



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Template Version 2.0 - 31.05.2017

Independent Evaluation Report on an Application for Validation of a Programme of Education and Training

Part 1

Provider name	Dublin Business School
Date of site visit	20.10.2017
Date of report	

Overall recommendations

Principal programme	Title	Bachelor of Arts in Applied Social Care
	Award	Bachelor of Arts
	Credit	180
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions¹ OR Not Satisfactory</i>	Satisfactory, subject to the proposed conditions. The programme meets the QQI Award Standards in Social Care Work including supervised placement of 840 hours by an experienced social care practitioner.

Embedded programme	Title	Certificate in Social Care
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¹ Normally an application that fails to meet the criteria in any of its aspects will be considered as not satisfactory. Nevertheless, so as to ensure that the validation process will not be implemented unreasonably, if an independent evaluation finds that a programme virtually meets the validation criteria but needs some minor modifications, the independent evaluation could conclude "Satisfactory subject to recommended special conditions" where the special conditions prescribe the defects that require to be corrected.

Further, in exceptional cases the 'special conditions' may be used to identify parts of the application that are considered satisfactory on a stand-alone basis. For example, an application might propose a programme to be provided at two locations but the independent evaluation report may find the application satisfactory on condition that it be provided only at one specified location and not at the other. These conditions will not however be used to recommend that QQI can be satisfied with a programme conditional on a different QQI award (e.g. at a lower NFQ level or having a different CAS award title) being sought than the one identified in the application.

	Award	Certificate
	Credit	60
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Not Satisfactory. This programme requires considerable content changes due to the necessary restructuring of the parent level 7 programme.

Evaluators

Evaluators		
Name	Role	Affiliation
Ms Ann Campbell	Chairperson	Former President, Dundalk Institute of Technology
Mr Dermot Finan	Secretary	Former Registrar, Institute of Technology Sligo
Dr Lorraine Boran	BSc Psychology Programme Co-Ordinator	Programme Co-ordinator (B.Sc. in Psychology), Dublin City University
MS Louise Gaddi	Qualifications Manager	Qualifications Manager, Scottish Qualifications Authority
Dr Aoife Killeen	Lecturer in Social Sciences	Lecturer in Social Studies, Cork Institute of Technology
Amanda Pyron	Assistant Director	Assistant Director of Bernardos' Learning and Development Service
Serena Mc Kay	Post graduate student	Institute of Technology Blanchardstown

Principal Programme

Names of centres where the programmes are to be provided	Maximum number of learners	Minimum number of learners
Dublin campus, Angier Street	50	10

Enrolment interval (<i>normally 5 years</i>)	Date of first intake	September 2018
	Date of last intake	September 2022
Maximum number of annual intakes	1	
Maximum total number of learners per intake	50	
Programme duration (months from start to completion)	36	
Target learner groups	Leaving Certificate students who meet the minimum entry requirements for the programme and mature learners.	

Approved countries for provision	Ireland
Delivery mode: Full-time/Part-time	Full-time and Part-time
The teaching and learning modalities	Formal lectures; seminars; interactive group work; specific learning groups as defined by area of practice and academic need; workshops; presentations; case-based learning; materials delivered through DBS VLE.
Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)	The programme is for learners wishing to pursue a career in the caring professions and is intended to provide a firm grounding in relevant theory and practice. Particular emphasis will be paid to the applied dimension with a number of skills- based aspects, which will train learners in professional best practice. Insert " <i>Course participants will undertake mandatory periods of supervised practice placement amounting to 840 hours.</i> " Graduates will be employable in a number of fields in the caring professions, including care for the older person and children, in residential, home and community settings, care for those with intellectual physical and sensory disability, as well as in homeless and addiction support services.
Summary of specifications for teaching staff	Six (6) whole time equivalent lecturers in Social Care and related disciplines
Summary of specifications for the ratio of learners to teaching-staff	1:50 lecture 1:20 tutorials/seminars

Part 2 Evaluation against the validation criteria

QQI's validation criteria and sub-criteria are copied here in grey panels.

Criterion 1

<p>The provider is eligible to apply for validation of the programme</p> <ul style="list-style-type: none"> a) The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme. b) The application for validation is signed by the provider's chief executive (or equivalent) who confirms that the information provided is truthful and that all the applicable criteria have been addressed. c) The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements.² 	
Satisfactory	Comment
Partially	<p>The Panel is advised by QQI that criteria (a) and (b) have been met. Information was not provided on the proposed centres in Cork and Galway. Hence, the Panel did not consider validation of this programme and the embedded award at these centres.</p> <p>c) It is a proposed condition of validation that DBS map the programme to CORU's "Standards of Proficiency for Social Care Workers and "Criteria for Education and Training Programmes" and that where gaps are identified through this mapping exercise, a plan of action is drawn up to address such deficiencies.</p>

Criterion 2

<p>The programme objectives and outcomes are clear and consistent with the QQI awards sought</p> <ul style="list-style-type: none"> a) The programme aims and objectives are expressed plainly. b) A QQI award is specified for those who complete the programme. <ul style="list-style-type: none"> (i) Where applicable, a QQI award is specified for each embedded programme. c) There is a satisfactory rationale for the choice of QQI award(s). d) The award title(s) is consistent with unit 3.1 of QQI's <i>Policy and Criteria for Making Awards</i>. e) The award title(s) is otherwise legitimate for example it must comply with applicable statutory, regulatory and professional body requirements. f) The programme title and any embedded programme titles are <ul style="list-style-type: none"> (i) Consistent with the title of the QQI award sought. (ii) Clear, accurate, succinct and fit for the purpose of informing prospective learners and other stakeholders. g) For each programme and embedded programme <ul style="list-style-type: none"> (i) The minimum intended programme learning outcomes and any other educational or training objectives of the programme are explicitly specified.³ (ii) The minimum intended programme learning outcomes to qualify for the QQI award sought are consistent with the relevant QQI awards standards.

² This criterion is to ensure the programme can actually be provided and will not be halted on account of breach of the law. The declaration is sought to ensure this is not overlooked but QQI is not responsible for verifying this declaration of enforcing such requirements.

³ Other programme objectives, for example, may be to meet the educational or training requirements of a statutory, regulatory or professional body.

