



Report of External Peer Review Group for the Programmatic Review of:

Programme	Code	Level	ECTS	Duration	Award Type	Embedded Awards
Bachelor of Science (Honours) in Business Information Systems	GA_BBISG_H08	8	240	4	Major	Embedded Award: Bachelor of Science in Business Information Systems
						Embedded Award: Higher Certificate in Science in Business Information Systems
Bachelor of Science in Business Information Systems	GA_BBISG_B07	7	180	3	Major	Embedded Award: Higher Certificate in Science in Business Information Systems
Higher Certificate in Science in Business Information Systems (Exit)	GA_BBISG_C06	6	120	2	Exit	Parent Award: Bachelor of Science (Hons) in Business Information Systems
Higher Diploma in Business in Business Analytics	GA_BANAG_L08	8	60	1	Major	Embedded: Certificate in Business Analytics
Certificate in Business Analytics	GA_BANAG_N08	8	35	1	Minor	Higher Diploma in Business in Business Analytics
Master of Science in Digital Media and Marketing	GA_MDIGI_N09	9	90	2	Major	Embedded: Certificate in Digital Media and Marketing
Certificate in Digital Media and Marketing	GA_MDIGI_M09	9	30	1	Minor	
Certificate in IT Project Management	GA_MITPR_S07	7	20	1 P/T	SPA	N/A
Certificate in Supervisory Management	GA_BSVGC_S07	7	60	1 P/T	SPA	Certificate in Management for Supervisors Certificate in Law and Human Resource Management Certificate in Financial and Economic

						Environment Certificate in Managing Operations
Certificate in Management for Supervisors	GA_BMAGC_S07	7	15	1 P/T	SPA	Parent Programme: Certificate in Supervisory Management
Certificate in Managing Operations	GA_BMANB_S07	7	15	1 P/T	SPA	Parent Programme: Certificate in Supervisory Management
Certificate in Financial and Economic Environment	GA_BFAGC_S07	7	10	1 P/T	SPA	Parent Programme: Certificate in Supervisory Management
Certificate in Law and Human Resource Management	GA_BLHGC_S07	7	10	1 P/T	SPA	Parent Programme: Certificate in Supervisory Management
Certificate in Climate Resilience for Business	GA_BCLGC_S08	8	35	1 P/T	SPA	Parent Programme: Certificate in Supervisory Management
Certificate in Managing Services	GA_BMANA_N07	7	10	1 P/T	SPA	Parent Programme: Certificate in Supervisory Management
Certificate in Blockchain for Business	GA_BLOCG_S08	8	30	1	SPA	N/A

Date of Panel:

May 26th, 2022

External Peer Review Group:

Panel	
Chairperson	Professor Denis Harrington, Head of Department of Graduate Business, WIT
Institute of Technology / University Representative	Dr Mary Daly, Lecturer, Business Information Systems, UCC
Institute of Technology / University Representative	Mr. Sebastian Gates, Lecturer, DKIT Dr Aodheen Mc Cartan, Senior Lecturer, Ulster University.
Industry Representative	Ms. Patricia Hughes, Head of Technology, Acorn Life Mr. Kieran Coen, Software Engineering Manager, HPE Ms. Maria O' Donnell, Marketing manager, Hygeia
Graduate Representative	Mr. Dean McDonagh, Security Associate, PWC Ms. Dana Marshall, Continuing Education
Secretary	Ms. Carmel Brennan Assistant Registrar (Quality)

1 Introduction to Programmatic Review

Programmatic review involves a periodic, formal, systematic, comprehensive and reflective review and evaluation of each programme and award offered by the Institute for purposes of programme development, quality enhancement and revalidation. It is an important means of ensuring and assuring, *inter alia*:

- that required academic standards are being attained;
- that programmes and awards remain relevant and viable;
- that student needs, including academic and labour-market needs, are addressed;
- that the quality of programmes and awards is enhanced and improved;
- public confidence in the quality of GMIT's programmes and awards.

GMIT last conducted Programmatic Review in 2014 and was due to undertake it again in 2019/20. The process was delayed until this year due to the COVID-19 pandemic.

The objective of a programmatic review is to review the development of the programme over the previous five to seven years, with particular emphasis on the achievement and improvement of educational quality.

The focus is principally on the evaluation of quality and the flexibility of the programmes' responses to changing needs in light of the validation criteria and relevant awards standards. In particular, a programmatic review seeks to confirm that the promise evidenced at the original validation (or since the last programmatic review) in terms of academic quality, relevance and viability has been realised, and that the programme is adapting appropriately to evolving circumstances.

The specific objectives of a programmatic review are, *inter alia*, to:

- analyse and evaluate the effectiveness and efficiency of the programme, including details of student numbers, retention rates and success rates;
- review the development of the programme in the context of the requirements of employers, industry, professional bodies, the Irish economy and international developments;
- evaluate the response of the programme to regional and societal requirements and to educational developments;
- evaluate the feedback mechanisms for students and the processes for acting on this feedback;
- review the feedback from students relating to the student experience of the programme
- evaluate stakeholder engagement including links and collaboration with industry, business and the wider community;
- review feedback from employers and graduates;
- evaluate the physical facilities and resources provided for the provision of the programme;
- review any research activities in the field of learning in the disciplinary areas and their impact on teaching and learning;
- consider likely future developments in the disciplinary areas;
- make proposals in relation to updating programmes and modules, and to discontinuing programmes or parts of programmes.

Academic Council identified three themes to be specifically addressed during the 2021/22 Programmatic Review namely:

- Assessment – ensure the assessment strategy and methodology are appropriate and aligned with learning outcomes and that students are not over-assessed.
- Employability – ensure that students develop career skills necessary to prepare them for employment. Embed professional practice (e.g., work placement, work-based projects in the programme, ensuring that there is an appropriate plan for their management)
- Sustainability – review modules and learning outcomes to ensure that the sustainability agenda is addressed, debated, and applied within student learning and assessment, as appropriate.

2 Methodology

The programmatic review process involves a self-evaluation by each programme board followed by an external peer review. The Programme board engaged in a process of the collection and review of data related to the programme and feedback from stakeholders including students, graduates and industry. The overall programme and each individual module have been reviewed and recommendation(s) for updates made as required.

The External Peer Review Group (EPRG) received a copy of the Self Evaluation Review documentation and the programme documentation including any proposed changes. The EPRG then met the Programme Board (Appendix A) to discuss the programme and the documentation provided, as well as meeting a representative sample of students (Appendix B). The schedule for the review visit is contained in Appendix C.

3 Background to Programme(s) Being Reviewed

Bachelor of Science (Honours) in Business Information Systems

Bachelor of Science in Business Information Systems

Higher Certificate in Science in Business Information Systems (Exit)

This programme aims to produce graduates that are capable of designing, developing, implementing, and maintaining contemporary information systems. Graduates will possess a thorough understanding of information technology and knowledge of the broader business environment within which information systems operate. The programme aims to provide graduates that are proficient from both a technical and business perspective.

