

# Independent Panel Report on a Provider's Programme Review

<b>Provider</b>	Carlow College, St Patrick's
<b>Programme(s) Reviewed</b>	BA (Honours) in English and History

## Independent Panel Members

<b>Name</b>	<b>Role</b>	<b>Affiliation</b>
Professor Fionnuala Dillane	Chairperson	Professor, School of English, Drama and Film, UCD
Prof. Michael Hinds	Subject Matter Expert	Associate Professor, School of English,, DCU
Dr Brian Hughes	Subject Matter Expert	Lecturer in History, Mary Immaculate College,
Mary Jennings	Report Writer	Independent Consultant
Sinead Lynch	Learner Representative	Ph.D. student, Institute of Education DCU
Melissa Doyle	Industry Representative	Business Advisor, Carlow County Enterprise Office (present for part of the review session)
Gerry McGill	Industry Representative	School Principal, Tyndall College, Carlow (was not able to participate in the panel session due to illness)

All members of the independent panel declared their independence of Carlow College and that they have no conflict of interest

## Part 1. Introduction

The English and History Programme (Level 8) at St Patrick's College, Carlow (Carlow College) under review is currently a four-year full-time degree in English and History and was last validated in 2018. This review involves a detailed survey of the programme's aims, objectives and strategy, and the operation and performance of the programme since its previous validation in 2018. It delineates how the programme has evolved since 2018 and includes evaluations of the programme by various stakeholders, including staff, current and previously enrolled learners, and external stakeholders. It includes the proposed revisions to the programme, including the change from a 4-year programme (240 credits) to a 3-year programme (180 credits).

The process for conducting a review of existing programmes with the aim of making an application for re-validation, is governed by the Programme Review and Revalidation Process, which is outlined in Carlow College's Quality Assurance Policy. The college is seeking revalidation of the programme for a further five years.

## Part 2. Evaluation Process

### 2.1 Documents Supplied to and Reviewed by the Panel

	Document Type	Document Name
1.	Programme descriptor	Programme Descriptor BA (Hons) English and History
2.	Programme Review report	Programme Review Report including the following sections which were reviewed by the panel: <b>Section 1 Context and Terms of Reference for the Programme Review</b> <b>Section 2 Provider Information</b> <b>Section 3 Baseline qualitative and quantitative information</b> 3.1.4 Grades / Awards Classification 3.1.5 Graduate Destinations 3.2 Programme Delivery and Teaching and Learning Strategies 3.2.1 Physical facilities and resources required for the delivery of the programme 3.2.2 Timetabling of contact hours 3.2.3 Learner workload by module and stage 3.2.4 Attendance 3.2.5 Teacher to Learner Ratios 3.2.6 Teaching and learning strategies 3.2.7 Learning Outcomes achieved 3.2.8 Assessment strategies 3.2.9 Application of community of practice learning 3.2.10 Programme documentation <b>Section 4 Evaluation of the programme by stakeholders</b> 4.1 Evaluation by current learners and graduates of the programme

		<p>4.2 Evaluation of the programme by staff</p> <p>4.3 Evaluation of the programme by external stakeholders</p> <p>4.4 External examiner feedback</p> <p><b>Section 5 Programme Quality Assurance</b></p> <p>5.1 Complaints, appeals and commendations</p> <p>5.2 Quality Assurance Systems and Processes</p> <p><b>Section 6 Summary Analysis of the programme considering the findings</b></p> <p><b>Section 7 Revision of the programme</b></p> <p><b>Appendix 1 - Proposed Programme Modifications</b></p>
3.	Module descriptors	Module Descriptor EH
4.	Supporting documentation	External Examiners Reports 2018/2018 & 2021/2022
5.	Supporting documentation	Amendments to the Programme 2018-2023
6.	Supporting documentation	<p>Data Set for EH Programme including:</p> <ul style="list-style-type: none"> <li>• Application and enrolment 2018-2021</li> <li>• Progression, attrition, completion rates 2018-2022</li> <li>• Grades/Awards Classification 2018-2022</li> <li>• Attendance rates 2018-2023</li> <li>• Notes on Workshop on Attendance, February 2020 (internal workshop)</li> <li>• Teacher to student ratio 2018-2022</li> <li>• Learning outcomes achieved 2018-2022</li> </ul>
7.	Supporting documentation	Exam Papers & Assessment Details
8.	Supporting documentation	Programme Monitoring Reports EH 2018-2021
9.	Handbook	English and History Student Handbook
10.	Programme descriptor	Programme Descriptors BA (Hons) English and History Old Version
11.	Supporting documentation	Cross monitoring reports years 2018/2019; 2019/2020;2020-2021 & 2021/2022

## 2.2 Provider's Representatives Met

	Person	Role / Job Title
1.	Fr Conn Ó Maoldhomhnaigh	President
2.	Dr Eric Derr	Vice President/ Head of QA & International Programmes
3.	Dr Thomas Mc Grath	Vice President for Academic Affairs / Registrar
4.	Dr Margaret Murphy	Assistant Registrar for Academic Affairs
5.	Dr Penny Humby	Head of Academic Programmes & Delivery
6.	Dr Eoghan Smith	Academic & Research Development Programme Manager
7.	Helen Whelan	Administrator – Office of the Registrar
8.	Dr Simon Workman	Programme Director / Design Team Chair
9.	Dr Elaine Callinan	Lecturer in History / Design Team

10.	Catherine Carey	Programme Administrator
11.	Karen Delaney	Admissions Officer
12.	Dr Lisa Fortune	Head of Student Services
13.	Keith Baxter	IT & Students System Manager
14.	Agnes Phelan	Library
15.	Dr James Heaney	Lecturer in English
16.	Dr Derek Coyle	Lecturer in English
17.	Dr Elizabeth Dawson	Lecturer in History
18.	Dr Regina Donlon	Lecturer in History
19.	Dr Mel Farrell	Lecturer in History
20.	Mary Kate Ormonde	Stage 2 Learner
21.	Mariusz Dziewonski	Stage 2 Learner
22.	Emily Hurley	Stage 4 Learner
23.	Cian McDonald	Stage 4 Learner

### 2.3 Description of evaluation process

The panel was supplied with a copy of the Programme Review Document and a copy of the proposed Programme Descriptor document, together with a wide range of background and supporting material as outlined in 2.1 above. The panel conducted a detailed review of these documents and prepared individual initial comments which were collated and distributed amongst panel members in advance of the review session with Carlow College.

The panel met in a private session in advance of meetings the Carlow College team and discussed the overall response to the review process. The panel was generally satisfied that the review had been comprehensive and robust and commended the team for their considerable work in both conducting their internal review and in preparing documentation for external review.

The panel met with the Carlow College team on 8 March 2024 and discussed the process and outcome of the review in more detail at the first scheduled meeting.

Commendations and specific recommendations were communicated to Carlow College at our exit meeting. The text for recommendations was drafted in advance of the exit meeting and finalised in panel correspondence to the Secretary and agreed by all members. The panel's findings and comments are outlined in the following sections of this report.

## Part 3. Panel Findings on Provider Programme Review Report

The following is the panel's commentary and recommendations on the provider's programme review report. The review panel did not make detailed recommendations on the outgoing programme because it is being considerably updated. The review panel noted aspects of good practice, including the implementation of recommendations from the previous programme review in 2018, that have informed the development of the new programme proposed for revalidation.

### Section A. Context and Terms of Reference for the Programme Review

#### **Commentary:**

The Term of Reference are set by QQI for the revalidation of programme. The objectives of a programme review are to evaluate the programme as implemented in light of the provider's experience of providing the programme over the previous five years with a view to determining:

1. What has been learned about the programme, as an evolving process (by which learners acquire knowledge, skill and competence), from the experience of providing it for the past five or so years?
2. What can be concluded from a quantitative analysis of admission data, attrition rates by stage, completion rates and grades achieved by module, stage and overall?
3. What reputation do the programme and provider have with stakeholders (learners, staff, funding agencies, regulatory bodies, professional bodies, communities of practice, employers, other education and training providers) and in particular what views do the stakeholders have about the strengths, weaknesses, opportunities and threats concerning the programme's history and its future?
4. What challenges and opportunities are likely to arise in the next five years and what modifications to the programme are required in light of these challenges and opportunities?
5. Whether the programme in light of its stated objectives and intended learning outcomes demonstrably addresses explicit learning needs of target learners and society?
6. What other modifications need to be made to the programme and its awards to improve or reorient it?
7. Whether the programme (modified or unmodified) meets the current QQI validation criteria (and sub-criteria) or, if not, what modifications need to be made to the programme to meet the current criteria?
8. Whether the provider continues to have the capacity and capability to provide the programme as planned (considering, for example, historical and projected enrolment numbers and profile and availability and adequacy of physical, financial and human resources) without risk of compromising educational standards or quality of provision in light of its other commitments (i.e. competing demands) and strategy?

9. What is the justification (or otherwise) for the provider continuing to offer the programme (modified or unmodified)?

10. What changes need to be made to related policies, criteria and procedures (including QA procedures).

The programme review objectives will be implemented by:

1. Documenting the programme as most recently validated (2018) to provide a baseline for the review.
2. Conducting a review and critical analysis of the programme management, quality systems, policies and processes that have been in place to enable the achievement of the programme objectives.
3. Analysing the effectiveness, efficiency and relevance of the validated programme, including details of learner numbers, retention/attrition, progression and completion rates.
4. Reviewing the programme learning outcomes, structure and content in the context of current College Strategy and academic and disciplinary rationale.
5. Evaluating learner feedback and engagement and the processes for acting on this feedback.
6. Evaluating the learning environment including the physical facilities; learning supports and resources provided for the provision of the programme.
7. Undertaking a current analysis of the programme with regard to external stakeholder perspectives; including graduates, the requirements of employers, the community and voluntary sector, the changing needs of society and international developments.
8. Critically analysing the programme in relation to local, national and international policy and practice.
9. Reviewing and modifying teaching, learning and assessment methods in response to evidence of learner progression, current educational developments and technological advances.
10. Modifying and revising the programme in relation to the data generated through the comprehensive review process.
11. Developing a five-year plan for the implementation of a revised programme.
12. Submitting the revised programme to internal review
13. Considering the feedback from an internal review and reflecting this feedback in the revised programme; the final review report is approved by the Academic Council.
14. Submitting the final revised programme to external review by an independent panel.

**The panel is satisfied that that programme review by Carlow College has been carried out in accordance with the Terms of Reference set.**

Recommendations:

None.

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## Section B. Provider Information and Programme Context

### Commentary:

Carlow College, St Patrick's opened in 1793 and is the second oldest third-level college in Ireland. It is situated, since its foundation in 1782, on its own parkland in the centre of Carlow Town. It is a private college with charitable status governed by a Board of Governors. The purpose of the College is to promote higher education. Carlow College is a College of teaching and research in the Arts, Humanities and Social Sciences. The College's strategic focus looks forward to building on the College's strengths and to providing greater opportunities for wider access and participation in education, partly for those in the southeast of the country. The College reaches out to mature learners who wish to return to education; to learners from particular socio-economic backgrounds who may not have had an opportunity to avail of higher education. Increasingly, learners choose to study at Carlow College because of its reputation for excellence in teaching, learning, the research profile of its faculty and the support and care provided to learners.

