

CERTIFICATE OF VALIDATION

New validation

Validation Process: **Revalidation**

Provider Name	Dublin Business School
Date of Validation	10-Jun-25

	Code	Title	Award	Exit Only
Principal Programme	PG26476	Certificate in Applied Care Skills	Certificate (Special Purpose Award at NFQ Level 6) 6S22900 30 credits	N/A
Embedded Programme	N/A			

	First Intake	Last Intake
Enrolment Interval	Sep-25	Aug-30

Principal Programme

	Full Time	Part Time	Delivery Mode: full-time / part-time
Intakes per Annum:	0	2	Part Time
Minimum Learners per Intake:	0	5	
Maximum Learners per Intake:	0	60	
Duration (months)	N/A	7	

Target Learner Groups

The Certificate in Applied Care Skills (Level 6, 30 ECTS) is a special purpose award programme that is targeted towards learners who wish to gain essential knowledge and skills in practical health and social care. It has been designed for those who wish to acquire the skills and knowledge required for an applied setting in a role as a Social or Health Care Assistant or support worker and/or for those may use this special purpose award qualification as a taster before pursuing additional qualifications, reskilling or upskilling in the area of applied health or social care skills. Upon successful completion of this programme, learners will be able to apply their skills and knowledge effectively, and understand how to integrate practical care skills into a health care or social care setting. Learners will be well positioned to pursue roles within organisations that require health or social care skills-related tasks. It may also appeal to those who are unemployed from a related role, or in employment and who require cross-skilling or up-skilling in this area.

Brief Synopsis of the Programmes

The Certificate in Applied Care Skills provides an introduction to the knowledge, skills and competencies for social and health care practice and is an introduction to the suite of skills necessary in the social and health care profession. Key skills include: person-centred planning, basic law, safeguarding, skills of daily living, infection control and a knowledge of basic principles of care and communication. Learners will gain a grounding in these core professional care skills and will also learn the principles of professional health and social care practice, rooted in ethical and human rights principles. Learners will also develop knowledge and understanding of social policy and law as it applies to social care in Ireland and elsewhere. Additionally, training will be provided in important administrative skills such as needs analysis, risk assessment, and report writing. These are essential skills not only for those working as Social and Health Care Assistants or in support roles, but also as a basis for potential progression, should learners decide to pursue further studies that would lead them to further qualifications in affiliated fields.

The Certificate in Applied Care Skills (Level 6, 30 ECTS) programme is comprised of four modules (Professional Practice: Introduction to Care Skills and Support, 10 ECTS; Social Care in Practice, 5 ECTS; Social Policy and Law for Social Care, 10 ECTS; Learning to Learn 5 ECTS). It has been designed for those who wish to acquire introductory core skills and knowledge required for an applied setting in health or social care and/or for those who may use this special purpose award qualification as a taster before pursuing additional qualifications, reskilling or upskilling in the area of applied social and health care skills. This programme does not fulfil the requirements for the Standards of Proficiency regulated by CORU for the title of Social Care Worker/Practitioner.

Minimum Intended Programme Learning Outcomes

On completion of this programme the learner will be able to:

1. Identify and describe the role and responsibilities of health and social care practitioners in providing care from a safeguarding and human rights perspective.
2. Provide evidence of a range of skills and practices needed to assess and assist individuals in different health and social care settings across the lifespan.
3. Demonstrate an understanding of the structures of Irish, European and international laws and regulations as they apply to health and social care policy and practices.
4. Demonstrate vocational health and social care skills across the lifespan using a variety of academic media.

Teaching and Learning Modes

1. Directed Learning
2. E-learning (directed)
3. E-learning (self-directed)
4. Group Discussions
5. Group Discussions/Interactions
6. Laboratory / Studio
7. Lectures / Classes
8. Practical Sessions
9. Practical/workshop/Laboratories/studio sessions
10. Self Directed Learning
11. Simulated Work Environment
12. Tutorials
13. Workshops

Approved Countries

Ireland

Physical Resource Requirements

Appropriately equipped computer work area.

Lecture rooms of sufficient size for work in breakout groups/with appropriate multimedia resources, including audiovisual recording equipment for recording live classes

Appropriate software resources to be used in the teaching and learning of all modules, including Zoom Room software that is synced to moodle for the automatic uploading of class recordings.

