



GMIT

INSTITIÚID TEICNEOLAÍOCHTA NA GAILLIMHE-MAIGH EO
GALWAY-MAYO INSTITUTE OF TECHNOLOGY

Summary Programmatic Review Report 2013 - 2015

January, 2015

PROGRAMMATIC REVIEW REPORT

Introduction and Context

Section 28 of the Qualifications and Quality Assurance (Education and Training) Act 2012 requires that GMIT establish procedures for the evaluation at regular intervals of its programmes of education and training. The Act also requires that GMIT furnish a report to QQI and provide for the publication of findings arising out of the evaluation.

In line with the above GMIT conducted an Institute wide programmatic review during the academic year 2013 – 2014. The only exceptions were the nursing programmes at the Mayo Campus as they were reviewed by An Bord Áltranais the previous year and went through Programmatic Review prior to the An Bord Áltranais review.

Code of Practice No 2: Validation, Monitoring & Review section 7 provides an overview of the programmatic review process including the objectives of programmatic review and the different phases: phase 1 is the self-evaluation review and phase 2 is the External Peer Review (EPR). It also contains guidelines for the External Peer Review Group (EPRG) panel report and guidelines on the implementation plan and monitoring.

A consultation process started with the Academic Council in June 2013, followed by School/College meetings in September on five thematic areas that should be considered as part of the programmatic review. An on-line survey was developed and made available to all staff on the key statements arising from Academic Council feedback. This survey was open to staff from September 6th to September 27th 2013 inclusive. The response to the on-line survey was 33%. The survey/consultation highlighted the need for the Institute to develop policy positions in a number of areas including:

- Semesterisation;
- Contact hours on a discipline basis;
- A common semester per discipline area at level 8 (this is linked to undenominated entry and the transitions debate); and
- Professional practice.

As part of the development of the Self Evaluation Report (SER) each Programme Board was further advised to consider as appropriate the following areas:

1. The National Higher Education strategy
2. The Institutional Strategy, particularly in the context of plans to increase the number of programme offerings at level 8 *abiniito*;
3. Programme design and delivery;
4. Retention; and
5. Professional Practice.

The Heads of Academic Units briefed staff in September 2013 on the Programmatic Review process and on the thematic areas for consideration and feedback received from the Academic Council.

Agreement was reached with the Heads of Department group on the division of programmes across the Institute into cognate discipline areas.

A Programmatic Review Handbook was compiled by the Registrar with the support of the Assistant Registrar and the Heads of Academic Unit and issued to all staff in October 2013. It contained findings from the Institute wide survey, which were deemed worthy of consideration by the Programme Boards in the development of the Self-Evaluation Report. The handbook included guidelines on a structure for the self-evaluation report from each Programme Board. A timetable outlining the various steps in the process was also included, which indicated that the process would conclude by presenting the reports to Academic Council in December 2014 and implementation of the findings would commence from September 2015. A copy of the Programmatic Review Handbook is included as Appendix 1.

Forty-eight panels were established to cover all the discipline areas and individual programmes following the guidelines in Code of Practice No 2. The Programmatic Reviews with the EPRG panels and the programme boards took place over a thirteen day period from the 27th May to the 20th June 2013. Recording Secretaries were employed to facilitate the process and to assist with the generation of the reports. The Secretary to the panels was either a Head of School, Head of Department or the Assistant Registrar. Despite the logistical complexity of organising such a large number of panels in such a condensed timeframe everything went according to plan.

The Registrar had a meeting with each panel prior to them engaging in the peer review process to provide Institutional context; to inform the panel of their roles and responsibilities and how the process would progress following their engagement with the Programme Board. A template for the production of the report of the EPRG was issued from the Registrar's Office more as guidance for the Secretary and recording Secretary and also to ensure that there was consistency in reporting to facilitate analysis across all discipline areas. A copy of the guidelines for structuring the EPRG Report is included in Appendix 2.

The four potential outcomes of the EPRG are contained in page 2 of those guidelines. In total, 71 programmes were reviewed by the 48 panels over the 13 day period.

FINDINGS

All but four programmes were accredited subject to conditions and/or recommendations. The four programmes were not accredited for various reasons.

1. The Bachelor of Arts i Gno agus Cumasaid, level 7 was not accredited because it is no longer running and the Business School is in the process of developing a new programme in collaboration with NUIG.
2. The Bachelor of Engineering in Computer and Energy Systems was not accredited on the recommendation of the Programme Board. The Programme Board wish to design a new programme more aligned to the Bachelor of Engineering in Computer and Electronic Engineering.

3. The Bachelor of Engineering (Honours) in Industrial Engineering, level 8 *abinitio* was not accredited as there is insufficient demand for this programme.
4. The Bachelor of Business in Bar and Restaurant Management, level 7 was not accredited on the recommendation of the Programme Board as there is insufficient demand for this programme.

Forty-four programmes received a total of 225 commendations. One programme received 13 commendations and 3 programmes received 0 commendations.

Twenty-two programmes received a total of 45 conditions. The highest number of conditions attaching to any one programme was 6 and twenty-four programmes received 0 condition. All programmes received recommendations, totalling 556. The highest number of recommendations awarded to any programme was 29, this was for the Bachelor of Science in Construction Management. Full details of the allocation of commendations, conditions and recommendations is contained in Table 1 and further analysis and information is available in Appendix 3.

Commendations		Conditions		Recommendations	
Number	No. of progs	Number	No. of progs	Number	No. of progs
0	3	0	24	0	0
1	2	1	9	4	3
2	5	2	7	5	2
3	9	3	4	6	1
4	7	4	1	7	6
5	5	5	0	8	3
6	4	6	1	10	8
7	4			11	2
8	1			12	4
9	2			13	3
10	3			14	2
11	0			15	3
12	1			16	1
13	1			17	2
				18	1
				19	2
				20	1
				22	1
				23	1
				29	1

Table 1. The number of commendations, conditions and recommendations per programme

Some of the more common findings from the EPRG reports include:

1. Need to develop more minor awards and special purpose awards
2. Work experience should be included and where it is already included it should be of a longer duration.
3. The development of level 8 *abinitio* programmes is encouraged.
4. A review of available modules on the catalogue could lead to new programmes and award specialisations.
5. The attributes of the civic engagement module were acknowledged

6. Consideration should be given to undenominated entry routes as part of the transitions debate
7. Benefits of the PASS programme were acknowledged.
8. The Learning and Teaching Methodologies need to be constantly appraised
9. There should be greater emphasis on feedback including formative feedback to students.
10. Retention strategies need to be developed.
11. Programme documentation and APSs need to be up to standard in all cases.
12. Entry requirements to all programmes must comply with Institute specifications and those published in the Code of Practice No 4, the prospectus and the web-site.
13. Opportunities for inter-disciplinary programmes and greater integration of existing programmes should be explored.

CONCLUSION

The Institute-wide Programmatic Review on a disciplinary basis could be considered a success as it united staff across the whole Institute in the evaluation of programmes. The individual EPRG panel reports and this overall report were presented to the Academic Council on January 8th 2015 for adoption. The timetable allowed the Heads of Academic Units an opportunity to review the reports for factual accuracy prior to their consideration by Academic Council. The Heads of Academic Units will provide a report to the Registrar detailing how they will address the recommendations and conditions in their reports within their Academic Units, in addition to submitting an updated programme document both hard copy and electronic with the changes made as recommended by the EPRG panel.

The timetable indicates when the reports will be published on the GMIT website and forwarded to QQI. The IT systems will be updated to reflect all of the changes between January and June 2015 to allow for an incremental roll-out of the changes commencing in September 2015. There are many lessons to be learned following Programmatic Review some of which include:

- Increased collaboration and cooperation within discipline areas within GMIT.
- Greater sharing of modules across programmes.
- Further work required on a common framework for contact hours as this was not adequately addressed at Programmatic Review.
- Need for greater engagement with the further educational sector in relation to advanced entry.
- The need for greater emphasis on a Retention Strategy and Implementation Plan.
- The need to engage with the transitions debate in the context of undenominated entry, where appropriate.
- The need to increase further the number of level 8 *ab initio* programmes.
- The need to consider assessment for learning as much as assessment of learning.
- The need to implement the Professional Practice Policy approved in the 2013/14 academic year.

While recognising that there are lessons to be learned it should also be acknowledged that considerable progress has been made in a number of areas in the past academic year and

that plans are in place to continue this continuous improvement cycle. Examples of recent initiatives include:

- The launch of the Maths Support Centre and the Academic Writing Centre.
- The review and update of the Learning to Learn module now retitled as the Learning and Innovation Skills (LIS) module.
- The development of a student retention policy and implementation plan.
- Work is progressing in relation to community engagement to include civic engagement and volunteerism.
- National progress in the context of sectoral protocols for delegation of authority for joint awards and for research up to level 9.
- Developments in the area of the national strategy for higher education in the context of the CUA alliance and Cluster collaboration with an emphasis on academic planning and student pathways.

