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Atlantic
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University

<u>Faculty of Science & Health</u>	
<u>Department of Early Education and Social Studies</u>	
Document Title	Student Handbook 2026/27
Programme of Study	BSc Hons in Health and Social Care
Document Entrust	Dept. of Early Education and Social Studies Programme Board
Document Status	Approved
Revision No	4
Next Revision Date	June 2027
Approval Body	Dept. of Early Education and Social Studies Health and Social Care Programme Board
<i>This Handbook is for Prospective and Registered Students of The BSc (Hons) Health and Social Care Programme ATU Donegal and is intended to provide information applicable for the entirety of the Programme (Years 1-4). It is important to note that this handbook will be reviewed and updated at regular intervals by the relevant Programme Board in line with the regulatory framework, feedback and evidence-informed practice.</i>	

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Glossary of Terms

Academic Supervisor - The Academic Supervisor refers to the academic lecturer who is involved in practice placement student supervision. The Social Care Practice Coordinator, in collaboration with the Practice Placement Team, assigns a student an Academic Supervisor for each practice placement they undertake. They are responsible for facilitating the student's learning and supporting them while on placement.

ATU - Atlantic Technological University is a multi-campus technological university, contributing to the region through the provision of academic programmes that support student development and opportunities, education, and research.

ATU Student Code of Conduct - ATU students are obliged to comply with all ATU policies, procedures, and regulations, including the ATU Student Code of Conduct. The Student Code of Conduct sets out the standards of behaviour expected of all students. It provides standards of good conduct and examples of behaviour that contravene these standards. [Access the Student Code of Conduct.](#)

Blackboard- Blackboard Learn is the University's virtual learning environment, providing students with online access to course materials, reading lists, assignments, multiple-choice tests, and other resources relevant to their courses.

CORU - CORU is Ireland's multi-profession health regulator. CORU's role is to protect the public by promoting high standards of professional conduct, education, training, and competence through the statutory registration of health and social care professionals. CORU was established under the Health and Social Care Professionals Act 2005 (as amended). It comprises the Health and Social Care Professionals Council and the Registration Boards, one for each profession named in CORU's Act.

CORU Code of Professional Conduct and Ethics - The standards of conduct, performance, and ethics to which a member of that profession must adhere throughout the course of their work. [Access the CORU Code.](#)

CORU Criterion/Criteria for Education and Training Programs - The requirements for the design, organisation, and management of an education and training program to ensure that it can consistently and effectively produce graduates who meet the standards of proficiency.

CORU Standards of Proficiency - The threshold skills and abilities required for entry to the register.

Fitness to Practise - ATU's Fitness to Practise Policy is intended to manage concerns regarding a student's fitness to practice and/or professional suitability on programmes of study recognised, regulated, and accredited by a Professional, Statutory, or Regulatory Body (PSRB). This policy applies to all programmes of study that require students to undertake practical training in professional environments that involve interaction with patients/supported persons/customers/children. [Access the Fitness to Practise Policy.](#)

Head of Department (HOD) - A senior ATU lecturer with overall responsibility and oversight for the Department of Early Education and Social Studies. This includes oversight of the Health and Social Care (Hons) programme and alignment with CORU requirements.

Placement Agency/Organisation - A health and social care service with a placement agreement with ATU. All Placement Agencies/Organisations must meet the ATU criteria for inclusion on the approved database of placement hosts.

Practice Advisory Panel - The Practice Advisory Panel provides external input and advice to the ATU Practice Placement Team (PPT) to fulfil its remit to provide excellent health and social care work placements. Advisory members include placement agency/organisation representatives, student representatives, and supported persons representatives.

Practice Educators - Practice Educators are employees of a practice placement agency/organisation, who are eligible to register with CORU as social care workers and are in a position to supervise social care students.

Practice Placement (PP) - A period of practical experience that forms part of the Health and Social Care (Hons) programme.

Practice Placement Coordinator - supports the Practice Placement Team in the administrative coordination and communication mechanisms of practice placement. This role is integral to the Practice Placement Team and ensures an additional level of support for students, Practice Educators, Academic Supervisors, and the Social Care Practice Coordinator.

Practice Placement Team - ATU lecturers (registered with CORU) who are responsible for a student's education during the period of practical placement. The PPT also includes the Social Care Practice Coordinator, Academic Supervisors, and the Practice Placement Coordinator.

Practice Placements - Practice placements are a form of work-integrated learning that enable students to demonstrate development towards meeting CORU standards of proficiency for social care workers.

Social Care Practice Coordinator - refers to the academic lecturer who is a CORU registered Social Care Worker responsible for the monitoring, evaluation, and governance of Practice Placements in conjunction with the entirety of the Practice Placement Team and while in communication and collaboration with the Head of Department and Programme Co-ordinator.

Student - A participant on Years 1-4 BSc (Hons) in Health and Social Care of the ATU health and social care programme.

The Programme Co-ordinator - The Programme Co-ordinator (social care qualified) delivers core modules on the programme and collaborates with the Head of Department in ensuring high-quality operational delivery of the programme, monitoring and reviewing attendance procedures, and working with the Social Care Practice Coordinator in monitoring governance systems and communication mechanisms.

Department of Early Education & Social Studies

Welcome

On behalf of staff and students in the Faculty of Science and Health at ATU Donegal, and the Department of Early Education & Social Studies, I wish to extend a warm welcome to you and hope you enjoy your time as a student here, we are delighted that you chose ATU Donegal.

The **CORU approved** BSc Honours in Health & Social Care is designed to prepare you for professional practice in a range of health and social care roles and fields of practice. The atmosphere we offer aims to provide an intellectually stimulating arena and to present you with a diverse approach to learning that includes classroom based teaching through a high calibre of experienced lecturers in the profession; in up to date facilities, utilising real world case studies, interactive role play and stimulating assessments that will offer you a chance to apply your growing knowledge and skills base; and Practice Placement across a range of social care settings.

The Department of Early Education & Social Studies offers a full time Level 8 programme for Health & Social Care students. It is important to note that any student who elects to take an Exit Award at any stage of the programme will not be permitted to return to the course of study in the future. We have a warm, friendly and progressive campus that will provide the support you need through student services, staff, fellow students and support services. Our undergraduate Health and Social Care programme provides a broad base to pursue a career in the diverse field of Social Care.

Your programme of study is varied, dynamic and challenging and an important aspect of your new learning is to try and enjoy the experiences of college life at ATU. Your health matters and whilst it will be demanding to attend to your studies, you should also try to become involved in our clubs and societies. These experiences will add value to your student experience.

The information contained in this handbook is intended to provide you with material that will guide you successfully through your programme of choice at ATU. So, we invite you to read it carefully and keep it as a point of reference.

Dr. Nigel McKelvey,

Head of Department of Early Education & Social Studies

Faculty of Science and Health

Welcome to Health & Social Care Students at ATU Donegal

Dear Students,

Welcome to the Faculty of Science & Health at ATU Donegal and thank you for choosing our **CORU approved** BSc (Hons) in Health and Social Care. As we begin this academic year, we are excited to embark on this journey with all of you. Our programme is dedicated to preparing you for professional practice in Social Care, a vital and evolving profession. Social care work is fundamentally a relationship-based approach that involves the careful planning and provision of care, protection, psychosocial support, and advocacy for individuals and groups experiencing marginalisation, disadvantage, or special needs. As emphasised by CORU, the Health and Social Care Professional's Council, principles of social justice and human rights are central to social care practice. For those of you at the beginning of your studies, you are entering at a pivotal time. The Social Care Workers Register officially opened on 30th November 2023, initiating a two-year transition period for existing practitioners to apply for registration with CORU. By 30th November 2025, the title "Social Care Worker" will become a legally protected title in Ireland. This highlights the importance of your professional education and training, which is essential not only for your personal career development but also for the broader recognition of the profession.

Our programme ensure that the skills you develop and the knowledge you gain will equip you with the competence needed to excel as a Social Care Worker. Throughout your studies, whether you are a first-year or a returning student, you will be guided and supported by a dedicated faculty committed to your academic and professional growth. As you progress through the programme, you may face challenges, but remember that these are part of the learning process. Don't hesitate to reach out to the Health & Social Care academic staff with any questions or concerns you may have. We encourage all students to get to know their peers and maintain regular attendance throughout the year. An 85% attendance rate across all modules is required as part of your programme, with 100% attendance required for Practice Placement. If your attendance falls below 85%, you will need to meet with the Head of Department, who will support you in improving your attendance.

The dedicated staff members of the programme are here to support you throughout your academic journey. Whether you have general questions about the programme, specific inquiries about modules and coursework, or need assistance with matters such as fees, admission procedures, personal circumstances, or timetabling, our team is ready to help. Additionally, if you have any welfare or personal concerns, our Student Support Services team on campus is available to provide assistance. We look forward to getting to know each of you over the coming years and wish you every success in your studies. Make the most of this educational journey, fully engage with the opportunities provided, and build a strong foundation for a successful and impactful career in social care. We are here to support you every step of the way.

Warmest regards,

The Health & Social Care Programme Team

1. Introduction

This handbook is designed to give you an overview of Atlantic Technological University (ATU) and of Health & Social Care, a discipline under the remit of the Department of Early Education and Social Studies. It contains essential information about the programme and should be kept with other handbooks you receive about your course and ATU Donegal, such as the ATU Student Handbook located at: https://www.lyit.ie/Portals/0/PDF/atu/student/ATU_Student_Handbook_2023-24.pdf and the Student Hub located at <https://studenthub.atu.ie/donegal/>. This handbook is a guide to help you become familiar with the Health and Social Care programme. It is a useful reference, but please remember that the Programme Co-ordinator, Denise O'Boyle, and the programme team are here to support you. Students can also visit <https://www.atu.ie/about-atu/campus-locations/atu-donegal-letterkenny> for further information on ATU student supports and services including accommodation, clubs and societies.

It is important to note that this Student Handbook must be read in conjunction with the Practice Placement Handbook which will also be made available to you via Blackboard.

1.1. Atlantic Technological University (ATU) Donegal

ATU has been delivering a BSc (Hons) in Health and Social Care for over 16 years and is the only higher education institution in the county offering professional education in Health and Social Care at a QQI Level 8. ATU's development of the BSc (Hons) in Health and Social Care has complied with the Higher Education Awards Council (HETAC) Award Standards – Social Care Work (2010). Allied under the Early Education and Social Studies Department, ATU's Health and Social Care programme provides students with evidence-based and practical knowledge, skills, values and proficiencies to enter the profession of Social Care Work.

ATU Donegal is currently a member of the Irish Association of Social Care Educators (IASCE), which was established in 1998 to represent the Institutes, Colleges and Universities providing professional social care education in the Republic of Ireland. In addition, ATU is a member of Social Care Ireland (SCI) which is the Professional Representative Body for the Social Care Work Profession in the Republic of Ireland.

ATU respects higher education students as responsible members of the community. Accordingly, it expects that each student of ATU will behave in a mature, reasonable, and honest manner which protects the good name of ATU, meets the requirements of their programme of study, has due regard to the rights of others and does not adversely affect the conduct of ATU business.

ATU provides many programmes of study which are accredited by professional, statutory and regulatory bodies (PSRBs). To be compliant with the requirements of such PSRBs, students are responsible for familiarising themselves with relevant professional codes of conduct/behaviour and abiding by their provisions.

The relevant professional code of conduct for this programme of student is the Social Care Workers Registration Board Code of Professional Conduct and Ethics which can be accessed using the following link: <https://www.coru.ie/files-codes-of-conduct/scwrp-code-of-professional-conduct-and-ethics-for-social-care-workers.pdf>. This code of conduct is also in addition to, and does not supersede, the general

ATU Student Code¹, and as such, students on placement must also comply with all conduct requirements contained within both documents.

1.2. Social Care Education

Social care education is currently undergoing significant change in Ireland. The regulatory body, CORU, is playing a central role in regulating education and training programmes. CORU's mandate is to protect the public through setting, promoting and enforcing high standards of professional education, training and competence. These standards are set out in CORU's Standards of Proficiency for Social Care Workers² (SCW) and Criteria for Educational Providers³ documents. The '*Criteria for Educational Providers*' outlines clear requirements for the management and delivery of professional practice placements within education and training programmes. This ensures the delivery of safe and effective professional practice for service users and members of the public. ATU Donegal is committed to ensuring that social care students are supported to engage with their practice placements and equipped with the proficiencies they need to work effectively and ethically as practitioners on graduation.

CORU defines Social Care Workers as:

"...professional practitioners engaged in the practice of social care work. This work constitutes a relationship-based approach to the purposeful planning and provision of care, protection, psychosocial support and advocacy in partnership with vulnerable individuals and groups who experience marginalisation, disadvantage or special needs. Principles of social justice and human rights are central to the practice of Social Care Workers"

Qualified Social Care Workers are employed across a broad spectrum of practice settings, reflecting the diversity and complexity of social care work. They may work in residential care settings, family support services, disability services, homeless and addiction services, domestic violence services, mental health and wellbeing services, youth justice, or community-based programmes. Social Care Workers often collaborate as part of interdisciplinary teams alongside professionals such as social workers, psychologists, educators, healthcare workers, and community development officers. They work with a wide range of service users, including children and young people in care, adults and children with intellectual and/or physical disabilities, individuals and families experiencing homelessness, people affected by substance misuse, members of migrant and minority ethnic communities, and older people requiring support. Employment can be found across the statutory sector (e.g., Tusla, the HSE), the community and voluntary sector, and increasingly within private and social enterprise initiatives.

¹ https://www.atu.ie/sites/default/files/2022-08/Student%20Code_Final_August_2022.pdf

² <https://www.coru.ie/files-education/scwrbs-standards-of-proficiency-for-social-care-workers.pdf>

³ <https://www.coru.ie/files-education/scwrbs-standards-of-proficiency-for-social-care-workers.pdf>

1.3. Academic Personnel on the BSc Hons in Health and Social Care Programme

Name	Position	Email Address	Phone Number
Dr. Nigel McKelvey	Head of Department	Nigel.mckelvey@atu.ie	0749186404
Denise O'Boyle	Programme Co-ordinator and Lecturer	Denise.oboyle@atu.ie	0749186470
David Friel	Social Care Practice Co-ordinator and Lecturer	David.friel@atu.ie	0749186472
Sarah Bonar	Practice Placement Co-ordinator	Sarah.bonar@atu.ie	0749186309
Zoe Graham	Lecturer	Zoe.graham@atu.ie	0749186381
John McCarthy	Lecturer and Academic Supervisor	John.mccarthy@atu.ie	0749186144
Dr. Helen McMonagle	Lecturer, Academic Supervisor and Year 3 Tutor	Helen.mcmonagle@atu.ie	0749186474
Patricia Redmond	Lecturer and Year 2 Tutor	Patricia.Redmond@atu.ie	0749186332
Dr. Gail Cummins	Lecturer	Gail.Cummins@atu.ie	0749186386
Sean McEntee	Lecturer and Year 1 Tutor	Sean.McEntee@atu.ie	0749186375
Dr. Grainne Ketelaar	Lecturer and Year 4 Tutor	Grainne.Ketelaar@atu.ie	0749186359
Cormac Connaghan	Lecturer	Cormac.Connaghan@atu.ie	0749186234

1.4. Year Tutors

A Year Tutor is a lecturer assigned to a specific student year group to support, guide and monitor students during the academic year. The central purpose of the Year Tutor role is to provide a clear point of contact for students and to support their progression, development and attainment of the CORU Standards of Proficiency. The Year Tutor helps to ensure that communication between students, academic staff, the Programme Co-ordinator, the Programme Team, the Practice Placement Team and relevant student support services is clear, timely and supportive.

The Year Tutor role is intended to support early identification of student concerns, particularly in relation to attendance, engagement, academic progress, professional development and student wellbeing. Where a student requires additional support, the Year Tutor may provide guidance, signpost the student to relevant University support services, or bring concerns to the Programme Co-ordinator, Programme Team, Practice Placement Team, Programme Board or Head of Department as appropriate.

Year Tutors are allocated one hour per week to undertake the responsibilities associated with this role. The role includes the following key responsibilities:

1. Attendance monitoring and reporting

- Year Tutors are required to check the attendance of their assigned year group on a weekly basis. Attendance is an important programme requirement and is linked to student engagement, professional development and preparedness for social care practice.
- At **Week 4**, the Year Tutor must submit a written report to the Programme Co-ordinator identifying any students whose attendance has fallen below the required **85% attendance threshold** and who may require an informal meeting.
- Further written reports must be submitted to the Programme Co-ordinator at **Week 7** and **Week 10**. These reports should provide a summary of attendance across the year group and identify any relevant issues arising from the Year Tutor's ongoing support of students.

- Following informal attendance meetings, the Programme Co-ordinator may ask the Year Tutor to provide additional support to individual students or to signpost students to relevant University support mechanisms. This may include, but is not limited to, Student Services, the Access Office, Counselling Services, the Careers Office, academic writing support or other appropriate learner supports.

2. Student check-ins and feedback

Year Tutors must complete three formal check-ins with their assigned year group during the academic year. These should normally take place:

1. at the beginning of the semester (Week 1-2);
2. at the middle of the semester (Week 5-6);
3. at the end of the semester (Week 10-11).

The purpose of these check-ins is to provide students with an opportunity to raise general issues relating to their learning experience, engagement, academic progress, professional development and support needs. Feedback gathered through these check-ins should be collated by the Year Tutor and presented at the Programme Team Meeting. Issues raised should be recorded, actioned or closed through the programme feedback loop as appropriate.

Where a Year Tutor is assigned to a year group during a **placement semester**, the formal check-ins will normally take place during placement training days and recall days or via online forums.

- The Social Care Practice Co-ordinator will liaise with the relevant Year Tutor to agree suitable times and activities for inclusion in these days. This may include student support, feedback gathering, theory-to-practice integration, and signposting to additional supports where required.
- Other Year Tutors may be invited to attend placement training days and recall days. Their role in this context is to support students to connect theory with practice and to consider how learning from their academic modules informs their placement experience.

3. Interprofessional learning

Year Tutors will have responsibility for supporting interprofessional learning opportunities for their assigned year group. These opportunities will be discussed and agreed through the Programme Team Meeting in September and January of respective semesters. This, where appropriate, will also be discussed at the Programme Board.

Interprofessional learning opportunities may include, but are not limited to:

- knowledge exchange workshops with students from other programmes or disciplines;
- guest lectures from allied professionals;
- collaborative learning activities with other student groups;
- activities that support students to understand the role of other professionals in social care, health, education, community and allied practice settings.

The Year Tutor should ensure that interprofessional learning opportunities are relevant to the stage of the programme and support students' developing understanding of social care practice, professional collaboration and the CORU Standards of Proficiency.

Summary of Year Tutor Responsibilities

The Year Tutor role includes responsibility for:

- acting as a key point of contact for the assigned year group;
- supporting communication between students and the programme team;
- checking student attendance weekly;
- submitting attendance reports to the Programme Co-ordinator at Week 4, Week 7 and Week 10;
- identifying students below the 85% attendance threshold;
- supporting or signposting students following informal attendance meetings where requested by the Programme Co-ordinator;
- completing three formal year group check-ins during the academic year;
- collating student feedback and presenting it at Programme Team Meetings;
- supporting interprofessional learning opportunities for the assigned year group;
- contributing to placement training days and recall days where relevant;
- bringing relevant student issues, feedback or concerns to the appropriate programme governance structure.

All meetings with Year Tutors should be arranged by appointment through the Year Tutor email address with the subject line clearly stating, "Year Tutor Inquiry".

