



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

Programme	Code	Level	ECTS	Duration	Award Type	Embedded Awards
Bachelor of Business (Honours)	GA_BBUAG_H08	8	240	4	Major	Embedded Award: Bachelor of Business Embedded Award: Higher Certificate in Business
Bachelor of Business	GA_BBUSG_B07	7	180	3	Major	Embedded Award: Higher Certificate in Business
Higher Certificate in Business	GA_BBUSG_C06	6	120	2	Major	Parent Award: Bachelor of Business (Hons)
Bachelor of Business (Honours) in Marketing and Sales	GA_BMASG_H08	8	240	4	Major	Embedded Award: Bachelor of Business in Marketing and Sales
						Embedded Award: Higher Certificate in Business
Bachelor of Business in Marketing and Sales	GA_BMASG_B07	7	180	3	Major	Higher Certificate in Business
Bachelor of Business (Honours) with Entrepreneurship	GA_BBENG_H08	8	240	4	Major	Bachelor of Business with Entrepreneurship Higher Certificate Business
Bachelor of Business with Entrepreneurship	GA_BBENG_B07	7	180	3	Major	Higher Certificate in Business
Bachelor of Business (Honours) in Finance and Economics	GA_BFING_H08	8	240	4	Major	Bachelor of Business in Finance
						Higher Certificate in Business
Bachelor of Business in Finance	GA_BFING_B07	7	180	3	Major	Higher Certificate in Business

Date of Panel:

May 30th, 2022

External Peer Review Group:

Panel	
Chairperson	Dr Breda Kenny, Head of School of Business, MTU Cork
Institute of Technology / University Representative	Dr Deirdre Fleming, Lecturer, Department of Sport Media and Marketing, SETU Ms. Orla Colleran, Senior Lecturer, Galway Business School and NUI Galway Dr Kate Johnston, Lecturer, School of Business & Humanities, Dundalk Institute of Technology
Institute of Technology / University Representative	Dr Fiona Burke, Lecturer in Economics, SETU. Dr Orlagh Reynolds, Assistant Professor in Entrepreneurship, DCU.
Industry Representative	Mr. Daniel Hehir, Enterprise Account Executive, Stripe Ireland Mr. Cormac Kelleher, International Tax Partner, Mazars Ireland Mr. John Horkan, Horkan's Garden Centre, Galway
Graduate Representative	Mr. Angelo Johnson, Financial Planning Analyst, NETGEAR
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 Business (Honours)

Bachelor of Business

Higher Certificate in Business

The Bachelor of Business degree programmes reviewed in this Programmatic Review have been the flagship undergraduate academic programmes of the School of Business over the past two decades. They are a legacy of longstanding Certificate and Diploma programmes in Business Studies offered by the Institute over its history. Original validation of these programmes was motivated by the continuing and increasing popularity of business programmes at GMIT over the years, and the demand both regionally and nationally for qualified and capable graduates in business. The subsequent history (post-validation) attests to strong demand from students, employers, and other stakeholders for practically oriented, industry aligned programmes of study in the general area of business and several of its constituent sub-disciplines. The overarching aim and rationale for these programmes has been the development of professional competencies, skills, and characteristics in learners, suitable for a career in business, through a coherent and appropriately structured curriculum of study. The content of the business programmes delivers practical and relevant content to students to equip them with the skills needed to avail of a variety of career opportunities in the business environment. This is the first programmatic review since the introduction of the re-designed Bachelor of Business (Honours) and Bachelor of Business (Ordinary) and the creation of the new entry route to the Higher Certificate in Business. The combination of multiple entry points and associated exit awards together with transfer options to enter on one programme and complete on another programme ensures maximum learner flexibility. This has proven to be very attractive to students.

Bachelor of Business (Honours) in Marketing and Sales

Bachelor of Business in Marketing and Sales

ATU's School of Business is an established, recognised and highly regarded provider of business programmes. Demand for the 'general' Bachelor of Business programme remains strong; however, there was evidence of a specific demand for business graduates with defined skills in the specialised areas of marketing and sales when the school carried out a programmatic review in 2014. At that time specialist teams were formed, one of which was tasked with the research and potentially the development of a new specialised marketing and sales degree. Marketing and sales were chosen as a potential area of specialisation as historically marketing has been one of the most popular 'streams' within the Bachelor of Business – Level 7 and Level 8. The programme aims to facilitate learners to explore and understand the different functional strands of business through a comprehensive and general coverage of business theories, concepts, principles, and practices and impart useful skills of immediate relevance to the needs of business, especially in the fields of marketing and sales. This specialised programme aims to create an environment which the students will develop a sound basis for more advanced study or a career in marketing or sales, and the skills necessary for a career in this sector.

Bachelor of Business (Honours) with Entrepreneurship

Bachelor of Business with Entrepreneurship

Original validation of this programme in 2015 was motivated by the continuing and increasing popularity of business programmes at GMIT over the years, and the demand both regionally and nationally for qualified and capable graduates in entrepreneurship. The aim of the BBS (Hons) with Entrepreneurship programme is to provide the learner with a business education that emphasises the importance of Entrepreneurship by developing an understanding of the theory, concepts, and methods, as well as the practical implementation of a range of skills and tools that could form the basis for a long-term professional career in running their own business or having a career as a manager in a business. The programme designers in 2015 identified that, whilst most undergraduate business programmes offer modules on Entrepreneurship, it tends to be seen as

being equally important to other generic business disciplines. Unlike other business undergraduate programmes, we aim to give an increased focus to family business, new venture creation and entrepreneurship that prepare graduates to do it themselves rather than do it for others. This programme provides the learner with a specialised education in entrepreneurship as a basis for a long-term professional career in running their own business or having careers as managers in business. The programme equips graduates to understand the motivations, behaviours, and strategies necessary to create, implement, and sustain new ideas and ventures. It is anticipated that graduates will be able to play an effective role in business and/or product development in their own business or in another organisation.

Bachelor of Business (Honours) in Finance and Economics

Bachelor of Business in Finance

Higher Certificate in Business

In 2014, there was no pathway for students in economics and/or finance. Employers and students were articulating the need for more economics and finance training given that the financial services sector was recognised as a key growth area (and still is) in the Irish economy. Reports such as the National Skills Bulletins 2009-2013 also articulated skills shortages in the financial services sector. There was broad consultation in terms of surveys and focus groups with graduates, students and employers which further evidenced this need. The programme team developed an ab initio level 7 Degree in Finance and an ab initio level 8 Degree in Finance and Economics that was internally and externally validated over 2014-2015. The educational aim of this programme is to: equip the learner with expertise in economics and finance combined with training in quantitative methods and big data analytical skills. To expose the learner to other core business areas such as strategic management, IT and enterprise which seeks to complement their specialist knowledge in finance and economics. To prepare students to take the relevant professional qualifications in the field of finance and economics. Students taking this degree are eligible to sit for part of the level 7 Qualified Financial Advisor (QFA). This programme provides a sound basis for more advanced study in the fields of finance and economics and produces graduates that are employable in the areas of financial economics, banking, and finance.