Internally within GMIT progress on the implementation of the findings of the programmatic review process at Programme Board level will be monitored by the Monitoring and Review Committee which is a sub-committee of Academic Council, wherein the Heads of Academic Units will report on an annual basis in relation to progress. The final step in the process is to conduct a strategic analysis of the position of the Institute in relation quality and how quality informs strategy. This component was not addressed as part of Programmatic Review as the emphasis was on reviewing the programme. The Strategic Review of both academic and functional units will be considered during the 2014/2015 academic year and to assist in this process the Institute is engaging the European University Association (EUA) to conduct its Institutional Evaluation Programme (IEP). The Self Evaluation Report (SER) for this engagement is currently being worked on by a committee chaired by the Registrar and the EUA are scheduled to be on site towards the end of March, 2015. Engagement with the Institutional Evaluation Programme will identify any remaining gaps in the Quality Assurance Framework in GMIT and also serve as preparation for the next QQI Institutional Review.

Programmatic Review Handbook



GMIT

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GALWAY-MAYO INSTITUTE OF TECHNOLOGY

Programmatic Review 2013 - 2014 Handbook

October, 2013

Introduction

Dear Colleagues,

This Programmatic Review Handbook is designed as a guide to assist and support all staff in the preparation of the Self-Evaluation Review (SER). This review will be conducted by the Programme Board under the direction of the Head of the Academic Unit. The first section on Programmatic Review is taken directly from Code of Practice No. 2, which was approved by the Governing Body this month.

The guidelines for the SER are quite detailed and it is strongly recommended that this structure and architecture be adhered to so as to allow comparative analysis across programmes and to assist with the compilation of data and profiles for the next institutional review.

Findings from the Institute-wide survey on the Programmatic Review Framework are contained in appendix 07. I would like to thank all those who participated, the response was close to 50% which is exceptionally high for an online survey. Some of the key findings from that survey deserve consideration as part of the SER process, in particular:

- The use of common modules;
- Greater use of Special Purpose and Minor Awards;
- The incorporation of elective streams into programme design;
- Consideration of an un-denominated entry at Level 8 per discipline area;
- The degree to which curricula and programmes are internationalised;
- Enterprise and entrepreneurial skills development (Appendix 05);
- Professional Practice / Work placement time and credit allocation and alternatives;
- Advanced entry from cognate Further Education programmes;
- The use of Recognition for Prior Learning;
- Engagement with e-Learning and online delivery.

Heads of Departments will be invited to a workshop on this handbook and thereafter will be in a position to deal with any queries you may have. I would like to acknowledge the help I received in compiling this handbook from the Heads of the Academic Units and the Assistant Registrar.

Kind Regards,
Michael Hannon

Registrar

25th October, 2013.

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Programmatic Review

7.1 Overview

7.1.1 Section 28 of The Qualifications and Quality Assurance (Education and Training) Act 2012 requires that GMIT establish procedures for the evaluation at regular intervals of its programmes of education and training. The Act also requires that GMIT furnish a report to QQI and provide for the publication of findings arising out of the evaluation.

7.1.2 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.

The programme review process will involve a self-evaluation by each programme board followed by an external peer review. It is intended to be a positive, open, constructive and collegial process, designed to encourage and support active academic engagement with internal and external peers, and with relevant stakeholders, in the review, evaluation and development of programmes and awards.

The active participation of students in all phases is an integral part of programmatic review in GMIT, as recommended by ENQA.

Programmatic review is conducted under the auspices of the Academic Council. It will be carried out at least once every seven years, or as the Academic Council may direct from time to time.

Programme boards will be supported as necessary in the review process by the management of the Academic Unit (College/Centre/Campus/School) within which the programme is offered.

7.1.3 The Registrar, in consultation with the Heads of Academic Units, will draft a schedule for the review of all programmes and awards offered by GMIT. The Registrar should ensure that sufficient time is allocated for the satisfactory review of each programme and award.

This proposed schedule will be presented to the Academic Council for approval.

7.1.4 Proposed new programmes and awards must be evaluated separately in accordance with the policy and procedures outlined in sections 2 and 3 of this Code (full, special purpose, minor and supplemental).

Proposed programme and award change outside of the programmatic review process will be considered in accordance with the policy and procedures outlined in sections 4 and 5 of this Code.

7.2 Objectives of Programme Review

The objective of a programme 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 programme review seeks to confirm that the promise evidenced at the original validation (or since the last programme 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 programme 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;
- 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.

The exploration of opportunities and related proposals by programme boards to develop new programmes and awards should be a part of the review process.

7.3 Programme Review Process

7.3.1 Each programme review will be undertaken in two phases:

- Self-Evaluation Review (SER).
- External Peer Review (EPR).

7.3.2 Phase 1: Self-Evaluation Review (SER)

Self-Evaluation Review (SER) is an internal process involving each programme board undertaking a comprehensive and reflective self-study review and evaluation of their programme and award. The output from the review process will be a SER Report.

The SER should be conducted in accordance with established international good practice. It requires the active participation of all academic staff involved in the delivery of the programme and of student representatives. It will involve consultations with outside stakeholders, including graduates, employers and community representatives. It should involve consultation with those involved in the provision of essential support services including library and information services, careers services and counseling services. It should involve consideration of the regional and social environmental context of the programme, of any relevant market research, and of developments and research findings in the discipline and profession concerned.

The SER will incorporate an analysis of the programme board experience of providing the programme since the validation or the last review, informed by stakeholder consultation and developments in the discipline and professional practice. In this context, it will focus on a number of key underlying concerns:

- the overall validity, coherence, integration and consistency of the programme aims, intended learning outcomes and structure;
- the manner in which intended learning outcomes are being achieved;
- proposed changes (if any) to improve the programme and award in terms of design, delivery and assessment.

In particular, the SER should include a review and evaluation of the following:

- programme aims, rationale and history;
- minimum intended programme learning outcomes and their compliance with the relevant awards standard(s);
- prerequisite learning for participation in the programme and any other assumptions relating to the programme's target student cohort;
- programme structure including balance of content and inter-relatedness, module titles and sequencing;
- developments and changes since the validation or previous programme review;
- module intended learning outcomes and prerequisite requirements;
- pedagogy, including teaching and learning strategies employed;
- programme and module assessment strategies;
- external examiner reports and follow-up actions taken;
- access, transfer and progression;
- recruitment statistics, attrition rates, pass rates;
- the operation and effectiveness of current quality assurance procedures;
- particular strengths and weaknesses of the programme, benchmarked against other similar programmes and considering developments in the discipline and professional practice;
- links with relevant industry and/or professional bodies;
- profile of teaching staff;
- the operation of the programme board;
- the level and appropriateness of resources available for programme delivery.

The SER should also be used by programme boards to identify opportunities and signal proposals for related new programme and award development.

The SER Report should be a comprehensive programme document including specification of programme aims, intended learning outcomes, the Approved Programme Schedule, proposed changes to the programme, pedagogy and assessment, admission criteria, module descriptors, and resource requirements. It should also outline details of the SER process, including an outline of the nature and findings of the consultation undertaken with stakeholders.

The Registrar will agree dates with the relevant Head of Academic Unit for the submission of the SER Report.

7.3.3 Phase 2: External Peer Review (EPR)

Following the SER, each programme will be subject to an External Peer Review (EPR) process. This involves convening a panel of independent external experts to comprehensively review each programme and award and consider it for revalidation.

The external evaluation should be conducted in accordance with established international good practice regarding external quality evaluation in higher education and training institutions. It should be a process of co-operation, consultation and advice between the external independent experts and the programme board, and it should be conducted in a spirit of collegiality, mutual respect and fairness.

In practice the following principles of good practice should apply:

- an external peer review panel will review each programme separately;
- panels should have the necessary academic and professional competence to undertake the review;
- normally the composition of the external peer review panel will mirror the composition of the original validation panel;
- programmes of the same disciplinary nature should preferably be reviewed by the same panel;
- the EPR should be undertaken at the programme delivery site.

The membership of an External Peer Review Panel (EPRP) will normally be as outlined in Table 1.

Table 1: Membership of External Peer Review Panel

Role	Level of expertise required	Nominated by
Chairperson	A senior educationalist or business/ professional person	President
Secretary	GMIT Registrar (or nominee in exceptional circumstances)	
Member	An academic from the IoT sector with appropriate expertise.	Registrar in consultation with Head of Academic Unit
Member	A university academic with appropriate expertise.	Registrar in consultation with Head of Academic Unit
Member	A professional practitioner with appropriate experience.	Registrar in consultation with Head of Academic Unit
Member	An Institute graduate from the disciplinary area with a minimum of one year postgraduate experience.	Registrar in consultation with Head of Academic Unit

Ideally panels shall be gender balanced and every attempt will be made to ensure this is the case.

The Registrar shall establish the EPRP in consultation with the relevant Head of Academic Unit, composed as shown in Table 1.

It is the responsibility of the Registrar, to make arrangements for the EPR meeting. This should be done in consultation with the relevant Head of Academic Unit. It is also the responsibility of the Registrar to brief members of the EPRP on their role and to supply them with all necessary and relevant documentation, on a timely basis.

Specific functions of the EPRP include, *inter alia*, the following:

- to review the programme SER Report and the underlying process;
- to visit the Institute at the programme delivery site and meet with the programme staff to discuss the SER Report, and all related aspects of programme activities, performance, position, and proposed development;
- to clarify the contents of the SER Report;
- to meet with programme support staff, students, graduates, employers and other stakeholders;
- to consider how well the identified aims and objectives of the programme are being met;
- to consider the quality assurance arrangements which affect the programme;
- to consider the merits of proposed programme changes and quality enhancements;
- to review the facilities available for delivering the programme and to consider any other issues relevant to the successful provision of the programme.