<p>h) Where applicable, the minimum intended module learning outcomes are explicitly specified for each of the programme's modules.</p> <p>i) Any QQI minor awards sought for those who complete the modules are specified, where applicable.</p> <p>For each minor award specified, the minimum intended module learning outcomes to qualify for the award are consistent with relevant QQI minor awards standards.⁴</p>	
Satisfactory (yes, no, partially)	Comment
Partially	<p>The Panel is satisfied that:</p> <ul style="list-style-type: none"> a) The programme aims and objectives are expressed plainly; b) A QQI award is specified for those who complete the programme; c) There is a satisfactory rationale for the choice of QQI award(s). However, the rationale for the proposed embedded award, which is a Special Purpose Award comprising of 60 ECTS credits should be re-considered and should clarify in greater detail what constitutes a 'valid reason' for exit. The Panel notes that the 'Social Care Assistant' is not a recognised profession. d) The award title(s) is consistent with unit 3.1 of QQI's <i>Policy and Criteria for Making Awards</i>. (See also (f) below). e) The award title(s) is otherwise legitimate and complies with applicable statutory, regulatory and professional body requirements as stated in CORU's "Standards of Proficiency for Social Care Workers and "Criteria for Education and Training Programmes". f) The proposed title sought for the Level 7 award i.e. BA in Applied Social Care is consistent with unit 3.1 of QQI's <i>Policy and Criteria for Making Awards</i>. However, as the restructuring of the Level 7 programme of the BA in Applied Social Care fundamentally alters the first year of the programme, the embedded programme as it stands may not lead to an award at this time. The embedded award may be revised and re-submitted for validation. g) The Panel advises that the minimum intended learning outcomes for the Level 6 programme will require revision before validation may be considered. The sequencing of module delivery in the proposed structure for the Level 7 programme doesn't support the development and progression of a social care practitioner due to its practical focus at Stage 1. Certain modules (e.g. Social Policy and Law for Social Care 1 and Psychology through the Lifespan 1) are proposed at Stage 1 to focus on the older person rather than on the younger person, as is the norm. It thereby moves too quickly from important introductory module material to a focus on the older person, without giving due consideration to lifespan changes. (Section 3). See also comments under Criterion 5 (a) below. h) The programme should be re-aligned at Level 7 in the light of the above comments to ensure that graduates have developed the skills and abilities to deal with vulnerable service users of all ages, young and old. This will require a re-design of the first year of the programme. i) MIMLOs are specified for module learning outcomes. See also comments on individual modules under Criterion 5 below. j) No minor awards are sought for those who complete modules although those wishing to upskill will be facilitated to undertake individual modules and gain ECTS credits when such are successfully completed.

⁴ Not all modules will warrant minor awards. Minor awards feature strongly in the QQI common awards system however further education and training awards may be made outside this system.

Criterion 3

The programme concept, implementation strategy, and its interpretation of QQI awards standards are well informed and soundly based (considering social, cultural, educational, professional and employment objectives)

- a) The development of the programme and the intended programme learning outcomes has sought out and taken into account the views of stakeholders such as learners, graduates, teachers, lecturers, education and training institutions, employers, statutory bodies, regulatory bodies, the international scientific and academic communities, professional bodies and equivalent associations, trades unions, and social and community representatives.⁵
- b) The interpretation of awards standards has been adequately informed and researched; considering the programme aims and objectives and minimum intended programme (and, where applicable, modular) learning outcomes.
 - (i) There is a satisfactory rationale for providing the programme.
 - (ii) The proposed programme compares favourably with existing related (comparable) programmes in Ireland and beyond. Comparators should be as close as it is possible to find.
 - (iii) There is support for the introduction of the programme (such as from employers, or professional, regulatory or statutory bodies).
 - (iv) There is evidence⁶ of learner demand for the programme.
 - (v) There is evidence of employment opportunities for graduates where relevant⁷.
 - (vi) The programme meets genuine education and training needs.⁸
- c) There are mechanisms to keep the programme updated in consultation with internal and external stakeholders.
- d) Employers and practitioners in the cases of vocational and professional awards have been systematically involved in the programme design where the programme is vocationally or professionally oriented.
- e) The programme satisfies any validation-related criteria attaching to the applicable awards standards and QQI awards specifications.

Satisfactory (yes, no, partially)	Comment
Yes	<p>(a) The development and design of the programme has been informed by consultation with employers in the caring profession as well as professionals in residential care, in care for the older person, intellectual and physical disability and addiction services. Learners were surveyed by talking to focus groups and students in the final year of a DBS part time programme and the indications are that the programme meets the target learners' education and training needs.</p> <p>(b) The interpretation of awards standards has been adequately informed and researched. The MIPLOs are mapped to the Awards Standards - Social Care Work. However, the mapping, though detailed, is difficult to read and requires continuous cross-referencing. The Panel recommends that the MIPLOs are mapped to the Awards Standards for this Level 7 programme in the same manner as has been done for the proposed BA (Honours) in Applied Social</p>

⁵ Awards standards however detailed rely on various communities for their interpretation. This consultation is necessary if the programme is to enable learners to achieve the standard in its fullest sense.

⁶ This might be predictive or indirect.

⁷ It is essential to involve employers in the programme development and review process when the programme is vocationally or professionally oriented.

⁸ There is clear evidence that the programme meets the target learners' education and training needs and that there is a clear demand for the programme.

Care.

- (i) There is a satisfactory rationale for providing the programme. For ease of reference however, it would be helpful if the programme submission could be better aligned to the QQI Criteria for the Validation of a Programme and include a numbering system for modules.
 - (ii) In relation to the minimum intended learning outcomes for the Level 7 programme, Dublin Business School has compared the MIPLO's with those of comparable programmes at Cork Institute of Technology and the University of Bolton. There is evidence that the DBS programme "places emphasis on practical skills training both in and out of the workplace." A greater emphasis on the disciplines fundamental to Applied Social Care is necessary to strengthen the programme. Ref Criterion 2(g). Given the focus on theoretical modules such as psychology/social policy/sociology, social care practice elements need to be clearly evident in module outlines given CORU's standards and the number of hours on placement, which require students to have a diverse range/knowledge/skills. The programme document has catalogued support for the introduction of the programme from selected employers and refers to national reports to evidence demand for graduates.
 - (iii) DBS has researched learner demand for the programme by surveying its own students and graduates. There were mixed views on the Panel as to the sufficiency of this research, with some members taking the view that learner demand might have been more widely canvassed.
 - (iv) Evidence of opportunities for employment is presented in Section 3.11 page 64 of the DBS Programme submission. Opportunities exist for qualified graduates in social care settings in residential and home care for the older person and for children and young adults. DBS consulted recruitment agencies (e.g. CPL) who are active in the sector and have indicated that the market is vibrant and in particular there are employment opportunities in the areas of Social Care – Disability and Residential Care for Teenagers and Family Support Workers and Access Workers.
- (c) There are mechanisms in DBS to keep the programme updated such as surveys of employers, practitioners, graduates and learners and the findings of these surveys are considered and acted upon by the Programme Team. Ref. DBS programme submission, Section 3.14 page 66.
- (d) Employers and practitioners have been involved in the programme design.
- (e) In compliance with QQI/CORU standards supervised practice placements in an approved care setting amounting to a total of 840 hours is a mandatory component in Years 2 and 3 of the Level 7 BA programme in Applied Social Care in DBS.

Criterion 4

The programme's access, transfer and progression arrangements are satisfactory

- a) The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in QQI's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied⁹.
- b) Programme information for learners is provided in plain language. This details what the programme expects of learners and what learners can expect of the programme and that there are procedures to ensure its availability in a range of accessible formats.
- c) If the programme leads to a higher education and training award and its duration is designed for native English speakers, then the level of proficiency in English language must be greater or equal to B2+ in the Common European Framework of Reference for Languages (CEFR¹⁰) in order to enable learners to reach the required standard for the QQI award.
- d) The programme specifies the learning (knowledge, skill and competence) that **target learners** are expected to have achieved before they are enrolled in the programme and any other assumptions about enrolled learners (programme participants).
- e) The programme includes suitable procedures and criteria for the **recognition of prior learning** for the purposes of access and, where appropriate, for advanced entry to the programme and for exemptions.
- f) The programme title (the title used to refer to the programme):-
 - (i) Reflects the core *intended programme learning outcomes*, and is consistent with the standards and purposes of the QQI awards to which it leads, the award title(s) and their class(es).
 - (ii) Is learner focused and meaningful to the learners;
 - (iii) Has long-lasting significance.
- g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.