The Mission Statement of Carlow College outlines its core goal: 'In the shared enterprise of education, through teaching, learning, practice placement and research activity, Carlow College, St Patrick's prizes excellence in all it does and endeavours to respond creatively to the changing needs of its students, of potential employers and of society'.

The BA (Hons) in English and History is provided by the college in this context having evolved from the BA in Arts and Humanities. The BA (Hons) English and History programme was revalidated in 2018 as a four-year degree. The programme has a clear identity and plays to the strengths of the institution and the faculty at the College.

The proposed revision is to offer the programme as a three-year degree (180 ECTS), on both a full-time and part-time, in-person basis in response to the College's most recent *Programme Development Strategy (2023-28)* that is itself informed by the evolving needs of stakeholders and of the third-level environment in Ireland.

### Recommendations:

N/A

## Section C. Baseline qualitative and quantitative information

### Programme Data Overview

*This section will include the panel's views on any or all of the following topics covered in the provider's review report: Applications, Enrolment, Attrition Transfer and Progression, Award Classification and Graduate Destinations*

#### **Commentary:**

The panel reviewed the comprehensive baseline data provided and is satisfied that the data shows the continuing demand for the programme.

The recent increase in applications to the programme was noted and is in line with wider trends in the college. The number of applications versus enrolments appears healthy. There is a very high proportion of students from the local area with a significant percentage of mature students indicating that the programme is meeting the needs of different kinds of learners, including those from lower socio-economic brackets and those returning to education.

The very high progression and completion figures for students who remain in the programme is testament to the exceptionally high standards of teaching; the attention and pastoral care offered to individual students; and the broader emphasis on learners' needs that is evident throughout the review documentation.

There is a slight improvement in grades noted as students' progress from Stage to Stage. This trend once again provides evidence of quality teaching, progression pathways and learner supports that facilitate student improvement and development over the duration of the programme.

Due consideration has been given in the documentation to specific issues around retention and engagement, and potential strategies to deal with same: the range of oversight mechanisms in place is extensive.

Attrition rates are within the norm given the low points range at entry for some and given the high rate of learners who come through non-Leaving Cert based routes; attrition rates are also appropriately higher at Stage 1 (as is the norm) and tail off as learners move through the programme. The panel noted that the careful tracking of attrition rates and submission of assessment rates will be useful for ongoing oversight with regard to course design and assessment; enrolment targets; and the provision and maintenance of student supports.

#### **Recommendations:**

See commentary under various criterion below.



## Programme Delivery and Teaching & Learning Strategies

*This section will include the panel's views on any or all of the following topics covered in the provider's review report: Physical Facilities and Resources, Timetabling, Learner Workload, Attendance, Teacher Learner Ratios, Community of Practice Learning, Teaching and Learning Strategies, Learning Outcomes achieved, Assessment Strategies.*

### **Commentary:**

The tracking of attendance and engagement, particularly the gathering of data on students who fail individual pieces of assessment while still progressing, has been comprehensive. The panel noted that this level of data gathering has significant workload implications for teaching and administrative staff and the commitment to doing so deserves recognition and commendation. (See Criterion 8 below for further comment and recommendation for action).

### **Recommendations:**

N/A

## Section D. Evaluation of the programme by stakeholders

### Evaluation by current learners and graduates of the programme

#### **Commentary:**

Learner feedback in the review pointed to a very positive student experience and to the quality and accessibility of the lecturers. Efforts are being made to respond to issues raised by students with the consistency of feedback and the lack of material on the VLE. The commitment to provide information about expected schedules for feedback at module level is particularly welcome.

#### **Recommendations:**

N/A

### Evaluation of the programme by Staff

#### **Commentary:**

The panel was informed that the review process of the programme, began almost one and a half years ago with lecturing, tutoring and administrative staff involved in the review at different stages. It was evident that staff feedback had been sought and incorporated into the proposed programme, including the revised curriculum and interdisciplinary approach to teaching.

#### **Recommendations:**

N/A

### External Examiner Feedback

#### **Commentary:**

The documentation highlights adequate and effective responses to feedback from subject External Examiners. This is consistent with efforts elsewhere to gather, evaluate, and respond to feedback.

#### **Recommendations:**

N/A

## Section E. Programme Quality Assurance

### Complaints, appeals and commendations

#### **Commentary:**

The quality assurance on these topics is robust and clear and in line with the overall high quality of the QA processes and procedures of the college.

**Recommendations:**

N/A

**Quality Assurance Systems and Processes**

**Commentary:**

The panel noted the particularly high standard evident in the well-documented quality assurance process and processes outlined in the review and confirmed in subsequent discussion with the panel. The panel notes that the college carries out an annual programme review since its QA process was first approved in 2019. This includes collating comprehensive data on areas such as admissions, attrition rates and exam results and including feedback from learners, staff and external examiners as well as external stakeholders in the community and beyond.

**Recommendations:**

N/A

**Additional Quality Assurance Systems and Processes required (e.g. online delivery / assessment)**

**Commentary:**

N/A

## Section F. Summary Analysis of the programme

### **Commentary:**

There is a clear and compelling case for revalidation of this programme given the excellent standards of teaching, the quality of the organisation of the programme and the high rates of student satisfaction and achievement. The programme meets a demand for the programme, particularly in the southeast region and for learners wishing to return to education.

A clear rationale has been offered for revisions to the programme that are led by the move to a 3-year (180 credit) rather than a 4-year (240 credit) degree. The revisions are offered in response to feedback from students, staff, and external stakeholders and a comprehensive self-assessment. This move aligns with the overall strategy of Carlow College to provide learners with a range of knowledge and skills to enable them to contribute to the development of civic society. The change and revisions also align closely with the aims of the programme, its target market, and wider trends in humanities education. It is clear that there is strong demand among students for courses that treat issues of contemporary relevance such as sustainability, the environment, and EDI. The proposed modifications will allow the programme to meet that demand and continue to grow its intake.

The new modules proposed will enhance the interdisciplinary nature of the programme and this commitment to genuine interdisciplinarity further sets the programme apart from offerings in other institutions.

### **Recommendations:**

N/A

## Section G. Revision of the programme

*In this section the panel will respond to any proposals made by the provider in respect of changes to the programme arising from the review. The revised programme's readiness for validation will be reported on in more detail in the Independent Evaluation Report for Validation.*

### **Commentary:**

The main revisions to the programme are as set out below.

1. Change the duration of the degree from a mandatory four-year programme to a three-year programme (180 ECTS).
2. Inclusion of three new interdisciplinary modules:
  - Stage 1 – five-credit mandatory interdisciplinary module: focus on theme of Equality, Diversity and Inclusion.
  - Stage 2 – five-credit mandatory interdisciplinary module: focus on theme of Environment and Sustainability.
  - Stage 3 – ten-credit elective interdisciplinary module: focus on interdisciplinary study of modern Irish literature and history.
3. Greater emphasis on EDI and Sustainability.
4. Increase in embedded Digital skills.
5. Reduction, where possible, of repetition of module content.
6. Place greater emphasis on UDL in Teaching, Learning and Assessment.

The panel is satisfied that the proposed changes are well-considered, based on stakeholder consultation, awareness of comparative programmes in the region, a thorough internal review and due regard for contemporary topics and trends in the disciplines of English and History. The panel did comment on the implementation of some of these changes in the proposed programme itself: these are to be found under the relevant criteria in the Independent Evaluation Report section of this document that follows.

### **Recommendations:**

None.

## Part 4. Overall Findings

In this section the panel will give its overall feedback on the conduct of the review and the findings therein. This feedback will inform future provider review processes and will also contribute to the refinement of any programmes being proposed for revalidation following this review process.

### Section A. Commentary on review process:

The panel is satisfied that Carlow College carried out a thorough review of the programme. It noted the involvement of stakeholders and it was evident that their feedback was incorporated into the overall content and approach taken. The panel made the following commendation:

#### Commendation 1

**The panel commends Carlow College for the robustness of the review that included significant engagement with all stakeholders and for the ways feedback fed into the design of the new programme.**

### Recommendations on review process:

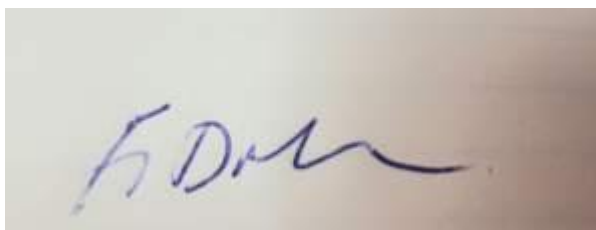
N/A

### Section B. Commentary on programme revisions:

As Section G above. The panel is satisfied that the proposed revisions are appropriate and well considered.

### Section C. Recommendations on programme revisions:

See summary of recommendation listed on p.45 below.



**Signed:**

Fionnuala Dillane  
Panel Chairperson:

**Date:** 8.4.24

**QQI**Quality and Qualifications Ireland  
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

# Independent Evaluation Report on an Application for Revalidation of a Programme of Education and Training

## Part 1. Provider details

<b>Provider name</b>	Carlow College, St Patrick's
<b>Date of site visit</b>	8 <sup>th</sup> March 2024
<b>Date of report</b>	8 <sup>th</sup> April 2024

## Section A. Overall recommendations

<b>BA (Hons) English and History</b>	<b>Title</b>	Bachelor of Arts (Hons) in English and History
	<b>Award</b>	Bachelor of Arts
	<b>Credit</b>	180 ECTS
	<b>Recommendation</b> <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory

## Section B. Expert Panel

<b>Name</b>	<b>Role</b>	<b>Affiliation</b>
Professor Fionnuala Dillane	Chairperson	Professor, School of English, Drama, Film, UCD
Prof. Michael Hinds	Subject Matter Expert	Associate Professor, School of English, DCU
Dr Brian Hughes	Subject Matter Expert	Lecturer in History, Mary Immaculate College, Limerick
Mary Jennings	Report Writer	Independent Consultant
Sinead Lynch	Learner Representative	Ph.D. student, DCU
Melissa Doyle	Industry Representative	Business Advisor, Carlow County Enterprise Office (present for part of the review session)

Gerry McGill	Industry Representative	School Principal, Tyndall College, Carlow (was not able to participate in the panel session due to illness)
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## Section C. Principal Programme

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners ( <i>per centre</i> )	Minimum number of learners
Carlow College, St Patrick's	55 (full-time & part-time)	21 (full-time & part-time)

Proposed Enrolment	
<b>Date of first intake</b>	September 2025
<b>Maximum number of annual intakes</b>	1
<b>Maximum total number of learners per intake</b>	Full-time 45; part-time 10
<b>Programme duration (<i>months from start to completion</i>)</b>	Full-time; 3 years (36 months) Part-time 4-6 years (48-72)

### Panel Commentary on proposed enrolment:

The upward trend in applications for the outgoing programme would suggest that the proposed enrolment figures are reasonable and within the acceptable range for programme viability. The details on the marketing strategy for the new programme included in the programme review documentation, which includes School visits to second-level Schools, will help to support such positive and manageable growth. The programme documentation indicated that there will be an expansion in the target learner groups in the region over the next decade (see next section), which reinforces the appropriateness of the proposed enrolment figures. The upper limit of 45 full time students per year is needed given the staff: student ratio.

