



**SOUTH EAST TECHNOLOGICAL UNIVERSITY**

***COURSE EVALUATION 2***

**ASSESSORS' REPORT TO ACADEMIC COUNCIL**

**COURSE EVALUATED:** Master of Science in Mental Health Practice for Children and Young People

**SCHOOL:** Health Sciences

**DEPARTMENT:** Nursing and Health Care

## **1. INTRODUCTION**

The following is a review report to Academic Council from the panel of assessors on the proposal from the School of Health Sciences at South East Technological University to develop a Master of Science in Mental Health Practice for Children and Young People (Level 9; 90 Credits). In accordance with the regulations governing the evaluation of new programme proposals, as set out in the South East Technological University Waterford *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)
- Dr Desmond Cawley, Head of Department of Nursing and Healthcare, Technological University of the Shannon: Midlands and Midwest
- Glenn Curtin, Student Representative, University College Cork
- Sarah Donnelly, Director of Nursing, Lucena Child Mental Health Services, Dublin
- Dr Dawn Farrell, Lecturer, Department of Nursing and Healthcare Sciences, Munster Technological University
- Dr Hazel Farrell, Academic Council Representative, South East Technological University
- Dr Áine McHugh, Lecturer, Department of Nursing, Midwifery and Early Years, Dundalk Institute of Technology
- Dr Colette Moloney, Assistant Registrar, South East Technological University
- Petrina Tighe, Nurse Manager Willow Grove Adolescent Unit, St Patrick's Mental Health Services, Dublin

In accordance with the regulations set out in the aforementioned *Programme Quality Assurance Enhancement Policy and Procedures*, a review meeting took place on 17 June 2022. 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:

- Prof John Wells, Head of School of Health Sciences
- Dr Sara Kennedy, Head of Department of Nursing and Health Care

- Marie Carey, Lecturer, Department of Nursing and Health Care
- Miriam Farrell, Lecturer, Department of Nursing and Health Care
- Dr Marina Green, Researcher, School of Health Sciences
- Eleanor Kirwan, Lecturer, Department of Nursing and Health Care
- Dr Colman Noctor, Lecturer, Department of Nursing and Health Care

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 commends the School on proposing a programme to meet an identified need for training in the health care sector. The panel **recommends approval of the Master of Science in Mental Health Practice for Children and Young People** until the next School Review in the School of Health Sciences. **Approval is conditional on the submission of a revised programme document that takes account of the substantial 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*

- There was mention in the document and in the discussion with the panel of proposed linked Postgraduate Diploma and Minor Awards but the exact titles, programme schedules, and programme learning outcomes for these were not included in the documentation. **If the School wishes to propose embedded awards for the Masters programme, the necessary detail for same should be included in the revised documentation. The minor award titles should be in the format ‘Certificate in...’ and for these, and the proposed Postgraduate Diploma, the programme schedules and learning outcomes should be included, and the latter mapped to the relevant SETU Award Standards for the level**

and discipline. The module learning outcomes should be mapped to the programme learning outcomes for the embedded awards, where these differ, to ensure that learners will achieve the programme learning outcomes on successful completion of the required module(s).

- There were inconsistencies between the module descriptors and the proposed programme schedules, particularly in the areas of contact type and assessment. **The module descriptors should be entered on the SETU Waterford Module Catalogue, and the contact and assessment reviewed to ensure that there is consistency between what is described in the module descriptor and what is recorded on the programme schedule, and that both reflect the delivery as intended. The mapping of module learning outcomes to programme learning outcomes was not comprehensive in the document hence this should be reviewed to ensure that a full mapping is undertaken. The programme learning outcomes should be mapped to the SETU Awards Standards for the discipline and the NFQ Level to demonstrate that a graduate will achieve the relevant Awards Standards on completion of the programme. The programme schedule should also be reviewed to ensure that the mandatory and elective modules are correctly identified and that the number of credits required to successfully complete a semester is indicated.**
- In discussion with the panel, the team articulated a more in-depth and varied programme than that reflected in the module descriptors. **The module descriptors should be revised to better capture the nature of the programme and the variety in delivery proposed.** The module aims/descriptions currently included in the module descriptors are generally a reiteration of the indicative content section which follows. **The module aims should be revised to ensure that they give a concise statement of the aim of the module, rather than being restatements of the indicative content. The indicative content section, and the associated module learning outcomes should be reviewed to ensure that there is sufficient detail to capture the nature of the intended content of the module and that any skills developed are articulated. In particular, the ‘Contemporary Issues for Children and Young People’ module should be revised to better reflect indicative content and learning outcomes on gender identity.**