There is an increasing demand in Ireland for ICT professionals. An ICT practitioner (Eurostat2) requires skills and capabilities in (inter alia) designing, planning, managing, marketing, integrating, installing, administering, supporting, and servicing ICT systems. The most important trend is the shift towards continuous digital transformation, a fundamental change in the way enterprises use and deploy ICT. To quote the Expert group skills report, ICT is “no longer in the realm of the IT department only and neither are the skills needed for technology adoption. This places even more emphasis on “hybrid” skills — people that understand how to straddle between business and technology.” This programme is specifically designed to produce a graduate with these hybrid skills.

Higher Diploma in Business in Business Analytics

Certificate in Business Analytics

This is a newly established course as part of GMIT’s Springboard course portfolio and is funded under the HEA Human Capital Initiative (HCI) Pillar 1. The programme is currently in the first year of its existence while the Certificate in Business Analytics is now offered as a minor award. The rationale for the proposed programme is to provide students with a specialised education in Business Analytics, this will provide students with the knowledge, skills, and techniques to be able to extract, analyse and present data in their own discipline. The programme services the industry demand for upskilling in the field of Business Analytics with a good working knowledge of databases, analytics tools and techniques and business reporting. The skills and knowledge that learners gain from this course will prepare them to explore and analyse business data using a range of state-of-the-art tools and techniques generating valuable insights to enable informed decision making to drive innovation and performance while also equipping graduates with the necessary competencies to tackle an array of real-world analytics problems.

Master of Science in Digital Media and Marketing

Certificate in Digital Media and Marketing

This suite of postgraduate programmes was validated and launched in the academic year 2018-2019. The aim of both programmes is to develop participants' expertise and scholarship within the rapidly evolving professional discipline of strategic digital media and marketing. The applied curriculum in these programmes, integrate at their core, the technological instruments which have changed the professional practice of the marketing discipline fundamentally. The M.Sc. curriculum further develops learners' expertise with its focus on applied academic research theory and methodologies. Since the initial launch, demand has consistently outstripped the supply of places on these programmes. Moreover, it is expected that the demand will grow, as since early 2020, Covid 19 has intensified the use of public and private online services, putting pressure on the capacity of digital connectivity networks while economic and infrastructure research at European regional level has identified digital transformation as a priority focus on the EU. Initiatives such as the Recovery and Resilience Facility and the Digital Decade Compass highlight the importance of digital resilience of both the private and public sector.

These programmes, developed prior to the current urgent digital impetus, will contribute to meeting the more recent requirements for educational upskilling reflecting investments by the EU. These programmes will continue to support these upskilling demands as they were developed in response to changes in digital marketing technology and analytics, to upskill graduates and professionals developing complex online communications' portfolios and strategic digital media business and marketing innovations.

Certificate in IT Project Management

This special purpose award (SPA) is aimed at IT and business practitioners wishing to upskill in IT project management knowledge, skills, and practices in line with international best practices and frameworks. It is pitched at level 7, Administrator level, therefore enabling individuals to progress in their career. This programme was designed following market research, to specifically focus on upskilling participants with already existing technical or business skills. The need for this programme was articulated by employees and managers of organisations, needing to expand usage of IT Project Management to improve business performance. The proposal has been reviewed and approved for funding under the national Springboard+ initiative.

Certificate in Supervisory Management

Certificate in Management for Supervisors

Certificate in Managing Operations

Certificate in Financial and Economic Environment

Certificate in Law and Human Resource Management

Certificate in Managing Services

This suite of programmes was developed in collaboration with industry in response to the demand for a qualification in supervisory management targeted at full-time workers who either were, or aspired to be, supervisors. These individuals are typically non-managerial employees working in operational and/or front-line positions but without third level qualifications (research indicated that the education profile of supervisors is skewed towards the lower end of the educational attainment spectrum). A key requirement from industry was that the programme would have a strong emphasis on people management and generic skills and be accessible to workers on a part-time basis, preferably on a two-day per month block-release basis. The programme had its first intake of students in September 2015 with the first graduates in 2016. The intended aim of the programme is to provide participants with the knowledge and skills required to manage people and other resources daily to help achieve management objectives. This requires equipping students with know-how in the areas of personal management, communication, planning, organising, leadership, motivation, and evaluation, as well as a range of business skills.

Certificate in Climate Resilience for Business

The Climate Resilience for Business programme is designed to enable graduates to work in companies and organisations in areas and roles that strategically respond to the increasing operational challenges presented by climate change. The programme is designed to foster resilience to the challenges of climate change by focussing on ways that businesses can reduce emissions and increase energy and operational efficiency. The emphasis is on increasing knowledge and developing skills in key areas where climate change directly affects enterprise operations, such as energy supply, carbon tax, resource usage and waste management. The programme is intended to provide medium term upskilling opportunities for career advancement for those in professional or supervisory/management roles in both the public and private sector

Certificate in Blockchain for Business

The Certificate in Blockchain for Business is a 30 credit, Level 8, Special Purpose Award. It was designed in response to a skill need identified in business, was funded by Springboard, and was delivered online over two academic years – 2019/20 and 2020/21. Subsequently, the Springboard funding ceased, and the programme has not been delivered since the 2020/21 academic year. The programme provides students with a fundamental knowledge of blockchain and its implementation and effects on business models and processes. This programme is aimed at people working in Industry and is delivered online. The programme will be delivered at the next opportunity, subject to attracting funding such as Springboard or Human Capital Initiative funding.

4 General Findings of the External Peer Review Group

Having considered the documentation provided and discussed it with the Programme Board, the External Peer Review Group recommends the following:

Accredited until the next programmatic review	
Accredited until the next programmatic review subject to conditions and/or recommendations ¹	X
Re-design and re-submit to the same External Peer Review Group after additional developmental work	
Not Accredited	

¹ Note:

Approval is conditional on the submission of a revised programme document that takes account of the conditions and recommendations outlined in the report and a response document describing the actions to address the conditions and recommendations made by the External Peer Review Group (EPRG). In this report, the term ‘condition’ is used to indicate an action or amendment which in the view of the EPRG must be undertaken prior to the commencement of the next delivery of the programme. Conditions are mandatory if the programme is to be approved. The term ‘recommendation’ indicates an item to which the Programme Board should give serious consideration for implementation at an early stage and which should be the subject of on-going monitoring.

5 Programme Level Findings: Bachelor of Science (Honours) in Business Information Systems and Embedded Awards

Consideration for the panel	Overall finding: Yes/No/Partially
Is there an ongoing need for the programme and has evidence been provided to support it?	Yes
Is the level and type of the award appropriate?	Yes
Are the entry requirements for the proposed programme clear and appropriate?	Yes
Is there a relationship between this programme and further education?	Yes
Are the access, transfer and progression procedures appropriate?	Yes
Does the programme comply with the Institute norms for retention, both in first year and subsequent years? Where not, does the Programme Board proactively take appropriate measures to optimise student engagement and retention?	Yes
Does the programme meet the required standards for programmes at its NFQ level (i.e., conform to GMIT Award Standards ²)? For Parent Award? For Embedded Award(s) (if applicable)? For Exit Award (if applicable)? For Minor Award (if applicable)?	Yes
Is the programme structure logical, well designed, and can the stated programme intended learning outcomes, in terms of employment skills and career opportunities, be met by this programme?	Yes
Have appropriate learning and teaching strategies been provided for the programme that supports Student Centered Learning (SCL)?	Yes
Have appropriate programme assessment strategies been provided for the programme taking account of the student workload?	Yes
Is there evidence that learning and teaching is informed by research?	Yes
Have appropriate quality management procedures been implemented in line with GMIT's Quality Assurance Framework? (e.g., Induction, Programme Handbook, Programme Board, Student Feedback, External Examiners)	Yes
Does the proposed programme demonstrate an international dimension? (e.g. content, mobility, collaboration)	Yes
Does the programme encompass sustainable development principles and ethos?	Yes
Does the programme embed employability through the inclusion of work placements, employment preparatory module(s) and/or work-based projects?	Yes
Is there evidence of strategies to promote diversity and inclusion?	Yes
Is entrepreneurship, creativity and innovation embedded in the programme?	Yes
Has the efficiency of the programme's design been considered? For example, does the programme meet the Institute norms on staff:student ratios for programmes of this type?	Yes
Is the programme externally facing? (e.g. Stakeholder engagement, guest speakers, fieldtrips, applied projects)	Yes

² GMIT has adopted QQI's award standards which are available [HERE](#).