### Target learner groups

The programme provides for those learners who wish to specifically study the disciplines of English and History for personal, educational, and/or professional reasons. The programme provides a wide-ranging survey of English literature and History with some areas of specialised study, allowing learners to deepen knowledge and understanding of these two fields of study and of their disciplinary interaction, as well as providing learners with the opportunity to tailor some of their learning to their specific needs through elective/option provision from stage 2.

There is no requirement that learners will have prior knowledge of the field of study as the programme provides an overall introductory foundation to the study of English and History. However, there is some expectation that target learners will have at the minimum some basic educational and/or experiential background knowledge of one or both disciplines.

Though the programme mainly caters to school-leavers and mature students living in Ireland (particularly the southeast), it is also open to international, advanced entry, A.C.C.S. / part-time learners. The degree also draws from FETs in the region and has established links with several. It has the capacity to respond to a range of learner needs from diverse target groups inclusive of the following:

- School leavers who attain the requisite number of CAO points and who fulfil Carlow College entry criteria.
- Mature learners (aged 23 on or before January 1 in year of application) and who enter the programme through their performance at interview stage.

<ul style="list-style-type: none"> <li>• A.C.C.S applicants (part-time study) who fulfil entry requirements.</li> <li>• Advanced entry learners who fulfil RPL requirements.</li> <li>• International learners (including those who fulfil language proficiency requirements).</li> <li>• Learners who wish to upskill for professional purposes and who fulfil entry requirements.</li> </ul>	
<b>Approved countries for provision</b>	Ireland
<b>Delivery mode: Full-time/Part-time</b>	Full-time and part-time
<b>The teaching and learning modalities</b>	
Face-to-face	
Optional Work-based placement	
<b>Brief synopsis of the programme</b> (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)	
<p>The BA (Hons) in English and History is a three-year Level 8 undergraduate programme, in which learners develop a deep knowledge of literature in English, as well as a profound historical understanding of human society and culture at a local and global level. The programme is for those learners who wish to deepen their knowledge of these two fields of study, and who wish to acquire the transferable skills that the programme develops, which are applicable to related or other fields of experience, learning or professional work. The programme places strong emphasis on the synergies between these two disciplines for learners, particularly through its suite of interdisciplinary modules.</p> <p>The programme is designed to enhance learner skills, knowledge and competencies to enable critical reflection and analysis, research and evaluative methods, and the development of conceptual tools with which to interrogate both historical sources and literary texts. Learners will encounter competing ideas in the interpretation of historical events and in the application of critical theory to English literature. The Programme builds disciplinary knowledge and expertise in a manner that allows learners to smoothly progress into postgraduate study, particularly through the mandatory <i>Research Methods and Writing Skills</i> and <i>Dissertation</i> modules, which culminate in the production of a substantial piece of independent research.</p> <p>The need for critical thinking, deep knowledge and reflective learning is widely recognised as crucial to the vitality of cultural, social and political life. At its most aspirational, the BA (Hons) in English and History is intended to produce graduates who have sufficient mastery of skills, knowledge and competencies to respond to the challenges of the contemporary world by building on their advanced understanding of culture and history.</p> <p>In terms of preparing learners for future employment, the two employability modules (<i>Career Skills</i> and <i>Workplace Learning Experience</i>) are specifically designed to enhance learner employability and to support their transition from education to a professional career. More broadly, the Programme's focus on reflective learning, critical and interdisciplinary thinking, deep knowledge acquisition, and competency in the digital realm, are particularly salient in terms of preparing learners to prosper in a rapidly evolving 21<sup>st</sup>-century workplace.</p> <p>Aside from Postgraduate study, potential career pathways for learners include: the Creative Arts; Media and PR; Marketing and Design; Civil Service; IT; Administration; Library and Archives; Heritage Studies; Publishing; Primary and Secondary Teaching (for those who wish to become</p>	

secondary school teachers the programme meets Teaching Council requirements for English and History).

#### Learning Activity

- group work activities
- enquiry/problem-based learning
- flipped classrooms
- learner-led discussions
- tutorial and small group teaching
- linking of material to real world situations
- Micro-teaching: the teaching of a small unit of pedagogical content to a small group of people within a limited period of time in order to practise teaching skills
- Work-based learning, field trips to museums, heritage sites, theatres, community events
- Asynchronous learning, particularly through use of the VLE.

Summary specification for teaching staff			✓	
Role e.g., Lecturer, Mentor, Programme Lead, Counsellor, Librarian, etc.	Qualifications/Experience Profile	Number Required	In post	To be recruited
Lecturer (Full Time Equivalent)	A minimum level 9 qualification in English literature.	4	✓	
Lecturer (Full Time Equivalent)	A minimum level 9 qualification in History	4	✓	
Tutor (English)	A minimum level 9 qualification in English (with some specialism in Digital Storytelling)	1		✓
Tutor (History)	A minimum level 9 qualification in History	1		✓

Programmes being replaced (applicable to applications for revalidation)		
Code	Title	Last enrolment date
PG23975	BA (Hons) in English and History	September 2023

## Part 2. Evaluation against the validation criteria

### Criterion 1. The provider is eligible to apply for validation of the programme

a) The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme.		
b) The application for validation is signed by the provider's chief executive (or equivalent) who confirms that the information provided is truthful and that all the applicable criteria have been addressed.		
c) The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements. <sup>1</sup>		
	<b>Satisfactory? (yes, no, partially)</b>	<b>Comment</b>
<b>BA (Hons) English and History</b>	Yes	

As an established provider of higher education programmes College Carlow has met the prerequisites (section 44(7) of the 2012 Act) to apply for the revalidation of this programme. It was noted that Carlow College has in place required procedures for access, transfer and progression.

Carlow College provided the panel with a copy of the letter to be submitted to QQI with the application for the revalidation of the programme. The letter contained the signature and declaration required under sub-criteria 1b) and 1c).

The panel is satisfied that the criterion has been met.

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<sup>1</sup>This criterion is to ensure the programme can actually be provided and will not be halted on account of breach of the law. The declaration is sought to ensure this is not overlooked but QQI is not responsible for verifying this declaration of enforcing such requirements.

**Criterion 2. The programme objectives and outcomes are clear and consistent with the QQI awards sought**

<p>a) The programme aims and objectives are expressed plainly.</p> <p>b) A QQI award is specified for those who complete the programme.          (i) Where applicable, a QQI award is specified for each embedded programme.</p> <p>c) There is a satisfactory rationale for the choice of QQI award(s).</p> <p>d) The award title(s) is consistent with unit 3.1 of QQI's <i>Policy and Criteria for Making Awards</i>.</p> <p>e) The award title(s) is otherwise legitimate for example it must comply with applicable statutory, regulatory and professional body requirements.</p> <p>f) The programme title and any embedded programme titles are          (i) Consistent with the title of the QQI award sought.          (ii) Clear, accurate, succinct and fit for the purpose of informing prospective learners and other stakeholders.</p> <p>g) For each programme and embedded programme          (i) The <b>minimum intended programme learning outcomes</b> and any other educational or training objectives of the programme are explicitly specified.<sup>2</sup>          (ii) The minimum intended programme learning outcomes to qualify for the QQI award sought are <b>consistent with</b> the relevant QQI awards standards.</p> <p>h) Where applicable, the <b>minimum intended module learning outcomes</b> are explicitly specified for each of the programme's modules.</p> <p>i) Any QQI minor awards sought for those who complete the modules are specified, where applicable.</p> <p>For each minor award specified, the minimum intended module learning outcomes to qualify for the award are consistent with relevant QQI minor awards standards.<sup>3</sup></p>		
	<b>Satisfactory? (yes, no, partially)</b>	<b>Comment</b>
<b>BA (Hons) English and History</b>	Yes	

The panel is satisfied that the programme objectives and outcomes are clear and consistent with the QQI awards sought based on the extensive and attentive documentation provided. The MIPLOs and MIMLOs are set out clearly and consistently throughout. The panel understands and approves of the decision to align carefully the language of MIPLO's with the NFQ language for level 8 degrees.

The title of the award is appropriate..

The panel is satisfied that the criterion has been met.

<sup>2</sup> Other programme objectives, for example, may be to meet the educational or training requirements of a statutory, regulatory or professional body.

<sup>3</sup> Not all modules will warrant minor awards. Minor awards feature strongly in the QQI common awards system however further education and training awards may be made outside this system.

**Criterion 3. The programme concept, implementation strategy, and its interpretation of QQI awards standards are well informed and soundly based (considering social, cultural, educational, professional and employment objectives)**

<p>a) The development of the programme and the intended programme learning outcomes has sought out and taken into account the views of stakeholders such as learners, graduates, teachers, lecturers, education and training institutions, employers, statutory bodies, regulatory bodies, the international scientific and academic communities, professional bodies and equivalent associations, trades unions, and social and community representatives.<sup>4</sup></p> <p>b) The interpretation of awards standards has been adequately informed and researched; considering the programme aims and objectives and minimum intended programme (and, where applicable, modular) learning outcomes.</p> <p>(i) There is a satisfactory rationale for providing the programme.</p> <p>(ii) The proposed programme compares favourably with existing related (comparable) programmes in Ireland and beyond. Comparators should be as close as it is possible to find.</p> <p>(iii) There is support for the introduction of the programme (such as from employers, or professional, regulatory or statutory bodies).</p> <p>(iv) There is evidence<sup>5</sup> of learner demand for the programme.</p> <p>(v) There is evidence of employment opportunities for graduates where relevant<sup>6</sup>.</p> <p>(vi) The programme meets genuine education and training needs.<sup>7</sup></p> <p>c) There are mechanisms to keep the programme updated in consultation with internal and external stakeholders.</p> <p>d) Employers and practitioners in the cases of vocational and professional awards have been systematically involved in the programme design where the programme is vocationally or professionally oriented.</p> <p>e) The programme satisfies any validation-related criteria attaching to the applicable awards standards and QQI awards specifications.</p>		
	<b>Satisfactory? (yes, no, partially)</b>	<b>Comment</b>
<b>BA (Hons) English and History</b>	Yes	

The panel is satisfied that the programme concept, implementation strategy, and its interpretation of QQI awards standards are well informed and soundly based.

