

Differential Validation

(Major Programme Changes – Type A)

Section A

Report of the Review Panel

Programme Reference Number:	
Faculty/School(s):	Faculty of Science and Health
Department(s):	Department of Early Education and Social Studies

Details of Programme(s) Reviewed

Programme Title:	BSc(Hons) in Health and Social Care
Programme Code:	LY_VHLSC_B
Embedded Awards: (Code and Title)	L7 BSc in Health and Social Care L6 Higher Certificate in Health and Social Care

Date of Review:	12th December 2023
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Review Panel

Panellist Role	Title	Name	Organisation	Job Title
Chair	Dr	Justin Kerr	ATU Mayo	Head of School Health Science, Wellbeing & Society
External Academic/Industry Discipline Expert*	Ms	Charlotte Burke	Social Care Ireland	CPD Co-ordinator
Academic/Head of Department	Dr	Eugene McCarthy	ATU	Head of Department of Analytical, Biopharmaceutical and Medical Sciences
Student Representative	Mr	Ali Usama	ATU	Postgraduate Student
Vice President for Academic Affairs and Registrar (VPAAR)	Dr	Aodhmar Cadogan	ATU	Assistant Registrar

Nominee/Academic Secretary				
Recording Secretary		Not available		

*One or two external members of panel in total.

All external members of the panel have declared that they are independent of ATU (Atlantic Technological University), and all have declared that they have no conflict of interest.

Programme Board

The panel met the staff listed below during the review of the proposed modifications.

Dr Nigel McKelvey	Head of Department of Early Education and Social Studies, ATU Donegal
Dr Joanne Gallagher	Head of Faculty of Science and Health, ATU Donegal
Mr Sean McEntee	Lecturer, ATU Donegal
Dr Grainne Ketelaar	Lecturer, ATU Donegal
Dr Helen McMonagle	Lecturer, ATU Donegal
Ms Zoe Graham	Lecturer, ATU Donegal
Ms Denise O Boyle	Lecturer, ATU Donegal
Dr Gail Cummins	Lecturer, ATU Donegal
Ms Trisha Redmond	Lecturer, ATU Donegal
Dr David Friel	Lecturer, ATU Donegal

Summary of Proposed Modifications

The Health and Social Care Professionals Council (CORU), established as the regulatory body for social care professionals in Ireland, has taken the lead in setting rigorous standards and guidelines to safeguard the welfare of vulnerable individuals and enhance the quality of care provided by social care practitioners. CORU now accredit programmes of education in Social Care.

Therefore, the BSc Hons in Health and Social Care needs to align all aspects of the curriculum with the CORU Standards of Proficiency and competencies. As a result, the current program, has been revised to uphold the integrity of the profession and support the seamless integration of all the Social Care standards of Proficiency as outlined by CORU.

There are numerous changes proposed including revision of modules, revision of learning outcomes, revision of programme learning outcomes, splitting of modules, introduction of new modules, changes in titles of modules.

Rationale for Modifications

Meeting the standards outlined in the CORU application necessitates thoughtful adjustments to the current module layout and design. These changes are crucial in ensuring that the social care education program aligns seamlessly with CORU's rigorous accreditation criteria.

Findings

Overall Finding

Approved without changes	
Approved subject to condition(s) and/or recommendation(s)	X
Rejected	

Reason for Overall Finding

The panel supported the programme in their development of the revised programme to meet the regulatory requirement of CORU and commended them for the work and time to align the programme to the standard competencies and skills required.

The changes to the programme are significant. In terms of the discipline specific content the teams have very carefully aligned the proposed revisions to the requirements of CORU and the mapping to the social care standards and learning outcomes required. The development team have discussed and collaborated with other programme teams across the ATU that are providing programmes in the same area. They have also met with other providers and experts in social care outside the ATU and engaged in external continuous professional development (CPD) in order to upskill and to inform themselves in relation to the requirements for a revised and improved programme. Many of the lecturers have taken the training in universal design for learning (UDL) and integrated this new approach to TLA design into their teaching and assessment plans.

Some of the topics discussed during the panel review include but are not limited to:

- Attendance requirement and tracking of same
- Practice placement and how this is managed
- Status of AMM roll out at ATU Donegal and the impact on documentation
- Exceptions to marks and Standards, e.g. the exception from Pass by compensation for all modules
- Transition arrangements for existing students.

The panel did not have any recommendation in relation to the substantive content of the modules.

Many of the recommendations below relate to the technical aspects of the programme submission document.

Conditions

None

Recommendations

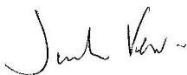
- 1) Need to be consistent in the Independent learning hours across all modules, the total hours for 5 ECTS is 7 or 8, and for 10 ECTS is 14-16, ensure all modules align to this total.
- 2) Check the number of direct student contact hours align to the norm of 3-5 hours for a 5 ECTS module or the anticipated student contact, Intro to sociology is 2 hours and Professional scholarship is 5 hours, both for 5 ECTS.
- 3) The hours for Practice placement, Dissertation and Project hours do not go on the APS / module descriptor as direct contact hours, however an explanatory note to explain how

total hours/week/module is comprised should be indicated in the TLA strategy. Direct project supervision 15mins/20min per week should be indicated.

- 4) In general the module learning outcomes (LO) are well written, review all modules for consistency regarding number of LO, and that assessment of all the LO are included in the tables containing the assessment breakdown throughout the document.
- 5) A section titled 'Teaching and Learning Strategy' should be included in each module, to ensure that modules are ready to be uploaded to AMM
- 6) A Section titled 'Assessment strategy' should be included in each module, to ensure that modules are ready to be uploaded to AMM.
- 7) A section titled the 'Repeat Assessment strategy' should be included in each module to outline explicitly how the student would undertake repeat assessment, especially in the case of groupwork, where a repeat group assessment may not be possible or practicable.
- 8) Include module codes where they are known or statement 'not yet assigned' for new modules.
- 9) Ensure any specific attendance requirements are state clearly at the module level or in the general information in Appendix A of the Request for modification of the programme document.
- 10) Provide more information on the transitional arrangements to clarify the impact on the student for semester 2 2023-2024 and the communication that has already taken place with the various student stages. The transitional arrangement mentions Professiona Development Module, but should this be the Creative Practice for Social Care?
- 11) The PLO should are be prefaced with the statement 'On completion of the course the learner should be able to:' Each PLO should start with a verb at the appropriate level on the NFQ.
- 12) In regard to booklists for each module recommend, 1-3 required reading maximum and up to 5/6 in recommended reading. Review currency of reading lists and update where necessary.
- 13) Spell check using Ireland or UK spelling language.
- 14) Resubmit one final document including the Request for modification of a programme with Appendix A and the Book of Modules document. Separate book of assessment, book of learning outcomes and book of indicative content, are not required. Include a Special regulations section in Appendix A to outline any special restrictions e.g. Pass by Compensation exclusions.

Report Approval

This report has been agreed by the evaluation panel and is signed on their behalf by the chairperson.

<p>Signed:</p>  <p>Name Dr Justin Kerr Differential Validation Panel Chair</p>	<p>Date 09.01.2024</p>
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