

EXTERNAL REVIEW REPORT OF NEW PROGRAMMES

1.	Title of Programme(s):	MSc in Health & Social Care (90 ECTS) Leading to the following awards: <ul style="list-style-type: none"> • MSc in Quality and Safety in Healthcare • MSc in Quality and Safety in Social Care Postgraduate Diploma in Health & Social Care (60 ECTS) (Note: Condition below re change to name of Postgraduate Diploma) Exit Award: The Postgraduate Diploma in Health & Social Care is also an exit award for the two master programmes.				
2.	School / Centre:	Department of Nursing, Health Sciences and Social Care, Mayo Campus				
3.	Duration:	2 years (MSc) 1 year (Postgraduate Diploma)				
4.	NFQ Level:	Level 9				
	ISCED Code:	0910 Health not further defined or elsewhere classified				
5.	Type of Review:	New Programme:	Yes:	X	No:	
		Differential Validation:	Yes:		No:	X
6.	Date of Review:	23 rd November 2017				
7.	Delivery Mode:	Full-time		Part-time		Blended X

8.	Panel Members:	<ul style="list-style-type: none"> • Ms Marianne Moutray, Former Associate Dean Queens University Belfast • Ms Avilene Casey, Area Director of Nursing & Midwifery, Lead National Director of Nursing and Associate Professor of Nursing UCD • Ms Ann Judge, Management & Organisational Development Consultant • Dr Suzanne Denieffe, Head of Nursing & Health Sciences, Waterford Institute of Technology • Dr Louise McBride, Head of Department of Nursing & Health Studies, Letterkenny Institute of Technology • Ms Carmel Brennan, GMIT, Secretary
9.	Proposing Staff:	<ul style="list-style-type: none"> • Mr Justin Kerr • Ms Margaret Prendergast • Dr Deirdre Garvey • Dr Carmel Heaney • Ms Martina Keane • Dr Maura Fitzsimons • Dr Deirdre Garvey • Dr Sheila McArdle
10	Programme Rationale:	<p>Quality assessment, measurement and improvement, combined with professional development are now an integral part of most western health systems and services. These methods have been adopted by both private and public healthcare systems to respond to increased competition and service user expectations and are increasingly being used to regulate quality. For public services, these methods are contributing to meeting the changing health needs and expectations of service users, and minimising any gaps that might exist between public and private care e.g. access to services.</p> <p>The Health Service Executive published its National Service Plan 2016 and has specifically addressed the need to improve quality. It states under the heading “<i>Improving Quality</i>” that every person who comes into contact with our health or social care services should be able to access safe, compassionate and quality care. The national quality programme is driving both quality improvement and quality assurance.</p>

		<p>The HSE places a significant emphasis on the quality of services delivered and on the safety of those who use them. Progress on safety, clinical effectiveness and quality improvement continues to enable integrated care and promote services that are appropriate, person centred and based on best practice and integrated care pathways.</p> <p>The aim of the proposed programmes is to develop students' knowledge and skills, and to introduce methods required for improving quality and safety in Health/Social Care. The student will develop the ability to comprehensively understand effective quality and safety agendas in his/her own professional setting that is sustainable and measurable. The programme examines advanced governance principles for quality, safety and risk management and will equip the student with a set of skills that can be utilised in his/her day to day practice. Students will learn how to build a culture of high performance, innovation and safety in an intellectually stimulating environment. The programme will provide graduates with an enhanced contextual appreciation of cultural and professional factors relevant to the health/social care system from a distinctly quality and safety perspective. Graduates will also be equipped with skills of critical thinking and critical analysis of evidence based practice reflecting the evolving nature and demands of contemporary health and social care delivery.</p> <p>In addition to addressing a key priority of the health and social care sectors the programmes share the vision of GMIT to provide life-long learning opportunities for students through teaching and research, and will significantly enhance the programme portfolio of GMIT and the Mayo Campus.</p>
11.	Potential Demand for Entry:	A projected annual intake of 18 students is envisaged.

12.	Stakeholder Engagement:	As part of the programme development process the Department of Nursing, Health Sciences and Social Care consulted with a wide range of local and regional health and social care organisations and potential employers of the graduates from this programme. Industry representatives ranged across nursing, social care, quality, management and medical staff, and were consulted on a one-to-one and focus group basis. Stakeholders discussed the importance and timeliness of this programme in addressing the present theory-practice gap, the emerging science in the area of quality and person safety and the evolving sectoral needs. Feedback from stakeholders informed the programme design and content.
13.	Graduate Demand:	<p>This programme is suitable across the public and private sector with participants from multi-professional backgrounds including clinical, administrative and practitioner levels. Graduates from this proposed programme will particularly benefit in pursuing a career path in quality management, general management and person safety roles. These roles vary across the spectrum of health and social care. Graduates who choose to continue to work with direct service user contact will have a variety of skills that will support direct improvements for patients and service user outcomes. Having completed this programme the student will have developed enhanced contextual, cultural and professional insights into quality, safety, governance and will be equipped with a set of skills that will have a direct impact in the safe delivery of person/client care.</p> <p>Graduates of this programme will advance their career prospects in terms of promotion eligibility and post-graduate training. This may be in areas of management and or specialist areas such as clinical risk or quality improvement.</p>
14.	Access, Transfer and Progression:	The entry requirement for the programmes is a H2.2 in a level 8 degree in any health or social care discipline or recognised cognate professional qualification and 1 full-time year relevant experience which must be in the last 5 years.

