Dámh an Ghnó agus na nDaonnachtaí
Faculty of Business and Humanities

An Roinn Spórt agus Luath-Óige
Department of Sport and Early Childhood

Differential Validation Panel, 7th March 2025

for the

Master of Arts in Health and Wellbeing Leadership
Embedded Awards
Postgraduate Diploma in Arts in Health and Wellbeing Leadership
Postgraduate Certificate in Arts in Health and Wellbeing Leadership

1.0 INTRODUCTION

This report outlines, in summary form, the proceedings and findings of the differential validation visit for the proposed Master of Arts in Health and Wellbeing Leadership and associated embedded awards, and the findings and conclusions of the Panel held on 7th March 2025. The validation was undertaken in accordance with TUS Academic Regulations. A differential validation panel makes an independent impartial judgement on a programme proposal.

2.0 GENERAL INFORMATION

2.1 Higher Education Provider

Institution: Technological University of the Shannon
Faculty: Business and Humanities
Department: Department of Sport and Early Childhood
Date of Visit   7th March 2025

2.2 Programmes Evaluated

Programme Title	Master of Arts in Health and Wellbeing Leadership
Award Title	Master of Arts
NFQ Level	Level 9
ECTS Credits	90
Delivery Mode	Full-time
Proposed Start Date	September 2025
Duration	1.5 years

Programme Title	Postgraduate Diploma in Arts in Health and Wellbeing Leadership
Award Title	Postgraduate Diploma
NFQ Level	Level 9
ECTS Credits	60
Delivery Mode	Full-time
Proposed Start Date	September 2025
Duration	1 Year

Programme Title	Postgraduate Certificate in Arts in Health and Wellbeing Leadership
Award Title	Postgraduate Certificate
NFQ Level	Level 9
ECTS Credits	30
Delivery Mode	Full-time
Proposed Start Date	September 2025
Duration	1 Semester

2.3 Differential Validation Panel of Expert Assessors

Name	Affiliation
Prof. Marie Parker Jenkins	Prof. Emeritus of Education (Chairperson)
Ms. Aine Roche	Tipperary County Council
Ms. Niamh Spratt-O'Shea	SETU
Ms Levina Reeves	Student Representative
Dr. Brendan Murphy	Secretary to the Panel
Claire Frawley	Quality Officer

2.4   University Staff

Dr. James Griffin	Dean of Faculty of Business and Humanities
Dr. Amy McGuire	Head of Department of Sport and Early Childhood Studies
Programme Team	Marion Geary, Philip Hennessy, Dermot Maleney, Ruth Cagney, Niamh Whelan, Aaron Grant, Declan O'Rahilly, Stacey Cahill, Amy McGuire

2.5   Documentation

1) Proposed Programme Documents
2) Comparative Mapping.
3) Rationale
4) TUS Policy and Procedures for Differential Validation Policy if a Major Award.

3.0   FINDINGS AND RECOMMENDATIONS OF EXTERNAL VALIDATION PANEL

3.1   Findings

The External Validation Panel of Assessors recommends approval of the proposed programmes, subject to the Conditions and Recommendations specified in Sections 3.2 and 3.3, respectively:

- Master of Arts in Health and Wellbeing Leadership (90 ECTS)
- Postgraduate Diploma in Arts in Health and Wellbeing Leadership (60 ECTS)
- Postgraduate Certificate in Arts in Health and Wellbeing Leadership (30 ECTS)

3.2   Conditions

No conditions apply.

3.3   Recommendations

1) Give further consideration to the Programme Title [Specialisation] to ensure that the title adequately defines the focus of the programme to generate the optimal offering, in the context of the objectives of the programme revamp.

2) In reviewing the programme title, give appropriate consideration to adjusting programme content to support the overall programme focus and aim. As part of this review, consider the employability of the graduate and how work-based learning opportunities can be further enhanced. The 30 ECTS Dissertation Module is cited as an example where an Applied Project alternative to enhance specialisation, and links to the community and industry, could be introduced.

3) Include embedded awards for learners who achieve 30 or 60 ECTS credits at Postgraduate Certificate and Postgraduate Diploma levels. Accordingly, include in the final programme documentation, the required Programme level documentation for these awards, including Programme Learning Outcomes, Mapping to Award Standards and Programme Schedules.

4) Add further learning content on Digital Health Literacy (e.g. E-Health and E-Health hubs).

5) Add learning content that will develop and enhance awareness of outreach with a focus on different demographic populations and enhance sectoral community links
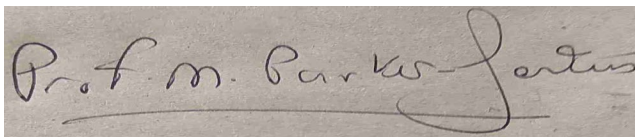
through the programme (e.g. charity, community and voluntary sectors, statutory agencies, inter alia).

6) Review all module descriptors to provide consistency in the balance of information provided. This should include the ratio of Learning Outcomes to ECTS credits, and the level of detail to which the indicative content is expressed. The panel note a requirement to make the indicative content more explicit for some modules to reflect better the actual content delivered. There should be editorial review and responsibility for the programme as a whole.

7) Develop a recruitment strategy that is aligned with the revised programme and create promotional materials that help showcase the dynamism and relevancy of the programme. This should highlight that the programme produces graduates equipped with relevant expertise and with an understanding of advocacy and empowerment at an individual and community level.

3.4   Commendations and Observations

The panel commend:

1) the panel commend the programme team for their responsiveness in utilising the differential validation process as an opportunity to explore how best to revamp and refocus the programme to enhance its success.

2) the panel thank the programme team for the documentation including the rationale for the programme changes, comparative mapping and revised programme documents.

3) the panel acknowledge the openness of the programme team to enhancing the programme and the positive engagement during the validation visit.

4) the panel appreciated the constructive discussions and the helpful clarifications provided by Management and the Programme Team.

Date: 17__/_03_/2025