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 Business (Honours) 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)?	Partially
Have appropriate programme assessment strategies been provided for the programme taking account of the student workload?	Partially
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 provided a flexible system whereby students can change disciplines/awards. This has proved an advantage for students. Most students enter through general business, and most choose to opt for a specialist degree after 1.5 years (now changing to 2 years). Students are predominantly school leavers with some transfers in from further education in year 2. There are also some mature and international students, with numbers of the latter negatively impacted by Covid.

The panel discussed the integration of sustainability into the programme, with the Programme Board providing examples of its inclusion in the programme learning outcomes and in specific disciplines including economics, accounting and ethics. Sustainability is also embedded in the pedagogic approach used, encouraging students to engage in experiential and participatory learning, as well as in a critical and reflective approach to learning. It was noted that sustainability should be present in all modules given its importance and the increased emphasis on this topic in industry.

Some modules have been written to be potentially delivered using a blended approach. This was discussed with clarity provided that the first two stages of the programme were most likely to be onsite. It was suggested that blended is the delivery mechanism that should be used in the future and mirrors changes in work practices. The merits proposed were its flexibility and responsiveness to students' situations including helping address the accommodation shortage in Galway. However, it was acknowledged that it was not favoured by or best for all students and that student engagement and retention must be key considerations in determining the correct approach to take. It was recognised that emergency teaching and blended delivery are different, and more work needs to be done should a blended approach to delivery be adopted. This includes addressing blended pedagogy and assessment in module descriptors and at programme level. It should be ensured that staff are prepared through the provision of training and technical supports and that students are not disadvantaged and are provided with the resources required to engage with blended delivery.

This programme has traditionally not had a work placement, and the Programme Board spent considerable time considering how it could be built into the programme given the lack of support structures for placement in the Institute. The methodology chosen was to give students credit for their existing paid employment. Research undertaken found that 65% of students work more than 15 hours per week with 23% working more than 24 hours weekly. 88% of fourth years in paid employment, with 75% in third year working. Students are working in a range of employment, not all typical retail and hospitality jobs. It is planned to run the Work Experience project module initially as a small pilot with 20 students. There will be a learning agreement with employers ensuring that they are informed that the student's work will be used as the basis of a module. Consideration has been given to issues that may arise during the module. If successful, consideration will be given to expanding the scope of the module, and in the future to implement a more substantial placement when resources are put in place. The work experience is seen a platform to aid students to link what is being learned in their programme with what they are already doing and seeing in the workplace. It will have an emphasis on reflective practice and will thus aid students in identifying and articulating their knowledge and skills to prospective employers.

A multi-stakeholder approach was adopted in the conduct of the programmatic review involving local industry, graduates, students and staff. Feedback influenced the development and updating of modules, ensuring that graduates are industry ready. One of the skills identified was the need for a growth mindset and it is important that this is built into the WP and other modules. Industry also wants graduates to be socially and environmentally conscious.

The programme, or Institute, does not have a list of key graduate skills. However, members of the Programme Board stated that they aim to develop creative graduates, with strong analytical, written and oral skills, who are problem solvers, entrepreneurial, adaptable and resilient. These skills reflect those coming from employers. The Programme Board were encouraged to develop a core list of skills that will be developed in the programme and assist in differentiating graduates. A key attribute is the ability to work

across disciplines and work in multi-cultural teams. This is encouraged within this programme through, for example, working with engineering students on enterprise projects and joint assessments with BIS students.

There is a strong emphasis on continuous assessment in the programme's assessment strategy. The issue of whether students were over assessed was discussed and it was clarified that normally there are only two assessments for a 5 ECTS module. Assessments are scheduled to provide a reasonable spread and student feedback on assessment is considered. An early assessment is used to engage students at the start of the year. Whilst there can be a lot of assessment it was viewed as contributing to the development of students' time management and organisation skills. Group work and peer assessment feature in the programme, as do applied and industry-based projects e.g., Strategic Management. A number of lecturers have upskilled in UDL and are providing students with assessment choice. The importance of assessment feedback is recognised, and individual lecturers use a variety of approaches. It was suggested that the Programme Board should consider the National Forum's work on assessment feedback literacy.

The programme has an annual international tour whereby up to 60 students travel to six of the seven EU Institutions. The trip offers considerable benefits for students including social and cultural. A discussion on internationalisation revealed that semester 6 was originally designed to facilitate work placement or Erasmus. As part of the School Review process in 2019 an internationalisation group was established. Despite staff efforts, including running an international week, there is a 3 to 1 ratio of incoming to outgoing students. Staff would like to see more students benefit from studying abroad. Languages are offered throughout the degree, but students travelling abroad can avail of study through English as well as the host country language.

There was a discussion on how outward facing the programme is. Further links with industry would be beneficial including local tours of business, as would a strong alumni network. The Programme Board were encouraged to invite businesses in to see what the programme entails and what students can do.

The panel met with a selection of students with their feedback informing the recommendations below.

The primary changes proposed for the programme involved moving the transition point to the end of year 2, the inclusion of sustainability as a programme learning outcome, changes to the sequencing of modules, additions of new modules and amendments to individual modules. All 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. Introduction of entrepreneurship and sustainability as stand-alone modules in the early years of the programme.
2. The broad nature of the programme in the first two years, with the option to transfer and specialise in later years.
3. The leading change module is very topical and important for students.

Condition(s):

1. Clearly articulate the proposed teaching and assessment strategy within module descriptors and at programme level for the proposed blended delivery. Specify in the delivery of modules which elements are online and/or onsite. Ensure that staff are upskilled and supported appropriately for blended delivery. Utilise instructional design to develop quality learning materials and student experiences which will result in effective student acquisition of knowledge and skills.

Recommendation(s):

1. The panel strongly recommended that the Institute should address the need for resources and structures to support work placement if this element of the programme is to be expanded and to support other programmes in the School.
2. Clearly articulate the alternative assessment for the Work Experience Project module in instances where issues arise with the student's employment.
3. Engage employers in the Work Experience Project as a basis for providing better opportunities for students. Formal agreements with employers articulating expectations would be useful in this regard. There should also be wider industry engagement to establish work placement opportunities for students.
4. Review module learning outcomes ensuring a consistent approach to the volume of learning outcomes for modules with similar weightings, in line with Institute guidelines.
5. Develop a listing of key graduate characteristics and skills that a Bachelor of Business graduate from ATU Galway should have. Map where and how these are developed within the programme.
6. The Programme Board needs to devise a plan to ensure that students are educated about academic integrity and as to how academic integrity will be supported in individual module assessments.
7. Consider how the Programme Board can best provide assessment feedback so that students are well positioned to use it. This should consider the timing and quality of feedback given. A consistent approach to provision of feedback would be useful.
8. Establish a structure whereby industry can engage with the programme. Consider how ongoing industry feedback can be collected to inform the programme. A showcase to demonstrate student work would be useful to demonstrate student learning to prospective employers. Provide networking opportunities for students with potential employers.
9. Incorporate a professional development module or content into the programme to ensure that the graduate is work ready. It would be useful to include this prior to the placement module.