Satisfactory (yes, no, partially)	Comment
Yes	<p>(a) Access, Transfer and Progression routes are well described in Section 4 of the programme submission. Entry routes are satisfactory. Information about the programme will be available on the DBS website. There does not, however, appear to be an access route for candidates with FETAC Level 5 qualifications. The Panel recommends that an access route be identified for holders of a FETAC Level 5 award. Transfers from other colleges into the programme are set out together with progression opportunities for learners who may wish to transfer to other institutions on completion of the Level 7 programme. See also comments under 2 (c) above in relation to the proposed embedded award.</p> <p>(b) Information for learners about the programme is provided in plain language in the School's Prospectus, in brochures and on line. Such information must also inform learners regarding CORU's Fitness to Practice requirements for registration.</p> <p>(c) English language requirements are aligned to the Common European Framework of Reference for Languages and proficiency must be greater or equal to B2+ on this</p>

⁹ Each of the detailed criteria set out in the Policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training must be addressed in the provider's evaluation report. The detailed criteria are (QQI, restated 2015) arranged under the headings

- Progression and transfer routes
- Entry arrangements
- Information provision

¹⁰ http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf (accessed 26/09/2015)

	<p>Framework. The Panel notes that DBS is ACELS accredited.</p> <p>(d) The programme specifies the learning (knowledge, skill and competence) that target learners are expected to have achieved prior to enrolment in Section 4.2 of programme submission.</p> <p>(e) The programme document sets out in Section 4.2.9 the arrangements for the recognition of prior learning for the purposes of access and for exemptions.</p> <p>(f) The Panel is satisfied that the programme title reflects the core MIPLOs and is consistent with the standards and purpose of the QQI awards to which it leads; that it is meaningful to learners and has long-lasting significance.</p> <p>(g) The programme title is otherwise legitimate.</p>
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Criterion 5

The programme's written curriculum is well structured and fit-for-purpose	
<p>a) The programme is suitably structured and coherently oriented towards the achievement by learners of its intended programme learning outcomes. The programme (including any stages and modules) is integrated in all its dimensions.</p> <p>b) In so far as it is feasible the programme provides choice to enrolled learners so that they may align their learning opportunities towards their individual educational and training needs.</p> <p>c) Each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended <i>programme</i> learning outcomes.</p> <p>d) The objectives and purposes of each of the programme's elements are clear to learners and to the provider's staff.</p> <p>e) The programme is structured and scheduled realistically based on sound educational and training principles¹¹.</p> <p>f) The curriculum is comprehensively and systematically documented.</p> <p>g) The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes.</p> <p>h) The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes.</p> <p>i) Elements such as practice placement and work based phases are provided with the same rigour and attentiveness as other elements.</p> <p>j) The programme duration (expressed in terms of time from initial enrolment to completion) and its fulltime equivalent contact time (expressed in hours) are consistent with the difference between the minimum entry standard and award standard and with the credit allocation.¹²</p>	
Satisfactory (yes, no, partially)	Comment Partially
	(a) In the view of the Panel the proposed structure of the programme does not support the development and progression of a social care practitioner due to its undue focus at Stage 1 of the programme on the care of the older adult. A life course focus on the Social Care programme is relevant and key to the overall programme learning outcomes. A question about the conceptual focus on ageing in Lifespan 1

¹¹ This applies recursively to each and every element of the programme from enrolment through to completion.

In the case of a modular programme, the pool of modules and learning pathway constraints (such as any prerequisite and co-requisite modules) is explicit and appropriate to the intended programme learning outcomes.

¹² If the duration is variable, for example, when advanced entry is available, this should be explained and justified

(Level 6) and childhood, adolescence and early adulthood (Level 7) was posed at the panel meeting on 20th October. Whilst the response was robust and aligned with the programme's overall focus on ageing in Stage 1 (Ref. Section 5.1.3, page 77 programme submission), typical teaching of lifespan would begin with developmental aspects (childhood to adolescence) and progress to adulthood and ageing aspects. Given that ageing aspects in typical and atypical populations address plateau and decline issues, and are a comparator to understanding early development (atypical) to adulthood, the Panel would advise that a programme-specific focus on ageing should not determine the content in all Stage 1 modules, including Psychology. **The Panel therefore proposes that it be a condition of validation that the Level 7 programme be re-aligned to better support the development of the social care practitioner.** See Criterion 2 (g) above). The Panel advises that such re-alignment should be undertaken and documented in a revised programme submission before validation is granted. See also further comments in relation to modules under (c) below.

(b) The programme does not afford learners any choice of module. The Panel recommends that elective(s) be available to learners especially at the award stage.

(c) – (f) In relation to module descriptors:

- Overall it was evident to the Panel that huge work and effort went in to creation of modules with in depth information provided on aims/rationale/learning outcomes etc.
- The module content of the programme needs to align with a focus on the empowerment of the individual especially if learners are to achieve all standards of proficiency required of a Social Care Worker. This needs to be clearer in practice based modules
- Some minor inconsistencies across the modules should be reviewed by the programme board. Titles/Aims/MIMLO's/content of some modules need to be reviewed for content/assessment alignment.
- Safeguarding/welfare/child protection/disclosure/duty of care/types and effects of abuse not focused on strongly enough in terms of both adults/children. Children First guidelines place an obligation on organisations providing services to young people including 'centres of education' to carry out a risk assessment of potential risks of 'harm' followed by a Child Safeguarding Statement to outline how these risks will be managed. It is recommended that DBS puts in place these mechanisms to promote the welfare and protection of children, due to that fact that some students may be under the age of 18 at time of enrollment. In line with Children First it is also recommended that DBS appoint a designated liaison person to follow up and report any child protection concerns. This person, who may be an employee within DBS should be 'knowledgeable about child protection and be provided with any training considered necessary to fulfil this role' (Children First 2017).
More emphasis on different types of care plans for children is required. Some key Social Care Practice and Social/government Policy texts should be included.
- Key additions required include for example, Children First Guidelines 2017 /Social Care Practice publications/CORU released standards. Essential and Supplementary reading should be up to date and aligned with module content. More recent Social Care Practice publications should be included as should more journal articles, government reports and online links across all modules e.g. key government reports such as the Ryan report. Social Care: Learning from Practice

2014/Social Care Practice in Ireland 2009 and Integrated Care for Ireland 2013 should be considered and added to resources in library. Social work texts which are not fully relevant should be removed from the reading lists. Module descriptors should specify which IJASS journals should be read in each module.

- Social policy modules which include 'law' are attempting to cover a breadth of key essential areas in which Social Care Workers need to be knowledgeable, in order to engage effectively in their professional practice. These three modules are essential.
- Overall, the focus on behaviours of concern dealt with managing 'challenging' behaviours rather than positive behaviour support. The programme should place greater emphasis on ethics, positive risk taking, positive behaviour support, reflective writing, types and names of supports/organisations available, family support/early intervention/community based approach.
- Core elements of youth work are not clearly addressed. The course outline focuses on mental health /addiction studies etc. and does not cover areas of youth work in any module outline.
- Meeting CORU's CPD requirements is necessary.
- The rationale for the respective weighting of 5 and 10 credit modules should be documented.

It is a proposed condition of validation that DBS should carry out a risk assessment of potential risks and develop a Child Protection Policy in keeping with best practice and ensure that students are prepared to address child protection concerns as they may arise on practice placements. This policy to be available not later than 28th February 2018.

Recommendations on specific modules on the programme:

Core texts should be current and care be taken that they cover areas of content in all modules

Professional Practice 1

More appropriate texts should be outlined.

Learning to Learn

There is insufficient focus on referencing and plagiarism. Stella Cottrell's "Study Skills" Handbook is recommended. The main focus for this module should be on study skills, written/oral communication in academia and building academic skills in order to prepare for 3-4 years of study (to include difference between academic essays and reflective writing).