The Tutors for each year in 2026/27 are listed below:

Year 1	Patricia Redmond	Particia.redmond@atu.ie
Year 2	Dr. Grainne Ketelaar	Grainne.ketelaar@atu.ie
Year 3	John McCarthy	John.mccarthy@atu.ie
Year 4	Dr. Helen McMonagle	Helen.mcmonagle@atu.ie

1.5 Key Dates: The Social Care Academic Calendar



ATU Department of Early Education and Social Studies

Social Care Academic Calendar 26/27

Winter Semester 2026	
Monday, 17 th August - Wednesday, 26 th August	Autumn Examinations
Tuesday, 1 st September	Start of Academic Year
Thursday, 3 rd September	Practice Educator Induction and Assessment Training for Placement Yr 1 HSC (In Person)
Monday 7 th September - Tuesday, 8 th September	Practice Placement Induction Days Yr 1 HSC Students (On-Site)
Tuesday, 8 th - Wednesday, 9 th September	Exam Boards
Thursday, 10 th September - Friday 11 th September	ATU Induction Day (Full Time Students)
Friday, 11 th September	Follow up Q&A for Practice Educators Yr 2 HSC (Online and Recorded)
Monday, 14 th September	Repeat Results Release/ Consultation Day 1
Tuesday, 15 th September	Start Date for Teaching- All Students
Thursday, 24 th September	Final Exam Boards for Inclusion in Conferencing
Wednesday, 14 th October	Interprofessional Exchange Day
Thursday, 19 th October	Reintegrating Social Care Conference in ATU Days
Monday, 19 th October - Friday, 23 rd October	Mid-Way Tripartite Meetings for Practice Placement Yr 1 HSC Students
Friday, 23 rd October	Mid-Way Recall Day Yr 1 on Campus
Monday, 26 th October - Friday, 30 th October	Reading Week and ATU Donegal Conferencing
Friday, 20 th November	CRD Event for Practice Educators
Monday, 23 rd November - Friday, 27 th November	Final Tripartite Meetings for Practice Placement Yr 2 HSC Students
Friday, 11 th December	Debrief Practice Placement Recall Day for Yr 2 HSC Students
Friday, 18 th December	End of Semester 1 Teaching and Final Submission of Published Portfolio for Practice Placement
Thursday 24 th December	University Closed

Spring Semester 2027	
Monday, 4 th January	University Reopens
Tuesday, 5 th January - Saturday, 10 th January	Winter Exams
Friday, 10 th January	Practice Educator Induction and Assessment Training for Yr 2 HSC (Online and Recorded)
Monday, 18 th January	Start Date for Teaching- All Students
Thursday, 21 st January - Friday, 22 nd January	Practice Placement Induction Days Yr 2 HSC Students + Follow up Q&A for Practice Educators Yr 2 HSC (Online and Recorded)
Monday, 29 th January	Practice Placement Start Date for Yr 2 HSC Students
Tuesday, 9 th February - Wednesday, 10 th February	Exam Boards
Monday, 16 th February - Tuesday, 16 th February	Exam Results release and Consultation Days 1&2
Friday, 19 th February	Practice Education Advisory Panel Meeting
Monday, 22 nd February - Friday, 26 th February	Mid-Way Tripartite Meetings for Practice Placement Yr 2 HSC Students
Tuesday, 23 rd February	ATU Donegal Social Care Fair
Friday, 5 th March	Mid-way Practice Placement Recall Day for Yr 2 HSC Students
Monday, 22 nd March - Friday, 2 nd April	Easter Break
Wednesday, 7 th April - Thursday 8 th April	Social Care Ireland Conference
Monday, 12 th April - Friday, 16 th April	Final Tripartite Meetings for Practice Placement Yr 2 HSC Students
Friday, 30 th April	Debrief Practice Placement Recall Day for Yr 2 HSC Students. Published Portfolio for Practice Placement and End of Semester 2 Teaching
Monday, 10 th May - Saturday 22 nd May	Summer Exams
Friday, 8 th June - Tuesday, 9 th June	Exam Boards
Monday, 14 th June - Tuesday, 15 th June	Results Release and Consultation Day 1&2
Monday, 16 th August - Saturday, 20 th August	Autumn Repeat Exams Sessions

2. Programme Information

2.1. Admissions

An applicant is not considered to be a student solely on the basis of an offer of a place in ATU Donegal and/or acceptance of such an offer. All offers are subject to the regulations of the University. A provisional or conditional offer does not infer a full offer will be made. Following acceptance of an offer from ATU Donegal, applicants will be required to complete the registration process in order to become a student of ATU Donegal.

The registration process entails:

- Online registration
- Fee payment (where applicable)
- Attendance on registration day (new entrants)
- Completion of HEA Survey (year 1 only)
- Garda Vetting (where applicable)

It is the responsibility of the student to ensure their registration is up-to-date and complete. Registration must take place at the times and manner specified by ATU Donegal. Students are registered on a programme of study by the office of the VP for Academic Affairs and Registrar. The University reserves the right, at its sole discretion, to refuse to register any applicant where to do so

might either impact on the Universities obligation to maintain a positive learning environment and/or a duty of care to others. If matters exist that might ultimately result in ATU exercising its discretion to refuse to register an applicant on a programme of study, the prospective applicant is required to contact the Admissions Office for advice prior to applying to ATU.

- **Transfer Applications/Direct Applications:** ATU are not currently taking transfer/direct applications until the full CORU approval process is complete.
- **Recognition of Prior Learning (RPL/RPEL):** This programme does not offer the RPL/RPEL process for either gaining access to the programme or exemption from modules whilst the CORU process for programme approval for all 3rd level institutes is still ongoing.
- **Internal Progression from Access Studies:** This Access for Higher Education course is intended for students who wish to return to study at third level, but who need time and knowledge to get up the speed with the demands of education format. Students who are successful on this course will obtain the educational qualification for admission to Higher Education courses in a wide range of disciplines. This will not depend on the particular electives chosen. The skills, knowledge and competence developed by the students during this course should ensure a reasonable prospect of success in subsequent studies. This programme is specifically designed to provide students with an alternative access route to Higher Education which is both formative and enjoyable, based on adult education method of delivery. The BSc Hons in Health and Social Care has a reserved quota of two places for students who have progressed through the Access Programme.

2.1.1. HEAR Scheme

ATU is a member of the Higher Education Access Route (HEAR). The Health & Social Care programme participates in this scheme.

What is the HEAR Scheme?

The Higher Education Access Route (HEAR) is a third level alternative admissions scheme for school-leavers who have experienced socio-economic disadvantage. Socio-economic disadvantage negatively impacts on educational attainment at school and affects progression by some second level students to third level.

HEAR offers reduced points places to school leavers who because of their socio-economic background have experienced additional educational challenges in second level education. For more information on the HEAR scheme in ATU, please contact Admissions.Donegal@atu.ie.

2.1.2 DARE Scheme

ATU is a member of the Disability Access Route to Education (DARE) Scheme. The Health & Social Care programme participates in this scheme.

What is the DARE Scheme?

The Disability Access Route to Education (DARE) is a third level alternative admissions scheme for school-leavers whose disabilities have had a negative impact on their second level education.

DARE offers reduced points places to school leavers who as a result of having a disability have experienced additional educational challenges in second level education.

For more information on the DARE Scheme in ATU, please contact Admissions.Donegal@atu.ie.

2.2 Registration (New Students)

For new full-time year 1 undergraduate students, registration consists of two stages – stage 1 can be undertaken at home where you complete the online part of registration, while stage 2 takes place on campus.

Stage 1: At Home

- Online registration
- Quicksan Assessment & Learning Traits Screener (Online registration must be completed first)

Stage 2: On Campus

- Garda Vetting
- School and Department induction

2.2.1 Online Registration

Information on registering online will be issued to you by email. Once you receive this information you can click the link to begin the online element of registration: <https://www.lyit.ie/Student-Hub/Online-Registration>

Registering online includes fee payment – click the link for details on fee payments: <https://www.lyit.ie/Student-Hub/Administration-Services/Fee-Payment-Advice>

Students wishing to pay by instalments and complete online registration should:

1. Complete the registration process, tick the terms and conditions and confirm registration buttons.
2. In Registration Fees click the 'Partial Payment or Pay Later' button and follow the on-screen instruction. Instalment 1 is a minimum of 25% of the total annual fee. To avail of this option students are required to complete and submit an [instalment agreement](#).
3. **ID Photograph:** You will upload your photo for use on your student ID card in the Action Item Photo Upload on your online registration account.

2.2.2. HEA Survey

First year students are required to complete the HEA Survey. The HEA survey can be undertaken as part of your online registration action item HEA Access Survey. Note – you must be registered first prior to undertaking the HEA Survey. [The Equal Access Leaflet](#) link below outlines the purpose of this survey, while you can access further information on Data Protection at ATU-Donnegal at the following link: <https://www.atu.ie/sites/default/files/2022-05/ATU%20Data%20Protection%20Policy%20April%202022.pdf>

2.2.3. Induction

All students are advised to access the online induction via the Student Toolkit. Online induction will introduce each of the support services, Blackboard, Office 365 plus other useful information. In addition to the online induction, students are advised to engage with the rolling Connect for Success Induction Programme.

Each Faculty/Department runs specific induction for each first-year class groups. This gives students a chance to meet and get to know their class group and staff. The course requirements specific to your

programme will also be outlined for you. You will be given vital tips and hints on settling into college and succeeding in your course. Individual departmental induction schedules will be available from here in early September. <https://www.lyit.ie/Student-Hub/Student-Induction>

2.3. Withdrawing or Deferring from a Programme

Withdrawal from a Programme If you decide to withdraw from your programme, you are required to officially deregister. It's important to follow the correct procedures to avoid any unnecessary financial liability. For fee purposes, the date of withdrawal is the date your completed deregistration form is submitted to the Admissions Office.

2.3.1. Fee Implications for Withdrawal

The following outlines your fee liability based on when you officially deregister:

Student Type	Deregister before 31 October	Deregister between 1 November and 31 January	Deregister after 31 January
Full-time Undergraduate (Free Fees Scheme)	No Liability	50% of Student Contribution	100% of Student Contribution
Full-time Undergraduate (Non-Free Fees Scheme)	No Liability	50% of Student Contribution & Tuition Fee	100% of both
Full-time Postgraduate	No Liability	50% of Course Fee	100% of Course Fee
Part-time Student (≥ 60 Credits)	No Liability	50% of Course Fee	100% of Course Fee
Part-time Student (< 60 Credits)	No Liability	50% of Course Fee	100% of Course Fee
Non-EU	No Liability	100% of Non-EU Fee	100% of Non-EU Fee

2.3.2. Important Notes for Free Fees Scheme Students:

- If you withdraw **before 1 November**, you will be liable for 15% of the Student Contribution Charge.
- If you withdraw **between 1 November and 31 January**, you will be liable for 50% of the Student Contribution Charge. You may also be considered as repeating a half-year period in the future.
- If you withdraw **after 31 January**, you will be liable for the full Student Contribution Charge. Returning to higher education within 5 years may mean paying the full tuition fee for the first year of re-registration.

See the following link for more information: <https://www.lyit.ie/Student-Hub/Administration-Services/Fee-Payment-Advice/Withdrawing-and-Fee-Implications>

2.4. Deferral and Deregistration

2.4.1. Deferring a Course (Registered Students Only)

Deferring involves formally withdrawing from your course due to exceptional circumstances, with the intention of returning the following academic year.

Eligibility for Deferral

Exceptional circumstances may include:

- Medical conditions
- Significant financial difficulties
- Bereavement in the family

Students wishing to defer must complete the *Deferral Application Form* and submit it, along with any supporting evidence, to the Head of Department (HoD) for approval. Fees and refunds are calculated based on the date of HoD approval.

Once approved, submit your student card and the deferral form to the Admissions Office. The office will contact you before the next academic year to confirm your return.

2.4.2. Deregistration from a Course

If you wish to leave your course without the intention of returning, you must complete the official deregistration process.

Deregistration Instructions:

1. Click the deregistration link and log in with your ATU Donegal credentials.
2. Complete the required survey (all information is confidential).
3. Submit your request, and choose to receive an email confirmation.
4. Return your ATU Donegal student card to the Admissions Office.

See the following link for more information: <https://www.lyit.ie/Student-Hub/Administration-Services/Defer-Deregister>

2.5. Inclusivity Statement

Atlantic Technological University is committed to being a diverse, equal and inclusive university and is making progress on embedding equality, diversity and inclusion (EDI) across everything we do. This ensures we can all work and learn in an environment defined by dignity and respect, where diversity is celebrated and everyone is treated fairly, regardless of gender, age, race, disability, ethnic origin, religion, sexual orientation, civil status, family status, membership of the travelling community or socio-economic status.

The University's *Equality, Diversity and Inclusion Policy* sets out our commitment to promoting equality in all aspects of our activities and to create an environment and culture where all students (regardless if a prospective applicant or registered student), staff and others are mutually treated with dignity and respect. This policy can be accessed here: https://www.atu.ie/sites/default/files/2024-06/edi.pol_.edia_.pdf. Additional information regarding equal opportunities in the programme can be

found in the Access, Transfer and Progression Policy: <https://www.atu.ie/sites/default/files/2024-04/aqae037-access-transfer-and-progression-policy.pdf> .

At ATU, we want to develop and implement initiatives, policies and procedures that support and embed equality, diversity and inclusion in the university. The promotion of equality, diversity and inclusion is the responsibility of all members of the ATU community and will contribute to creating a safe and welcoming environment where everyone can contribute and bring their full identity to work and study.

[The ATU Inclusion Calendar 2024-25](#) has been developed to support ATU staff and students to recognise and celebrate a variety of occasions throughout the academic year. It includes some UN Days in addition to commonly recognised visibility and pride days.

2.6. Programme Philosophy, Aims and Objectives

The philosophy of the Bachelor of Science (Honours) in Health and Social Care programme at Atlantic Technological University is rooted in a commitment to nurturing well-rounded, reflective, and ethically responsible social care practitioners. The programme is designed to blend theoretical knowledge with practical application, ensuring that students are not only equipped with the academic and professional competencies required for contemporary social care but are also attuned to the values of social justice, human rights, and inclusive practice. Central to this philosophy is the belief that effective social care practice is grounded in empathy, cultural competence, and a dedication to lifelong learning and professional development.

Programme Aims:

The primary aim of the BSc (Hons) in Health and Social Care is to produce graduates who are professional, competent, and reflective social care workers. The programme seeks to equip students with a comprehensive understanding of the complex and dynamic nature of social care, fostering their ability to operate effectively across diverse sectors within the field. Graduates are expected to uphold the highest standards of practice as mandated by CORU, demonstrating their ability to work safely, ethically, and autonomously within the legal and professional frameworks governing social care in Ireland.

Programme Objectives:

1. To provide a strong theory base that cultivates a commitment to ethical decision-making and evidence-based practice.
2. To engage learners in personal and continuing professional development based on a reflective practice approach.
3. Through carefully planned and supported practice placements, to enable learners to build their professional competence and confidence.
4. To create a learning environment that enable learners to integrate and apply their learning and, one that enables teachers and mentors to provide authentic assessment and authentic formative feedback.

2.7. Programme Learning Outcomes

On successful completion of this programme, graduates should be able to:

1. Apply specialised social care knowledge and skills to practise safely and autonomously within the legal, ethical, and practice boundaries of the profession by upholding regulatory, policy and accountability standards.
2. Demonstrate a comprehensive understanding of relevant social care practice domains, including social justice, human rights, evidence -informed practice and research with the ability to critically analyse, integrate, and apply this knowledge to meet the needs of a diverse range of individuals, families, and communities.
3. Illustrate the central role of relationship-based approaches in social care practice and demonstrate proficiencies in building and maintaining therapeutic/collaborative relationships through advanced communication skills and an awareness of interpersonal dynamics and boundaries.
4. Graduates will be self-aware, reflective, and empathic social care professionals who demonstrate cultural competence, respect for diversity, and a commitment to upholding inclusive and anti-discriminatory practice, while understanding the connections between personal, cultural, and structural dynamics in influencing internalised worldviews.
5. Demonstrate the ability to engage in and take ownership of their professional development, understanding the importance of ongoing learning and seeking opportunities for supervision, feedback, and peer review to continuously improve their social care practice.
6. Execute skills in gathering, justifying, and analysing relevant information to assess service users' needs and goals, demonstrating sound reasoning, evidence-informed decision-making, and risk management to ensure safe and effective care.
7. Proficiently implement psychosocial support, advocacy, and evidence-based therapeutic interventions in social care, including conducting assessments, formulating needs, devising person -centred care plans, evaluating intervention efficacy, collaborating within inter-disciplinary teams, appraising and responding to risk, and promoting participatory and empowering care practices.
8. Demonstrate the ability to meet the required proficiencies as outlined within the CORU Standards of Proficiency for Social Care Workers and be able to work with in the CORU Code of Professional Conduct and Ethics for Social Care workers.

2.8. Curriculum Ethos

The entire Bachelor of Science (Honours) in Health and Social Care programme is designed to align closely with CORU's Standards of Proficiency (SOPs), ensuring that students receive a comprehensive, integrated educational experience that prepares them for professional social care work. All modules within the programme incorporate specific learning outcomes that align directly with CORU SOPs. These learning outcomes are central to each module and are evaluated through the corresponding assessments. This alignment ensures that both the theoretical knowledge and practical skills acquired throughout the programme meet the standards required for professional social care practice.

The structure of the programme is intentionally designed to support the integration of theory and practice. The placement of modules is carefully planned to provide foundational knowledge before students embark on their first professional placement, allowing them to build confidence and competency in core areas. For instance, the first placement occurs at the start of Year 2, after students have completed a full year of foundational modules that cover essential topics in social care. This approach ensures that students are well-prepared for their first practical experience in the field.

The programme builds on this initial experience by providing more advanced modules before students begin their second placement, which takes place at the end of Year 3. This second placement allows

students to reflect on their first practical experience, further develop their skills, and apply the advanced knowledge gained from their studies. This cyclical approach of learning, placement, reflection, and further learning strengthens students' competencies, ensuring they are well-equipped for the challenges of professional social care work.

2.9. Teaching and Learning Strategy

Our teaching and learning strategy is designed to ensure that you, as a student, gain both the theoretical knowledge and practical skills necessary for a successful career in social care. The programme is aligned with the Standards of Proficiency for Social Care Workers as set out by CORU, ensuring that your education meets the highest professional standards.

Key Features of the Strategy:

- **Innovative Learning Tools:** We incorporate modern technological tools and innovative teaching methods to enhance your educational experience. For example, we use interactive polling, flipped classrooms, and e-portfolios (via Pebblepad) to make learning more engaging and effective. These tools not only make the classes more interactive but also help in ongoing assessments, allowing you to track your progress throughout the course.
- **Active and Inclusive Learning Environment:** Our teaching methods are varied and inclusive, ranging from traditional lectures and tutorials to more collaborative activities like case studies, student-led discussions, and reflective exercises. These approaches are designed to create a learning environment where everyone can contribute and learn together.
- **Practice Placement:** We place a strong emphasis on applying what you learn in real-world settings. Throughout the programme, you'll have opportunities to hear from guest lecturers who bring interdisciplinary perspectives, linking theory with practical knowledge. Moreover, the programme includes significant placement opportunities, where you'll spend two full semesters in professional practice. This hands-on experience is crucial for understanding the complexities of social care work.
- **Interactive Tutorials:** Our tutorials are designed to be participatory, focusing on skill development through interactive activities. We encourage a learning process that includes trial and error, promoting your self-development as a future social care professional.
- **Peer Learning and Collaboration:** You'll also have opportunities to work closely with your peers through group presentations and discussions. This collaborative approach helps you deepen your understanding of course materials while learning from the perspectives of others.
- **Access to Learning Resources:** We use Blackboard as a central hub for all learning materials, making it easy for you to access resources, submit assignments, and stay organised throughout the programme.
- **Multi/Inter-Disciplinary Learning:** Given that social care involves working collaboratively with others to support their development, our programme offers you the chance to work alongside students from various disciplines. You'll have the opportunity to collaborate with peers in Occupational Therapy, Physiotherapy, Dietetics, Nursing, and Early Years programmes. This interprofessional learning experience enriches your education and prepares you for working in diverse social care settings.

- **Interprofessional Education:** In order to provide Interprofessional Education opportunities to students, the provision of interprofessional guest speakers is embedded into curriculum on a number of modules. The objective in doing this is to ensure that all students have access to information on the profession-specific skills and knowledge of each professional group. When a guest speaker comes in, you will be notified by your module lecturer in the first instance, and by an announcement on Blackboard.