6 Programme-Level Findings Bachelor of Business (Honours) in Marketing and Sales 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 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 programme attracts strong numbers. The reasons for this are diverse including the varied and applied nature of the programme, as well as that it leads to many job opportunities in a wide variety of industries. The fact that the first two years are common within the School of Business provides students with the opportunity to transfer into and out of the programme following an introduction to the discipline of marketing. The programme is promoted in a wide variety of ways at Institute and School level e.g., open days, Transition Year taster days, school visits, digital promotion

Feedback from students on work placements and industry has shown that more digital content was required in the programme. It was emphasised that some of the digital material included is to ensure that graduates can converse with specialists such as graphic designers and website developers. Students are prepared for Hubspot certification. Analytics is covered in the digital marketing module.

This programme has established a strong alumnus on LinkedIn and this platform is used for both networking and sharing of job opportunities.

During Covid there was a move to assessment from examinations. This allowed increased innovation e.g., e-portfolios, online discussions. Staff were supported in upskilling to deliver online through Institute initiatives and practical workshops within the School. The team of marketing lecturers is strong on UDL and aims to provide flexibility in relation to assessment. Some of the technologies used online during the pandemic were very effective for student engagement and will be retained e.g., Padlet, M. Technology that was adopted during the last two years will aid with student group work. Albeit the plan is to return onsite in September digital tools will continue to be used.

There has been mixed feedback from students in relation to blended delivery. Some students appreciated it and saw that it provided a useful skill set reflective of industry. The pivot back onsite has proved challenging for some students as did the pivot to online.

Socialisation of students is important with students engaging in group work and peer learning. Student mentors were employed to support students during the pandemic.

It was acknowledged that the focus on course work in the programme resulted in a lot of deadlines at the end of the semester, but the Programme Board sought to spread assessments as much as feasible and exercised a degree of flexibility with students. It was suggested that consideration be given to using the full 15 weeks rather than just 13 particularly in semesters where there are no or few examinations. Marking rubrics are used and this provides students with useful feedback.

There was a discussion on the extent of sales included in the programme. A sales and marketing module have been combined into an applied marketing module. It was suggested, particularly in light of the programme's title that there needed to be a stronger emphasis on selling. This should include selling techniques. It was explained that selling is included in many modules including the digital modules given the changing nature of sales. Topics such as elevator pitches are covered, but not specified in the syllabus. It was confirmed that B2B was covered as well as B2C, but that rather than a dedicated module it was incorporated across many modules.

The panel met with a selection of students with their feedback informing the recommendations below.

The primary changes proposed for the programme involved changes to the structuring, sequencing and content of modules and the introduction of a new module. All changes as outlined in Appendix E were approved and the programme was accredited until the next programmatic review subject to the recommendations below.

Commendation(s):

1. The applied approach adopted by the Programme Board to teaching and assessment.
2. The building of an alumni network and the use of this to support the programme and graduates.
3. The digital marketing and digital sales content which are very relevant to industry and in particular the development and inclusion of a new module in content marketing.
4. The outward facing nature of the programme e.g., incorporation of industry certification, links to the iHub.

Condition(s):

1. Given the title of the programme there should be a stronger and more visible emphasis on sales. For example, consider how selling techniques can be incorporated into the programme at an earlier stage. Other topics which would be beneficial to students are sales coaching, how to manage a sales cycle (e.g., discovery, mutually educating the customer, validating fit, negotiating, closing) and B2B sales.
2. The panel strongly recommend that the work placement be extended beyond one day per week which will allow students and employers gain better value from the period in industry. Review the work placement module to ensure that it complies with the European Credit Transfer System.

Recommendation(s):

1. The panel strongly recommended that the Institute should address the need for resources and structures to support work placement if this element of the programme is to be expanded and to support other programmes in the School.
2. Ensure that it is clear to students in each instance how groupwork will be assessed.
3. Consider whether there is overlap between Principles of Marketing and the Applied Marketing and Sales modules and if so whether removal will give scope for inclusion of other topics. If no overlap is intended, ensure that this is clear in the specifics of the module content.
4. Consider other industry certifications that students can be supported to apply for.
5. Expand on the syllabus, teaching and assessment strategies for Strategic Marketing Practice so that it is clear, that this is a capstone project.
6. Ensure that all students conduct primary research during the programme, and that this is explicitly stated in the relevant assessment strategy. This may be appropriate within the Strategic Marketing Practice module.
7. Review module learning outcomes ensuring a consistent approach to the volume of learning outcomes for modules with similar weightings, in line with Institute guidelines. Ensure that there is a balance in relevant themes in the learning outcomes e.g., sales, digital marketing, B2C, B2B.
8. Ensure that scope for students to keep up to date with contemporary issues in marketing and sales is explicitly built into the programme. This can be through building this into learning outcomes or including a seminar module addressing topical issues which would benefit students.
9. Ensure that ethics is applied to marketing and sales within the programme through the incorporation of a relevant learning outcome.

7 Programme-Level Findings Bachelor of Business (Honours) with Entrepreneurship 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 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 is still trying to develop a unique identity. It does not attract large numbers of students with the Programme Board still investigating the reason for this. Many of the students are mature and there are a number of successful graduates who have worked on their business ideas from stage one of the programme. As with the other programmes in the business suite the first two years are common, with specialisation occurring in the latter two stages of the programme.

Some online delivery has been built into stage 4 to adapt to the type of student who is attracted to this programme and to facilitate work placement. Changes were made to the programme to retain students who would otherwise leave the programme or transfer to general business.

Internationalisation is included in the programme through the provision of students with an opportunity to engage with the Erasmus programme and become involved with global business located near to the college. There are ongoing talks in relation to establishing a collaboration with New Jersey University.

There are many examples of external engagement including Stars EU consortium partnership, Portershed, iHub etc. Guest speakers are incorporated into the programme. Whilst there has not been links with transition year students to date, the Programme Board feel that the updated programme now means that school visits would be appropriate and fruitful. HEA Enterprise Camps have been offered in the past and many students progress to enrol as undergraduate students. Students engage with engineering students for projects.

A discussion took place on a number of the modules. New Venture Creation provides students with the skills to be creative whilst New Venture Planning students develop business ideas and learn to pitch. Students take part in the Enterprise Ireland competition. Design thinking is incorporated into the business start-up module. Students also learn about social enterprise and the carer opportunities available. Students are encouraged to put their ideas into action. Ethics and sustainability are covered, and students are encouraged to engage in volunteering. A new research methods module has been built into the programme. One module focusses on family businesses, whilst there is also an emphasis on intellectual property within the programme.

A discussion non assessment considered whether exams were the best method of assessing entrepreneurship. Reflection is a key element of the programme and there is an effort to integrate material across the programme, particularly with group projects.

The panel met with a selection of students with their feedback informing the recommendations below.

