

## Report of New Programme Evaluations

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- a. Bachelor of Business (Honours) in Marketing
- b. Bachelor of Business in Marketing

### External Validation Panel Members:

<b>Dr. Derek O’Byrne</b> (Chair),	Registrar, WIT
<b>Dr. James Cunningham,</b>	Director of Whitaker Institute, NUIG.
<b>Dr. Amr Arisha,</b>	Head of International Business Department, DIT.
<b>Mr. Paul Shelly,</b>	Chartered Accountant.
<b>Mr. Padraig O Ceidigh,</b>	formerly Galway Airport.
<b>Mr. Jarlath O’Dwyer,</b>	Supermacs.
<b>Mr. Michael Hannon,</b>	Registrar.

### Delivery Mode / Duration / Validation Date(s):

**Full-time**       **Part-time**       **Semesterised**       **Modularised**   
**New Programme**       **Modification of existing programme**

**Duration:** 3 or 4 years. The Higher Certificate is a 2 year programme

**Date(s) of meeting(s):** 16<sup>th</sup> and 17<sup>th</sup> February, 2015

## Programme Family

- c. Bachelor of Business (Honours) in Marketing
- d. Bachelor of Business in Marketing

## Educational Aim

This is a specialised marketing degree. The programme aims to facilitate students as learners with the knowledge, skills and competencies necessary for a career in marketing. This will be achieved by providing learners with an applied learning environment encompassing current and emerging practices in the area of business generally and particularly in marketing, sales and other marketing disciplines. The programme aims to meet the current challenges of business and foster an interdisciplinary approach.

## Access

GMIT Code of Practice No 4. GMIT Policies on Access, Transfer and Progression details how a learner may commence a programme of education and training in GMIT. It includes direct admissions (e.g. Mature applicants) and indirect admissions (e.g. CAO applicants). GMIT Code of Practice No. 6 Policy and Procedures for the Recognition of Prior Learning (RPL) details how RPL can be used to gain admission to a programme, and/or to gain exemptions from parts of a programme of study.

## Transfer

GMIT Code of Practice No 4. GMIT Policies on Access, Transfer and Progression explains how an application from a student wishing to transfer from other HEIs (including universities) can do so. The Code of Practice also allows internal transfers (transfer from one GMIT programme to another) and transfers from providers of Further Education.

## Progression

GMIT Code of Practice No 4. GMIT Policies on Access, Transfer and Progression explains how a graduate from GMIT and external HEI students may progress from one award level to a higher level.

## Teaching and Learning

Learning and teaching is a core activity of GMIT and through its academic Programmes, GMIT ensures that all graduates have a comprehensive understanding of relevant disciplines, professional knowledge and skills appropriate to their awards. GMIT Code of Academic Policy No 4. GMIT Learning, Teaching and Assessment Strategy 2010-2015 provides direction on how programmes in GMIT will be taught and delivered.

The Teaching and Learning strategy of this programme will be achieved through the adoption of a range of different pedagogical approaches which recognise the centrality of the student in both a traditional and self-learning environment.

### **Assessment Strategies**

There will be a variety of assessment methods used on this programme including inter alia continuous assessment (CA), assignments, practical work, project work, individual and group-work, and examinations. The students will be given assignments and projects to demonstrate their learning including case study projects and assignments that will be both practical and conceptual and will be structured and organised in order to link with the world of business and industry. These assignments will be linked to current business practices and technology will be used in the assessment where possible.

The programme assessment strategy (see GMIT's Code of Practice No. 3 Student Assessment: Marks and Standards) outlines the relationships between each programme outcome, the intended learning outcomes of the modules, and the assessment elements of the constituent modules.

### **Findings and Recommendations:**

The panel commend the strategy adopted by the Business School in developing Level 8 programmes in response to market demand.

### **Recommendations of Panel in relation to award sought:**

- The panel recognise the degree of commonality between this programme and the other programmes presented for validation. Programmes with common entry and multiple exit routes are the current policy in Irish HE and are specifically compatible with the Transition debate. While it is noted here that the School intend to facilitate transfers between programmes it also intends to denominate each programme separately on the CAO listing.
- Professional Practice / work experience should be considered and a plan presented describing how this will be incorporated when the Institute is in a position to resource this activity.
- Level of assessment needs to be reviewed.
- Learning outcomes need to be at the appropriate level for the award.
- Include a capstone module at the end (stage 4) of the programme.
- The proposers should consider the potential demand for minor awards and develop same to meet this demand.

- Exposure to different industry settings such as Science and Engineering should be considered.
- Further enhance and deepen student exposure to a broad range of industry settings should be considered.
- The possibility of developing minor awards targeting particular industry sectors should be considered.

**Special conditions attaching to approval (if any):**

- A minimum of 60 credits in the area of marketing should be clearly identifiable over the four years of the programme.
- Additional marketing elements such as a 10 credit capstone module or modules addressing new areas is required in this programme.
- Reconsider the title of this programme to give it greater appeal and to better reflect the content and ethos of the programme. The panel recommend there should be a greater emphasis on 'Sales' and perhaps Sales should be included in the title.
- Reconsider module titles to better articulate module content and ethos.
- A graphic / flowchart should be included to explain transfer and progression opportunities.

**For the Attention of Academic Council:**

The panel commend the proposers on the significant body of work in the development of this integrated suite of programmes.

The two programmes listed at the beginning of this section, namely:

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are recommended for approval subject to the conditions and recommendations listed being satisfactorily addressed.

The proposing team may bring revised documentation to the Registrar describing how the recommendations / conditions were addressed and the Registrar will obtain sign-off from the panel chair on behalf of the External Validation Panel.

Approved	<input type="checkbox"/>
Approved subject to recommended changes	<input checked="" type="checkbox"/>
Not approved at this time	<input type="checkbox"/>