



SOUTH EAST TECHNOLOGICAL UNIVERSITY

COURSE EVALUATION 2

ASSESSORS' REPORT TO ACADEMIC COUNCIL

COURSE EVALUATED:	Bachelor of Arts in Employee Support and Wellbeing (Level 7; 60 Credits) Certificate in Employee Support and Wellbeing Skills for Practice (Level 7; 20 Credits; Minor Award <i>linked to Bachelor of Arts in Employee Support and Wellbeing</i>) Certificate in Employees Psychosocial Issues and the Workplace (Level 7; 20 Credits; Minor Award <i>linked to Bachelor of Arts in Employee Support and Wellbeing</i>)
SCHOOL:	Humanities
DEPARTMENT:	Law and Criminal Justice

1. INTRODUCTION

The following is a review report to Academic Council from the panel of assessors on the proposal from the School of Humanities at South East Technological University to develop a Bachelor of Arts in Employee Support and Wellbeing (Level 7; 60 Credits) and associated Minor Awards. 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:

- Prof Eithne Guilfoyle, Former Vice President for Academic Affairs (Registrar), Dublin City University (Chair)
- Sean Aylward, Former Secretary General of Department of Justice
- Caroline Conlon, Lecturer, Department of Organisation and Professional Development, School of Business, Munster Technological University, Cork
- Dr Teresa Graham, Counselling Psychologist and Mediator, Waterford
- Dr Colette Moloney, Assistant Registrar, South East Technological University
- Dr Helen Murphy, Academic Council Representative, South East Technological University
- Dr Jill Pearson, Lecturer in Work and Organisational Psychology, Kemmy Business School, University Limerick
- Victoria Rech, Student Representative, University College, Dublin

In accordance with the regulations set out in the aforementioned *Programme Quality Assurance Enhancement Policy and Procedures*, a review meeting took place on 16 March 2023. 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 development team were present:

- Dr Michael Bergin, Head of Department of Law and Criminal Justice
- Dr Fionnuala Brennan, Lecturer, Department of Arts
- Dr Sinead Conneely, Lecturer, Department of Law and Criminal Justice
- Des Connolly, Staff Officer, Personnel Support Service, Irish Defence Forces

- Clare Hogan, Lecturer, Department of Law and Criminal Justice
- Shane Kitson, Assistant Governor, Irish Prison Service
- Cathal Ryan, Lecturer, Department of Law and Criminal Justice

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

2. SUMMARY RECOMMENDATIONS AND CONDITIONS

2.1 General Remarks

The panel was impressed by the credentials of the development team and their experience in delivering programmes to learners in the domain. The panel recommends approval of the Bachelor of Arts in Employee Support and Wellbeing (60 Credits; Level 7) and associated Minor Awards – Certificate in Employee Support and Wellbeing Skills for Practice (Level 7; 20 Credits) and Certificate in Employees Psychosocial Issues and the Workplace (Level 7; 20 Credits) – until the next School Review in the School 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 School 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

- While the panel welcome the broad range of cognate areas proposed for entry, there is some ambiguity re the type of the Level 6 award required. **The entry requirements should be revised to require a minimum of a Higher Certificate, or equivalent, for entry.**
- The proposed number of assessments appear demanding, particularly for learners who are in fulltime employment, in frontline, stressful environments often with onerous shift patterns and heavy commutes, and also probably at a time in their lives where household formation is a high personal priority. **The team should review the programme structure and modules in relation to workload and consider introducing shared assessment,**

reducing the volume of assessment, or increasing module size to give a more manageable workload for learners.

- The programme learning outcomes are currently mapped to the generic areas rather than the SETU Awards Standards for the level. **The programme learning outcomes should be mapped to the relevant SETU Award Standards for Level 7, to demonstrate that the programmes are at the requisite standard.**

2.3 *Recommendations*

- **The team should clarify the support available to the learner while engaging in the work-based project in Semester 3.**
- **The Curriculum Vitae for all members of the development and delivery teams should be included in the proposal document.**
- **The team should review each module on the programme for opportunities to incorporate a more direct focus on gender complexity, ethnicity, neurodiversity, and equality, diversity and inclusion.**
- The assessment for all modules on the programme is currently proposed as exclusively Continuous Assessment. **The assessment strategy should be reviewed to ensure that it is appropriate for the learner cohort; particularly, the team should consider including a greater variety of assessment types, e.g. open book examinations, traditional examinations, MCQs *et cetera*, and use the full 15 weeks of semester for delivery and assessment.**
- **The team should consider how the mode of delivery can best support a consistency of learning experience across the modules.**
- Given the nature of the programme, it is specific to the sector and largely country unique, and hence would not seem suitable for international cohorts. **The admission of international students to the programme should therefore be reconsidered.**

- The proposed titles of the programmes should be reconsidered, particularly the title of the degree and second Minor Award, to ensure that the titles reflect the programme content and the domain-specific content of same.
- The concept of developing and sustaining a culture of respect in the workplace should be articulated in the aims and overall language of the programme(s).
- The opportunities for progression for graduates to programmes in SETU or elsewhere, should be more clearly identified in the document.
- The skills learners develop on completion of a module should be more clearly identified and articulated in the assessment and learning outcomes of the associated module.
- The following are the recommendations for individual modules:

Module Title	Recommendation
Employee Support and Wellbeing Practitioner	The breakdown of assessment should be reviewed as it currently totals to 120%, rather than 100%.
Evidence-based Practice in the Workplace	Secondary sources should be included.

Signed:



Prof Eithne Guilfoyle (Chair)

Date:

28 March 2023

Approved by

Academic Council: _____