The primary changes proposed for the programme involved new sequencing of modules, the introduction of new modules and alterations to individual modules. All 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 panel agreed that the approach to the programme structure and teaching of entrepreneurship, was innovative, especially the experiential pathway in Year 4, work placement and project.
2. The focus on ecological issues, social enterprise & sustainability are worthy and relevant.
3. Networking with industry is admirable and offers potential to build an identity for the programme and its graduates

Condition(s):

None.

Recommendation(s):

1. The panel strongly recommended that the Institute should address the need for resources and structures to support work placement if this element of the programme is to be expanded and to support other programmes in the School.
2. Consider linking in with the National Forum, exploring and availing of digital badges in entrepreneurship education and UDL. Build a learning community within the school for those involved in entrepreneurship education. This will keep content relevant and improve the programme.
3. Progress plans to integrate with the industry and the entrepreneurship eco-system and develop strong relationships with these societies.
4. Review assessment across modules, with a view to ensuring students are not over-assessed and to align innovative assessment practice with the overall aims and ambition of the programme.
5. Ensure all students are provided with a balanced schedule of assessments at the beginning of the academic year.
6. Clearly outline a mechanism for student assessment feedback ensuring it is timely and useful.
7. Consider including the student voice and a student led approach as part of the assessment practice.
8. Encourage engagement with Enactus.
9. Emphasise and articulate more explicitly the programme's international potential and the international entrepreneurship aspect of the programme.
10. Consider allocating a dedicated maker space, design thinking or incubation hub space to develop creativity and allow students to engage fully with the programme.

8 Programme-Level Findings Bachelor of Business (Honours) in Finance and Economics 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 ⁵)? 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

⁵ GMIT has adopted QQI's award standards which are available [HERE](#).

This session focused mainly on years 3 and 4 of the programmes (with the panel noting that years 1 and 2 had largely been covered / reviewed extensively at the earlier morning session(s)).

The meeting noted the overarching objective of maximum flexibility being afforded to students through much commonality with other programmes in the proposing academic unit at years 1 and 2. The three broad themes of *economics, finance, and data analytics* underpinning these programmes were considered and discussed, and numerous proposed changes to structure, curriculum and content were tabled, discussed and evaluated. In respect of the B.Sc. (Honours) in Economics & Finance, it was acknowledged that the mix of *multiple relatable focal points* (finance, economics, data analytics) uniquely characterise the programme, which is the only programme of its kind (in Finance & Economics) in the West / North-West region.

Proposed changes at programme and module level largely relate to some modernisation of curriculum to reflect new emergent areas of focus (*e.g.*, sustainability / environment), and consolidation of modules and / or module content in the context of the proposed work placement at year 3. Additionally, proposed changes include changes to some module titles and some module learning outcomes.

The programmes under review are characterised by high employability rates, strong student retention, excellent industry links, and an applied programme focus. There is also an element of professional focus to these programmes, albeit there was an acknowledgement that professional “exemptions” are not awarded automatically (but students can apply separately for certain exemptions in *e.g.*, Financial Planning and in Accounting). The programmes also have strong implicit links with graduates, many of whom return as guest speakers. The panel also noted the logical design of the programmes which it noted is excellent for learners, providing them with great coherence and flexibility.

The proposed thirty (30) credits work placement (year 3) was discussed by the panel, with a particular focus in the discussion on the *quality* of the placement, and mechanisms for the early detection of potential problematic scenarios. The programme board members also provided detail on the ‘work placement alternative’, which may be necessary on occasion. It was also noted that work placement (and / or alternative) will be further supported by the addition of dedicated administrative support (full-time administrative support for *Work Placement Coordinators* is anticipated soon; from September 2022, most likely). It is also anticipated that there will be an expansion to certain central work placement services also, to ensure a wider coordinated approach to work placement at university level. The panel raised the matter of work placement *preparation* for students. The response included specific mention of the ‘Next Steps’ module developed by the *Careers Office* (ATU Galway City), which will form part of student preparation for work placement. This was commended. Some discussion ensued also in respect of section 12 of the Programme Review document which details the suite of modules available to those students not undertaking an industry placement. The availability of the *Erasmus exchange* option was also discussed, albeit the Programme Board noted that this option has not been pursued in great numbers by students heretofore.

The areas of internationalisation, globalisation and sustainability were also discussed. It was noted that the current module, *Irish Economic Policy*, is to change to a new module entitled *Ireland in the Global Economy*, and that it will include an implicit internationalisation / globalisation focus. Module learning outcomes have been expanded to include the Irish contribution to climate change and sustainability, and the module has an added focus on environmental economics now also. The review panel commended the Integration of sustainability into the programme curriculum and its learning outcomes.

The general area of projects on the programmes was also discussed. The *Research Project* (10 credits, year 4) module was considered in detail and included discussion as to whether a finance (rather than economics) focus was possible. It was noted that the module provides students with the opportunity to apply (up to) four years of learning into a research project, culminating in a quantitative study. As such, a finance-oriented focus is possible, but regardless, a quantitative analysis is always required within this module. It was also noted that the current trend among students is increasingly in respect of research projects focusing on

climate change and health. This 'project' module was commended by the review panel for its breadth and focus.

Discussion also ensued on how modules are linked into industry at years 3 and 4. Modules including *Global Financial Capital Markets* and *International Financial Policy* were cited as examples. It was also noted that the statistical programming platform, 'R', is in widespread use on the programme. This period of discussion also demonstrated that there is good alignment of this programme with some of the ATU Accounting programmes. Programme Board members noted that professional accounting firms also actively recruit trainees from this programme (Finance & Economics), further strengthening links with industry.

The area of teaching and student assessment was also discussed. The discussion included consideration of challenges some students face in respect of the quantitative aspects of the programme. It was noted that tutorial supports (from year 1) are in place across many modules, and that the (central) *Maths Learning Centre* is also an important support for students. The discussion made specific reference to the potentially steep learning curve that the *Econometrics* module (year 4) presents for some students. Accordingly, the programme board have made modifications to the third year *Quantitative Techniques* module to help address this concern. Academic writing was also discussed – students are encouraged from the outset to make use of the services of the *Academic Writing Centre* (ATU Galway City), and it was noted that writing skills are also addressed and supported through formative assessment / feedback in many modules. Additionally, in the proposed "new" year 1, an *Academic Writing* module is offered to students as an elective choice (as an alternative to the *language* option). It was noted that a level of student assessment on or before October each year also helps as an early detection mechanism of "at risk" students. The overall assessment strategy for the programme was also discussed. The Programme Board come together at the start of each semester and agree a schedule that can provide as "level" an assessment schedule as is possible. This can be refined as necessary if circumstances change; there appears to be a good communication flow between all Programme Board members. Additionally, while the Programme Board have not explicitly considered *horizontal assessment* at years 3 and 4, it is nevertheless a possibility in the context of certain modules and projects and may be an area to be explored further.

The area of industry engagement was also discussed. Regular guest speakers are a feature of some modules on the programme, and topics covered by such guest speakers tend to be assessable in whole or in part, thus also helping to ensure active participation by students in these activities. The explicit relationship with Goodbody (Financial Services Firm) was also noted, and it was observed that programme module content maps to the requirements of the *Qualified Financial Adviser* (QFA) accreditation, which can be independently pursued by students should they so wish.