To give learners, employers *et cetera* a better understanding of the type and volume of workload expected, a breakdown and detail of the proposed assessment should be included in the module descriptor. The proposed reading lists should be reconsidered with a view to including only core texts in Essential Material and capturing other relevant readings in the Supplementary Material section. The reading lists should also be reviewed to reflect current texts, most recent editions, and online resources. There appears to be inconsistency between the 10-credit modules in the volume of indicative and module learning outcomes associated. **The module descriptors should therefore be reviewed to ensure that there is consistency between the volume of content included, the module learning outcomes proposed, and the credit attached.**

- The ‘Dissertation’ module should be revised to include more detail on the nature of the projects permitted and the supervisory support for same.
- The entry requirements should be revised to be a Level 8 degree, or equivalent, rather than the current Bachelor of Science specification, and also to give an indication of the undergraduate disciplines which might be suited to entry. The statement re recognition of prior learning should be simplified to make it clear that applications are also considered from individuals who do not have the degree specified but who may have equivalent prior experiential and/or other certified learning.
- The sections on teaching, learning and assessment in the introductory part of the document were generic but a more varied and programme-specific approach was described by the team at the panel meeting. **The paragraphs on teaching, learning and assessment should be revised to include more specific discussion on the proposed methodologies for this programme. A proposed assessment schedule for the programme should also be included and the intended feedback strategy articulated. The proposed support for students and student engagement strategies, as articulated by the team at the panel meeting, should be captured in the document.**

### 2.3 Recommendations

- There were only four curriculum *vitaes* for staff included in the document but there was a larger programme team representing the programme at the panel meeting. **The curriculum**

**vitaes for all staff who may deliver modules on the programme should be included in the application to demonstrate that the teaching resources are available to deliver the programme.**

- A number of key themes in the programme were articulated as part of the presentation by the team at the panel meeting. **The proposal would be enhanced if the thematic structure of the programme was included in the proposal document, and it would also provide a clearer understanding of the nature of the programme for prospective learners. The School should also articulate in the revised proposal where the areas of engagement and recovery, part of current national policy, are covered in the programme.**
- The module learning outcomes should be reviewed from a learner's perspective to ensure that a prospective learner or a graduate will have a clear understanding of the skills and knowledge achieved on completion. The wording of the module learning outcomes should also be reviewed to ensure that all follow on from the opening stem statement *'On successful completion of this module, a student will be able to:'*
- The School should include the module 'Using Enquiry to Enhance Practice' on the programme for the proposed Postgraduate Diploma to give learners on the linked Masters programme, who find they are unable to commit to undertaking the 'Dissertation' module an exit pathway, or allow learners on the Postgraduate Diploma who wish to apply to transfer to the Masters degree, prior to the completion of Semester 2, that option.
- The detail provided to the panel at the review meeting re proposed Departmental student engagement and support for learners on the programme, and the more general University-wide student support available, should be captured in the document.
- The document should be updated to articulate a SETU perspective, rather than referring to the former WIT policies *et cetera*.
- Consideration should be given to including relevant publications by members of the programme team in the module reading lists to demonstrate the team's expertise.

**Signed:**   
Majella O'Shea (Chair)

**Date:** 04 July 2022

**Approved by**  
**Academic Council:** \_\_\_\_\_