This programme has evolved from a secretarial programme to one which has a focus on data and the more technical aspects of administration. There is some commonality with the other business degrees which allows flexibility and transfer. In order to increase the technical content of the programme the language option has been removed, but students interested in pursuing languages have a range of other business degrees in the School of Business to choose from.

Student choice has moved towards the level 8 programme. The level 7 and level 8 programmes have common content and delivery for the first three years. On completion of the level 7 degree many proceed to the final year of the level 8 programme. The programme tends to be male dominated.

The work placement in stage 3 of the programme is a positive addition. Students benefit from their time in the workplace and are more focussed subsequently in stage 4. Work placement gives students the opportunity to put what they have learned into practice and when they return, they have a stronger appreciation of the needs and operation of industry. Students present on their experience, and the findings from this process are being incorporated into stage 4 of the programme. Alternative modules are offered for those students who do not secure a placement. There was a view that including these modules as alternatives to placement diminished their perceived importance. Further resources would be useful to manage placements.

Retention is strong and is driven by mentoring, small class groups and the relationships between students and staff. Early assessment focusses students and encourages engagement with the programme. The introduction of student mentors during Covid has also been an asset to the Institute. Lecturers utilise student success dashboards on Moodle which identifies students who are not engaging, and assistance is provided as required. An increase in CAO points has aided the performance of the programme.

The switch to online teaching during the pandemic means that there are more learning resources available to students who expect some online element to the programme. The disruption caused by Covid impacted on class cohesion.

The programme team were asked about plans for new programme development in this discipline. A masters degree is planned but the focus is primarily on Springboard programmes at the moment.

A range of programming languages are taught, and it is planned to introduce Python in stage 2 in lieu of JavaScript. Technical skills are assessed in a variety of ways including in-class practical assessments, projects and case studies. Students are given the choice to work as part of a team or as an individual. Industry prefers teamwork, as problems generally are large and complex, and difficult to solve as an individual. Student, graduate and industry feedback influenced changes to the programme e.g., the introduction of robotic automation.

There are strong links with industry with site visits enhancing the student experience. A student competition is planned with SAP as both GMIT and SAP are 50 years old. Microsoft have a liaison person in situ in relation to their products. Feedback from ten employers was collected and is reflected in the proposed changes.

Robotic automation introduced (NFO08041 2022 Artificial Intelligence for Business), graduate feedback. Site visits (SAP), links are strong with SAP, and employ many graduates. Competition planned with SAP, as both are 50 years old

A discussion on the structure of the programme took place. Year 1 is structured to transition the student into higher education with stage 4 having a much heavier workload as students are more capable following their experience in the workplace.

The panel met with several students who discussed their experience of the programme. They found the pandemic period challenging, particularly feedback and communication with lecturers. They outlined the feedback mechanisms available to them but it was not always clear that the feedback was acted on. The relevance of some modules was not evident to students and not applied during work experience e.g., 'intellectual property law' & 'supply chain management'. Work placement was viewed positively but it would have been useful to have more technical skills in advance. Notwithstanding that, students felt well prepared in relation to career seeking and learned a lot on the job. More emphasis on the technical mindset should be embedded earlier in the programme so that they have a stronger foundation. It was felt that students were able to take on more challenging technical modules during the first two stages of the programme, and it would be better if the programme was less 'general'. Module descriptors do not always reflect the content of the modules accurately. Students perceived a good balance between individual and group assessments. The site visit to SAP was appreciated by the students.

A number of changes were proposed to the programme including the introduction of new modules, restructuring and renaming of modules, updated assessment strategies and content, and other general updates. These changes as outlined in Appendix D were approved and the programme was accredited until the next programmatic review subject to the recommendations below.

Commendation(s):

1. The panel were impressed by the professional commitment of the programme team and the care and attention given to students. The team were collegial in their approach and showed an openness to new ideas.
2. The panel were also taken by the innovative and enterprising culture within the Department evident in the range of programme and module innovations initiated by the team.
3. The programme of work that has been undertaken on student retention was noteworthy with clear monitoring of students to encourage greater engagement. The team have also introduced a 'student dashboard system' and mentoring system as additional supports to students.
4. There is a well-developed work placement programme in place which is supported by the programme chair and course team. It is providing a platform for engagement with industry partners and is positively received by students as well as companies in the region
5. The work placement presentations represent a novel initiative providing excellent opportunities for students to reflect on their learning as well as encouraging younger students who might lack the confidence to take a placement opportunity. For students, it also provides the scope for further networking with companies and invited guests.
6. There is good engagement with industry evidenced through the work undertaken with placement organisations as well as for example on modules such as 'Applications Development' (with Microsoft) and a planned new competition initiative with SAP.
7. The annual programme board digest as a means of capturing 'lessons learnt' is noteworthy and should contribute to further innovation and programme enhancement within the department.
8. The students consulted confirmed the well-developed feedback mechanisms at programme level. Feedback was provided at semester board meetings and at individual level through the module feedback forms facilitated by the lecturing team.

Condition(s):

None.

Recommendation(s):

1. As the university continues to grow and develop, there is a requirement for further investment in work placement structures within the school. This would provide needed supports to the programme team and the students on the course.
2. While EDI is discussed within the SER documentation, the panel would recommend that further work is undertaken at team level in this area. Further strategies and actions at programme level that might be considered include, the introduction of scholarships, representation of male/females on programme teams/chair roles, diversity in class representative roles, consideration of an international class representative role amongst others.
3. The panel recommend that the programme team give some consideration to providing elective choice for the students earlier in the programme. There are some electives for example, Ethics, Business Communication and Negotiations and New Venture Planning amongst others that might be offered to students in earlier stages of the course. The panel were also concerned that by providing these as alternatives to Placement, these modules might be de-emphasised in importance/value by students.
4. The panel recommend also that some other alternative is considered for those who, for whatever reason, might find placement challenging. There might be scope to introduce for example, an 'Applied Project' where interested students will have some supported interaction with industry. In this way, the students who take the Project option can present about their experience during the 'Work Placement Presentations' and would therefore feel included in the process.
5. There should be a greater consideration of how research informs teaching and learning activities on the course. This warrants further discussion at the programme board so that the BIS degree remains current and is informed by international research and development in the area.
6. The panel recommend that all module descriptors are carefully reviewed with specific reference to:
 - overall descriptors of modules,
 - nature/type of assessment (in some cases there was evidence of over-assessment where students were required to undertake weekly assessments)
 - reading lists – these should be current and incorporate journal articles
 - referencing protocols – adherence to particular referencing convention e.g., Harvard, APA etc.

