



SCHOOL OF HUMANITIES
DEPARTMENT OF HUMANITIES

NEW PROGRAMME VALIDATION REPORT

**Bachelor of Arts (Honours) in Management in Social Care Settings
(Programme BN429 *Add-on to Programme BN051 or Equivalent*)**

Technological University Dublin,
Blanchardstown Campus,
Blanchardstown Road North, Dublin 15,
D15 YV78 | <http://www.tudublin.ie/>

VALIDATION PANEL DATE: **May 14, 2019**

Introduction

Ireland's first Technological University, The Technological University Dublin (TU Dublin), was designated on January 1, 2019. With three campuses located at Grangegorman, Blanchardstown, and Tallaght, TU Dublin's programmes are underpinned by inclusive and open learning experience, offering pathways to education and training from Level 6 (Apprenticeships) to Level 10 (Doctorate) awards in the National Framework of Qualifications (NFQ¹). Technological University Dublin is a Designated Awarding Body, with the authority in law to make awards under the Qualifications and Quality Assurance (Education & Training) Act 2012². The purpose of this document is to report on the findings of the Peer Review panel that was convened to validate Bachelor of Arts (Honours) in Management in Social Care Settings (Level 8 Add-on), against the criteria for the validation of programmes as stipulated in the University's Policy Document 2MPO1³.

Programme Overview

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

The validation of this add-on Bachelor of Arts (Honours) in Management in Social Care Settings follows consultation with management in the Residential and Special Care Units of TUSLA the Child and Family agency. There is an emergent need for the development of structures within Social Care services, to provide for suitably qualified managers at the supervisory and operational management levels; hence, a need for upskilling pathways for Social Care workers.

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

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

³ 2MPO1 Design, Validation and Accreditation of New Academic Programmes

Validation Panel Composition

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

Member(s): *Academic*

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

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

Member(s): *Business/Industry*

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

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

In attendance:

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

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

Date of Panel Meeting: May 14, 2019.

Consultation

Management Team consulted during the panel meeting:

Dr Pat O'Connor	Head of School of Humanities
Dr Lavinia McLean	Head of Department of Humanities

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

Deirdre Bonar	Lecturer in Humanities
Eimear Carroll	Assistant Lecturer in Humanities
Dr Aiden Carthy	Lecture in Humanities
David Cooke	Lecturer in Humanities
Fergus Comerford	Lecturer in Humanities
Joanie Cousins	Lecturer in Humanities
Sheila Coyle	Assistant Lecturer in Humanities
Shirley Donegan	Assistant Lecture in Humanities
Dr Bozena Dubiel	Assistant Lecturer in Humanities
Geraldine Fay	Assistant Lecturer in Humanities
Dr Ruth Harris	Senior Lecturer in Humanities
Ailish Jameson	Assistant Lecturer in Humanities
Georgina Lawlor	Lecturer in Humanities
Dr Denise Lyons	Lecturer in Humanities
Louise McAnarney	Assistant Lecturer in Humanities
Deirdre McGrath	Lecturer in Humanities
Dr Kevin Murphy	Lecturer in Humanities
Dr Brid Ní Chonaill	Senior Lecturer in Humanities
Siobhan Quinlan	Lecturer in Humanities
Sandra Ratcliffe	Lecturer in Humanities
Garreth Smith	Assistant Lecturer in Humanities
Emmett Tuite	Lecturer in Humanities

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

Dr Larry McNutt	Registrar
Dr Philip Owende	Academic Quality Manager

Validation Panel Findings

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

Strategic planning

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

Evidence of consultation

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

Graduate employment potential

The Social Care sector is one of the main employment sectors in Ireland with graduates working in social care settings in voluntary, statutory and private providers. The panel was of the opinion that there are a wide range of career opportunities for graduates, and based on core knowledge and competence outcomes of the proposed programme, such graduates would be of immediate value to the sector.