By engaging with this teaching and learning strategy, you'll be well-prepared to enter the field of social care as a knowledgeable, skilled, and reflective practitioner.

2.9.1. Interprofessional Education Workshops

The BSc (Hons) in Health and Social Care integrates interprofessional education (IPE) as a central element of the curriculum, highlighting the collaborative nature of the social care profession. This emphasis ensures that students develop the necessary skills to work effectively with professionals from other disciplines to achieve optimal outcomes for service users.

The program's interprofessional education strategy is multi-dimensional:

1. **Collaborative Framework:** The Department of Early Education and Social Studies has formed a robust partnership with other key departments within the Faculty of Science and Health, including the Department of Nursing and the Department of Life and Physical Sciences. These cross-departmental collaborations ensure that interprofessional education is consistently reinforced across the program, supported by faculty members with diverse expertise.
2. **Multidisciplinary Team:** The program team itself is comprised of professionals from a wide range of disciplines, including Social Work, Health Promotion, Psychology, Social Policy, Early Education, Psychotherapy, Special Needs Assistance, and Law. This diversity within the faculty enriches the learning environment, offering students a comprehensive blend of theoretical knowledge and practical skills from different professional perspectives.
3. **Interprofessional Guest Speakers:** The program also features an extensive repository of guest speakers from various professions, which further enhances the educational experience. These sessions expose students to diverse professional insights, encouraging them to consider a wide range of approaches to care and service delivery.
4. **Interprofessional Initiatives:** In addition to classroom-based learning, the program integrates a series of interprofessional events and projects, including the annual Social Care Career Fair, ATU Social Care Conference, Co-Production Projects and the Mental Health & Wellbeing Project. These initiatives create opportunities for students to engage in collaborative learning with peers from other health and social care disciplines, providing a platform for shared learning and problem-solving across professional boundaries.

2.9.2. Schedule of Interprofessional Education Workshops Year 1-4

The program's curriculum is designed to ensure interprofessional learning occurs progressively across all four years:

Year 1

- **Semester 1:** Delivered in the *Preparation for Practice 1* module in conjunction with Year Tutor.

- **Semester 2:** Delivered in the *Preparation for Practice 2* module in conjunction with Year Tutor.

Year 2

- **Semester 3:** Practice Placement and CPD 1.
- **Semester 4:** Delivered in the *Professional Practice 1* module in conjunction with Year Tutor.

Year 3

- **Semester 5:** Delivered in the *Social Care Work to Support Children, Families and Residential Care Services* in conjunction with Year Tutor.
- **Semester 6:** Practice Placement and CPD 2

Year 4

- **Semester 7:** Delivered in the *Professional Practice 3* module in conjunction with Year Tutor.
- **Semester 8:** Delivered in the *Therapeutic Interventions* module in conjunction with Year Tutor.

2.9. Assessment Strategy

The assessment strategy for the Bachelor of Science (Honours) in Health and Social Care programme is designed to comprehensively evaluate your knowledge, skills, and competencies throughout your studies. Each academic year, an assessment schedule is prepared and agreed upon by the Programme Board before teaching begins and communicated to you during induction. This schedule outlines the allocation of marks between Continuous Assessment (CA) and final examinations, the number and type of CA elements such as practical work, reports, and presentations, along with their respective weightings, whether the CA is a group or individual assessment, submission dates for each CA element, and the method of repeating assessments. The programme includes a variety of assessments, including portfolios, presentations, essays, practice simulation activities, multiple-choice questions (MCQs), skills tests, and final exams, all designed to ensure that Programme Learning Outcomes are met and aligned with the Standards of Proficiency for Social Care Workers (SOPs) as set out by CORU.

Throughout the programme, there is a strong emphasis on formative feedback, providing regular, constructive input on your work to help you improve and develop your skills as you progress. The strategy also places importance on authentic assessments that allow you to apply your learning in real-world contexts, such as designing and delivering a health and wellbeing initiative in the Health Promotion and Self Care module during Semester 4. As you advance through the programme, the complexity of assessments will increase, reflecting your growing knowledge and skills, moving from foundational knowledge to more complex analysis, critical evaluation, and professional application. The assessment processes are diverse and creative, accommodating a range of learning styles to ensure you can demonstrate your learning in various ways. Weekly tutorials and ongoing feedback provide continuous opportunities for improvement, ensuring you are on track to meet the SOPs and succeed as a professional social care worker. This comprehensive assessment strategy is integral to your development as a competent, reflective, and ethical social care professional, preparing you for the challenges and opportunities of your future career.

2.10. Programme Overview and Progression

The BSc in Health and Social Care is a comprehensive four-year program designed to equip students with a deep understanding of social care work and the necessary skills, knowledge and competencies that underpin the profession as per CORU's Standards of Proficiency.

Year 1 (Foundational Knowledge, Skills, and Competencies)	The first year serves as a bridge to higher education for new learners, offering an introduction to the academic and digital skills essential for third-level learning. It recognises learners' motivation to care and initiates the process of understanding what professional social care entails. This understanding is built around three key standards: the theoretical foundations that guide professional social care work, the acquisition of core skills relevant to the social care profession, and the development of the professional self within the context of social care work. Although all three standards are integrated throughout the programme, Year 1 places particular emphasis on establishing a strong theoretical foundation. The primary goal of Year 1 is to ensure that learners have acquired the necessary knowledge and skills to be prepared for practice placement in Year 2.
Year 2 (Emerging Professional Knowledge, Skills, and Competencies)	In the second year, the first semester consists of a 12-week block placement, designed to further develop learners' knowledge, skills, and competencies as outlined in the Standards of Proficiency for Social Care Workers (CORU 2017). This placement is carefully planned and supported by Practice Placement Team, with learners engaging in both personal and professional development through a reflective practice approach. A strong theoretical foundation is integrated with practical experience, enabling learners to grow as ethical practitioners. The second semester builds/integrates the theoretical/practice knowledge acquired thus far and introduces additional topics relevant to Social Care. Examples of these include 'Positive Ageing in Social Care,' 'Health Promotion and Self Care,' 'Professional Practice 1,' and 'Mental Health Across the Lifespan.'
Year 3 (Advanced Professional Knowledge, Skills, and Competencies)	Year 3, Semester 1 consists of modules that delve into more advanced conceptual topics, encouraging learners to become critically

	reflective thinkers and broadening their conceptual framework and knowledge base. Semester 2 involves the second structured 12-week block placement, where learners refine, expand, and consolidate the competencies gained during Placement 1. This placement ensures that learners can demonstrate they have acquired the specific skills and abilities necessary for employment in social care work, as identified in the Standards of Proficiency for Social Care Workers (May 2017)
Year 4 (Integrated Professional Knowledge, Skills, and Competencies)	Year 4 represents the culmination of the learner's journey, focusing on the development of professional autonomy and a higher level of social care knowledge. This stage is designed to integrate and solidify the skills, competencies, and theoretical foundations acquired throughout the programme, ensuring that graduates meet all necessary standards of proficiency as outlined by CORU. Throughout this stage, learners engage in advanced modules that emphasise both professional and personal development. The module 'Social Care Research: Integrating Theory, Practice and Evidence' bridges the gap between theoretical understanding and practical application, equipping learners with the ability to critically assess and apply evidence-based practices in social care. 'Professional Mentoring, Management and Development in Social Care' focuses on cultivating leadership skills, developing professional growth, and preparing learners for roles that require higher levels of responsibility and decision-making. Modules such as 'Advancing Equality, Social Justice and Human Rights in Social Care Practice' and 'Therapeutic Interventions in Social Care' challenge learners to deepen their understanding of complex social issues and refine their ability to implement advanced, ethical interventions that promote social justice and human rights. The capstone of Stage 4 is the 'Dissertation,' a significant piece of independent research that

	demonstrates the learner's ability to conduct in-depth inquiry, critically analyse findings, and contribute original insights to the field of social care. Collectively, these modules confirm that learners have achieved the necessary standards of proficiency set by CORU and are well-prepared for professional practice. They foster the development of autonomous, reflective practitioners who are equipped to make informed, ethical decisions and contribute meaningfully to the field of social care.
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2.11. Programme Structure

This programme is delivered to full-time learners over four years, which are usually referred to as 'stages'. Each stage is made up of two semesters each of 20 weeks duration. Teaching comprises lectures, tutorials, workshops etc. which are delivered for twelve weeks of each semester. On stages with placement components, a placement preparation schedule of workshops followed by a 12-week (420 hours min) block placement (see Placement Handbook), replace classroom teaching for part or all of some semesters. The remaining weeks of the semester are taken up with assessment, reading weeks and feedback. There are also Christmas and Easter breaks.

In order to complete one stage of the programme and progress to the next, learners must successfully complete their modules and accumulate 60 ECTS. ECTS stands for European Credit Transfer System and refers to an academic credit transfer and accumulation system which is recognised across European higher education institutions. Most modules on your programme are worth 5/10 ECTS, which means that the workload required by you to achieve the learning objectives of that module equates with about 120/240 hours. In general, you will complete eight modules and accumulate 30 ECTS each semester.

Year/Stage	Semester 1	Semester 2
1	Lectures and Tutorials 6 modules-30 credits	Lectures and Tutorials 4 modules-30 credits
2	12-week Block Placement and CPD -30 credits	Lectures and Tutorials 4 modules-30 credits
3	Lectures and Tutorials 5 modules-30 credits	12-week Block Placement and CPD -30 credits
4	Lectures and Tutorials 4 modules-30 credits	Lectures and Tutorials 3 modules-30 credits

2.12. Module Overview

In each individual Module Page on Blackboard is Module Descriptors for each module. These hold all the detail of your module:

- Module Description
- Learning Outcomes with their link to Standards of Proficiencies.
- Indicative Syllabus
- Teaching and Learning Strategy
- Assessment Strategy
- Repeat Assessment Strategy
- Breakdown of Assessment
- Average Weekly Workload
- Recommended Reading Book List

Below is an overview of these modules for your convenience:

Year 1 Semester 1

Module Name	Assessment	ECT Credits	Synopsis
Introduction to Psychology for Social Care	100% CA (Portfolio)	5	Provides foundational knowledge in psychological theories and concepts, emphasising their relevance to social care practice. Students will develop an understanding of human behaviour, processes, and their application in care settings.
Professional Communication in Social Care Practice	90% CA (Group Presentation and Reflective Communication Record), 10% CA (Class Participation and Applied Engagement)	5	Focuses on developing essential communication skills required for effective social care practice. The module includes theoretical aspects of communication as well as practical elements such as report writing, verbal communication, and group collaboration in social care settings.
Introduction to Sociology for Social Care	50% CA (Individual Project), 50% CA (MCQ)	5	Introduces key sociological theories and concepts, particularly in relation to social structures, inequalities, and their impact on social care. Emphasises understanding of how societal factors influence individuals, families, and communities in social care environments.
Advocating for Health and Safety in Social Care	20% CA (Class Test), 80% CA (Poster Presentation)	5	Examines health and safety regulations within social care settings, with a focus on ensuring safety for service users and care providers. Students will learn about advocating for health rights, ensuring safe environments, and

			implementing safety measures in various care contexts.
Social Care and Disability	50% CA (Research Essay), 50% CA (Individual Project)	5	This module explores the various aspects of disability within social care. It covers societal attitudes, policies, and supports for individuals with disabilities. Students will learn how to design and evaluate care strategies that advocate for the rights and dignity of individuals with disabilities.
Preparation for Social Care Practice 1	100% CA (Essay) Practical: Inter/Multidisciplinary Simulated Activity- Not Graded	5	Prepares students for practical social care work by developing professional skills and ethical competencies. Includes simulated activities where students apply their knowledge to real-life scenarios, encouraging self-awareness and reflection on their learning and practice.

Year 1 Semester 2

Module Name	Assessment	ECT Credits	Synopsis
Preparation for Social Care Practice 2	30% CA (Case Study), 70% CA (Reflective Learning and Planning Portfolio)	5	Continues to build practical skills for social care practice, with a focus on advanced case management and reflective learning. Students will engage in case studies and create comprehensive care plans, demonstrating their ability to apply theoretical knowledge to practical care situations.
Creative Practice in Social Care	100% CA (Applied Creative Practice)	5	Introduces students to the use of creative therapeutic practices such as art, music, and drama in social care. The module emphasises the value of creative expression as a means to enhance communication, build relationships, and promote well-being among service users.
Law and Ethics in Social Care	50% CA (Case Studies), 50% MCQ	10	Covers the legal and ethical principles relevant to social care practice, focusing on the rights of service users and the responsibilities of care workers. Topics include consent, confidentiality, safeguarding, and the ethical dilemmas that arise in professional social care practice.
Assessment and Therapeutic Responses to Behaviours of Concern	80% CA (Practice Toolkit), 20% CA (Learning Logbooks)	10	Focuses on therapeutic responses to challenging behaviours in social care settings. Students will develop skills in assessing behaviours, designing intervention strategies, and implementing therapeutic

			responses to support individuals with complex needs in various social care environments.
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Year 2 Semester 3

Module Name	Assessment	ECT Credits	Synopsis
Practice Placement & CPD 1	50% CA (Reflective Self-Evaluation), 50% CA (Practice Educator Assessment), Practice: Recall Days and Academic Visits	30	A practice-based learning experience where students engage in real-life social care practice under supervision. Reflective self-evaluation and feedback from practice educators form a key part of the assessment, supporting students to link theoretical learning with professional social care practice.

Year 2 Semester 4

Module Name	Assessment	ECT Credits	Synopsis
Positive Ageing in Social Care	40% CA (Essay/Podcast), 60% Final Exam (Problem Scenarios)	5	Focuses on strategies and practices that promote positive ageing. Students will explore issues such as equality, welfare, dignity, and the social care needs of older adults. This module highlights the importance of empowering older individuals and promoting their health and well-being.
Health Promotion and Self Care	80% CA (Enquiry-Based Learning Project), 20% CA (Learning Portfolio)	10	This module emphasises health promotion techniques and self-care strategies. Students will design and implement a group health promotion initiative, developing skills in planning, implementing, and evaluating health-related interventions aimed at improving the well-being of service users and care professionals.
Professional Practice 1: The Reflective and Ethical Practitioner	100% CA (Critical Reflective Writing Journal)	10	Focuses on the development of reflective practice and ethical decision-making in social care. Students will engage in reflective journaling, critically examining their own experiences and ethical considerations in professional practice. Emphasises the importance of continuous self-assessment and professional development.
Mental Health Across the Lifespan	100% CA (Portfolio)	5	Explores mental health issues across different stages of life, from childhood to old age. The module covers key mental health conditions

			and their impact on social care, with an emphasis on developing care strategies that support mental well-being at each stage of the lifespan.
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Year 3 Semester 5

Module Name	Assessment	ECT Credits	Synopsis
Research Processes and Methods for Social Care	20% CA (MCQs and Online Tasks), 80% CA (Literature Review)	5	Introduces students to research methods used in social care. Students will learn how to design research projects, conduct literature reviews, and evaluate research findings. This module emphasises the importance of evidence-based practice in improving social care services.
Social Care Work for Children, Families and Residential Care Services	50% CA (Case Studies), 50% CA (Individual Project)	5	Focuses on social care interventions for children, families, and individuals in residential care settings. Students will explore best practices for supporting vulnerable populations in these environments, with a focus on safeguarding, family dynamics, and the provision of care in residential settings.
Professional Practice 2: Relationships, Conflict and Mediation in Social Care	100% CA (Individual Presentation)	5	Develops skills in building therapeutic relationships, managing conflict, and mediating in social care settings. The module explores communication techniques, conflict resolution strategies, and mediation practices, preparing students for dealing with complex interpersonal dynamics in professional social care practice.
Social Policy, Evidence and Social Care Practice	100% CA (Case Study with Poster Presentation)	5	Examines the impact of social policies on social care practice. Students will analyse policy documents, study case scenarios, and present their findings. This module highlights the relationship between social policy, evidence, and the day-to-day practices of social care workers.
Climate Change and the Future of Youth and Community Work	70% CA (Group Project), 30% CA (Reflective Learning Portfolio)	10	Explores the intersection of climate change and its effects on youth and community work. This module emphasizes sustainable development, environmental justice, and the future role of social care practitioners in addressing the impacts of climate change on vulnerable populations, especially youth.

Year 3 Semester 6

Module Name	Assessment	ECT Credits	Synopsis
Practice Placement and CPD 2	50% CA (Digital Reflective Self-Evaluation), 50% CA (Practice Educator Evaluation), Practice: Preparation and Recall Days, Academic Visits	30	A second work placement that builds on the experiences of the first placement. Students are assessed through digital self-evaluation and feedback from practice educators, with a focus on deeper integration of theoretical knowledge and practical skills in a professional social care setting.

Year 4 Semester 7

Module Name	Assessment	ECT Credits	Synopsis
Social Care Research: Integrating Theory, Practice and Evidence	40% CA (Ethical Approval Form), 60% CA (Research Proposal and Presentation Pitch)	10	This module integrates social care theory with practical research. Students will learn advanced research skills, including ethical considerations, research design, and proposal development. The module culminates in the creation of a research proposal that addresses practical issues in social care practice.
Professional Mentoring, Management and Development in Social Care	90% CA (Case Study Analysis), 10% CA (Class Participation)	10	Focuses on the skills required for leadership, mentoring, and management within social care settings. Students will analyse real-world case studies and reflect on their own leadership and management skills in relation to mentoring social care practitioners and managing service delivery in care environments.
Professional Practice 3: Continuing Professional Development Project	60% PJ (CPD Portfolio), 40% CA (CPD Learning Seminar)	5	A project-based module where students create a Continuing Professional Development (CPD) portfolio. This module encourages students to take ownership of their professional development, integrating personal learning goals with practical and theoretical knowledge to advance their careers in social care.
Advancing Equality, Social Justice and Human Rights in Social Care Practice	100% CA	5	This module focuses on promoting equality, social justice, and human rights within social care practice. Students will explore strategies to challenge discrimination, advocate for marginalised groups, and implement inclusive practices in various social care settings.

Year 4 Semester 8

Module Name	Assessment	ECT Credits	Synopsis
Therapeutic Interventions in Social Care	88% CA (Applied Case Study Analysis and Reflection) + 12% (Class Participation)	10	This module builds on knowledge pertaining to therapeutic interventions in social care, such as counselling and cognitive-behavioural techniques. Students will develop practical skills to support service users through these interventions and will reflect on their learning through portfolio submissions and practical assessments.
Approaches to Addiction: Integrating Theory with Practice in Social Care	100% CA (Case Studies, Group Work)	10	Explores addiction theory and its practical application in social care settings. Students will study various models of addiction and apply therapeutic strategies to support individuals with substance abuse issues. The module emphasizes integrating theoretical knowledge with hands-on practice in social care.
Dissertation	100% CA (Dissertation)	10	The dissertation is a major research project that allows students to apply their knowledge and research skills to a topic of their choice within the field of social care. Students will independently design, conduct, and present research, demonstrating their ability to critically analyse a complex issue within the sector.

2.13. Practice Placement Modules

Practice Placement Modules Students must demonstrate their ability to achieve CORU's proficiency standards against the 80 standards across the five proficiency domains on placements across years 2 and 3. Practice Educators and Academic Supervisors will work with the student to support acquiring skills and abilities to match standards across year two and year three practice placements while promoting ethical practice. As students acquire increased skills and abilities, they will progress toward independence in practice. This is achieved in several ways, including the integration of theory to practice through robust supervision structures, the triad collaboration between the placement host agency, ATU, and the student, and the negotiation of tasks in the learning agreement to support the achievement of CORU SOP.

The process of obtaining your placement will take place in the second semester of Year 1 and first semester of Year 3. Placement must take place in a different setting; you cannot choose from within the same category of service for both placements. In some placements, there is a possibility for Long Arm Placement Supervision (LAPS) to broaden the scope of learning opportunities towards the CORU SOPs for students; however, this is subject to the policies, procedures and regulations of practice placement (please see Practice Placement Handbook). Categories of placements include:

- Disability (day or residential services)
- Child protection and/or residential care
- Addiction
- Mental Health
- Family Support Services
- Youth Services
- Community Services

While every effort is made to provide work placements in Years 2 and 3 which are conveniently located for students, it may be necessary to travel to attend placements. Placements are supported by the Placement Coordinator (Sarah Bonar), Social Care Practice Coordinator (David Friel) and the Practice Placement Team.