Social Care in Practice

As this is a practice based module, best practice on core human rights/abuse/safeguarding needs to be covered in more detail. How the person centred model outlined is being met needs to be clearer. Core texts need to be specified.

Social Policy and Law for Social Care 1

Law relating to Social Care should be given greater emphasis. It is unclear why features related to older people the focus of this module. Up to date legislation and

best practice should be given a greater focus.

In section two, it should be ensured that equality legislation and human rights frameworks related to children, older adults and people with disabilities be addressed. Reading list should incorporate Introduction to Law.

Mental Health Awareness

This module should be interlinked with health and wellbeing. Title/ aim/MIMLO and content should align. Further texts and information should be included on how SCWs can help people deal with and improve their mental health.

Work with Intellectual and Physical Disability

The Panel recommends that:

- The Programme Team consider calling this module Disability Studies to better reflect the syllabus content and to better address the needs of people wide a range of disabilities. Greater clarity might be given to the meaning of 'disability management' in this module as it is not a term commonly used. The more common terms used are 'coping with' or 'dealing with' or 'supporting disability'.
- Module content should highlight a human rights based approach to disability. The UNCRPD should be mentioned with a focus on Article 19 on the right to independent living with outline government approaches to de-congregation and efforts to support independent living in the community, as this area has experienced a huge shift in focus, which the Social Care Worker needs to be aware of.
- Approaches to communication such as PECS for people who are non-verbal and communicate in other ways should be highlighted.
- Ways of supporting complex needs and multiple conditions such as mental illness should be included in conjunction with other modules.
- This module should be better aligned with CORU standards. Reading lists (2/3 of texts) are not aligned with module content. More relevant and up to date reading resources based on content should be included.
- It is recommended that the module be reviewed to incorporate a clear 'supportive' element to working with people with disabilities through a positive behaviour support/quality of life model and approaches to addressing complex needs of the individual.

Social Policy and Law for Social Care 2

The Panel considered that this module was extremely important due to its coverage of key issues related to legal and social framework. The Panel recommends:

- In the next programme review, the inclusion of Law as a standalone module should be considered;
- There should be a focus on children for the second version of this module;
- A two hour lecture on child protection should be extended to include core knowledge required for SCW- types of abuse, safeguarding, DLO, Children First, protective disclosure;
- Coverage of Guardian ad Litem should also be extended;
- Children First Guidelines and Reports should be included in reading lists;
- The TUSLA website should also be included;
- Given the constant changes in this area, it should be ensured that all texts are up to date as students may not be able to determine legislative and

policy changes.

Supplementary reading is not directly aligned with content covered in module.

Health Promotion and Awareness

The Panel suggests that there should be more emphasis on promoting the wellness of people/individuals who require support and therefore recommend the following

- That the emphasis on the promotion of health awareness in care practice be increased;
- Content and assessment need to outline approaches to promoting health awareness in social care practice for different groups of people in society;
- Assessment should focus on encouraging/implementing strategies with service users or in particular organisations;
- This module should be linked in with other modules so that learning can be applied in social care practice.

Professional Practice 2 therapeutic approaches in the caring professions

The Panel recommends that the Programme Team consider group work as part of this module.

Professional Practice 3- Team working and Facilitation Scheme

It should be ensured that the module content is in line with CORU standards. The reading list should include Social Care texts.

Research Literacy (RL) within Psychology Modules

Research methods at Levels 6 and 7 are not included within one module but embedded in two, one of which is Lifespan 1. Whilst this is an acceptable approach, especially within modules that can be assessed with a focus on RL, a rethink is required on how best to support RL across the module (e.g. practicals that support RL linked to various topics within lifespan) rather than a primer in RL at the beginning of the module. It is advisable to adopt coherent and smart design in delivering, assessing and providing feedback on RL across modules (Psychology and Other) within both programmes.

Lifespan 2

Pre-requisite, page 105

The Panel understands that pre-requisite modules named within the document are not treated as pre-requisites in terms of programme regulations e.g. a pre-requisite must be passed or cannot be compensated etc. It is unclear what is meant by pre-requisite in this context. This should be clarified.

Abnormal Psychology,

In line with the overall programme focus on community, family and social models other than the medical or disease model within Social Care, the Panel advises that this module aims, indicative content, and learning outcomes be adapted to include a broader focus on psychological health, disorders and interventions. Psychology modules embedded in this programme should be applied to Social Care (applied

approaches are used in other health-discipline programmes such as Nursing etc.)

Psychology (Lifespan 1)

The Panel suggests a developmental focus at Stage 1, and then an adolescent/early adult to late adulthood focus at stage 2, that maps onto the 'Abnormal' module focus on primarily developmental and life course issues; and other cognate modules such as Addiction.

Social Psychology,

LO 1 requires learners to 'demonstrate abstract thinking in respect of the basic themes and issues within Social Psychology'. Typically operational terms are used in LOs, so the use of 'Abstract thinking' is very generic and unhelpful as an outcome. The Panel suggests the Programme Team consider terms such as 'critical evaluation, synthesis' etc.

The Panel suggests retitling the module to reflect the applied nature of this module in Social Care; including an applied focus within indicative content and reading materials e.g. focus on group dynamics etc. The main reason is that it is clear to potential employers and within HEIs that bespoke and applied modules in Psychology are embedded within this programme to support overall programme learning outcomes.

(i) Placement is a mandatory element of the programme. It may not, under any circumstance be substituted by any form of in house assignment/project. Such would not comply with the placement requirements of CORU/QQI Standard. Students in DBS will undertake 840 hours of practice placement over Stages 2 and 3 of the programme. Each placement comprises 420 hours in blocks of 12 weeks at 35 hours per week. The Panel is satisfied that the learning outcomes of the placements are appropriately assessed. Ref Criterion 8 (c).

Criterion 6

There are sufficient qualified and capable programme staff available to implement the programme as planned

- a) The specification of the programme's staffing requirements (staff required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme and its defined purpose. The specifications include professional and educational qualifications, licences-to-practise where applicable, experience and the staff/learner ratio requirements. See also criterion 12 c).
- b) The programme has an identified complement of staff¹³ (or potential staff) who is available, qualified and capable to provide the specified programme in the context of their existing commitments.
- c) The programme's complement of staff (or potential staff) (those who support learning including any employer-based personnel) are demonstrated to be competent to enable learners to achieve the intended programme learning outcomes and to assess learners' achievements as required.
- d) There are arrangements for the performance of the programme's staff to be managed to ensure continuing capability to fulfil their roles and there are staff development¹⁴ opportunities¹⁵.
- e) There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance.
- f) Where the programme is to be provided by staff not already in post there are arrangements to ensure that the programme will not enrol learners unless a complement of staff meeting the specifications is in post.

Satisfactory (yes, no, partially)	Comment
Yes	<p>a) The Panel was advised that DBS is committed to complying with CORU's norms for staff requirements (including teaching, supervisory personnel and staff student ratios) and the programme will meet the criteria set by the Social Care Regulatory Board. Ref DBS submission 2.1 page 27.</p> <p>b) The Panel notes that the Programme Team is highly competent and capable. An important factor to consider is the staff: student ratio, based on workload requirements etc. The maximum ratio cited for either full or part-time modes is quite high. In the absence of specific professional regulatory requirements in Social Care, it would be important to monitor ratios so that student learning is adequately supported.</p> <p>c) DBS plan to recruit staff well in advance of the commencement of the programme. The School will ensure that all staff members are Garda vetted as soon as possible and the Panel reminds DBS that staff will need to be eligible to register with CORU.</p>

¹³ Staff here means natural persons required as part of the programme and accountable (directly or indirectly) to the programme's provider, it may for example, include contracted trainers and workplace supervisors.