Module Amendments:

Principles of Economics	Update reading lists
Fundamentals Financial & Management Accounting	Refine Los (11) with a view to reducing the number; Review the assessment strategy for the module – 2*15% and end year examination
Computer Applications	Indicative content might be presented more effectively; Review readings lists
Fundamentals of Entrepreneurship	More information needed on assessment outline for Project on Entrepreneurial activity & class assessments (50%)
Principles of Marketing	All assessment of learning outcomes uses a MCQ continuous assessment approach. (3 to 5 assessments). Consider whether students would benefit from undertaking at least one project activity.
Sustainability	Module is 100 per cent CA. Students will be assessed by a 'Sustainable Business' Project (100%) focused on a particular sector due at the end of Week 12. There will be two interim submissions required during the Semester. It is not clear from the module descriptor how this will work. Reading lists should be updated.

Academic Writing (E)	Review and refine the 8 module learning outcomes, with 4-6 learning suggested. Provide further detail on how students will be assessed. Reading list should be updated.
Project Management	Refine module learning outcomes ensuring that they are using appropriate active verbs in all instances. An individual assessment valued at 40% will include problem-solving and multiple choice based on lecture material and lab practical exercises – how will this work in practice?
Management Information Systems	Explain the assessment strategy– ‘A combination of applied continuous work on projects plus a terminal written examination’. 50/50
Business Process Modelling	Edit typo on LOs – ‘Apply BPMN methods in practice cases...’ What is the assessment strategy? Also referencing protocols on reading list need attention.
Visual design	Review learning outcomes ensuring that the active verbs used (e.g., analyse and evaluate) are appropriate for a module at Level 6? 3 assessments – explain how this will work.
Principles of Information Systems	Weekly assessments – how will this work for students at Level 6?
Database Management systems	Could the indicative syllabus be condensed or refined?
Creative Digital Media	Assessment 30/50/20. Review the planned delivery to indicate the week within which the CA will occur.
Advanced programming NEW	More detail required on assessment strategy – ‘Students will complete a mixture of assessments and project work’ For example, how many in-class tests?
Cybersecurity & Data Governance NEW	More detail required on assessment strategy – ‘Will include continuous assessment and a final exam as it is appropriate to demonstrate the learning matched to intended outcomes. The CA will have a formative approach through substantial group assignments.’ For example, how many group assignments?
Data Modelling	Learning outcomes need to be edited to remove typos.
Web Design Workflow	Review and reduce learning outcomes (10 in total) and delete LO ‘appreciate’ as this cannot be evaluated. 6 assessment elements – this needs to be reviewed in light of student assessment workload. Review reading list with a view to ensuring it is up to date.
Work placement - minimum of 13 weeks up to the ideal of 8 months.	Articulate how the student is supported. who arranges the placement, the 5% assessment, what happens if the student fails and are students given a template for this report
Business Ethics & Corporate Governance	Some of the readings on required and recommended list need to be properly referenced.

Business Communications and Negotiations	Some typos on the learning outcomes. Assessment strategy needs to be explained.
Technology, Management and Society	Update the required reading list .
Business Strategy and IS	Description needs to be rewritten, needs to be clear to the student. Rewrite LO1 and look at the presentation of material on the indicative syllabus as it reads like another series of LOs. Assessment strategy needs to be clearer for the student. Readings need to be properly referenced.
Systems Analysis and Design	Refine learning outcomes - 'On completion of this module the learner will be able to conduct analysis.....' Assessment strategy – could be rephrased and allocations could be clearer. Readings need to be properly referenced.
Business Intelligence	Correct LO2. Assessment will involve a combination of weekly continuous assessments, a midterm test and a final exam – consider whether students are being over assessed.
Enterprise Applications	Rephrase LO3 – appreciate (this cannot be evaluated). How many ERP practicals are included in the assessment strategy.
Information Systems Development	It is not clear how assessment will be undertaken for the student: 'The module is assessed by assessing the quality of the information system developed. Systems quality, complexity and originality are among the areas examined. An emphasis is placed on a structured working system that is successfully implemented to specification' How will the ongoing individual project work operate?
Integrated Enterprise Systems	Readings - need to be edited and properly referenced.
Cloud Infrastructure and Enterprise Services	Assessment - explain clearly how this will be co-ordinated, the number of tests and when and what is involved in the project e.g., is it individual or group?
Blockchain Technology (Uploaded to Banner)	Specifically, how will students be assessed, what is the nature and type of assessment and how many assessments will there be.

6 Programme Level Findings: Higher Diploma in Business in Business Analytics and Embedded Award

Consideration for the panel	Overall finding:
Is there an ongoing need for the programme and has evidence been provided to support it?	Yes
Is the level and type of the award appropriate?	Yes
Are the entry requirements for the proposed programme clear and appropriate?	Yes
Is there a relationship between this programme and further education?	N/A
Are the access, transfer and progression procedures appropriate?	Yes
Does the programme comply with the Institute norms for retention, both in first year and subsequent years? Where not, does the Programme Board proactively take appropriate measures to optimise student engagement and retention?	Yes
Does the programme meet the required standards for programmes at its NFQ level (i.e., conform to GMIT Award Standards ³)? For Parent Award? For Embedded Award(s) (if applicable)? For Exit Award (if applicable)? For Minor Award (if applicable)?	Yes
Is the programme structure logical, well designed, and can the stated programme intended learning outcomes, in terms of employment skills and career opportunities, be met by this programme?	Yes
Have appropriate learning and teaching strategies been provided for the programme that supports Student Centered Learning (SCL)?	Yes
Have appropriate programme assessment strategies been provided for the programme taking account of the student workload?	Yes
Is there evidence that learning and teaching is informed by research?	Yes
Have appropriate quality management procedures been implemented in line with GMIT's Quality Assurance Framework (e.g., Induction, Programme Handbook, Programme Board, Student Feedback, External Examiners)	Yes
Does the proposed programme demonstrate an international dimension? (e.g. content, mobility, collaboration)	Yes
Does the programme encompass sustainable development principles and ethos?	Yes
Does the programme embed employability through the inclusion of work placements, employment preparatory module(s) and/or work-based projects?	Yes
Is there evidence of strategies to promote diversity and inclusion?	Yes
Is entrepreneurship, creativity and innovation embedded in the programme?	Yes
Has the efficiency of the programme's design been considered? For example, does the programme meet the Institute norms on staff:student ratios for programmes of this type?	Yes
Is the programme externally facing? (e.g. Stakeholder engagement, guest speakers, fieldtrips, applied projects)	Yes

³ GMIT has adopted QQI's award standards which are available [HERE](#).

This is a graduate conversion programme and is still in its infancy. It addresses a skills shortage in the area of business analytics. Students successfully completing 35 ECTS can be receive a minor award. The student cohort generally tends to be more mature and experienced and have backgrounds from a wide range of industries. It also attracts some international students. There are 65 students registered on the programme this year with all in full-time employment but wanting to upskill or change direction. Many are from non-technical backgrounds with little expertise. No prior knowledge is assumed at the start of the programme. Some students have expressed their desire for a progression route to a masters and this is being considered.