2.13.1. Progression to Placement

Placement prerequisites include Preparation for Social Care Practice 2 (PREPES602 2024) and Law and Ethics in Social Care (SAFEES604 2024). Students must pass all components of assessment in each module and cannot progress onto placement without doing so. The **Practice Placement Handbook** will be uploaded to Blackboard at the start of each academic year to inform students on the relevant policies and procedures related to Placement including detailed information on prerequisites (see Practice Placement Handbook Section 3.1.).

If a student fails a component or the entirety of the assessment in these prerequisite modules, they will be given an opportunity to repeat the assessment at the next available sitting, which typically takes place in August.

If the student passes the assessment during this repeat opportunity, and this result is ratified by the Exam Board, they will be permitted to progress to their placement. However, if the student fails again at the repeat opportunity, they will be unable to progress to placement. In this case, the student will need to meet with the Social Care Practice Coordinator, David Friel, the Programme Co-ordinator, Denise O'Boyle, and the Head of Department to discuss their options moving forward.

A list of Pre-requisites for Practice Placement is listed below (Please see Section 3.1. of the Practice Placement Handbook for more information):

1. Complete Garda Vetting
2. Provide Immunisation Record (If a requirement from Placement Provider).
3. Complete, Pass and have a minimum 85% attendance for Pre-Requisite Modules.
 1. Preparation for Social Care Practice 2 (PREPES602 2024)
 2. Law and Ethics in Social Care (SAFEES604 2024)
4. Attend and Complete all Mandatory Training.
 1. People Moving and Handling (Pre-Practice Placement 1)
 2. SafeTALK (Pre-Practice Placement 1)
 3. ASSIST (Pre-Practice Placement 2)
5. Attend and Complete ATU Placement Induction (See Appendices 10 and 11).
6. Complete Health and Social Care Declaration Form.

7. Complete Informed Consent Form.

2.14. Special Purpose Awards

Special Purpose Awards are programmes developed to address a skills gap in a specific industry or to meet a certain demand. They are awarded as a Special Purpose Award, typically in certificate format from the major award. The total number of credits for an SPA award may vary from programme to programme. These special-purpose awards, including the Certificate in Peer Mentoring, Certificate in Civic and Social Engagement, and Certificate in Student Led Initiatives, are offered to social care students in addition to their primary programme of study. These certificates are not aligned with the Standards of Proficiency (SOPs) for social care but are designed to provide valuable professional development opportunities. Each programme focuses on enhancing key skills such as mentoring, community engagement, and leadership, equipping students with practical experience and knowledge that can be applied in various professional contexts. For more information, students can contact Sean McEntee at Sean.mcentee@atu.ie.

2.15. Class Timetables

At the outset of each semester, timetables are subject to change, for a variety of reasons and may not be fully finalised for a period of a few weeks.

Timetables are available at the following link: <https://www.lyit.ie/StudentA>

2.16. BlackBoard

ATU Donegal uses the e-learning platform known as Blackboard. Blackboard is a Virtual Learning Environment (VLE). A virtual learning environment is a web-based application designed to facilitate lecturers in the management of modules for their students. It is especially helpful supporting lecturers and learners with course administration. It is used within ATU Donegal to supplement face-to-face lectures and tutorials. The interactive features of Blackboard allow students to become more involved in their own learning.

Students using the platform have easy access to course material online, can upload assignments, and use blackboard interactive tools. Blackboard has two components, Blackboard Learn and Blackboard Collaborate. TurnItIn is also integrated into blackboard learn (A plagiarism detection tool used by lecturers for assignment submission). You can access Blackboard Virtual Learning Environment (VLE) information and training videos at the link below:

https://lyitbb.blackboard.com/webapps/blackboard/execute/modulepage/view?course_id= 46489_1&cmp_tab_id= 48721_1&mode=view

Blackboard offers a full student toolkit that includes the below, amongst other information:

- Student Induction
- Student Services
- Academic Support
- I.T. Support
- Academic Calander and Timetables
- Access to printing
- Student Guidelines
- Exams
- Registration and Administration

- Library information and Access
- Student Digital Backpack
- Students Union
- Along with module Blackboard pages, there is a blackboard page for the overall Early Education and Social Studies. This Blackboard page contains all the important information you need about your programme, and you should check in with it regularly for updates.
- ATU Donegal Student Toolkit:
https://lyitbb.blackboard.com/webapps/blackboard/execute/modulepage/view?course_id=46489_1&cmp_tab_id=48721_1&mode=view

2.17. Pebblepad

What is PebblePad?

PebblePad is an adaptable ePortfolio and assessment platform designed to enhance your learning both in academic modules and during social care practice placements. It allows you to complete tasks, reflect on experiences, self-assess against CORU Standards of Proficiency, and track your placement hours in real-time. Additionally, you can record absences and access important information related to your studies.

How Does PebblePad Benefit You?

- **Integrated Learning:** PebblePad is used across your academic modules and practice placements, helping you connect theoretical learning with practical application.
- **Self-Assessment and Tracking:** You can easily track your placement hours and self-assess your progress, ensuring you meet programme requirements and identify areas for growth.
- **Access to Resources:** The platform provides quick access to learning outcomes, support services, and contact details for the ATU Practice Placement Team.

Access Duration

You will retain access to your PebblePad account throughout your studies and for two years after graduation, supporting your ongoing professional development.

In summary, PebblePad is an essential tool that supports your learning and development both in your academic modules and during practice placements.

3. Programme Requirements

3.1. Garda Vetting

Garda Vetting is a requirement of this programme and will comply with ATU Student Garda Vetting Policy and Procedure⁴. Registration is temporary until garda vetting is successfully completed. Students who cannot complete garda vetting may be unable to go out on necessary placement or to fulfil course requirements. In such cases, students will be ineligible to complete registration & will be required to leave the course. Students must complete the National Vetting form(s) in an absolutely honest and truthful manner. Students must disclose any (and all) knowledge of a criminal conviction(s)

⁴ https://www.atu.ie/sites/default/files/2023-07/STS.POL_STUDVETTING.pdf

or pending prosecution(s) in Ireland or outside the jurisdiction. Students who have resided outside of the Republic of Ireland for a period of 6 months or more (from the age of 18 years) shall also be required to furnish a Police Clearance Certificate from their country or countries of residence.

It is important to note that participation in or completion of this programme may be affected by subsequent disclosure/discovery. During the Garda Vetting Process, issues that may emerge which were not declared by the student on the initial vetting form, may result in immediate termination of participation on the programme. Offences that are disclosed through the process that are considered a serious risk to children and vulnerable persons, may also result in a student's discontinuation from the programme.

3.2. Fitness to Practice

Fitness to practice is a crucial aspect of the BSc (Hons) Health and Social Care programme, ensuring that all students are prepared to meet the demands of their chosen profession. This involves demonstrating the necessary skills, knowledge, professionalism, and ethical conduct required to perform effectively and safely in a professional health and social care context.

Definition of Fitness to Practice

Fitness to practice refers to a student's ability to uphold the standards expected within the Social Care profession. This includes:

- **Skills and Knowledge:** The ability to apply academic knowledge and practical skills effectively in real-world settings.
- **Professionalism:** Consistent demonstration of professional behaviour, including punctuality, reliability, and responsibility in all aspects of training.
- **Ethical Conduct:** Adherence to the ethical guidelines and codes of conduct, particularly the CORU Social Care Workers Registration Board Code of Professional Conduct and Ethics.
- **Personal Health and Resilience:** Maintaining a level of personal health and emotional resilience necessary to cope with the physical and psychological demands of the profession.

Expectations and Responsibilities

Students are expected to familiarise themselves with the following key documents:

- **ATU Student Fitness to Practise Policy:** This policy outlines the university's expectations and procedures related to student fitness to practice. It is available [here](#).
- **CORU Social Care Workers Registration Board Code of Professional Conduct and Ethics:** This code sets the professional and ethical standards for social care workers, which students must adhere to during their training and placements.
- **DEESS Social Care Code of Conduct:** This code complements the general university policies, focusing specifically on the expectations within the social care field.

Assessment of Fitness to Practice

Throughout the programme, your fitness to practice will be continually assessed, particularly during practice placements. This assessment includes both academic and professional evaluations to ensure you meet the required standards.

If there are any concerns regarding a student's fitness to commence or continue practice placement, these will be addressed following the procedures outlined in the ATU Fitness to Practice Policy. The Practice Placement Team, in consultation with the Head of Department, will work to resolve any issues and determine the appropriate course of action.

Important Considerations

- **Documentation:** All relevant policies and codes, including the ATU Fitness to Practice Policy, CORU Code of Professional Conduct, and DEESS Code of Conduct, will be provided to you as part of your Placement documentation pack. They are also available on the Practice Educators Blackboard Module.
- **Professional Conduct:** As a student on this programme, you are required to conduct yourself according to the highest professional and ethical standards, both within the university and during practice placements.
- **Support and Guidance:** If you have any concerns about your fitness to practice or require support, please reach out to your Academic Supervisor or the Practice Placement Team for assistance.

Adhering to fitness to practice requirements is essential for your success in the BSc (Hons) Health and Social Care programme and your future career. By meeting these standards, you help ensure the safety and well-being of both you and those you will work with in professional settings. Please refer to your **Practice Placement Handbook** Section 7.3 for the BSc Hons in Health and Social Care Programme Fitness to Practice Statement. The ATU Fitness to Practice Policy can be found here: <https://www.atu.ie/app/uploads/2024/10/student-fitness-to-practice-policy.pdf>

3.3. Observing the Code of Professional Conduct and Ethics

As a student enrolled in the Social Care course at ATU, you are required to adhere to several codes of conduct that outline the professional and ethical standards expected of you. These include:

1. **Social Care Workers Registration Board Code of Professional Conduct and Ethics for Social Care Workers:** This code, which can be accessed [here](#), provides the framework for ethical practice and professional behaviour for social care workers.
2. **ATU Student Code:** This general code of conduct applies to all students at ATU and outlines the expectations for behaviour and academic integrity. The document can be accessed [here](#).
3. **ATU Donegal Code of Conduct for Social Care Students on Practice Placement:** This specific code of conduct is designed to ensure that students are fully aware of their responsibilities while on practice placement. It acts as a bridge between the general ATU Student Code and the professional conduct expected during placements. You will be required to sign this code via the Preparation for Practice 1 module on Pebblepad. This code of conduct can be found in the **Practice Placement Handbook** Section 7.2.

Please note that the ATU Donegal Code of Conduct for Social Care Students on Practice Placement complements the ATU Student Code and does not replace it. Therefore, while on placement, you must adhere to the conduct requirements outlined in both documents.

3.4. Attendance

All module learning outcomes are linked to CORU Standards of Proficiency. Therefore, attendance for the BSc (Hons) Health & Social Care programme is not optional. In the BSc (Hons) Health & Social Care program in ATU Donegal, an 85% attendance rate for every module is the requirement. Attendance for practice placement is set at 100%. Attendance at all weekly lectures, workshops, and tutorials is mandatory. Attendance is recorded via Electronic Attendance System (EAS) by module lecturers, and the Programme Coordinator is informed if a student's attendance is unsatisfactory.

Students who are unable to attend lectures due to illness and have a medical certificate from a general practitioner or hospital must submit a clear photo or scanned copy of the certificate via email to the Department Administrator at EESS.Donegal@atu.ie. While medical certification may explain an absence, **it does not exempt students from the programme's minimum 85% attendance requirement.** Students are still expected to meet this requirement to progress successfully through their modules. In addition, students must take personal responsibility for contacting each lecturer individually to catch up on any programme content missed due to absence.

Practice Placement will only be offered to students who have reached the required proficiencies for professional practice. This includes good attendance which will equip students with the necessary skills to be fit for practice. We ask that all students retain any sick notes/ medical certs (in case these are needed at a later date) and for longer periods of absence we would ask student to inform the Programme Co-ordinator Denise O'Boyle at denise.oboyle@atu.ie and Head of Department Dr Nigel McKelvey at nigel.mckelvey@atu.ie. To satisfy the practice requirements of the BSc Hons Health and Social Care, students must successfully complete two placements in social care services under the supervision of an appropriately qualified practitioner (See CORU Criterion Document 2018 - <https://www.coru.ie/files-education/scwrbstandards-of-proficiency-for-social-care-workers.pdf>).

If a student's attendance falls below the required 85%, the Year Tutor monitors and submits reports at Week 4, Week 7, and Week 10 to the Programme Coordinator. The student will be contacted after each report to discuss concerns and offered support by the Programme Coordinator. If attendance remains below the threshold after Week 10, the student must meet with the Programme Coordinator, Denise O'Boyle, and the Head of Department, Dr. Nigel McKelvey, to review the situation, identify learning gaps, and explore supports. If the student is due to commence placement, a meeting with the Practice Placement Team (PPT) may also be required to assess their readiness to progress, based on their engagement and efforts to address any gaps.

Please refer to Appendix 8.3. for Attendance Policy and Procedure for more information.

3.5. Consent to Participation: Student Consent to Play the Role of a Service User/Supported Person in the Educational Process

In some modules, skills are taught which may require students to play the role of a social care worker or other allied health professional adjusting to the needs of a service user (e.g., arising from sensory, motor, or cognitive deficiencies). To do this, another student may need to act out the role of that service user. Such exercises are referred to as role plays. It is recognised that, occasionally, students for one reason or another may be uncomfortable with acting in such a role and this policy, and the procedure shown below at Appendix 1 is designed to prevent such students being 'put on the spot' during a class with this requirement. Students must give their written consent to act in role plays and can withdraw their consent at any time (please find the Informed Consent Form in Appendix 2). If a

student does withdraw consent, an alternative plan will be made with the student to ensure that the relevant standards of proficiency are met. This is highlighted to students on a year-by-year basis.

Student consent to participate in placement related training activities. Social Care Work students in ATU will be asked to provide informed consent for their participation in placement related training activities (highlighted to students on a year-by-year basis). Supervised social care work placements are integral to ATU health and social care programme.

ATU's supervised practice placements align with criterion 2 of the CORU (2017) Social Care Workers Registration Board 'Practice Placements' that states:

- Where students act as service users in practical and clinical teaching, relevant protocols must be used to obtain their consent (CORU, 2017, pg.9).
- 4.15 The program provider must have secure mechanisms to manage and store student records/data and demonstrate compliance with data protection legislation (CORU, 2017, pg.9).

Students will be asked to complete the Informed Consent Form for practice related activities as evidenced in Appendix 2.

Students can withdraw their consent at any time by completing the Informed Consent Form which will be available on MS Forms. This will be monitored by both the Programme Co-ordinator and lecturers of the module, this ensure that your lecturers are informed, but it may take up to three days from receipt of the form by the Dept. to ensure that all relevant parties are notified. Notwithstanding the above, you are entitled to refuse at any time you may be invited to act in the role of a social care service user for the purposes of practical teaching. Your refusal will not be questioned.

The policy and procedures governing consent to playing the role of a service user is at Appendix 1.

MS Forms Links for the Informed Consent Forms are as follows:

- Year 1: <https://forms.office.com/e/unm3GihVu3>
- Year 2: <https://forms.office.com/e/KDWD8SJHhM>
- Year 3: <https://forms.office.com/e/nCCfYac44z>
- Year 4: <https://forms.office.com/e/uK6dc2uLSU>

3.6. Lectures and Tutorials

Lectures typically last for one - two hours, with a short break in the middle for 2 hours. Delivered by academic staff, these sessions often include the use of appropriate visual aids. The lecture environment is formal, and students are expected to attend and engage respectfully with both the lecturer and fellow students.

- Eating, chatting, and texting are not acceptable during lectures.
- Students are expected to arrive on time for all lectures.
- Due to the sensitive nature of some programme content, students may be asked to collaborate with the lecturer in establishing ground rules for discussions and engagement, ensuring a safe environment for all participants.

Tutorials provide an opportunity for groups to discuss selected topics with the guidance of a tutor. Attendance at these scheduled sessions is mandatory. Attendance is recorded, and your participation may be graded, contributing to your continuous assessment mark.

3.7. Programme Guidance and Requirements of Students

General guidance can be found in the University's Student Handbook and on your Blackboard account. The Department of Social Sciences at ATU operates under the University guidelines and has additional 'special' guidance specific to the Social Care programme. Relevant policies and special guidelines are outlined below.

3.7.1. Health and Social Care Declaration Form

At the start of each academic year, all students enrolled in the BSc (Hons) in Health and Social Care programme at ATU Donegal are required to complete the **Health and Social Care Declaration Form**. This form is essential for confirming that each student has reviewed and understood the department's key policies and guidelines.

By signing the Health and Social Care Declaration Form, students confirm the following (non-exhaustive):

1. **Acknowledgement of Policies and Procedures**
The student has read and understood all relevant departmental policies, procedures, and guidelines. This includes any updates or revisions made for the current academic year.
2. **Handbooks**
The student has reviewed the Health and Social Care Student Handbook, which outlines the programme structure, learning outcomes, assessments, and key requirements for successful progression through the course. The student has reviewed the Practice Placement Handbook.
3. **Code of Conduct**
The student has read and agrees to abide by both the [ATU Student Code of Conduct](#) and the CORU Code of Professional Conduct and Ethics for Social Care Workers.
4. **Prerequisites and Fitness to Practice**
The student understands and meets the prerequisites for practice placements, including completion of required training and Garda Vetting. The student also acknowledges the requirement to maintain "Fitness to Practice" standards as outlined in the departmental guidelines.
5. **Attendance Requirements**
The student is aware of and agrees to meet the programme's attendance requirements, including a minimum attendance rate of 85% for all modules and placements, as stipulated by the department.
6. **Ongoing Professional Responsibilities**
The student understands the importance of adhering to the department's expectations regarding professional behaviour, reflective practice, and continuous professional development throughout the programme.

Failure to comply with these requirements may affect the student's ability to participate in practice placements or progress through the programme. This declaration must be completed at the start of

each academic year to ensure continued alignment with the programme's professional and academic standards. The declaration form can be assessed in the links below:

- Year 1: <https://forms.office.com/e/gDtwMYeWSP>
- Year 2: <https://forms.office.com/e/OKDrNNe0Z1>
- Year 3: <https://forms.office.com/e/8CxW2zwWvq>
- Year 4: <https://forms.office.com/e/y7nF5giU2i>

3.7.2. Professionalism

Students are expected to adopt a professional attitude towards their studies by attending and participating in every lecture, practical session, workshop, and tutorial. If students are unable to attend, they must inform the Department Office as soon as reasonably possible. The Social Care Workers' 'Code of Professional Conduct and Ethics' (SCWRB, 2019) is integrated into various subjects within the social care programme, such as Preparation for Practice 1, Preparation for Practice 2 and Professional Practice 1,2 and 3. These modules educate students on the expectations of professional practitioners. All aspects of this code are explored using case studies from social care practice. Every component of the social care programme is designed to exemplify and encourage professionalism.

3.7.3. Participation

You are expected to participate fully in all lectures, practical sessions, workshops, and tutorials. In this applied programme, active engagement is crucial to your learning experience.

3.7.4. Illness, Injury, or Other Personal Circumstances

Notification of absence to the Department Administrator is important. Absences for any reason must be documented by a medical certificate or other appropriate documentation as soon as possible, preferably within one week of the illness or injury. Medical certificates should be submitted to the Department Administrator.

A student sustains an injury, illness, or experiences personal difficulties that affect their ability to participate in their studies, the matter must be brought to the attention of the Programme Co-ordinator or the Head of Department. Typically, the Head of Department will meet with the student to discuss the situation privately. The discussion will determine the best options for the student, providing advice on the implications, possibilities, and limitations imposed by the injury, illness, or personal circumstances.