¹⁴ Development here is for the purpose of ensuring staff remains up-to-date on the discipline itself, on teaching methods or on other relevant skills or knowledge, to the extent that this is necessary to ensure an adequate standard of teaching.

¹⁵ Professional or vocational education and training requires that teaching staff's professional/vocation knowledge is up to date. Being qualified in a discipline does not necessarily mean that a person is currently competent in that discipline. Therefore, performance management and development of professional and vocational staff needs to focus on professional/vocational competence as well as pedagogical competence. Professional development may include placement in industry, for example. In regulated professions it would be expected that there are a suitable number of registered practitioners involved.

	<p>d) The Panel was advised that staff will be subject to DBS’s staff appraisal procedures and will be expected to engage in appropriate professional development as required.</p> <p>e) CPD opportunities are available for staff. Staff CVs demonstrate that staff are research active. DBS is also aware of the need to ensure that staff keep updating their skills through ongoing learning and practice.</p> <p>f) Staff appraisal arrangements are in place.</p> <p>g) It is recommended that learners should only be enrolled when the appropriate complement of staff is in place in conformity with CORU’s “Criteria for Education and Training Programmes.</p> <p>It is a proposed condition of approval that DBS appoint a liaison officer whom learners can consult regarding issues which may arise during placements.</p>
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Criterion 7

There are sufficient physical resources to implement the programme as planned

- a) The specification of the programme’s physical resource requirements (physical resources required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme, its defined purpose and its resource/learner-ratio requirements. See also criterion 12 d).
- b) The programme has an identified complement of supported physical resources (or potential supported physical resources) that are available in the context of existing commitments on these e.g. availability of:
 - (i) suitable premises and accommodation for the learning and human needs (comfort, safety, health, wellbeing) of learners (this applies to all of the programme’s learning environments including the workplace learning environment)
 - (ii) suitable information technology and resources (including educational technology and any virtual learning environments provided)
 - (iii) printed and electronic material (including software) for teaching, learning and assessment
 - (iv) suitable specialist equipment (e.g. kitchen, laboratory, workshop, studio) – if applicable
 - (v) technical support
 - (vi) administrative support
 - (vii) company placements/internships – if applicable
- c) If versions of the programme are provided in parallel at more than one location each independently meets the location-sensitive validation criteria for each location (for example staffing, resources and the learning environment).
- d) There is a five-year plan for the programme. It should address
 - (i) Planned intake (first five years) and
 - (ii) The total costs and income over the five years based on the planned intake.
- e) The programme includes controls to ensure entitlement to use the property (including intellectual property, premises, materials and equipment) required.

Satisfactory (yes, no, partially)	Comment
Yes	a) DBS utilises 73 lecture rooms across five buildings, each equipped with latest AV equipment These vary in size from accommodating 30 to 150 learners. Members of the Panel viewed a sample of the accommodation, including the library and are

	<p>satisfied that the accommodation and the library are adequate and fit for purpose. Student support through the library is impressive. A member of the Panel also reviewed computer services and IT resources. There are currently 13 computer laboratories of varying sizes in DBS. All learners are provided with individual logons to the internal network and have access to Moodle (the DBS VLE).</p> <p>(b) DBS plan to provide a dedicated and appropriately equipped social care room to include resources for training in practical care skills such as manual handling, hygiene/infection control and first aid as well as for art and music therapies. During the site visit a video of the equipment which the School planned to install in the social care room was demonstrated for the Panel members who expressed general satisfaction with the plan.</p> <p>c) The Panel has not considered validation of this programme for delivery at more than one location.</p> <p>d) A five-year plan for the programme detailing planned intake together with related total income and associated costs was provided to the Panel on the day of the site visit.</p> <p>e) The Panel confirms that all DBS's properties are on medium / long term leases and that controls to ensure that the materials and equipment necessary to deliver this programme are in place.</p>
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Criterion 8

The learning environment is consistent with the needs of the programme's learners

- a) The programme's physical, social, cultural and intellectual environment (recognising that the environment may, for example, be partly virtual or involve the workplace) including resources and support systems are consistent with the intended programme learning outcomes.
- b) Learners can interact with, and are supported by, others in the programme's learning environments including peer learners, teachers, and where applicable supervisors, practitioners and mentors.
- c) The programme includes arrangements to ensure that the parts of the programme that occur in the workplace are subject to the same rigours as any other part of the programme while having regard to the different nature of the workplace.

Satisfactory (yes, no, partially)	Comment

Partially	<ul style="list-style-type: none"> a) The Panel is satisfied that the programme’s physical, social, cultural and intellectual environments including virtual delivery and arrangements for workplace learning are consistent with the MIPLOs. b) Learners can interact with and are supported by peers, learners, teachers and supervisors. See recommendation under Criterion 6 above in relation to the appointment of a liaison officer. c) Placement resources in DBS include a placement supervisor/mentor for the student, an academic supervisor who will visit the student on placement as well as a placement co-ordinator who will work with both the supervisors and the student for the duration of the work placement. Online library resources are available to students. The workplace is a learning environment and accordingly the placement co-ordinator needs to be satisfied that a culture of learning exists in the placement /workplace where the student is placed. d) The DBS Placement Handbook 2017 for students of the BA in Applied Social Care sets out in great detail the rationale for work placement, the organisation of work placement, learners’ preparation for work placement, supervision of work placement and the evaluation of work placement. The Placement Handbook also sets out the roles of the Academic Placement Supervisor and the Placement Co-ordinator. A Placement page on Moodle supports the module. e) In line with Children First (2017), it is recommended that DBS puts in place mechanisms to promote the welfare and protection of children, due to the fact that some students may be under the age of 18 at time of enrollment. Children First guidelines place an obligation on organisations providing services to young people including ‘centres of education’ to carry out a risk assessment of potential risks of ‘harm’ followed by a Child Safeguarding Statement to outline how these risks will be managed. f) The Panel recommends that DBS develop a Child Protection Policy to conform to good practice. g) It is recommended that DBS ensure that students are prepared to address child protection concerns as they arise on practice placements and that the practice supervisor should be trained in child protection. h) It is recommended also that DBS ensures that the placement policy and procedures as described in the School’s Placement Handbook be fully adhered to and that an annual review be carried out by the Quality Assurance Officer to ensure compliance and report to the Registrar on any shortcomings.
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Criterion 9

There are sound teaching and learning strategies

- a) The teaching strategies support achievement of the intended programme/module learning outcomes.
- b) The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes.
- c) The programme enables enrolled learners to attain (if reasonably diligent) the minimum intended

<p>programme learning outcomes reliably and efficiently (in terms of overall learner effort and a reasonably balanced workload).</p> <p>d) Learning is monitored/supervised.</p> <p>e) Individualised guidance, support¹⁶ and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.</p>	
Satisfactory (yes, no, partially)	Comment
Yes	<p>(a) The Panel is satisfied that the teaching strategies support the intended programme/module learning outcomes and commends DBS on their approach to Blended Learning. Moodle is DBS's Virtual Learning Environment and it supports the learner through the programme.</p> <p>(b) The placement modules are intended to support authentic learning opportunities as also are other initiatives such as guest lectures.</p> <p>(c) The Panel is satisfied with the learner workload.</p> <p>(d) It was noted that learner attendance is taken during every module and an early warning system is in place to ensure that where a student's attendance falls short, support is available from the programme co-ordinator.</p>

