Open Training College, Programmatic Review and Validation

Terms of Reference

Scope

These terms of reference apply to all programmes offered which are due for Programmatic Review, which includes an evaluation of proposed changes to these programmes. This, in turn, includes new modules for which minor awards will be sought and proposals for new minor awards in respect of revised modules that had previously been part of the programme.

Programme approval is required from 1st September 2016.

The review will be undertaken in compliance with [1]HET Core Validation Policy and Criteria (Appendix 1 details Section 3 but the full policy and criteria will be applied).

Programme(s) under review

The programmes under review are due for review and require review to conform to recent policies.

Programmes for which programmatic review is required			Last intake approved
Level	Title	Credits	
7	Bachelor of Arts in Applied Social Studies (Disability)	180	Sept 15
8	Honours Bachelor of Arts in Applied Social Studies (Disability) (1-year add-on programme)	60	Sept 15

Programmes excluded from programmatic review and being discontinued		
Level	Title	Credit
	None	

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[1] HET Core Validation Policy and Criteria 2010, Revised 2013 (QQI)

Background to the Review

The two programmes concerned (named above) last underwent Programmatic Review in April 2009 and were approved up to and including intake 2013. [2]In 2013, the Open Training College sought an extension from QQI in consideration of two matters:
(1) The implementation of the Health Act (2007), in particular, the establishment of statutory regulation for residential services for children and adults with disability (HIQA).
(2) The expected establishment of the Social Care Workers Board under CORU.
An extension was granted up to and including intake 2015.

While required due to the expiry of the last approval, the College also believes it is timely to review the programmes at this point in the evolution of disability service provision, particularly with regard to the implementation of new policy and legislation in the sector in recent years.

Context for the Review

Since the last Programmatic Review (2009), many significant changes have occurred in the policy, legislative, economic and sociological landscape of the disability sector in Ireland. Taking account of these changes and examining their impact on the social care worker role (in disability service provision) is a key focus of this Programmatic Review.

The Health Information and Quality Authority (HIQA)
The Health Act (2007), established the Health Information and Quality Authority (HIQA), an independent Authority, tasked with ensuring the delivery of high quality and safe care for people using health and social care services (including disability services). HIQA has statutory responsibility for setting standards for service provision, supporting improvement, regulating residential services for people with disabilities and the monitoring of services.   HIQA commenced inspections in residential services for people with disabilities at the end of 2013. As a result of their published inspection reports, we now have a significant body of work to draw on in terms of critically reviewing HIQA requirements, how services are performing against those requirements and examining the role of the social care worker in the HIQA context.

Professional Regulation (CORU)
The Health and Social Care Professionals Act (2005) established CORU, Ireland's multi-profession health regulator. CORU's role is to protect the public by promoting high standards of professional conduct, education, training and competence through statutory registration of health and social care professionals. It is made up of the Health and Social Care Professionals Council and 12 Registration Boards, one for each profession named in the Act. The Social Care Work Registration Board was established in 2015 and it is envisaged that the Registration for Social Care Workers will commence

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[2] Letter to Rosin Sweeney on 3/9/13 and response granting extension received by the OTC on 5/11/13.

within a 2 year period (i.e. 2017-18). CORU will maintain and publish a Register of Health and Social Care Professionals, who meet the standards, ensure that registered professionals keep their skills up to date by promoting continuing professional development and run Fitness to Practise hearings into the conduct and competence of a Registrant. CORU will set the [3]education and [4]proficiency standards that all health and social care professionals must meet and ensure that the relevant educational bodies deliver qualifications that prepare professionals to provide safe and appropriate care. This review must therefore take account of the development of CORU and ensure that the course outcomes facilitate the development of appropriate professional competencies. The Open Training College secured a meeting with CORU as part of the programmatic review process in 2015.

Other Significant Changes in Disability Service Provision

Other matters are also relevant in this review. Three are mentioned here as examples. The Irish Government is introducing Capacity Legislation through the Assisted Decision-Making (Capacity) Act 2015. The key principles underpinning this new proposed legislation are (i) that people can make decisions with minimal support, (ii) ensuring supported decision making and (iii) facilitated decision making. This legislation has very significant implications for service delivery and for those who work with service users including social care workers.

The Citizens Information Act 2007 and The Personal Advocacy Service, under which the National Advocacy Service was established has a specific remit with regard to advocating on behalf of people with disabilities and is moving services toward the need to provide formal advocacy structures for service users and families.

The age profile of serive users is also changing. With an increase in the Irish birth rate similarly demand for services for children with disabilites is also increasing. The increased life expectancy of people with disabilities, while a success story, poses many challenges to disability service providers.

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[3] CORU has not yet developed standards for courses of education in Social Care Work. Currently the education standards that apply to Social Care Programmes are the *Award Standards for Social Care Work* (QQI, 2014). These standards will be used as the appropriate standards for the Level 7 and Level 8 programmes in this review.

[4] CORU has not yet published Standards of Proficiency for Social Care Workers (Standards of Proficiency for Social Workers and Occupational Therapists have been published which offer some guidance in the review process.)

The Role of the Social Care Worker

Increasingly Social care workers plan and provide professional, individual or group care to clients with individual, personal and social needs and this includes people with disabilities. According to Social Care Ireland (2014), social care workers must:

> '*Strive to support, protect, guide and advocate on behalf of clients. Social care work is based on interpersonal relationships which require empathy, strong communication skills, self awareness and an ability to use critical reflection. Teamwork and interdisciplinary work are also important in social care practice*'. (Social Care Ireland, 2014)

The core principles underpinning social care particular to people with disabilities include respect for dignity, choice, social justice, advocacy, empowerment, inclusion and person centeredness. It is critical that students wishing to pursue or progress a career in disability services are equipped with the education, skills, knowledge, attitudes and training necessary to ensure they can provide the best possible support, guided by these principles and understand that they are enshrined in law.

Changes such as those outliend above clearly indicate that a review of the objectives and content of the Social Care programmes run by the Open Training College is strongly indicated to ensure that graduates of the programmes develop the knowlege, skills an competencies to work in the changing and demanding context of disability service provision in the next 3-5 years.

QQI Policy on Single Subject Certificates

The QQI Circular (Ref. 2015-02 QQI CL), of 2nd November 2015, stated at 7 d. that "QBS will not produce single subject certificates". In light of this change of policy, it was considered efficient and prudent that OTC would seek to have Minor Awards validated as part of this process. The modules selected for inclusion are:

(i) Modules currently certified as Single Subject Certificates and awarded over the years;

(ii) New Modules developed as part of the programmatic review process and now included in Degree programmes.

Graduates of OTC degrees will be offered these new modules as part of a suite of CPD modules available to them in Autumn 2016 (subject to validation by QQI).

The overarching rationale for both groupings of these Minor Awards is that they will enhance programmes already available and will support CPD requirements needed for continued registration for Social Care Workers and related professionals under CORU in coming years.

Objectives of Programmatic Review[5]

The objectives of this programmatic review will be undertaken in consideration of the context matters discussed above.

The objective of a programmatic review is to review the development of programmes over the previous five years, with particular emphasis on the achievement and improvement of educational quality[6]. The focus is principally on the evaluation of quality and the flexibility of the programmes' responses to changing needs in light of the validation criteria (Section 3 of HET Core Validation Policy and Criteria, revised 2013) and relevant awards standards.

The specific objectives of a programmatic review are to:

- Analyse the effectiveness and efficiency of each validated programme, including detail of learner numbers, retention rates and success rates

- Review the development of the programmes in the context of the requirements of employers, industry, professional bodies, the Irish economy and international developments

- Evaluate the response of the provider/school/department to market requirements and educational developments

- Evaluate the feedback mechanisms for learners and the processes for acting on this feedback

- Evaluate the physical facilities and resources provided for the provision of the programme(s)

- Evaluate the formal links which have been established with industry, business and the wider community in order to maintain the relevance of its programmes

- Evaluate feedback from employers of the programmes' graduates and from those graduates

- Review any research activities in the field of learning under review and their impact on teaching and learning

- Evaluate projections for the following five years in the programme(s)/field of learning under review

- Make proposals in relation to updating programmes and modules; proposals in relation to the discontinuation of programmes/ modules and the development of new programmes[7].

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[5] HET Provider Monitoring Policy and Procedures
[6] The provider's quality assurance procedures should provide the framework for conducting the review
[7] All changes should be identified and a rationale provided

Special Considerations

1. **The introduction of new programme structures for each of the following programmes:**

a. Bachelor of Arts in Professional Social Care (Disability). As part of this submission the College plans to submit for <u>Special Purpose Awards</u> linked to this programme as follows:

- Certificate in Quality and Risk in Service Delivery
  (2 modules of 10 credits = 20 credits at Level 6)
  Module 1: Quality and Risk in the Context of Regulation
  Module 2: Key Management Skills in Social Care
- Certificate in Autism, Wellbeing and Positive Behaviour Supports
  (2 modules of 10 credits = 20 credits at Level 6)
  Module 1: Supporting a Person within the Autistic Spectrum
  Module 2: Wellbeing and Positive Behaviour Supports
- Supporting and Working with Families
  (1 module of 10 credits at Level 7)
  Module 1: Working with Families

b. Bachelor of Arts in Professional Social Care (Disability). As part of this submission the College plans to submit for <u>Minor Awards</u> linked to this programme as follows:

Modules currently certified as Single Subject Certificates and awarded over the years:
- Certificate in Exploring Disability (Level 6 – 10 Credits)
- Certificate in Focus on the Individual (Level 6 – 10 Credits)
- Certificate in Communication and Interpersonal Skills in Social Care (Level 6 – 10 Credits)
- Certificate in Empowerment and Advocacy (Level 6 – 10 Credits)
- Certificate in Social Care Practice and Ethics (Level 6 – 10 Credits)

New Modules developed as part of the programmatic review process and now included in Degree programmes:

- Certificate in Active Inclusion (Level 7 – 10 Credits)
- Certificate in Current Issues in Social Care: Mental Health, Elder Care, Children (Level 8 – 10 Credits)
- Certificate in Supporting Individualised Living and Alternative Services (Level 8 – 10 Credits)

2. Changes in Programme Title:

The following changes to programme titles are proposed:

Current Title	Proposed Title (Working)
1. Bachelor of Arts in Applied Social Studies (Disability) 2. Honours Bachelor of Arts in Applied Social Studies (Disability)	1. Bachelor of Arts in Professional Social Care (Disability) 2. Honours Bachelor of Arts in Professional Social Care (Disability)

3. The implementation of Assessment & Standards, revised 2013

The programmes under review will comply with QQI HET Assessment and Standards (revised 2013). A programme and module assessment strategy will be provided for each programme enabling the learning outcomes to be assessed. The review of assessment strategies for each programme will ensure validity, reliability, consistency and fairness of the assessment methods employed.

The inclusion of a capstone module in the award stage of the programmes will be reviewed with a view to providing learners with an opportunity to integrate learning attained in other modules and/or stages.

Organisation of the Programmatic Review

Membership of the Peer Review Group

Chair:	Dr. Michael Tobin, Head of Department of Lifelong Learning, Athlone Institute of Technology.
Secretary:	Mr. Ronnie Harrison, Manager of Academic Affairs, Open Training College.
Subject Matter Experts:	Mr. John Mc Hugh, Lecturer in Social Care and Humanities, Carlow College.
	Dr. Brian McClean, Clinical Psychologist, Acquired Brain Injury, Ireland.
	Ms Dara Cassidy, Director of Online Learning, Hibernia College
Industry Representative:	Ms. Fidelma Murphy, National Director of Adult Services, Enable Ireland.
Learner Representative:	Ms. Michelle Coe, Social Care Worker, St. Christopher's, Longford.

A biographical note on each peer review group member is included in Appendix 6.

The Open Training College will make arrangements for the Peer Review Group report to be drafted and agreed with the Chair of the Group.

The Open Training College will ensure that Protection for Enrolled Learners (PEL) arrangements comply with QQI's protocols.

