INSTITUTE *of* TECHNOLOGY CARLOW

Institiúid Teicneolaíochta Cheatharlach

(Policy & Procedure for Validation of all Programmes at Level 6-10 NFQ,)

NEW TAUGHT PROGRAMME EVALUATION PANEL REPORT

MINOR AND SPECIAL PURPOSE AWARDS

1. GENERAL INFORMATION

1.1	Provider:	Institute of Technology Carlow
1.2	Provider Locations:	All IT Carlow locations
1.3	Date of Visit:	Friday 29th November 2019
1.4	Overview:	Institute of Technology Carlow is an autonomous Institute, established under Irish legislation, specifically the Institute of Technology Acts 1992–2006. The Institute has been granted Delegated Authority by Quality and Qualifications Ireland (QQI), which is the statutory body with responsibility for the National Framework of Qualifications and the oversight of Quality Assurance of education and training provision in Ireland. Institute of Technology Carlow provides programmes through its Faculty of Lifelong Learning.
		Mental health continues to emerge as a very important issue in consultations with young people. Excellent work has been undertaken by a range of organisations to address the stigma surrounding mental health difficulties and to support young people to reach out for help when in need. However much more needs to be done to support young people and reduce the incidences of self-harm, suicidal attempts and death by suicide. Findings from research by the Royal College of Surgeons demonstrated that by the age of 13 years, 1 in 3 young people in Ireland are likely to have experienced some type of mental health difficulty. By the age of 24 years, that rate had increased to over 1 in 2. Of particular concern is the fact that the suicide rate for young people aged 15-

		19 years is the fourth highest in the EU (NYCI, 2019). This is a formal programme aimed at supporting Wellbeing and Mental Health Awareness in Youth Work and this programme is aimed at those employed or volunteering in the Youth Work Sector. This Level 6 Certificate in Certificate in Wellbeing and Mental Health Awareness in Youth Work is currently a module in the Bachelor of Arts (Honours) in Youth Work with Wellbeing and Mental Health.

1.5 Proposed Programmes:

1.5.1

Type of Award	Level	Proposed Programme Title Evaluated	Total Credits
Minor Award	6	Certificate in Wellbeing and Mental Health Awareness in Youth Work	10

Number of Annual Intakes:	Multiple
Duration:	39 hours per week
Target Learner Groups:	Experienced Volunteers and trained practitioners in the area of Youth and Well-being.
Enrolment Date:	January 2020
Expected Number of Learners per Intake:	30
Approved Countries for Provision:	Ireland

1.6 Evaluation Panel Membership:

Name	Role	Affiliation
Dr Karen Hennessy	Chairperson	Head of Wexford Campus
Ms Sharon Grace	Expert	School Completion Coordinator, Bridgetown School Wexford
Mr Steven O'Riordan	Student	UCC, TUSLA
Dr Yvonne Kavanagh	Secretary	Assistant Registrar Institute of Technology Carlow

1.7 Attendance by Institute of Technology Staff:

Name	Role
Ms Lindsay Malone	Deputy Head of Faculty of Lifelong Learning

1.8 Agenda

NEW TAUGHT PROGRAMME EVALUATION PANEL

NEW TAUGHT PROGRAMMES
EVALUATION PANEL

INSTITUTE *of*
TECHNOLOGY
CARLOW

Institiúid Teicneolaíochta Cheatharlach

AGENDA

Date: **Friday 29 November 2019**
Venue: **Board Room, 2nd Floor, Haughton Building, IT Carlow Main Campus**
Carparking: **Visitor's Carpark, IT Carlow Main Campus**
                   (Access Code to Carpark will be 1719 on 29/11/19 only)

Proposed New Awards:
1. Certificate in Introduction to Sport and Exercise Psychology, Level 6, Minor Award, 5 credits
2. Certificate in Aviation Security for Screeners, Level 6, Special Purpose, 10 credits
3. Certificate in Python Programming, Level 7, Special Purpose, 10 credits
4. Certificate in Wellbeing and Mental Health Awareness in Youth Work, Level 6, Minor Award, 10 credits