Criterion 10

There are sound assessment strategies

- All assessment is undertaken consistently with *Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards*¹⁷
- The programme's assessment procedures interface effectively with the provider's QQI approved quality assurance procedures.
- The programme includes specific procedures that are fair and consistent for the assessment of enrolled learners to ensure the minimum intended programme/module learning outcomes are acquired by all who successfully complete the programme.¹⁸
- The programme includes formative assessment to support learning.
- There is a satisfactory written **programme assessment strategy** for the programme as a whole and there are satisfactory module assessment strategies for any of its constituent modules.¹⁹
- Sample assessment instruments, tasks, marking schemes and related evidence have been provided for each award-stage assessment and indicate that the assessment is likely to be valid and reliable.
- There are sound procedures for the moderation of summative assessment results.
- The provider only puts forward an enrolled learner for certification for a particular award for which a programme has been validated if they have been specifically assessed against the standard for that award.²⁰

¹⁶ Support and feedback concerns anything material to learning in the context of the programme. For the avoidance of doubt it includes among other things any course-related language, literacy and numeracy support.

¹⁷ See the section on transitional arrangements.

¹⁸ This assumes the minimum intended programme/module learning outcomes are consistent with the applicable awards standards.

¹⁹ The programme assessment strategy is addressed in the Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards. See the section on transitional arrangements.

²⁰ If the award is a QQI CAS compound award it is not necessarily sufficient that the learner has achieved all the components specified in the certification requirements unless at least one of those components is a capstone component (i.e. designed to test the compound learning outcomes).

Satisfactory (yes, no, partially)	Comment
Yes	<p>(a) Assessment principles are embedded throughout the assessment strategies for the programme. There is a variety of assessment methods covering both formative and summative assessment clearly linked to the module and course-level learning outcomes. Formative and summative assessment will allow the learners to demonstrate the skills and knowledge they have acquired at both module and course level. Feedback mechanisms are in place and include guidance on how to improve performance. All of the assessment processes are designed to be accessible and inclusive in keeping with DBS's equal opportunities statement. The student handbook has clear, accurate and consistent information on assessment tasks and procedures including internal and external quality assurance.</p> <p>(b) The Panel is satisfied that assessment procedures interface effectively with the provider's QQI approved QA procedures to ensure MIPLOs and MIMLOs are acquired by all who successfully complete the programme.</p> <p>(c) Assessment procedures are fair and consistent and fit for purpose.</p> <p>The Panel recommends that DBS provide greater clarity in relation to re-assessment given the high proportion of CA on the programme. DBS should provide more detail in relation re-assessment and in particular to the re-assessment of group assignments so as to limit unfairness.</p>

Criterion 11

Learners enrolled on the programme are well informed, guided and cared for

- a) There are arrangements to ensure that each enrolled learner is fully informed in a timely manner about the programme including the schedule of activities and assessments.
- b) Information is provided about learner supports that are available to learners enrolled on the programme.
- c) Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures.
- d) If the programme is modular, it includes arrangements for the provision of effective guidance services for learners on the selection of appropriate learning pathways.
- e) The programme takes into account and accommodates to the differences between enrolled learners, for example, in terms of their prior learning, maturity, and capabilities.
- f) There are arrangements to ensure that learners enrolled on the programme are supervised and individualised support and due care is targeted at those who need it.
- g) The programme provides supports for enrolled learners who have special education and training needs.

<p>h) The programme makes reasonable accommodations for learners with disabilities²¹.</p> <p>i) If the programme aims to enrol international students it complies with the <i>Code of Practice for Provision of Programmes to International Students</i>²² and there are appropriate in-service supports in areas such as English language, learning skills, information technology skills and such like, to address the particular needs of international learners and enable such learners to successfully participate in the programme.</p> <p>j) The programme's learners will be well cared for and safe while participating in the programme, (e.g. while at the provider's premises or those of any collaborators involved in provision, the programme's locations of provision including any workplace locations or practice-placement locations).</p>	
Satisfactory (yes, no, partially)	Comment
Yes	<p>(a) The Panel is particularly impressed with the provision of care to enrolled learners. Learners are well informed, guided and cared for and the Panel commends DBS for this.</p> <p>(b) The Panel visited the student services department and saw at first hand supports available to learners.</p> <p>(c) Procedures for Complaints and Appeals should ideally be reproduced in the Student Handbook.</p> <p>(d) No electives are currently offered on this programme. See recommendation under Criterion 5 (b) above.</p> <p>(e) The Panel is satisfied with the access arrangements detailed in Section 4 and impressed with the student supports witnessed during the site visit.</p> <p>(f) The Panel was advised during the site visit that DBS has arrangements in place to provide additional learning supports to those who require same.</p> <p>(g) DBS is a member of AHEAD.</p> <p>(h) DBS welcomes students with disabilities and is keen to ensure that all students experience equality of opportunity in reaching their educational potential. Each year the School organises a Disability Awareness Week which helps to inform the student population. The Panel visited the student common room and found it to be of a very high standard. The area was welcoming and spacious allowing a number of students to engage in a range of activities in the room. The common room introduces a new topic or issue every week which supports students in a range of areas such as mental health awareness, sexual consent and religious celebrations such as Divali – a Hindu festival of lights celebrated annually on 19th October.</p>

Criterion 12

The programme is well managed

- a) The programme includes intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures that functionally interface with the provider's general or institutional procedures.
- b) The programme interfaces effectively with the provider's QQI approved quality assurance procedures. Any proposed incremental changes to the provider's QA procedures required by the

²¹ For more information on making reasonable accommodations see www.AHEAD.ie and QQI's Policies, Actions and Procedures for Access, Transfer and Progression for Learners (QQI, restated 2015).

²² See Code of Practice for Provision of Programmes to International Students (QQI, 2015)

programme or programme-specific QA procedures have been developed having regard to QQI's statutory QA guidelines. If the QA procedures allow the provider to approve the centres within the provider that may provide the programme, the procedures and criteria for this should be fit-for-purpose of identifying which centres are suited to provide the programme and which are not.

- c) There are explicit and suitable programme-specific criteria for selecting persons who meet the programme's staffing requirements and can be added to the programme's complement of staff.
- d) There are explicit and suitable programme-specific criteria for selecting physical resources that meet the programme's physical resource requirements, and can be added to the programme's complement of supported physical resources.
- e) Quality assurance²³ is intrinsic to the programme's maintenance arrangements and addresses all aspects highlighted by the validation criteria.
- f) The programme-specific quality assurance arrangements are consistent with QQI's statutory QA guidelines and use continually monitored completion rates and other sources of information that may provide insight into the quality and standards achieved.
- g) The programme operation and management arrangements are coherently documented and suitable.
- h) There are sound procedures for interface with QQI certification.

