

EXTERNAL REVIEW REPORT OF NEW PROGRAMMES

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| 1. | Title of Programme(s): (incl. Award Type and Specify Embedded Exit Awards) | Certificate in Greening Enterprise Skills |
| 2. | NFQ Level(s)/ No. ECTS: | Level 6, 25 ECTS |
| 3. | Duration: | 1 year |
| 4. | ISCED Code: | 0520 |
| 5. | School / Centre: | Mayo Campus |
| 6. | Department: | Department of Business, Humanities and Technology |
| 7. | Type of Review: | New Programme |
| 8. | Date of Review: | 4 th November 2019 |
| 9. | Delivery Mode: | Blended |
| 10. | Work Based Learning (Work Placement/Work Based Project, No. ECTS) | Work-based Project (10 ECTS): Work Project – Greening Enterprise Skills |
| | Modules with Failed Elements | No |
| | Non-compensatable modules | No |
| | Award Classification | N/A |
| 11. | Panel Members: | Dr Des Foley, Head of School of Science (Chair) Dr Edna Curley, Principal, Mountbellew Agricultural College Mr Eamon Walsh, Head of Department of Enterprise and Technology Tony Hegarty, Ordú Ms Carmel Brennan, Assistant Registrar, GMIT (Secretary) |

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| 12. | Proposing Staff: | <p>Prof Neville McClenaghan, Vice President Mayo Campus Mr Michael Gill, Head of Department Mr John Scahill Mr Kevin O’Callaghan Dr Deirdre Garvey Ms Anne Wiseman Mr Brian Mulhern Mr Pearce McDonnell Ms Mairead Ludden Mr David Mellett, Regional Coordinator, Atlantic Seaboard North Climate Action Regional Office Mr Deaglain O’Riain</p> |
| 13. | Programme Rationale: | <p>The programme focusses on environmentally friendly operational practices and managing performance indicators to achieve national (sector specific) energy efficiency and CO2 emissions targets.</p> <p>The National Development Plan 2018-2027 set goals and targets for Ireland to achieve in order to combat climate change and reduce reliance on fossil-fuel based energy sources. The Irish National Energy Efficiency Action Plan (NEEAP) set a national target for 2020 to improve energy efficiency by 20% across the economy. The ESRI in November 2018 states carbon tax will have to increase substantially to meet Ireland’s legally binding targets on reducing greenhouse gas emissions by 2030.</p> <p>The programme sets out to provided students (and businesses) with the knowledge and skills that demonstrate how environmentally friendly behaviour and sustainability can be incorporated into everyday work practices.</p> |
| 14. | Potential Demand for Entry: | <p>The research undertaken suggests a strong need for this programme. 24 places will be offered on this programme.</p> |
| 15. | Stakeholder Engagement: | <p>A consultation event was held at campus level with a range of local industries and organisations to identify programme needs and gain feedback on proposed programmes and delivery options. A meeting was held with the Climate Action Regional Office and the Western Development Commission. The Local Authority Service National Training Group was consulted.</p> <p>A stakeholder consultation event was held in September 2019. It was opened by Duncan Stewart who provided</p> |

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| | | context for the subsequent discussions. A wide range of stakeholders attended. |
| 16. | Graduate Demand: | This programme is an upskilling programme. Many students will already be in employment |
| 17. | Entry Requirements, Access, Transfer & Progression: | Grade O6/H7 or better in five Leaving Certificate subjects including English or Irish and Mathematics and a minimum of 160 points OR A Foundation Certificate or any QQI FET Level 5 or 6 award. Mature students lacking the minimum entry requirements may be considered in line with GMIT's Admissions Policy. Recognition of Prior Learning (RPL) may be used for entry or exemption in line with GMIT's policy. English language requirements are those approved by GMIT for programmes at this level. |
| 18. | Programme Structure: | This programme consists of two modules, as follows: The Green Campus Model (15 ECTS) Work Project – Greening Enterprise Skills (10 ECTS) The programme will be delivered over one academic year. |
| 19. | Learning, Teaching & Assessment Strategies: | This programme will be delivered using blended mode with materials being made available to students online on a weekly basis. In addition, a weekly online synchronous tutorial will be held where the lecturer will focus on key issues and concepts and engage with students by answering questions and encouraging discursive dialogue. Face-to-face lectures will be held on a monthly basis, with some of these being delivered by guest lectures. |
| 20. | Resource Implications: | 6 hours per week required for delivery. This can be delivered within existing capacity. Expenses associated with guest lecturers are required. Some ongoing staff development will be required, particularly attendance at conferences. This will be funded from the Campus' Staff Development budget. This will be a self-financing programme. |
| 21. | Synergies with Existing Programmes: | None. |
| 22. | Findings and Recommendations: | General: The programme was approved subject to the following conditions (1) and recommendations (9): Special conditions attaching to approval (if any): 1. The programme has been designed to be provided through a blended delivery mode which may limit the |

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| | | <p>geographic market for the programme and raise the issue of carbon footprint for attendees. The face-to-face element of the programme can be maintained, but in instances where it is feasible programme participants should be provided with the option to participate in these sessions remotely to address the issues of geography and travel. The Programme Board should also consider whether travel to the campus could be minimised in other ways e.g. through combining guest speakers into a one-day seminar or holding networking events at locations convenient to the student cohort. The intent of this condition is to facilitate a student to successfully complete the programme even in instances where attendance at campus proves difficult.</p> |
| | | <p style="color: red;">Recommendations of the panel in relation to award sought:</p> <ol style="list-style-type: none"> 2. Clearly differentiate both the Certificate in Climate Resilience for Business and the Certificate in Greening Enterprise Skills programmes in promotional materials to avoid market confusion. 3. Given the blended nature of the programme, the aims of the programme and the target cohort, it is strongly recommended that the programme assessment strategy be revised to remove terminal examinations. 4. Ensure that the hours on the approved programme schedule for supervision of projects do not provide a barrier for delivery should the optimal student numbers not materialise. 5. Module descriptors should refer to other agencies' green supports e.g. Enterprise Ireland, IDA Green Competitiveness Programme. 6. Investigate the possibility of becoming approved as a Lean Education and Training Provider and having this programme listed on Enterprise Ireland's "Lean Business Ireland" website https://www.leanbusinessireland.ie/find-training-services/ Ensure that the programme is not focused on the hospitality sector given the stated intent of the programme being not sector specific. 7. Amend the 'The Green Campus Model' module to show as 15 ECTS rather than 10 ECTS. 8. Ensure that book lists are up-to-date for each module. 9. Edit the Module Manager document to remove typos and layout errors e.g. Programme Learning Outcomes. |

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| 23. | FAO: Academic Council: | Approved: | |
| | | Approved subject to recommended changes: | X |
| | | Not approved at this time: | |
| | Signed: | | |
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| | | Chair | Secretary |