3.7.5. Punctuality

Punctuality is a key indicator of your professional attitude towards your studies. You are expected to be on time for all programme-related activities. Normally, timetabled lectures start as close to the scheduled time as possible, while allowing reasonable time for both staff and students to reach the allocated room. Lecturers may advise you of their expectations in this regard. Please note that leaving the room during a lecture is very disruptive. If you must do so, you should explain to the lecturer why it was necessary.

3.7.6. Behaviour

Your professional attitude towards your studies should also be reflected in your behaviour. It is important to prepare by reading and completing tasks for future lectures, workshops, practical sessions, and tutorials as requested. Lecturers, administrative, and support staff will treat you, as a

trainee social care professional, fairly and with respect. You must reciprocate by treating University staff, your classmates, and other students with respect and courtesy.

During lectures, questions should be indicated by raising a hand or by waiting until the end of the lecture. Please do not talk in class unless invited to do so. The use of mobile phones during lectures, practical's, tutorials, or workshops is not permitted unless invited to do so by the lecturer. Your phone should be switched off and put away during these times unless you have sought and received permission to keep it on. If a lecturer asks a student to leave due to disruptive behaviour, the student must discuss the situation with the Head of Department before being permitted to return to that class.

3.7.7. Communications between Staff and Students

All communication between students and University staff should be polite, respectful, and in good faith. Academic staff may provide constructive criticism or caution a student regarding behaviour or academic progress. This should not be grounds for upset or indignation. Any individual grievances should be discussed with the lecturer outside of class time. It is important to note that responses to communications can take up to 3 working days. After this time another reminder correspondence can be sent.

3.7.8. Communication of Academic Issues (Personal)

If you have concerns about any issue that may affect your performance and progress in any module, you are encouraged to approach the relevant lecturer at a convenient time, typically before or after class. Lecturers are approachable and understanding in this regard and may be able to address the issue immediately or arrange to meet with you at another time. If your issue involves a complaint about the lecturer and you are unable to resolve the matter directly, please follow the guidance in section 5.6.5.

3.7.9. Communication of Academic Issues (General)

Matters of a general nature (such as timetabling, classrooms, facilities, etc.) may arise from time to time. These issues are typically communicated by class representatives to the lecturers and the Head of Department. Urgent matters can be communicated by class representatives directly to the Head of Department.

3.7.10. Breaks During Class (Lectures, Practicals, Tutorials, etc.)

In the case of double lectures or practical sessions, the lecturer should generally allow time in the middle of the session, or otherwise make arrangements, for students to take a break. Clear instructions on the expected return time will be given. Students are requested not to leave while lectures are underway and to return promptly as instructed.

3.8. Mandatory Training for Placement

Before students can participate in their practice placements, they are required to complete a set of **mandatory training sessions** as outlined in the course schedule. These training sessions are designed to ensure that students are adequately prepared for the practical aspects of social care work, promoting safety, professionalism, and compliance with industry standards.

Completion of this training is mandatory for beginning any placement, as it equips students with essential skills and knowledge needed to operate safely and effectively in social care environments.

For further details about the specific training requirements and timelines, students should refer to **Appendix 10** and **Appendix 11** in the **Practice Placement Handbook**. The Practice Placement Coordinator, Sarah Bonar, will inform students of training related information.

4. Assessment and Examinations

Programme assessments are designed to enhance your learning and evaluate whether you have met the module learning outcomes. Throughout your course, you will encounter various types of assessments, including presentations, online activities, essays, reports, examinations, portfolios, and learning journals. At the start of each semester, you will receive a detailed schedule outlining all required assessments, including the specific breakdown provided by the module assessor.

4.1 Assessment Workload and Preparation

The percentage of marks assigned to each assessment task reflects the expected amount of work. As a general guideline, for every 1% of the assessment weight, you should anticipate spending about 30 minutes on preparation. For example, a 10% assignment typically requires around 5 hours of work, while a more substantial assignment, such as an essay worth 60%, would require significantly more time. The nature of the assessment can also affect the workload, so it's important to seek guidance from your lecturer if you need clarification.

4.2. Module Learning Outcomes and Standards of Proficiency

What is a module?

This is a subject or a group of subjects that you will be studying. At the start of each module, you will be informed by your lecturer of the following important information:

- What the module is about and what you will learn from it, known as Learning Outcomes and Indicative Content.
- The module assessment strategies - this means how and when the module will be assessed.
- Reading lists - this is very important as every lecturer will give you all the basic information about the topic. However, it is expected that you will retrieve the articles or books on each reading list and read them. This is the key to successful completion of each module.

Modules will run over the course of years 1 to 4. Each module has specific learning outcomes that you are expected to achieve. These outcomes are detailed in the module descriptors, and your assessments will evaluate your ability to demonstrate them. These learning outcomes contribute to the Standards of Proficiency for Social Care Workers. You can view the full list of Standards of Proficiency [here](https://www.coru.ie) (coru.ie).

4.3. Modes of Assessment

The awarding of your undergraduate award is based on performance in assessments, projects, placement and/ or other tests of knowledge that have been set by each module's lecturer, approved, and monitored by an independent external examiner appointed by the Academic Standards and Policy Committee of the Academic Council.

Assessment types vary depending on what learning outcome is being examined. The modes of assessment vary from module to module and can occur at various stages throughout the semester. It is not uncommon for lecturers to schedule tests/exams/practical's on Fridays due to room availability.

Please note assessment can be held on any day of the week (not just those that classes are usually held on). Your module lecturer will give you details about what is required of you for each module during the year, and how each element contributes to your final grade for the year. Project briefs will include a timeline with coursework submission dates. Modules can be assessed by:

- Continuous Assessment (CA)
- Final Examination
- Placement Assessment
- Practical Work
- Presentation
- and can be assessed through a combination of the above.

It is important that you familiarise yourself with the assessment format, number of assessments, assessment weighting, and due dates for each module. These are published in the Continuous Assessment Schedule on Blackboard. The continuous assessment schedule will include:

- The allocation of marks between CA and the final examination
- The number of CA elements
- The mode of CAs i.e. practical, report, presentation, placement etc.
- Whether the CA is group or individual.
- The indicative submission date for each CA element.

Assessments are marked and graded by your lecturer and are moderated by an independent external examiner. This is to ensure fairness, consistency of marking and the correct standard across all assessments. Results are always provisional until they are approved and processed through the programme exam board. The purpose of an exam board is to formally approve results and determine overall award classification. The exam results are provisional at the end of semester 1 with the results becoming final at the end of semester 2.

4.4. Continuous Assessment

Continuous assessment is typically carried out on an on-going/periodic basis while students are working their way through a module (or major part thereof). It can take a wide range of forms, including periodic tests, essays and other types of assignment including on-going assessment of practical. Marks for these assignments will count towards your final result. Continuous assessment is important, not only because it contributes to your grades for the year, but also because it provides an opportunity for feedback and discussion. This will help you to identify strengths and weaknesses and to adjust your studies accordingly. Work and projects prepared as part of your continuous assessment help you to develop your confidence and self-reliance skills, as well as your ability to manage your time, work with others, and to meet deadlines. Always ask your lecturer if you are not sure about any requirements. You are required to meet deadlines - prompt feedback can only be provided when work is prepared and submitted on or before the due date. It is your responsibility to ensure assignments are submitted on time and in the prescribed manner.

Assignments submitted after the due date will incur a marking penalty unless an extension has been granted. Programme Boards have in the Faculty of Science and Health have approved that the late submission penalty is 3% per calendar day.

Work is deemed late when an unauthorised missing of a deadline has occurred.

An Assignment Cover Sheet (available on Blackboard) must accompany your assignments and your assignments must be submitted directly to your lecturer through a link on Blackboard at a specified

date and time. This cover sheet is signed by you to confirm that the work submitted is your own work. Assignments are usually submitted electronically. Always check carefully that you are submitting the correct assignment and always keep a copy of each assignment you submit.

4.5 Examinations

Some of your modules will be assessed through exams. The academic year is divided into two semesters: September to January (winter semester) and January to May (spring semester). End of semester examinations are usually held in January and May each year.

Repeat examinations will take place in late August. The detailed timetable for formal written exams will be posted nearer the time on <https://studenthub.atu.ie/donegal/examtimetables>. The general start and finish dates are set in advance. See the academic calendar for further information: <https://www.atu.ie/sites/default/files/2024-05/2024-2025-draft-v.8.pdf>

Exam results are posted online, and transcripts provide an official communication of results between ATU and students. At the end of each semester of study, results are presented to a formal Examination Board, and ratified by the Academic Council. Provisional Examination results will be published online after each Examination Board Meeting (see academic calendar for dates). If your exam results are not available on-line, it may be because you are not fully registered and need to pay your outstanding fees. If this is the case, you should contact the Admissions Office at Admissions.Donegal@atu.ie

Queries relating to exam results can be submitted to the Examinations Office. Examination results cannot be issued over the phone or to anyone other than the student. A detailed account on examinations is provided in the "A STUDENT INFORMATION GUIDE TO EXAMS & ASSESSMENT" provided by the Faculty of Science & Health - ATU Donegal and available on Blackboard.

4.5.1. Explanation of Examination Results

- **PS:** This means that you have successfully passed all required modules
- **EX:** This means you have passed one or more modules. You have achieved Exemption(s) (EX) in the subject(s) that you have passed. You will need to repeat subject(s) where you have not received an exemption i.e. where you have not achieved 40% or more. (Please note that a grade between 35 – 39% with a 'P' after the number implies that you have passed that module by compensation and do not need to repeat it. If there is no 'P' after a module with a grade of 35 – 39%, then you must repeat the module(s)).
- **WH:** This means results are withheld. This is if you did not fulfil all the obligations required to pass your modules. If you have results withheld, you should contact the relevant lecturer or Head of Department for details.
- **W or WD:** This means a student has withdrawn from the programme.
- **NP:** This means a student was not present for an exam/CA.
- **AB:** This means a student was not present at any module.
- **FL:** This means no modules were passed at the exam session
- **I:** This means a module has been deferred.
- **DE:** This means one or more modules have been deferred.
- **FC:** This means you have failed a 'must-pass' component of the module

Please contact Exam's Office if you are having problems interpreting your results at exams.donegal@atu.ie

4.6. Submitting Assignments

Student progress and learning is determined by various types of assessment. Treat each assessment with care and make sure you prepare properly for each. These assessments become an important record of your ability and a source of learning for you too. Assignments are those assessments such as essays, reflective diaries, posters, and presentations that you complete (or prepare) outside of class time and submit by a published deadline (date and time). Here are some tips on how to submit this work:

- All assessments/assignments should be completed on time and submitted in accordance with the assignment brief. The assignment brief will specify such parameters as word count, referencing requirements, sectioning, anti-plagiarism review, etc.
- Keep a copy of all work you submit. This is your responsibility.
- Include the Assignment Submission form with each assignment.
- Use feedback provided by the lecturer to improve your learning.
- Assignments must be submitted in type (unless instructed otherwise by a lecturer).
- Write the assignment in a relatively formal style but in your own words. Do not copy and paste someone else's work into your own assignment. Support your own statements and interpretations with information from referenced materials.
- Reference all sources of materials using the current ATU referencing guidelines (available in the ATU library). A Quick Guide can be found at the following link <https://library.lyit.ie/wp-content/uploads/2023/02/Harvard-Reference-Quick-Guide-ATU-Heading.pdf> . Academic writing conventions will be covered in class.
- Do not plagiarise – Plagiarism is: 'the practice of taking someone else's work or ideas and passing them off as one's own.' Please note you will usually be assessed to submit assignments through a package on BlackBoard called 'Turnitin' which checks for this and shows you before you finally submit how your assignment is processed. If your assignment is problematic in terms of plagiarism/similarity, this may have serious implications for your grade. Please see plagiarism policy at the following link: <https://www.ATUDonegal.ie/Portals/0/PDF/Policies/ATUDONEGAL%20Plagiarism%20Policy.pdf>
- You are responsible for informing yourself of your continuous assessment grade during and at the end of the year.

4.7. What happens if I fail one or more of my modules?

Should you fail a module or modules, it is your responsibility to register for repeat examination and/or assessment by following the instructions issued by the Head of Department following the June Examination Board meeting.

A Letter will be issued from your Head of Department following the Summer and Autumn exam board meetings to all students who have a module to repeat/deferral to complete. This letter will outline your repeat requirements for the specific module(s), including assessment/exam or placement requirements.

It is your responsibility to ensure that you are aware of any requirements for the fail/deferred module, any deadlines for submissions, and for repeat exam dates. All students are notified by email once the letters are posted to advise that students who have failed/deferred should expect to receive a letter by post, and advice on what to do if you do not receive your letter.

It is your responsibility to ensure that your postal address is up to date with us, and that you check your student email account regularly for communication.

Students who fail one or more modules in Semester 1 may still progress to Semester 2 of the same stage. However, if you do not accumulate 60 credits by the end of August, you will not be able to advance to the next stage and will need to repeat the relevant module(s). Students are given up to three attempts to pass a stage; if unsuccessful, they must withdraw from the programme.

The exception to this rule is the Practice Placement module in the Health and Social Care programme, which can only be repeated once.

4.8. Missed Assessments

If you miss a Continuous Assessment, you must contact the relevant lecturer(s) and the Department Administrator immediately. Depending on the circumstances, alternative arrangements may be possible, such as reallocating the marks to other assessment elements or providing another opportunity to complete the assessment. However, in some cases, this may not be possible. Students who miss a scheduled Continuous Assessment without adequate documentary evidence of an unavoidable cause will typically forfeit the marks for that assessment. If you fail a Continuous Assessment, the consequences will vary depending on the module and the specific assessment, so it's important to discuss your situation with your lecturer.

If you miss an end-of-semester exam, please contact your department administrator as a matter of urgency for advice and complete the End of Semester Examinations Exceptional/Mitigating Circumstances Form (available on Blackboard) and supply any necessary documentation (e.g. medical certificate) to support your application.

A deferral is granted where a student has not completed all the requirements for a module and has submitted certifiable evidence of medical and/or immediate family bereavement or other approved extenuating circumstances. A deferral must be explicitly requested. Deferrals are not assigned in response to a request made in respect of holidays etc.

In the case of medical or immediate family bereavement, students need to submit satisfactory evidence to support the request for a deferral. The End of Semester Examinations Exceptional/Mitigating Circumstances Form must be completed and submitted to the Faculty of Science & Health Office within one week of the exam date.

Any medical certificate submitted must be dated and, in the case of illness/ incapacity, must include reference to the period and nature of the illness and state that you are not fit to sit examinations.

You should not attempt to sit your examination if you are unfit to do so. If in doubt, contact the nurse/doctor in An Danlann prior to the examination. If you undertake part or all an examination while you are unwell, please notify the Faculty of Science & Health office, complete the End of Semester Examinations Exceptional/Mitigating Circumstances Form, and supply medical certification so this circumstance can be brought to the attention of the Exam Board.

If a student submits an exam script, any subsequent submission of a Medical Certificate for that exam does not guarantee that a deferral will be granted.

A student may also choose not to request a deferral, but they may wish that the Exam Board would be made aware of mitigating or exceptional circumstances pertaining to the examination. Please

complete and submit the End of Semester Examinations Exceptional/Mitigating Circumstances Form within one week of the exam session. Submission information can be found on the application form.

4.9. Feedback on Assessments

Feedback on your performance in assessments and examinations will be provided. Generally, each assessment component will include an assessment rubric or feedback form, which outlines how your work was evaluated based on the achievement of learning outcomes with general comments based on the criteria of assessment. If you have any questions regarding feedback or marks, you should contact the relevant lecturer via email.

Consultation Day

After results have been issued, you can discuss them with your lecturer on consultation day. It's important to get feedback on your exam performance from your lecturers when you can. To ensure you get this quality time, Consultation Days have been set up for students to speak with lecturers individually. This is your chance to get advice on how you personally can perform better in exams. The aim is to understand your results and provide guidance to you for the future. Please note that the Examination Board approves grades and that discussion/negotiation of grades awarded with lecturers is not possible when seeking feedback.

The consultation dates for each exam session are posted online and can be accessed on the website:

<https://www.lyit.ie/Student-Hub/Administration-Services/Exams-Results>

You are strongly advised to email your lecturer and schedule an appointment.

You are encouraged to seek feedback on an on-going basis throughout the year.

4.10. Practice Placements

The two Practice Placements are assessed through ongoing evaluation of your performance during placement and a written assignment for each placement. You must complete a minimum of 840 hours across Year 2 (420 hours) and Year 3 (420 hours) placements. To pass the Year 3 placement module, you are also required to return to the university for a midway review day and post-placement debriefing session.

4.11. Re-Checks and Appeals

If, as a student, you think that your exam results seem incorrect you can ask for a recheck or a review of your papers after the results have been issued. We recommend that you should attend consultation with your lecturer before you submit your application.

4.11.1. Recheck

A recheck is carried out to ensure that there have been no arithmetical or clerical errors, that the marks awarded are appropriate and that all the marks to which the student is entitled have been included in the final total.

Your request must be made to the Examinations Officer on the official application form. Deadlines for Recheck Applications will be posted online for each examination session. Additional information regarding the recheck process and associated fees can be found on the website:

<https://www.lyit.ie/Student-Hub/Administration-Services/Exams-Results>

Your request must be made to the Examinations Officer (exams.donegal@atu.ie) on the official [application form](#). No fee for a Recheck application.

4.11.2. Review

A review is a re-consideration of a decision of an Examination Board in the light of new information provided by the student or the Registrar in relation to the examination process. The review must be on stated grounds and should include a full and complete statement on why you believe the grade awarded is incorrect, e.g. stating that you deserve a better grade is not enough grounds.

Your request must be made to the Examinations Officer on the official application form. Deadlines for Review Applications will be posted online for each examination session. Additional information regarding the review process and associated fees can be found on the website:

<https://www.lyit.ie/Student-Hub/Administration-Services/Exams-Results>

4.11.3. Examination Related Fees

Repeat Exam or Assessment only Regardless of the number of modules	€100 €100
Examination Deferral Fee Per Exam Session, regardless of number of exams	Free Free
Recheck of Examination Results (per module)	Free Free
Review of Examination Results Refundable if Successful	€50 €50
Appeal Outcome of Examination Review	€50
Qualifier Examination Irrespective of the number of papers	€100 €100

Learners who have been unsuccessful in their exam(s) or had deferred an exam(s) will re-sit or attempt the exam as a first sitting in the Autumn exam session which is normally scheduled for the end of August. A fee is applicable for this exam and must be paid regardless of being grant holders, deferred students or unsuccessful students.

A candidate who fails to attain the required pass standard in one or two of the modules in an examination may, not pass the overall examination by compensation in the Bachelor of Science (Honours) in Health and Social Care

Application for Examination Deferral

Prior to any final examination session, a student encountering a problem preventing the learner from taking an examination(s), may apply for a deferral. To do so, the learner must complete a Personal Circumstances Form and submit to the examination's office. The exams officer will forward all

applications to the relevant exam boards for consideration. Medical certificates submitted for examinations which have been taken by a candidate are not considered by the exam board.

4.12. Academic Integrity

Academic integrity is an important part of life as a student. You must always be conscious of completing your work with the utmost academic integrity. Academic integrity is submitting your own work, developed exclusively through your own efforts, and acknowledging other authors when citing their work. It is important to highlight that academic cheating in all its forms is deemed to be a major disciplinary offence – please refer to the ATU Donegal Student Toolkit for advice and information on academic integrity and referencing guidelines:

https://lyitbb.blackboard.com/webapps/blackboard/execute/modulepage/view?course_id=_46489_1&cmp_tab_id=_48721_1&mode=view

Academic misconduct includes but is not limited to:

- Submitting work as your own for assessment, which has been completed partially or entirely by someone else (including a peer, a family member, or other third party).
- Cheating in projects (e.g., collusion; using 'essay mills' or similar services to carry out some or all of the assigned project work).
- Selling or providing previously completed assignments to others. This includes posting advertisements for services which encourage contract cheating.
- Plagiarism: that is submitting work which is taken from another source without acknowledging the source.
- Falsifying references and documentation.
- Self-plagiarism: for example, resubmitting parts or all your work which has previously been submitted for assessment purposes without prior knowledge of the module coordinator.
- Cheating in exams (e.g., crib notes, copying, using disallowed tools, impersonation)
- Misrepresenting research (e.g., data fabrication, data falsification, misinterpretation).
- Improper use of technology, laboratories, or other equipment.
- Sharing or selling staff or institutional intellectual property (IP) with third parties without permission.
- Submitting all or part of an assessment which has been generated by AI (Artificial Intelligence) tools and claiming it as your own work.