The operation of the capstone project was discussed. Students use data from their workplace for their capstone project, but an alternative opensource data is provided if the former is not available. There is no specific handbook for the capstone project, but information is provided online. Students are prepared for the project in the first semester. Whilst there isn't a school ethical policy, the school has an ethics team. There is a protocol in place to ensure that industry data is protected, but it is acknowledged that more work is required in this area.

The programme is delivered online, and the assessment strategy reflects this being strongly focussed on continuous assessment.

As the programme is newly developed no changes are proposed at this time (Appendix E). The programmes were approved and accredited until the next programmatic review subject to the recommendations below.

Commendation(s):

1. Panel were impressed by the professional commitment of the programme chair and team and the care and attention given to students.
2. The team were collegial in their approach and showed an openness to new ideas.
3. The programme chair and team presented a clear rationale for the course which is evidenced by the strong industry demand for the programme.

Condition(s):

None.

Recommendation(s):

1. There is a requirement for the development of a Protocols/Procedures document for the Capstone project. This should include an ethical approval process for students undertaking the applied projects with companies (including discussion of ethical considerations e.g., data governance, data security, storage and management).
2. Consideration should be given to including this programme as a part-time course offering.
3. The panel recommend that all module descriptors are carefully reviewed with specific reference to:
 - overall descriptors of modules,
 - nature/type of assessment (in some cases there was evidence of over-assessment where students were required to undertake weekly assessments)
 - reading lists – these should be current and incorporate journal articles
 - referencing protocols – adherence to particular referencing convention eg Harvard, APA etc.

7 Programme Level Findings: MSc in Digital Media and Marketing and Embedded Awards

Consideration for the panel	Overall finding: Yes/No/Partially
Is there an ongoing need for the programme and has evidence been provided to support it?	Yes
Is the level and type of the award appropriate?	Yes
Are the entry requirements for the proposed programme clear and appropriate?	Yes
Is there a relationship between this programme and further education?	N//A
Are the access, transfer and progression procedures appropriate?	Yes
Does the programme comply with the Institute norms for retention, both in first year and subsequent years? Where not, does the Programme Board proactively take appropriate measures to optimise student engagement and retention?	Yes
Does the programme meet the required standards for programmes at its NFQ level (i.e., conform to GMIT Award Standards ⁴)? For Parent Award? For Embedded Award(s) (if applicable)? For Exit Award (if applicable)? For Minor Award (if applicable)?	Yes
Is the programme structure logical, well designed, and can the stated programme intended learning outcomes, in terms of employment skills and career opportunities, be met by this programme?	Yes
Have appropriate learning and teaching strategies been provided for the programme that supports Student Centered Learning (SCL)?	Yes
Have appropriate programme assessment strategies been provided for the programme taking account of the student workload?	Yes
Is there evidence that learning and teaching is informed by research?	Yes
Have appropriate quality management procedures been implemented in line with GMIT's Quality Assurance Framework? (e.g., Induction, Programme Handbook, Programme Board, Student Feedback, External Examiners)	Yes
Does the proposed programme demonstrate an international dimension? (e.g. content, mobility, collaboration)	Yes
Does the programme encompass sustainable development principles and ethos?	Yes
Does the programme embed employability through the inclusion of work placements, employment preparatory module(s) and/or work-based projects?	Yes
Is there evidence of strategies to promote diversity and inclusion?	Yes
Is entrepreneurship, creativity and innovation embedded in the programme?	Yes
Has the efficiency of the programme's design been considered? For example, does the programme meet the Institute norms on staff:student ratios for programmes of this type?	Yes
Is the programme externally facing? (e.g. Stakeholder engagement, guest speakers, fieldtrips, applied projects)	Yes

⁴ GMIT has adopted QQI's award standards which are available [HERE](#).

This programme responds to a demand for advanced skills in digital media and marketing by industry. It is currently offered on a part-time basis, tailored to students in industry, with the 30 ECTS minor award funded by Springboard. Consideration is being given to developing the programme for full-time and international students, but changes will be required.

The Programme Board have strong links with industry and runs the Digital West Conference. Over the last five years it has had different themes e.g., cybersecurity, design thinking. It is supported and sponsored by local organisations and run on a voluntary basis.

Whilst the programme had to move fully online during Covid it is normally delivered in a blended mode. Students are positive about the two days onsite as it allowed for networking. Retention is strong due to regular touchpoints and ongoing dialogue. The structure and balance of assessments in modules are also key to the programme's good retention.

The Programme Board were asked about the challenges of dealing with students who have experience of only IT or Marketing and not both i.e., diverse audience. They responded that this was taken into consideration when the programme was designed. Lecturers ensure that students connect with others early on and get to know each other's strengths. An early assessment is peer supported with mixed groups being formed ensuring a diversity of experience

The Programme Board have varied the sequencing of the delivery of technology and strategy and are happy with the balance achieved. The programme is more technically focussed in semester 1 with more emphasis on strategy in the second semester. Students learn best when they are applying knowledge.

Regular feedback is collected from students through class representatives, the programme board and feedback forms. Informal feedback is also gathered. Lecturers view programme participants as peers who have very valuable experience that they are encouraged to share. There is an openness to accepting feedbacks. Changes have been made to the programme through Differential Validation with smaller changes implemented immediately. All changes are documented in the Programme Board minutes.

Staff upskill regularly to stay up to date with industry changes. This takes the format of both formal courses and personal research. For example, two of the lecturers are writing online master classes on digital media synergy for enterprise. Two others have undertaken a course in postgraduate research supervisory skills, a number have upskilled in UDL, whilst one has completed a masters in a relevant discipline.

Guest lecturers are included in the programme delivery. Some are strategic to cover topical issues whilst sometimes their inclusion is more opportunistic. Graduates are asked to return to talk about their own research or experience.

The programme is female dominated which is unusual in a technology programme. Although it hasn't been tracked, there is ethnic diversity in the programme.

Sustainability is incorporated in some research projects. However, the theme is not formally integrated into all projects. Many students undertake projects related to their employment whilst others focus on topics of interest. Whilst the programme does not have group assessment, there is a lot of group activity built in.

A number of changes were proposed to the programme relating primarily to updating modules. These changes as outlined in Appendix F were approved and the programme was accredited until the next programmatic review subject to the recommendations below.

Commendation(s):

1. The attention paid to blending the theory of the discipline with practice and application.
2. The commitment of staff to their own development and upskilling.
3. The student-centred approach of the Programme Board and the strong relationship between students and staff. Lecturers appear to be available and approachable.
4. Documentation was strong and well written
5. Use of external guest lecturers to enhance the applied nature of the programme.
6. The commitment to developing enterprise's digital skills through the Digital West Conference.

Condition(s):

None.

Recommendation(s):

1. Consider how sustainability can be embedded more fully within the programme, for example, green hosting, green computing, recycling devices. Consider how it can be incorporated in learning outcomes and included as a formal element of student projects. Engaging with ATU's Centre for Sustainability may be useful in this regard.
2. Continue to utilise guest lecturers within the programme and consider reaching beyond the island of Ireland for suitable contributors.
3. Continue to seek feedback from students to ensure that the scheduling of the material pertaining to strategy and the teaching that is skills based is balanced and appropriate to the cohort.
4. Continue to harness links with employers to enable work-based projects and employment opportunities for graduates.