**Rationale, Evidence and Support for Programme and Programme Standards**

- The panel notes the comparative work undertaken by the programme team to situate the proposed revision from a 240-credit to 180-credit degree in national and international

<sup>4</sup> Awards standards however detailed rely on various communities for their interpretation. This consultation is necessary if the programme is to enable learners to achieve the standard in its fullest sense.

<sup>5</sup> This might be predictive or indirect.

<sup>6</sup> It is essential to involve employers in the programme development and review process when the programme is vocationally or professionally oriented.

<sup>7</sup> There is clear evidence that the programme meets the **target learners'** education and training needs and that there is a clear demand for the programme.

higher education contexts and confirms the conclusions reached make sense and are appropriate.

- The panel appreciates the clear demonstration of engagement with external stakeholders in the documentation provided (including employers, second-level guidance counsellors, graduates, social and community representatives) to sense-test and validate the proposed changes in terms of the wide range of stakeholder needs and stakeholder experience.
- The panel also appreciates that the proposed changes align with the College's ambition to offer a consistent suite of 180-credit programmes that will appeal both to the needs and profile of students in its catchment area including those who are both time-poor and dealing with socio-economic challenges, and who have ambitions to follow the national and international 3+1 model (undergraduate+ postgraduate) for a more streamlined and targeted progression to even higher level study/workplace.
- The panel recognises the strong rationale that the changes will facilitate greater synergies with the other third-level institutions in the area to the advantage of staff and students.
- The proposed programme is designed to the appropriate standards and the extensive internal and external review mechanisms already in place at Carlow College, as confirmed in the Programme review documentation, offer clear evidence that there are robust review processes in place to ensure the programme will be kept updated, relevant and subject to regular oversight and ongoing reflection.

#### **Student Demand:**

- Particular attention has been paid to ensuring that the programme is suitable for the type of learner that Carlow College has consistently targeted: those from a lower socio-economic background and mature learners wishing to return to education.
- It was noted that as the population of the core catchment area is set to increase over the next ten years, the demand for the programme is set to continue in line with this growth and so that the programme will support to College's ambition to continue to attract learners through the CAO system.

#### **Programme Profile**

- The panel notes in particular the interdisciplinary approach to teaching, learning and assessment of English and History that is clearly embedded in the overall approach to the curriculum design and is a core element in the creation of a clear and distinct identity for the programme.
- The panel recognises the programme team's commitment to framing as key goals of the programme, a renewed and rearticulated focus on Equality, Diversity and Inclusion, Sustainability, Digital Skills (including a new module on Digital Storytelling) that will enhance learner's transferable skills. The panel understands that this approach was a key part of the overall programme strategy for the college, as outlined in its Programme Strategy Document 2023-2028.
- The panel also noted that the diversity of the programme was facilitated and enriched by the research interests of individual faculty members. These include, for instance, Early Christian Ireland; State Building and Ireland in Comparative Focus; Contemporary Irish

literature; Gothic literature; Migration and Citizenship; Social Movements; Technology and Posthumanism; Literature of the Suburbs; Creativity.

- In addition to the development of creative skills and critical thinking, the emphasis on transferable skills for employability was noted, with scheduled work placement an important part of the programme. The panel recognises that the previous external reports' recommendation to develop career skills has been realised with the introduction of a compulsory Career Skills module and includes in addition to an elective Workplace Practice module. The new programme also includes a more heavily weighted capstone research skills modules. Together, these revisions will continue to allow students to take more control of their learning programme in ways that strive to meet their different needs in terms of career plans and the development of life-long learning goals.
- Meetings with the programme team confirmed that programme modules are attentively responding contemporary concerns, including migration, health, citizenship and economic development.
- There is a clear overall sense that the programme is developing in ways that respond to the college's commitment to producing graduates who can contribute to positive change in society.
- It was noted that recent graduates had obtained employment or volunteer opportunities with local cultural institutions such as local museums and other community-based initiatives.
- The panel met several of the current learners at the review session. It was clear that there is a high level of learner satisfaction with the programme overall. In the discussion, it was evident that, through the programme, learners were encouraged to engage with the concerns of the wider society as well as with the specific disciplines of English and History.

See Criterion 5 and Criterion 8 for further comments.

### **Commendation 2**

**The panel commends the college for the breadth and diversity of the programme and especially notes the distinctive quality that individual researchers bring to that offering.**

### **Commendation 3**

**The panel commends Carlow College for its approach to creating civic-minded citizens through the programme (as evidenced by the highly conscientious and intelligent contribution by the learners that the panel met).**

The panel is satisfied that the criterion has been met.



**Criterion 4. The programme’s access, transfer and progression arrangements are satisfactory**

<p>a) The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in QQI's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied<sup>8</sup>.</p> <p>b) Programme information for learners is provided in plain language. This details what the programme expects of learners and what learners can expect of the programme and that there are procedures to ensure its availability in a range of accessible formats.</p> <p>c) If the programme leads to a higher education and training award and its duration is designed for native English speakers, then the level of proficiency in English language must be greater or equal to B2+ in the Common European Framework of Reference for Languages (CEFR<sup>9</sup>) in order to enable learners to reach the required standard for the QQI award.</p> <p>d) The programme specifies the learning (knowledge, skill and competence) that <b>target learners</b> are expected to have achieved before they are enrolled in the programme and any other assumptions about enrolled learners (programme participants).</p> <p>e) The programme includes suitable procedures and criteria for the <b>recognition of prior learning</b> for the purposes of access and, where appropriate, for advanced entry to the programme and for exemptions.</p> <p>f) The programme title (the title used to refer to the programme):-</p> <p style="padding-left: 40px;">(i) Reflects the core <i>intended programme learning outcomes</i> and is consistent with the standards and purposes of the QQI awards to which it leads, the award title(s) and their class(es).</p> <p style="padding-left: 40px;">(ii) Is learner focused and meaningful to the learners;</p> <p style="padding-left: 40px;">(iii) Has long-lasting significance.</p> <p>g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.</p>		
	<b>Satisfactory? (yes, no, partially)</b>	<b>Comment</b>
<b>BA (Hons) English and History</b>	Yes	

- The panel is satisfied that the programme’s access, transfer, progression arrangements and recognition of prior learning policies are satisfactory.
- The panel noted that progression rates are monitored to ensure that support is provided to enable learners to complete the programme and that clear steps have been taken to implement the recommendations of the previous external review report that attendance is monitored and that there are clear and robust processes in place to address patterns of non-engagement.
- The panel appreciated the frank discussion around the introduction of compulsory marks for attendance only and agrees with the programme team’s approach that the effect of and student response to this change will need to be monitored and reviewed over a number of

<sup>8</sup> Each of the detailed criteria set out in the Policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training must be addressed in the provider’s evaluation report. The detailed criteria are (QQI, restated 2015) arranged under the headings

- Progression and transfer routes
- Entry arrangements
- Information provision

<sup>9</sup> [http://www.coe.int/t/dg4/linguistic/Source/Framework\\_EN.pdf](http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf) (accessed 26/09/2015)

semesters to understand if the mechanism is having the desired effect in terms of engagement and learner experience.

- The robust module on research methods may facilitate progression onto further study courses for learners who successfully complete this module and meet other necessary entry requirements for master's programmes.
- In discussion at the review, it was stated that for mature learners, progression onto further studies or into employment was not frequently their aim, although many did progress to taking on a variety of volunteer roles in local community-based organisation or regional institutes such as museums. The panel is fully supportive of the view that the programme is responsive to the different needs of different learners.
- The panel is satisfied that the programme team and college management will put flexible and appropriate arrangements in place to ensure that current learners on the 4-year programme who may fall between stages (due to illness; leave of absence; not meeting stage progression requirements in a given year, for example.) are in a position to complete the programme as planned during the transition to a 3-year programme. The panel is satisfied that learners will be able to complete the programme as envisaged.

The panel is satisfied that the criterion has been met.

**Criterion 5. The programme’s written curriculum is well structured and fit-for-purpose**

<p>a) The programme is suitably structured and coherently oriented towards the achievement by learners of its intended programme learning outcomes. The programme (including any stages and modules) is integrated in all its dimensions.</p> <p>b) In so far as it is feasible the programme provides choice to enrolled learners so that they may align their learning opportunities towards their individual educational and training needs.</p> <p>c) Each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended <i>programme</i> learning outcomes.</p> <p>d) The objectives and purposes of each of the programme’s elements are clear to learners and to the provider’s staff.</p> <p>e) The programme is structured and scheduled realistically based on sound educational and training principles<sup>10</sup>.</p> <p>f) The curriculum is comprehensively and systematically documented.</p> <p>g) The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes.</p> <p>h) The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes.</p> <p>i) Elements such as practice placement and work-based phases are provided with the same rigour and attentiveness as other elements.</p> <p>j) The programme <b>duration</b> (expressed in terms of time from initial enrolment to completion) and its <b>fulltime equivalent contact time</b> (expressed in hours) are consistent with the difference between the minimum entry standard and award standard and with the credit allocation.<sup>11</sup></p>		
	<b>Satisfactory? (yes, no, partially)</b>	<b>Comment</b>
<b>BA (Hons) English and History</b>	Yes	

The panel is satisfied that the programme’s written curriculum is well structured and fit-for-purpose.

- The panel found that the very challenging task of restructuring of the curriculum from a 240-credit to a 180-credit programme has been achieved with imagination, vision and a clear sense of graduate attributes.
- There is evidence of extensive documentation including detailed module descriptors, module assessment mechanisms and scaffolded goals for each stage of the programme offer.
- The written curriculum provides ample evidence that the programme maintains both breadth and depth and includes a range of elective modules that will allow learners to exercise agency and choice while meeting the programme requirements.
- The detailed documentation that includes a full account on reflective workshops for staff and students is clearly evidenced in the proposed programme changes, including the rearticulation of a commitment to interdisciplinary learning.

<sup>10</sup> This applies recursively to each and every element of the programme from enrolment through to completion.

In the case of a modular programme, the pool of modules and learning pathway constraints (such as any prerequisite and co-requisite modules) is explicit and appropriate to the intended programme learning outcomes.