At the end of the EPR meeting, the Chairperson of the Panel will make an oral presentation on the panel's findings and conclusions to the proposing programme board team. The Chairperson should indicate whether a recommendation for

revalidation or for withdrawal of validation for the programme is to be made. Conditions, if any, relating to approval and recommendations, if any, for modifying the programme should be outlined with supporting rationale.

7.4 External Peer Review Panel (EPRP) Report

7.4.1 The EPRP Report should address the quality of the provision and make recommendations for improvement, and/or change, based on a combination of the SER, and findings during the site visit. It should also include a recommendation: positive, negative or conditional, in respect of the continuing validation of the programme and award. A rationale should be provided for any conditions imposed and for the main recommendations that are made. The Report should specify the duration of revalidation recommended, not to exceed seven years.

7.4.2 A draft written report of the findings of the EPRP shall be prepared by the Secretary. The draft report will first be approved by the Chairperson before being circulated to other members of the EPRP for their comments and endorsement. If any member objects to an item, this should be noted in the report. The Secretary shall incorporate the feedback received from EPRP members into a revised draft report subject to the agreement of the Chairperson.

A copy of the panel's revised draft report shall be forwarded to the sponsoring Head of Academic Unit for comment on issues of factual accuracy. Following this, the report shall be finalized by the Secretary subject to the approval of the Chairperson.

The Registrar shall submit the EPRP Report for adoption by the Academic Council. It will then be submitted for adoption by the Governing Body, forwarded to QQI and published on the Institute's website.

7.4.3 Proposed timelines for the EPRP Report generation are as follows:

- agreement on the draft report between the Secretary and Chairperson within two weeks of the programme review site meeting;
- draft report forwarded to members of the EPRP and incorporation of members feedback into the report within 6 weeks of the programmatic review site meeting;
- revised draft report forwarded by the Secretary to the Head of Academic Unit for comment on factual accuracy within two months of the programmatic review site meeting;
- response from the Head of Academic Unit on issues of factual accuracy within one month of receipt of the revised draft report;
- EPRP Report finalised for submission to Academic Council within one month of receipt of factual accuracy response from the Head of Academic Unit.

7.5 Implementation Plan and Monitoring

The Head of the Academic Unit will submit a response to the report to include an implementation plan within four weeks of the Academic Council meeting that considered the EPRP Report.

The Academic Council has responsibility for ensuring that the recommendations of the Report are implemented. The Head of Academic Unit shall agree a timeframe with the Registrar for the implementation of the recommendations.

On completion of the implementation plan, an updated electronic and hardcopy of each programme document shall be lodged in the Registrar's office on behalf of the Institute.

In accordance with the Act, GMIT shall provide for the publication of findings arising out of the evaluation.

The implementation plan devised by the Academic Unit and arising from the programmatic review report should include specific achievable actions with specified outcomes and timelines.

The date of implementation of the changes should be clearly identified, and include specific detail on the phasing in of changes proposed and in particular identify transition issues which should be addressed.

The EPRP Report and the related Implementation Plan will provide a basis for monitoring the relevant programme. The Head of Academic Unit will be required to present an annual progress report on implementation to the Monitoring and Review sub-committee of Academic Council.

Programmatic Review pro-forma Self-Evaluation Review (SER)

Introduction:

The self-study enables the programme board to conduct a critical evaluation of programmes as part of a continuous quality improvement cycle. The self-evaluation will culminate in a Self-Evaluation Review report, which will include an evaluation of the programme strengths, weaknesses, opportunities and threats. Outlined below is the standard template, which includes the most important points but should not hinder staff from including additional information. For sections of the SER that include analysis of data, there should also be a reflection on that analysis along with any recommended action. Sample data charts and tables are included in the SER template. Relevant programme statistics will be made available to each Programme Board.

A Head of Academic Unit should submit the SER Report to the Registrar's office for processing within the time schedule laid down (see appendix 02). The Registrar, in consultation with Head of Academic Unit, shall establish a Peer Review Group (PRG) to undertake the external review. The PRG will receive a copy of the SER in advance of their site visit and it will form the basis for their review.

Self-Evaluation Review Template

Table of Contents

1. General Programme Details

- a. Award title
- b. Programme title
- c. Level of award
- d. Number of credits
- e. Standard which provides the framework for the programme

2. Executive Summary

- a. List all the changes which are requested by the Programme Board.
- b. Include a rationale for the changes.

3. Methodology underpinning the review, including details on:

- a. The group responsible for the review. This will normally be the Programme Board.
- b. The process involved in conducting the review to include:
 - i. a schedule of meetings;
 - ii. stakeholder engagement process;
 - iii. student engagement process.
- c. A timetable for the review. An overarching timetable for the Institute-wide Programmatic Review is included in Appendix 2.

4. Programme Review

- a. Programme aims, rationale and history

- b. Particular strengths and weaknesses of the programme, benchmarked against other similar programmes within the Institute and across the CUA, and considering developments in the discipline and professional practice

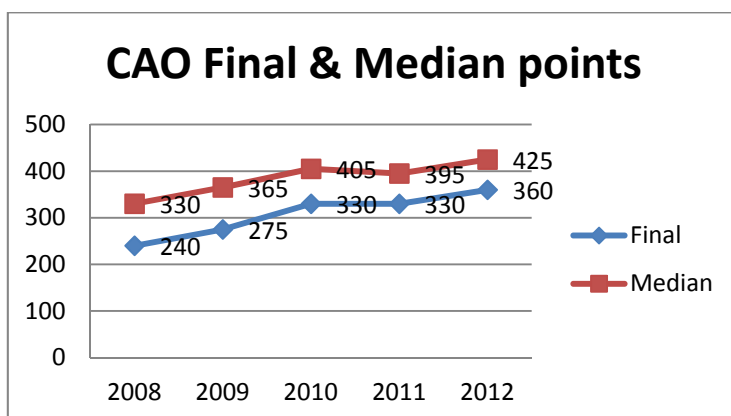
- c. Minimum intended programme learning outcomes and their compliance with the relevant awards standard(s)

- d. Prerequisite learning for participation in the programme and any other assumptions relating to the programme's target student cohort

- e. Analysis of learner profile and target learner group
- i. CAO Numbers
 - ii. Number of Mature Students

	Y1	Y2	Y3	Y4
200800	50.0%	12.5%	25.0%	12.5%
200900	50.0%	20.0%	6.7%	23.3%
201000	31.4%	31.4%	14.3%	22.9%
201100	34.2%	28.9%	23.7%	13.2%
201200	11.1%	22.2%	37.0%	29.6%
Grand Total	34.2%	24.7%	20.5%	20.5%

iii. CAO Round 1 cut-off points and median points.



iv. Non-EU / International Numbers

	Total
200800	3
200900	2
201000	1
Grand Total	6

f. Analysis of Access, transfer and progression.

i. The review of access should focus on

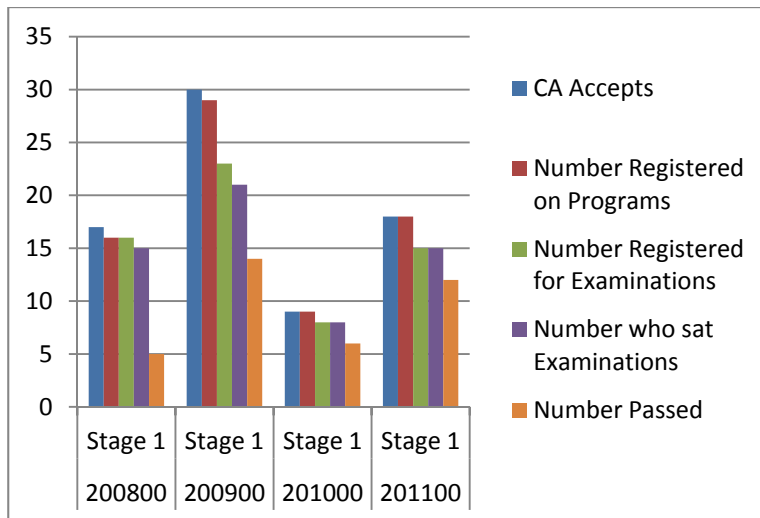
1. opportunities available for learners with disabilities, and plans to develop new opportunities in this area;
2. comparison of participation rates on the programme with Institute norms and national targets (Equal Access Data, HEA, 2011);
3. a review of the flexibility of entry routes for this student cohort.

ii. The transfer review should focus on

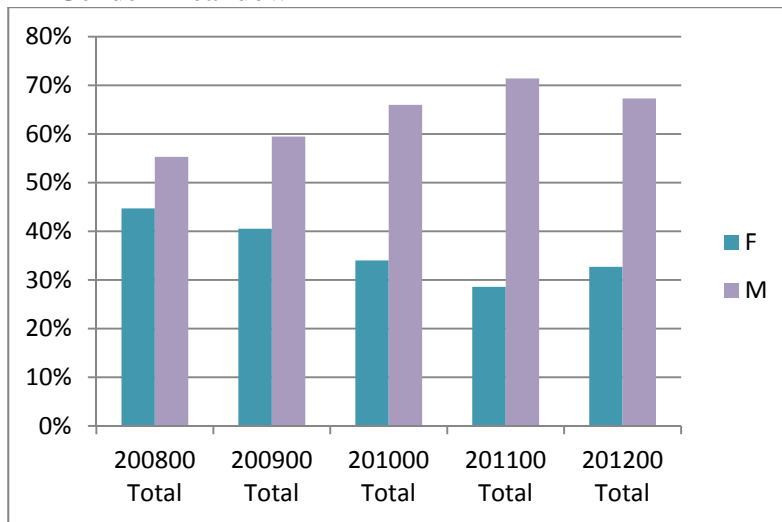
1. the number of external transfers;
2. a review of the policy in operation for this area as documented in COP No. 4.