All students will have to include a CA Cover Page provided by the Faculty to confirm their understanding of the AQAE022 Academic Integrity Policy for each CA.

4.12.1. Plagiarism

Plagiarism is defined as submitting work which is taken from other sources without referencing or acknowledging the source. As part of completing continuous assessment (CA), you will of course use textbooks, journals, material from the Internet, or other sources. However, you must acknowledge these sources (known as referencing) even when you not directly quoting. Not referencing may constitute an act of plagiarism. CA should include an assignment bibliography incorporating references to all other author's works and ideas using a standard referencing guideline such as UL Harvard. Please refer to the ATU Donegal Student Toolkit which has additional information on academic integrity and referencing guides.

Students must comply with any procedures in place for acknowledging that the submitted work was developed exclusively through their own efforts. The Assignment Cover Sheet gives a definition of plagiarism and you are required to sign that the work was produced through your own efforts. ATU

uses a text comparison software (Turnitin) to help detect plagiarism, which will check your assignments against both the work of other students and against internet sources and other published material.

There are three main types of plagiarism, which could occur within all modes of assessment (including examination):

- Direct copying of text, images and other materials (electronic or otherwise) from a book, article, fellow student's essay, handout, web page or other source without proper acknowledgement.
- Claiming individual ideas derived from a book, article etc. as one's own and incorporating them into one's work without acknowledging the source of these ideas.
- Overly depending on the work of one or more other sources without proper acknowledgement of the source, by constructing an essay, project etc., extracting large sections of text from another source and merely linking these together with a few of one's own sentences.
- Alleged or suspected academic impropriety will be reviewed as per the ATU Academic Integrity policy and procedures.
- Possible penalties plagiarism will vary depending on the seriousness of the incidence and can range from the issue of a caution and guidance to suspension from the programme.

Information on the Plagiarism Policy can be found on the website:

<https://www.lyit.ie/Student-Hub/Academic-Life/Student-Academic-Policies>

4.13. Progressing to next Stage of the Programme

Full-time students must complete 30 credits per semester or 60 credits per year to progress to the next stage of the course. After the Autumn exam session, students who have failed 1x10 credit or 2x5 credit module(s) may be eligible to apply to progress to the next stage with this module. However, if you have failed a Failed Component this module cannot be carried.

Please note, the rule for "carrying a module" into a subsequent year does not apply to Practice Placement modules. Students who fail or defer a practice placement cannot progress into the next year of the programme the following September.

4.14. Conferring of Awards and GPA

Graduation normally takes place at the end of October/early November each year. We will send you an invitation either electronically or by post for each graduands and two guests.

Each graduands will be required to wear academic dress. This can be hired from our supplier at a cost which is not available at this time of going to print. This facility will also be available online. If you are unable to attend the Conferring of Awards, your parchment will be sent to you by post in the week following the ceremony.

4.14.1. Grade Point Average

GPA is the abbreviation for Grade Point Average. This is calculated for each year of study within the programme. In the calculation of the GPA, modules with higher ECTS credits carry more weight than modules with lower credits. Your final GPA is calculated on the basis of your results across more than one year of your programme.

4.14.2. Honours Degree: Grades

This means you have been awarded a bachelor's degree Honours (Level 8) may be conferred with this degree in due course.

First Class Honour:

A GPA (Grade Point Average) of at least 70.0% of the total available marks.

Second Class Honours, Grade 1:

A GPA (Grade Point Average) of at least 60.0% of the total available marks.

Second Class Honours, Grade 2:

A GPA (Grade Point Average) of at least 50.0% of the total available marks.

Exemptions Granted:

This means that you have gained exemptions in the modules indicated and you are exempted from further examination in this module. However, you are required to retake all other modules in order to complete this stage of your studies.

Fail:

This means that you have failed to achieve any exemptions and must retake all subjects from this examination sitting.

Students with an overall result of Fail, Withheld, Deferred or Exempt must repeat those subjects which they have not passed or not yet presented in.

Withdrew:

This result indicates that you have formally withdrawn from the course. The results on your statement represent results achieved in examinations and continuous assessment completed in those subjects prior to your departure

5. Programme Committees & Feedback Mechanisms

5.1. Quality Assurance

At ATU Donegal, we are committed to a university community built on mutual respect, support for professional development, a learner-centred approach, and a dedication to quality and excellence in everything we do. Students are central to the vision, mission, and values of ATU Donegal. Your engagement in the university's quality culture is essential, focusing on education and active participation. Students play an ongoing and vital role in providing feedback on academic programmes and in contributing to the daily life of the college.

There are procedures and standards which are set out by the Academic Council in our Quality Assurance Manual. Please see Assessment Regulations, Examination Regulations, Rechecks, Reviews and Appeals Procedures which are available on our web page: <https://www.atu.ie/policies-and-procedures>. Additionally, please refer to Section 2.3, 6 and Appendix 11, 12 of the Practice Placement Handbook.

5.2. Governance and Feedback

Several academic committees are active during the academic year to support the smooth operation of the University's programmes. Here is a summary of committees relevant to the Health and Social Care programme:

5.2.1. The Programme Board

The Programme Board oversees the delivery and quality of all programmes leading to a university award. It includes the Programme Chair, all lecturers, up to two student representatives per year, and the Heads of Department and School. The Board is responsible for ensuring the curriculum is delivered according to university policies, monitoring student performance, making necessary curriculum changes, and maintaining academic standards. It meets at least once per semester to review the programme, address student feedback, and plan for future improvements. An Annual Report summarizing programme enrolment, student performance, and key actions is prepared and submitted to the Head of Department for further review.

5.2.2 Practice Placement Team (ATU)

The Practice Placement Team plays a crucial role in supporting students during their practice placements as part of the BSc (Hons) in Health and Social Care programme. The team is responsible for coordinating and overseeing all aspects of placement, ensuring that students are placed in suitable environments that align with their learning objectives and meet the professional standards required by CORU. The team includes the Social Care Practice Coordinator, Practice Placement Coordinator, Programme Co-ordinator, Academic Supervisors, and Practice Educators. They work together to prepare students for placement, monitor their progress, and provide ongoing support and training to both students and practice educators. The team also facilitates communication between students, placement providers, and the university, ensuring that placements are well-structured and effective in helping students achieve their professional competencies.

5.2.3. Practice Education Advisory Panel

The Practice Education Advisory Panel provides external input and advice to the ATU Practice Placement Team to fulfil its remit to provide excellent social care work placements. Advisory members include placement host organisations representatives, student representatives, and supported persons or their representatives.

5.2.4. Board of Examiners

The Health and Social Care Board of Examiners consists of the Head of Department, Internal Examiners (the lecturers, who set exams and correct your work) and External Examiners (external experts who visit the department to ensure standards of delivery and assessment are the highest possible). The Board of Examiners meet after each semester and after the autumn examinations to decide on student results. External Examiners reports are discussed at Programme Board meetings for consideration.

5.2.5. Academic Council

The Academic Council is a statutory body. The Council has authority delegated to it by the University's Governing Body, to develop, approve and monitor the quality assurance arrangements that pertain to the operation of the academic activities of the University. In addition, the Academic Council approves the examination results, as recommended by the Boards of Examiners. Once approved (ratified) by the

Academic Council, examination results are official and are formally recorded into the students' academic files.

5.3 Process for Feedback on the BSc (Hons) Health and Social Care Programme

The BSc (Hons) Health and Social Care programme is committed to maintaining high-quality educational and practice placement experiences through continuous evaluation and improvement. A key element of this commitment is gathering and acting upon feedback from all relevant stakeholders, including students, service users, practice educators, external examiners, and the programme advisory panel.

In accordance with CORU's guidelines, the programme has established robust processes for feedback collection, review, and response. These processes ensure that the programme remains aligned with professional standards and continues to meet the evolving needs of the health and social care sector.

All feedback mechanisms are designed to be transparent, inclusive, and reflective of best practices, ensuring that the voices of all stakeholders are incorporated into the ongoing monitoring and enhancement of the programme. By systematically reviewing feedback, the programme can implement necessary changes to maintain high standards in line with CORU's educational and training criteria.

Stakeholder	Feedback Methodology	Frequency	Responsibility
Service Users	- Service User Feedback Forms - Participation in on-campus activities (e.g., Interactional events/Creative Practice modules) - Feedback from placements (discussed at Governance Meetings) - Practice Placement Advisory Panel	Bi-annually Annually	Module Lecturer Programme Team Practice Placement Team
Students	- ATU Student Survey - Department-led Questionnaire and Module Feedback Surveys - Class Rep Meetings (with action process forms) - Student Feedback Forms (for placements, reviewed at Governance Meetings)	Annually Each semester	Head of Department Module Lecturers Practice Placement Team
Practice Educators	- Tripartite meetings, visits, and phone calls - Practice Educator Feedback Forms - Participation in training sessions - Practice Advisory Panel discussions on sectoral needs and challenges	During placement	Programme Coordinator Social Care Practice

		End of placement Annually	Coordinator Academic Supervisors Programme Team
External Examiners	- Review of examination material via the GURU electronic management system - Visits to review student work and discuss grades - Attendance at Exam Board meetings - Submission of an annual report on the Programme and modules	Each semester Annually	Module Lecturers Programme Coordinator Head of Department
Advisory Panel	- Regularly scheduled meetings to discuss feedback, with actions brought to the Governance Meeting for further review	As per schedule	Social Care Practice Coordinator

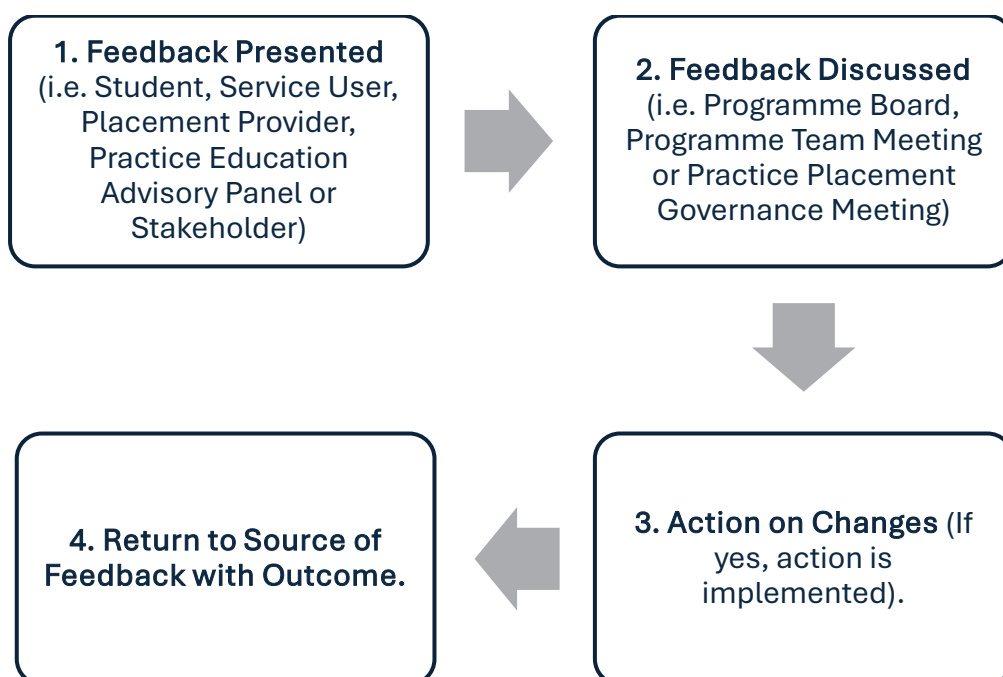
Action on Feedback

Stage	Description	Frequency	Responsibility
Presentation of Information	Feedback from all stakeholders is summarised and presented at the monthly Programme Team Meetings and the twice-yearly Programme Board meetings.	Programme Team: Monthly Programme Board: As per schedule	All staff responsible for collecting feedback
Discussion	Feedback is discussed at Programme Team Meetings. Minor changes can be approved here, while major changes are discussed at the Programme Board meetings.	Programme Team: Monthly Programme Board: As per schedule	Programme Team

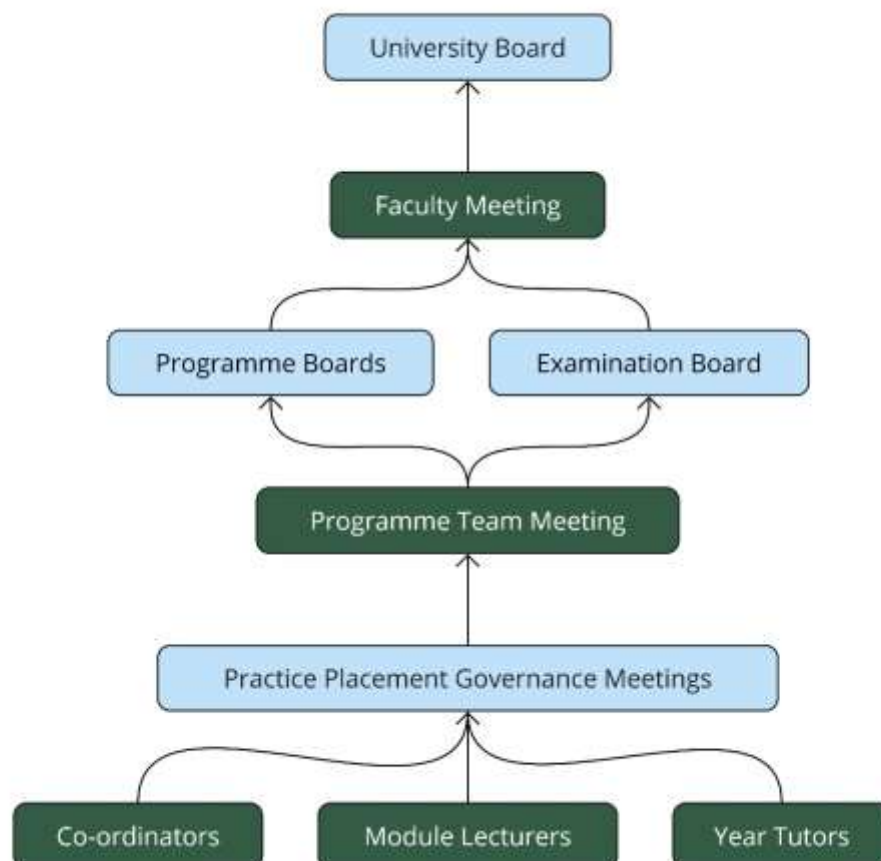
Action on Changes	- Minor changes are implemented after the Programme Team Meeting. - Major changes are recorded in the minutes and presented at the next Programme Board for formal approval.	Post Programme Team Meeting Major changes: At Programme Board	Department Administrator
Return to Source of Feedback	A response outlining actions taken is communicated back to the stakeholders who provided the feedback, ensuring they understand how their input has been addressed.	As required	Head of Department

5.3.2. Feedback Loop

Below is a summary of the process for responding to feedback on the BSc (Hons) Health and Social Care Programme:



5.3.1. Governance Structure for Feedback, Monitoring, and Decision Making in The BSc (Hons) in Health and Social Care programme.



The *BSc (Hons) Health and Social Care* programme follows a structured and systematic governance framework to ensure that feedback is continuously gathered, reviewed, and acted upon at various levels within the department. This approach ensures that programme quality is maintained, student and stakeholder voices are heard, and necessary changes are made to uphold the highest academic and professional standards.

1. ATU University Board

The University Board is the highest level of governance and is responsible for making final decisions on strategic policies that impact the programme. It oversees the overall quality assurance processes across all university departments and ensures alignment with institutional goals. Feedback that requires significant changes or new policies is escalated to this level for approval. This ensures that university-wide academic standards are consistently applied.

2. ATU Faculty Meeting

At the Faculty level, the Faculty Meeting serves as a key forum for discussing academic and operational matters within the faculty. The Faculty Meeting gathers feedback from the Programme Boards, Examination Boards, and various other governance structures to ensure programme activities align

with university strategies. It ensures programme quality in the provision of implementing faculty level adjustments based on feedback from corresponding structures.

3. Programme Boards

The Programme Board plays a central role in monitoring and reviewing the quality of the programme on an ongoing basis. This includes overseeing curriculum development, teaching methodologies, and overall student experience. Feedback from students, practice educators, module lecturers, and external examiners is collected through surveys, evaluations, and direct reports. Programme Boards also review feedback from the Practice Placement Governance Meetings to ensure that placements meet the required standards. Any issues or opportunities for improvement are addressed here, with decisions implemented in line with university and faculty policies.

4. Examination Board

The Examination Board ensures the academic integrity of the programme by overseeing the assessment process. Feedback related to assessment methods, grading fairness, and external examiner recommendations are reviewed and discussed at this level. The Examination Board ensures that the assessments are aligned with learning outcomes and professional standards, and that any necessary changes to assessment strategies are implemented. External examiners provide critical feedback on assessment quality, which is considered by the Board.

5. Programme Team Meeting

The Programme Team Meeting brings together key staff members, including coordinators, module lecturers, and year tutors. This meeting is a forum for discussing feedback from students, educators, and external stakeholders. The Programme Team discusses curriculum updates, placement performance, and the overall academic progress of students. Issues raised here can lead to immediate action or be escalated to the Programme Boards or Faculty meeting, depending on their scope.

6. Practice Placement Governance Meetings

The Practice Placement Governance Meetings play a vital role in maintaining the quality of placements by reviewing and acting on feedback from students, practice educators, and other stakeholders. These meetings use a systematic review process, including the use of a traffic light system (green, amber, red) to assess the quality of each placement site. Issues identified through student or educator feedback are addressed, and action plans are developed to improve placement quality. Feedback from these meetings is forwarded to the Programme team meeting and other relevant governance structures for further consideration.

5.4. Student Feedback and Voice

5.4.1 Class Representatives

Each year, students elect Class Representatives (Class Reps) to serve as the voice of their class. Once elected, Class Reps undergo training organised by the ATU Students' Union. As a Class Rep, you have the opportunity to effect positive change within the university community. This role allows you to contribute to two key areas:

1. **Academically:** By attending course board meetings, Class Reps provide valuable feedback on course modules, ensuring that student perspectives are considered in academic decisions.
2. **Enhancing the Student Experience:** By participating in Class Rep Council meetings, Class Reps offer feedback and suggest changes that could improve the overall student experience at ATU.

Our programmes and modules undergo regular reviews, both internally and externally, and student feedback is a crucial part of these processes. There are several ways you can provide feedback:

- **Programme Board Meetings:** Class representatives are invited to attend these meetings, where there is a dedicated agenda item for student feedback. You can ask your Class Rep to bring up any concerns or suggestions on your behalf.
- **Programme Feedback:** As you progress to a new stage of your programme, you will be asked to provide feedback on the programme as a whole. This helps us continually improve the learning experience.
- **Annual Surveys:** There will be annual surveys in which you will be asked to participate. Your input in these surveys is vital to our continuous improvement efforts.

We are committed to responding to your feedback and ensuring that any issues raised are addressed. The Head of Department or Programme Coordinator will communicate back to you and your class about the actions taken in response to your feedback.

5.4.2. Module Feedback

Module feedback is an important part of our commitment to continuously improving the teaching and learning experience at ATU. As part of this process:

- **Mid-Semester Feedback (Week 6):** Module lecturers will request anonymous feedback from students at the mid-point of the semester. This early feedback allows for timely adjustments to better meet your learning needs as the course progresses.
- **End-of-Semester Feedback (Week 11):** At the end of the semester, you will again be asked to provide anonymous feedback on individual modules. This comprehensive feedback helps us evaluate the overall effectiveness of the module and identify areas for future improvement.