<sup>11</sup> If the duration is variable, for example, when advanced entry is available, this should be explained and justified

- Relatedly, the programme team offered a clear rationale for amalgamating and renaming some modules and introducing new modules: for instance, the incorporation of World Literature at Stage 3 and refocusing of Postmodernism to include Post-humanism is considered to be particularly appropriate in relation to developments in the discipline of English.
- The panel was assured that the English curriculum incorporated close reading and creative and critical responses. The panel appreciated that tutorials provide ample opportunity to engage with texts. The panel welcomed this approach.
- The panel found that the History curriculum has been clearly planned and followed the wider strategy of developing students' basic skills and understanding before moving towards greater specialisation. The revised suite of modules effectively offers a clear chronology for students while also allowing lecturers to teach based on their own research interests.
- The removal of duplicate content was noted as an outcome of the changes and was welcomed by the panel.
- The curriculum structure provides opportunities for learners to develop skills for the workplace including the *Workplace Learning Experience* elective during which learners are required to attend a work placement for 3 hours per week over 8 weeks. This module builds on skills and competencies acquired in the preceding *Career Skills* module taken earlier in the programme. (See Criterion 8 below for comment on the management of the work placement option). It was reported that work placements tended to be in community-based projects, in NGOs/charities as well as local or state institutions such as museums or galleries, in keeping with the college's and the programme's objective of encouraging civic engagement among learners and graduates. These skills modules are clearly developed in line with the overall aims of the programme and are supported by appropriate and robust oversight and monitoring mechanisms. The panel welcomed these options for learners and the panel appreciated the programme director's illuminating articulation of the way the compulsory Career Skills module in particular met the needs different learners on different educational journeys.
- Overall the panel considered that the module content has been well-planned. It was noted that there is a range of delivery modes that help to develop different skills, including in-classes discussion, projects, presentations and field trips for instance.
- The panel appreciated the clarification on how stated programme 'themes' of EDI and sustainability are covered within with two disciplines of History and English and across the programme as articulated goals. (). The programme team informed the panel that these concepts, involving, for instance, issues of class, race, gender, might not necessarily be explicitly stated in all modules, but learners are encouraged to consider how, for instance, these are implicit in the works of individual writers or thinkers within individual modules. It was clearer to the panel how interdisciplinary modules such as *Literature, History and the Environment* are explicitly focused on climate change and sustainability and are designed to challenge learners to consider how the methods and insights of both English and History can be used to interrogate and re-think contemporary problems and issues.
- The panel acknowledged that in the discussion, the programme team provided several instances of how learners were encouraged to consider the concepts of EDI, sustainability, but considered that the approach was less evident in the document provided, including in the module descriptors themselves.

The panel recommends that if EDI and Sustainability are key aims of the programme revision, then clearer articulation of these goals at thematic (module descriptor) and practical (assessment mechanisms; core readings; readings lists) levels should be considered (see **Recommendation 1**)

The panel sought clarification on how the stated programme revision goal to incorporate UDL was realised in the revised programme structure. The Programme team noted that students were encouraged to 'find their creative voice' in different ways. The module on *Digital Storytelling* for instance, was cited in this regard. The modules on *Creative Writing: Advanced Poetry* and *Creative Writing: Fiction* provide opportunities for individual creative expression to be nurtured. While the panel appreciates that offering alternative assessment strategies meets key aims of UDL, and that the provision of electives ensures that learners can take more control of their learning, the panel hopes that a more systematic and consistent approach to UDL (within the resources of the programme) could be achieved. (see **Recommendations 2 and 3**). The panel makes the following recommendation:

#### **Recommendation 1**

**It is recommended that the Programme Team give further consideration to how aspects of EDI and sustainability are more fully embedded in the programme and are articulated in the programme documentation, since these are stated goals motivating the rationale for programme change.**

#### **Recommendation 2**

**It is recommended that the principles of UDL should be more carefully scaffolded through the programme assessment structures and feedback mechanisms.**

#### **Recommendation 3**

**It is recommended that Carlow College ensures there is a consistency in relation to the inclusion of material on the VLE to support student learning (including reading lists) and to the display of that material (UDL principle).**

The panel is satisfied that there is a clear rationale for the proposed change from a 4-year to a 3-year degree. The panel considered that it would be worthwhile for Carlow College to explore the option of adding a study-abroad year in between the penultimate and final stage of the programme. It was stated that this option is frequently a component in similar degrees in other institutions and is of great benefit to learners without demanding significant supporting resources. Carlow College indicated that this option might be explored in time, as it has connections with several colleges, particularly in the US, but that it was not part of the proposed programme currently. The panel is not convinced that in a 6-semester (3-year) programme, students will take up a one-semester abroad option.

The panel makes the following recommendation:

#### **Recommendation 4**

**It is recommended that Carlow College considers the incorporation of a study-abroad year for learners as an additional year of this programme, to be taken after second year and before the final year.**

The panel is satisfied that the criterion has been met.

**Criterion 6. There are sufficient qualified and capable programme staff available to implement the programme as planned**

<p>a) The specification of the programme’s staffing requirements (staff required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme and its defined purpose. The specifications include professional and educational qualifications, licences-to practise where applicable, experience and the staff/learner ratio requirements. See also criterion 12 c).</p> <p>b) The programme has an identified complement of staff<sup>12</sup> (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments.</p> <p>c) The programme's complement of staff (or potential staff) (those who support learning including any employer-based personnel) are demonstrated to be competent to enable learners to achieve the intended programme learning outcomes and to assess learners’ achievements as required.</p> <p>d) There are arrangements for the performance of the programme’s staff to be managed to ensure continuing capability to fulfil their roles and there are staff development<sup>13</sup> opportunities<sup>14</sup>.</p> <p>e) There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance.</p> <p>f) Where the programme is to be provided by staff not already in post there are arrangements to ensure that the programme will not enrol learners unless a complement of staff meeting the specifications is in post.</p>		
	<b>Satisfactory? (yes, no, partially)</b>	<b>Comment</b>
<b>BA (Hons) English and History</b>	Yes	

The panel is satisfied that there are sufficient qualified and capable programme staff available to implement the programme as planned.

The panel appreciates that many of the core team on the programme and in other staff positions have been with the college for up to twenty years.

The panel notes the core team is supported by part-time tutors and encourages the development of consistent and clearly articulated practices around the role of tutorials (and the role of tutors) in achieving the programme outcomes.

The panel very much welcomed the College’s emphasis on the importance of continuous research and its integral role in the quality and diversity of the learning environment as well as in the

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<sup>12</sup> Staff here means natural persons required as part of the programme and accountable (directly or indirectly) to the programme’s provider, it may for example, include contracted trainers and workplace supervisors.

<sup>13</sup> Development here is for the purpose of ensuring staff remain up-to-date on the discipline itself, on teaching methods or on other relevant skills or knowledge, to the extent that this is necessary to ensure an adequate standard of teaching.

<sup>14</sup> Professional or vocational education and training requires that teaching staff’s professional/vocation knowledge is up to date. Being qualified in a discipline does not necessarily mean that a person is currently competent in that discipline. Therefore, performance management and development of professional and vocational staff needs to focus on professional/vocational competence as well as pedagogical competence. Professional development may include placement in industry, for example. In regulated professions it would be expected that there are a suitable number of registered practitioners involved.

provision of electives. The panel welcomes the transparency and fairness of the College's workload allocation model (40% teaching, 20% service and 40% research) to ensure that, in addition to scheduled preparation and teaching hours, research-active staff were allocated time to conduct research. An additional positive mechanism in this regard is the allocation of double the usual preparation time for Staff who are teaching a module for the first time.

The panel is in no doubt about the qualifications of staff on the programme (all of whom hold doctorate degrees) and recognises the extensive range and quality of research that staff in the college are engaged in (see Criterion 5 above and also P8 of Programme Descriptor document) and the overall research profiles of the faculty on the programme. The panel notes their research has regional, national, and global horizons with a focus on understanding the major societal challenges confronting Ireland and the wider world in the 21st century.

It also notes that staff are actively engaged in hosting an impressive range of symposia linked to the research interests of faculty such as the recent Haunted Hibernia: Conjuring the Contemporary Irish Gothic.

Given the College's stated commitment at an institutional level to promote academic research as a fundamental part of its overall academic framework, the panel was left with questions about how a 10+ hours teaching commitment per week per semester is compatible with a 40:40:20 workload allocation within a standard working week without clear mechanisms for the provision of research sabbaticals. The panel appreciates that the College indicates that matter this would be given due consideration in the coming years.

#### **Commendation 4**

**The panel commends Carlow College for the research profiles of the faculty on the programme.**

#### **Recommendation 5**

**It is recommended that Carlow College commits to investigating the provision of a research sabbatical scheme for teaching staff.**

The panel met several of the faculty members teaching on the programme. Their commitment to their respective disciplines in English and History, alongside a commitment to an interdisciplinary approach to teaching, was evident in the discussion, and in the way themes of EDI and sustainability were incorporated into their teaching and assessment strategies. See Criterion 5 above for further comment.

#### **Commendation 5**

**The panel commends Carlow College for the quality of the teaching staff, their commitment to the distinct disciplines of English and History as well as to their interdisciplinary approach to teaching and learning at programme level.**

The panel is satisfied that the criterion has been met.



**Criterion 7. There are sufficient physical resources to implement the programme as planned**

<p>a) The specification of the programme’s physical resource requirements (physical resources required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme, its defined purpose and its resource/learner-ratio requirements. See also criterion 12 d).</p> <p>b) The programme has an identified complement of supported physical resources (or potential supported physical resources) that are available in the context of existing commitments on these e.g. availability of:</p> <ul style="list-style-type: none"> <li>(i) suitable premises and accommodation for the learning and human needs (comfort, safety, health, wellbeing) of learners (this applies to all of the programme’s learning environments including the workplace learning environment)</li> <li>(ii) suitable information technology and resources (including educational technology and any virtual learning environments provided)</li> <li>(iii) printed and electronic material (including software) for teaching, learning and assessment</li> <li>(iv) suitable specialist equipment (e.g. kitchen, laboratory, workshop, studio) – if applicable</li> <li>(v) technical support</li> <li>(vi) administrative support</li> <li>(vii) company placements/internships – if applicable</li> </ul> <p>c) If versions of the programme are provided in parallel at more than one location each independently meets the location-sensitive validation criteria for each location (for example staffing, resources and the learning environment).</p> <p>d) There is a five-year plan for the programme. It should address</p> <ul style="list-style-type: none"> <li>(i) Planned intake (first five years) and</li> <li>(ii) The total costs and income over the five years based on the planned intake.</li> </ul> <p>e) The programme includes controls to ensure entitlement to use the property (including intellectual property, premises, materials and equipment) required.</p>		
	<b>Satisfactory? (yes, no, partially)</b>	<b>Comment</b>
<b>BA (Hons) English and History</b>	Yes	

The panel is satisfied that there are sufficient physical resources to implement the programme as planned.

- The panel met the staff responsible for managing the library and IT facilities at the college during the review session. The panel was impressed with the processes in place to ensure that new learners get an induction into how to use and make the most of the library and study facilities available as well as how to access and use the IT facilities, including the college’s VLR system. It was noted that IT and digital skills workshops for beginners and improvers are available if needed.
- The panel was reassured that there is adequate support for staff on an on-going basis in relation to the use of IT and updating of skills, including training on the use of the VLE in line with the College’s minimum requirements. It is clear that because staff and student numbers are relatively small, compared with other institutions of higher learning, it is easy to avail of IT expertise should problems arise.
- The learners that the panel met during the review indicated that the services provided in this area were excellent and any issues arising were dealt with in a timely manner.