Proposed Timeline

Review Phase	For Completion by
Preparation of the self-evaluation report (SER) (See Appendix 2 and 3)	December 18th 2015
Consideration and approval of the SER by the Academic Council	Week of 11th January 2015
Submission of SER to the Peer Review Group (Site Visit)	Week of 25th January 2016
Submission of a report by the Peer Review Group (programmatic review report) to include recommendations for the provider (to be issued within one month)	Week of 15th February 2016
Consideration of the report of the Peer Review Group by the Academic Council, followed by the preparation of a formal response and implementation plan	Week of 22nd February 2016
Submission of the programmatic review report to QQI, together with the response and implementation plan of the provider, and a formal request for revalidation of the proposed major award programmes as modified and a formal request for validation of the other proposed programmes outlined above	Week of 7th March 2016

Structure of Review Documentation

The Open Training College will present the content of the Programmatic Review in 3 Parts (documents):

1. Self Evaluation Report (SER) (will include the items detailed in Appendix 2 and will utilise the format outlined in Appendix 3)

2. Justification for Changes to the programmes (See Appendix 4 for format)

3. Overview of Proposed New Social Studies programmes and Course Schedules including curriculum changes (see Appendix 5 for format)

Appendix 1

HET Core Validation Policy and Criteria – Section 3

The review of programmes should include a review of:
- Minimum intended programme learning outcomes and their compliance with the relevant awards standard(s) as determined by QQI
- The prerequisite learning for participation in the programme and any other assumptions relating to the programme's target learners
- Module learning outcomes and prerequisite requirements
- Programme and module assessment strategies
- Teaching and learning strategies employed
- The operation of access, transfer and progression
- Relevant research activities
- Links with relevant industry and/or professional bodies
- Profile and qualifications of teaching staff
- Level and appropriateness of resources available
- Benchmarking against other similar programmes

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The SER should contain wide ranging information on the unit/programme(s) being evaluated including:
- A statement of its strategic objectives
- A review and critical analysis of the quality systems and processes which are in place to enable the achievement of its objectives
- The views of teaching staff, past and current learners, administrative staff servicing the programme, views of other staff that have any association with the programme or those involved with/on the programme
- An analysis of its strengths and weaknesses
- The identification of potential opportunities and threats, together with the possible actions to be taken
- An analysis of the success of the programme to date, including access statistics, performance of learners at each stage (including grade profiles and trends), completion rates by stage, graduate performance, etc.
- The identification of resources required for the delivery of its programmes
- A review of reports from programme boards and student feedback forms
- A review of employment/advancement opportunities for learners
- A review of the teaching, assessment and learning strategy of the provider in the relevant field
- A review of the assessment strategies for each programme
- An analysis of all research activity within the unit and future plans in that regard
- A review of its links with employers, industry, professions, the business and wider community
- Detail of programme changes proposed and the rationale for same
- A review of all modules included in the programme(s) under review
- Draft programme schedules, incorporating the proposed changes

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2.8.2 Strategic Objectives of the Programmes

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3.1 Transfer and Progression
3.2 Access, Transfer and Progression Routes
3.3 Access
3.4 Information Provision
3.5 Recommendations

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4.1 Learner Profile
4.2 Target Learner Group

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5.1 Human Resources
5.2 Physical Resources
       5.2.1 Accommodation
       5.2.2 Library
       5.2.3 Online Services
       5.2.4 On-site equipment
       5.2.5 Learner Supports for Students with Disability/Specific Learning Difficulty
       5.2.6 Learner Supports for Students with Difficult Personal Circumstances

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6.1 Links with Industry
6.2 Focus on the Individual Learner
6.3 Supported Open Learning Model (SOL)

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7.1 Research conducted for the Programmatic Review process
       7.1.1 Consultation with Agency Representatives
       7.1.2 Benchmarking
       7.1.3 Graduate Research
       7.1.4 Current Context
       7.1.5 Inputs from Quality Assurance into the Programmatic Review Process
       7.1.6 College Scholarship Activity
7.2 Annual Quality Assurance Reports
7.3 QA Evaluation Procedure
7.4. Regular Evaluations conducted by the College
       7.4.1 Student Module Evaluations
       7.4.2 Student End of Year Evaluations
       7.4.3 Tutor Workshop Evaluations

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Michael Tobin is responsible for managing innovative course development, lecturing, recruitment, research and teaching and learning pedagogy. He works across all academic disciplines, with a student body that are predominantly adults, attending part-time professional and academic undergraduate and postgraduate programs (NFQ 6 - 9).

Dr Tobin holds a Doctorate in Education from the University of Sheffield; a Certificate in the Management of Adult Guidance from NUI Maynooth; a Master's in Economics from NUI Galway and a Bachelor of Arts in Economics, Sociology and Politics from NUI Galway.

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Ronnie Harrison has gained experience in a range of roles in Higher and Language education including Quality Advisor (Grafton College), Academic Manager (Active Language Learning and PCI College); and as Head of Programme, Lecturer and Project Manager with Dublin Business School (DBS) during which time he also gained extensive international experience. Ronnie also worked for 6 years as a Development Manger with the Irish Copyright Licensing Agency and was Secretary to the Board of the Irish Visual Arts Rights Organisation (IVARO) during this time. Ronnie is a graduate of Dublin City University (BA in International Marketing and Languages) and holds a M. Phil. in Applied Linguistics from Trinity College.

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John McHugh MA is member of the Social Studies Department at Carlow College (St Patrick's) where, as Placement Co-ordinator, he compiled the Working Models placement guidelines booklets published by IASCE in 2000 and subsequently. Prior to this John was a Head of the Social Studies Department with Carlow College for 8 years. John is co-author of Social *Care Practice in Ireland*: *An integrated perspective (2013)* a leading academic text for social care students and practitioners in Ireland and is

currently completing his PhD with the University of Limerick (UL) on the topic of 'Communication in Social Care Practice'.

3.2. Dr. Brian McClean, Clinical Psychologist

Dr. Brian McClean is a Clinical Psychologist working with Acquired Brain Injury Ireland. His doctoral thesis was on the outcomes of Positive Behaviour Support for people with autism and intellectual disabilities. In 1994, he established The Callan Institute for Behaviour Support as a national training and consultation agency in support of people who have behaviours that challenge in Irish Social Care services. He went on to establish the first community-based behaviour support team in Ireland. He has supervised the development of over 1,000 multi-element behaviour support plans, and has published his research in international journals. He currently lectures in Clinical Psychology at University College Dublin and in Applied Behaviour Analysis at the National University of Ireland Galway.

3.3 Ms Dara Cassidy, Director of Online Learning, Hibernia College

Dara is Director of Online Learning at Hibernia College. Since joining Hibernia in 2002 she has dramatically expanded the online development capacity of the college by establishing a cross-functional R&D team to ensure that Hibernia College is at the leading edge of e-learning provision and that student engagement is at the heart of the development and delivery of all the College's courses. Dara has previously worked as a writer and instructional designer for e-learning company Knowledgewell (1999-2001), where she collaborated with a team at the University of Kansas to develop an innovative pilot programme to create one of the first computer-based business degree courses. She was later engaged as an instructional designer in an R&D initiative at Smartforce (2001-2002) focused on maximising engagement in the delivery of online IT and business skills courses. Dara holds a BSocSc (Hons) from University College Dublin and an MA (Film and Television studies) from Dublin City University. She is currently studying for a Doctor of Education (EdD) in Queen's University, Belfast

4. Industry Representative

Ms. Fidelma Murphy, National Director of Adult Services, Enable Ireland.

Fidelma Murphy is a member of the HSE Sub-committee on New Directions. Ms. Murphy has been employed by Enable Ireland since September 1990, initially as a Training Manager for adults with physical disability and then taking up the post of the National Director in 2000.

Ms. Murphy is responsible for leading service development and standards throughout the organisation in relation to adult services in areas such as person centred planning, advocacy, supported living services, FET certification and vulnerable adult protection.

Ms. Murphy took over the national Health and Safety role in 2011 with responsibility for national compliance in relation to workplace safety and standards.

. Learner Representative

Ms. Michelle Coe, Social Care   or er

Michelle has worked in a variety of human services for over 10 years. Presently Michelle works as a social care worker for St Christopher's, Longford (a service for people with intellectual disability). Michelle graduated with the BA Applied Social Studies (Disability) from the Open Training College in 2013. Michelle has a keen interest in the development of person centred services in social care and is a key person in relation to service user rights and person centred provision within her service.

OPEN TRAINING COLLEGE

PROGRAMMATIC REVIEW 2016

Report of Peer Review Group

College Response to Peer Review Report

Proposed Programme Schedules

i. Degree Programmes

ii. Special Purpose Awards

iii. Minor Awards

Peer Group Evaluation and Approval

Recommendation

February 2016

PART 1: GENERAL INFORMATION

1.1 Details of the Programmatic Review Event

Provider: Open Training College (OTC), St. Michael's House

Date of Expert Panel Site Visit: 27th January 2016

Programmes Evaluated:

Degree Programmes

B. A. in Professional Social Care (Disability) - Level 7, Major Award

B. A. (Honours) in Professional Social Care (Disability) - Level 8, Major Award

Special Purpose Awards

Certificate in Quality and Risk in Service Delivery - Level 6 (20 credits)

Certificate in Autism, Wellbeing and Positive Behaviour Supports - Level 7 (20 credits)

Certificate in Supporting and Working with Families - Level 7 (10 credits)

Peer Review Group

Dr. Michael Tobin (Chair)	Head of Department of Lifelong Learning, Athlone Institute of Technology
Mr. John McHugh	Lecturer in Social Care and Humanities, St. Patrick's College, Carlow
Dr. Brian McClean	Clinical Psychologist, Acquired Brain Injury, Ireland
Ms. Dara Cassidy	Director of Online Learning, Hibernia College Dublin
Ms. Fidelma Murphy	National Director of Adult Services, Enable Ireland
Ms. Michelle Coe	Social Care Worker, St. Christopher's, Longford
Mr. Ronnie Harrison (Secretary)	Manager of Academic Affairs, Open Training College

1.2 Summary

The following three documents were provided to peer review group members in advance of the site visit:

1. Self Evaluation Report (SER);
2. Justification for Changes to Current Programmes;
3. Overview of the Proposed New Social Care Programmes.

The Peer Review Group held an initial meeting on the evening of 26th January, with the full site visit taking place on 27th January. Additional supporting documentation available to the group as part of this visit included:

A. Report on External Engagement with Key Stakeholders;
B. Six Year QA Report – Summary of Findings and Recommendations;
C. Bachelor of Arts and Bachelor of Arts (Hons) in Applied Social Studies (Disability): A review of the online/blended model prepared for the Open Training College.

The Group reviewed the documentation presented and considered the responses of the programme team and other stakeholders during the site visit. Subsequently, the Group approved the degree and special purpose award programmes presented, subject to the requirements attached to the Conditions, as outlined in this report. The Group also made a number of recommendations that the Programme Team should consider in relation to the programme. These recommendations are also outlined in this report.

As part of the follow up to this report, it is noted that the College's reply to the specific Conditions and Recommendations outlined, will be appended as an Implementation Plan, which will in turn be responded to by the Group Chair, in advance of submitting final programmatic review and validation request documentation to QQI.

PART 2: REPORT OF THE PEER REVIEW GROUP

2.1 Introduction

The Open Training College (OTC) is a third level institution offering accredited education and training programmes to those involved in the non-profit, disability and community/voluntary sectors nationally. The OTC is a division of St. Michael's House, the largest provider of services to people with learning disabilities, and their families, in the greater Dublin region.

As part of its original approval, St. Michael's House was required to offer the programmes and training it developed to staff in all disability services nationally. To achieve this objective, the organisation was highly innovative in developing a model of delivery based on a distance learning approach, but with significant adult-friendly supports built in. This award-winning model is known as the *Supported Open Learning Model* (SOL) and has been operated successfully by the College since 1992.

2.2 Background to the Programme Submission

The two degree programmes concerned last underwent Programmatic Review in April 2009 and were approved up to and including intake 2013. In 2013, OTC sought an extension on validation from QQI in consideration of two matters:

(1) The implementation of *The Health Act* (2007); in particular, the establishment of statutory regulation for residential services for children and adults with disability under the Health Information and Quality Authority (HIQA*): National Standards for Residential Services for Children and Adults with Disabilities* (2013);

(2) The expected establishment of the Social Care Workers Registration Board under the Health and Social Care Professionals Council (CORU).

An extension was granted up to and including intake 2015. Since the last Programmatic Review of the OTC Social Care programmes in 2009, many significant changes have occurred in the policy, legislative, economic and sociological landscape of the disability sector in Ireland. Taking account of these changes and examining their impact on the social care worker role (in disability service provision) was a key focus of this programmatic review.

Revalidation is required from 1st September 2016.