iii. The review of progression should include:

1. Progression within programmes:
 - CAO acceptances and registered numbers



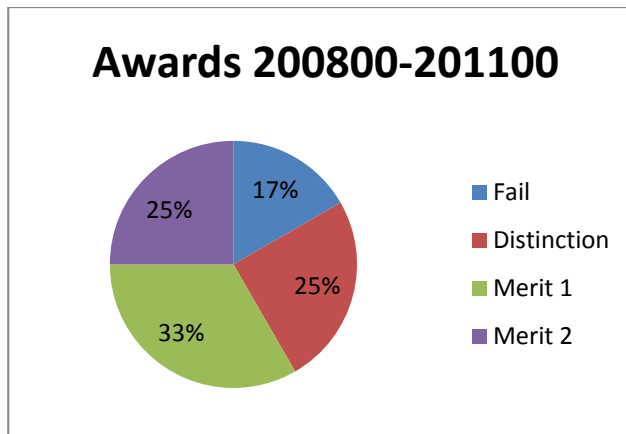
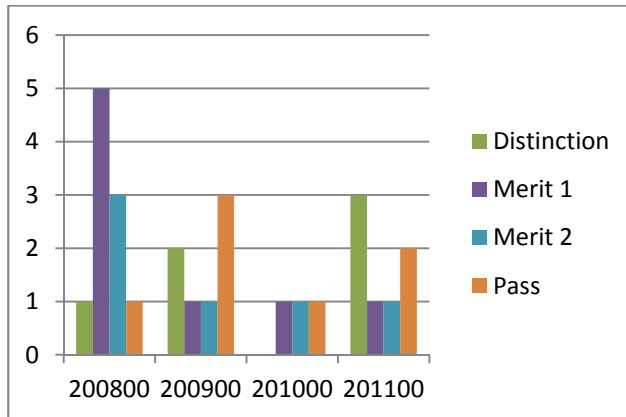
• Gender Breakdown



▪ Pass rates

		% Passed over No. who sat Examinations	% Passed over No. who Registered for Programs
200800	Stage 1	33%	31%
	Stage 2	44%	44%
	Stage 3	90%	90%
200900	Stage 1	67%	48%
	Stage 2	50%	45%
	Stage 3	100%	100%
201000	Stage 1	75%	67%
	Stage 2	54%	54%
	Stage 3	100%	60%
201100	Stage 1	80.00%	66.67%
	Stage 2	66.67%	66.67%
	Stage 3	66.67%	66.67%

▪ Grad Stats



2. Progression to the next level of award:

- numbers progressing to the next award level (add-on level 7/8) within the discipline area (source: First Destinations Survey)
- numbers progressing to postgraduate programmes either in GMIT or partner HEIs (source: First Destinations Survey)
- review should also focus on the policy in operation for this area as documented in COP No. 4.

g. Review of programme design, to include embedded awards

h. Programme structure including balance of content and inter-relatedness, module titles and sequencing

i. Developments and changes since the validation or previous programme review

- Include changes which required approval of Standards subcommittee of Academic Council

- Include changes which required approval of Standards subcommittee of Academic Council

j. External Examiner reports and follow-up actions taken

k. The operation and effectiveness of current quality assurance procedures

l. The operation of the programme board, including analysis of the programme board reports

5. Review of resources – human and physical, necessary to support the learning environment.

a. Review of learning spaces with new learning technologies

b. Profile of teaching staff

c. Percentage of staff using Moodle

- as a repository for notes;
- as a learning environment platform to support student engagement with their learning in the area of, for example, assessment and formative feedback.

6. Review of links with business, industry, professional bodies and other stakeholder as appropriate.

a. Outline strategy for external stakeholder engagement

b. Review effectiveness of this strategy and make recommendations for improvement as appropriate.

c. Summary of external stakeholder engagement over the past five years

d. Extent to which enterprise / entrepreneurial activity features in the programme.

Refer to the Enterprise and Entrepreneurship checklist, Appendix No. 04.

7. Review of research activity within the scope of the programmatic review

Academic Staff Member	Highest Academic qualification	Area(s) of Interest (keywords only)	Research Output Level (academic) (1 to 4) <i>*see note</i>	Research Output (Other) (Y/N) <i>+see note</i>	Supervised research post-grad students (Y/N)

Note 1: *Research Academic Output Level (derived from QQI guidelines)

1. Has published (or had patents accepted) or has had their research otherwise affirmed/accepted by an equivalent documented independent peer review process, etc) virtually every year in the period under review.
2. Has published occasionally in the period under consideration
3. Has presented at research seminars / conferences (not necessarily peer reviewed) in the period under consideration
4. None

Note 2: ⁺Research Output Other

Involved in research activity where outputs may not be academic, (e.g. working with enterprise)

List of publications, exhibitions etc to be included as an appendix

Summarise the main areas of research and how they are linked to this programme

Outline plans to develop new taught postgrad programmes

8. Review of teaching, assessment and learning

a. Learning & Teaching:

i. Pedagogy, including teaching and learning strategies employed

ii. Analysis of teaching methodologies that support Student Centred Learning (SCL)

- iii. Case study outlining an example of teaching innovation, for example in the area of student engagement (include as a 200 – 300 word appendix)
- iv. Review of delivery methods to support flexible delivery and diverse student cohorts
- v. Analysis of the extent to which generic skills are incorporated in the programme
- vi. Consideration of offering un-denominated entry on the CAO at Level 8 for this discipline area

b. Assessment

- i. Assessment methods

- Confirmation that a Programme Assessment Strategy exists as per Appendix 04
 - Description of the Programme Assessment Strategy and a review of its effectiveness
 - List of assessment methods
 - Include comment on variety of assessment
- ii. Case study outlining example of innovative assessment (include as a 200 – 300 word appendix)

9. Recommendations for improvement

- a. Proposed Programme Schedule
- b. Proposed changes to programme design (as detailed in Part B). A matrix of programme learning outcomes as pre example in appendix 06 should be included here.

10. Appendices:

- a. Staff curricula vitae;
- b. Relevant reports.
- c. Case study outlining an example of teaching innovation re: student engagement
- d. Case study outlining example of innovative assessment

PART B. REVIEW OF MODULES

For each module the following information should be provided:

1. The module descriptor, authored using Academic Module Manager (AMM) to include module intended learning outcomes and prerequisite requirements

Where changes are proposed to a module the following information should be provided:

1. The original module descriptor;
2. The revised module descriptor, highlighting the changes and
3. A rationale for the proposed changes.

REPORTING FRAMEWORK

The period covered by this programmatic review is from 2008/09 to 2012/13, irrespective of when the previous programmatic review was conducted.

To ensure consistency and accuracy in reporting over the period a dataset will be made available to each Academic Unit which will include data for the whole institute, covering the following areas:

- a. CAO stats and analysis;
- b. Percentage – mature students
- c. Attrition rates;
- d. Gender breakdown
- e. Non-EU/International numbers
- f. External transfers;
- g. Award classifications;
- h. Socrates in
- i. Socrates out
- j. First Destination Surveys;
- k. HETAC / QQI Order in Council;
- l. Other as may be identified as appropriate.

The data relevant to each academic unit should be extracted and presented for each programme according to the agreed template.

EXTERNAL STAKEHOLDER ENGAGEMENT

It is envisaged that one comprehensive consultation event should be adequate per discipline area. Due to the broad range of discipline areas across the Institute, each individual area should plan for the optimal consultation process to suit their particular discipline.

DISCIPLINE AREAS

Programmes will be reviewed under the following discipline areas:

1. Science
2. Engineering – Built Environment/Civil Engineering
3. Engineering – Electronic & Electrical Engineering/Mechanical Engineering/Industrial/Energy Engineering
4. Business
5. Computing
6. Creative Arts and Media
7. Furniture
8. Nursing, Social Care and Health
9. Hospitality and Heritage

See appendix 03 for programme listing under each discipline.

