



SOUTH EAST TECHNOLOGICAL UNIVERSITY

COURSE EVALUATION 2

ASSESSORS' REPORT TO ACADEMIC COUNCIL

COURSE EVALUATED:	Bachelor of Arts (H) in Home Economics (Level 8; 180 Credits) Bachelor of Arts (H) in Home Economics (International) (Level 8; 240 Credits)
FACULTY:	Humanities
DEPARTMENT:	Culinary Arts, Hospitality and Tourism

1. INTRODUCTION

The following is a review report to Academic Council from the panel of assessors on the proposal from the Faculty of Humanities at South East Technological University to develop a Bachelor of Arts (H) in Home Economics (Level 8; 180 Credits) and a Bachelor of Arts (H) in Home Economics (International) (Level 8; 240 Credits). In accordance with the regulations governing the evaluation of new programme proposals, as set out in the South East Technological University *Programme Quality Assurance Enhancement Policy and Procedures*, the programme proposal was reviewed by a panel of assessors.

The panel of assessors who contributed to this report were:

- Majella O'Shea, Education Policy and Organisation Development Consultant and Executive Coach (Chair)
- Denis Carrigan, Home Economics Teacher, Scoil Airgeail, Ballyhale, Co. Kilkenny
- Holly Dalton, Chef and Company Director of Conbini Condiments, Waterford
- Mairead Davison, Course Director PGCE Home Economics, Ulster University, Northern Ireland
- Joan Finlay, Assistant Professor in Home Economics, Mary Immaculate College, Limerick
- Elaine Gardiner, Course Leader, PGDE Home Economics, Teaching Fellow Education, University of Strathclyde, Scotland
- Majella Heraughty, Former Home Economics Teacher, Stella Maris Secondary School, Tramore, Waterford
- Dr Colette Moloney, Assistant Registrar, SETU Waterford
- Joseph Ryan, Post primary Education, Hibernia College (Student Representative)
- Siobhan Wall, Academic Council Representative, SETU Waterford

In accordance with the regulations set out in the aforementioned *Programme Quality Assurance Enhancement Policy and Procedures*, a review meeting took place on 7 March 2025. The review meeting was conducted virtually via Teams. In the course of the meeting, the panel of assessors met with the programme development team. The following members of the South East Technological University team were present:

The assessors wish to thank the members of the development team for engaging generously and openly with the review process.

BA (H) in Home Economics and BA (H) in Home Economics (International)

- Dr Suzanne Denieffe, Head of Faculty of Humanities, South East Technological University
- Dr Don O'Neill, Head of Department of Culinary Arts, Hospitality and Tourism, South East Technological University
- Dr Carmel Coyne, Lecturer, Department of Arts, South East Technological University
- Dr Emmet Fox, Lecturer, Department of Arts, South East Technological University
- Dr Nabla Kennedy, Lecturer, Department of Science, South East Technological University
- Dr Joanne Malone, Lecturer, Department of Culinary Arts, Hospitality and Tourism, South East Technological University
- Dr Aileen Murphy, Lecturer, Department of Culinary Arts, Hospitality and Tourism, South East Technological University
- Fiona O'Connor, Lecturer, Department of Culinary Arts, Hospitality and Tourism, South East Technological University
- Lorain Walsh, Lecturer, Department of Culinary Arts, Hospitality and Tourism, South East Technological University

2. SUMMARY RECOMMENDATIONS AND CONDITIONS

2.1 General Remarks

The panel commends the Faculty of Humanities on proposing a comprehensive, innovative and well-structured programme to meet the current need for teachers and practitioners in the area. The panel **recommends approval of the Bachelor of Arts (H) in Home Economics (Level 8; 180 Credits) and a Bachelor of Arts (H) in Home Economics (International) (Level 8; 240 Credits)** until the next Programmatic Review in the Faculty of Humanities. **Approval is conditional on the submission of a revised programme document that takes account of the conditions and recommendations outlined below; and the submission of a summary document describing the responses and actions of the Faculty to address the conditions and recommendations made by the review panel.**

Areas for attention have been emboldened in the text for convenience of reference. Action is required on items marked 'Conditions' and such action is mandatory if the programme is to be approved; action is highly recommended on items marked 'Recommendations'.