### **Commendation 6**

**The panel commends Carlow College for the quality of the facilities offered, including space for study, library support and IT support and administrative expertise.**

The panel is satisfied that the criterion has been met.

**Criterion 8. The learning environment is consistent with the needs of the programme’s learners**

<p>a) The programme’s physical, social, cultural and intellectual environment (recognising that the environment may, for example, be partly virtual or involve the workplace) including resources and support systems are consistent with the intended programme learning outcomes.</p> <p>b) Learners can interact with, and are supported by, others in the programme’s learning environments including peer learners, teachers, and where applicable supervisors, practitioners and mentors.</p> <p>c) The programme includes arrangements to ensure that the parts of the programme that occur in the workplace are subject to the same rigours as any other part of the programme while having regard to the different nature of the workplace.</p>		
	<b>Satisfactory? (yes, no, partially)</b>	<b>Comment</b>
<b>BA (Hons) English and History</b>	Yes	

The panel is satisfied that the learning environment is consistent with the needs of the programme’s learners.

**Responses from Student Learners**

The panel had a lively and refreshingly honest meeting with current learners from different stages of the programme. The panel found that, in general, learners were satisfied with the overall learning environment. Students reported that:

- The curriculum was well scaffolded, with clear progression through the programme’s stages.
- That typically, they were able to obtain the elective modules of their choice and the panel reinforces the importance of maintaining clear and transparent criteria for elective offerings and a clear process for the distribution of elective places.
- Where issues arose for learners – for instance, if learners were unable to complete an oral assessment, for instance, other options were typically provided: this high degree of individual care is a very meaningful programme provision.
- Requests for alternative options or requests for additional time to submit assessments were frequently granted through the offices of the Academic Advisor.
- In general, learners reported respect and admiration for teaching staff in terms of knowledge and expertise; in addition, they confirmed that for the most part, lecturers were very accessible if they had queries on particular topics.
- Students did note that there was sometimes a delay in getting feedback between assessments and that the delay understandably impeded their ability to address any improvements and to apply feedback to summative assessments. The panel was reassured in discussion at the review that Carlow College is currently looking at the issue of timely feedback to learners . The panel welcomed this initiative.

## Supports for students:

Documentation makes clear that learners enrolled on the programme are provided with an induction programme to manage their transition into third-level study, including how to make use of college facilities, where to access to assessment schedules, the range of learner support available and where to access pastoral care. The college website acts as a portal to college facilities and information.

- Specific supports for this programme include a comprehensive student handbook,
- A Learning Support Tutor, with a qualification in Educational Needs Assessment (or equivalent), offers tailored support or refers students to relevant learning supports, is a member of the programme team
- The Office of the Head of Student Services and Learner Supports provides additional supports for learners including:
  - Development classes and workshops
  - Writing Support Tutor, a very welcome addition following the recommendation in the previous external review to build on the Essay doctor programme
  - Academic help desk service
  - Academic, assistive technology and personal supports for learners with disabilities, learning differences or who have additional requirements.
  
- The Academic Advisor system offers support and guidance on academic matters, course-related queries and concerns, with a view to maximising learner retention, engagement, progression and achievement. Academic advisors have a key role in identifying and dealing with early signs of learner difficulties through monitoring attendance, extension requests, non-submission of assignments, poor grades and plagiarism scores. It is noted that when necessary, the Academic Advisor will direct learners to other Student Support Services, or to the Programme Board and Exam Board when appropriate.
- The panel notes that this learning support system is central to the high retention and progression rates documented in the outgoing English and History programme and will continue to support the proposed programme
- The panel acknowledges that though student numbers are small, there is nonetheless a continuous administrative burden in carrying out the academic advisor role and perhaps less emphasis is being given to advising student on other academic choices that will face them in this programme (e.g. elective selection; study abroad options; matching learning pathway to post-degree plans), though support for these decisions might be particular relevant to an academic advisory role.

## Commendation 7

**The panel commends Carlow College for the oversight at the level of the programme, the care and extensive learning support provided to learners and how they track the learners.**

The panel noted that in the previous review of the programme (Programme Review Section 3.2.1.2) learners had identified a lack of information/resources on some Moodle pages and while not as prevalent as in other years, there was still room for improvement in this area. The panel recommended that the college ensure that there is a consistency in the inclusion and display of

material in the VLE platform so that it is used to the full potential as an easy-to-navigate support for learners (See **Recommendation 3 above**). This recommendation is relevant both to the programme commitment to embedding UDL principles and is also key to the provision of a transparent, consistent and fair learning environment.

As outlined above, the college is commended for the care and learning support provided to learners. The panel observed that this involved a considerable amount of time for staff such as Academic Advisors, lecturers and administrative staff who provide direct forms of support as well as collecting, monitoring and analysing data on attendance, assessment and learner engagement. The panel makes the following recommendation:

#### **Recommendation 6**

**It is recommended that continuing consideration be given to ensuring staff workloads are reviewed so that administrative burdens related to monitoring attendance and assessment submission are reasonable, shared and evenly distributed.**

#### **Work-Based Learning**

Learners have the opportunity to engage in work-based learning through the *Workplace Learning Experience* module offered in the final semester of stage 3. This process is managed in various ways to ensure that it works effectively for the learners and other stakeholders. A placement coordinator oversees the operational components of the placements, such as ensuring memorandum of understandings are in place, following-up on requirements learners may need and monitoring the interaction between the company, institution, or workplace and the learner.

In addition, a stream facilitator focuses on the pedagogical elements of the module, delivers weekly tutorials with the learners, guides them through their personal reflections and identifies challenges and skills necessary for their particular stream. Facilitators provide feedback to the coordinator if any issues arise, or any additional action is required. A Workplace Experience Handbook is available for learners with relevant information on this specific aspect of the programme. The panel is satisfied that the process is well managed.

The panel is satisfied that the criterion has been met.

**Criterion 9. There are sound teaching and learning strategies**

<p>a) The teaching strategies support achievement of the intended programme/module learning outcomes.</p> <p>b) The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes.</p> <p>c) The programme enables enrolled learners to attain (if reasonably diligent) the minimum intended programme learning outcomes reliably and efficiently (in terms of overall learner effort and a reasonably balanced workload).</p> <p>d) Learning is monitored/supervised.</p> <p>e) Individualised guidance, support<sup>15</sup> and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.</p>		
	<p><b>Satisfactory?</b> (yes, no, partially)</p>	<p><b>Comment</b></p>
<p><b>BA (Hons) English and History</b></p>	<p>Yes</p>	

The panel is satisfied that there are sound teaching and learning strategies in place.

It was evident to the panel that the College’s Teaching and Learning Strategy which is based on current international scholarship and practice informs the Teaching and Learning Strategies underpinning the programme revision.

There is a sustained and interesting commitment to interdisciplinary teaching and learning in the College’s programmes that is carried through to the proposed BA (Hons) in English and History. As noted in Criterion 5 above, there are several interdisciplinary modules with cross-disciplinary assessments.

The concept of interdisciplinary thinking is included in MIPLO No 2 of the programme where learners, on completion of the programme, would be able to demonstrate that they have a detailed knowledge and understanding of the academic disciplines of English and History, including their interdisciplinary aspects. This has contributed to giving the programme a unique identity that stands out from other similar programmes on offer to learners. In discussion with teaching staff at the review, it was clear that there was a spirit of cooperation and collaboration between staff with a commitment to creating and maintaining an interdisciplinary approach to teaching and learning, while ensuring that the separate disciplines of English and History were given due regard.

The College has responded positively to recommendations in previous external reviews to expand its provision of online databases to support advanced research for students in the later stages of the programme

There is also a clear commitment to standardise the use of the VLE as a learning environment that does not limit its role to the provision of static information but rather, it will incorporate VLE

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<sup>15</sup> Support and feedback concerns anything material to learning in the context of the programme. For the avoidance of doubt it includes among other things any course-related language, literacy and numeracy support.

functions into the learning experience (e.g. through the dynamic provision of feedback; use of discussion threads; group chats; peer learning tools).

As noted above, the panel was reassured in discussion that Carlow College is currently looking at the issue of timely feedback to learners and this is in response to feedback from learners. The panel welcomes this initiative.

As noted in the previous section, there are robust systems in place to monitor learning (as related to submission and attendance) and via the extensive annual internal programme review processes that lead to detailed and carefully considered adjustments to how learning is provided and tracked (or provide well supported reasons to NOT change teaching and learning approaches are made). The panel noted the considerable effort involved in carrying out annual internal programme reviews that are a model of their kind.

### **Commendation 8**

**The panel commends Carlow College for its interdisciplinary approach to teaching and learning.**

The panel is satisfied that the criterion has been met.

Criterion 10. **There are sound assessment strategies**

<p>a) All assessment is undertaken consistently with <i>Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards</i><sup>16</sup></p> <p>b) The programme's assessment procedures interface effectively with the provider's QQI approved quality assurance procedures.</p> <p>c) The programme includes specific procedures that are fair and consistent for the assessment of enrolled learners to ensure the minimum intended programme/module learning outcomes are acquired by all who successfully complete the programme.<sup>17</sup></p> <p>d) The programme includes formative assessment to support learning.</p> <p>e) There is a satisfactory written <b>programme assessment strategy</b> for the programme as a whole and there are satisfactory module assessment strategies for any of its constituent modules.<sup>18</sup></p> <p>f) Sample assessment instruments, tasks, marking schemes and related evidence have been provided for each award-stage assessment and indicate that the assessment is likely to be valid and reliable.</p> <p>g) There are sound procedures for the moderation of summative assessment results.</p> <p>h) The provider only puts forward an enrolled learner for certification for a particular award for which a programme has been validated if they have been specifically assessed against the standard for that award.<sup>19</sup></p>		
	<b>Satisfactory? (yes, no, partially)</b>	<b>Comment</b>
<b>BA (Hons) English and History</b>	Yes	

The panel is satisfied that there are sound assessment strategies.

- The panel welcomed the variety of formative and summative assessments offered. These included individual and group projects, enquiry-based learning, creative assessments; continuous assessment in-class assessments, reflective practices, oral presentations and poster presentations.
- It is clear that the programme team has responded to previous review reports that raised concerns about the timing of assessments: the panel is impressed with the efforts made to strive to avoid bottle necks in assessment submission in this regard.
- The panel did express some concern about the weighting of various types of assessments within modules and across stages. The panel suggested that it would be important to have consistency in relation to the percentage weighting assigned to different assessment instruments (e.g. essay) in all modules within a given stage of a module and consistency in relation to the word count for that instrument. For example, essay assignments at stage one that comprise 60% of the module grade, should not be more than 1500 words; at stage two, an essay weighted at 60% could be 2000 words; at stage 3 a 60% weighting could be 2500-

<sup>16</sup> See the section on transitional arrangements.

<sup>17</sup> This assumes the minimum intended programme/module learning outcomes are consistent with the applicable awards standards.

<sup>18</sup> The programme assessment strategy is addressed in the Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards. See the section on transitional arrangements.