Protection of enrolled learners

Part 6 Section 65(1) of the Act⁴ does not apply.

Provisions for quality assurance

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

Programme title and award title

It was the panel's considered opinion that use of the term 'settings' in the title was unclear and did not accurately reflect the managerial competences to be delivered by the programmes (see Recommendations later).

Ethics

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

Consistency

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

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

Teaching and learning

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

Learner assessment

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

Standards of knowledge, skill and competence

Having reviewed the syllabi and assessment methods as proposed, the panel was of the opinion that learners would be capable of attaining the standards of knowledge, skill and competences relevant for the award.

Access, transfer and progression

The panel confirmed that the programme incorporates well-established procedures for access, transfer and progression. These are provided for per the University's Policy *3AD08 Admissions Policy*.

Other salient considerations

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

The evolving role of the manager within social care settings is key to the provision of quality services, and central to this is the ability of managers to effectively lead co-workers in services provisions and related projects. The Management in Social Care Settings programme is intended to enable social care graduates to develop supervisory and management competences. Leading to the development of this programme, a number of social care service providers had highlighted the need for such a programme, as leadership and management roles undergo significant development in the sector. This is primarily due to legislative and regulatory requirements to address disparities in knowledge and competencies, and to provide further professional development opportunities for social care workers.

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

- (1) The word 'Settings' in the programme title seems redundant; 'Leadership' is more appropriate to the programme's sectoral workforce focus.
- (2) Panel noted that the specified contact hours seemed excessive for part-time students and wondered how they will be delivered. Programme team reported that students will be required to attend one day a week, coupled with one Saturday a month plus opportunities for online delivery.
- (3) Panel highlighted that in programme BN429, the Research Methods modules (SSSC H4011 and SSSC H4015) are for a different cohort of learners. In the context of BN429, the modules should be closely tailored to fostering the work and working experience of the students and geared to developing appropriate leadership and management credentials. Therefore, there is need to review both modules to focus on Practice Development. Also, this requires different Programme Learning Outcomes to those in the Applied Social Studies in Social Care programme.
- (4) Financial Management content in module MISC H4011 Fundamentals of Management in Social Care is an important consideration as managers without good handle on this may find expected roles challenging. Managers in the sector will typically control large budgets therefore need such proficiency. Legal responsibility of managers in respect of financial controls and the understanding of financials are also important.
- (5) In respect of Electives, the panel inquired whether the programme team considered offering a range of specialist modules other than module SSSC H4023 Mental Health & Therapeutic Interventions (e.g. module SSSC H4021 Child Protection Perspectives: Safeguarding & Family Support). The programme team explained the rationale for embedding the mental health module was that it was the 'all-encompassing subject' as it covers staff/practitioners as well. However, the programme team recognise the importance and relevance of choice and will consider the possibility of pulling in other modules.
- (6) Noted that programme Assessment Matrix was missing and should be added.
- (7) In the module-by-module discussions, the following points were highlighted:
 - H4011 Needs to be explicit on financial management for the expected role, i.e., not to be equivalent to requirements of a financial manager role.
 - H4023 Should include recovery
 - H4012 Group component assessment % should be corrected to 40%: 30%: 30%
 - SSSC H4011 and SSC H4015 to be reviewed per item (3) above
 - H4013 Should also cover industrial relations and internal organisation structures. Conflict resolution should be covered under HR Management.
 - H4014 could be more formatively assessed as 100% CA. Relevant aspects in technology advancement should be explicit.
 - H4015 Module is timely as it includes Personal Development Plan as a way to future proof careers.
 - H4016 Regulations should refer to latest (2018) versions.
 - Overall, the panel considered the proposal to be a good programme, with good mix of modules that are highly relevant to Social Care workers. The panel recommends a module level review to ensure that all Module Learning Outcomes are set at the correct level in the Award Standard, and that all are measurable. The number of recommended texts in each module to be limited to two-three options, and any others included as supplementary texts.