There was discussion also on the possibility of blended learning approaches into the future. It was confirmed that September 2022 will see a return to pre-covid "normality" in respect of programme delivery *i.e.* 100% "face-to-face" delivery. It was noted that there is much discussion at department, school and university level on this (and with other parties also *e.g.*, trade unions etc...), and while "blended" *might* form part of a delivery strategy in time, it will not be part of the delivery mix in the next academic year (commencing September 2022). It was agreed that a thorough analysis of the of "the covid period", and its impact on learning experiences and outcomes is warranted at this juncture.

The potential for a thematically aligned master's programme was also discussed, and there was agreement that this should be a "natural extension" of the programme in time.

The panel met with a selection of students with their feedback informing the recommendations below.

The proposed changes, as detailed in the Appendix G, which include changes to programme learning outcomes, the introduction of new modules, the retirement of certain existing modules, and modifications to certain other modules were considered and approved without further amendment. The programme was accredited until the next Programmatic Review.

Commendation(s):


1. The panel commend the logical design of the programme(s) which is excellent for learners, providing flexibility early on, with appropriate specialisation in later years.
2. The panel commend the programme board on the unique aspects of their programmes; particularly the curriculum design themes that uniquely combine *finance, economics and data analytics*.
3. The panel commend the inclusion of work placement in year 3 and the proposed planning and preparation in respect of same including the 'Next Steps' module from Careers Office which will form part of student preparation.
4. The panel commend the integration of "sustainability" into the programme.
5. The panel commend the programme board in respect of the breadth and focus of the *Research Project* module at year 4.
6. The panel commend the external focus of the programme; formal and informal links with industry, and guest speakers are particularly notable. (See recommendation below also which can expand and further capitalise on this).

Condition(s):

None

Recommendation(s):

1. The panel recommend the formal integration of external engagement into the core of the programme and its assessment (for example, formal assessment of content from guest speakers, integration of external competitions (e.g. the "Goodbody" competition / project) into assessment).
2. The panel recommend that *work placement* will be supported by the addition of dedicated administrative support, as discussed at the meeting (it was noted that full-time administrative support for work placement coordinators is anticipated soon; from September 2022, most likely. It is also anticipated that there will be an expansion of certain central work placement services also, to ensure a wider coordinated approach to *Work Placement* at university level).
3. The panel recommend that the experience of other academic units (at ATU and elsewhere) in respect of *work placement* be considered with a view to learning from best / established practice.

Validation Panel Report Approved By:**Signed:**

Dr Breda Kenny
Chairperson

Date:

21/06/2022

Appendix A Programme Board Members

The panel met with the following staff:

Name	Position
Dr Seamus Lennon	Head of School of Business
Ms. Deirdre Lusby	Head of Dept. of Business and Accounting
Dr Meghann Drury-Grogan	Head of Dept. of Enterprise and Technology

The panel met with the following Bachelor of Business Academic Staff

Mr. Myles McHugh	Ms. Deirdre McHugh	Ms. Patricia McCann
Mr. Tony Duggan	Dr Gabriela Gliga	Mr. John Byrne
Dr Anna Coonan	Mr. Kevin Derrane	Ms. Niamh Fennell
Ms Marie Finnegan	Mr. Michael Moran	Dr Eva McMorrow
Dr Noel Harvey	Mr. Ivan McPhillips	Ms. Sharon Duignan
Mr. Colm Kelleher	Ms. Andrea Moloney	Ms. Evelyn Moylan
Ms. Miriam McSweeney	Mr. Ronan MacGearailt	Mr. Nicholas Canny
Dr Anne Tynan	Ms. Delma Carey	Mr. Cian Marnell
Dr Noel Harvey	Ms. Mary McCormack	Mr. Kevin McDonagh
Ms. Caitlin NiGhabhain	Ms. Marie Finnegan	Mr. George Finnegan
Ms. Louise Langan	Mr. Barry McMillan	Ms. Marie Murphy
Ms. Eilis McNulty	Ms. Eimear OTuathaigh	Mr Kevin McDonagh
Ms. Sharon Duignan	Mr. Tony McDonagh	Mr. John Kennedy
Dr Marie English	Mr. Michael Kelly	Dr Andrea Maloney
Ms. Patricia McCann	Mr. John Kennedy	Ms. Noreen Henry
Ms. Patricia Mulkeen	Ms. Susanne O'Shea	Ms. Sarah Berthaud

The panel met with the following Entrepreneurship Academic Staff

Mr. John Byrne	Ms. Eilish McNulty	Dr Eva McMorrow
Ms. Evelyn Moylan	Mr. George Finnegan	Mr. Ivan McPhillips
Mr. Kevin McDonagh	Mr. John Kennedy	Mr. Kevin Derrane
Mr. Michael Moran	Ms. Mariam McSweeney	Mr. Myles McHugh
Mr. Nicholas Canny	Ms. Sarah Berthaud	

The panel met with the following Marketing and Sales Academic Staff

Ms. Deirdre McHugh	Ms. Eimear OTuathaigh	Dr Gabriela Gliga
Ms. Laura Hegarty	Ms. Lorna Moynihan	Ms. Lucia Cloonan
Mr. Nicholas Canny	Ms. Noreen Henry	Ms. Mary McCormack
Ms. Sharon Cavanagh	Mr. Tony McDonagh	

The panel met with the following Finance & Economics Academic Staff

Ms. Rachel Shaw	Ms. Marie Finnegan	Ms. Isabel Buchan
Dr Anna Coonan	Dr Amaya Vega	Ms. Anne Tynan
Mr. Tony Duggan	Mr. Raymond Holly	Ms. Patricia McCann
Ms. Sharon Duignan	Mr. Nicholas Canny	

Appendix B - Student Representatives

The panel met with the following student representatives:

Student Name	Programme	Stage
Ms. Hoi Lam Yeung	Bachelor of Business (Honours) in Marketing and Sales	2
Ms. Ava Kane	Bachelor of Business (Honours) in Marketing and Sales	3
Mr. Ruairi Fallon	Bachelor of Business (Honours) in Marketing and Sales	4
Ms. Eibhlin Lee	Bachelor of Business (Honours) in Finance and Economics	4
Ms. Arlene Mc Grath	Bachelor of Business (Honours) in Finance and Economics	2
Mr. Frederick Kee	Bachelor of Business (Honours) in Finance and Economics	2
Mr. William Figueras	Bachelor of Business (Honours) in Finance and Economics	3
Mr. Martin Lohan	Bachelor of Business (Honours)	2
Ms. Maryem Ijaz	Bachelor of Business (Honours)	4
Mr. James Mc Knight	Bachelor of Business (Honours)	4

Appendix C - Schedule of Meetings

Agenda	
Date:	May 30 th , 2022
9am	Panel Meet
9.45am	Meeting with BSc Business Programme Board(s)
11.45am	Break
12.00pm	Meeting with Students
12.30pm	Lunch
1.30pm	Parallel A -Marketing
1.30pm	Parallel B -Entrepreneurship
1.30pm	Parallel C - Finance and Economics
3.30pm	Break
3.45pm	Private Panel Deliberations
4.45pm	Initial feedback
The Agenda may be subject to slight alteration on the day.	