<sup>19</sup> If the award is a QQI CAS compound award it is not necessarily sufficient that the learner has achieved all the components specified in the certification requirements unless at least one of those components is a capstone component (i.e. designed to test the compound learning outcomes).



3000 words in length. The use of terms such as 'mini-essay' should be transparently 'mini' in terms of both word count and weighting and differentiated according to stage in which they are offered, and so on. The panel fully appreciates the diversity and range of assessment types offered and is not suggesting in any way that the diversity should be discouraged. Rather, we are recommending, from student effort perspective and from a scaffolding of learning perspective that there should be consideration given not just to the timing of assessments, but to their weighting, word count and the stage in which they are offered.

**Recommendation 7**

**It is recommended that the Programme Team continues to reflect on the weighting of various types of assessment within modules and across stages of the programme so that there is consistency in terms of the relationship between word count and weighting and weighting and effort, at each stage.**

The panel is satisfied that the criterion has been met.

**Criterion 11. Learners enrolled on the programme are well informed, guided and cared for**

<p>a) There are arrangements to ensure that each enrolled learner is fully informed in a timely manner about the programme including the schedule of activities and assessments.</p> <p>b) Information is provided about learner supports that are available to learners enrolled on the programme.</p> <p>c) Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures.</p> <p>d) If the programme is modular, it includes arrangements for the provision of effective guidance services for learners on the selection of appropriate learning pathways.</p> <p>e) The programme takes into account and accommodates to the differences between enrolled learners, for example, in terms of their prior learning, maturity, and capabilities.</p> <p>f) There are arrangements to ensure that learners enrolled on the programme are supervised and individualised support and due care is targeted at those who need it.</p> <p>g) The programme provides supports for enrolled learners who have special education and training needs.</p> <p>h) The programme makes reasonable accommodations for learners with disabilities<sup>20</sup>.</p> <p>i) If the programme aims to enrol international students it complies with the <i>Code of Practice for Provision of Programmes to International Students</i><sup>21</sup> and there are appropriate in-service supports in areas such as English language, learning skills, information technology skills and such like, to address the particular needs of international learners and enable such learners to successfully participate in the programme.</p> <p>j) The programme's learners will be well cared for and safe while participating in the programme, (e.g. while at the provider's premises or those of any collaborators involved in provision, the programme's locations of provision including any workplace locations or practice-placement locations).</p>		
	<b>Satisfactory? (yes, no, partially)</b>	<b>Comment</b>
<b>BA (Hons) English and History</b>	Yes	

The panel is satisfied that learners enrolled on the programme are well informed, guided and cared for. Some of the supports have been identified in Criterion 8, with a commendation from the panel on the support provided.

It is clear that through the College's Student Services and Learner Supports, learners with disabilities, learning differences or those who have additional requirements are provided with both personal supports and, where appropriate, assistive technology.

In addition to the supports provided outlined in Criterion 8 above, Carlow College also provides a range of services including:

- Learner Information and Retention Officer, a welcome additional support since the last external review.
- Counselling Services

<sup>20</sup> For more information on making reasonable accommodations see [www.AHEAD.ie](http://www.AHEAD.ie) and QQI's Policies, Actions and Procedures for Access, Transfer and Progression for Learners (QQI, restated 2015).

<sup>21</sup> See Code of Practice for Provision of Programmes to International Students (QQI, 2015)

- Health Services
- Careers Office
- Chaplaincy
- Writing Tutor

The panel noted that an ethos of care for the learner is evident in many ways. These include the specific targeting of groups who may not otherwise get an opportunity to avail of higher education, the balanced curriculum that includes immersion in the disciplines of English and History with an interdisciplinary approach to teaching and learning and the opportunity to put skills and knowledge acquired into practice in the workplace.

It was noted that every effort was made to retain learners with the college providing as much flexibility as possible to enable learners to complete the programme and that learners in need benefit from a high degree of personal attention to support their learning.

The documentation provided amply demonstrates that the College actively seeks learner feedback, particularly through surveys, on their learner journey; it was evident in programme changes that have been incorporated since the last review and in the design and structure proposed for this new programme that the feedback is acted upon.

The panel is satisfied that the criterion has been met.

**Criterion 12. The programme is well managed**

<ul style="list-style-type: none"> <li>a) The programme includes intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures that functionally interface with the provider’s general or institutional procedures.</li> <li>b) The programme interfaces effectively with the provider’s QQI approved quality assurance procedures. Any proposed incremental changes to the provider’s QA procedures required by the programme or programme-specific QA procedures have been developed having regard to QQI’s statutory QA guidelines. If the QA procedures allow the provider to approve the centres within the provider that may provide the programme, the procedures and criteria for this should be fit-for-purpose of identifying which centres are suited to provide the programme and which are not.</li> <li>c) There are explicit and suitable programme-specific criteria for selecting persons who meet the programme’s staffing requirements and can be added to the programme’s complement of staff.</li> <li>d) There are explicit and suitable programme-specific criteria for selecting physical resources that meet the programmes physical resource requirements, and can be added to the programme’s complement of supported physical resources.</li> <li>e) Quality assurance<sup>22</sup> is intrinsic to the programme’s maintenance arrangements and addresses all aspects highlighted by the validation criteria.</li> <li>f) The programme-specific quality assurance arrangements are consistent with QQI’s statutory QA guidelines and use continually monitored completion rates and other sources of information that may provide insight into the quality and standards achieved.</li> <li>g) The programme operation and management arrangements are coherently documented and suitable.</li> <li>h) There are sound procedures for interface with QQI certification.</li> </ul>		
	<b>Satisfactory? (yes, no, partially)</b>	<b>Comment</b>
<b>BA (Hons) English and History</b>	Yes	

The panel is satisfied that there are robust QA processes in place including clear structures for the management of the programme, its governance and oversight of all aspects of teaching and learning, as supported by a detailed internal review process and as laid out in the Quality Assurance Policy documents provided to the panel. The physical environment supports the programme’s goals for learners; the review panel’s extensive conversation with staff directing the programme confirmed the conscientious, flexible, appropriate and responsive approach to its management.

The review panel noted that there are a range of College-led sub-groups/initiatives working on the College-led response to ongoing challenges and opportunities, which should positively support this programme and very much welcome the contribution such initiatives will make to the overall learning experience. These sub-groups include investigating the provision of study abroad opportunities for learners; policies on the timing and delivery of feedback to students on assignments; and the implications of the increasing presence of Artificial Intelligence tools in learning environments.

<sup>22</sup> See also QQI’s Policy on Monitoring (QQI, 2014)

The panel commends Carlow College for the thoroughness and clarity of these processes as noted in the panel's specific commendation the Programme Review in Part 4 A above.

The panel is satisfied that the criterion has been met.

## Part 3. Overall recommendation to QQI

### 3.1 BA (Hons) in English and History

Select one	
Satisfactory	Satisfactory (meaning that it recommends that QQI can be satisfied in the context of unit 2.3) of Core policies and criteria for the validation by QQI of programmes of education and training;
	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed ( <b>minor</b> ) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination);
	Not satisfactory.

#### Reasons for the overall recommendation

1. The programme satisfies the criteria set.

#### Commendations

1. The panel commends Carlow College for the robustness of the review that included significant engagement with all stakeholders and for the ways feedback fed into the design of the new programme.
2. The panel commends the college for the breadth and diversity of the programme and especially notes the distinctive quality that individual researchers bring to that offering.
3. The panel commends Carlow College for its approach to creating civic-minded citizens through the programme (evidenced by the highly conscientious and intelligent contribution by the learners met)
4. The panel commends Carlow College for the research profiles of the faculty on the programme.
5. The panel commends Carlow College for the quality of the teaching staff, their commitment at the discipline level to English and History and their interdisciplinary approach to teaching and learning at programme level.
6. The panel commends Carlow College for the quality of the facilities offered, including space for study, library support and IT support and administrative expertise.
7. The panel commends Carlow College for the oversight at the level of the programme, the care and extensive learning support provided to learners and how they track the learners.

#### Special Conditions of Validation (directive and with timescale for compliance)

N/A

#### Summary of recommended special conditions of validation

N/A

## Summary of recommendations to the provider

1. It is recommended that the Programme Team give further consideration to how aspects of EDI and sustainability are more fully embedded in the programme and are articulated in the programme documentation, since these are stated goals motivating the rationale for programme change.
2. It is recommended that the principles of UDL should be more carefully scaffolded through the programme assessment structures and feedback mechanisms.
3. It is recommended that Carlow College considers the incorporation of a study-abroad year for learners as an additional year of this programme.
4. It is recommended that Carlow College commits to investigating the provision of a research sabbatical scheme for teaching staff.
5. It is recommended that Carlow College ensures there is a consistency in relation both to the inclusion of material on the VLE to support student learning ( including reading lists) and to the display of that material (UDL principle).
6. It is recommended that continuing consideration be given to ensuring staff workloads are reviewed so that administrative burdens related to monitoring attendance and assessment submission are reasonable, shared and evenly distributed.
7. It is recommended that the Programme Team continues to reflect on the weighting of various types of assessment within modules and across stages of the programme so that there is consistency in terms of the relationship between word count and weighting, weighting and effort at each stage.

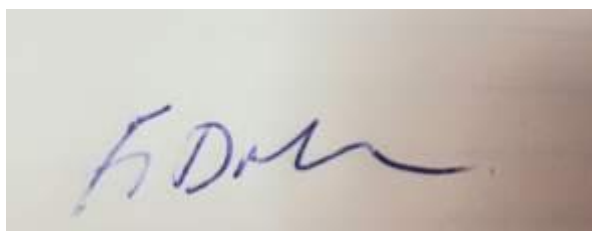
## Declarations of Evaluators' Interests

This report has been agreed by the evaluation panel and is signed on their behalf by the chairperson.

Panel chairperson: Fionnuala Dillane

Date: 8.4.24

Signed:

A photograph of a handwritten signature in blue ink on a light-colored surface. The signature appears to be 'F Dillane'.

### 3.2 Disclaimer

The Report of the External Review Panel contains no assurances, warranties or representations express or implied, regarding the aforesaid issues, or any other issues outside the Terms of Reference.

While QQI has endeavoured to ensure that the information contained in the Report is correct, complete and up-to-date, any reliance placed on such information is strictly at the reader's own risk, and in no event will QQI be liable for any loss or damage (including without limitation, indirect or consequential loss or damage) arising from, or in connection with, the use of the information contained in the Report of the External Evaluation Panel.