2.3 Examination of the Programmes

Documentation was forwarded to the group for review prior to their initial meeting which took place on the evening of 26th January. This included:

1. Self Evaluation Report (SER);
2. Justification for Changes to Current Programmes;
3. Overview of the Proposed New Social Care Programmes.

The following day, 27th January, the Group met with the staff of OTC involved in the review and re-design of the programmes to examine the submission against the criteria for the programmatic review of programmes and their relevance given the changes that had taken place in the disability sector over the review period.

A number of meetings took place during the visit. These were:

(i.) Private Group meeting.
(ii.) College overview and facilities.
(iii.) Overview of the Programmatic Review processes.
(iv.) Presentation of the Supported Open Learning (SOL) Model and tour of the online portal MyOTC.
(v.) Course content, delivery and Support.
(vi.) Consultation with Students.
(vii.) Assessment and Access, Transfer & Progression (ATP).
(vii.) Private Group deliberations.
(vii.) Feedback session.

The Group first met in private session to consider the proposed programme submission. The subsequent meetings can be summarised as follows:

ii.	
a. College overview and facilities	Chair: Welcome and Introductions.
	Thanked the College for the amount of work involved in the programmatic review process as evidenced by the very high quality of the documentation presented to the Peer Review Group.
b. Programme Review	Congratulated the whole team on its efforts.
	Set out the scope of the visit and the panel's role in ensuring QQI standards and requirements at the respective levels were met. He also advised that particular focus would be applied on the delivery methodology employed by OTC in delivering the programme. A focus on the flexibility of the programmes in reference to changing demands was also specified.
c. Review Process	In particular, a number of themes were identified that would be referred to throughout the review, namely:
	1. The reflective nature and assessment methodology used extensively throughout the programme as a proportion of modular/programme assessment.
	2. The SOL model and how it operates.
	3. Assessment: theory and practice; cross-assessment; repeat specifications.
	4. The capturing of regulation and legislation, as it applies to Social Care practice, in the programmes.
	5. General structure and course schedules. Module names and prerequisites.
	6. Programme and modular learning outcomes.
	7. RPL and the theoretical framework.
	College Overview and the Programmatic Review Process:
	Presented by the College Director.
	Summary of the key recommendations arising from the process were stated as follows:
	1. Retain focus on disability but broaden and strengthen the linkage to general theory in the areas of social care, social policy and psychology.
	2. Introduction of new Special Purpose Awards.

	3. Updating of titles and content.
	4. Alignment of the RPL element of ATP, with particular focus on RPEL.
	5. Assessment in relation to capstone modules and supervisors.
	6. Enhancements to the SOL model (incl. virtual badges).
	7. Enhancements to and continuing prioritisation of the focus on quality systems.
	8. Reference to CORU, the Registration Board and future proofing.
	Questions invited:
	The College responded to questions from the Group on:
	▪ Management content in the programmes and the threading of these elements throughout.
	▪ Consideration of a Higher Diploma at Level 8.
	▪ The specific titling of the programmes.
	▪ The Quality and Risk special purpose award wrt. Multidisciplinary teams.
	▪ The "Working with Families" special purpose award.
	▪ CORU and HIQA.
	The responses and discussions related to these areas inform some of the recommendations outlined as part of Session viii. of this visit.
iii.	
a. Presentation of the Supported Open Learning (SOL) model	The model for online induction and subsequent interaction was outlined as follows: 1. Access/Motivation 2. Online Socialisation 3. Information Exchange 4. Knowledge construction 5. Development
b. Online tour through MyOTC	Discussions in this area focused on: ▪ Strategies for developing an online Community of Practice ▪ Group work ▪ Netiquette

| | Motivation Formative assessment Materials Virtual tutorials Tools and equipment Engagement/Motivation Analysis of student participation Conditionality Timing Market potential for agency training Plagiarism/Transparency
The panel commented on the excellent structure of the SOL model and online provision.

Following the online tour of MyOTC, there was additional discussion of:
Visual elements
Interactivity
Social elements
The graduate representative of the Group commented on the increased visual nature of the platform and how this had made interaction with the materials more enticing.

The Group also commented, at this point, on the expression of learning outcomes and how they might be standardised to focus more on the specific outcomes for the student, using standardised, level appropriate, terminology (including regarding tense and choice of action words).
The balancing of the number of overall programme outcomes for the Level 7 and Level 8 programmes, respectively, was also mentioned.

Further points raised in this session inform some of the recommendations outlined as part of Session 8 of this visit and specified in Section 3. |

| iv.

a. Content

b. Course Delivery & Support | Chair: Welcome and introductions for members who had not attended earlier sessions.

Congratulated the team on the level and depth of the work presented, the excellence of the output and the delivery of that output.

The Course Director outlined the programmes under review.

Panel questions focused on:
Tutor induction, training and development Tutor workload Active engagement of students Student support Reflection activity examples as part of assessment strategy Tools for reflection activity Team review days for programmatic review Critical discussion online The title of the 1st year "Study Skills" module Student workload and credits The dual identity of learners as students and as professional Social Care Workers (SCWs) The updating of modules carried out Focus on social and legislative policies Balancing of theory and practice Core texts (incl. updating of same) Essence of the College message to students/prospective students Interpersonal skills The management of change and conflict Exam specifications as part of descriptors (+repeat exams) Critical analysis at different levels Garda vetting and Insurance Each module was investigated regarding content, assessment and resources. In particular, the Group suggested that the title of "Third Level Study Skills" might |

	be revisited and may better be called "Learning and Development in Higher Education". Also, that there might be reconsideration of the credit weighting of this module, following review of the content of Communications modules in Year 1 and Year 2.
	There was also a recommendation to include online activities fully in module descriptors. In addition, the Chair requested further documentation on the mechanism of the student/supervisor relationship. This was subsequently discussed and reviewed.
	The Special Purpose Awards were also examined. The recommendation was to produce an approved Programme Schedule for each, including assessment framework, in the same format as the main programme documents.
	Tutors were questioned regarding their workload and their perceptions of the efficacy of the SOL model with regard to student learning.
v. Student consultation	Chair: Welcome and Introductions. The Group put questions to the current students (3) represented. These questions centred around: - The student experience - Workshops - Interactions with tutors - Materials - Support - Career/Progression guidance - Online provision - Flexibility - Change in practice related to courses taken at OTC Students responded with very positive examples of how OTC courses had improved their own practice. Their response in all the other areas was also

	overwhelmingly positive.
	One student mentioned a possible need to include programme content on Intimate Care.
	Students also gave examples of their progression to further study, guidance from tutors and progression at work.
vi. Assessment & ATP	The Chair commented that there was a "wealth of work" which had been identified in previous sessions, which had not necessarily been made evident in some of the module descriptors. This was with particular reference to formative and online assessment, as well as general student online activity. Also, that much of the assessment detail had been covered in Session 4 above.
	There was a specific request for an Assessment Matrix to be drawn up, which shows greater detail of assessment elements (incl. word count, no. of questions etc.) and additional student online work, which may not be recorded as contributing to assessment results.
	Discussion areas included: - Conditionality - Academic, verbal and people skills - Pracademia - Student relationships with Supervisors - The "Care" element of Social Care - Models used in instruction - Pandisability - Learning outcomes - Assistive Technology (AT) - Total Communication
	In examining ATP, College policies and procedures on RPL and RPEL were investigated. These were outlined, with reference to the supports and guidance in place. The College's commitment to aligning with best practice currently being

	formulated by the RPL Practitioner Network was also stated.
	The Panel also requested further information on the College's bridging process. This was subsequently reviewed and discussed.
vii. Group private deliberations	This session was used to summarise the recommendations which had arisen in the Group's preparation, through the documentation supplied in advance of the site visit and those which had arisen as part of the discussions on the day itself.
	These were categorised into:
	1. Conditions.
	2. Recommendations.
	3. Commendations.
	The Group unanimously agreed to recommend approval of the degree and special purpose award programmes presented, subject to the requirements attached to the Conditions and Recommendations.
viii. Feedback session	The summary agreed in the previous session was shared with the College and Course management team, as represented.
	The Chair again thanked the team for its hard work and excellent presentation as part of the programmatic review process.
	The College thanked the Group for its professional, incisive, collegial, constructive and supportive role in that process.

In the final feedback session, the Group met with College management to give initial feedback. The Commendations, Conditions and Recommendations outlined to the College are detailed below.

3. CONDITIONS, RECOMMENDATIONS, COMMENDATIONS AND OUTCOME

3.1 Conditions

The recommendation of approval is subject to three Conditions:

i. To include greater detail on assessments in each module descriptor;

ii. To rebalance the overall programme learning outcomes for the Level 7 and Level 8 programmes;

iii. To provide additional documentation on the mechanisms of "work placement" attached to the programmes.

An additional condition was attached to the Special Purpose Awards specifically:

iv. Produce an approved Programme Schedule and Assessment Strategy for each award, in line with the layout and detail outlined for the Major awards.

3.2 Recommendations

The Group presented the following seven recommendations:

I.   Supported Open Learning Model- Specifically focussing on engagement strategies.

    a. Set out explicit expectations around tutor support – succession planning.

    b. Develop a plan for increasing online engagement – suggestions around tutor access and support.

        i. Induction

        ii. Peer Review best practice in an online context.

        iii. Develop an overview on how students are interacting on forums.

    c. Consider Federated Search Engine.

II. Review all module learning outcomes to reflect more on what it is the student has actually achieved.

Review language used in module learning outcomes to ensure consistency with National Qualification Framework (NFQ) Level 6, Level 7 and Level 8 outcomes.

III.   Review title of the Study Skills Module and also year 1 Communications module.

a. Look at introducing a new module e.g. Management, Personal Development specific into year one following the review of Study Skills (and possible renaming) and Communications Module.

b. To articulate specific elements of leadership and management in module syllabi to ensure students gain awareness of their organisational context.

IV.   Regulations – mention specifically in Policy and Legislation module.   Looking at how regulation works within a service that evidences outcomes and compliance.

V.   Assistive Technology (AT): To highlight the modules where AT is relevant, taught and referred to and to increase awareness of same across the programme.

VI.   Risk Management module – review and bring up to date including topics in Risk registers, tracking and accountability. Also include the area of positive risk.

VII.   Include 'current issues' in module syllabi across years 1 to 3, ensuring academics have the flexibility to bring new legislation and developments into a module.

3.3 Commendations

Five Commendations were also given to the programmes, programmatic review process and College operations. These are:

1. World class and cutting edge modules, with great depth.
2. The Supported Open Learning (SOL) model, with regard to its design, implementation and support of students in their studies.
3. Focus on the student; student engagement and the person-centred approach as is evidenced in the OTC approach.
4. Relationships with service provider agencies; their breadth and depth.
5. The quality of the documentation presented and the transparency of the supporting documents.

3.4 Outcome

All programmes recommended for approval, subject to the conditions outlined above and an implementation plan in respect of the recommendations given.