All feedback gathered is discussed in detail at Programme Team Meetings, where it is reviewed by academic staff to ensure that the teaching and learning strategies are effectively supporting student success. Actions or outcomes based on this feedback will be communicated to you and implemented by the individual lecturers to contribute to the learning experience.

This feedback process, conducted anonymously, ensures that the modules are meeting your needs as students and supports our ongoing efforts to provide a high-quality educational experience.

5.4.3. Meetings with Academic Staff or Head of Department (HOD)

During the semester, the department's primary focus is on student progress. Student attendance, behaviour, and participation are closely monitored. If any of these areas become a cause for concern, the student may be asked to attend a meeting with the Head of Department. The purpose of such meetings is to find ways to support the student in returning to full engagement with their studies. Students are expected to engage with these meetings and cooperate with the process. The relevant department staff members will monitor the situation until a satisfactory outcome is reached.

Students may also wish to meet with a lecturer or the Head of Department. Lecturers can be approached before or after lectures or practical sessions. If it is not convenient to discuss the matter at that time, a mutually suitable time can be arranged. To meet with the Head of Department, students can make an appointment by contacting the Department Administrator.

ATU provides a range of professional support services, including counselling, chaplaincy, access services, and disability services. The contact details for these services are displayed throughout the University and are also available on the ATU website.

5.4.4. Dealing with Problems

Student representatives are encouraged to present class problems and questions at board meetings, held during the academic year, and/or to the students' union.

If you encounter a problem, whether personal or related to your programme, it is important to identify the cause and address it promptly. If the problem persists, do not hesitate to ask for help. Many students later recognise that problems could have been resolved much earlier if they had sought help sooner. There are many people available to help resolve issues, including lecturers, student representatives, year tutors, the Head of Department, student services, the students' union, or even your own family and friends.

5.4.5. Complaints

At ATU Donegal most problems will be dealt with locally, in a spirit of conciliation. Thus, the formal complaints procedure should be seen as a last resort in the search for a solution. ATU Donegal recognises that this informal process may not be appropriate in all instances, especially where allegations of sexual harassment are being made against a member of the University community. A complaint coming under this category will be dealt with under section 6.2.3.b. Any party involved in a complaint has the right to be accompanied and represented by a person of their choice from the college community at every relevant stage of the procedure. Learners may choose a representative from the Students' Union, but they must make their own arrangements in this matter. The procedure is intended to produce a speedy and efficient resolution. The aim is to prevent unnecessary delay, whilst ensuring a full and fair assessment of the particular circumstances of any individual complaint. Complaints have a dual function. They provide an important source of feedback on the performance of the University's services and members. They also provide a process to address breaches of conduct within the ATU community. As such the University will monitor the registration of complaints and the progress towards resolution. The VP for Academic Affairs and Registrar will include a section on complaints in his/her annual report to the Academic Council to ensure complaint trends are monitored and that relevant quality issues are identified and addressed. Information that would identify any of the parties involved will not be included in this report. All complaints should normally be made within 20 working days of the alleged incident, matter or concern; however, this may be extended in some

circumstances. Anonymous complaints will not be accepted. Further information about the complaints process is available in the Quality Assurance Handbook and in the ATU Student Handbook.

6. Services, Supports and Facilities for Students

ATU is committed to fostering a supportive and caring environment to help all students reach their personal and academic potential. To achieve this, ATU has developed a comprehensive Student Services programme. This includes an orientation process, health centre, careers office, chaplaincy (pastoral care, support), counselling services, access office, student union, sports office/clubs, gym, committees, and support for students with learning differences. For more information, you can visit the [ATU Student Services and Support page](#).

6.1 Orientation Process

ATU's orientation process is designed to help new students transition smoothly into university life. During orientation, students will receive important information about their courses, campus facilities, student services, and how to make the most of their time at ATU.

- Contact: Check the ATU website or contact your Department Administrator for details about orientation schedules.

6.2 Health Centre

The Student Health Centre provides medical services to support your physical health and well-being. Services include consultations with a nurse or doctor, mental health support, sexual health services, and general health advice.

- Location: Letterkenny Campus, An Dánlann, First Floor.
- Contact:

Letterkenny Campus: Tel: 074 91 86855

Killybegs Campus: Tel: 074 918 667 / 087 136 9194

6.3 Careers Office

The Careers Office offers a variety of services to help you plan your career path, find job opportunities, and prepare for the job market. Services include one-on-one career counseling, CV and cover letter reviews, mock interviews, and career fairs.

- Location: An Dánlann Building, First Floor.
- Contact:

Tel: 074 91 86812 / 91 86855

Email: careers.donegal@atu.ie

Register for services via [Target Connect](#).

6.4 Chaplaincy Services

The Chaplaincy provides pastoral care and spiritual support to all students, regardless of their religious beliefs. The Chaplain is available for personal counseling and can offer guidance on a range of issues, including bereavement, loneliness, and life transitions.

- Location: Student Service Suite, An Dánlann.
- Contact:

Tel: 074 91 86830

Email: chaplaincy.donegal@atu.ie

6.5 Counselling Services

ATU offers a free, confidential counseling service to all registered students. The counselors can help you manage academic and personal challenges, including stress, anxiety, depression, relationship issues, and more.

- Location: Student Services Suite, An Dánlann.
- Contact:

Tel: 074 91 86855

Email: counselling.donegal@atu.ie

6.6 Access Office

The Access Office works to ensure that all students, including those from underrepresented groups, have equal access to education. The office provides support for students with disabilities, mature students, and those from low-income backgrounds.

- Contact:

Tel: 074 91 86170 (Access and Lifelong Learning Coordinator)

Email: brian.mcgonagle@atu.ie

6.7 Student Union

The ATU Students' Union represents the student body and provides a variety of services, including advocacy, support, and social activities. The SU also oversees clubs and societies, organizes events, and offers guidance on academic and welfare issues.

- Location: An Dánlann Building, Upstairs.
- Contact:

Tel: 074 91 86820

Email: supresident.donegal@atu.ie

Social Media: [Facebook](#), Instagram: [atusu_donegal](#)

6.8 Sports Office/Clubs and Gym

ATU promotes a healthy lifestyle through its sports office, clubs, and gym facilities. Students can participate in various sports activities, join sports clubs, and use the gym for free. The sports centre offers fitness classes, personal training, and recreational sports.

- Location: An Dánlann, Sports Centre.
- Contact:

Tel: 074 9186800 / 9186868

Email: sportscentre.donegal@atu.ie

6.9 Support for Students with Learning Differences

ATU provides specialised support for students with learning differences to ensure they can achieve academic success. Services include assistive technology, learning support, examination accommodations, and personal supports.

- Location: The Curve, 3rd Floor, Main Building.
- Contact:

Acting Disability Officer: Orla Callaghan, Tel: 074 91 86174, Email: orla.callaghan@atu.ie

Acting Disability Manager: Roisin Mc Cormack, Tel: 074 91 86172, Email: roisin.mccormack@atu.ie

6.10 Administration Services

The Administration staff at ATU are here to assist students, parents, and teachers with a wide range of practical advice and support. They can help with enquiries related to registration, fees, grants, and exams. The Admissions team specifically manages student registration procedures, fee collection, and the maintenance of student records.

Key information on these topics can often be found by visiting the Student Hub online, where you can access relevant links and resources. If you are unable to find the information you need online, the Administration staff are available to assist you in person.

- **Location:** Main Reception, ATU Campus
- **Contact for General Enquiries:**

Tel: 074 918 6000

You can visit the main reception during office hours for in-person assistance.

6.11 Additional Student Support

ATU offers a range of additional supports, including:

- The Curve: Offers learning support, study skills workshops, and assistive technology services.

- Student Assistance Fund: Provides financial assistance to students experiencing short or long-term financial difficulties.
- Maths and Communication Learning Centres: Offers support in academic writing, maths, and general study skills.

For more detailed information and updates on these services, visit the [ATU Student Services and Support page](#).

7. Student Safety

At ATU, we prioritise the safety, health, and well-being of all students. It is essential that all students familiarize themselves with the safety procedures and protocols in place on campus. If you have any health, safety, or welfare concerns, you should immediately clarify these with your Head of Faculty or Head of Department. Detailed information on health and safety matters is available in the ATU Donegal ancillary Safety Statements for your department and ATU Donegal Procedures, accessible via the college Health & Safety intranet link: [Health & Safety Home](#).

7.1 First Aid & Defibrillators

First aid and defibrillators are available on each campus. The Medical Centres are located in the Sports Centre at the Letterkenny Campus and in the main building at the Killybegs Campus. It is crucial that you know the location of these centres, how to contact first aiders, and where the nearest first aid facilities are located.

1. Emergency Services: Dial 999 or 112.
2. First Aid Emergency Contacts:

Letterkenny Campus: Call first aiders by dialing 6007 from an internal phone or 074 91 86007 from a mobile.

Killybegs Campus: Call first aiders by dialing 6610 from an internal phone or 074 91 86610 from a mobile.

When calling for first aid, be sure to provide the exact location of the incident, including the building, closest room number, and floor.

- Defibrillator Locations:
 - Letterkenny Campus:
 1. Main Building behind Main Reception desk
 2. Main Building, 3rd Floor nursing corridor, opposite the lift beside office 3401
 3. Main Building, 3rd Floor, connecting corridor between Science Labs and Lecture Theatres opposite the top of stairwell no. 2
 4. CoLab Building, opposite the reception desk
 5. An Dánlann (Sports Centre) beside the reception desk
 6. An Dánlann (Sports Centre) in the Medical Centre

- Killybegs Campus: 7. Main Building beside Reception desk 8. Barry's Building, inside Main Entrance

First Aid Boxes are located at all receptions, laboratory areas, and kitchen areas of the campuses.

7.2. Incident Reporting

All accidents or incidents that occur on the ATU Donegal campus, regardless of their severity, must be reported immediately to your Head of Department, Dr. Nigel McKelvey, at Nigel.McKelvey@atu.ie. This ensures that a full investigation can be carried out, and control measures can be implemented to prevent a recurrence of the incident. Additionally, if you become aware of any hazardous situations, notify a member of staff immediately.

7.3. Fire Safety and Evacuation Procedure

Students must familiarise themselves with the University Fire & Emergency Safety Management Procedure. For a copy of this procedure, visit the [Fire Safety Intranet](#).

- Fire Assembly Points: In the event of an emergency evacuation or fire drill, students should proceed to the nearest designated Fire Assembly Point. These points are identified by green and white signs marked "Fire Assembly Point."
 - Letterkenny Campus Assembly Points:
 - Point A: Rear Car Park to Ramelton Rd. side of grounds
 - Point B: Between Colab and Nursing Block of Main Building
 - Point C: Front Car Park to Port Rd. side of grounds
 - Point D: Front Car Park to Port Rd. side of grounds
 - Point E: Car Park between Main Building and An Dánlann (Sports Centre)

7.4. No Smoking Policy

ATU Donegal enforces a strict no smoking policy throughout all campuses. Smoking, including the use of e-cigarettes, is prohibited in all buildings and outside any entrance. Smoking is only permitted in designated smoking areas, where receptacles for matches and cigarette ends are provided:

- Outside at the west side of the main building
- Outside the main restaurant
- Outside the maintenance store adjacent to the Ramelton Rd. Car Park
- At the smoker's bin near the entrance to An Dánlann

7.4. COVID-19

Students must adhere to all national guidance and public health advice concerning COVID-19, as well as the specific COVID-19 measures implemented at ATU Donegal. This includes following the instructions of ATU Donegal staff, such as technical staff, lecturers, heads of faculties, and heads of departments. For more information, visit the [COVID-19 Student Support Information page](#).

If in doubt, contact your Head of Department for clarification on COVID-19 requirements within your department or faculty.

For further information on COVID-19 requirements:

- ATU Donegal Health Service: Tel: 074 91 86850 / Mobile: 087 205 2600
- HSE COVID-19 Information: [HSE Website](#)

7.5. Alcohol

College life should be enjoyable, but it's also important to manage your relationship with alcohol responsibly. For some students, moving away from home and engaging in a college social life may lead to changes in alcohol consumption. It's important to assess how alcohol fits into your life.

- HSE Alcohol Self-Assessment Tool: You can assess your drinking habits using the [HSE Alcohol Self-Assessment Tool](#). This tool helps you identify your drinking patterns and understand the impact on your health.
- Support Services: If you have concerns about your alcohol consumption, ATU Donegal offers various support services, including Student Counselling and Student Health Services, which can help you build a healthier relationship with alcohol. You can also find additional information at [Ask About Alcohol](#).

Conclusion

As you embark on your journey at Atlantic Technological University (ATU), this handbook serves as a resource to guide you through your academic and personal development. The policies, procedures, and guidelines outlined here are designed to support your success, ensuring that you have the tools and knowledge needed to thrive both in your studies and in your future career.

We encourage you to engage fully with your programme, participate actively in your learning, and take advantage of the various services and supports available to you. Your time at ATU is an opportunity to grow, not only as a student but also as a professional and a member of the wider community.

Remember, the faculty, staff, and administration are here to assist you every step of the way. If you have questions or need help, do not hesitate to reach out. By adhering to the guidelines and embracing the opportunities provided, you can make the most of your experience at ATU and set a strong foundation for your future endeavour's.

Welcome to ATU, and best wishes for a successful and rewarding academic journey!

8. Appendices

8.1. Informed Consent Procedure

1. Introduction

In some modules, skills are taught which may require students to play the role of a social care worker adjusting to the needs of a service user (e.g., arising from sensory, motor, or cognitive deficiencies). To do this, another student may need to act out the role of that service user. It is recognised that, occasionally, students, for one reason or another, may be uncomfortable with acting in such a role, and this policy and procedure is designed to prevent such students from being 'put on the spot' during a class with this requirement. Placement also requires student information to be recorded in placement forms that will be shared with the Placement Host Organisation and ATU.

2. Completion of the Consent Forms

At the beginning of each year, the Programme Co-ordinator administers the consent form to all students. The Course Coordinator shares students' consent status with practice educators and lecturers, so that they know which students have not consented to lecture activities such as role plays. Practice Educators/lecturers will organise alternative activities for these students.

The consent status of students will remain extant from year to year of their course unless they choose to withdraw their consent (as outlined in section 3 below).

3. Withdrawal of Consent

A student, at any point, can withdraw their consent for a practice-related activity by completing the withdrawal of consent segment of the informed consent form (Appendix 2). This outlines the exact practice-related activity the student is withdrawing their consent for, e.g., consent to act in the role as a service user in role plays. In this case, an alternative plan will be put in place to ensure that the relevant standards of proficiency are met.

4. General Data Protection

The information about students generated and stored through this process is subject to the ATU data storage and protection policies. Such information will not be used for any purpose other than that defined in this document (see <https://www.atu.ie/sites/default/files/2022-05/ATU%20Data%20Protection%20Policy%20April%202022.pdf>).

It is the responsibility of the Programme Co-ordinator to update relevant stakeholders if a student discloses, they wish to withdraw consent. The Programme Co-ordinator has overall responsibility for maintaining student consent records.

8.2. Informed Consent Form

The Informed Consent Form can be completed at the following MS Forms Link: <https://forms.office.com/e/unm3GihVu3> . This includes a section which at any time you can withdraw your consent.

Below is a copy of the content of this form for illustrative purposes:

Informed Consent Form for Social Care Work Students

This form is intended to obtain informed consent from students participating in social care work placements and role play assessments, which are essential components of the BSc (Hons) in Health and Social Care at ATU Donegal.

Participation in these activities is designed to foster the development of professional skills and adheres to the standards set by CORU (2017) for Social Care Workers, particularly the Registration Board's 'Practice Placements' criteria.

As outlined by CORU (2017), "Where students act as service users in practical and clinical teaching, relevant protocols must be used to obtain their consent" (pg. 9). (More information can be found at [CORU.ie](https://www.coru.ie)).

ATU Donegal's social care work placements fully comply with CORU's guidelines, ensuring that informed consent protocols are followed for all practical and clinical teachings. Participation in these activities may involve, but is not limited to, students acting as service users in practical or clinical training or role play scenarios. ATU Donegal is dedicated to delivering a high-quality learning experience, and students retain the right to withdraw their consent at any point.

Section 1: Informed Consent

1. Student Details

Please enter your name, year and stage of study, and student number.

Required

Single Line Text

Enter your answer

2. Consent Declaration

In signing this form, students provide consent to participate in placement-related training, including role plays. Students have the right to withdraw consent for any placement-related activity requiring consent at any time.

- I understand that by signing this form below, I consent to participate in practical and clinical training, which may involve acting as a service user.
- I understand that I have the right to withdraw consent at any time by filling out the form below.
- I understand that consent applies to the duration of the course (4 years).
- I understand that participating in ATU modules and practice involves adhering to the [ATU Student Code](#) and the CORU Code of Professional Conduct and Ethics for Social Care Workers.

Required

Single Choice

I agree

I disagree

3. Confirmation of Understanding

I confirm that I have read the above conditions and that I fully understand and agree to them.

Required

Single Choice

I can confirm

I do not confirm

4. Date of Consent

Please input the date of consent (dd/MM/yyyy).

Required

Date

Section 2: Withdrawal of Consent

(Please only fill this section out if you wish to withdraw consent)

Students have the right to withdraw their consent for participation in social care work placements, practical or clinical training, or role play assessments at any time during the programme.

If a student chooses to withdraw consent, they should detail this below. The university will respect the student's decision without any negative impact on their academic standing or progression through the programme.

It is important to note, however, that participation in these activities is a critical component of the programme and aligns with CORU's Standards of Proficiency for Social Care Workers. Withdrawal from certain practical experiences may require alternative arrangements to ensure that the student can still meet the necessary learning outcomes and professional requirements.

ATU Donegal is committed to providing a supportive learning environment, and any student considering withdrawing their consent is encouraged to discuss their decision with the Programme Co-ordinator, Denise O'Boyle, to explore possible alternatives or adjustments.

5. Date of Withdrawal

Please input the date of withdrawal (dd/MM/yyyy).

Date

6. Details of Withdrawal

Please detail the activities from which you withdraw consent. If this is for a module, please write the module name, lecturer, and the specific activity.

Single Line Text

Enter your answer

8.3. Attendance Policy and Procedure

1. Introduction

1.1 Purpose of this policy

- This policy sets out the attendance requirements for students on the BSc (Hons) in Health and Social Care. It applies to attendance at lectures, tutorials, group work, workshops, practical sessions and all other scheduled campus-based learning activities.
- Practice placement attendance is addressed separately in the Practice Placement Handbook. However, this policy also outlines the general attendance principle for practice placement, namely that students must complete 100% of the required placement hours.
- This policy is linked to CORU Criteria for Education and Training Programmes, particularly Criterion 4.10, which requires education providers to identify attendance requirements, procedures for monitoring attendance, and the consequences of not meeting attendance requirements.

1.2 Rationale

- Regular attendance is essential because programme learning outcomes are explicitly linked to the CORU Standards of Proficiency for Social Care Workers. Attendance is therefore not only an academic requirement. It is also connected to professional formation, fitness to practise, preparation for placement, and future employment as a Social Care Worker.
- A consistent pattern of absence may raise concerns about a student's ability to meet module learning outcomes, engage with professional development, participate in practice-based learning, and demonstrate reliability in preparation for placement and employment.
- The programme recognises that students may experience illness, disability-related circumstances, bereavement, caring responsibilities or other exceptional circumstances. For this reason, attendance concerns will be managed through a process that is clear, consistent, evidence-informed and fair.

2. Attendance requirement

2.1 Standard attendance threshold

- Students are required to attend a minimum of **85% of scheduled campus-based learning activities in each module**.
- Attendance is monitored on a **module-by-module basis**. A student may therefore meet the attendance requirement in one module but fall below the requirement in another.

2.2 Practice placement attendance

- Students are required to complete **100% of the required placement hours**.
- For the BSc (Hons) in Health and Social Care, students must complete 840 hours of placement across two practice placements. Each placement requires completion of 420 hours.
- Any shortfall in placement hours must be addressed through the Practice Placement Handbook process and agreed with the Practice Educator, Academic Supervisor and Practice Placement Coordinator.