Learners are also required to have ongoing access to a computer, related software, and a reliable internet connection. This means that for learners their laptop or desktop computer will require a minimum of a supported version of a Windows operating system and 4GM RAM.

Social Care Room

The resource, located in the Bow Lane building, room 4.1, is a dedicated Social Care Practice learning room, which is appropriately equipped to include resources for training in practical care skills such as manual handling, hygiene/infection control and first aid as well as for work in art and music therapies. This allows a simulated clinical environment to facilitate practical skills.

It comprises four sinks, three clinical beds, linen baskets, a clinical skills mannequin, a hoist and two wheelchairs. There are PPE dispensers with gloves and aprons that are used during skills. It also has a storeroom that has equipment to demonstrate assisting activities of daily living skills such as oral care, assisting with feeding, toileting and continence promotion. There is also a large projector that can be used to support academic learning.

Staff Profiles	Qualifications and Experience	WTE
Academic Director	The AD is responsible for the overall management and development of the discipline, the coordination of the organisation and delivery of programmes in the discipline.	1
Lecturer	There are currently four members of staff employed in the programme. Many lecturers are also module leaders for their corresponding modules and are responsible for any modules allocated to them. The primary function of a Module Leader is therefore to prepare and deliver module material, assessing learners on designated subjects or modules at programme level. Duties and responsibilities include those matters that relate to teaching, assessment, and completion of the module. The Module Leader also has responsibility for ensuring that the module content is regularly reviewed and updated.	4
Assistant Academic Director	The AAD works alongside the AD across many of their duties, including the management and development of the discipline, the coordination of the organisation and delivery of programmes in the discipline, and the management and support of learners in the discipline. The AAD also works in a learner-facing capacity, through teaching and supporting students more generally throughout their time as DBS.	1
Programme Level Manager	The PLM provides professional leadership and management for an allocated subject area in order to facilitate teaching and learning and to secure effective use of resources. The key responsibility of the PLM is the management and delivery of the programme(s) for which they hold responsibility. They have knowledge and experience of the delivery of a Certificate in Applied Care Skills programme, with appropriate academic and management skills as well as making a significant contribution to the programme. They have the Programme(s) as their major commitment and are free to devote sufficient time to ensure the efficient and effective running of that programme. This includes undertaking teaching duties as appropriate to the requirements of a programme and consistent with the area(s) of expertise, keeping up to date with teaching and learning developments and being alert to best practice, providing guidance to colleagues on content, methodology and resources regarding the subject area and answering subject specific queries from students. They consider the roles that other Programme Team members may take in relation to the leadership and coordination of the programme as part of their staff development strategy, particularly in connection with longer-term succession planning or to support the development of leadership potential. Allied to this is the need for contingency plans to ensure that an appropriately qualified and experienced individual has been identified who can deputise for the Programme Chair/Director should the need arise	1

Approved Centres	Centre	Minimum Enrolment per Annum	Maximum Enrolment per Annum
	38628L Dublin Business School	5	120

Additional Locations	Location Name	Minimum Enrolment per Annum	Maximum Enrolment per Annum
	N/A		

Learner Teacher Ratios	Learning Activity	Ratio
	Classroom Sessions	1:60
	Online Lectures	1:60
	Practical Sessions	1:15

Programme being replaced by this Programme	Prog Code	Programme Title	Validated
	PG24528	Certificate in Social Care Skills	12-Jun-24

Conditions of Validation of the Programmes Covered by this Certificate of Validation

Part 1: Statutory Conditions of Validation

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

1. Co-operate with and assist QQI in the performance of QQI's functions in so far as those functions relate to the functions of the provider,
2. Establish procedures which are fair and consistent for the assessment of enrolled learners to ensure the standards of knowledge, skill or competence determined by QQI under section 49 (1) are acquired, and where appropriate, demonstrated, by enrolled learners,
3. Continue to comply with section 65 of the 2012 Act in respect of arrangements for the protection of enrolled learners, if applicable, and
4. Provide to QQI such information as QQI may from time to time require for the purposes of the performance of its functions, including information in respect of completion rates.

Part 2 Conditions of Validation Established by QQI Under section 45(4)(b) of the 2012 Act

Part 2.1 Condition of Validation Concerning a Change in the QQI Award or Award Standard

1. Where QQI changes an award title, an award specification or an award standard that a programme depends upon, the provider shall not enrol any further learners on the affected programmes unless informed otherwise in writing by QQI (e.g. by the issue of a revised certificate of validation). The programme is considered validated for learners already enrolled on the affected programme.

