# VALIDATION REPORT

| 1. | Title of Programme(s): (incl. Award Type and Specify Embedded Exit Awards) | BA (Hons) in Applied Social Care<br>BA in Applied Social Care |
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| 2. | NFQ Level(s)/ No. ECTS: | Level 8 – 240 ECTS<br>Level 7 – 180 ECTS |
| 3. | Duration: | Level 8 – 4 years<br>Level 7 – 3 years |
| 4. | ISCED Code: | 0923 |
| 5. | School / Centre: | School of Health Sciences, Wellbeing and Society. |
| 6. | Department: | Department of Humanities, Social Sciences and Environment |
| 7. | Type of Review: | Differential Validation |
| 8. | Date of Review: | 27th May 2021 |
| 9. | Delivery Mode: | Full-time |
| 10. | Panel Members: | Dr Cormac Quigley (Chair)<br>Dr Katie O'Dwyer<br>Mr Cian Marnell<br>Dr John McHugh, Carlow College - St Patrick's<br>Ms Carmel Brennan (Secretary) |
| 11. | Proposing Staff: | Mr Justin Kerr<br>Mr Eoghan Murphy<br>Dr Mark Garavan<br>Ms Clodagh Geraghty<br>Mr Davy Walsh<br>Dr Maggie Wood<br>Ms Regina Chambers<br>Dr Sean Foy<br>Mr Shane Byrne<br>Dr Sheila McArdle<br>Ms Sinead Kilgannon<br>Ms Margaret Tobin |
| 12. | Rationale and Proposed Changes | The rationale for the proposal is to bring the social care programme in line with the CORU regulatory standards.<br><br>The Applied Social Care programme has been in existence since 2007 and its historical context was to allow for a number of pathways from this degree such as social care, health promotion, human rights and community development. This generic approach was appropriate for that time and function. However, the context has now changed as the requirement is for the delivery of a |

programme that prepares graduates for a regulated social care profession with a streamlined focus.

The changes being sought aim to align the professional standards of proficiency for Social Care Workers, and in particular the quality and safety domain, to programme teaching, learning and assessment. The proposed changes follow extensive consideration by the Programme Board and consultation with placement providers and wider discussion with the social care programme educators across the sector through the involvement in the Irish Association of Social Care Educators (IASCE).

Summary of Changes

Modules up to level 7 will be amended to make explicit the links between the learning outcomes and CORU's Standards of Proficiency. The following changes were also requested

### 1st Year:

- The removal of Intercultural Studies from the APS
- The creation of a new 5 credit module entitled Legal Framework for Social Care
- The creation of a new module Professional Practice Skills 1
- Changing name of Invitation to Psychology to Introduction to Psychology

### 2nd Year

- The removal of electives: Professional Development Skills & Community Development
- Moving Social Research to 3rd Year and Philosophy of the Self to 2nd Year
- Updating Professional Practice 1

### 3rd Year

- The removal of electives in Organisational Behaviour and Community & Sustainability
- Changing Developmental Psychology from an elective to a mandatory module
- Retaining Social Research as a mandatory module, renamed Social Research & Evaluation Methods with amendments
- Reducing Preparation for Social Care Practice from 10 credits to 5 credits
- Creating new module in Professional Practice Skills 2
- Updating Professional Practice 2

| 13. | Resource Implications: | The changes above will require additional resources i.e. the employment of an assistant lecturer to teach the Professional Practice Skills 1 & 2 modules. This person will require particular experience in the social care sector and would be able to register as a social care worker when the CORU registration process opens in 2023.<br><br>There will be a 39 hour teaching commitment at stage one semester 2 and also a further 39 hour teaching commitment at stage 3 semester one.<br><br>The approval of additional resources is a matter for the Executive Board. |
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| 14. | Findings and Recommendations: | **Overall Findings**<br>The panel commended the proposing team for their work in engaging with CORU to enhance professional opportunities for graduates of this programme.<br><br><br>The panel recommend approval of the proposed changes subject to the following conditions (4) and recommendations (15):<br><br>**Conditions**<br>1. Review each module to ensure that the specified duration in each module descriptor is recorded correctly.<br>2. Outline the rationale for including a maximum duration that students will be permitted to complete the programme (see CORU criteria 6.2) in the explanatory document.<br>3. Include a special regulation on the APS in relation to students who have failed a placement module twice in order to protect vulnerable individuals students will be working with.<br>4. Review all modules to ensure that all sections of the module descriptor are completed appropriately. |

