EXTERNAL REVIEW REPORT OF NEW PROGRAMMES

1.	Title of Programme(s): (incl. Award Type and Specify Embedded Exit Awards)	Certificate in Business in Agricultural Entrepreneurship (Special Purpose Award)
2.	NFQ Level(s)/ No. ECTS:	6 60 ECTS
3.	Duration:	One Year
4.	ISCED Code:	
5.	School / Centre:	School of Business
6.	Department:	Department of Management
7.	Type of Review: (New Prog./DV)	New Programme
8.	Date of Review:	19th November 2018
9.	Delivery Mode:	Online
10.	Work Based Learning: (Work Placement/ Work Based Project and No. ECTS)	No
11.	Modules with Failed Elements	No
12.	Non-compensatable modules	No
13.	Award Classification	N/A
14.	Panel Members:	Dr Lisa Ryan, Chair Mr Brian Morrissey Mr Michael Gill Mr Ronan Byrne, The Friendly Farmer Ms Carmel Brennan, Secretary
15.	Proposing Staff:	Ms Deirdre Lusby Mr Kevin McDonagh Ms Niamh Fennell Mr Ivan McPhillips Ms Lorna Moynihan Mr Barry Bonner
16.	Programme Rationale:	Ireland has a track record in the area of entrepreneurship. Equally, it has a successful and thriving agricultural sector which contributes significantly to the Irish economy. This sector is developing and evolving, which creates

opportunities. The need for entrepreneurship and creativity in agriculture is identified through various reports, but so is the need to develop entrepreneurial skills and the capacity to evaluate the viability of business ideas and options. This programme is an offering in support of those requirements.

In 2014 the government issued its policy on entrepreneurship, The National Policy Statement on Entrepreneurship (2014). It states that "entrepreneurship is a key element in the health and wellbeing of any thriving economy" (p. 6). It states that "an increase in entrepreneurship in rural areas is essential to rural economic development and wellbeing" and that "agri-food entrepreneurship can be built on a strong commitment to sustainability and protection of natural assets" (p. 24). It states that "entrepreneurship requires a range of skills and attitudes, aspirations, activities, supports and networks" (p. 6). This proposed programme is one such support.

The Food Wise Report (2015) was launched in 2015 by the Department of Agriculture, Food and the Marine (DAFM) and sets out a ten year plan for Ireland's agri-food sector. Its targets include:
- 85% increase in exports to €19 billion;
- 70% increase in value added to €13 billion
- 65% increase in primary production to €10 billion and
- The creation of 23,000 additional jobs all along the supply chain from producer level to high end value added product development.

The Food Wise Report (2015) suggests that "a renewed focus on export growth, combined with a longstanding commitment to excellence, have, in recent years, created a host of new opportunities for established industry players as well as emerging entrepreneurs" (p. 1). It states however that in order to capitalise on these opportunities that "the attraction, retention, and development of talent right along the supply chain, supported by training that will foster the necessary technical and entrepreneurial skill sets" (p. 5) is necessary. This proposed programme aims to support the development of that required talent. In particular it notes that "the emergence of Ireland's Artisan/Small Food Business sector, supported by growing consumer demand for niche food and drink products and a strong entrepreneurial spirit, has featured an increase in the number of food companies." (p. 87). This

		programme is suitable to support the emergence of those artisan and small food businesses as they consider how to turn their idea into a commercial reality. The DAFM concludes that "to achieve the projections [Food Wise Report] set out above, Food Wise 2025 identifies over 400 recommendations to achieve sustainable growth and these will require a concerted and coordinated approach by primary producers, industry, Departments and State agencies". Individual entrepreneurs have a role to play in achieving these ambitious targets. In particular entrepreneurs with entrepreneurial and business skills in the agricultural sector.
17.	Potential Demand for Entry:	The programme will be attractive to certain target cohorts for example: • Individuals who have a business idea for the agricultural sector and wish to turn that into a reality but require an understanding of the business knowledge (finance, marketing, management, etc.) • Individuals who have a small business in the agricultural sector but require an understanding of business knowledge to progress and grow their business • Individuals who have already completed a third level qualification in a non-business discipline but wish to participate in the agricultural sector and need a business qualification to allow them to do that. Initially a cohort of 40 students is targeted.
18.	Stakeholder Engagement:	A number of stakeholders were consulted as part of the programme development process including those involved in community and rural development and agriculture. All provided support for the proposed programme, and suggestions in relation to content and delivery mode were incorporated into the programme design.
19.	Graduate Demand:	The purpose of the programme is to enhance opportunities for self-employment in the agricultural sector. Participants will develop some skills that will also be relevant in employment, as well as in self-employment.
20.	Entry Requirements, Access, Transfer & Progression:	Minimum Entry Requirements Minimum Leaving Certificate entry requirement are grade O6/H7 or better in 5 Leaving Certificate subjects including Mathematics and English or Irish with a minimum of 160 points. OR a pass in any QQI FET major award at level 5 or 6