The peer review group recommends the validation of the following programmes:

Programme	Level	Award Type	ECTS Credits
B. A. in Professional Social Care (Disability)	7	Major Award	180
B. A. (Honours) in Professional Social Care (Disability)	8	Major Award	60
Certificate in Quality and Risk in Service Delivery	6	Special Purpose Award	20
Certificate in Autism, Wellbeing and Positive Behaviour Supports	7	Special Purpose Award	20
Certificate in Supporting and Working with Families	7	Special Purpose Award	10
Certificate in Exploring Disability	6	Minor Award	10
Certificate in Focus on the Individual	6	Minor Award	15
Certificate in Communication and Interpersonal Skills in Social Care	6	Minor Award	10
Certificate in Empowerment and Advocacy	6	Minor Award	10
Certificate in Social Care Practice and Ethics	6	Minor Award	10
Certificate in Active Inclusion	7	Minor Award	10
Certificate in Current Issues in Social Care: Mental Health, Elder Care and Children	8	Minor Award	10
Certificate in Supporting Individualised Living and Alternative Services	8	Minor Award	10

Appendix 1

College staff who met with the Peer Review Group on 27th January 2016:

Person	Position
Dr. Karen Finnerty	College Director
Áine Melinn	Assistant College Director
Alacoque McAuley Savage	Course Director – Applied Social Studies
Raymond Watson	Head of eLearning/Management Programmes
Ronnie Harrison	Academic Affairs Manager
Dr. Tracy Warner	B.A. Programme Team/Tutor
Niav McEvoy	eLearning Team/Programme Team/Tutor
Claire Hopkins	Course Director – FET/Short Programmes
Brendan Collins	B.A. Programme Team/Tutor
Eileen Costello Connelly	B.A. Programme Team/Tutor
Christine Dowling	B.A. Programme Team/Tutor
Pauline McAvinue	B.A. Programme Team/Tutor
Cathy Vaughan	B.A. Programme Team/Tutor
Róisín Deery	Training Manager, St. Michael's House/Tutor

COLLEGE RESPONSE

TO PEER GROUP REPORT

PROGRAMMATIC REVIEW:

IMPLEMENTATION PLAN

PROGRAMMATIC REVIEW – IMPLEMENTATION PLAN

Condition	ACTIONS: Specific Objectives	Priority: High, Medium, Low	Timing/Targets
1. To include greater detail on assessments in each module descriptor. a. Across all modules, give more detail in the assessment defining what the assessment is and also the structure of examinations etc.	The programme team have collated the assessment elements of each module into an assessment matrix (document attached). The matrix provides details on the assessment type, assessment details, exam structures and, in addition, provides a list of any formative online supports provided for the students in each module. The matrix also includes the repeat mechanism for each module.	High	Completed – Feb. 2016
b. Review assessment; perhaps rebalance the amount of reflective practice and other assessment methods e.g. essays, projects etc.	The programme team have reviewed the learning outcomes for each module and from this process generated a more balanced set of assessment methods. The number of reflective activities has been reduced while the number of other assessment methods, i.e. projects, online assessments, journal reviews has been increased. This process is evidenced in the assessment matrix attached.	High	Completed – Feb. 2016
2. To rebalance the overall programme learning outcomes for Level 7 and Level 8 programmes.	The programme team have reviewed the learning outcomes for the Level 7 and Level 8 programmes. The programme learning outcomes for each programme have been rebalanced to reflect the stated average of between 6-10 programme learning outcomes per programme, including overarching outcome and the more generic outcome requirements. The outcomes are attached.	High	Completed – Feb. 2016
3. To provide additional documentation on the mechanisms of "work placement"	The documentary mechanism (Student Practice Supervision Form) has been developed (copy attached). This document is	High	Completed

attached to the programmes.	given to the supervisor by the student at the start of each module and will provide the supervisor with a clear indication of the learning outcomes being covered in the module. Moreover, the form asks the supervisor for the time the student has worked during the module and to note any opportunities the student has had to practise the outcomes at work. In addition, four modules have been identified as professional development hotspot modules. As well as the supervisor form, the supervisor must directly verify an example of practice and complete a document outlining performance and various other factors. (An example document is attached). The supervisor will be supported through these processes through online supports. These are outlined below in Recommendation 1.b.i		Completed – Feb. 2016
4. Specifically for Special Purpose Awards: Produce an approved Programme Schedule and Assessment Strategy for each award, in line with the layout and detail outlined for the Major awards.	The programme team have reviewed the special purpose awards and produced an approved programme schedule, an assessment strategy and module details for each award. The documentary evidence is attached.	High	

Recommendation		Priority: High, Medium, Low	Timing/Targets
1. Supported Open Learning Model-Learning Engagement strategies. a. Set out explicit expectations around tutor support – success planning.	**ACTIONS:** **Specific Objectives** The e-learning team will produce a document for the tutorial team that will outline clearly online expectations in relation to skills required and student engagement.	Medium	Sept. 2016
b. Developing a plan for increasing online	i) The e-learning team will produce an induction booklet for		

engagement – suggestions around tutor access and support. i. Induction ii. Peer Review best practice in an online context. iii. Develop an overview on how students are interacting on forums.	all tutors and provide them with a 'sand box' area online where they can test their learning. The e-learning team will also develop several online supports for the student's work supervisor. These supports include an induction virtual tutorial, direct online discussion with other supervisors and tutors, and several supporting documents. ii) The e-learning team will continue to benchmark the online environment against best practice models. The online environment/strategy will also be evaluated against national measures on Digital Capacity and the quality measures as defined by the EADTU (European Association of Distance Teaching Universities). iii) The e-learning team will capture data on how students interact online for presentation at programme board and through the teaching and learning committee to ensure that the online environment remains responsive to student learning needs.	Medium Medium Medium	Sept. 2016 Sept. 2016 Sept. 2016
c. Consider Federated Search Engine.	Head of online learning will talk to the back end IT support company in relation to providing a costing and plan for the addition of a federated search engine to the online environment.	High	Commenced – June 2016
2. Review all module learning outcomes to reflect more on what it is the student has actually achieved. Review language used in module learning outcomes to ensure consistency with L6/L7 and Level 8 outcomes.	The programme team have reviewed the learning outcomes and provided them in a format where the focus is more on what the student has actually achieved. What the student will be able to do on completion of any outcome is now the focus. The programme team has reviewed the learning outcomes and aligned them more effectively to Level 6/7 and level 8 outcomes.	High	Commenced – March 2016

3. Review title of the Study Skills Module and then also Year 1 Communications module. a. Look at introducing a new module e.g. Management, Personal Development specific. b. To articulate the specific elements of leadership and management to ensure students gain awareness of their organisational context.	The programme team reviewed the three modules (incl. Yr.1 and 2 communication modules) post panel and the following actions were agreed: i) Rename the study skills module to "Learning and Development in Higher Education". ii) Reduce the number of credits for the study skills module to 5 credits. (Increasing Social Care Practice 1: Focus on the Individual to 15 credits, based on workload and scope). iii) Refocus the two communications modules. Communications 1 will focus on communication and key social care skills like active listening and mindfulness based support. Communications 2 will focus on interpersonal skills within the social care/organisational context. In addition, Communications 2 will focus on management and leadership. iv) The two communications modules are to be re-titled Communications 1: Communication and Interpersonal Skills in Social Care and Communications 2: Key Management Skills in Social Care.	High	Commenced – Feb. 2016
4. Regulations – mention specifically in Policy and Legislation module. Looking at how regulation works within a service that evidences outcomes and compliance.	The programme team will be working with an expert in social policy and disability agencies to ensure that the learning outcomes and module content are refocused on regulation within a service that evidences outcomes and compliance.	Medium	June 2016
5. Assistive Technology: To highlight modules where AT is relevant and to	The programme team will ensure that, where relevant, assistive technology will be referred to in content through case study. In addition, the team will add a new learning outcome,	Medium	Jan. 2017

increase awareness of same.	assessment activity and supporting resources to the module Empowerment and Advocacy that will look explicitly at the use of AT, pan disability.		
6. Risk Management module – review and bring up to date including Risk registers, tracking and accountability. Also include the area of positive risk.	The programme team will be working with an expert in social policy and disability agencies to review and update all materials relating to risk management within services including risk registers, tracking and accountability. The concept of positive risk will also be included.	Medium	Jan. 2017
7. Include 'current issues' across years 1 to 3.	The programme team will respond to this recommendation by looking at course content currency and the spread of examples covered in content. For currency, the College will ensure that all materials which are policy driven (both in the explicit policy modules and implicitly when supporting content in other modules) will be reviewed on an annual basis by a topic expert. In addition, the programme team will review all case studies, workshop examples for all modules in relation to demographic identified, relevant issue identified and any other relevant information. From this baseline, the team will ensure that the case studies/ content/ resources identified for students are widened to cover pan disability issues and to ensure they capture as many demographics and issues as possible.	Medium	Jan. 2017

DEGREE PROGRAMMES: PROPOSED PROGRAMME SCHEDULES

Bachelor of Arts in Professional Social Care (Disability) – Year 1

Name of Provider:	Open Training College
Programme Title (i.e. Named Award):	Bachelor of Arts in Professional Social Care (Disability)
Award Title (HET Named Award):	Ordinary Bachelor Degree
Modes of Delivery (FT/PT):	PT

Award Class	Award NFQ Level	Award EQF Level	Stage (1, 2, 3..., of Award Stage)	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code
Major	7	6	1	6	5	60	Oct 2016	020/090

Module Title (Up to 70 characters including spaces)	Semester no. where applicable (Semester 1 or Semester 2)	Status	NFQ Level (where specified)	ECTS Credit Number	Total Student Effort Module (hours)			Allocation of Marks (from the module assessment strategy)			
					Total Hours	Contact Hours	Hours Independent Work (incl. SOL*)	C.A. %	Proj. %	Prac. %	Final %
Learning and Development in Higher Education		M	6	5	135	23	112	100			
Exploring Disability		M	6	10	270	46	224	100			
Communications 1: Communication and Interpersonal Skills in Social Care		M	6	10	270	46	224	100			
Policy and Legislation in Social Care 1		M	6	10	270	46	224				100
Social Care Practice 1: Focus on the Individual		M	6	15	405	69	336	10	90		
Professional Practice 1: Social Care Practice and Ethics		M	6	10	270	46	224	100			

Special Regulations (Up to 280 characters):

* SOL (Supported Open Learning Model) [10 credits]; Hours Include: Lectures/Seminars/Face to face contact (16hrs) and Modular Open Learning Teaching through Self Instruction Activities (84hrs); Practical Hours include: Work-based Learning (140hrs), and MyOTC activities (5hrs); Tutorial Hours include: group (4hrs), individual (1.5hrs), mentoring (3.5hrs) and MyOTC (16hrs).

Bachelor of Arts in Professional Social Care (Disability) – Year 2

Name of Provider:	Open Training College
Programme Title (i.e. Named Award):	Bachelor of Arts in Professional Social Care (Disability)
Award Title (HET Named Award):	Ordinary Bachelor Degree
Modes of Delivery (FT/PT):	PT

Award Class	Award NFQ Level	Award EQF Level	Stage (1, 2, 3…, of Award Stage)	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code
Major	7	6	2	6	5	60	Oct 2016	020/090

Module Title (Up to 70 characters including spaces)	Semester no. where applicable (Semester 1 or Semester 2)	Status	NFQ Level (where specified)	ECTS Credit Number	Total Student Effort Module (hours)			Allocation of Marks (from the module assessment strategy)			
					Total Hours	Contact Hours	Hours Independent Work (incl. SOL*)	C.A. %	Proj. %	Prac. %	Final %
Psychology 1: Lifespan Development and Transitions		M	6	10	270	46	224	100			
Psychology 2: Learning Theories and Teaching Strategies		M	6	10	270	46	224	10	90		
Policy and Legislation in Social Care 2		M	6	10	270	46	224				100
Social Care Practice 2: Empowerment and Advocacy		M	6	10	270	46	224	20	80		
Communications 2: Key Management Skills in Social Care		M	6	10	270	46	224	100			
Professional Practice 2: Quality and Risk in the Context of Regulation		M	6	10	270	46	224				100

Special Regulations (Up to 280 characters):

* SOL (Supported Open Learning Model) [10 credits]; Hours Include: Lectures/Seminars/Face to face contact (16hrs) and Modular Open Learning Teaching through Self Instruction Activities (84hrs); Practical Hours include: Work-based Learning (140hrs), and MyOTC activities (5hrs); Tutorial Hours include: group (4hrs), individual (1.5hrs), mentoring (3.5hrs) and MyOTC (16hrs).

Bachelor of Arts in Professional Social Care (Disability) – Year 3

Name of Provider:	Open Training College	
Programme Title (i.e. Named Award):	Bachelor of Arts in Professional Social Care (Disability)	
Award Title (HET Named Award):	Ordinary Bachelor Degree	
Modes of Delivery (FT/PT):	PT	

Award Class	Award NFQ Level	Award EQF Level	Stage (1, 2, 3..., of Award Stage)	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code
Major	7	6	Award Stage	7	6	60	Oct 2016	020/090

Module Title (Up to 70 characters including spaces)	Semester no. where applicable (Semester 1 or Semester 2)	Status	NFQ Level (where specified)	ECTS Credit Number	Total Student Effort Module (hours)			Allocation of Marks (from the module assessment strategy)			
					Total Hours	Contact Hours	Hours Independent Work (incl. SOL*)	C.A. %	Proj. %	Prac. %	Final %
Social Research Methods		M	7	10	270	46	224	100			
Psychology 3: Wellbeing and Positive Behaviour Supports		M	7	10	270	46	224		50		50
Social Care Practice 3: Exploration of Relationships, Self, Sexuality		M	7	10	270	46	224				100
Social Care Practice 4: Working with Families		M	7	10	270	46	224	100			
Active Inclusion		M	7	10	270	46	224		100		
Supporting a Person within the Autistic Spectrum		E	7	10	270	46	224	100			
Supporting a Person in Mainstream Work		E	7	10	270	46	224	100			

Special Regulations (Up to 280 characters):

* SOL (Supported Open Learning Model) [10 credits]; Hours Include:: Lectures/Seminars/Face to face contact (16hrs) and Modular Open Learning Teaching through Self Instruction Activities (84hrs); Practical Hours include: Work-based Learning (140hrs), and MyOTC activities (5hrs); Tutorial Hours include: group (4hrs), individual (1.5hrs), mentoring (3.5hrs) and MyOTC (16hrs).