		Time
i.	**Private Meeting of Panel Members** *(Tea, coffee and pastries will be available for Panel Members from 9am)*	9.30 – 10am

ii. **Meeting with Head of Faculty of Lifelong Learning, Deputy Head of Faculty of**   10 – 11.30an
Lifelong Learning, Head of Faculty of Engineering, Head of Department of Built
Environment & Extended Campus, Extended Campus Coordinator, and the proposed
new programme development teams in relation to:

   i. Proposed new programmes and their context within the Institute's strategic planning.
   ii. Rationale for the programmes
   iii. Entry requirements, access, transfer and progression
   iv. Structure, aims and objectives
   v. Curriculum, module content, learning outcomes
   vi. Teaching, learning and assessment methodologies.

Presentation	*10 – 10.15an*
Introduction to Sport and Exercise Psychology, 10 credits (module exists already)	*10.15 – 10.30(*
Aviation Security for Screeners, 10 credits (new module)	*10.30 – 10.50(*
Python Programming, 10 credits (new module)	*10.50 – 11.10(*
Wellbeing and Mental Health Awareness in Youth Work, 10 credits (module exists already)	*11.10 – 11.30(*

iii. **Private Meeting of Panel Members**   11.30-11.45a

iv.   **Provisional Feedback & Conclusion**   11.45-12 noo

Please note that this is a <u>DRAFT</u> Agenda and may be subject to slight alteration.

2. EVALUATION AGAINST THE VALIDATION CRITERIA

Examination of the Programmes:

Examining Criteria	Yes/No	Panel Comment	*Panel Condition(s)	**Panel Recommendation(s)	Faculty Response
2.1 Are the proposed programmes aligned to the criteria set out in the *Core Policies and Criteria for the Validation by QQI of Programmes of Education and Training 2016* (including sub criteria set out in the QQI template for *Independent Evaluation Report on an Application for Validation of a Programme of Education and Training)*?	Yes	The Panel note that the proposed programmes are aligned to the criteria set out in the *Core Policies and Criteria for the Validation by QQI of Programmes of Education and Training 2016* (including sub criteria set out in the QQI template for *Independent Evaluation Report on an Application for Validation of a Programme of Education and Training*			
2.2 Are the proposed programmes in line with the Institute's *Policy and Procedures for the Design, Development, Validation and Withdrawal of all Programmes at Award Levels 6-10 in the NFQ*?	Yes	The Panel are satisfied that the programme is in line with the Institute's *Policy and Procedures for the Design, Development, Validation and Withdrawal of all Programmes at Award Levels 6-10 in the NFQ*			
2.3 Are the proposed programmes in line with the requirements of the *Qualifications and Quality Assurance (Education and Training) Act 2012*?	Yes	The Panel is satisfied that the programmes meet the requirements of the *Qualifications and Quality Assurance (Education and Training) Act 2012.*			
2.4 Do these programmes fit within the Institute's *Strategic Plan*?	Yes	The Panel is satisfied that these programmes are			

2.5 Has the programme team provided evidence to demonstrate interaction with relevant prospective employers in the development of these programmes?	Yes	The Panel are satisfied that the programme team provided evidence to demonstrate interaction with relevant prospective employers in the development of this programme in their presentation to the Panel. consistent with the *Institute of Technology Carlow Strategic Plan 2019–2023*.	
2.6 Has the programme team provided evidence to demonstrate demand from prospective learners to study on these programmes?	Yes	The Panel is satisfied that the programme team provided evidence to demonstrate demand from prospective learners to study on these programmes in their presentation.	The Panel recommend that evidence is provided in the documentation that the programme team consulted with the target group and there is evidence in document of potential market demand. This is reflected on P.26 of the document.
2.7 Is the programme(s) concept, implementation strategy well informed and soundly based – considering social, cultural, educational, professional and employment objectives?	Yes	The Panel is satisfied that the programme concept, implementation strategy is well informed and soundly based – considering social, cultural, educational, professional and employment objectives.	
2.8 Are the proposed programme titles fit for purpose? Do they reflect the intended programme learning outcomes and award level?	Yes	The Panel agree that all programme titles are fit for purpose, reflect the intended learning outcomes and award level.	The Panel recommend that the use of the title is consistent throughout the documentation and that Well-being is highlighted. This is reflected throughout the document.