8 Programme Level Findings: Certificate in IT Project Management

Two modules were designed originally for a cybersecurity degree. It was decided to package them together with other modules and submit for Springboard funding. This programme was successful in receiving funding and was offered for two years. The panel and Programme Board debated whether the programme could be successful without being funded. The reliance on one lecturer was also considered and the panel was reassured that there are a number of staff that can deliver it within its new home department. Group projects work well as they are well planned out with clear roles and responsibilities assigned. Assessment consists of group and individual marks.

It is proposed to change the structure of the programme to facilitate those in the workplace and to change a module title. These changes as outlined in Appendix G were approved and the programme was accredited until the next programmatic review subject to the recommendations below.

Commendation(s):

1. The programme team responded to a demand for industry for a programme in this discipline.

Condition(s):

None.

Recommendation(s):

1. Given that this would be of value to industry participants the panel suggests that this programme should be offered as a part-time programme.

9 Programme Level Findings Certificate in Supervisory Management and Embedded Awards

This programme is targeted primarily at those in employment who wish to upskill to better fulfil an existing supervisory role or one they aspire to. Students are from a range of industries. Whilst the programme has strong links with a number of local manufacturing industries there are also students from service industries and the public service. This provided the rationale for the introduction a new elective related to managing service.

The programme has an applied focus with assessments being based on their own workplace. Many projects relate to sustainability. Sustainability is embedded in the programme and its learning outcomes. The programme facilitates peer learning between new and experienced supervisors and across industries.

Students are onsite for two days nine times per year, with all other engagement online. The programme moved to fully online during Covid but the feedback from students was that they missed the networking and peer to peer learning that occurs onsite. Covid has impacted on what students need to learn as potential supervisors managing remote workers, and this has been reflected in the proposed updates to the programme. Students have found recorded lectures useful as it allows the programme to fit around their work.

One of the proposed changes was the move of Financial and Economic Environmental module to 100% continuous assessment. Whilst there was a lack of detail in the module descriptor the lecturers involved articulated the rationale for this and their proposed approach.

Students are facilitated to provide feedback through end of module/stage forms, class representatives and the Programme Board as well as through the open relationship with staff.

Feedback from employers is gathered regularly through informal means and through formal mechanisms such as for the proposed new BA (Hons) in Human Resource Management. The fact that students are in the workplace means that discussions in class reflect industry.

Academic Integrity is upheld in projects through the application of the assessment to their own work situation. A positive culture is generated with clear expectations outlined at induction.

The programme targets an intake of 24 students. There is potential to consider offering the programme in other locations.

A number of changes were proposed to the programme relating primarily to updating modules and the addition of a new module. These changes as outlined in Appendix H were approved and the programme was accredited until the next programmatic review subject to the recommendations below.

Commendation(s):

1. Responsiveness of the Programme Board to developing an appropriate suite of modules and ensuring that all industries, including services and public sector, were represented in the programme.
2. The adaptation of the programme to respond to topical issues within modules, such as remote working.
3. The broad appeal of the programme and the diverse range of students it attracts.
4. The programme caters well to students who are both new and existing supervisors.

Condition(s):

None.

Recommendation(s):

1. Articulate the assessment strategy for the Financial and Economic Environment module more explicitly, ensuring that it is appropriate and consistent with that of other modules.
2. Consider opportunities for increasing the number of students on this programme e.g., offering the onsite element in multiple locations, or delivery in other locations with different commencement times.

10 Programme Level Findings Certificate in Climate Resilience for Business

This is a level 8 special purposes award with 35 ECTS. It is proposed that it move to a fully online delivery mode. The programme has been delivered twice previously. It is unique in that it is a cross disciplinary programme examining climate resilience from the perspectives of science, engineering and business. The idea for the programme originated from employer feedback and the Regional Skills Forum. It was funded by Springboard in the past. It is hoped that it may run again in the future.

The programme attracted a high calibre of student often with postgraduate qualifications. Many were not as interested in the qualification as the learning. For some it was related to their jobs or to new roles emerging in their companies.

The teaching strategy reflected the mature nature of learners and was based around pre-reading and discussion. It has a strong focus on practical application. The move to fully online is to provide the flexibility required by those in full-time employment.

A new Masters in Sustainability Leadership is being developed which may provide progression opportunities for those who wish to engage further with the discipline. Learnings from this programme have influenced the design of the masters programme.

This programme is relatively new, and no changes are proposed at this time (Appendix I). the programme was approved and accredited until the next programmatic review subject to the recommendations below.

Commendation(s):

1. The multidisciplinary approach to this discipline incorporating science, engineering, and business.
2. The Programme Board is enthusiastic and proactive in developing a unique programme and developing a postgraduate programme in this discipline.
3. Lecturers' close professional relationship with students and the responsiveness to feedback.

Condition(s):

None

Recommendation(s):

1. The Programme Board should adhere to the practice and policy development within the discipline, to ensure that the curriculum remains up to date.

11 Programme Level Findings Certificate in Blockchain for Business

This programme serves a small cohort of students (20-24) from a range of backgrounds through online delivery. Blockchain is an emerging but growing discipline with strong employment opportunities and benefits for industry.

As the programme is newly developed no changes are proposed at this time (Appendix J). The programme was approved and is accredited until the next programmatic review subject to the recommendations below.

Commendation(s):

1. Panel were impressed by the professional commitment of the programme chair and team and the care and attention given to students.
2. The team were collegial in their approach and showed an openness to new ideas.
3. The programme chair and team presented a clear rationale for the course which is evidenced by the strong industry demand for the programme.

Condition(s):

None.

Recommendation(s):

1. Consideration should be given to including this programme as a part-time course offering.
2. The panel recommend that all module descriptors are carefully reviewed with specific reference to:
 - overall descriptors of modules,
 - nature/type of assessment (in some cases there was evidence of over-assessment where students were required to undertake weekly assessments)
 - reading lists – these should be current and incorporate journal articles
 - referencing protocols – adherence to particular referencing convention eg Harvard, APA etc.