Honours Bachelor of Arts in Professional Social Care (Disability) – Year 4

Name of Provider:	Open Training College
Programme Title (i.e. Named Award):	Honours Bachelor of Arts in Professional Social Care (Disability)
Award Title (HET Named Award):	Honours Bachelor Degree
Modes of Delivery (FT/PT):	PT

Award Class	Award NFQ Level	Award EQF Level	Stage (1, 2, 3..., of Award Stage)	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code
Major	8	6	Award Stage	8	6	60	Oct 2016	020/090

Module Title (Up to 70 characters including spaces)	Semester no. where applicable (Semester 1 or Semester 2)	Status	NFQ Level (where specified)	ECTS Credit Number	Total Student Effort Module (hours)			Allocation of Marks (from the module assessment strategy)			
					Total Hours	Contact Hours	Hours Independent Work (incl. SOL*)	C.A. %	Proj. %	Prac. %	Final %
Applied Research Methods		M	8	20	540	92	448		100		
Current Issues in Social Care: Mental Health, Elder Care, Children		M	8	10	270	46	224	100			
Comparative Social Policy		M	8	10	270	46	224				100
Disability in the Context of Social Equality and Inclusion		M	8	10	270	46	224	50			50
Supporting Individualised Living and Alternative Services		M	8	10	270	46	224		100		

Special Regulations (Up to 280 characters):

* SOL (Supported Open Learning Model) [10 credits]; Hours Include: Lectures/Seminars/Face to face contact (16hrs)] and Modular Open Learning Teaching through Self Instruction Activities (84hrs); Practical Hours include: Work-based Learning (140hrs), and MyOTC activities (5hrs); Tutorial Hours include: group (4hrs), individual (1.5hrs), mentoring (3.5hrs) and MyOTC (16hrs).

SPECIAL PURPOSE AWARDS: PROPOSED PROGRAMME SCHEDULES

Certificate in Quality and Risk in Service Delivery

Name of Provider:	Open Training College
Programme Title (i.e. Named Award):	Certificate in Quality and Risk in Service Delivery
Award Title (HET Named Award):	Special Purpose Certificate
Modes of Delivery (FT/PT):	PT

Award Class	Award NFQ Level	Award EQF Level	Stage (1, 2, 3..., of Award Stage)	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code
Special Purpose	6	5	Award Stage	6	5	20	Oct 2016	020/090

Module Title (Up to 70 characters including spaces)	Semester no. where applicable (Semester 1 or Semester 2)	Status	NFQ Level (where specified)	ECTS Credit Number	Total Student Effort Module (hours)			Allocation of Marks (from the module assessment strategy)			
					Total Hours	Contact Hours	Hours Independent Work (incl. SOL*)	C.A. %	Proj. %	Prac. %	Final %
Quality and Risk in the Context of Regulation		M	6	10	270	46	224	100			
Key Management Skills in Social Care		M	6	10	270	46	224	100			

Special Regulations (Up to 280 characters):

* SOL (Supported Open Learning Model) [10 credits]; Hours Include: Lectures/Seminars/Face to face contact (16hrs) and Modular Open Learning Teaching through Self Instruction Activities (84hrs); Practical Hours include: Work-based Learning (140hrs), and MyOTC activities (5hrs); Tutorial Hours include: group (4hrs), individual (1.5hrs), mentoring (3.5hrs) and MyOTC (16hrs).

Certificate in Supporting and Working with Families

Name of Provider:	Open Training College
Programme Title (i.e. Named Award):	Certificate in Supporting and Working with Families
Award Title (HET Named Award):	Special Purpose Certificate
Modes of Delivery (FT/PT):	PT

Award Class	Award NFQ Level	Award EQF Level	Stage (1, 2, 3…, of Award Stage)	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code
Special Purpose	7	6	Award Stage	7	6	10	Oct 2016	020/090

Module Title (Up to 70 characters including spaces)	Semester no. where applicable (Semester 1 or Semester 2)	Module		ECTS Credit Number	Total Student Effort Module (hours)			Allocation of Marks (from the module assessment strategy)			
		Status	NFQ Level (where specified)		Total Hours	Contact Hours	Hours Independent Work (incl. SOL*)	C.A. %	Proj. %	Prac. %	Final %
Working with Families		M	7	10	270	46	224	100			

Special Regulations (Up to 280 characters):

* SOL (Supported Open Learning Model) [10 credits]; Hours Include: Lectures/Seminars/Face to face contact (16hrs) and Modular Open Learning Teaching through Self Instruction Activities (84hrs); Practical Hours include: Work-based Learning (140hrs), and MyOTC activities (5hrs); Tutorial Hours include: group (4hrs), individual (1.5hrs), mentoring (3.5hrs) and MyOTC (16hrs).

Certificate in Autism, Wellbeing and Positive Behaviour Supports

Name of Provider:	Open Training College
Programme Title (i.e. Named Award):	Certificate in Autism, Wellbeing and Positive Behaviour Supports
Award Title (HET Named Award):	Special Purpose Certificate
Modes of Delivery (FT/PT):	PT

Award Class	Award NFQ Level	Award EQF Level	Stage (1, 2, 3..., of Award Stage)	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code
Special Purpose	7	6	Award Stage	7	6	20	Oct 2016	020/090

Module Title (Up to 70 characters including spaces)	Semester no. where applicable (Semester 1 or Semester 2)	Status	NFQ Level (where specified)	ECTS Credit Number	Total Student Effort Module (hours)			Allocation of Marks (from the module assessment strategy)			
					Total Hours	Contact Hours	Hours Independent Work (incl. SOL*)	C.A. %	Proj. %	Prac. %	Final %
Supporting a Person within the Autistic Spectrum		M	7	10	270	46	224	100			
Wellbeing and Positive Behaviour Supports		M	7	10	270	46	224	100			

Special Regulations (Up to 280 characters):

* SOL (Supported Open Learning Model) [10 credits]; Hours Include: Lectures/Seminars/Face to face contact (16hrs) and Modular Open Learning Teaching through Self Instruction Activities (84hrs); Practical Hours include: Work-based Learning (140hrs), and MyOTC activities (5hrs); Tutorial Hours include: group (4hrs), individual (1.5hrs), mentoring (3.5hrs) and MyOTC (16hrs).

MINOR AWARDS: PROPOSED PROGRAMME SCHEDULES

Certificate in Exploring Disability

Name of Provider:	Open Training College
Programme Title (i.e. Named Award):	Certificate in Exploring Disability
Award Title (HET Named Award):	Minor Award Certificate
Modes of Delivery (FT/PT):	PT

Award Class	Award NFQ Level	Award EQF Level	Stage (1, 2, 3..., of Award Stage)	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code
Minor	6	5	Award Stage	6	5	10	Oct 2016	020/090

Module Title (Up to 70 characters including spaces)	Semester no. where applicable (Semester 1 or Semester 2)	Status	NFQ Level (where specified)	ECTS Credit Number	Total Student Effort Module (hours)			Allocation of Marks (from the module assessment strategy)			
					Total Hours	Contact Hours	Hours Independent Work (incl. SOL*)	C.A. %	Proj. %	Prac. %	Final %
Exploring Disability		M	6	10	270	46	224	100			

Special Regulations (Up to 280 characters):

* SOL (Supported Open Learning Model) [10 credits]; Hours Include: Lectures/Seminars/Face to face contact (16hrs) and Modular Open Learning Teaching through Self Instruction Activities (84hrs); Practical Hours include: Work-based Learning (140hrs), and MyOTC activities (5hrs); Tutorial Hours include: group (4hrs), individual (1.5hrs), mentoring (3.5hrs) and MyOTC (16hrs).

Certificate in Focus on the Individual

Name of Provider:	Open Training College
Programme Title (i.e. Named Award):	Certificate in Focus on the Individual
Award Title (HET Named Award):	Minor Award Certificate
Modes of Delivery (FT/PT):	PT

Award Class	Award NFQ Level	Award EQF Level	Stage (1, 2, 3..., of Award Stage)	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code
Minor	6	5	Award Stage	6	5	15	Oct 2016	020/090

Module Title (Up to 70 characters including spaces)	Semester no. where applicable (Semester 1 or Semester 2)	Status	NFQ Level (where specified)	ECTS Credit Number	Total Student Effort Module (hours)			Allocation of Marks (from the module assessment strategy)			
					Total Hours	Contact Hours	Hours Independent Work (incl. SOL*)	C.A. %	Proj. %	Prac. %	Final %
Social Care Practice 1: Focus on the Individual		M	6	15	405	69	336	10	90		

Special Regulations (Up to 280 characters):

* SOL (Supported Open Learning Model) [10 credits]; Hours Include: Lectures/Seminars/Face to face contact (16hrs) and Modular Open Learning Teaching through Self Instruction Activities (84hrs); Practical Hours include: Work-based Learning (140hrs), and MyOTC activities (5hrs); Tutorial Hours include: group (4hrs), individual (1.5hrs), mentoring (3.5hrs) and MyOTC (16hrs).

Certificate in Communication and Interpersonal Skills in Social Care

Name of Provider:	Open Training College					
Programme Title (i.e. Named Award):	Certificate in Communication and Interpersonal Skills in Social Care					
Award Title (HET Named Award):	Minor Award Certificate					
Modes of Delivery (FT/PT):	PT					

Award Class	Award NFQ Level	Award EQF Level	Stage (1, 2, 3…, of Award Stage)	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code
Minor	6	5	Award Stage	6	5	10	Oct 2016	020/090

Module Title (Up to 70 characters including spaces)	Semester no. where applicable (Semester 1 or Semester 2)	Module Status	NFQ Level (where specified)	ECTS Credit Number	Total Student Effort Module (hours)			Allocation of Marks (from the module assessment strategy)			
					Total Hours	Contact Hours	Hours Independent Work (incl. SOL*)	C.A. %	Proj. %	Prac. %	Final %
Communications 1: Communication and Interpersonal Skills in Social Care		M	6	10	270	46	224	100			

Special Regulations (Up to 280 characters):

* SOL (Supported Open Learning Model) [10 credits]; Hours Include: Lectures/Seminars/Face to face contact (16hrs) and Modular Open Learning Teaching through Self Instruction Activities (84hrs); Practical Hours include: Work-based Learning (140hrs), and MyOTC activities (5hrs); Tutorial Hours include: group (4hrs), individual (1.5hrs), mentoring (3.5hrs) and MyOTC (16hrs).

Certificate in Social Care Practice and Ethics

Name of Provider:	Open Training College						
Programme Title (i.e. Named Award):	Certificate in Social Care Practice and Ethics						
Award Title (HET Named Award):	Minor Award Certificate						
Modes of Delivery (FT/PT):	PT						

Award Class	Award NFQ Level	Award EQF Level	Stage (1, 2, 3…, of Award Stage)	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code
Minor	6	5	Award Stage	6	5	10	Oct 2016	020/090

Module Title (Up to 70 characters including spaces)	Semester no. where applicable (Semester 1 or Semester 2)	Status	NFQ Level (where specified)	ECTS Credit Number	Total Student Effort Module (hours)			Allocation of Marks (from the module assessment strategy)			
					Total Hours	Contact Hours	Hours Independent Work (incl. SOL*)	C.A. %	Proj. %	Prac. %	Final %
Professional Practice 1: Social Care Practice and Ethics		M	6	10	270	46	224	100			

Special Regulations (Up to 280 characters):

* SOL (Supported Open Learning Model) [10 credits]; Hours Include: Lectures/Seminars/Face to face contact (16hrs) and Modular Open Learning Teaching through Self Instruction Activities (84hrs); Practical Hours include: Work-based Learning (140hrs), and MyOTC activities (5hrs); Tutorial Hours include: group (4hrs), individual (1.5hrs), mentoring (3.5hrs) and MyOTC (16hrs).