Proposed Timeline

ITEM	EVENT	RESPONSIBLE	DEADLINE
1.	Programmatic Review Handbook issued to all staff via the CED website	Registrar	Oct. 25 th
2.	Dataset issued to Academic Units	Assistant Registrar	Dec. 6 th
3.	External stakeholder consultation per discipline area to commence in October/November	Heads of Academic Units	Feb. 14 th
4.	Schedule of Programmatic Reviews presented to Academic Council for approval.	Registrar	Dec. 13 th
5.	Membership of PRG panels agreed with Heads of Academic Units	Registrar	Dec. 20 th
6.	Confirmation of membership of PRG panels	Registrar	Jan. 24 th
7.	Compilation of SER: ongoing from September	HODs + Heads of Academic Units	Mar. 14 th
8.	SER reports issued to members of PRG panels.	Assistant Registrar	Mar. 28 th
9.	External Peer Review Group visits take place, from April 28 th to June 20 th	Registrar / Assistant Registrar	June 20 th
10.	All draft EPRP reports agreed between the Secretary and Chairpersons	Registrar	July 4 th
11.	Draft EPRP reports forwarded to panel members.	Registrar / Assistant Registrar	July 11 th
12.	Feedback from EPR panel members incorporated into draft reports.	Registrar	September 26 th
13.	Draft reports forwarded to Heads of AUs for comment on factual accuracy	Registrar	October 10 th
14.	Response from Heads of AUs on issues of factual accuracy.	Registrar	November 7 th
15.	EPRP Reports considered by Academic Council	Registrar	December 12 th
16.	Response to the EPRP report from the Head of Academic Unit	Heads of Academic Units	January 16 th [2015]
17.	Timeframe agreed for the implementation of the recommendations.	Registrar + Heads of Academic Units	January 30 th [2015]
18.	Updated electronic and hardcopy of each programme document submitted to the Registrar's Office	Heads of Academic Units + Assistant Registrar	January 30 th [2015]
19.	EPRP Reports published on GMIT's website and forwarded to QQL.	Registrar	February 20 th [2015]
20.	Academic Affairs update system for incrementally roll-out of changes from Feb. 2 nd	Assistant Registrar	June 30 th [2015]

Discipline Classification of Programmes

Please note that a programme is classified as all instances of delivery including L6, L7 and L8 to include part-time, blended and full-time. Associated Minor, Special Purpose and Supplemental awards will also be considered as part of the parent programme review. Where Special Purpose awards are not linked to a parent programme they will be reviewed separately.

Business:

GA181 BB (Honours) Accounting L8 (3 years)
 GA878 BA Accounting & Financial Management L7 (3 years) L8 (+1 year)
 GA170 Bachelor of Business L7 (3 years) L8 (+1 year)
 GA182 Bachelor of Business (Honours) L8 (4 years)
 GA877 Bachelor of Business L7 (3 years) L8 (+1 year)
 GA171 BB Administration and Information Systems L7 (3 years) L8 (+1 year)
 GA183 BA (Honours) Information Systems Management L8 (4 years)
 GA375 BB Retail and Customer Service Management L7 (3 years) L8 (+1 year)
 GA376 BB Event Management with Public Relations L7 (3 years) L8 (+1 year)
 GA869 HC Business in Computer Applications L6 (2 years+)
 GA380 BA (Honours) Hotel and Catering Management L8 (4 years)
 GA370 BB Hotel and Catering Management L7 (3 years) L8 (+1 year)
 GA373 BB Bar and Restaurant Management L7 (3 years) L8 (+1 year)
 GA374 BB Tourism Management L7 (3 years) L8 (+1 year)
 GA360 HC Business in Tourism L6 (2 years - can progress to L7)
 GA363 HC Bar Supervision L6 (2 years - can progress to L7)
 GA172 BB Rural Enterprise and Agri-Business L7 (3 years) L8 (+1 year)
 GA777 BSc Agriculture & Environmental Management L7 (3 years) L8 (+1 year)

Computing:

GA775 BSc Computing in Software Development L7 (3 years) L8 (+1 year)
 GA776 BSc Business Computing and Digital Media L7 (3 years) L8 (+1 year)
 GA884 BSc (Honours) Digital Media & Society *L8 (4 years)
 HC in Science in Computing in Information Technology Support + BSC in Computing in Information Technology Support [2+1].

Creative Arts and Media:

GA270 BA Art and Design L7 (3 years) L8 (+1 year)
 GA281 BA (Honours) Film and Documentary L8 (3 years)

Engineering ~ Built Environment / Civil Engineering:

GA480 BSc (Honours) Construction Management L8 (4 years)
GA470 BSc Construction Management L7 (3 years) L8 (+1year)
GA460 HC Construction Management L6 (2 Years+)
GA875 BSc Construction Management in Refurbishment and Maintenance L7 (3 years) L8 (+1year)
GA482 BSc (Honours) Construction Economics and Quantity Surveying L8 (4 years)
GA471 BSc Construction Economics and Quantity Surveying L7 (3 years) L8 (+1year)
GA461 HC Construction Economics and Quantity Surveying L6 (2 Years+)
GA483 BSc (Honours) Architectural Technology L8 (4 years)
GA472 BSc Architectural Technology L7 (3 years) L8 (+1year)
GA462 HC Architectural Technology L6 (2 Years+)
GA484 BEng (Honours) Civil Engineering L8 (4 years)
GA473 BEng Civil Engineering L7 (3 years) L8 (+1 year)
GA463 HC Civil Engineering L6 (2 Years+)

Engineering ~ Electronic & Electrical Engineering / Mechanical Engineering / Industrial / Energy Engineering:

GA570 BEng Computer and Electronic Engineering L7 (3 years) L8 (+2 years)
GA572 BSc Computer and Energy Systems L7 (3 years) L8 (+1year)
GA573 BEng Electrical Services and Automation Engineering L7 (3 years) L8 (+1year)
GA680 BEng (Honours) Mechanical Engineering L8 (4 years)
GA670 BEng Mechanical Engineering L7 (3 years) L8 (+1year)
GA681 BEng (Honours) Energy Engineering L8 (4 years)
GA673 BEng Energy Engineering L7 (3 years) L8 (+1year)

Furniture:

GA970 BSc Furniture Design and Manufacture L7 (3 years) L8 (+1year)
GA981 BSc (Honours) in Furniture Design and Manufacture L8 (4 years)
GA971 BSc Furniture and Wood Technology L7 (3 years) L8 (+1year)
GA982 BSc (Honours) in Furniture and Wood Technology L8 (4 years)
GA980 BSc (Honours) Design and Technology Education *L8 (4 years)

Nursing, Social Care and Health:

GA880 BSc (Honours) General Nursing *L8 (4 years)
GA881 BSc (Honours) General Nursing * Mature Applicants L8 (4 years)
GA882 BSc (Honours) Psychiatric Nursing *L8 (4 years)
GA883 BSc (Honours) Psychiatric Nursing * Mature Applicants L8 (4 years)
GA879 BA Applied Social Studies *L7 (3 years) L8 (+1year)

Science:

GA780 BSc (Honours) Applied Freshwater and Marine Biology L8 (4 years)
GA770 BSc Applied Freshwater and Marine Biology L7 (3 years) L8 (+1year)
GA781 BSc (Honours) Applied Biology and Biopharmaceutical Science L8 (4 years)
GA771 BSc Applied Biology and Biopharmaceutical Science L7 (3 years) L8 (+1year)
GA782 BSc (Honours) Chemical and Pharmaceutical Science L8 (4 years)
GA772 BSc Chemical and Pharmaceutical Science L7 (3 years) L8 (+1year)
GA783 BSc (Honours) Physics and Instrumentation L8 (4 years)
GA773 BSc Physics and Instrumentation L7 (3 years) L8 (+1year)
GA785 BSc (Honours) Medical Science *L8 (4 years)
GA786 BSc (Honours) Forensic Science and Analysis L8 (4 years)
GA784 BSc (Honours) Science (Undenominated) L8 (4 years)
GA774 BSc Science (Undenominated) L7 (3 years) L8 (+1year)

Heritage, Hospitality and Humanities:

GA372 BB Culinary Arts Management L7 (3 years) L8 (+1year)
GA272 BA Heritage Studies L7 (3 years) L8 (+1year)
GA282 BA (Honours) Heritage Studies L8 (4 years)
GA872 BA Heritage Studies L7 (3 years) L8 (+1year)
GA361 HC Culinary Arts L6 (2 years - can progress to L7)
GA362 HC Hospitality Studies L6 (2 years - can progress to L7)
GA870 BA Outdoor Education and Leisure *L7 (3 years) L8 (+1year)
GA874 BA Outdoor Education and Leisure with Geography *L7 (3 years) L8 (+1year)
BA in Religious Studies.

Note:

1. Level 9 taught postgraduate programmes will be aligned to the appropriate discipline area.
2. Similarly, programmes previously approved but not currently running will be reviewed under the appropriate discipline area subject to the Institute deciding it wishes to keep them within licence.

Programme Assessment Strategy

Programme assessment strategies should be produced for each programme, and module assessment strategies for each of its constituent modules.

Curriculum and assessment are inseparable. The development and evaluation of programme and module assessment strategies should be substantial parts of programme design and programme validation (and review or revalidation).

A *programme assessment strategy* is a document aimed at those teachers, learners and assessors who are involved with the programme. It should be prepared for every programme during the programme's development and maintained thereafter. The programme assessment strategy should have a number of features. It should:

- Link a programme's assessment instruments (summative and formative, including continuous assessment and repeat assessment) to the minimum (and any other) intended programme learning outcomes as well as intended module and stage learning outcomes.
- Describe and provide a rationale for the choice of assessment tasks, criteria and procedures. It should also address their fairness and consistency, specifically their validity, reliability and authenticity.
- Describe any special regulations (*e.g.* learners may be required to pass some key modules outright and not rely on pass by *compensation*).
- Regulate, build upon and integrate the module assessment strategies and (where used) stage assessment strategies.
- Provide contingent strategy for cases where learners claim exemption from modules, including for recognition of prior learning.
- Match the programme's assessment instruments to the requirements of the institutional *grading system, particularly concerning the recording and combination of module grades/marks (i.e. provide clear criteria for grading/marking)*.
- Ensure that the programme's continuous assessment workload is appropriately balanced.
- Relate to the programme's teaching and learning strategy.

Assessment strategies should be plainly written and communicated at the start of a programme to learners and all those involved with teaching and assessment. A clear assessment strategy can complement a statement of intended learning outcomes and aid its interpretation.