Comment: Satisfactory

The Panel is satisfied that:

- a) DBS has a comprehensive Quality Assurance System available in hard copy and online. The School has an robust organisational structure that guides the provision of their programmes
- b) The programme has been designed in harmony with the culture of DBS and will be provided in accordance with DBS policy and procedures and its QQI approved Quality Assurance Systems.
- c) There are explicit and clearly identifiable criteria for the selection and induction of staff to teach the programme modules.
- d) The existing physical resources at DBS are adequate to meet the programme resource requirements but a dedicated teaching space has not yet been equipped. Plans to equip such a classroom were shared with the Panel.
- e) DBS supports and adheres to the national, European and International Quality Assurance Standards.
- f) DBS's Quality Assurance policy and procedures affirms the School's emphasis on continuous improvement as applied in particular to completion rates and the availability other sources of information that may provide insight into quality and standards achieved.
- g) Panel members were satisfied that the programme will be well managed by a programme team who will meet regularly and ensure that the delivery of the programme as outlined in the submission will be implemented in accordance with the conditions and recommendations as specified in this report. Arrangements for the organisation and management of the programme are suitable and are systematically documented .
- h) DBS has sound procedures for interface with QQI.

²³ See also QQI's Policy on Monitoring (QQI, 2014)

Overall recommendation to QQI

1.1 Principal programme

Select one	
Satisfactory	Satisfactory subject to proposed special conditions

1.2 Embedded programme

Select one	
Not Satisfactory	The restructuring of the Level 7 programme of the BA in Applied Social Care fundamentally alters the first year of the programme

1.2.1 Reasons²⁴ for the overall recommendation

The BA in Applied Social Care programme meets the QQI Award Standards in Social Care Work including supervised placement of 840 hours by an experienced social care practitioner and is subject to the recommended special conditions of validation set out hereunder:

Summary of recommended special conditions of validation

Level 7

- The proposed structure for the Level 7 programme doesn't support the development and progression of a social care practitioner due to its focus on the care assistant at Stage 1. The programme should therefore be re-aligned at Level 7 to ensure that graduates have developed the skills and abilities to deal with vulnerable service users of all ages young and old. The re-aligned programme together with revised module content in keeping with comments as recommended under Criterion 5 should be submitted to QQI not later than 28th February 2018
- DBS should carry out a risk assessment of potential risks and develop a Child Protection Policy in keeping with best practice and ensure that students are prepared to address child protection concerns as they may arise on practice placements. This policy to be available not later than 28th February 2018.
- DBS should appoint a designated liaison person to whom learners can turn when dealing with issues which may arise during the programme. This role may be fulfilled by an existing staff member and would fulfil Children First Guidelines (2017) in keeping with best practice in child protection

²⁴ Give precise reasons for the conclusions organised under each of the 12 criteria (for the programme and each embedded programme and any modules proposed to lead to QQI awards) citing supporting evidence. If any criteria or sub-criteria are not met by the application this must be stated explicitly giving precise reasons with evidence. A "Not Satisfactory" recommendation may be justified if any one of the applicable criteria or sub-criteria are not demonstrated to be satisfied.

- DBS is required to map the programme to CORU's "Standards of Proficiency for Social Care Workers" and "Criteria for Education and Training Programmes". This mapping to be completed by 28th February 2018.

Summary of recommendations to the provider

- DBS should ensure that the practice supervisor be trained in child protection
- DBS should ensure that an access route be available for holders of a FETAC Level 5 award into the Level 7 programme.
- DBS should ensure that elective(s) be available to learners especially at the award stage
- For ease of reference it would be helpful if the programme submission could be better aligned to the QQI Criteria for the Validation of a Programme and include a numbering system for modules.
- Learners should only be enrolled by DBS when the appropriate complement of staff is in place in conformity with CORU's "Criteria for Education and Training Programmes".
- DBS should ensure that the placement policy and procedures as described in the School's Placement Handbook be fully adhered to and that an annual review be carried out by the Quality Assurance Officer to ensure compliance and report to the Registrar on any shortcomings.
- Research literacy should be supported and encouraged on the programme.
- The panel recommends that DBS provide greater clarity for staff in relation to re-assessment, given the high proportion of CA and more detail in relation to the assessment of group assignments so as to limit unfairness.
- The Panel recommend that DBS develop a Child Protection Policy to conform to good practice.

Declarations of Evaluators' Interests

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

ANN CAMPBELL
 Panel chairperson:


Date: *9.1.2018*

Signed:

1.3 Disclaimer

The Report of the External Review Panel contains no assurances, warranties or representations express or implied, regarding the aforesaid issues, or any other issues outside the Terms of Reference.

While QQI has endeavoured to ensure that the information contained in the Report is correct, complete and up-to-date, any reliance placed on such information is strictly at the reader's own risk, and in no event will QQI be liable for any loss or damage (including without limitation, indirect or consequential loss or damage) arising from, or in connection with, the use of the information contained in the Report of the External Evaluation Panel.

Part 3: Proposed programme schedules

Name of Provider:		Dublin Business School											
Programme Title		Bachelor of Arts in Applied Social Care											
Award Title		Bachelor of Arts in Applied Social Care											
Stage Exit Award Title³													
Modes of Delivery (FT/PT):		Full Time											
Teaching and learning modalities		Formal lectures, seminars interactive group work, specific learning groups as defined by area of practice and academic need, workshops, presentations, educator/teacher review, case-based learning											
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level²	Stage Level²	EQF	Stage Credit (ECTS)	Date Effective	ISCED Subject code				
Major	7	6	1	6	5		60	1 st Sept 2017	0923				
Module Title (Up to 70 characters including spaces)		Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number⁵	Total Student Effort Module				Allocation Of Marks (from the module assessment strategy)			
			Status¹⁸	NFQ Level¹ where specified	Credit Units HET Credits	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort¹⁹	C.A. %	Supervised Project %	% practical demonstration
Professional Practice 1		1/2	M	6	10 ECTS	250	72	40	138		100		
Learning to Learn		1/2	M	6	5 ECTS	125	35	40	50		100		
Social Policy and Law for Social Care 1		1/2	M	6	10 ECTS	250	70	50	130		100		
Mental Health Awareness		1/2	M	6	10 ECTS	250	70	50	130		100		
Psychology through the lifespan 1		1/2	M	6	10 ECTS	250	70	50	130		50		50
Sociology for Social Care 1		1/2	M	6	10 ECTS	250	70	50	130		50		50
Social Care in Practice		1/2	M	6	5 ECTS	125	35	40	50		100		
Special Regulations (Up to 280 characters)													
None													

Name of Provider:		Dublin Business School												
Programme Title		Bachelor of Arts in Applied Social Care												
Award Title		Bachelor of Arts in Applied Social Care												
Stage Exit Award Title³		N/A												
Modes of Delivery (FT/PT):		Full Time												
Teaching and learning modalities		Formal lectures, seminars interactive group work, specific learning groups as defined by area of practice and academic need, workshops, presentations, reflection on practice experience, peer and practice educator/teacher review, case-based learning												
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level²	Stage EQF Level²	Stage Credit (ECTS)	Date Effective	ISCED Subject code						
Major	7	6	2	6	5	60	1 st Sept 2017	0923						
Module Title (Up to 70 characters including spaces)		Semester no where applicable. (Semester 1 or Semester 2)	Module		Credit Number⁵	Total Student Effort Module (hours)				Allocation Of Marks (from the module assessment strategy)				
			Status²²	NFQ Level¹ where specified	Credit Units HET Credits	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort²³	C.A. %	Supervised Project %	% practical demonstration	Proctored practical demonstration
Professional Practice 2		1/2	M	7	10 ECTS	250	70	50	130		100			
Health Promotion and Awareness		1/2	M	7	10 ECTS	250	70	50	130		100			
Social Policy and Law for Social Care 2		1/2	M	7	10 ECTS	250	70	50	130		100			
Work with Intellectual and Physical Disability		1/2	M	7	10 ECTS	250	70	50	130		100			
Psychology through the lifespan 2		1/2	M	7	10 ECTS	250	70	50	130		50			50
Placement 1		1/2	M	7	10 ECTS	480			60	420	100			
Special Regulations (Up to 280 characters)														
Placement 1 cannot be passed by compensation														