Revised Course Schedule BN429**Revised Programme Schedule – Bachelor of Arts (Honours) in Leadership and Management in Social Care**

Course code: BN429		Mode: Part-Time									
Award title	Bachelor of Arts (Honours) in Leadership and Management in Social Care	NFQ level						8			
Award type	Major	ECTS credits						60			
Banner code		Programme Format						Add-on			
Minimum Entry Requirements	The minimum entry requirements are an Ordinary Degree in Social Care or Social Science or an equivalent degree. In addition entrants must have at least two years post qualification experience working in a social care setting.										
BN429 Semester 1	Banner code	Status	ECTS Credits	NFQ Level	Student Workload (Hours)			C.A.			Total
					Contact	Independent Learning	Total	CA	Project	Final	
Child Protection, Practice and Policy	APSS H4024	E	5	8	30	95	125		40	100	100
Fundamentals of Management in Social Care	MISC H4011	M	10	8	60	190	250		40	60	100
Mental Health and Therapeutic Interventions	SSSC H4023	E	5	8	30	95	125	40		60	100
Leadership and Professional Development	SSSC H4017	M	5	8	30	55	125	40		60	100
Group Processes	MISC H4012	M	5	8	30	55	125	100			100
Advanced Research Methods 1	SSSC H4011	M	5	8	30	55	125	40	60		100

BN429 Semester 2	Banner code	Status	ECTS Credits	NFQ Level	Student Workload (Hours)			C.A.			Total
					Contact	Independent Learning	Total	CA	Project	Final	
Managing People in Social Care	MISC H4013	M	5	8	30	95	125		40	60	100
Developing Innovation in Social Care	MISC H4014	M	5	8	30	95	125	40		60	100
Professional Development and Ethical Practice	MISC H4015	M	5	8	30	95	125	40	60		100
Legal and Regulatory Frameworks in Social Care	MISC H4016	M	5	8	30	95	125	40		60	100
Applied Research Project	SSSC H4025	M	10	8	30	220	250	100			100

Decision of the Panel

The panel recommends validation of the following programme with **Conditions**⁵/**Recommendations**⁶:

Programme title:	Bachelor of Arts (Honours) in Management in Social Care Settings
Programme code:	BN429
Award Title:	Bachelor of Arts (Honours)
NFQ level:	8 (<i>Add-on to BN125 or Equivalent</i> , 60 ECTS credits)

Conditions

None

Recommendations

- (1) Review the programme title with a view to omitting 'settings' from the title:
For example, the Programme Board could consider *Bachelor of Arts (Honours) in Management and Leadership in Social Care* or similar retitling.
- (2) Revise Programme Learning Outcomes to ensure that all measurable and reflect what the learner will be able to do at the end of the programme.
- (3) Include an assessment matrix in the programme document.
- (4) Consider whether a Practice Development Project is a feasible option in retitled SSSC H4015 Applied Development Project.
- (5) Consider offering module on 'Child Protection Principles Safeguarding Family Support' as an Elective alongside SSSC H4023 Mental Health and Therapeutic Intervention module
- (6) Consider revising assessment weighting of module MISC H4014 Developing Innovation in Social Care to 100% Continuous Assessment (current weighting CA/Examination is 40%/60%)

Commendations

- (1) Good evidence of industry engagement/consultation
- (2) Coherent and enthusiastic engagement of team with the validation panel.
- (3) Team was able to articulate clear and coherent process in development of modules
- (4) Proposed block-delivery format will suit part-time students
- (5) Programme is timely and of high relevance to the target sector.

⁵ A condition is an action, which in the opinion of the validation panel, must be undertaken prior to the commencement of the programme. Conditions are mandatory for programme approval.

⁶ A recommendation is a proposed action, which in the opinion of the validation panel, must be given serious consideration.

Validation Report Sign-off

Chair

Billy Bennett

Date

Secretary

Dr Larry McNutt

Date