Appendix - D Proposed Changes for Bachelor of Business (Honours) and Embedded Awards

Topic	Proposed Change	Rationale
Programme Learning Outcomes	Minor – inclusion of sustainability	To reflect the inclusion of new modules
Overall Contact Hours	Minor – detailed in modules below	
Structure or Sequencing of Modules	Human Resource Management, moved from year one to year 2	move to facilitate the inclusion of the new year one sustainability module
	Business Startup, moved from semester 4 to semester 3	to balance electives
	Human Resource Development move from semester 3 to semester 4	follow on move of HRM
		human resource development

	<p>Family Business, moved from year three to year 2</p> <p>Leading Change, move from year 2 to year 3</p> <p>Workplace Issues – HR and IR in Context</p> <p>Social Enterprise, removed</p> <p>French/German/Spanish/Gaeilge Language & Culture 4</p>	<p>more appropriate</p> <p>To accommodate programme changes</p> <p>In accordance with the CEFR for languages</p>
Addition of New Module(s)	<p>Sustainability</p> <p>Applies Microeconomics for Business</p> <p>Work Experience Project</p> <p>Eco And Social Enterprise, new elective module</p>	<p>to develop student awareness of current and emerging sustainability issues in the international business context</p> <p>new economics elective</p> <p>give students an opportunity to gain accreditation for their work experience</p> <p>introduce students to social innovation ideas and enterprises that consider the environment and social inequality</p>
Changed transfer or progression routes	Final point of transfer moved to end of semester 4 as opposed to end of semester 3	extension of opportunity for students to specialize and improvement in administration and management of change process
teaching and learning strategy	no major changes	
Assessment strategy	some changes in waiting between continuous assessment and final exam, predominantly a move to assessing more modules. changes are detailed below	
Module Changes		
Year 1		
Principles Of Economics	10 credits yearlong to replace 5 credits microeconomics and five credits macroeconomics amend assessment from 30% C A comma 70% FE to 60%:40%	assisted in settling in., first semester to grasp concepts and second semester to apply principles
Fundamentals In Financial and Management Accounting	10 credits zero long to replace 5 credits financial accounting and five credits management accounting. Amend learning outcomes, updated reading list	Year along module to assist students in the transition to current level
Computer Applications	amended the learning outcomes, added more up-to-date reading list, and specified the CA 100% module breakdown	up to date material providers, assist the students by providing the module breakdown and updated reading list
Management Principles and Business Environment	updated the learning outcomes and the reading lists	clarified the assessment as a series of tests
Academic And Professional Skills Brackets (Formerly LIS)	moving to semester 1 from semester 2	assist students in transition from second level to third level, and provide key skills

		they will apply to their learning throughout their program
Fundamentals Of Entrepreneurship	name changed from <i>Introduction to Entrepreneurship</i> assessment strategy changed from 30 CA:70 FE to 50:50	remove the introduction element of the name to something more meaningful and descriptive
Cultural Studies: Ireland	Added as an elective in semester 1	provides greater choice
Principles Of Marketing	name changed from <i>Introduction to Marketing</i> . Moved from semester 1 to semester 2. Updated learning outcomes and syllabus to reflect key changes and emerging trends. Assessment strategy changed from 30 CA:70 FE to 100% continuous assessment	facilitates the movement of academic and professional skills, which provides key student learning support to semester 1. Assessment amended to reduce the burden of terminal exams on students
Sustainability	new module	To develop student awareness of current and emerging sustainability issues in the international business context
Academic Writing	change from level 7 to level 6. Learning outcomes reviews and made more concise. Teaching and learning strategy developed and expanded. Assessment strategy developed and expanded. Continuous assessment elements reduced from 6 to 4. Book list reviewed and updated. Mergeable learning resources added	to bring module into alignment with the level of other first year modules electives. Improved module design. Evolution of the module. Ongoing updating of module resources
World Cultures and Etiquette	Added as an elective in semester 1	greater elective choice in year one
Year 2		
Management Information Systems	name change: replace the word ' <i>business</i> '; with ' <i>management</i> ' Assessment strategy changed from 30% CA and 70% final exam to 40:60	reflecting content. Assist the students in their learning outcomes by examining the learners in both the practical and theory elements in more equal proportions
Human Resources Management	move from year 1 to year 2. Updated reading list and learning outcomes. Contact and change from 4 hours per week to three hours per week. Assessment amendment from 100% exam to 100% CA	to facilitate the inclusion of the new year 1 Sustainability module
Applied Marketing and Sales	replaces <i>Applies Principles of Marketing and Sales Techniques</i> . New content. Assessments to be amended from 50 CA:50 FE to 100% CA	matching two previous modules due to overlapping content amend assessment to increase workplace readiness
Advanced Management Accounting	name change from <i>Management Accounting 2</i> . Update reading list & content.	Update is relevant to accounting exemptions
Business Start Up	moved from semester 4 to semester 3	to balance electives
Business Law and Legal Studies	amend assessment from 40CA:60FE to 100% CA. update reading list	preferable to have two projects at the end of each semester as opposed to end of year exam

German /French /Spanish /Gaeilge Languages and Culture 2	consolidate two 5 credit semester long modules into one 10 credit yearlong module. Amend assessment from 100% CA to 50 CA:50FE	updates and accordance with the CEFR or for languages learning teaching assessment 2020. Yearlong module is more suitable for tiered and varied assessment throughout the academic year
Statistics For Business	Update syllabus	introduction of relevant computations
Applied Macroeconomics	replaces <i>Intermediate Macroeconomics</i> . Assessment amended from 30% CA to 70 final exam to 40:60	the name change will make the module more competitive by highlighting the application of advanced macro-economic theory
Organisational Behavior	updated reading list and learning outcomes	reflect current practice
Human Resource Development	move from semester 3 to semester 4. And mentors contact hours from four to three per week. Amended assessment from 100% FE to 100% CA update reading list	move as a follow on move of HRM
Family Business	moved from year 3 to year 2	to balance electives
Year 3		
Advanced Financial Accounting	name change from <i>Financial Accounting 2</i> . Updated reading lists & content	reflecting increased ethical emphasis in the role of the financial accountant
Sales Management	Amend assessment from 30% continuous assessment and 70% final exam to 40:60	to reflect workload
Financial Management	Updated reading list & content	in line was increased ethical emphasis and the role of the finance professional
Digital Business	Updated reading list and learning outcomes. Amend assessment from 40 Ca: 60 FE to 100% CA	focus on the learning objectives. Clarified the assessment strategy in terms of moving to 100% CA
Project Management	Update syllabus, learning outcomes & reading lists. Increased group project weighting from 50 to 60%. Changed assessment from 50:50 to 100% ca	Assessment weighting better represent the workload. Increase clarity
Quantitative Techniques	Updated syllabus	to prepare students for year 4
Leading Change	name change from <i>Leadership and Change Management</i> . Move from year 2 to year 3	more appropriate
Applied Microeconomics for Business	new module	New elective
Civic Engagement	removed	to facilitate the induction of new modules
Cultural Studies: Ireland and World Culture and Etiquette	replace Irish students for international students A and B	cultural studies Ireland offered two incoming Erasmus on their first semester in ATU Galway City, B this semester five or six. World culture and etiquette is offered in semester 6 to any student who undertakes a yearlong Erasmus
Operations Management	Amend assessment strategy from 30 CA :70 FT to 40:60	Learning outcomes were changed and a new assessment strategy was developed
Work Experience Project	new elective module	opportunity to gain accreditation for learning acquired through their work experience