| | | | Recommendations |
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| | | | 1. Include an introduction to CORU and the domains and proficiencies referred to in the programme documentation. |
| | | | 2. Ensure that modules which have been removed from the APS do not appear on the Programme Learning Outcome mapping and that newly introduced modules do appear. |
| | | | 3. Indicate which module(s) on the revised APS contain the required learning outcomes previously covered on the Intercultural Studies module. |
| | | | 4. Review all modules to ensure that there is consistent use of the terms proficiencies and domains to avoid student confusion. |
| | | | 5. Remove reference to the 'Communications Module' from the assessment strategy in the PC Applications Module descriptor. |
| | | | Modules: |
| | | | 6. Introduction to Psychology:  Review learning outcomes to ensure that they are expressed appropriately for the module level and are measurable.  Expand on the repeat assessment strategy.  Remove the literary resources list if unnecessary. |
| | | | 7. Legal Framework for Social Care:  Review learning outcomes to ensure that they are expressed appropriately for the module level and are measurable.  Expand on the module description.  Ensure that reference to the term continuous assessment is used appropriately.  Ensure that it is clearly stated that either attendance at a court sitting or virtual access to legal proceedings via technology will be integral to the module. |
| | | | 8. Professional Practice Skills in Applied Social Care 1:  Review learning outcomes to ensure that they are expressed appropriately for the module level and are measurable.  Revise the teaching and learning strategy to ensure that it is clear how students will develop skills during the module.  Consider whether it is appropriate that the assessment for this module is one group project. Expand on the assessment strategy to provide detail in relation to the management of the group project, including detail of what is being assessed i.e. process and/or output.  Ensure that the development of skills is expanded on in the introduction to this module.  Consider whether it is necessary to include regulation in this module in addition to the Legal Framework for Social Care module.  Clarify that the Collingwood model will be |

utilised elsewhere in the programme in different contexts. Consider whether ML05 is achievable. In the future consider whether 'Communication' should be reflected in one of the module titles.

9. Professional Practice 1: Revise the module grading mode to pass/fail. Include the failed element in this module so it appears on the APS. Review learning outcomes to ensure that they are expressed appropriately for the module level and are measurable. Consider the feasibility of delivering all the elements of the 'Preparation for Professional Practice' in the time available. Clarify the 'required standard' and how students will be dealt with if they do not complete elements of the preparation for professional practice. Provide further clarity on the assessment of the preparation for professional practice and on the size of the written portfolio. Consider whether alternative portfolio methods may be appropriate e.g. e-portfolio.

10. Philosophy of the Self: Consider whether the level of this module is appropriate for this stage of this programme. Review learning outcomes to ensure that they are expressed appropriately for the module level and are measurable. Provide a Teaching and learning and repeat assessment strategy for this module. Review and revise the reading list.

11. Developmental Psychology: Review learning outcomes to ensure that they are expressed appropriately for the module level and are measurable. Complete the teaching and learning and the repeat assessment strategy. Update the reading list.

12. Preparation for Social Care Practice: Review learning outcomes to ensure that they are expressed appropriately for the module level and are measurable. Align the assessment strategy with the indicative coursework. Specify the repeat assessment methodology. Ensure that the delivery hours are reflected on the module descriptor and the APS. Update the reading list.

13. Social Research and Evaluation Methods: Ensure that this module is correctly described as being of one semester duration in the module descriptor. Review learning outcomes to ensure that they are expressed appropriately for the module level and are measurable. Update the required reading list and remove the literary resources unless required. Clarify the repeat assessment strategy. Ensure that the hours are recorded correctly for this module.

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| | | 14. Professional Practice Skills 2 in Applied Social Care: Remove reference to the number of contact hours in the teaching and learning strategy.  Expand on the assessment strategy to reflect the iterative nature of the assignment submission.  Clarify the repeat assessment strategy.  Update and expand the reading list including reading on the human rights-based approach, the new HIQA resources and the Collingwood model.<br>15. Professional Practice 2 in Applied Social Care:  Review learning outcomes to ensure that they are expressed appropriately for the module level and are measurable. |

| 22. | FAO: Academic Council: | Approved: | |
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| | | Approved subject to recommended changes: | X |
| | | Not approved at this time: | |
| | Signed: | | |
| | | Chair | Secretary |