		English Language Requirements
		English Language Requirements will be as determined by GMIT and as published in the Access, Transfer and Progression code. The current requirements are as follows: • Non-EU applicants who are not English speakers must have a minimum score of 5.5 (with a minimum of 5.0 in each component) in the International English Language Testing System (IELTS) or equivalent. All results must have been achieved within 2 years of application to GMIT. • EU applicants who are not English speakers are recommended to have a minimum score of 5.5 (with a minimum of 5.0 in each component) in the International English Language Testing System (IELTS) or equivalent. Alternative Admission Routes – Mature Students and RPL Mature applicants (age 23 on or before the 1st January) do not have to meet the Leaving Certificate entry requirements/points, but are considered on an individual basis (previous education, work experience and demonstration of ability and competence to undertake the programme). Mature applicants may be invited to interview which will be used to rank applicants where demand exceeds the available places on the programme. Applicants may be considered for admission based on recognition of prior learning (RPL) in according with the institute's recognition of prior learning policy (RPL). Application Route Applications for this programme are made directly to the Institute. Selection Applicants will be offered places in decreasing order of performance until all available places are exhausted following the initial application deadline. Thereafter, if additional places remain unfilled, offers will be made to eligible applications until all places are filled. 5% of places are reserved for mature applicants.
21.	Programme Structure:	The programme will be delivered across two semesters. The programme is 60 credits in total, 30 credits in semester 1 and 30 credits in semester 2. All modules aid in preparing students for the development of the Enterprise Project.
22.	Learning, Teaching & Assessment Strategies:	This programme will be delivered online. Moodle learning management system and Microsoft's Office365 collaborative platform for use by staff and students of the institute. The programme will be supported by these systems. In relation to content delivery lecturers will use a combination of

		resource types which will be made available to learners using Moodle. These may include PowerPoint presentations, recorded lectures, notes, quizzes, exercises, group discussions, videos, etc. The goal is to improve the student experience. Assessment can also be facilitated through Moodle where students may complete quizzes, submit reports, projects and recorded presentations.
23.	Resource Implications:	No additional resources, staff or otherwise, are required to deliver this programme.
24.	Synergies with Existing Programmes:	None.
25.	Findings and Recommendations:	**General:**
		The programme was approved subject to the recommendations below:
		Special conditions attaching to approval (if any):
		None.
		Recommendations of the panel in relation to award sought:
		1. Clarify the unique selling point of this programme within the documentation, emphasising the key themes and targets.
		2. Outline clearly the induction which will be provided to students and how this will be delivered. Specifically, outline any digital induction and supports which will be provided to students to allow them to engage effectively with the programme.
		3. Outline the methodologies which will be used to engage students and aid in the process of socialization on this programme. This may include some face-to-face sessions.
		4. Ensure that there is one point of contact for students to manage student interaction with the programme.
		5. Review the Programme Learning Outcomes to ensure they are contextualised to the programme and achievable by students.
		6. Ensure that the 'contact' hours are appropriate for the credits associated with each module.
		7. Module descriptions, Teaching and Learning, Assessment and Repeat Assessment strategies need to be more specific within each module descriptor. In particular, the assessment methodologies and breakdown should be outlined in each instance.

		8. Book lists should be divided into required and recommended reading lists as appropriate. 9. Expand on the syllabus for 'The Agricultural Industry' to provide additional clarity for students. 10. Accounting and Taxation – consider focusing the module on accounts for sole traders, cash flow and taxation. Consider changing the module name to 'Introduction to Accounting and Taxation'. 11. Marketing and Market Research – articulate the fact that the assessment in this module contributes to the Enterprise Project module. 12. Business Management – include more content on technology e.g. Geographical Information Systems. 13. Enterprise Project – include supervision hours for students whilst undertaking the project. 14. Clarify any resources required to deliver the programme including any marketing budget required.

26.	FAO: Academic Council:		
		Approved:	
		Approved subject to recommended changes:	X
		Not approved at this time:	
	Signed:		
		Chair	Secretary