Name of Provider:		Dublin Business School											
Programme Title		Bachelor of Arts in Applied Social Care											
Award Title		Bachelor of Arts in Applied Social Care											
Stage Exit Award Title³		Award											
Modes of Delivery (FT/PT):		Full time											
Teaching and learning modalities		Formal lectures, seminars interactive group work, specific learning groups as defined by area of practice and academic need, workshops, presentations, reflection on practice experience, peer and practice educator/teacher review, case-based learning											
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level²	Stage EQF Level²	Stage Credit (ECTS)	Date Effective	ISCED Subject code					
Major	7	6	Award	7	6	60	1 st Sept 2017	0923					
Module Title (Up to 70 characters including spaces)		Semester no where applicable. (Semester 1 or Semester 2)	Module		Credit Number⁵	Total Student Effort Module (hours)				Allocation Of Marks (from the module assessment strategy)			
			Status²⁶	NFQ Level¹ where specified	Credit Units HET Credits	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort²⁷	C.A. %	Supervised Project %	Practical demonstration %
Professional Practice 3		1/2	M	7	10 ECTS	250	70	50	130		100		
Abnormal Psychology		1/2	M	7	5 ECTS	125	35	25	65		100		
Social Policy and Law for Social Care 3		1/2	M	7	10 ECTS	250	70	50	130		50	50	
Understanding Addiction		1/2	M	7	10 ECTS	250	70	50	130		100		
Sociology for Social Care 2		1/2	M	7	10 ECTS	250	70	50	130		100		
Social Psychology		1/2	M	7	5 ECTS	125	35	25	65		100		
Placement 2		1/2	M	7	10 ECTS	480			60	420	100		
Special Regulations (Up to 280 characters)													
Placement 2 cannot be passed by compensation													

Name of Provider:		Dublin Business School											
Programme Title		Bachelor of Arts in Applied Social Care											
Award Title		Bachelor of Arts in Applied Social Care											
Stage Exit Award Title³													
Modes of Delivery (FT/PT):		Part Time											
Teaching and learning modalities		Formal lectures, seminars interactive group work, specific learning groups as defined by area of practice and academic need, workshops, presentations, educator/teacher review, case-based learning											
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level²	Stage Level²	EQF	Stage Credit (ECTS)	Date Effective	ISCED Subject code				
Major	7	6	1	6	5		60	1 st Sept 2017	0923				
Module Title (Up to 70 characters including spaces)		Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number⁵	Total Student Effort (hours)				Allocation Of Marks (from the module assessment strategy)			
			Status²⁰	NFQ Level¹ where specified	Credit Units HET Credits	Total Hours	Class (or equiv) Contact Hours	Directed learning e-learning	Hours of Independent Learning	Work-based learning effort²¹	C.A. %	Supervised Project %	% practical demonstration
Professional Practice 1		1/2	M	6	10 ECTS	250	72	40	138		100		
Learning to Learn		1/2	M	6	5 ECTS	125	18	57	50		100		
Social Policy and Law for Social Care 1		1/2	M	6	10 ECTS	250	36	65	149		100		
Mental Health Awareness		1/2	M	6	10 ECTS	250	36	65	149		100		
Psychology through the lifespan 1		1/2	M	6	10 ECTS	250	36	65	149		50		50
Sociology for Social Care 1		1/2	M	6	10 ECTS	250	36	65	149		50		50
Social Care in Practice		1/2	M	6	5 ECTS	125	18	57	50		100		
Special Regulations (Up to 280 characters)													
None													

Name of Provider:		Dublin Business School												
Programme Title		Bachelor of Arts in Applied Social Care												
Award Title		Bachelor of Arts in Applied Social Care												
Stage Exit Award Title³		N/A												
Modes of Delivery (FT/PT):		Part Time												
Teaching and learning modalities		Formal lectures, seminars interactive group work, specific learning groups as defined by area of practice and academic need, workshops, presentations, reflection on practice experience, peer and practice educator/teacher review, case-based learning												
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level²	Stage EQF Level²	Stage Credit (ECTS)	Date Effective	ISCED Subject code						
Major	7	6	2	6	5	60	1 st Sept 2017	0923						
Module Title (Up to 70 characters including spaces)		Semester no where applicable. (Semester 1 or Semester 2)	Module		Credit Number⁵	Total Student Effort Module (hours)				Allocation Of Marks (from the module assessment strategy)				
			Status²⁴	NFQ Level¹ where specified	Credit Units HET Credits	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort²⁵	C.A. %	Supervised Project %	% practical demonstration	Proctored practical demonstration
Professional Practice 2		1/2	M	7	10 ECTS	250	70	50	130		100			
Health Promotion and Awareness		1/2	M	7	10 ECTS	250	36	65	149		100			
Social Policy and Law for Social Care 2		1/2	M	7	10 ECTS	250	36	65	149		100			
Work with Intellectual and Physical Disability		1/2	M	7	10 ECTS	250	36	65	149		100			
Psychology through the lifespan 2		1/2	M	7	10 ECTS	250	36	65	149		50			50
Placement 1		1/2	M	7	10 ECTS	480			60	420	100			
Special Regulations (Up to 280 characters)														
Placement 1 cannot be passed by compensation														

Name of Provider:		Dublin Business School											
Programme Title		Bachelor of Arts in Applied Social Care											
Award Title		Bachelor of Arts in Applied Social Care											
Stage Exit Award Title³		Award											
Modes of Delivery (FT/PT):		Part time											
Teaching and learning modalities		Formal lectures, seminars interactive group work, specific learning groups as defined by area of practice and academic need, workshops, presentations, reflection on practice experience, peer and practice educator/teacher review, case-based learning											
Award Class⁴	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, ..., or Award Stage):	Stage NFQ Level²	Stage EQF Level²	Stage Credit (ECTS)	Date Effective	ISCED Subject code					
Major	7	6	Award	7	6	60	1 st Sept 2017	0923					
Module Title (Up to 70 characters including spaces)		Semester no where applicable. (Semester 1 or Semester 2)	Module		Credit Number⁵	Total Student Effort Module (hours)				Allocation Of Marks (from the module assessment strategy)			
			Status²⁸	NFQ Level¹ where specified	Credit Units HET Credits	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort²⁹	C.A. %	Supervised Project %	Proctored practical demonstration %
Professional Practice 3		1/2	M	7	10 ECTS	250	70	50	130		100		
Abnormal Psychology		1/2	M	7	5 ECTS	125	18	42	65		100		
Social Policy and Law for Social Care 3		1/2	M	7	10 ECTS	250	36	65	149		50	50	
Understanding Addiction		1/2	M	7	10 ECTS	250	36	65	149		100		
Sociology for Social Care 2		1/2	M	7	10 ECTS	250	36	65	149		100		
Social Psychology		1/2	M	7	5 ECTS	125	18	42	65		100		
Placement 2		1/2	M	7	10 ECTS	480			60	420	100		
Special Regulations (Up to 280 characters)													
Placement 2 cannot be passed by compensation													

Part 4: Detailed evaluation of the programme's modules and stages that do not directly lead to QQI awards

The commentary in Part 2 will have regard to the modules and address issues concerning them.

However, should any of the modules require extensive this may be included here. Commentary on the modules in Part 4 is only required on an except