Validation Panel Report Approved By:

Signed:



Prof. Denis Harrington
Chairperson

Date: **21st June 2022**

Appendix A - Programme Board Members

The panel met with the following staff:

Name	Position
Dr Seamus Lennon	Head of School of Business
Dr Meghann Drury-Grogan	Head of Department of Enterprise and Technology
Mr. Michael Gill	Head of Department of Organisational Design

The panel met with the following Business Information Systems Academic Staff

Ms. Miriam McSweeney	Ms. Marie Finnegan	Dr Rachael Shaw
Mr. Ronan MacGearailt	Mr. Nicholas Canny	Ms. Lucia Cloonan
Mr. Phelim Murnion	Ms. Dympna Griffin	Ms. Marie Finnegan
Mr. Barry McMillian	Ms. Clare O Connor	Ms. Eilis McNulty
Mr. Egbert Polski	Mr. Fearghal McHugh	Ms. Isabel Buchan
Mr. Kevin Derrane		

The panel met with the following Digital Media & Marketing, and IT for Project Management Academic Staff

Dr Gabriela Gliga	Ms. Sharon Boyle	Ms. Jackie Walsh
Dr Janine McGinn	Ms. Laura Hegarty	Ms. Noreen Henry

The panel met with the following HDip in Business Analytics and Certificate in Blockchain for Business Academic Staff

Dr Rachael Shaw	Dr Rachael Shaw	Mr. Kevin Derrane
Michael Kelly	Mr. Phelim Murnion	Mr. Ronan MacGearailt
Dr Trevor Clohessy		

The panel met with the following Supervisory Management and Climate Resilience for Business Academic Staff

Ms. Celene Dunphy	Ms. Clodagh Geraghty	Ms. Caroline Clarke
Mr. Shane Byrne	Mr. Brian Mulhern	Dr John Scahill
Dr Deirdre Garvey		

Appendix B - Student Representatives

The panel met with the following student representatives:

Student Name	Programme	Stage
Mr. Johan Goh	Bachelor of Science (Honours) in Business Information Systems	2
Ms. Zhi Shuen Khaw	Bachelor of Science (Honours) in Business Information Systems	3
Ms. Minh Nguyen	Bachelor of Science (Honours) in Business Information Systems	4
Mr. Ronan Lillis	Bachelor of Science (Honours) in Business Information Systems	4

Appendix C - Schedule of Meetings

Agenda	
Date:	May 26th, 2022
9am	Panel Meet
10am	Parallel A: BSc Business Information Systems
10am	Parallel B: MSc in Digital Media & Marketing IT for Project Management
12.00pm	Break
12.30pm	Meet with Students
1pm	Lunch
2pm	Parallel A: HDip Business Analytics Certificate in Blockchain
2pm	Parallel B: Supervisory Management Climate Resilience for Business
3.30pm	Break
4pm	Private Panel Deliberations
5pm	Initial feedback
The Agenda may be subject to slight alteration on the day.	

Appendix D - Proposed Changes for Bachelor of Science (Honours) in Business Information Systems and Embedded Awards

Topic	Proposed Change	Rationale
Programme Learning Outcomes	Amended slightly	
Overall Contact Hours	n/a	
Structure or Sequencing of Modules	n/a	
Addition of New Module(s)	Sustainability Advanced Programming Cyber Security and Data Governance Artificial Intelligence for Business Enterprise Applications Blockchain Technology	
New APS Regulations	n/a	
Minimum Entry Requirements	n/a	
Changed transfer or progression routes	n/a	
Teaching & Learning Strategy	n/a	
Assessment Strategy	Some changes	
Module Changes	Minor changes as outlined below	
Year 1		
Fundamentals Of Financial and Management Accounting	10 credits yearlong instead of two semesters of two 5 credit modules amended learning outcomes	help students settle into third level

Principles Of Economics	10 credits yearlong instead of two semesters of 5 credit modules	help students settle into third level
Computer Applications	amend is the learning outcomes, update reading list specified the CA 100% module breakdown	to assist students
Management Principles and Business Environment	update learning outcomes and reading list	clarify the assessment as a series of tests
Academic And Professional Skills	previously called <i>Learning and Innovation Skills</i> move from semester 2 to semester 1	assist students in transition to third level
Fundamentals Of Entrepreneurship	name changed from <i>Introduction to Entrepreneurship</i> assessment strategy changed from 30:70 turn 50:50	more descriptive name
Principles Of Marketing	name changed from <i>Introduction to Principles</i> revised learning outcomes, syllabus, and assessment strategy	to align with other introductory model modules additional clarity to learning outcomes and syllabus
Sustainability	new module	two projects at the end of each semester are preferable to an end of year exam
Year 2		
Project Management	general update	
Management Information Systems	name change from <i>Business Information Systems</i> assessment strategy changed to 50:50 to incorporate both theory and practical elements	to avoid confusion better reflection on the work undertaken in class
Business Process Modeling	revised learning outcomes	moving to a more practical structure
Visual Design	revised assessment strategy book list updated module learning resources added	improved module design
Principles Of IS	a renaming of the intro to IS module revised learning outcomes assessment strategy changed to 50:50	Registrar has advised that modules should not be named as 'intro to...' improve module design
Advanced Computer Apps	general update to module	
Statistics For Business	update syllabus	as necessary
Database Management Systems	updated learning outcomes and book list	improved module design
Internet Technology	updated learning outcomes	improved module design
Create A Digital Media	name change from <i>Multimedia Applications</i> revised assessment strategy booklist and module learning outcomes updated	improved module design
Dynamic Web Development	book list updated	as necessary
Advanced Programming	new module	provide more programming modules

Cyber Security and Data Governance	New module	more awareness around security governance and training required elements to meet ICT demand,
Year 3		
Digital Business	revised learning outcomes, syllabus, CA structure	reflecting change more of an applied or practical element to coursework
Business Analysis	revised learning outcomes and book list	more clarity
Data Modeling	update book list	
Web Design Workflow	Revised syllabus	to prepare students for work placement
Work Placement	revised learning outcomes	providing clarity
Year 4		
Systems Analysis	revised outcomes	update methods
Artificial Intelligence for Business	new module	introduce AI cognitive systems components/
Business Intelligence	general update to module	
Business Strategy And IS	update syllabus	more integration
Applications Development	general updates	
Enterprise Applications	new module	practical element/certification
Application Development	modify syllabus	Certification on a cloud platform
Information Systems Development	update outcomes	opportunity for other technologies and prototyping within the project
Integrated Enterprise Systems	update learning outcomes and descriptors	as necessary
Blockchain Technology	new module	in line was reported themes in ICT market demand
Cloud Infrastructure and Enterprise Services	revised reading list	as necessary

Appendix E - Proposed Changes for Higher Diploma in Business Analytics and Embedded Awards

Topic	Proposed Change	Rationale
Programme Learning Outcomes	N/a	
Overall Contact Hours	n/a	
Structure or Sequencing of Modules	n/a	
Addition of New Module(s)	n/a	
New APS Regulations	n/a	
Minimum Entry Requirements	n/a	
Changed transfer or progression routes	n/a	

Teaching & Learning Strategy	n/a	
Assessment Strategy	n/a	
Module Changes	n/a	

Appendix F - Proposed Changes for Certificate in Digital Media and Marketing and Embedded Awards

Topic	Proposed Change	Rationale
Programme Learning Outcomes	Some minor modifications to ensure sustainability and equality philosophy is more explicit	In line with Institute Strategic goals
Overall Contact Hours	n/a	
Structure or Sequencing of Modules	MSc programme – change from two stages to one stage Modules N/A	See below for rationale
Addition of New Module(s)	n/a	
New APS Regulations	Certificate programme – N/A MSc programme – change from two stages to one stage programme	The two stages represented a barrier for MSc research students to progress, as they had to wait to be formally signed off stage one at an exam board before they could be assigned their supervisor, and be registered on the dissertation module. In addition, the two stages complicated registration and the recording of results.
Minimum Entry Requirements	n/a	
Changed transfer or progression routes	n/a	
Teaching & Learning Strategy	Incorporation of a tutorial quota of 16, across the modules where lab work is a practical component and in the Research Methods and Critical Analysis Module.	As demand increases for the programmes the numbers of students get larger, and on a postgraduate certificate or research master's programme, for quality to remain at a high level, tutorial time will be essential
Assessment Strategy	No major changes	
Module Changes		
Search Engine Analytics (SEA)	Changed % of CA 1 & CA 3 Minor changes to syllabus content, Teaching and Learning Strategies and Facilities.	Have more balance on workload of CA Breakdown and update slight change to module content.
Marketing Strategy, Theory and Practice	Minor changes to syllabus content to incorporate strategic focus on sustainability and equality.	To align with institute strategy
Visualisation for Strategic Decision Making (VSDM)	Updated LO1 - LO4 Minor changes to syllabus content, Teaching and Learning Strategies	Reword learning outcomes using more focused keywords. Slight change to module content.