Most programmes are modular to some degree — *i.e.* they are divisible into parts. When designing programme assessment strategies, it is therefore important to remember that knowledge, skill and competence acquired in particular contexts may not necessarily transfer to a different context without additional learning.

A major award programme will normally require a specific process which, working to the programme assessment strategy, integrates constituent modules so that the intended programme learning outcomes are supported. This should promote overall coherence;

consistency between module and programme intended learning outcomes; and establish the epistemological and cultural identity of the programme.

It should also coordinate alignment of activities (*i.e.* the learning opportunities including formative assessment and summative assessment) with the intended programme of learning outcomes and induct learners into the broader community practice in their discipline.

When developing programme assessment strategies, developers should consider the practicalities of offering repeat continuous assessment opportunities. For example, it may not be feasible for some continuous assessment tasks to be repeated in the same time-frame as written examinations.

Contradictory assessment findings can emerge when the same learning outcomes are assessed by continuous assessment and written examinations. This can create dilemmas unless the potential for such contradictions is foreseen and provided for in the programme and module assessment strategies.

The guidelines for programme assessment strategies apply, with obvious changes made, to module assessment strategies.

- **Assessment tasks and criteria are clear.**
Assessment tasks and grading criteria should be clear and unambiguous.¹
- **The design and scheduling of assessment tasks is coordinated.**
Where modules are designed for particular programmes, the design and scheduling of module-level assessment tasks and criteria should be directed by the programme assessment strategy.

Where a particular module is shared by a number of programmes, each programme needs to integrate the shared module. Particularly, each programme assessment strategy should integrate and adapt to the shared module's assessment strategy. Providers should coordinate the scheduling of assessment tasks to ensure an appropriate workload balance for learners.

- **The language used in assessment is appropriate.**
The language used in teaching should be the language normally used in assessment unless there are exceptional circumstances, and then only where academic standards are not consequently jeopardised.
- A grading scheme (*i.e.* marking scheme) is produced prior to the approval of high-stake assessment tasks.
A *grading scheme* (*i.e.* marking scheme) which uses explicit criteria should be produced for each assessment task prior to assignment. This is good practice generally, but is particularly important for high-stake assessment tasks.

¹ Stokking, K. van der Schaaf, M. Jaspers, J. and Erkens, G. (2004).

The use of learners' submissions to adjust the grading scheme after the assessment tasks have been completed should be avoided (except in the case of the discovery of *errors* in the scheme) because it runs the risk of introducing a normative bias. Grading is an assessment process. Everything that applies to assessment applies to grading. Grading should be criterion-referenced (based on learning outcome criteria). Grades should be awarded on the individual's performance. They should never be norm-referenced (*e.g.* have quotas for each grade).

- **Individuals undertaking team-based assessment tasks are assessed as individuals.**

Not all learners may contribute equally to group work. Moreover, not all group members may derive the same standard of learning from the group work.

Assessment of group work should therefore account for these possibilities. This does not preclude assessment of the outcome of a team's achievement, nor does it preclude formative assessment of a team and formative feedback to the team.

- **Assessment tasks and criteria, arrangements, model answers and grading schemes are reviewed internally (and externally where appropriate) prior to use.**

It is good practice for all assessment tasks to be reviewed internally where possible, and otherwise externally.

- High-stake assessment tasks (*e.g.* examination papers), model responses and grading schemes should normally be reviewed independently of their authors, including by the *external examiners*. An assessment task taken out of context cannot be reviewed effectively. Therefore, external examiners should be familiar with the programme assessment strategy and other relevant assessment strategies.

- **The facilities and equipment for assessment are appropriate.**

Assessment should only be conducted in physical environments which are appropriate for that purpose. Where the nature of the assessment task requires special facilities or equipment, these should be provided.

- **The necessary flexibility of assessment procedures is subject to the need to be fair, consistent, valid, reliable and practical.**

Examples of procedural flexibility include *pass by compensation* and carrying a failed module from one stage to the next (progression with missing credit).

- Repeat assessment

Subject to the *Sectoral Conventions* for Assessment, learners who fail a module should normally be offered at least three repeat attempts. There may be situations where external factors — *e.g.* statutory or regulatory requirements — impinge on the conditions for offering repeat attempts to learners. The programme assessment strategy should provide for the possibility of repeat attempts.

A different arrangement normally applies in the case of a research thesis submitted for a higher degree.

For an unseen examination (*e.g.* an examination paper which is not seen by learners until handed out at the time of examination), the repeat tasks should not be the same as the original tasks.

(HETAC, 2009. 'Assessment and Standards')

Enterprise and Entrepreneurship Checklist

Enterprise and Entrepreneurship Template checklist for programmatic review

Headings are adapted from the HETAC document 'Draft Guidelines and Key Criteria for the Review of Enterprise and Entrepreneurship Education' March 2012. The HETAC document presented the following template from the NCEE Policy Paper 'Developing Entrepreneurial Graduates, Putting entrepreneurship at the centre of higher education, 2008'

www.ncee.org.uk

Entrepreneurship and Enterprise Outcomes Framework

1. Entrepreneurial behaviour, attitude, skills and abilities development

To what degree does a course have activities that seek clearly to develop?

- open and external focus
- appreciation of hard-work
- problem- opportunity sensitivity
- radical and incremental risk-taking initiative and achievement orientation
- ownership of a development
- perseverance, tenacity and determination
- intuitive, reflective and independent thinking
- building networks
- appreciation of thinking and creative styles
- communication, persuasion and negotiation abilities

2. Creating empathy with the entrepreneurial life world

To what degree does the course help students to 'feel' the world of?

- risk-taking
- living with uncertainty and complexity
- working under pressure
- dealing with insecurity and valuing failure
- coping with loneliness
- multitasking
- no sell, no income
- building relationships
- building and managing effective teams
- learning by doing, copying, making things up, problem-solving
- working flexibly and long hours

3. Key entrepreneurial values

Does the course seek to inculcate and create empathy with entrepreneurial values?

- strong sense of independence and freedom to take action
- belief in informal arrangements as opposed to bureaucracy
- self-made/self-belief

- a sense of ownership
- 'hard work brings its rewards'
- strong action orientation
- strong belief in the value of network
- primary belief in the individual and the community

4. Motivation for an Entrepreneurial Career

To what extent is there appreciation for the following motivational characteristics of successful entrepreneurship?

- Desire to achieve
- Risk-Taking
- Locus of Control
- Tolerance of ambiguity/uncertainty
- Self-efficacy, drive and independence
- Goal setting
- Egoistic Passion

5. Understand the process of starting and growing a viable enterprise

To what degree does the course take students through?

- The process of setting-up an organisation/enterprise/venture from idea stage to a going-concern
- Legal, tax, employment issues and requirements
- Innovation management
- Project and growth management
- Personnel and resource management
- Market research, competition, sales and marketing
- Funding, shareholder and financial management

6. Generic entrepreneurship competencies

To what degree does the course build the capacity to?

- Enhance the capability to spot, generate/ identify and appraise ideas/opportunities
- See problems as opportunities requiring solutions
- Appreciate and address the needs of customers and stakeholders
- Appreciate product, service and or business model development
- Identify the key opinion-makers and decision makers in any development
- Evaluate business development needs
- Build informal and formal networks
- Learn from experience and interaction
- Conduct market and industrial research
- Believe in themselves

7. Key minimum business how-to

To what degree does the course help students to?

- develop a business plan to outline business strategy and as a communication instrument to enable financing
- define products, services and business models and client benefits
- develop a total service package
- conduct primary and secondary market research with limited resources
- define a market and customer segments or niches
- identify and appraise competition
- price a product/service offering
- determine appropriate marketing and sales strategy
- project plan: identify key activities/tasks, measurable key performance parameters, milestones and deliverables
- identify the appropriate scale and scope of a feasible and viable business
- manage the finance: develop a cash-flow projection, including payback, test the financial plan under different scenarios.
- manage the financial Plan and capital structuring using different sources of capital
- select an appropriate system to manage cash, payments, collections, profits and costs
- manage growth
- build the team
- develop lean management

8. Managing relationships

To what extent does the course help students to?

- appreciate the importance of building and maintaining informal and formal networks
- understand stakeholder needs at the start-up phase and as the business develops
- develop skills to address needs of stakeholders
- develop a learning organisation
- develop individuals and performing teams
- maintain good communications, be assertive and persuasive

SUMMARY - BENCHMARKING TEMPLATE OF POTENTIAL KEY OUTCOMES

A. Key entrepreneurial behaviours, skills and attitudes have been developed.

B. Students clearly empathise with and understand and ‘feel’ the life-world of the entrepreneur.

C. Key entrepreneurial values have been inculcated.

D. Motivation towards a career in entrepreneurship has been built and students clearly understand the comparative benefits.

E. Students understand the process (stages) of setting up and growing an organisation, the associated tasks and learning needs.

F. Students have the key generic competencies associated with entrepreneurship

G. Students have a grasp of key business how-to associated with the starting and running of an organisation.

H. Students understand the nature of the relationships they need to develop with key stakeholders and are familiar with these.