Part 2.2 Condition of Validation Concerning the Duration of Enrolment

1. The duration of enrolment is the interval during which learners may be enrolled on the validated programme.

Validation is determined by QQI for a specified number of years of enrolment appropriate to the particular programme as indicated on the certificate on validation subject to unit 9.2.1. It is a condition of validation that the programme does not enrol any new learners outside this interval. A typical duration would be five years.

If a provider wishes to continue to enrol learners to the programme beyond this interval the provider must arrange in good time for it to be validated again by QQI, or exceptionally the provider may apply for extension of the duration of enrolment (unit (14)). In this context the provider may apply for validation of the programme from first principles or, alternatively, the provider may avail of the process for revalidation (unit (13)) by QQI.

Part 2.3 General Condition of Validation

The provider of the programme shall:

1. Ensure that the programme as implemented does not differ in a material way from the programme as validated; differing in a material way is defined as differing in any aspect of the programme or its implementation that was material to QQI's validation criteria.
2. Ensure that the programme is provided with the appropriate staff and physical resources as validated.
3. Implement in respect of the programme its written quality assurance procedures (as approved by QQI).
4. Make no significant change to the programme without the prior approval of QQI. (See unit (8)).
5. Unless otherwise agreed by QQI in writing, start implementing the programme as validated and enrol learners within 18 months of validation.
6. Continue in respect of the validated programme to comply with section 56 of the 2012 Act in respect of procedures for access, transfer and progression.
7. Implement the programme and procedures for assessment of learners in accordance with the Approved Programme Schedule and notify QQI in writing of any amendments to this arising from changes to the programme; see unit (9).
8. When advertising and promoting the programme and awards, use the programme title as validated, and the correct QQI award title(s), award type(s) and award class(es) indicating the level of the award(s) on the National Framework of Qualifications.

9. Adhere to QQI regulations and procedures for certification.

10. Notify QQI in writing without delay of: a. Any material change to the programme; a. Anything that impacts on the integrity or reputation of the programme or the corresponding QQI awards; b. Anything that infringes the conditions of validation; or c. Anything that would be likely to cause QQI to consider reviewing the validation.

11. Notify QQI in writing to determine the implications for the provider's validated programmes, where the provider is likely to, or planning to, merge (amalgamate) with another entity or to acquire, or be acquired by, another entity (see unit (12.5)) .

12. Report to QQI, when required or requested, on its implementation of the programme and compliance with the conditions of validation.

Part 2.4 General Condition of Validation Arising from Specialised Validation Policy and Criteria

Part 2.5 Special Conditions of Validation

Programme and stage schedules

PG26476 Certificate in Applied Care Skills

Name of Provider		Dublin Business School												
Programme Title		PG26476 Certificate in Applied Care Skills												
Award Title		Certificate							Exit Award Only		N/A			
Teaching and learning modalities		Directed Learning; E-learning (directed); E-learning (self-directed); Group Discussions; Group Discussions/Interactions; Laboratory / Studio; Lectures / Classes; Practical Sessions; Practical/workshop/Laboratories/studio sessions; Self Directed Learning; Simulated Work Environment; Tutorials; Workshops												
Delivery Modes	Award Class	Award NFQ Level	Award EQF Level	Stage	Stage NFQ Level	Stage Credits	First Intake		ISCED Code					
Part time	Special Purpose	6	5	Award Stage	6	30	Sep 2025		09.2.3					
Module				Total Student Effort Module (Hours)					Allocation of Marks					
Title	Semester	Status	Credit	Total Hours	Class Contact Hours	Direct e-learning	Hours of independent learning	Work-based learning efforts	C.A. %	Project %	Skills demonstration %	Exam %	Workbased %	
Learning to Learn	1	M	5	125	18	0	107	0	100	0	0	0	0	
Social Care in Practice	2	M	5	125	18	0	107	0	100	0	0	0	0	
Professional Practice: Introduction to Care Skills	1&2	M	10	250	36	0	214	0	40	0	60	0	0	
Social Policy and Law	1&2	M	10	250	36	0	214	0	100	0	0	0	0	