	and Facilities.	
Digital Content and Marketing Technology	Updated module description and LO1 Minor changes to syllabus content, Teaching and Learning Strategies and Facilities.	To accurately reflect changes to the module content and assessment.
Research Methods and Critical Analysis	Updated LO4 to add the terms emancipatory and environmental. Updated LO6 to add the term applied research project proposal Assessment submission requirements amended (previously there was a requirement for a literature review and a slideshow proposal assignment).	To align with institute strategy and bring these concepts directly into discussions with learners. To Make the applied industry research option more explicit and align with institute employability and applied work focused projects. Having delivered this module, it became clear the following assignments would promote student progress: 1. draft ethics form and 2. a formal written proposal. Further it would remove the perception of duplication of assessment of the literature review (as there is a literature review assessed in the Dissertation module).
Dissertation	Updated LO5 and content to widen the potential for discussions related to (where applicable) any perceived bias and/or emancipatory, organisational, environmental and/or societal impact of research initiatives. Updated Teaching and Learning strategy to emphasise the importance of formal peer to peer workshops and scheduled research student interactions, facilitated by a module leader. Removal of requirement for presence of external examiner at every formal examination (viva) and to review every dissertation. Removal of highly specified assessment types (previously there were six assessments specified). Assessment reduced to two in number.	To align with Institute strategic goals on equality and sustainability. Formally scheduled peer to peer interactions and academic workshops are core to research student motivation, success, and progression. Currently external examiners are not paid a fee for review of individual dissertations. This is an onerous process for research degree. Marking was being duplicated. For example, the methodology chapter and the literature chapter had been specified as single assignments to be assessed, yet there were also assessed upon submission of the dissertation.

Appendix G - Proposed Changes for Certificate in IT Project Management and Embedded Awards

Topic	Proposed Change	Rationale
Programme Learning Outcomes	n/a	
Overall Contact Hours	n/a	
Structure or Sequencing of Modules	Make Work Based Project Management module an elective.	Facilitate any individual learner not in a position to apply the learning to a work environment scenario or due to current employment status.
Addition of New Module(s)	Include The Next Steps – Transitioning to Work module as the alternative module.	
New APS Regulations	n/a	
Minimum Entry Requirements	n/a	
Changed transfer or progression routes	n/a	
Teaching & Learning Strategy	n/a	
Assessment Strategy	n/a	
Module Changes		
IT Project Management	Name change; Project Management and removal of any reference to IT in specific.	This module is based on the PRINCE2 framework and refers to the Project Management Book of Knowledge; therefore, it is not solely relevant to IT projects and the proposed module title reflects this position.

Appendix H - Proposed Changes for Certificate in Supervisory Management and Embedded Awards

Topic	Proposed Change	Rationale
Programme Learning Outcomes	PLOS have been updated	To reflect stakeholder feedback, changes in industry and changes in the environment (sustainability, lean, EDI, New changes faced by supervisors).
Overall Contact Hours	Increase of 4.5 hours in terms of resources. However, student contact hours are the same.	Introduction of an elective to broaden the appeal of the programme to the services sector.
Structure or Sequencing of Modules	Financial & Economic Environment, Law and HR to go year long.	Student feedback supports this, especially in the context of Financial & Economic Environment
Addition of New Module(s)	Managing Services	Offers student an elective choice, will enhance the programme and will appeal to wider audience from across private and public sector as well as manufacturing.
New APS Regulations	Addition of Elective 1s	Additional choice.
Minimum Entry Requirements	No change apart from updating for	National alignment.

	Leaving Certificate changes and QQI awards.	
Changed transfer or progression routes	n/a	n/A
Teaching & Learning Strategy	Updated to take account of new technologies - blended learning – See section 8 – Synchronous and asynchronous deliveries / approaches.	Enhanced engagement with the student through a variety of different deliveries.
Assessment Strategy	The Financial & Economic environment module is now 100% Continuous assessment.	Student feedback better aligns with the other modules and is a more appropriate way of assessing the learning outcomes.
Module Changes		
Financial & Economic Environment	Yearlong delivery Changed from 70% exam, 30% CA to 100% CA,	to allow more time for students to digest the difficult areas of finance and economics. (Financial Environment delivered in Semester 1 and Economic Environment delivered in Semester 2) aligns with student cohort, offers flexibility in assessment.
Management for Supervisors	The learning outcomes have been updated: the syllabus has been updated to reflect these changes. The teaching and learning strategy have been updated to Assessment strategy has been updated so that there are now three elements in the assessment strategy.	to address key challenges faced by supervisors today Document the extensive use of the virtual learning environment, which has been a feature of the module in practice. This is appropriate for the size of the module (15 credits) and is reflective of what had been implemented in practice over the last number of years.
Managing Operations	learning outcomes have been changed CA component is changed from 50/50 to 40% Reflective Practice Posts and 60% final project,	To reflect a changing focus in the industry to reflect 'sustainability' and 'lean' principles as applied in operations management. Sustainability is treated as a theme and as an individual topic in the module. to allow student to better examine/evaluate operations practices within their own industry.
Law and HRM	module has been reviewed	to ensure it is current. In particular, the revised module will make full use of the technological changes that have taken place

		because of the recent Supreme Court decision in <i>Zalewski v Adjudication Officer and WRC [2021] IESC 24 WRC</i> which now means hearings are now open to the public in an online forum. Students will be able to see first-hand, in real time, how employment law cases are dealt with.
Work Based Project	Module learning outcomes updated, assessment of the module over the full calendar year has been retained	This allows students sufficient time to implement their proposals.

Appendix I - Proposed Changes for Certificate in Climate Resilience for Business

Topic	Proposed Change	Rationale
Programme Learning Outcomes	None	
Overall Contact Hours	None	
Structure or Sequencing of Modules	None	
Addition of New Module(s)	None	
New APS Regulations	None	
Minimum Entry Requirements	None	
Changed transfer or progression routes	None	
Teaching & Learning Strategy	None	
Assessment Strategy	None	
Module Changes	None	

Appendix J - Proposed Changes for Certificate in Blockchain for Business

Topic	Proposed Change	Rationale
Programme Learning Outcomes	n/a	
Overall Contact Hours	n/a	
Structure or Sequencing of Modules	n/a	
Addition of New Module(s)	n/a	
New APS Regulations	n/a	
Minimum Entry Requirements	n/a	
Changed transfer or progression routes	n/a	
Teaching & Learning Strategy	n/a	
Assessment Strategy	n/a	
Module Changes	n/a	