{This Enterprise checklist was edited by John Kennedy; Janine McGinn; Carmel Brennan and Mary Rogers, December 2012 for the CE

EPRG Panel Report - Guidelines



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

Named Award:	
Programme Title(s):	
Exit Award(s):	
Award Type:	
Award Class:	
NFQ Level:	
ECTS / ACCS Credits:	
First Intake:	
Minor Award(s):	

Panel Members

Name	Position	Organisation

Programme Board Team

1 Introduction

The following report to Academic Council is a validation panel report from an expert panel of assessors on

The report is divided into the following sections:

- Background to Proposed Programme
- General Findings of the Validation Panel
- Programme-Level Findings
- Module-Level Findings

2 Background to Proposed Programme

See Programme Self Evaluation Report (SER) for more detailed information.

3 General Findings of the External Peer Review Group

Overall findings of the panel should be documented here.

Having considered the documentation provided and discussed it with the programme development team, the External Peer Review Group recommends the following:

Bachelor of

Place an x in the correct box.

Accredited for the next five academic years or until the next programmatic review, whichever occurs sooner	
Accredited subject to conditions and/or recommendations	
Re-designed and re-submitted to the same External Peer Review Group after additional developmental work	
Not Accredited	

Note:

Approval is conditional on the submission of a revised programme document that takes account of the conditions and recommendations outlined below and a response document describing the actions of the Department 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 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.

4 Programme-Level Findings

This section of the report addresses the following programme level considerations:

- Evidence of reflection by the programme board to include, where relevant evidence of collaboration and engagement with other programmes from a similar discipline area within GMIT
- Demand
- Award
- Entry requirements
- Access, transfer and progression
- Retention
- Standards and Outcomes
- Programme structure
- Learning and Teaching Strategies
- Assessment Strategy
- Resource requirements
- Research Activity
- Quality Assurance
- Internationalisation

- Professional Practice (Work Experience / Internship etc)

4.1 Reflection, including internal and external engagement

<i>Consideration for the panel:</i>	Is there evidence of reflection in the SER of how the programme performed since the last programmatic review.
<i>Overall Finding:</i>	Yes/No

Commendation(s):

- None

Condition(s):

- None.

Recommendation(s):

- None.

4.2 Demand

<i>Consideration for the panel:</i>	Is there a need for the programme and has evidence been provided to support it?
<i>Overall Finding:</i>	Yes/No

Commendation(s):

- None

Condition(s):

- None.

Recommendation(s):

- None.

4.3 Award

<i>Consideration for the panel:</i>	Is the level and type of the award appropriate?
<i>Overall Finding:</i>	Yes/No

Commendation(s):

- None

Condition(s):

- None.

Recommendation(s):

- None.

4.4 Entry Requirements

<i>Consideration for the panel:</i>	Are the entry requirements for the proposed programme clear and appropriate? Is there a relationship with this programme and further education?
<i>Overall Finding:</i>	Yes/No

Commendation(s):

- None

Condition(s):

- None.

Recommendation(s):

- None.

4.5 Access, Transfer and Progression

<i>Consideration for the panel:</i>	Does the proposed programme incorporate the procedures for access, transfer and progression that have been established by the HEA and as contained in the Institute's Quality assurance Framework (QAF) COP No.4?
<i>Overall Finding:</i>	Yes/No

Commendation(s):

- None

Condition(s):

- None.

Recommendation(s):

- None.

4.6 Retention

<i>Consideration for the panel:</i>	Does the proposed programme comply with the Institute norms for retention, both in first year and subsequent years? Are both elements of the First Year Experience {(i) Learning to Learn (now Learning and Skills Innovation) and (ii) PASS} embedded in this programme? Evidence of other retention initiatives?
<i>Overall Finding:</i>	Yes/No

Commendation(s):

- None

Condition(s):

- None.

Recommendation(s):

- None.

4.7 Standards and Outcomes

<i>Consideration for the panel:</i>	Does the proposed programme meet the required award standards for programmes at the proposed NFQ level (i.e. conform to QQI Award Standards)? For parent award? For exit award (if applicable)? For Minor Award (if applicable)? For Special Purpose Award (if applicable)?
<i>Overall Finding:</i>	Yes/No

The awards standards requirements for programmes on the NFQ Framework can be found at http://www.hetac.ie/publications_pol01.htm

Commendation(s):

- None

Condition(s):

- None.

Recommendation(s):

- None.

4.8 Programme Structure

<i>Consideration for the panel:</i>	Is the programme structure logical and well designed and can the stated programme intended learning outcomes in terms of employment skills and career opportunities be met by this programme?
<i>Overall Finding:</i>	Yes/No

Commendation(s):

- None

Condition(s):

- None.

Recommendation(s):

- None.

4.9 Learning and Teaching Strategies

<i>Consideration for the panel:</i>	Have appropriate learning and teaching strategies been provided for the proposed programme that support Student Centred Learning (SCL)? Evidence of consideration of flexible delivery methods including eLearning?
<i>Overall Finding:</i>	Yes/No

Commendation(s):

- None

Condition(s):

- None.

Recommendation(s):

- None.

4.10 Assessment Strategies

<i>Consideration for the panel:</i>	Have appropriate programme assessment strategies been provided for the proposed programme (as outlined in the QQI/HETAC Assessment and Guidelines, 2009)?
<i>Overall Finding:</i>	Yes/No

Assessment strategies are required in line with HETAC's Assessment and Standards and should be considered by the programme EPRG. See (HETAC (2009) Assessment and Standards, Section 4.6.1, page 33). Accordingly the assessment strategy should address the following (See (HETAC (2009) Assessment and Standards, Section 2.2.5, page 13) :

- Description and Rationale for the choice of assessment tasks, criteria and procedures. This should address fairness and consistency, specifically their validity, reliability and authenticity;
- Describe any special regulations;

- Regulate, build upon and integrate the module assessment strategies;
- Provide contingent strategy for cases where learners claim exemption from modules, including recognition of prior learning;
- Ensure the programme’s continuous assessment workload is appropriately balanced;
- Relate to the learning and teaching strategy;
- Demonstrate how grading criteria will be developed to relate to the Institutional grading system.

Commendation(s):

- None

Condition(s):

- None.

Recommendation(s):

- None.

4.11 Resource Requirements

<i>Consideration for the panel:</i>	Does the Institute possess the resources and facilities necessary to deliver the proposed programme?
<i>Overall Finding:</i>	Yes/No

Commendation(s):

- None

Condition(s):

- None.

Recommendation(s):

- None.

4.12 Research Activity

<i>Consideration for the panel:</i>	Evidence that Learning & Teaching is informed by research? Number of staff engaged in institutional/pedagogical research?
<i>Overall Finding:</i>	Yes/No

Commendation(s):

- None

Condition(s):

- None.

Recommendation(s):

- None.

4.13 Quality Assurance

<i>Consideration for the panel:</i>	Does the proposed programme demonstrate how the Institute’s quality assurance procedures (QAF) have been applied and that satisfactory procedures exist for the on-going monitoring and periodic review of programmes?
<i>Overall Finding:</i>	Yes/No

Commendation(s):

- None

Condition(s):

- None.

Recommendation(s):

- None.

4.14 Internationalisation

<i>Consideration for the panel:</i>	Does the proposed programme demonstrate how the syllabi represent an international dimension? Is there evidence of approaches to induct international students?
<i>Overall Finding:</i>	Yes/No

Commendation(s):

- None

Condition(s):

- None.

Recommendation(s):

- None.

4.15 Professional Practice (Work Experience / Internships etc)

<i>Consideration for the panel:</i>	Does the proposed programme incorporate professional practice as per the Institute's policy on professional practice (PP)? If not, is there evidence that PP is under consideration by the programme board?
<i>Overall Finding:</i>	Yes/No

Commendation(s):

- None

Condition(s):

- None.

Recommendation(s):

- None.

5.0 Module-Level Findings: General

Overall findings of the panel should be documented here.

Commendation(s):

- None

Condition(s):

- None.

Recommendation(s):

- None.

5.1 Module Assessment Strategies

<i>Consideration for the panel:</i>	Have appropriate module assessment strategies been included in each Module Descriptor?
<i>Overall Finding:</i>	Yes/No

Commendation(s):

- None

Condition(s):

- None.

Recommendation(s):

- None.

5.2 Module Level-Findings: Specific Named Modules

5.2.1 Module (Title)

Commendation(s):

- None

Condition(s):

- None.

Recommendation(s):

- None.

5.2.2 Module (Title)

Commendation(s):

- None

Condition(s):

- None.

Recommendation(s):

- None.

5.2.3 Module (Title)

Commendation(s):

- None

Condition(s):

- None.

Recommendation(s):

- None.

5.2.4 Module (Title)

Commendation(s):

- None

Condition(s):

- None.

Recommendation(s):

- None.

5.2.5 Module (Title)

Commendation(s):

- None

Condition(s):

- None.

Recommendation(s):

- None.

5.2.6 Module (Title)

Commendation(s):

- None

Condition(s):

- None.

Recommendation(s):

- None.

5.2.7 Module (Title)

Commendation(s):

- None

Condition(s):

- None.

Recommendation(s):

- None.

5.2.8 Module (Title)

Commendation(s):

- None

Condition(s):

- None.

Recommendation(s):

- None.

5.2.9 Module (Title)

Commendation(s):

- None

Condition(s):

- None.

Recommendation(s):

- None.

5.2.10 Module (Title)

Commendation(s):

- None

Condition(s):

- None.

Recommendation(s):

- None.

5.2.11 Module (Title)

Commendation(s):

- None

Condition(s):

- None.

Recommendation(s):

- None.