2.9 Do the programmes meet the requirements set out in the relevant QQI Awards Standards?	Yes	The Panel note that the programmes meet the requirements set out in the relevant QQI Awards Standards.	The Panel recommend that the Programme Learning Outcomes are explicitly mapped fully to the relevant QQI Award Standards and included in the documentation.	This is updated on P24
2.10 Are programme objectives and outcomes clear, transparent and appropriate with the awards being sought and detailed in the submission document?	Yes	The Panel agree that the proposed programme objectives, programme learning outcomes and module objectives and module learning outcomes.		
2.11 Are the rationale and requirements for the programmes, including the graduate attributes associated with the programmes, clear, transparent and appropriate and detailed in the submission document?	Yes	The rationale and requirements for the programmes, including the graduate attributes associated with the programmes are clear, transparent, appropriate and detailed in the submission document.		
2.12 Are the access, transfer and progression arrangements clear, transparent and appropriate? Are they detailed in the submission document?	Yes	The Panel note that the access, transfer and progression arrangements clear, transparent and appropriate and they detailed in the submission document.	The Panel recommend that the documentation clearly states who the programme is aimed at and what prior knowledge/experience is required.	This is reflected on P5
2.13 Are the criteria and procedures for recognition of prior learning (RPL) clear, transparent and appropriate in the submission document?	Yes	The criteria and procedures for recognition of prior learning (RPL) are clear, transparent and appropriate in the submission document	The Panel recommend that the documentation provides transparency on the entry requirements to ensure that prospective students are aware that	This is updated on P28

			they have to be are experienced volunteers, and what 'experienced' means.
2.14 Is the curriculum content outlined in the submission document structured and fit for purpose?	Yes	The curriculum content outlined in the submission document is structured and fit for purpose.	This is reflected on P33 The Panel recommend that the content includes an emphasis on positive mental health and well being.
2.15 Where it exists, are the practice placement / work based elements clear, transparent and appropriate for both the learner and the employer? Are they outlined in the submission document?	NA		
2.16 Are the assessment strategies robust, reliable and valid and are they clearly documented in the submission?	Yes	The assessment strategies robust, reliable and valid and they are clearly documented in the submission.	This is reflected on P34 The Panel recommend that the assessment components and percentages associated with the module are clearly articulated in the documentation.
2.17 Are the teaching and learning strategies sound and programme specific?	Yes	The Panel is satisfied that the teaching and learning strategies sound and programme specific.	
2.18 Are all ethical perspectives covered within all programme syllabi and is it clearly evidenced in the submission document?	Yes	The Panel are satisfied that all ethical perspectives covered within all programme syllabi and is it clearly evidenced in the submission document	
2.19 Is the teacher-learner dialogue process clear, transparent and appropriate in the submission	Yes	The Panel are satisfied that the teacher-learner dialogue process clear, transparent	

document to ensure that learners will be well informed, guided and cared for?		and appropriate in the submission document to ensure that learners will be well informed, guided and cared for.
2.20 Where relevant, are special arrangements for joint/collaborative provision articulated in the submission document?	NA	
2.21 Has the management of the programme being clearly detailed in the submission document to ensure it will be well managed and resourced and that any joint/collaborative provision has been taken into account?	Yes	The Panel note that the management of the programme is clearly detailed in the submission document to ensure it will be well managed and resourced and that the joint/collaborative provision has been taken into account. The Panel note that this programme is delivered as part of the Lifelong Learning provision.