3. Attendance thresholds and consequences

The following thresholds apply to campus-based modules.

Attendance level	Status	Usual action
85% or above	Attendance requirement met	No attendance action required
70% to 84%	Attendance below required threshold	Student may be offered additional academic work to address missed learning outcomes and relevant CORU Standards of Proficiency
Below 70%	Serious attendance concern	Student is formally reviewed by the Programme Team. Additional work may be offered only where there is sufficient evidence, engagement and a realistic possibility that missed learning and CORU Standards of Proficiency can be remediated
Failure to complete required additional work	Attendance requirement not addressed	Module may be recorded as Withheld due to Insufficient Attendance
Missed placement hours	Placement hours incomplete	Student must complete outstanding hours where feasible. Result may be recorded as Withheld until hours are completed

4. Roles and responsibilities

4.1 Student

The student is responsible for:

- attending all scheduled learning activities;
- monitoring their own attendance record on Blackboard or the relevant attendance system;
- informing the relevant staff member as soon as possible where they are absent;
- submitting medical certificates or other supporting evidence where absence is due to illness or exceptional circumstances;
- engaging with the Year Tutor, Programme Coordinator, module lecturer or other support staff where attendance concerns arise;
- completing any additional work by the required deadline where this is offered.

4.2 Module lecturer

The module lecturer is responsible for:

- recording student attendance accurately on the University's Electronic Attendance System;
- identifying where missed learning may affect achievement of module learning outcomes;

- advising the Programme Coordinator whether missed learning can reasonably be addressed through additional work;
- setting and assessing additional work where required;
- confirming whether additional work has been completed to a pass standard.

4.3 Year Tutor

The Year Tutor is responsible for:

- reviewing the attendance of their year group on a weekly basis;
- identifying students who are below, or at risk of falling below, the 85% threshold;
- submitting written attendance summaries to the Programme Coordinator at Weeks 4, 7 and 10;
- identifying any relevant support concerns arising from student engagement;
- signposting students to appropriate university supports where required;
- supporting the Programme Coordinator in monitoring ongoing attendance concerns.

4.4 Programme Coordinator

The Programme Coordinator is responsible for:

- reviewing attendance information provided by lecturers, Year Tutors and administrative staff;
- contacting students who fall below, or are at risk of falling below, the required attendance threshold;
- arranging attendance review meetings where required;
- completing or overseeing the completion of a Risk of Failure Form where the student is at risk of not meeting attendance requirements;
- bringing students below 70% to the Programme Team for formal review;
- ensuring that decisions are recorded and communicated clearly to students;
- liaising with the Head of Department where significant attendance concerns arise.

4.5 Programme Team

The Programme Team is responsible for:

- reviewing students whose attendance falls below 70%;
- considering the student's attendance profile, evidence submitted, engagement with supports and module-specific requirements;
- deciding whether additional work may be offered where attendance is below 70%;
- ensuring that decisions are fair, consistent and based on evidence;
- making recommendations to the Examination Board where attendance requirements have not been met.

4.6 Head of Department

The Head of Department may become involved where:

- a student does not attend scheduled attendance review meetings;
- a student remains significantly below the attendance threshold;
- the Programme Team recommends that the student should not be offered additional work;

- the attendance concern may affect progression, placement, repeat and attend requirements, or fitness to practise.

4.7 Examination Board

The Examination Board is responsible for:

- ratifying the final academic outcome;
- recording a Withheld result where attendance requirements have not been met;
- confirming repeat and attend requirements where applicable;
- considering relevant evidence and recommendations from the Programme Team.

5. Recording and monitoring attendance

5.1 Recording attendance

- Attendance is recorded by the lecturer assigned to each module through the University's Electronic Attendance System during each timetabled learning activity.
- Students are expected to ensure that their attendance is accurately recorded. Where a student believes that their attendance has been recorded incorrectly, they must raise this with the relevant lecturer within three working days of becoming aware of the issue.

5.2 Weekly monitoring

Attendance is monitored weekly by the Year Tutor and Programme Coordinator.

The Year Tutor will review the attendance of their assigned year group and identify students who are:

- below the 85% attendance threshold;
- at risk of falling below the 85% attendance threshold;
- showing a pattern of repeated absence;
- absent from particular types of learning activity, such as practical sessions, group work or workshops.

5.3 Formal review points

Formal attendance reviews will take place at:

- **Week 4**
- **Week 7**
- **Week 10**
- **Final review before the Examination Board**

At Weeks 4, 7 and 10, the Year Tutor will submit a written attendance summary to the Programme Coordinator. This summary should identify students below the 85% threshold, students at risk of falling below the threshold, and any relevant issues arising from student support or engagement.

6. Procedure where attendance falls below 85%

Step 1: Identification

Where a student's attendance falls below 85%, or where the student is at risk of falling below 85%, this will be identified through weekly monitoring and formal review points.

Step 2: Initial contact

The Programme Coordinator, or Year Tutor acting on behalf of the Programme Coordinator, will contact the student in writing to alert them to the attendance concern.

The student will be reminded of:

- their current attendance percentage;
- the required 85% attendance threshold;
- the potential consequences of continued non-attendance;
- the need to submit relevant evidence where absence is due to illness or exceptional circumstances;
- available university supports.

Step 3: Attendance review meeting

Where attendance remains below the threshold at the next review point, the student will normally be invited to an attendance review meeting with the Programme Coordinator and/or Year Tutor. (NOTE: Should the student fail to attend the scheduled meeting, she or he will be offered one further opportunity to attend. Should the student not attend this further opportunity then the head of department is informed for next steps).

The purpose of this meeting is to:

- discuss the student's attendance record;
- identify reasons for absence;
- review any evidence submitted;
- identify supports required;
- clarify the academic and professional consequences of continued absence;
- agree actions to support improved attendance.

Step 4: Risk of Failure Form

Where there is a significant risk that the student will not meet the attendance requirement, a Risk of Failure Form will be completed.

This form will record:

- the student's attendance percentage;
- the module or modules affected;
- the pattern of absence;
- supports offered;
- evidence submitted;
- actions agreed;
- possible consequences if attendance does not improve.

Where a student does not attend the scheduled meeting, they will be offered one further opportunity to attend. If the student does not attend the second meeting, the matter will be referred to the Head of Department for consideration of next steps.

7. Procedure where attendance is between 70% and 84%

Where a student's attendance in a module is between 70% and 84%, the student has not met the required attendance threshold.

In such cases, the student may be offered additional academic work to address missed learning outcomes and relevant CORU Standards of Proficiency.

Additional work is not automatic. It will be offered only where the Programme Coordinator and relevant module lecturer are satisfied that the missed learning can reasonably be addressed.

7.1 Additional work

Additional work will be:

- set by the relevant module lecturer;
- linked to missed learning outcomes and relevant CORU Standards of Proficiency;
- proportionate to the amount and type of learning missed;
- assessed on a pass/fail basis;
- submitted by the stated deadline, normally no later than three working days before the relevant Examination Board.

7.2 Outcome

Where the student completes the additional work to a pass standard, the attendance concern for that module will be considered addressed.

Where the student does not submit the work, submits it late without approval, or does not meet the pass standard, the module may be recorded as **Withheld due to Insufficient Attendance**.

8. Procedure where attendance falls below 70%

Attendance below 70% is treated as a serious attendance concern. However, it does not lead to an automatic decision in every case. The programme recognises that students' circumstances differ and that some students may have documented illness, disability-related circumstances, bereavement, caring responsibilities or other exceptional circumstances.

Where a student's attendance falls below 70% in one or more modules, the student will be formally highlighted and discussed at a Programme Team meeting at weeks 4, 7 and 10 including before examination boards.

8.1 Programme Team review

The Programme Team will consider a written synopsis of the student's circumstances before making a recommendation.

The synopsis should include:

- the student's attendance percentage in each affected module;
- the overall pattern of absence;
- whether the absence relates to a defined period or is ongoing;
- any medical certificates or evidence submitted to the Department;
- any extenuating circumstances identified;
- supports offered to the student;
- supports taken up by the student;

- evidence of engagement or non-engagement;
- the view of the relevant module lecturer on whether missed learning can be remediated;
- any implications for CORU Standards of Proficiency, professional readiness, placement preparation or fitness to practise.

8.2 Decision-making criteria

The Programme Team will consider each case on its own merits.

In deciding whether a student below 70% may be offered additional work, the Programme Team will consider:

- whether the student has provided appropriate evidence for absence;
- whether the student has engaged with the Programme Coordinator, Year Tutor, module lecturer or relevant supports;
- whether the absence was due to illness, disability-related circumstances, bereavement, caring responsibilities or other exceptional circumstances;
- whether the missed learning outcomes can reasonably be addressed through additional work;
- whether the relevant CORU Standards of Proficiency can still be evidenced;
- whether the student can complete the required work within the available timeframe;
- whether offering additional work would be fair, proportionate and academically defensible.

8.3 Where additional work is approved below 70%

Where the Programme Team is satisfied that the student's circumstances warrant a further opportunity, and that missed learning can reasonably be remediated, the student may be offered additional academic work.

This work will be:

- agreed by the Programme Team;
- set by the relevant module lecturer;
- linked to missed learning outcomes and CORU Standards of Proficiency;
- assessed on a pass/fail basis;
- completed by a specified deadline, normally no later than three working days before the relevant Examination Board.

The student will be informed in writing of:

- the reason additional work is being offered;
- the work required;
- the deadline;
- the pass/fail nature of the work;
- the consequence of non-submission or failure.

8.4 Where additional work is not approved below 70%

Where the Programme Team is not satisfied that missed learning can be reasonably remediated, additional work will not be offered.

This may apply where:

- the student has not provided sufficient evidence;

- the student has not engaged with agreed supports;
- the pattern of absence is too significant;
- the module lecturer advises that missed learning outcomes cannot be reasonably addressed;
- the relevant CORU Standards of Proficiency cannot be evidenced;
- there is insufficient time before the Examination Board;
- the student's absence raises unresolved concerns regarding professional readiness or fitness to practise.

In such cases, the module will normally be recorded as **Withheld due to Insufficient Attendance**, subject to ratification by the Examination Board.

The student will normally be required to **repeat and attend** the module in the following academic year. Any assessment marks already achieved in that module will not normally be carried forward.

9. Insufficient attendance and Examination Board outcomes

Where a student has not met the attendance requirement, and where missed learning has not been satisfactorily addressed through approved additional work, the Examination Board may record the module as:

Withheld due to Insufficient Attendance

This outcome will be recorded on the Broadsheet of Results and reflected in the student's academic record in line with ATU procedures.

9.1 Consequences of Withheld due to Insufficient Attendance

Where a student receives a Withheld result due to Insufficient Attendance:

- the student will not normally be permitted to re-sit the module assessment during the Autumn sitting;
- the student will not normally be permitted to progress and carry the module to the next stage of the programme;
- the student will normally be required to repeat and attend the module in the following academic year;
- assessment marks already achieved in the module will not normally be carried forward.

10. Practice placement attendance

Practice placement requires 100% completion of required hours.

Students must complete 420 hours for each placement module. All hours must be verified by the Practice Educator and submitted through the relevant placement documentation process.

10.1 Recording placement attendance

During practice placement, students must record their attendance weekly on Pebblepad. Attendance records are then available to the Practice Placement Coordinator and Practice Placement Team.

Attendance and absence records will be available to the student, Practice Educator and Academic Supervisor and will be discussed at tripartite review meetings as well as the Practice Placement Governance Meeting every week.

10.2 Absence from placement

Where a student is absent from placement, they must inform:

- the Practice Educator;
- the Practice Placement Coordinator;
- the Academic Supervisor.

The student must also submit any required medical certification or supporting documentation.

10.3 Shortfall in placement hours

As advised above, all hours need to be completed in order to pass practice placement (100% attendance). Any deficit identified will be discussed with the Practice Educator and the Academic Supervisor with a view to formulating a plan to address this deficit.

To pass the practice placement, students must complete the full 420 hours, meaning **100% attendance is required** (refer to Section 8.3 of the Student Handbook for details on the Attendance Policy and Procedure).

If a student fails to meet the required hours, the following process will be initiated:

1. **Shortfall Discussion:** Any shortfall in hours will be reviewed with the Practice Educator and Academic Supervisor. Together, they will develop a Support Plan (See Section 5.1) to help the student make up the missed hours.
2. **Completion Deadline:** If it is not feasible to complete the remaining hours before the next **Examination Board**, the student's result for the Placement module will be recorded as "Withheld" (WH).
3. **Repeat Opportunity:** If a student has a shortfall in their required placement hours, it will be addressed in collaboration with their Practice Educator, Academic Supervisor, and the Practice Placement Team. The shortfall can be made up during the following periods:
 - **Week 13 of the Winter Semester (September-December),**
or
 - **Weeks 13 to 17 of the Spring Semester (January-June).**

This process ensures that students meet the required standards for practice while allowing flexibility to make up for any missed time.

11. Reporting absence and submitting evidence

Students must report absence as soon as reasonably possible.

Where absence is due to illness or exceptional circumstances, students should submit appropriate evidence to the Department. This may include medical certificates or other relevant documentation.

Evidence may be considered in decisions about attendance. However, submitting evidence does not automatically remove the attendance requirement. The Programme Team must still consider whether the missed learning outcomes and relevant CORU Standards of Proficiency can be reasonably addressed.

Where a student's absence is not supported by evidence, or where a student does not engage with the attendance review process, the Programme Team may determine that additional work is not appropriate.

12. Extenuating circumstances

The programme recognises that students may experience illness, disability-related circumstances, bereavement, caring responsibilities or other exceptional circumstances that affect attendance.

Such circumstances will be considered on a case-by-case basis.

In considering extenuating circumstances, the Programme Team will consider:

- the nature and duration of the circumstances;
- the evidence provided;
- the timing and pattern of absence;
- the student's engagement with the programme;
- the student's engagement with supports;
- whether missed learning can be compensated for within the academic calendar;
- whether module learning outcomes and CORU Standards of Proficiency can still be met.

Extenuating circumstances do not automatically remove the attendance requirement. They inform the decision about whether additional work, further support, deferral, withholding of results, repeat and attend, or another appropriate academic outcome should apply.

13. Fitness to practise

A consistent pattern of non-attendance, non-engagement, failure to communicate, or failure to engage with supports may raise concerns about fitness to practise.

Where attendance concerns suggest a potential fitness to practise issue, the matter may be considered under the ATU Student Fitness to Practise Policy.

This may be particularly relevant where attendance concerns affect:

- preparation for practice placement;
- professional reliability;
- safeguarding;
- engagement with supervision;
- professional accountability;
- ability to meet CORU Standards of Proficiency.

14. Appeals and correction of attendance records

14.1 Correction of attendance records

Where a student believes that their attendance has been recorded incorrectly, they must raise the issue with the relevant lecturer within three working days of becoming aware of the issue.

Where the issue is not resolved, the student may raise the matter with the Programme Coordinator. If required, the matter may be referred to the Head of Department.

14.2 Appeal of academic outcome

Where a student fails a module, receives a Withheld result, or is required to repeat and attend due to insufficient attendance, the relevant appeal mechanism is the ATU Marks and Standards Policy.

14.3 Fitness to practise appeal

Where Fitness to Practise procedures are initiated, the relevant appeal mechanism is the ATU Student Fitness to Practise Policy.

15. Summary of operational process

Stage	Action	Responsible person
Weekly	Attendance recorded and reviewed	Lecturer and Year Tutor and Programme Co-ordinator
Week 4	Written attendance summary submitted	Year Tutor to Programme Coordinator
Week 7	Second attendance review and student follow-up	Year Tutor and Programme Coordinator
Week 10	Final formal semester review before Exam Board preparation	Year Tutor and Programme Coordinator
Below 85%	Student contacted and informed of consequences	Programme Coordinator
Continued below 85%	Attendance review meeting and Risk of Failure Form	Programme Coordinator
70% to 84%	Additional work may be offered	Module lecturer and Programme Coordinator
Below 70%	Formal Programme Team review Week 10	Programme Team
Below 70% with evidence and engagement	Additional work may be approved if missed learning can be remediated	Programme Team
Below 70% without sufficient evidence or where learning cannot be remediated	WH due to Insufficient Attendance recommended	Programme Team and Examination Board
Final decision	Academic outcome ratified	Examination Board

8.4. Programme Special Regulations

Below is a list of special regulations for the **BSc (Hons) Health and Social Care Programme**. Special regulations refer to specific rules, requirements, or conditions that apply to a particular course or programme, differing from standard institutional regulations. These may relate to grading, progression, attendance, assessment methods, or other academic expectations.

1. Special Regulations

a. Attendance

An **85% minimum attendance** is mandatory across all modules. If a student does not meet this requirement, regardless of the reason, they must complete additional assessments to ensure they meet the required standards of proficiency. **100% attendance** is mandatory in Practice Placement modules in Year 2 Semester 3 and Year 3 Semester 6.

b. Failed Elements

To ensure students meet the required Standards of Proficiency set by the Health and Social Care Registration Board, this regulation mandates that students must **pass each assessment component** in all modules of the programme.

c. Recognition of Prior Learning

Advanced entry, accreditation of prior learning, or exemptions from modules are **not permitted** in this programme.

d. Pass by Compensation

The institution's standard rules on compensation do not apply to this programme. This ensures that students meet all required standards of proficiency in every module without relying on compensation.

e. Restriction in Progression with Credits Outstanding

Students are required to pass all pre-placement modules 1. Preparation for Social Care Practice 2 (PREPES602 2024) and 2. Law and Ethics in Social Care (SAFEES604 2024) before advancing to placement. This is an exemption from the standard progression rules to ensure that all students achieve the necessary standards of proficiency before entering placement.

8.5 Risk of Failure Form

BSc (Hons) Health and Social Care, Attendance & Engagement Monitoring

Student Details

- Student Name: _____
- Student ID: _____
- Year / Stage of Programme: _____
- Programme: BSc (Hons) Health & Social Care
- Date of Form Completion: _____

Reason for Concern (Tick as Appropriate)

- ☐ Attendance Below 85% (early-stage concern)
- ☐ Attendance Below 70% (critical concern)
- ☐ Repeated non-attendance despite previous meetings
- ☐ Failure to engage with directed academic work
- ☐ Placement attendance concerns
- ☐ Other (specify): _____

Current Attendance Record (Per Module)

Module Code	Module Title	Attendance %	Below 70%? (Y/N)

Summary of Engagement to Date

- Contact Attempts Made:
☐ Email ☐ Phone ☐ In-person ☐ No response
- Attendance Meetings Held:
 - Meeting 1 (Year Lead / Coordinator):
Date: _____ | Attended by student? ☐ Yes ☐ No
 - Meeting 2 (Programme Director):
Date: _____ | Attended by student? ☐ Yes ☐ No
- Medical or Extenuating Evidence Submitted:
☐ Yes (details below)
☐ No

- **Summary of evidence provided:**

Impact on Learning Outcomes

- ☐ Student has missed key learning required to meet module outcomes
- ☐ Student is not eligible for compensatory academic work (<70%)
- ☐ Student may be eligible for additional work (70–84%)
- ☐ Placement readiness concerns identified
- ☐ Other: _____

Risk Level

- ☐ High Risk of Module Failure
- ☐ Multiple Module Risk
- ☐ Risk of Progression Failure
- ☐ Placement Risk
- ☐ At Risk but Recoverable (with supports/work plan)

Recommendations (Tick All That Apply)

- ☐ WH (Withheld) Outcome to be recommended to Exam Board
- ☐ Offer of Additional Academic Work (only if 70–84% attendance)
- ☐ Referral to Student Services / Counselling
- ☐ Placement adjustment required
- ☐ Monitoring to continue
- ☐ Repeat and Attend next academic year (if WH applied)
- ☐ Other: _____

Actions Agreed with Student

- _____
- _____
- _____

Student understands the implications of continued non-attendance:

☐ Yes ☐ No

Signatures

Student Signature: _____ Date: _____

Year Tutor: _____ Date: _____

Programme Coordinator: _____ Date: _____