5.2.12 Module (Title)

Commendation(s):

- None

Condition(s):

- None.

Recommendation(s):

- None.

6.0 Student Findings

Overall findings of the panel should be documented here. Include overall number of students and numbers from different stages.

Commendation(s):

- None

Condition(s):

- None.

Recommendation(s):

- None.

7.0 Stakeholder Engagement

Overall findings of the panel should be documented here.

Commendation(s):

- None

Condition(s):

- None.

Recommendation(s):

- None.

8.0 Future Plans

Overall findings of the panel should be documented here.

<i>Consideration for the panel:</i>	Evidence that the programme board considered and identified opportunities and signalled proposals for related new programme and award development.
<i>Overall Finding:</i>	Yes/No

Commendation(s):

- None

Condition(s):

- None.

Recommendation(s):

- None.

Validation Panel Report Approved By:

Signed:

xxxx Chairperson.

Date: <date>

Analysis of Findings

Review Date	Programme Title	Location	Commendation	Condition	Recommendation	Decision
27/05/2014	Bachelor of Business (Honours) in Accounting Plus Bachelor of Arts in Accounting & Financial Management	Mayo	9	0	10	B
27/05/2014	Bachelor of Business (Honours)	Mayo	8	0	11	B
27/05/2014	Bachelor of Engineering in Civil Engineering (Hons)	Galway	6	2	13	B
27/05/2014	Higher Certificate in Architectural Technology plus Bachelor of Science in Architectural Technology plus Bachelor of Science (Hons) in Architectural Technology	Galway	13	0	22	B
28/05/2014	Higher Certificate in Business Computer Applications	Mayo	4	1	10	B

Review Date	Programme Title	Location	Commendation	Condition	Recommendation	Decision
28/05/2014	Bachelor of Arts in Human Resource Management	Mayo	6	1	13	B
28/05/2014	Bachelor of Science Construction Economics and Quantity Surveying (Hons), L8 (4 years) plus Construction Economics and Quantity Surveying, L7 (3 years) L8 (+1 year) plus Higher Certificate in Construction Economics and Quantity Surveying L6 (2 years)	Galway	5	2	20	B
28/05/2014	Bachelor of Science Construction Management	Galway	9	2	29	B
29/05/2014	Bachelor of Science Construction Management in Refurbishment and Maintenance & Bachelor of Science (Honours) in Sustainable Building Technology One Year add-on	Mayo	2	6	5	B
29/05/2014	BA I Gno/MSc in Applied Irish Translation/Pgrad in Ir Translation	Galway	2	0	12	B

Review Date	Programme Title	Location	Commendation	Condition	Recommendation	Decision
29/05/2014	Bachelor of Science (Hons) Physics and Instrumentation L8 (4 years) BSc Physics and Instrumentation L7 (3 years) L8 (+1 year)	Galway	2	0	14	B
29/05/2014	Bachelor of Science (Hons) Medical Science	Galway	3	0	12	B
29/05/2014	Bachelor of Arts I Gno agus Cumarsaid I7 (3 years)	Galway	2	N/A	7	D
30/05/2014	Bachelor of Science (Hons) in Applied Freshwater & Marine Biology	Galway	2	0	15	B

Review Date	Programme Title	Location	Commendation	Condition	Recommendation	Decision
30/05/2014	Bachelor of Science (Hons) in Applied Biology & Biopharmaceutical Science L8 (4 years) plus BSc Applied Biology & Biopharmaceutical Science L7 (3 years) L8 (+1 year); HC in Science in GMP & Technology (p/t) L6; BSc in Pharmaceutical Technology (p/t) L7; PLUS BSc (Hons) in Applied Biopharmaceutical & Healthcare Science (p/t) L8	Galway	5	0	16	B
03/06/2014	Bachelor of Engineering in Computer & Electronic Engineering L7 (3 years), L8 (+ 2 years)	Galway	4	1	13	B
03/06/2014	Bachelor of Engineering in Computer & Energy Systems	Galway	0	0	7	D

Review Date	Programme Title	Location	Commendation	Condition	Recommendation	Decision
03/06/2014	Bachelor of Business Culinary Arts Management, L7 (3 years) L8 (+1 year) plus Bachelor of Arts Culinary Arts (Flexible learning) Plus Higher Certificate Culinary Arts, L6 (2 years - can progress to L7)	Galway	10	1	12	B
04/06/2014	Bachelor of Engineering in Electrical Services & Automation Engineering L7 (3 years) L8 (+1 year)	Galway	7	0	12	B
04/06/2014	Bachelor of Engineering (Hons) in Mechanical Engineering, L8 (4 years) plus Bachelor of Engineering in Mechanical Engineering, L7 (3 years) L8 (+1 year) Plus Higher Certificate in Mechanical Engineering, L6	Galway	3	0	8	B
04/06/2014	Bachelor of Arts (Hons) in Heritage Studies	Galway	10	4	14	B
04/06/2014	Bachelor of Arts Religious Studies	Galway	6	0	10	B
05/06/2014	Bachelor of Arts Outdoor Education and Leisure	Mayo	10	1	4	B
05/06/2014	Bachelor of Arts in heritage Studies	Mayo	7	1	8	B
05/06/2014	Bachelor of Engineering (Hons) in Industrial Engineering L8 (4 years)	Galway	3	0	5	D

Review Date	Programme Title	Location	Commendation	Condition	Recommendation	Decision
05/06/2014	Bachelor of Business Retail and Customer Service Management plus Event Management with Public Relations	Galway	1	0	23	B
05/06/2014	Bachelor of Arts (Hons) in Hotel & Catering Management plus Bachelor of Business in Hotel & Catering Management - Block Release plus Bachelor of Business in Hotel & Catering Management plus Higher Certificate in Arts (Hospitality Studies)	Galway	4	1	19	B
05/06/2014	Bachelor of Engineering in Energy Engineering (Hons) L8 (4 years) plus Bachelor of Engineering Energy Engineering L7 (3 years) L8 (+1 year)	Galway	4	0	8	B
06/06/2014	Bachelor of Business Bar and Restaurant L7 (3 years) L8 (+1) plus Higher Certificate in Bar Supervision L6	Galway	3	0	4	D
06/06/2014	Bachelor of Business Tourism Management L7 (3 years) plus Higher Certificate Business in Tourism L6 (2 years)	Galway	3	3	7	B
06/06/2014	Bachelor of Science (Hons) in Furniture Design & Manufacture 1 year add-on plus BSc in Furniture Design & Manufacture plus BSc in Furniture and Wood Technology, L7 (3 years), L8 (1 year) plus Higher Certificate in Engineering in Furniture Design & Manufacture	Letterfrack	5	0	10	B

Review Date	Programme Title	Location	Commendation	Condition	Recommendation	Decision
06/06/2014	Bachelor of Arts Applied Social Studies	Mayo	7	0	10	B
13/06/2014	BSc Chemical & Pharmaceutical Science (Hons) L8 (4 years) plus BSc Chemical & Pharmaceutical Science L7 (3 years) L8 (+1 year)	Galway	6	3	10	B
13/06/2014	BSc (Hons) Forensic Science & Analysis plus BSc Forensic Science & Analysis plus Higher Certificate in Forensic Science & Analysis	Galway	3	2	10	B
17/06/2014	MSc in Environmental Systems	Galway	12	0	7	B
17/06/2014	MSc in Computing plus Higher Diploma Science in Computing	Galway	7	1	15	B
17/06/2014	Bachelor of Business (Hons) Accounting	Galway	5	0	15	B
17/06/2014	Bachelor of Business (Hons)	Galway	4	0	18	B
18/06/2014	Bachelor of Business Rural Enterprise and Agri-business plus Bachelor of Science in Agriculture & Environmental Management	Galway	5	2	17	B

Review Date	Programme Title	Location	Commendation	Condition	Recommendation	Decision
18/06/2014	Bachelor of Business, Administration & Information Systems plus Bachelor of Arts (Hons) Information Systems Management	Galway	4	0	10	B
19/06/2014	Bachelor of Science (Hons) in Digital Media & Society	Mayo	1	1	4	B
19/06/2014	Bachelor of Science in Information Technology Administration plus Bachelor of Science (Hons) in Computer Services Management plus Higher Certificate in Science in Information Technology Support	Mayo	0	2	7	B
19/06/2014	Postgraduate Diploma in Accounting	Galway	3	0	17	B
20/06/2014	Bachelor Of Science in Computing in Software Development plus Bachelor of Science (Hons) in Computing in Software Development (1 year add-on) plus Bachelor of Science (Hons) in Computing in Software Development (Four year ab initio degree)	Galway	3	2	7	B
20/06/2014	BSc in Business Computing & Digital Media plus BSc (Hons) in Information Technology for Business	Galway	0	3	11	B
20/06/2014	Bachelor of Arts in Art & Design plus Bachelor of Arts (Hons) in Fine Art plus Bachelor of Arts in Art & Design (Flexible Delivery Mode)	Galway	3	2	19	B
20/06/2014	Bachelor of Arts in Film & Documentary	Galway	4	0	6	B

Review Date	Programme Title	Location	Commendation	Condition	Recommendation	Decision
***HOS Business - Comment	Student Findings - All Reports					
	The student findings sections in reports quotes individual students who may or may not be representative of their class. Where the panel have identified merit in their findings they have made recommendations in relation to them, so I am not convinced that there is merit in publishing the detailed comments of students in a granular fashion.					