Certificate in Empowerment and Advocacy

Name of Provider:	Open Training College
Programme Title (i.e. Named Award):	Certificate in Empowerment and Advocacy
Award Title (HET Named Award):	Minor Award Certificate
Modes of Delivery (FT/PT):	PT

Award Class	Award NFQ Level	Award EQF Level	Stage (1, 2, 3..., of Award Stage)	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code
Minor	6	5	Award Stage	6	5	10	Oct 2016	020/090

Module Title (Up to 70 characters including spaces)	Semester no. where applicable (Semester 1 or Semester 2)	Status	NFQ Level (where specified)	ECTS Credit Number	Total Student Effort Module (hours)			Allocation of Marks (from the module assessment strategy)			
					Total Hours	Contact Hours	Hours Independent Work (incl. SOL*)	C.A. %	Proj. %	Prac. %	Final %
Social Care Practice 2: Empowerment and Advocacy		M	6	10	270	46	224	20	80		

Special Regulations (Up to 280 characters):

* SOL (Supported Open Learning Model) [10 credits]; Hours Include: Lectures/Seminars/Face to face contact (16hrs) and Modular Open Learning Teaching through Self Instruction Activities (84hrs); Practical Hours include: Work-based Learning (140hrs), and MyOTC activities (5hrs); Tutorial Hours include: group (4hrs), individual (1.5hrs), mentoring (3.5hrs) and MyOTC (16hrs).

Certificate in Active Inclusion

Name of Provider:	Open Training College
Programme Title (i.e. Named Award):	Certificate in Active Inclusion
Award Title (HET Named Award):	Minor Award Certificate
Modes of Delivery (FT/PT):	PT

Award Class	Award NFQ Level	Award EQF Level	Stage (1, 2, 3..., of Award Stage)	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code
Minor	7	6	Award Stage	7	6	10	Oct 2016	020/090

Module Title (Up to 70 characters including spaces)	Semester no. where applicable (Semester 1 or Semester 2)	Module Status	Module NFQ Level (where specified)	ECTS Credit Number	Total Student Effort Module (hours) Total Hours	Total Student Effort Module (hours) Contact Hours	Total Student Effort Module (hours) Hours Independent Work (incl. SOL*)	Allocation of Marks (from the module assessment strategy) C.A. %	Allocation of Marks Proj. %	Allocation of Marks Prac. %	Allocation of Marks Final %
Active Inclusion		M	7	10	270	46	224		100		

Special Regulations (Up to 280 characters):

* SOL (Supported Open Learning Model) [10 credits]; Hours Include: Lectures/Seminars/Face to face contact (16hrs) and Modular Open Learning Teaching through Self Instruction Activities (84hrs); Practical Hours include: Work-based Learning (140hrs), and MyOTC activities (5hrs); Tutorial Hours include: group (4hrs), individual (1.5hrs), mentoring (3.5hrs) and MyOTC (16hrs).

Certificate in Current Issues in Social Care: Mental Health, Elder Care and Children

Name of Provider:	Open Training College
Programme Title (i.e. Named Award):	Certificate in Current Issues in Social Care: Mental Health, Elder Care and Children
Award Title (HET Named Award):	Minor Award Certificate
Modes of Delivery (FT/PT):	PT

Award Class	Award NFQ Level	Award EQF Level	Stage (1, 2, 3…, of Award Stage)	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code
Minor	8	6	Award Stage	8	6	10	Oct 2016	020/090

Module Title (Up to 70 characters including spaces)	Semester no. where applicable (Semester 1 or Semester 2)	Status	NFQ Level (where specified)	ECTS Credit Number	Total Student Effort Module (hours)			Allocation of Marks (from the module assessment strategy)			
					Total Hours	Contact Hours	Hours Independent Work (incl. SOL*)	C.A. %	Proj. %	Prac. %	Final %
Current Issues in Social Care: Mental Health, Elder Care and Children		M	8	10	270	46	224	100			

Special Regulations (Up to 280 characters):

* SOL (Supported Open Learning Model) [10 credits]; Hours Include: Lectures/Seminars/Face to face contact (16hrs) and Modular Open Learning Teaching through Self Instruction Activities (84hrs); Practical Hours include: Work-based Learning (140hrs), and MyOTC activities (5hrs); Tutorial Hours include: group (4hrs), individual (1.5hrs), mentoring (3.5hrs) and MyOTC (16hrs).

Certificate in Current Issues in Social Care: Mental Health, Elder Care and Children

Name of Provider:	Open Training College
Programme Title (i.e. Named Award):	Certificate in Current Issues in Social Care: Mental Health, Elder Care and Children
Award Title (HET Named Award):	Minor Award Certificate
Modes of Delivery (FT/PT):	PT

Award Class	Award NFQ Level	Award EQF Level	Stage (1, 2, 3…, of Award Stage)	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code
Minor	8	6	Award Stage	8	6	10	Oct 2016	020/090

Module Title (Up to 70 characters including spaces)	Semester no. where applicable (Semester 1 or Semester 2)	Status	NFQ Level (where specified)	ECTS Credit Number	Total Student Effort Module (hours)			Allocation of Marks (from the module assessment strategy)			
					Total Hours	Contact Hours	Hours Independent Work (incl. SOL*)	C.A. %	Proj. %	Prac. %	Final %
Current Issues in Social Care: Mental Health, Elder Care and Children		M	8	10	270	46	224	100			

Special Regulations (Up to 280 characters):

* SOL (Supported Open Learning Model) [10 credits]; Hours Include: Lectures/Seminars/Face to face contact (16hrs) and Modular Open Learning Teaching through Self Instruction Activities (84hrs); Practical Hours include: Work-based Learning (140hrs), and MyOTC activities (5hrs); Tutorial Hours include: group (4hrs), individual (1.5hrs), mentoring (3.5hrs) and MyOTC (16hrs).

Certificate in Supporting Individualised Living and Alternative Services

Name of Provider:	Open Training College
Programme Title (i.e. Named Award):	Certificate in Supporting Individualised Living and Alternative Services
Award Title (HET Named Award):	Minor Award Certificate
Modes of Delivery (FT/PT):	PT

Award Class	Award NFQ Level	Award EQF Level	Stage (1, 2, 3..., of Award Stage)	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code
Minor	8	6	Award Stage	8	6	10	Oct 2016	020/090

Module Title (Up to 70 characters including spaces)	Semester no. where applicable (Semester 1 or Semester 2)	Status	NFQ Level (where specified)	ECTS Credit Number	Total Student Effort Module (hours)			Allocation of Marks (from the module assessment strategy)			
					Total Hours	Contact Hours	Hours Independent Work (incl. SOL*)	C.A. %	Proj. %	Prac. %	Final %
Supporting Individualised Living and Alternative Services		M	8	10	270	46	224		100		

Special Regulations (Up to 280 characters):

* SOL (Supported Open Learning Model) [10 credits]; Hours Include: Lectures/Seminars/Face to face contact (16hrs) and Modular Open Learning Teaching through Self Instruction Activities (84hrs); Practical Hours include: Work-based Learning (140hrs), and MyOTC activities (5hrs); Tutorial Hours include: group (4hrs), individual (1.5hrs), mentoring (3.5hrs) and MyOTC (16hrs).

APPENDIX 1:

PEER GROUP EVALUATION

AND

APPROVAL

RECOMMENDATION

Peer Review Group Evaluation - Letter

Ronnie Harrison

Academic Affairs Manager

Open Training College (OTC)

Prospect Hall

Willowfield Park

Goatstown, Dublin 14

24th February 2016.

Dear Mr. Harrison,

Further to the recent Programmatic Review, and the adoption of both conditions and recommendations by the Open Training College (OTC), and the subsequent inclusion in the relevant documentation following our visit, supplied to the panel by OTC for review:

I am delighted to advise that on behalf of the panel, I recommend revalidation of the following programmes:

· Bachelor of Arts in Professional Social Care (Disability) Level 7;

· Bachelor of Arts (Hons.) in Professional Social Care (Disability) Level 8;

and validation of the following programmes:

· Certificate in Quality and Risk in Service Delivery (Level 6);

· Certificate in Supporting and Working with Families (Level 7);

· Certificate in Autism, Wellbeing and Positive Behaviour Supports (Level 7);

to Quality and Qualifications Ireland (QQI).

Additionally, following OTC consultation with QQI and the subsequent request for the panel to review a number of minor awards namely:

· Certificate in Exploring Disability (Level 6);

· Certificate in Focus on the Individual (Level 6);

· Certificate in Communication and Interpersonal Skills in Social Care (Level 6);

· Certificate in Empowerment and Advocacy (Level 6);

· Certificate in Social Care Practice and Ethics (Level 6);

· Certificate in Active Inclusion (Level 7);

· Certificate in Current Issues in Social Care: Mental Health, Elder Care and Children (Level 8);

· Certificate in Supporting Individualised Living and Alternative Services (Level 8);

I am delighted to advise that on behalf of the panel, I recommend the validation of the above minor award programmes to Quality and Qualifications Ireland (QQI).

Finally, I would like to note that throughout the process the panel commended the high quality of the documentation submitted for review, the open and frank dialogue and enthusiasm of staff, and the prompt response to the conditions and recommendations; all demonstrating the obvious dedication of staff to the ethos of continuous improvement.

Yours sincerely,

Dr. Michael Tobin

Head of Department of Lifelong Learning

Athlone Institute of Technology.

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CERTIFICATE OF VALIDATION

Provider name	The Open Training College
Date of validation	19 April 2016

	Start date	End date
Enrolment interval	April 2016	March 2021

	Code	Title	Award
Principal programme		Bachelor of Arts (Honours) in Professional Social Care (Disability)	Bachelor of Arts (Honours)
Embedded programme		Bachelor of Arts (Ordinary) in Professional Social Care (Disability)	Bachelor of Arts (Ordinary)
Embedded programme		Certificate in Supporting and Working with Families	Certificate (Special Purpose Award at NFQ Level 7)
Embedded programme		Certificate in Quality and Risk in Service Delivery	Certificate (Special Purpose Award at NFQ Level 6)
Embedded programme		Certificate in Autism, Wellbeing and Positive Behaviour Supports	Certificate (Special Purpose Award at NFQ Level 7)
Module		Certificate in Empowerment and Advocacy	Certificate (Minor Award at NFQ Level 6)
Module		Certificate in Supporting Individualised Living and Alternative Services	Certificate (Minor Award at NFQ Level 8)
Module		Certificate in Active Inclusion	Certificate (Minor Award at NFQ Level 7)
Module		Certificate in Social Care Practice and Ethics	Certificate (Minor Award at NFQ Level 6)
Module		Certificate in Communication and Interpersonal Skills in Social Care	Certificate (Minor Award at NFQ Level 6)
Module		Certificate in Focus on the Individual	Certificate (Minor Award at NFQ Level 6)
Module		Certificate in Exploring Disability	Certificate (Minor Award at NFQ Level 6)
Module		Certificate in Current Issues in Social Care: Mental Health, Elder Care and Children	Certificate (Minor Award at NFQ Level 8)

	Name	Maximum number of learners	Minimum number of learners
Approved centre	The Open Training College	As per the validated programmes	As per the validated programmes

Target learner groups	As per the validated programmes
Approved countries for provision	Ireland
The teaching and learning modalities	As per the validated programmes
Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)	As per the validated programmes
Specifications for teaching staff	As per the validated programmes
Specifications for the ratio of learners to teaching-staff	As per the validated programmes

Programmes being replaced		
Code	Title	Comment
PG20174	BACHELOR OF ARTS (HONOURS) in Applied Social Care (Disability)	
PG20171	BACHELOR OF ARTS in Applied Social Care (Disability)	

Conditions of validation

The statutory (section 45(3) of the 2012 Act) conditions of validation are that the provider of the programme shall:

a) co-operate with and assist QQI in the performance of QQI's functions in so far as those functions relate to the functions of the provider,

b) establish procedures which are fair and consistent for the assessment of enrolled learners to ensure the standards of knowledge, skill or competence determined by QQI under section 49 (1) are acquired, and where appropriate, demonstrated, by enrolled learners,

c) continue to comply with section 65 of the 2012 Act in respect of arrangements for the protection of enrolled learners, if applicable, and

d) provide to QQI such information as QQI may from time to time require for the purposes of the performance of its functions, including information in respect of completion rates.