2.2 *Conditions*

- The titles of the programmes are not consistently state in the document; **the document should be reviewed to eliminate typographical errors, particularly any in consistent titling of programmes.** The programme schedules only indicate the Home Economics modules required to be completed; **full programme schedules, including the Arts subjects, should be included in the document.** A number of discrepancies were noted in the document hence the module descriptors should be reviewed for accuracy and consistency, particularly in the number of module learning outcomes proposed and mapped to assessment. The consistency between the module descriptors and the relevant programme and assessment schedule entries should be checked to ensure that all give the same content, assessment types, and module titles, where relevant, and that the schedules are fully completed. The resource section of the proposal does not appear to have been completed hence **the additional resources required, including personnel, physical and equipment, should be indicated.**
- A more comprehensive description of the teaching, learning and assessment proposed for each module should be indicated in each individual module descriptor. The assessment schedule should be reviewed to ensure that the full 15 weeks of semester are utilised to ensure a work balance for learners. The module descriptors should reflect how the module is actually delivered and articulate where there are labs and tutorials proposed.
- The research elements of the programme were not explicit in the documentation provided. The module descriptors should be reviewed to articulate where research and research training are covered in the existing programme. The panel believe that learners would benefit from both research training and the completion of a capstone research project. **The Faculty therefore should consider how a capstone project module(s) could be facilitated in the award year and develop module descriptor(s) and amend the programme schedule to facilitate same.**
- The teaching career path is discussed extensively in the document but there is some ambiguity on the PME or PGCE pathways which would be available to graduates of this programme. **The section on ‘Meeting Teaching Council Requirements for Home Economics’ in the document should be revised to accurately state the postgraduate teacher training opportunities for graduates of this programme i.e. which**

programmes would currently consider applications from SETU Home Economics graduates.

- **The modules should be inputted onto the SETU Waterford module catalogue once the facility is available.**

2.3 *Recommendations*

- The panel believe that an opportunity for learners to undertake placement as part of the programme would be beneficial. **The team should consider giving a placement option for one or two semesters in the 4-year version of the programme. The team may have to reconsider the title of the 4-year programme if the placement option, which may not be in an international setting, is incorporated. The team could also consider if it is possible to re-designate an existing non-essential module as an elective which would give space to introduce a 5-credit placement module to give all learners the option of undertaking a smaller 5 or 10 credit placement in year 2.**
- The topics of sustainability, use of digital tools, international perspective, industry links *et cetera* are discussed comprehensively in the introductory sections of the document but these do not appear to be reflected in the module descriptors. **The module descriptors should be reviewed to ensure that they articulate where and how sustainability, use of digital tools, international perspective, industry links are reflected in the module descriptors.**
- **The Entry Requirements should be reviewed to ensure that they are in line with similar programmes in Ireland. In particular, the requirement for a H5 in Home Economics in Leaving Certificate should be reviewed and the possibility of accepting a lab science in lieu of Home Economics be considered, to allow learners, who do not have the opportunity to complete Home Economics for Leaving Certificate, access to the programme.**
- There appears to be an imbalance between the volume of content across modules. **The team should review the modules proposed to ensure that there is consistency in content and workload for the credits attached. In doing this, the team should consider if modules could be combined to allow for the introduction of a capstone project module(s), e.g**

does the module ‘Pastry and Baking Techniques’ warrant a full module in a home economic programme.

- The module ‘Advanced Food Studies’ should be revisited to ensure that it is relevant to how people cook today, particularly in the home, and modified to incorporate how implements have changed in recent years. The module should be revised to include references to air fryers, time management, meal planning which are core to module living.
- The discussion on ‘Meeting Teaching Council Requirements for Home Economics’ in the document should outline how the programme is future proofing learning for future curriculum developments e.g. sustainability *et cetera*.
- Table 11.1 should be reviewed for accuracy or the proposed poor attrition rates between years 2 and 3 explained i.e. half the student cohort appear to have exited the programme at the end of stage 2 as only 16 student progress to the final year.
- The balance between the volume of content and learning and the credits attached in individual modules should be reviewed to ensure equity of effort. The content of the ‘Development of Applied Food Studies’ module, for instance, appears significantly greater than that proposed for ‘The Reflective Home Economist’, but both are 5-credit modules.
- The following are recommendations on individual modules:

Module Title	Recommendation
‘The Irish Food Industry’	Include specific reference to artisan and specialty food producers.
‘The Reflective Home Economist’	Include the role of home economics in various contexts, as outlined in the introduction to the proposal document, e.g. teacher, in the community, in industry, leisure, <i>et cetera</i>. This should be articulated in the Description of the Module and Indicative Content sections.

BA (H) in Home Economics and BA (H) in Home Economics (International)

Module Title	Recommendation
'Biological Chemistry for Home Economics'	Review the appropriateness of <i>Brock's Biology of Micro-organisms</i> for this module and add additional relevant resource material for at least the Essential Reading list.
'Development of Applied Food Studies'	Include vegetables in the food groups.

Signed:



Majella O'Shea (Chair)

Date:

21 March 2025