## Part 4 Proposed programme schedules

<b>Programme Title (Principal)</b>	BA (Honours) in English and History		<b>QQI Award Title</b>				<b>ECTS</b>	180						
<b>Stage (1,2,3, Award etc)</b>	2	<b>Exit Award Title (if relevant)</b>				<b>Stage ECTS</b>	60							
<b>Programme Delivery Mode - ✓ one as appropriate.</b>	<b>Face to Face</b>		<b>Blended</b>		<b>Hybrid</b>		<b>Online</b>	<b>Workplace Learning</b>						
	✓													
<b>Teaching and Learning Modalities – ✓ one or more as appropriate.</b>	<b>In-person face-to-face</b>		<b>Synchronous</b>		<b>Asynchronous</b>		<b>Work Based</b>							
	✓													
<b>Assessment Techniques Utilised in Stage – ✓ one or more as appropriate.</b>	<b>Continuous Assessment</b>		<b>Proctored Exam – in person</b>		<b>Proctored Exam – online</b>		<b>Project</b>	<b>Practical Skills Demonstration</b>	<b>Work based</b>					
	✓		✓				✓							
<b>Modules in this stage (add rows as required)</b>														
<b>Total Student Effort Module (hours)</b>							<b>Assessment – Allocation of Marks (from the module assessment strategy)</b>							
<b>Module Title</b>	<b>Semester</b>	<b>Mandatory (M) or Elective (E)</b>	<b>Credits (ECTS)</b>	<b>Total Hours</b>	<b>In person</b>	<b>Synchronous</b>	<b>Asynchronous</b>	<b>Work Based</b>	<b>Continuous Assessment %</b>	<b>Proctored Exam – in person %</b>	<b>Proctored Exam – online %</b>	<b>Project %</b>	<b>Practical Skills Demonstration %</b>	<b>Work Based %</b>
Reading Romantic Poetry	1	M	5	125	24		101		40	60				
Theatre of the European Renaissance	1	M	5	125	28		97		100					
Critical Approaches to Literature	1	E	5	125	28		97		40	60				
Revolutions in the Transatlantic World, 1763-1877	1	M	5	125	28		97		100					
Society & Change in 19 <sup>th</sup> Century Ireland 1800-1890	1	M	5	125	24		101		40	60				

Literature, History and the Environment	1	E	5	125	28		97		100					
Gothic & Horror	1	E	5	125	28		97		40	60				
Public History, Cultural Heritage & Commemoration	1	E	5	125	28		97		50		50			
Tyrants, Traders & Towns: The Vikings & Ireland	1	E	5	125	28		97		100					
Inventing America: 19 <sup>th</sup> Century Literature American Literature	2	M	5	125	28		97		40	60				
Insurrection to Independence: Ireland 1900-1925	2	M	5	125	24		101		100					
Nation States, Empires & Global Conflicts, 1877-1945	2	M	5	125	28		97		50	50				
Research Methods & Writing Skills	2	M	5	125	24		101		100					
Digital Storytelling	2	E	5	125	28		97		100					
Irish Studies: Literature and Revolution in Ireland 1890-1937	2	E	5	125	28		97		100					
Literature of the Victorian Age	2	E	5	125	28		97		50	50				
The Emergence of the City in 19 <sup>th</sup> Century America	2	E	5	125	24		101		100					
Women and Gender in Medieval Europe	2	E	5	125	28		97		40	60				

3.3 1B.5 Proposed Programme Schedule(s)														
<b>Name of Provider:</b>		Carlow College, St Patrick's												
<b>Programme Title (Principal)</b>		BA (Honours) in English and History			<b>QQI Award Title</b>		BA (Honours) in English & History		<b>ECTS</b>	180				
<b>Stage (1,2,3, Award etc)</b>		Award	<b>Exit Award Title (if relevant)</b>						<b>Stage ECTS</b>	60				
<b>Programme Delivery Mode - ✓ one as appropriate.</b>		<b>Face to Face</b>		<b>Blended</b>		<b>Hybrid</b>		<b>Online</b>		<b>Workplace Learning</b>				
		✓								✓				
<b>Teaching and Learning Modalities – ✓ one or more as appropriate.</b>		<b>In-person face-to-face</b>			<b>Synchronous</b>		<b>Asynchronous</b>			<b>Work Based</b>				
		✓								✓				
<b>Assessment Techniques Utilised in Stage – ✓ one or more as appropriate.</b>		<b>Continuous Assessment</b>		<b>Proctored Exam – in person</b>	<b>Proctored Exam – online</b>		<b>Project</b>		<b>Practical Skills Demonstration</b>	<b>Work based</b>				
		✓		✓										
<b>Modules in this stage (add rows as required)</b>														
<b>Total Student Effort Module (hours)</b>								<b>Assessment – Allocation of Marks (from the module assessment strategy)</b>						
<b>Module Title</b>	<b>Semester</b>	<b>Mandatory (M) or Elective (E)</b>	<b>Credits (ECTS)</b>	<b>Total Hours</b>	<b>In person</b>	<b>Synchronous</b>	<b>Asynchronous</b>	<b>Work Based</b>	<b>Continuous Assessment %</b>	<b>Proctored Exam – in person %</b>	<b>Proctored Exam – online %</b>	<b>Project %</b>	<b>Practical Skills Demonstration %</b>	<b>Work Based %</b>
Dissertation	1&2	M	10	250	6		244		100					
Career Skills	2	M	5	125	20		105		100		—	—	—	
Contemporary Irish Writing	1	E	5	125	24		101		100					
Creative Writing: Advanced Poetry	1	E	5	125	24		101		70	30				
English Special Topic Seminar	1	E	5	125	24		101		100					
Modern Drama in Performance	1	E	5	125	24		101		100					

Reading Modern Poetry	1	E	5	125	24		101		30	70				
Healing the People: History of Public Health & Medicine 1800-2023	1	E	5	125	24		101		100					
Power & Belief: The Cult of the Saints in the Medieval World	1	E	5	125	24		101		100					
The Rise of Fascism	1	E	5	125	24		101		40	60				
The Troubles: From Conflict to Conciliation 1968-1998	1	E	5	125	24		101		100					
Workplace Learning Experience	2	E	5	125	16		85	24	100					
American Dreams & Nightmares: Post-War American History & Literature	2	E	10	250	36		214		100					
Beyond the Human - From Postmodernism to Posthumanism	2	E	5	125	24		101		100					
Creative Writing: Fiction	2	E	5	125	24		101		100					
Reading Post War British & American Poetry	2	E	5	125	24		101		100					
World Literatures	2	E	5	125	24		101		40	60				
Building the Nation: Ireland 1920s-2000s	2	E	5	125	24		101		100					
History Special Topic Seminar	2	E	5	125	24		101		100					
Impact of Migration on an Island Nation, 1700-2000	2	E	5	125	24		101		40	60				
Power & Control in the Cold War Era, from 1945 to Brexit	2	E	5	125	24		101		100					
Propaganda & Politics: Ireland 1918-1937	2	E	5	125	24		101		100					

**Part-time Accumulation of Credits Option – Year 1**

3.4 1B.5 Proposed Programme Schedule(s)															
<b>Name of Provider:</b>		Carlow College, St Patrick's													
<b>Programme Title (Principal)</b>		BA (Honours) in English and History				<b>QQI Award Title</b>			<b>ECTS</b>		180				
<b>Stage (1,2,3, Award etc)</b>		1	<b>Exit Award Title (if relevant)</b>							<b>Stage ECTS</b>		30			
<b>Programme Delivery Mode - ✓ one as appropriate.</b>		<b>Face to Face</b>			<b>Blended</b>			<b>Hybrid</b>		<b>Online</b>		<b>Workplace Learning</b>			
		✓													
<b>Teaching and Learning Modalities – ✓ one or more as appropriate.</b>		<b>In-person face-to-face</b>			<b>Synchronous</b>				<b>Asynchronous</b>				<b>Work Based</b>		
		✓													
<b>Assessment Techniques Utilised in Stage – ✓ one or more as appropriate.</b>		<b>Continuous Assessment</b>		<b>Proctored Exam – in person</b>		<b>Proctored Exam – online</b>		<b>Project</b>		<b>Practical Skills Demonstration</b>		<b>Work based</b>			
		✓		✓											
Modules in this stage															
Total Student Effort Module (hours)									Assessment – Allocation of Marks						
Module Title	Semester	Mandatory (M) or Elective (E)	Credits (ECTS)	Total Hours	In person	Synchronous	Asynchronous	Work Based	Continuous Assessment %	– in person %	Proctored Exam – online %	Project %	Practical Skills Demonstration %	Work Based %	
Academic & Digital Skills	1	M	5	125	28		97		100						
Introduction to Literary Studies	1	M	5	125	28		97		100						
Debating and Doing History	1	M	5	125	28		97		100						
The Post-War Dispensation: The Question of Identity	2	M	5	125	28		97		40	60					
Fiction, Criticism and Interpretation	2	M	5	125	28		97		40	60					
The Atlantic World in the Early Modern Period, 1472-1770	2	M	5	125	28		97		40	60					

**Part-time Accumulation of Credits Option – Year 2**

3.5 1B.5 Proposed Programme Schedule(s)															
<b>Name of Provider:</b>		Carlow College, St Patrick's													
<b>Programme Title (Principal)</b>		BA (Honours) in English and History				<b>QQI Award Title</b>					<b>ECTS</b>		180		
<b>Stage (1,2,3, Award etc)</b>		1	<b>Exit Award Title (if relevant)</b>							<b>Stage ECTS</b>		30			
<b>Programme Delivery Mode - ✓ one as appropriate.</b>		<b>Face to Face</b>			<b>Blended</b>			<b>Hybrid</b>			<b>Online</b>		<b>Workplace Learning</b>		
		✓													
<b>Teaching and Learning Modalities – ✓ one or more as appropriate.</b>		<b>In-person face-to-face</b>				<b>Synchronous</b>				<b>Asynchronous</b>				<b>Work Based</b>	
		✓													
<b>Assessment Techniques Utilised in Stage – ✓ one or more as appropriate.</b>		<b>Continuous Assessment</b>			<b>Proctored Exam – in person</b>		<b>Proctored Exam – online</b>		<b>Project</b>		<b>Practical Skills Demonstration</b>		<b>Work based</b>		
		✓			✓										
Modules in this stage (add rows as required)															
Total Student Effort Module (hours)									Assessment – Allocation of Marks						
Module Title	Semester	Elective (E) or Mandatory (M)	Credits (ECTS)	Total Hours	In person	Synchronous	Asynchronous	Work Based	Continuous Assessment %	– in person %	Proctored Exam	Proctored Exam – online %	Project %	Practical Skills Demonstration n %	Work Based %
Writing Modern Ireland: From Independence to the Celtic Tiger	1	M	5	125	28		97		100						
Debating and Doing History	1	M	5	125	28		97		100						
Natives and Newcomers: Medieval and Early Modern Ireland	1	M	5	125	28		97		100						
'The Play's the Thing': Introduction to Drama and Theatre	2	M	5	125	28		97		100						
The Virtues of Poetry	2	M	5	125	28		97		40	60					
Ireland 1700- 1850	2	M	5	125	28		97		100						

*Following successful completion of Stage 1, learners have the option of entering into Stage 2 of the full-time programme if they wish, or to continue on as a part-time learner*