Workplace Issues HR And IR In Context	moved from year 4 to year 3. Change from mandatory to elective. Learning outcomes adjusted from level 8 to level 7. Update syllabus	to accommodate other program changes and balance electives across the program
New Venture Planning	Assessments adjusted	more relevant
Organisational Design	increased group project weighting from 40 to 50%. Amend assessment from 40 CA to 60 Fe to 100% CA.	increase in the emphasis on applied assessment. Updated content
Social Enterprise	elective removed	content inclusion in other modules
Year 4		
Eco And Social Enterprise	new elective module	introduce students to social innovation ideas and enterprises that considered the environment and social inequality
Employment Law in Practice	Reduce class contact hours from three to two hours per week changed assessment from 20 CA: 80FE to 100% CA. Updated reading lists	focus on re independent learning and reading case studies. Assessment is preferable to end of semester exam.
French/German/Spanish/ Gaelige Language and Culture 4	consolidate 2 semester long five credit modules to one year long 10 credit module. Amend assessment from 100% CA to 50 CA: 50F E	language modules have been updated in accordance with the CEFR or for languages learning teaching assessment 2020

Appendix E - Proposed Changes for Bachelor of Business (Honours) in Marketing and Sales and Embedded Awards

Topic	Proposed Change	Rationale
Programme Learning Outcomes	Some minor changes	reflecting proposed changes in the programme
Overall Contact Hours	Some minor changes	
Structure or Sequencing of Modules	Moved some modules to later in the programme, see below	This facilitated instituting a 2-year common programme for BBS and allowed increased digital content
Addition of New modules	Digital Content: Design and Creation	develop student skills in creating digital content.
New APS regulation	n/a	
Minimum Entry requirements	n/a	
Changed transfer of progression routes	n/a	
Teaching and learning strategy	n/a	
Assessment Strategy	As outlined below	
Module changes		
Fundamentals of Financial & Management Accounting (M) Y1	10 credits year long instead of 2 semester 5 credit modules	FFM: assist student settling in period, first sems-ester to grasp concepts and second semester to apply principles
Principles of Economics	10 credits yearlong instead of 2 semester 5 credit modules	POE: assist student settling in period, first sems-ester to grasp

		concepts and second semester to apply principles
Academic and Professional Skills (M) Y1	Moving to semester 1, from semester 2	
Human Resource Management Year One	move from semester 3 to 7	to allow for the new sustainability module
Sustainability	new module	approved by PB for semester 2 year one
Principles Of Marketing	name changed from <i>Introduction to Principles</i>	to align with naming convention on other introductory modules
Family Business	move from semester 5 to semester 4	offer an important elective
Human Resource Management	move from semester 3 to semester 2	Create space for the new sustainability module
Leadership And Change Management	moving from semester 3 to semester 5	more appropriate
Business Startup	move from semester 3 to semester 4	facilitates introduction of WPI
Applied Marketing and Sales	move from semester 5 to semester 4	integrating previously overlapping module content
Integrated Marketing Communications	revised learning outcomes, syllabus, assessment	reflect change in the marketplace
Digital Content: Design and Creation	new module	to develop student skills in creating digital content
Marketing And Sales Management	amalgamating of two existing 5 credit modules: <i>Marketing Management</i> and <i>Sales Management</i> , into one 5 credit module	to facilitate the introduction of new module focused on digital content creation
Digital Business	revised learning outcomes, syllabus, CA	reflect change. Introduce more applied practical elements to the coursework
Digital Marketing	revised learning outcomes, syllabus, CA	reflect change. revised learning outcomes, syllabus, CA
Consumer Behavior	revised learning outcomes, syllabus, reading list, change an assessment strategy from 30% to CA and 70% exam to 100% CA	links the module Los to the syllabus more clearly. New editions of readings. Align with the module LOs
Market Research	revised learning outcomes, syllabus, CA. change in assessment strategy from 50% CA and 50% exam to 100% CA	links the module Los to the syllabus more clearly. CA applied projects approach is more aligned with the module LOs
Marketing Analytics	revised learning outcomes, syllabus, CA.	reflecting change. Introduce more of and applied/practical element to the coursework
Global Marketing and Sales Strategy	revised learning outcomes, syllabus, CA.	reflecting change in the marketplace

Appendix F - Proposed Changes for Bachelor of Business (Honours) with Entrepreneurship and Embedded Awards

Topic	Proposed Change	Rationale
Programme Learning Outcomes	PLO adjusted	In line with NQAI requirements
Overall Contact Hours	n/a	

Structure or Sequencing of Modules	<p>Structure change in year 4</p> <p>Modules realigned in year 3</p> <p><i>Human Resource Management</i>, moving from semester 2 to semester 3.</p> <p><i>Applied Marketing and Sales</i>, moving from semester 4 to semester 5.</p> <p><i>Business Startup</i>, moving from semester 4 to semester 3.</p> <p><i>Human Resource Development</i>, moving from semester 3 to semester 4.</p> <p><i>Family Business</i>, moving from semester 4 to semester 5</p>	<p>to incorporate and facilitate work-based learning</p> <p>provide the program with an earlier focus on entrepreneurship and prepare students for work-based learning in year 4</p>
Addition of New modules	<p>Sustainability</p> <p>Entrepreneurship Research and Action</p> <p>Applied Macro Economics</p> <p>Business Communications</p> <p>Applied HRM</p> <p>Planning And Decision Making for Entrepreneurship</p> <p>Eco And Social Enterprise</p> <p>Commercialising Technology</p> <p>Innovation</p> <p>Customer Relationship Management</p> <p>Social Capital and Co-Creation</p> <p>Employee Relations in Practice</p>	
New APS regulation	Minimal changes	
Minimum Entry requirements	n/a	
Changed transfer of progression routes	n/a	
Teaching and learning strategy	n/a	
Assessment Strategy	Changes noted below	
Module Changes		
Fundamentals Of Entrepreneurship	<p>name change from <i>Introduction to Entrepreneurship</i>.</p> <p>Assessment strategy changed from 30: 70 to 50:50</p>	reflects content
Principles Of Marketing	<p>name changed from <i>Introduction to Principles</i>.</p> <p>revised learning outcomes, syllabus, assessment</p>	align with the naming convention and other introductory modules clarity on LOs
Sustainability	new module	approved by PB for semester 2-year 1
computer applications 1	<p>Amended Learning outcomes</p> <p>update reading list</p> <p>specified the CA 100% module breakdown</p>	assisted students by providing module breakdown and updated reading lists

