that the Level 7 is the ONLY entry route.
(2) Review the suite of Programme Learning Outcomes to ensure there is coherence in totality of the NFQ Level 7 plus the Add-on NFQ Level 8 programmes (BN051 and BN430), against the *Ab-initio* NFQ Level 8 programme (BN125) in order to justify the same award title.
(3) Review the Programme Learning Outomes to ensure that all are appropriately specified and are measurable
(4) Include the mature student and RPL entry routes in the entry requirements for the NFQ Level 7 programme (BN051). For the Add-on NFQ Level 8 (BN430), specify that application is direct to TU Dublin, and not through the CAO as indicated the validation documents.
(5) To outline the progression opportunities and pathways to the Level 9 management programme and the research masters programme in the programme document.
(6) Consider developing a formal policy on attendance threshold to reflect requirement by CORU as the Regulatory Body.
(7) Endorse development of Fitness to Study/Fitness to Practice Policy within the university.

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[5] A condition is an action, which in the opinion of the validation panel, must be undertaken prior to the commencement of the programme. Conditions are mandatory for programme approval.
[6] A recommendation is a proposed action, which in the opinion of the validation panel, must be given serious consideration.

(8)   Review title of module APSS H4030 Advanced Research Methods and Practice 2. Consider changing to 'Applied Research Project'. This is to shift the current emphasis on process in the title, to evidence of project execution.

Commendations

(1)   There is strong evidence of demand for the programme.
(2)   The programme team provided a comprehensive programme submission document, with clear and coherent presentation and content.
(3)   There was coherent and enthusiastic engagement of team with the validation panel.

Validation Report Sign-off

Chair

_____   _____

Billy Bennett   Date

Secretary

_____   _____

Dr Larry McNutt   Date