Conditions from HET Core Validation Policy and Criteria 2010, Revised 2013

The provider of the programme shall (for each programme):

1. Maintain the status of the programme(s) recognition;

2. Establish, having regard to existing quality assurance procedures, procedures for quality assurance for the purpose of further improving and maintaining the quality of education and training which is provided, organised or procured by that provider as part of the programme(s) concerned, and agree those procedures with QQI;

3. Operate quality assurance procedures agreed with QQI;

4. Implement procedures for the assessment of learners which are consistent with Assessment and Standards, Revised 2013;

5. Implement the procedures described in the document Policies, Actions and Procedures for Access, Transfer and Progression for Learners;

6. Implement any special conditions of validation attached to the relevant awards standards.

Other conditions from HET Core Validation Policy and Criteria 2010, Revised 2013

7. Notify QQI of any change in circumstances affecting the provider which could affect or be perceived to affect the provision of the programme(s). This includes significant changes in corporate or academic governance, ownership, legal status, profile of teaching staff, profile of learners, numbers enrolled, facilities, or resources;

8. Maintain learner data records (personal identification, progression, module marks, stage classification etc.) in order to assist QQI in the performance of its functions;

9. Provide the information required by QQI's award making and monitoring functions, including information in respect of completion rates;

10. Implement the programme in accordance with the **approved programme schedule(s)** (appended) and current assessment strategies;

11. Subject to Section 4.6.1 of *HET Core Validation Policy and Criteria 2010*, Revised 2013, obtain QQI's approval prior to substantially amending the programme's minimum intended learning outcomes, save in the case of incremental enhancements arising from the implementation of findings of the provider's agreed quality assurance procedures;

12. Notify QQI of any information concerning the programme(s), or circumstances that may reasonably be expected to give QQI cause to consider reviewing the programme. Explicitly this includes where another awarding body withdraws or seeks to withdraw validation from the programme(s) and /or any alterations to accreditations (additions or withdrawals) by a professional or regulatory body;

13. Implement the programme(s) as agreed with the resources indicated;

14. Adhere to, and implement the Provider Lifecycle of Engagements.

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Approved Programme Schedule(s)

Honours Bachelor of Arts in Professional Social Care (Disability) – Year 4

Name of Provider:	Open Training College
Programme Title (i.e. Named Award):	Honours Bachelor of Arts in Professional Social Care (Disability)
Award Title (HET Named Award):	Honours Bachelor Degree
Modes of Delivery (FT/PT):	PT

Award Class	Award NFQ Level	Award EQF Level	Stage (1, 2, 3..., of Award Stage)	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code
Major	8	6	Award Stage	8	6	60	Oct 2016	020/090

Module Title (Up to 70 characters including spaces)	Semester no. where applicable (Semester 1 or Semester 2)	Module		ECTS Credit Number	Total Student Effort Module (hours)			Allocation of Marks (from the module assessment strategy)			
		Status	NFQ Level (where specified)		Total Hours	Contact Hours	Hours Independent Work (incl. SOL*)	C.A. %	Proj. %	Prac. %	Final %
Applied Research Methods		M	8	20	540	92	448		100		
Current Issues in Social Care: Mental Health, Elder Care, Children		M	8	10	270	46	224	100			
Comparative Social Policy		M	10	10	270	46	224				100
Disability in the Context of Social Equality and Inclusion		M	8	10	270	46	224	50			50
Supporting Individualised Living and Alternative Services		M	8	10	270	46	224		100		

Special Regulations (Up to 280 characters):

* SOL (Supported Open Learning Model) [10 credits]; Hours Include: Lectures/Seminars/Face to face contact (16hrs) and Modular Open learning Teaching through Self Instruction Activities (84hrs); Practical Hours include: Work-based Learning (140hrs), and MyOTC activities (5hrs); Tutorial Hours include: group (4hrs), individual (1.5hrs), mentoring (3.5hrs) and MyOTC (16hrs).

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Bachelor of Arts in Professional Social Care (Disability) – Year 1

Name of Provider:	Open Training College
Programme Title (i.e. Named Award):	Bachelor of Arts in Professional Social Care (Disability)
Award Title (HET Named Award):	Ordinary Bachelor Degree
Modes of Delivery (FT/PT):	PT

Award Class	Award NFQ Level	Award EQF Level	Stage (1, 2, 3..., of Award Stage)	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code
Major	7	6	1	6	5	60	Oct 2016	020/090

Module Title (Up to 70 characters including spaces)	Semester no. where applicable (Semester 1 or Semester 2)	Status	NFQ Level (where specified)	ECTS Credit Number	Total Student Effort Module (hours)			Allocation of Marks (from the module assessment strategy)			
					Total Hours	Contact Hours	Hours Independent Work (incl. SOL*)	C.A. %	Proj. %	Prac. %	Final %
Learning and Development in Higher Education		M	6	5	135	23	112	100			
Exploring Disability		M	6	10	270	46	224	100			
Communications 1: Communication and Interpersonal Skills in Social Care		M	6	10	270	46	224	100			
Policy and Legislation in Social Care 1		M	6	10	270	46	224				100
Social Care Practice 1: Focus on the Individual		M	6	15	405	69	336	10	90		
Professional Practice 1: Social Care Practice and Ethics		M	6	10	270	46	224	100			

Special Regulations (Up to 280 characters):

* SOL (Supported Open Learning Model) [10 credits]; Hours Include: Lectures/Seminars/Face to face contact (16hrs) and Modular Open learning Teaching through Self Instruction Activities (84hrs); Practical Hours include: Work-based Learning (140hrs), and MyOTC activities (5hrs); Tutorial Hours include: group (4hrs), individual (1.5hrs), mentoring (3.5hrs) and MyOTC (16hrs).

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Bachelor of Arts in Professional Social Care (Disability) – Year 2

Name of Provider:	Open Training College
Programme Title (i.e. Named Award):	Bachelor of Arts in Professional Social Care (Disability)
Award Title (HET Named Award):	Ordinary Bachelor Degree
Modes of Delivery (FT/PT):	PT

Award Class	Award NFQ Level	Award EQF Level	Stage (1, 2, 3..., of Award Stage)	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code
Major	7	6	2	6	5	60	Oct 2016	020/090

Module Title (Up to 70 characters including spaces)	Semester no. where applicable (Semester 1 or Semester 2)	Status	NFQ Level (where specified)	ECTS Credit Number	Total Student Effort Module (hours)			Allocation of Marks (from the module assessment strategy)			
					Total Hours	Contact Hours	Hours Independent Work (incl. SOL*)	C.A. %	Proj. %	Prac. %	Final %
Psychology 1: Lifespan Development and Transitions		M	6	10	270	46	224	100			
Psychology 2: Learning Theories and Teaching Strategies		M	6	10	270	46	224	10	90		
Policy and Legislation in Social Care 2		M	6	10	270	46	224				100
Social care Practice 2: Empowerment and Advocacy		M	6	10	270	46	224	20	80		
Communications 2: Key Management Skills in Social Care		M	6	10	270	46	224	100			
Professional Practice 2: Quality and Risk in the Context of Regulation		M	6	10	270	46	224				100

Special Regulations (Up to 280 characters):

* SOL (Supported Open Learning Model) [10 credits]; Hours Include: [10 credits]; Hours Include: Lectures/Seminars/Face to face contact (16hrs) and Modular Open learning Teaching through Self Instruction Activities (84hrs); Practical Hours include: Work-based Learning (140hrs), and MyOTC activities (5hrs); Tutorial Hours include: group (4hrs), individual (1.5hrs), mentoring (3.5hrs) and MyOTC (16hrs).

Bachelor of Arts in Professional Social Care (Disability) – Year 3

Name of Provider:	Open Training College
Programme Title (i.e. Named Award):	Bachelor of Arts in Professional Social Care (Disability)
Award Title (HET Named Award):	Ordinary Bachelor Degree
Modes of Delivery (FT/PT):	PT

Award Class	Award NFQ Level	Award EQF Level	Stage (1, 2, 3..., of Award Stage)	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code
Major	7	6	Award Stage	7	6	60	Oct 2016	020/090

Module Title (Up to 70 characters including spaces)	Semester no. where applicable (Semester 1 or Semester 2)	Module Status	NFQ Level (where specified)	ECTS Credit Number	Total Hours	Contact Hours	Hours Independent Work (incl. SOL*)	C.A. %	Proj. %	Prac. %	Final %
Social Research Methods		M	7	10	270	46	224	100			
Psychology 3: Wellbeing and Positive Behaviour Supports		M	7	10	270	46	224		50		50
Social Care Practice 3: Exploration of Relationships, Self, Sexuality		M	7	10	270	46	224				100
Social Care Practice 4: Working with Families		M	7	10	270	46	224	100			
Active Inclusion		M	7	10	270	46	224		100		
Supporting a Person within the Autistic Spectrum		E	7	10	270	46	224	100			
Supporting a Person in Mainstream Work		E	7	10	270	46	224	100			

Special Regulations (Up to 280 characters):

* SOL (Supported Open Learning Model) [10 credits]; Hours Include: Lectures/Seminars/Face to face contact (16hrs) and Modular Open learning Teaching through Self Instruction Activities (84hrs); Practical Hours include: Work-based Learning (140hrs), and MyOTC activities (5hrs); Tutorial Hours include: group (4hrs), individual (1.5hrs), mentoring (3.5hrs) and MyOTC (16hrs).

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Certificate in Supporting and Working with Families

Name of Provider:	Open Training College
Programme Title (i.e. Named Award):	Certificate in Supporting and Working with Families
Award Title (HET Named Award):	Special Purpose Certificate
Modes of Delivery (FT/PT):	PT

Award Class	Award NFQ Level	Award EQF Level	Stage (1, 2, 3…, of Award Stage)	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code
Special Purpose	7	6	Award Stage	7	6	10	Oct 2016	020/090

Module Title (Up to 70 characters including spaces)	Semester no. where applicable (Semester 1 or Semester 2)	Module Status	Module NFQ Level (where specified)	ECTS Credit Number	Total Student Effort Module (hours)			Allocation of Marks (from the module assessment strategy)			
					Total Hours	Contact Hours	Hours Independent Work (incl. SOL*)	C.A. %	Proj. %	Prac. %	Final %
Working with Families		M	7	10	270	46	224	100			

Special Regulations (Up to 280 characters):

* SOL (Supported Open Learning Model) [10 credits]; Hours Include: Lectures/Seminars/Face to face contact (16hrs) and Modular Open learning Teaching through Self Instruction Activities (84hrs); Practical Hours include: Work-based Learning (140hrs), and MyOTC activities (5hrs); Tutorial Hours include: group (4hrs), individual (1.5hrs), mentoring (3.5hrs) and MyOTC (16hrs).

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Certificate in Quality and Risk in Service Delivery

Name of Provider:	Open Training College
Programme Title (i.e. Named Award):	Certificate in Quality and Risk in Service Delivery
Award Title (HET Named Award):	Special Purpose Certificate
Modes of Delivery (FT/PT):	PT

Award Class	Award NFQ Level	Award EQF Level	Stage (1, 2, 3..., of Award Stage)	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code
Special Purpose	6	5	Award Stage	6	5	20	Oct 2016	020/090

Module Title (Up to 70 characters including spaces)	Semester no. where applicable (Semester 1 or Semester 2)	Module Status	Module NFQ Level (where specified)	ECTS Credit Number	Total Student Effort Module (hours)			Allocation of Marks (from the module assessment strategy)			
					Total Hours	Contact Hours	Hours Independent Work (incl. SOL*)	C.A. %	Proj. %	Prac. %	Final %
Quality and Risk in the Context of Regulation		M	6	10	270	46	224	100			
Key Management Skills in Social Care		M	6	10	270	46	224	100			

Special Regulations (Up to 280 characters):

* SOL (Supported Open Learning Model) [10 credits]; Hours Include: Lectures/Seminars/Face to face contact (16hrs) and Modular Open learning Teaching through Self Instruction Activities (84hrs); Practical Hours include: Work-based Learning (140hrs), and MyOTC activities (5hrs); Tutorial Hours include: group (4hrs), individual (1.5hrs), mentoring (3.5hrs) and MyOTC (16hrs).

