EXTERNAL REVIEW REPORT OF NEW PROGRAMMES

1.	Title of Programme(s):	BB (Hons) in Event Management with Public Relations **Embedded Exit Awards:** BB in Event Management with Public Relations (L7) Higher Certificate in Business in Event Management with Public Relations (L6)					
2.	School / Centre:	College of Tourism & Arts					
3.	Duration:	4 years Level 8 3 years Level 7 (Award and Exit Award) 2 years Level 6 (Exit Award)					
4.	NFQ Level: ISCED Code:	Level 8 Level 7 (Award and Exit Award) Level 6 (Exit Award) 1013					
5.	Type of Review:	New Programme:	Yes:	X	No:		
		Differential Validation:	Yes:		No:	X	
6.	Date of Review:	28th March 2017					
7.	Delivery Mode:	Full-time	X	Part-time		Blended	
8.	Panel Members:	Mr Billy Bennett, Registrar, LYIT Mr Damien Courtney, Retired Head of Faculty, CIT Dr Sean Duffy, Head of School of Tourism, LYIT Ms Triona Gannon, General Manager, The G Ms Carmel Brennan, Secretary					
9.	Proposing Staff:	Gerry Talbot John Carty Tomas Mangan Deirdre Fahy		Tom Edwards Tom Conlon Gerry O'Neill			

| 10 | Programme Rationale: | This programme is multidisciplinary in nature focusing on the elements of business, management and social sciences that are complementary to the specific event disciplines associated with business, art and social events. This programme will also seek to focus on the development of graduates' intellectual and practical skills that will support them both as learners and as professional event managers.

The event industry in Ireland has seen growth in recent years and Fáilte Ireland, the Northern Ireland Tourist Board and the Department of Transport, Tourism & Sport have targeted a number of strategic areas as potential growth areas worth investing in. These include areas that require event management professionals namely cultural tourism, festivals and cultural events, adventure tourism, sports tourism, leisure pursuits/amenities and business/corporate tourism.

Figures from Fáilte Ireland indicate that the business tourism sector, a key event management segment, is worth €579 million a year supporting 19,000 jobs in Ireland. Growing 9% in 2013, the sector is one of the highest yield sectors in tourism. According to Fáilte Ireland they are confident they have reached their targeted €61.5m and 8% growth in 2015. Fáilte Ireland figures for international conferences, totalling over 1,400 delegates can be worth almost €2m to the Irish economy. Another barometer of this event sector is a report in the Irish Examiner in 2015 that the value of business tourism generated by the Cork Convention Bureau (CCB) looks set to break the €10m barrier for the first time this year.

A study by UCD Michael Smurfit Graduate Business School carried out on Dublin City Chamber's behalf estimates that the Ireland vs. England rugby match added €21.3m in all to the economy in 2015 showing the value of big sport events to the Irish economy.

Events are very important to Galway. Galway is known as Ireland's festival city. Festival events include St Patrick's Day Festival, the Galway Food Festival, the Cúirt Literary Festival, the Galway Film Fleadh, the world famous Galway International Arts Festival and equally popular Galway Races, the two Oyster Festivals, the Baboró International Arts Festival for Children, Comedy Festival and Galway Continental Christmas Market to name a few. Galway has received designation as the European Region of Gastronomy |

		for 2018, and will be officially awarded so in June 2016. Galway has also been named as European Capital of Culture 2020. Public relations (PR) is an important part of the proposed programme, as PR is an integral part of the event manager's role. In addition to providing an education programme for CAO entrants, this programme will also provide a progression route for students on the existing Bachelor of Business in Event Management with Public Relations, level 7 programme.
11.	Potential Demand for Entry:	Combined level 7 and level 8 intake is anticipated to be 60 students per annum. In addition to a CAO entry for Year 1 of this programme, it is planned to offer Year 4 of this programme in 2017-18, to provide a progression opportunity for students on the existing level 7 programme. Research into existing students on the level 7 programme show a viable cohort wishing to progress to the final stage of the level 8 programme.
12.	Stakeholder Engagement:	Consultation was undertaken with students, graduates, employers and industry stakeholders, and used to inform the structure and content of the degree.
13.	Graduate Demand:	The programme is designed to equip graduates to be able to take up positions such as: • Conference and Banqueting Managers in the hospitality industry • Event and Exhibition Organisers working on major public exhibitions, trade and industry exhibitions, and indoor and outdoor events of all sizes • Entertainment Managers organising e.g. festivals, shows • Exhibition Marketing Manager • Trade Show Co-ordinator/Manager • Event Sales Manager • Event Co-ordinator /Manager • Sporting Events Manager • Festival Co-ordinator/Manager/Director • Commercial Manager • Sponsorship Manager • Fundraising Officer