management principles and business environment	update learning outcomes and reading lists	for clarification
academic and professional skills	moving from semester 2 to semester 1	to assist students in the transition to third level
Year 2		
Business Information Systems	assessment strategy changed from 30:70 to 50:50	assist students in their learning outcomes
business law and legal studies	update reading lists and assessment	more appropriate
Human Resource Management	move from semester 2 to semester 3	to create space for the new sustainability module
Applied Marketing and Sales	moving from semester 4 to semester 5	integrating previously overlapping module contents and applied principles and selling techniques and freeing space for additional module
management accounting	update reading lists and syllabus	in line with management accounting 2 for accounting exemptions
Business Start Up	moving from semester 4 to semester 3	facilitates introduction of WPI
Statistics For Business	introduce basic financial math section	as necessary
Organisational Behavior	update reading lists and learning outcomes	for clarification
Human Resource Development	moving from semester 3 to semester 4 changing assessment to 100% CA	to ensure both HR modules are in the same semester
Family Business	moving from semester 4 to semester 5	offer an important elective
Financial Accounting 2	update syllabus and reading lists	as appropriate
Year 3		
Entrepreneurship Research and Action	new module	enable students to take the necessary steps to put their business plan or idea in motion
Project Management	increased group project weighting from 50 to 60% change to 100% CA	to reflect workload associated with this applied assessment improves clarity
Financial Management	update syllabus and reading lists	as appropriate
New Venture Creation	update syllabus and reading lists	to align the module with contemporary developments
Digital Business	change assessment to 100% CA	clarified the assessment strategy in terms of moving to 100% CA
Applied HRM	new module	to facilitate a practical approach and allows learners to analyze and evaluate management of HR resources in organisations
Leadership and Change Management	moving from semester 3 to semester 5	more appropriate
Operations Management	change of assessment from 30: 70 to 40:60	
New Venture Planning	assessments amended booklist and learning outcomes updated	to remain relevant
Planning And Decision Making for Entrepreneurship	new module	provide students with practical financial planning and decision-

		making skills and assist with preparing a business plan	
Technology Management and Society	improve reading list	ensuring students' knowledge	
Year 4			
Strategic Management	update is reading lists and learning outcomes	as necessary	
Eco And Social Enterprise	new module	introduce students to social innovation ideas and enterprises	
Commercialising Technology and Innovation	new module	that consider the environment and social inequality to provide students vision understanding off key strategies necessary to successfully capture protect value and commercialize innovative products, services, technologies, processes and expand innovative businesses	
Customer Relationship Management	new module	examines customer relationship management and its application in an entrepreneur real context explore strategies for the identification, acquisition, retention, and development of customers to gain competitive advantage and maximize value	
Social Capital and Co Creation	new module	introduces students to the significant potential of networks and how they are utilized to assist	
Employee Relations Practice	new module	new business formation scale up and export activity, develop a thorough understanding of contemporary issues and employee relations and their practical skills needed for the	
Supply Chain Management	update reading lists, learning outcomes and syllabus	workplace management provide clarity	

Appendix G - Proposed Changes for Bachelor of Business (Honours) in Finance and Economics and Embedded Awards

Topic	Proposed Change	Rationale
Programme Learning Outcomes	Modifications applied	
Overall Contact Hours Structure or Sequencing of Modules	n/a Structure changes have been proposed	
Addition of New Module(s)	Sustainability Work Placement or Alternative or Erasmus Economic Evaluation	

Intermediate Microeconomics
Ireland In the Global Economy
Business Ethics and Corporate Governance
Decision Theory and Data Visualization

	Sustainable Development Strategies and the Circular Economy	
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		
Year 1		
Microeconomics	replace with <i>Principles of Economics</i>	
Financial Accounting 1	replace with year long <i>Fundamentals Of Financial And Management Accounting</i>	
Computer Applications	change name to <i>Computer Applications 1</i>	
Introduction to Marketing	Change to Semester 2, and rename to <i>Principles of Marketing</i>	
Language	move from semester 1 to semester 2	
Macroeconomics	Name change to <i>Principles of Economics</i> year long	
Management Accounting 1	Name change to <i>Fundamentals of Financial and Management Accounting</i> year long	
Introduction To Entrepreneurship	Name change to <i>Fundamentals of Entrepreneurship</i>	
Learning And Innovation Skills	Name change to <i>Professional and Academic Skills</i> , move from semester 2 to semester 1	institute wide change
Human Resource Management	Move to Year 3	
Sustainability	new module	
year 2		
Applied Principles of Marketing	Name change to <i>Applied Marketing and Sales</i>	
Language	Remove as elective and Mgt Accounting is mandatory	
Intermediate Macro Economics	Name change to <i>Applied Macroeconomics</i>	
Business Start Up	move from semester 4 to semester 3	
Year 3		
Financial Services 1 Loans and Life Assurance	Financial Services 1, 2 and 3 condensed into Financial Services 1 (Sem 5) and 2 (Sem 7)	
Financial Management 1 Managerial Finance	Name change to <i>Financial Management</i> (shared with BBS or BISG)	
New Venture Creation/Digital Business.	Remove and replaced with <i>Applied Microeconomics for Business</i>	
Financial Services 2 pensions and regulation	<i>Financial Services</i> 1, 2 and 3 condensed into <i>Financial Services</i> 1 (Sem 5) and 2 (Sem 7)	
Financial Management 2 Investment Decisions	Move to year 4	
International Economic Policy	Remove replace with <i>Work placement.</i>	
Operations Management	Remove replace with <i>Work Placement.</i>	
Business Ethics and Corp Gov	Move to year 4	

Work Placement or Alternative or Erasmus	New Module	
Year 4		
Financial Services 3 Investment and Planning	<i>Financial Services 1, 2 and 3 condensed into Financial Services 1 (Sem 5) and 2 (Sem 7)</i>	
Strategic Management	Remove and replace with <i>Work Placement</i>	
Economic Evaluation	New Module	
Irish taxation theory and policy	Remove and replace with <i>Work Placement</i>	
Research Project	name change to <i>Research Methods and Project</i>	
Global Financial and Capital Markets 5 credit	name change to <i>Global Financial Markets and Institutions 10 credit</i>	
Financial Management 3 Corporate Finance	Name Change to <i>Financial Management</i>	
Irish Economic Policy	Name Change to <i>Ireland in the Global Economy</i>	
Data Analytics and Economical Metrics	Name Change to <i>Econometrics</i>	
International Monetary policy	Incorporate into <i>Global Financial Markets and Institutions 10 credit</i>	
Ireland in the Global Economy	Rename to <i>Irish Economic Policy</i>	
Business Ethics and Corporate Governance	Replace <i>Business Ethics</i> and <i>Corp Gov</i> in year 3	
Decision Theory and Data Visualization	New module (shared with BIS)	
Sustainable Development Strategies and the Circular Economy	New module (shared with BBS)	