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Certificate in Autism, Wellbeing and Positive Behaviour Supports

Name of Provider:	Open Training College
Programme Title (i.e. Named Award):	Certificate in Autism, Wellbeing and Positive Behaviour Supports
Award Title (HET Named Award):	Special Purpose Certificate
Modes of Delivery (FT/PT):	PT

Award Class	Award NFQ Level	Award EQF Level	Stage (1, 2, 3..., of Award Stage)	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code
Special Purpose	7	6	Award Stage	7	6	20	Oct 2016	020/090

Module Title (Up to 70 characters including spaces)	Semester no. where applicable (Semester 1 or Semester 2)	Status	NFQ Level (where specified)	ECTS Credit Number	Total Student Effort Module (hours)			Allocation of Marks (from the module assessment strategy)			
					Total Hours	Contact Hours	Hours Independent Work (incl. SOL*)	C.A. %	Proj. %	Prac. %	Final %
Supporting a Person within the Autistic Spectrum		M	7	10	270	46	224	100			
Wellbeing and Positive Behaviour Supports		M	7	10	270	46	224	100			

Special Regulations (Up to 280 characters):

* SOL (Supported Open Learning Model) [10 credits]; Hours Include: Lectures/Seminars/Face to face contact (16hrs) and Modular Open learning Teaching through Self Instruction Activities (84hrs); Practical Hours include: Work-based Learning (140hrs), and MyOTC activities (5hrs); Tutorial Hours include: group (4hrs), individual (1.5hrs), mentoring (3.5hrs) and MyOTC (16hrs).

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Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Certificate in Empowerment and Advocacy

Name of Provider:	Open Training College
Programme Title (i.e. Named Award):	Certificate in Empowerment and Advocacy
Award Title (HET Named Award):	Minor Award Certificate
Modes of Delivery (FT/PT):	PT

Award Class	Award NFQ Level	Award EQF Level	Stage (1, 2, 3…, of Award Stage)	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code
Minor	6	5	Award Stage	6	5	10	Oct 2016	020/090

Module Title (Up to 70 characters including spaces)	Semester no. where applicable (Semester 1 or Semester 2)	Module Status	NFQ Level (where specified)	ECTS Credit Number	Total Student Effort Module (hours)			Allocation of Marks (from the module assessment strategy)			
					Total Hours	Contact Hours	Hours Independent Work (incl. SOL*)	C.A. %	Proj. %	Prac. %	Final %
Social Care Practice 2: Empowerment and Advocacy		M	6	10	270	46	224	20	80		

Special Regulations (Up to 280 characters):

* SOL (Supported Open Learning Model) [10 credits]; Hours Include: Lectures/Seminars/Face to face contact (16hrs) and Modular Open learning Teaching through Self Instruction Activities (84hrs); Practical Hours include: Work-based Learning (140hrs), and MyOTC activities (5hrs); Tutorial Hours include: group (4hrs), individual (1.5hrs), mentoring (3.5hrs) and MyOTC (16hrs).

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Certificate in Supporting Individualised Living and Alternative Services

Name of Provider:	Open Training College
Programme Title (i.e. Named Award):	Certificate in Supporting Individualised Living and Alternative Services
Award Title (HET Named Award):	Minor Award Certificate
Modes of Delivery (FT/PT):	PT

Award Class	Award NFQ Level	Award EQF Level	Stage (1, 2, 3..., of Award Stage)	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code
Minor	8	6	Award Stage	8	6	10	Oct 2016	020/090

Module Title (Up to 70 characters including spaces)	Semester no. where applicable (Semester 1 or Semester 2)	Status	NFQ Level (where specified)	ECTS Credit Number	Total Student Effort Module (hours)			Allocation of Marks (from the module assessment strategy)			
					Total Hours	Contact Hours	Hours Independent Work (incl. SOL*)	C.A. %	Proj. %	Prac. %	Final %
Supporting Individualised Living and Alternative Services		M	8	10	270	46	224		100		

Special Regulations (Up to 280 characters):

* SOL (Supported Open Learning Model) [10 credits]; Hours Include: Lectures/Seminars/Face to face contact (16hrs) and Modular Open learning Teaching through Self Instruction Activities (84hrs); Practical Hours include: Work-based Learning (140hrs), and MyOTC (16hrs); Tutorial Hours include: group (4hrs), individual (1.5hrs), mentoring (3.5hrs) and MyOTC (16hrs).

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Certificate in Active Inclusion

Name of Provider:	Open Training College
Programme Title (i.e. Named Award):	Certificate in Active Inclusion
Award Title (HET Named Award):	Minor Award Certificate
Modes of Delivery (FT/PT):	PT

Award Class	Award NFQ Level	Award EQF Level	Stage (1, 2, 3..., of Award Stage)	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code
Minor	7	6	Award Stage	7	6	10	Oct 2016	020/090

Module Title (Up to 70 characters including spaces)	Semester no. where applicable (Semester 1 or Semester 2)	Module Status	Module NFQ Level (where specified)	ECTS Credit Number	Total Student Effort Module (hours) Total Hours	Contact Hours	Hours Independent Work (incl. SOL*)	Allocation of Marks (from the module assessment strategy) C.A. %	Proj. %	Prac. %	Final %
Active Inclusion		M	7	10	270	46	224		100		

Special Regulations (Up to 280 characters):

* SOL (Supported Open Learning Model) [10 credits]; Hours Include: Lectures/Seminars/Face to face contact (16hrs) and Modular Open learning Teaching through Self Instruction Activities (84hrs); Practical Hours include: Work-based Learning (140hrs), and MyOTC activities (5hrs); Tutorial Hours include: group (4hrs), individual (1.5hrs), mentoring (3.5hrs) and MyOTC (16hrs).

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Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Certificate in Social Care Practice and Ethics

Name of Provider:	Open Training College
Programme Title (i.e. Named Award):	Certificate in Social Care Practice and Ethics
Award Title (HET Named Award):	Minor Award Certificate
Modes of Delivery (FT/PT):	PT

Award Class	Award NFQ Level	Award EQF Level	Stage (1, 2, 3..., of Award Stage)	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code
Minor	6	5	Award Stage	6	5	10	Oct 2016	020/090

Module Title (Up to 70 characters including spaces)	Semester no. where applicable (Semester 1 or Semester 2)	Status	NFQ Level (where specified)	ECTS Credit Number	Total Student Effort Module (hours)			Allocation of Marks (from the module assessment strategy)			
					Total Hours	Contact Hours	Hours Independent Work (incl. SOL*)	C.A. %	Proj. %	Prac. %	Final %
Professional Practice 1: Social Care Practice and Ethics		M	6	10	270	46	224	100			

Special Regulations (Up to 280 characters):

* SOL (Supported Open Learning Model) [10 credits]; Hours Include: Lectures/Seminars/Face to face contact (16hrs) and Modular Open learning Teaching through Self Instruction Activities (84hrs); Practical Hours include: Work-based Learning (140hrs), and MyOTC activities (5hrs); Tutorial Hours include: group (4hrs), individual (1.5hrs), mentoring (3.5hrs) and MyOTC (16hrs).

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Certificate in Communication and Interpersonal Skills in Social Care

Name of Provider:	Open Training College	
Programme Title (i.e. Named Award):	Certificate in Communication and Interpersonal Skills in Social Care	
Award Title (HET Named Award):	Minor Award Certificate	
Modes of Delivery (FT/PT):	PT	

Award Class	Award NFQ Level	Award EQF Level	Stage (1, 2, 3..., of Award Stage)	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code
Minor	6	5	Award Stage	6	5	10	Oct 2016	020/090

Module Title (Up to 70 characters including spaces)	Semester no. where applicable (Semester 1 or Semester 2)	Module Status	NFQ Level (where specified)	ECTS Credit Number	Total Student Effort Module (hours)			Allocation of Marks (from the module assessment strategy)			
					Total Hours	Contact Hours	Hours Independent Work (incl. SOL*)	C.A. %	Proj. %	Prac. %	Final %
Communications 1: Communication and Interpersonal Skills in Social Care		M	6	10	270	46	224	100			

Special Regulations (Up to 280 characters):

* SOL (Supported Open Learning Model) [10 credits]; Hours Include: Lectures/Seminars/Face to face contact (16hrs) and Modular Open learning Teaching through Self Instruction Activities (84hrs); Practical Hours include: Work-based Learning (140hrs), and MyOTC activities (5hrs); Tutorial Hours include: group (4hrs), individual (1.5hrs), mentoring (3.5hrs) and MyOTC (16hrs).

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Certificate in Focus on the Individual

Name of Provider:	Open Training College
Programme Title (i.e. Named Award):	Certificate in Focus on the Individual
Award Title (HET Named Award):	Minor Award Certificate
Modes of Delivery (FT/PT):	PT

Award Class	Award NFQ Level	Award EQF Level	Stage (1, 2, 3..., of Award Stage)	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code
Minor	6	5	Award Stage	6	5	15	Oct 2016	020/090

Module Title (Up to 70 characters including spaces)	Semester no. where applicable (Semester 1 or Semester 2)	Status	NFQ Level (where specified)	ECTS Credit Number	Total Student Effort Module (hours)			Allocation of Marks (from the module assessment strategy)			
					Total Hours	Contact Hours	Hours Independent Work (incl. SOL*)	C.A. %	Proj. %	Prac. %	Final %
Social Care Practice 1: Focus on the Individual		M	6	15	405	69	336	10	90		

Special Regulations (Up to 280 characters):

* SOL (Supported Open Learning Model) [10 credits]; Hours Include: Lectures/Seminars/Face to face contact (16hrs) and Modular Open learning Teaching through Self Instruction Activities (84hrs); Practical Hours include: Work-based Learning (140hrs), and MyOTC activities (5hrs); Tutorial Hours include: group (4hrs), individual (1.5hrs), mentoring (3.5hrs) and MyOTC (16hrs).

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Certificate in Exploring Disability

Name of Provider:	Open Training College
Programme Title (i.e. Named Award):	Certificate in Exploring Disability
Award Title (HET Named Award):	Minor Award Certificate
Modes of Delivery (FT/PT):	PT

Award Class	Award NFQ Level	Award EQF Level	Stage (1, 2, 3..., of Award Stage)	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code
Minor	6	5	Award Stage	6	5	10	Oct 2016	020/090

Module Title (Up to 70 characters including spaces)	Semester no. where applicable (Semester 1 or Semester 2)	Status	NFQ Level (where specified)	ECTS Credit Number	Total Student Effort Module (hours)			Allocation of Marks (from the module assessment strategy)			
					Total Hours	Contact Hours	Hours Independent Work (incl. SOL*)	C.A. %	Proj. %	Prac. %	Final %
Exploring Disability		M	6	10	270	46	224	100			

Special Regulations (Up to 280 characters):

* SOL (Supported Open Learning Model) [10 credits]; Hours Include: Lectures/Seminars/Face to face contact (16hrs) and Modular Open learning Teaching through Self Instruction Activities (84hrs); Practical Hours include: Work-based Learning (140hrs), and MyOTC activities (5hrs); Tutorial Hours include: group (4hrs), individual (1.5hrs), mentoring (3.5hrs) and MyOTC (16hrs).

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Certificate in Current Issues in Social Care: Mental Health, Elder Care and Children

Name of Provider:	Open Training College
Programme Title (i.e. Named Award):	Certificate in Current Issues in Social Care: Mental Health, Elder Care and Children
Award Title (HET Named Award):	Minor Award Certificate
Modes of Delivery (FT/PT):	PT

Award Class	Award NFQ Level	Award EQF Level	Stage (1, 2, 3..., of Award Stage)	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code
Minor	8	6	Award Stage	8	6	10	Oct 2016	020/090

Module Title (Up to 70 characters including spaces)	Semester no. where applicable (Semester 1 or Semester 2)	Module		ECTS Credit Number	Total Student Effort Module (hours)			Allocation of Marks (from the module assessment strategy)			
		Status	NFQ Level (where specified)		Total Hours	Contact Hours	Hours Independent Work (incl. SOL*)	C.A. %	Proj. %	Prac. %	Final %
Current Issues in Social Care: Mental Health, Elder Care and Children		M	8	10	270	46	224	100			

Special Regulations (Up to 280 characters):

* SOL (Supported Open Learning Model) [10 credits]; Hours Include: Lectures/Seminars/Face to face contact (16hrs) and Modular Open learning Teaching through Self Instruction Activities (84hrs); Practical Hours include: Work-based Learning (140hrs), and MyOTC activities (5hrs); Tutorial Hours include: group (4hrs), individual (1.5hrs), mentoring (3.5hrs) and MyOTC (16hrs).