		<p>Applicants may use RPL as a means of accessing the programme in accordance with GMIT's Code of Practice No. 6 (Policy and Procedures for the Recognition of Prior Learning).</p> <p>An applicant, whose First Language/Primary Mode of Expression is not English, will be required to produce evidence of English competence. Such an applicant must clarify her/his position in advance of the closing date for the year of study. The accepted form of evidence is an IELTS test. A valid IELTS of Grade 6.5 (No section less than 6.0) is required for this programme.</p> <p>Students who successfully complete the Postgraduate Diploma in Health and Social Care may apply for advanced entry to the MSc in Health and Social Care programme.</p>
15.	<p>Programme Structure:</p>	<p>The programme is designed around five key themes:</p> <ol style="list-style-type: none"> 1. Towards a new understanding of quality care 2. Improving service user safety 3. Enhancing the care experience 4. Developing a systematic approach to quality improvement methodology 5. Leadership and management as quality drivers. <p>The programme modules have been developed around these five key themes. The first year of the programme (Postgraduate Diploma) consists of six 10 credit modules, with three being delivered each semester. The second year (MSc) consists of one 30 credit module i.e. Dissertation.</p>
16.	<p>LTA:</p>	<p>The philosophy of the programme is underpinned by the values of personhood, autonomy, choice, integrity and standards. It is developed within an ethos of collaboration and idea sharing from within this department and in conjunction with our practice partners, service users, policy makers and relevant institute personnel.</p> <p>The educational philosophy is congruent with the programme philosophy. The proposed programme seeks to develop a student who is confident in her/his ability to learn.</p>

		<p>The educational philosophy of the programme is integral to the approaches to teaching and learning employed throughout the programme. It supports the view that the process of learning is as important as the content itself. The emphasis therefore, will be on approaches that are student-centred and engage the student in a critical way.</p> <p>Lecturers will use a combination of lectures, seminars and group approaches to learning to explore ways in which critical engagement with the quality and safety agenda is made. There will be a great emphasis on reflective learning throughout the programme which will help students to synthesise their learning and experiential effort.</p> <p>Assessment will be contextual, encouraging the student to apply theory to practice and draw on personal experience. Students will be encouraged to choose areas of personal interest within the subject. Assessment methods will be wide and varied and include cross modular thematic assessment. Continuous assessment will include written assignments and a range of projects, group work and presentations.</p>
17.	Resource Implications:	<p>Delivery of the programme will require 9 teaching hours per week, in addition to €5000 to cover external speakers, up to €2000 to cover marketing costs, and €10,000 to source relevant materials for the library.</p> <p>The programme will be self-funding and the fee charged will cover the costs of the residential aspect of the programme.</p>
18.	Synergies with existing programmes:	None.
19.	Findings and Recommendations:	<p>The programmes were approved subject to the following conditions (3) and recommendations (6).</p>
		Special conditions attaching to approval (if any):

		<ol style="list-style-type: none"> 1. The focus and content relating to social care needs to be enhanced in the programmes to align with the programme titles and learning outcomes. 2. Change the title of the Postgraduate Diploma to 'Postgraduate Diploma in Science in Quality and Safety (Health and Social Care)', and review the programme learning outcomes to ensure that they are entirely reflective of the new title. 3. Elaborate on the student assessment strategy ensuring the timing and volume of the assessment workload is clarified for potential applicants, ensuring this is included in the student handbook.
		<p style="color: red; text-align: center;">Recommendations of the panel in relation to award sought:</p> <ol style="list-style-type: none"> 4. Consider establishing an advisory group of key stakeholders of the programmes, including people who access health and social care services, and ensure that there is written evidence of support or sponsorship from employers in cases where this is required. 5. It is strongly recommended that each module should be approved as Minor Awards through GMIT's quality assurance procedures. 6. Review the entry requirements to the programme to ensure that they are specific e.g. clarify that students must complete the programme within five years of initial registration inclusive of interruptions, and the restrictions in GMIT's RPL code in relation to seeking exemptions. 7. Give strong consideration as to whether there should be an explicitly stated attendance requirement for students on this programme. 8. The theme of leadership and management should be an identified theme of the programme and explicitly threaded throughout the programme and modules. 9. Consider how student learning can be showcased to a wider audience at the end of the programme to give them an opportunity to articulate and demonstrate their achievements.

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