Note:

* **Conditions:** The evaluation panel require that the Programme Development Team should take note of conditions and that a satisfactory response to address those conditions shall be received before the validation is considered by Academic Council of the Institute of Technology Carlow.

** **Recommendations:** Recommendations are suggestions made by the Programme Evaluation Panel in the spirit of improving the proposed programme. While these are not binding, the reasons for not incorporating a recommendation have to be clearly stated by the Programme Development Team in its response to the Evaluation Report.

3.   DECISIONS   *(For the attention of Institute of Technology Carlow Academic Council)*

3.1   Determination

Having considered the documentation presented, and based on discussions with the Programme Development Team, the New Programme Evaluation Panel recommend the validation of the following programmes for a period of the next five academic years or until the next programmatic review, whichever occurs sooner:

Type of Award	Level	Proposed Programme Title Evaluated	Total Credits
Minor	6	Certificate in Wellbeing and Mental Health Awareness in Youth Work	10

3.2   Approval

This approval is conditional and is based on receipt of the following (all of which must take into account the conditions and recommendations outlined in Section 2 of this report):

1. Completed Faculty Response, Section 2 of this Report
2. Revised programme documents for each of the awards being sought
3. Revised programme schedules for each of the awards being sought
4. Programme abstract for each of the awards being sought
5. Prospectus extract for each of the awards being sought.

Programme Evaluation Report and Faculty Response Approved by:

Dr Karen Hennessy
Chairperson to Panel
Head of Wexford Campus

Date: _____

Dr Yvonne Kavanagh
Secretary to Panel
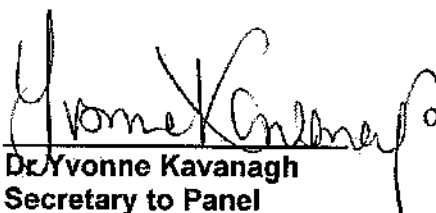*Assistant Registrar, Institute of Technology Carlow*

Date: 10|12|19

The aim of the Certificate in Mental Health Awareness in Youth Work is to promote an understanding of mental health, the attitudes that surround it, the prevalence of mental health issues, risk and protective factors and the potential impact of mental health issues.

Evidence suggests that 20% of children will develop a significant mental health problem. This can be understood as being that, at any given time, one in five young people are experiencing serious emotional distress. However, the numbers of those that will need highly specialised support delivered by a multidisciplinary team and in acute cases, hospitalisation is roughly 2% of the population. The positive role that youth workers can play in supporting the 20% in distress is significant. However, Republic of Ireland research shows that of the 20%, only a small minority are in contact with anyone from a helping agency. Furthermore, when young people do talk to someone research shows that it is mostly likely to a friend (63%). Youth leaders need to let young people know that they are there to support young people through a mental health issue. The aim of this Certificate is to promote an understanding of mental health, the attitudes that surround it, the prevalence of mental health issues, risk and protective factors and the potential impact of mental health issues for Youth Work Practitioners and Volunteers

Programme Abstract Approved by:

Dr Karen Hennessy
Chairperson to Panel
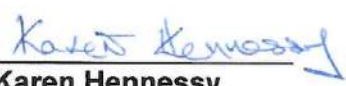*Head of Wexford Campus*

Date: _____

Dr Yvonne Kavanagh
Secretary to Panel
Assistant Registrar, Institute of
Technology Carlow

Date: 10\12\17

Award Title:	Certificate in Wellbeing and Mental Health Awareness in Youth Work				
Award Type:	Minor	NFQ Award Level:	6	EQF Award Level:	6
Total Stages in Programme:	1	Programme Stage:	1	Semester (if applicable):	
Total Duration of Programme:	39 hours	Delivery Modes (FT, PT, ACCS, Col/JA):	PT	Stage exit award title	N/A