		• Communications Executive/Manager • PR Executive /Public Relations Management roles • PRO / Press Officer • Venue/Property Managers
14.	Entry Requirements:	The standard entry requirements for a level 8 degree as outlined in GMIT Code of Practice No. 4 (Access, Transfer and Progression) apply.
15.	Programme Structure:	This programme consists of learning delivered across eight semesters, with a work placement in semester 6. Modules relate to event management, PR, business, and to personal and professional development.
16.	LTA:	The learning and teaching strategies employed by the programme team will aim to help students achieve module and programme learning outcomes. The common theme will be interactive, student-centred approaches. Each lecturer strives to motivate students to learn, and plans and organises their teaching to guide and assist student learning. Students are informed of the context of what they are studying and what they aim to achieve in the class session, with material linked to any prior learning, as relevant. Methodologies include traditional lecturing, practical tasks, discussions and presentations appropriate to the topic/discipline area. Increasingly, lecturers are using technology enhanced learning and blended techniques to enhance the learning cycle. For example, lecturers use Moodle to direct students to learning resources, and use online quizzes to motivate and provide near-instant feedback. Students are viewed as an integral part of the GMIT community and participate in new programme design and in on-going and periodic reviews of programmes. The Programme Board is aware that the dynamic employment environment means that students need to be equipped with the ability to think critically, analyse, problem-solve and engage in lifelong learning. It endeavours to equip students with these skills. It is also well recognised that students learn better through 'doing' rather than hearing or reading, and all modules, especially those service-based ones, involve elements of practice and experiential learning. Assessment tasks are chosen in accordance with their appropriateness to assess specific learning outcomes. Criteria for assessing student performance relate to the

		module learning outcomes and the national Quality & Qualifications Ireland (QQI) standards.
		Assessment design aims to encourage deep learning whereby students understand concepts and can apply them in a range on contexts. Assessment encourages this through e.g. variations in question formats/wording, use of case-based scenarios, practical conditions.
		Assessment validity and reliability is of critical importance, as the results of assessments on this programme will be used to make judgements about the ability and future performance of students, particularly by professional bodies and employers. Therefore, lecturers will design assessments appropriate to the national standards to accurately measure students' skills, knowledge and competencies, and to provide assurances of these to external stakeholders. Assessment criteria will be made explicit to students ensuring transparency and clarity of expectations.
		Authentic assessment is used where possible to reflect industry scenarios and tasks that graduates will be expected to complete in the workplace. The Programme Board shall ensure that core transferable skills will be assessed regularly throughout the duration of the programme.
		Both formative and summative assessments will be used within this programme. Subjects are regularly required to undertake tasks, the sole purpose of which is to give students feedback in relation to their learning, so they can identify any areas for potential improvement. Summative assessment involves some element of continuous assessment and a terminal examination as indicted by the Approved Programme Schedule (APS). A wide range of assessment methodologies may be used within the programme, including examinations, in-class assessments, presentations, case studies, reports, practical assessments (including organising and appraising events), projects (individual and group work), reflections, and posters.
17.	ATP:	GMIT's Code of Practice No 4 on Access, Transfer and Progression applies.

		Students who successfully complete the level 7 programme will be eligible to transfer to the final stage of the level 8 programme.
18.	Resource Implications:	This programme will be delivered within existing resources, including human resources.
19.	Synergies with existing programmes:	Many of the modules are common with those delivered on other programmes within the College of Tourism and Arts.
20.	Findings and Recommendations:	Special conditions attaching to approval (if any): 1. Revise the Approved Programme Schedule to reflect the proposed move of the mandatory Communications and Customer Care module from semester 1 to semester 2. Recommendations of the panel in relation to award sought: 1. Revise the programme proposal submission (AQA2) to ensure the rationale, industry data, student numbers, regional context and consultation process are up to date. 2. Revise the programme learning outcomes to ensure they are written as level 8 outcomes and using measurable, active verbs. Revise the programme aim in the AQA2 document using the wording of the aim in the programme document. 3. Revise the module learning outcomes to ensure all outcomes are written using suitable language, at the appropriate level, and using measurable, active verbs. Consider having greater consistency in the number of learning outcomes per module. 4. Consider a more generic title for the Higher Certificate exit award, appropriate to the programme learning outcomes and programme content. 5. Adopt a consistent approach to the presentation of book titles/reading lists, including publication year. 6. Adopt a consistent approach to the presentation of syllabi; consider whether it would be useful to include percentage weightings for syllabus topics.

		7. Include breakdown for assessment where modules are 100% continuous assessment.
		
		Module specific recommendations:
		1. Review modules to ensure appropriate layout and remove typos, ensuring that modules are complete including teaching, learning, assessment and repeat assessment strategies.
		2. Ensure the following are further integrated into the existing modules:
		  - Graphic design
		  - Rostering
		  - Sales skills/upselling and presentation skills
		  - Managing conflict and customer care
		  - Career planning, CV preparation, Personal branding
		  - Placement preparation
		3. Consider offering approved alternative module(s) as elective(s) for students who are not in a position to complete the placement.
		4. Summarise the content of the work placement manual in the Work Placement module descriptor.
		5. Rename 'Event Strategy and Policy' module to reflect policy context.	

22.	FAO: Academic Council:		
		Approved:	
		Approved subject to recommended changes:	X
		Not approved at this time:	
	Signed:		
		Billy Bennett	*Carmel Brennan* (signature) Carmel Brennan
		Chair	Secretary