Certificate Title	Status 1M/E	1NFQ level	Credits	Contact Hours per Week / Allocation of marks								
				C	I	O	T	CA 1	Project	Practical	Final Exam	Maximum
Certificate in Wellbeing and Mental Health Awareness in Youth Work	M	6	10	3	16		19	100				100%

Dr Karen Hennessy
Chairperson to Panel
Head of Wexford Campus

Date: 12 | 12 | 19
Approved Programme schedule

Dr Yvonne Kavanagh
Secretary to Panel
Assistant Registrar, Institute of Technology Carlow

Date: 16 | 12 | 19

Clarity on programmes Questions from Programme Planning

Q1 Hours on the Certificate in Introduction to Sport and Exercise Psychology as it is L6 and in LLL
The 30 hours are the same as that of the fulltime programme and will be delivered as that on the
Certificate in Introduction to Sport and Exercise Psychology.
This module has been extracted from the Bachelor of Science (Honours) in Strength and
Conditioning.
Q2 Target Learner Group on the Certificate in Python Programming.
Following feedback from LLL, I have updated the Certificate in Python Programming to include 'This
course is aimed at learners who have at least one year experience in IT'.

Also the Level 6 Certificate in Certificate in Wellbeing and Mental Health Awareness in Youth Work
which is currently a module in the Bachelor of Arts (Honours) in Youth Work with Wellbeing.

Yvonne Kavanagh

12/12/19

Dolores McCann

From:	Karen Hennessy
Sent:	Tuesday 10 December 2019 12:43
To:	David Denieffe
Cc:	Yvonne Kavanagh; Dolores McCann
Subject:	Chair sign off on 3 cert programmes

Hi David

I won't make it to Carlow today in time to signoff as Chair of the validation panels, the hard copies of the documentation that are going to programme planning today.

Please accept this email as proof of my sign off on the below listed programmes and I will sign the hard copy as soon as I get to Carlow.

Programmes for sign off as follows:

Type of Award	Level	Proposed Programme Title Evaluated	Total Credits
Minor Award	6	Certificate in Introduction to Sport and Exercise Psychology	5

Number of Annual Intakes:	Multiple
Duration:	39 hours
Target Learner Groups:	This introductory programme is aimed at those with an interest in sport.
Enrolment Date:	January 2020
Expected Number of Learners per Intake:	30
Approved Countries for Provision:	Ireland

Type of Award	Level	Proposed Programme Title Evaluated	Total Credits
Minor Award	6	Certificate in Wellbeing and Mental Health Awareness in Youth Work	10

Number of Annual Intakes:	Multiple
Duration:	39 hours per week
Target Learner Groups:	Experienced Volunteers and trained practitioners in the area of Youth and Well-being.
Enrolment Date:	January 2020
Expected Number of Learners per Intake:	30
Approved Countries for Provision:	Ireland

Type of Award	Level	Proposed Programme Title Evaluated	Total Credits

Special Purpose	7	Certificate in Python Programming,	10

Number of Annual Intakes:	Multiple
Duration:	39 hours contact
Target Learner Groups:	This course is aimed at individuals with an interest in Python programming.
Enrolment Date:	January 2020
Expected Number of Learners per Intake:	30
Approved Countries for Provision:	Ireland

I hope all is in order
kind regards
Karen

Dr. Karen Hennessy
BEd, MSc, MA, MBA, PhD
Head of Centre
Wexford Campus
Institute of Technology Carlow

Dr. Karen Hennessy
BEd, MSc, MA, MBA, PhD
Ceann an Ionaid
Campas Loch Garman
Institiúid Teicneolaíochta Cheatharlach

Study at the Wexford Campus
CAO:
BSc Tourism & Event Management - BSc Creative Computing & Digital Innovation - BA Art -
BA Visual Communications & Design - BBus Business / Digital Marketing - BA Applied Social
Studies - BA Early Childhood Education & Care - BSc Sustainable Farm Management &
Agribusiness
Life Long Learning:
Masters - Degrees - Certs at night