

Programmatic Review



School of Business & Humanities

Peer-review panel report

20th May 2015

Table of contents

Executive summary	1
Preamble	1
Programmes considered for re-validation	2
Peer-review panels	6
Institutional staff consulted.....	7
Documentation submitted for consideration.....	8
Day I – 21 st April 2015 Review of business programmes	9
Day II – 22 nd April 2015 Review humanities programmes	25
Decision of the panels	34

1. Executive summary

- 1.1. The School of Business and Humanities, Institute of Technology Blanchardstown undertook a review of its programmes and activities during the academic year 2014-2015. The School is comprised of the Department of Business and the Department of Humanities. Staff of each Department produced a self-evaluation report. External peer-review panels were established by the Registrar. The panels met on the 21st April (Department of Business) and 22nd April 2015 (Department of Humanities) to consider the self-evaluation reports and to meet with staff of the School. This report identifies the findings of these peer-review panels.
- 1.2. The overall recommendation of each of the panels was that all proposed changes to existing syllabi and recommendations made in the self-evaluation report be accepted. The panels recommended that all the programmes considered be accredited for a further five years.
- 1.3. The panels were impressed by the depth of self analysis that was undertaken by the School, the quality and detail of the documentation, how the teaching processes accommodate the varied learning styles of students and the level of open and frank dialog throughout the various engagements during the visits.

2. Preamble

- 2.1. The School of Business and Humanities, Institute of Technology Blanchardstown undertook a review of its programmes and activities during the academic year 2014-2015. The process followed was that described in Institute policy 2MP31 “Institute Review Policy”. Staff of each Department in the School produced a self-evaluation report of activities as described in this policy document.
- 2.2. External peer-review panels were established by the Registrar following the procedures outlined in 2MP31. The panels met on the 21st and 22nd April 2015 to consider the self-evaluation reports and to meet with staff of the School.

Panels and dates as follows:

Department of Business

21st April Review of programmes

Department of Humanities

22nd April Review of programmes

- 2.3. The peer-review groups produced a report of their findings (this report) and this will be reported to the Academic Council of the Institute as per agreed quality assurance policy 2MP31.

3. Programmes considered for re-validation

Department of Business Programmes – 21st April

General business

BN101	BN_BBSST_8	Bachelor of Business (Honours)	NFQ Level 8 240 ECTS credits
BN014	BN_BBSST_7	Bachelor of Business	NFQ Level 7 180 ECTS credits
BN003	BN_BBSST_C	Higher Certificate in Business	NFQ Level 6 120 ECTS credits
BN303	BN_BBSST_D	Bachelor of Business	NFQ Level 7 60 ECTS credits
BN403	BN_BBSST_B	Bachelor of Business (Honours)	NFQ Level 8 60 ECTS credits
BN526	BN_BHDBS_G	Higher Diploma in Business	NFQ Level 8 60 ECTS credits

International business

BN110	BN_BINTL_8	Bachelor of Business (Honours) in International Business	NFQ Level 8 240 ECTS credits
BN017	BN_BINTL_7	Bachelor of Business in International Business	NFQ Level 7 180 ECTS credits
BN018	BN_BINTL_C	Higher Certificate in Business in International Business	NFQ Level 6 120 ECTS credits
BN304	BN_BINTL_D	Bachelor of Business in International Business	NFQ Level 7 60 ECTS credits
BN411	BN_BINTL_B	Bachelor of Business (Honours) in International Business	NFQ Level 8 60 ECTS credits

Accounting & Finance

BN114	BN_BACFN_8	Bachelor of Business (Honours) in Accounting & Finance	NFQ Level 8 240 ECTS credits
BN023	BN_BACFN_7	Bachelor of Business in Accounting & Finance	NFQ Level 7 180 ECTS credits
BN307	BN_BACFN_D	Bachelor of Business in Accounting & Finance	NFQ Level 7 60 ECTS credits
BN414	BN_BACFN_B	Bachelor of Business (Honours) in Accounting & Finance	NFQ Level 8 60 ECTS credits

Business & IT

BN103	BN_BBSIT_8	Bachelor of Business (Honours) in Information Technology	NFQ Level 8 240 ECTS credits
BN010	BN_BBSIT_D	Bachelor of Business in Information Technology	NFQ Level 7 180 ECTS credits
BN405	BN_BBSIT_B	Bachelor of Business (Honours) in Information Technology	NFQ Level 8 60 ECTS credits

Sports Management & Coaching

BN111	BN_BSMCO_8	Bachelor of Arts (Honours) in Sports Management and Coaching	NFQ Level 8 240 ECTS credits
BN020	BN_BSMCO_7	Bachelor of Arts in Sports Management and Coaching	NFQ Level 7 180 ECTS credits
BN019	BN_BSMCO_C	Higher Certificate in Arts in Sports Coaching and Administration	NFQ Level 6 120 ECTS credits

Postgraduate programmes

BN525	BN_BMSBB_R	Master of Business	NFQ Level 9 90 ECTS credits
BN522	BN_BMSBB_G	Postgraduate Diploma in Business	NFQ Level 9 60 ECTS credits

Minor / special purpose awards

BN709	BN_BIATI_Q	Certificate in Accounting Technician (Accounting Technicians Ireland)	NFQ Level 6 32 ECTS credits
BN710	BN_BMSBB_R	Certificate in Club Management (<i>Minor award of BN101</i>)	NFQ Level 6 30 ECTS credits
BN730	BN_BCFGG_Q	Certificate in Conditioning for Gaelic Games	NFQ Level 6 15 ECTS credits
BN734	BN_BCFAI_Q	Certificate in Conditioning for Association Football	NFQ Level 6 15 ECTS credits
BN736	BN_BCIOL_Q	Certificate in Olympic Lifts for Sports	NFQ Level 6 15 ECTS credits
BN760	BN_BCAPD_Q	Certificate in Athlete / Player Development for Youth Coaches	NFQ Level 6 15 ECTS credits
BN766	BN_BLISM_Q	Certificate in Languages with International Selling and Sales Management	NFQ Level 6 40 ECTS credits

Department of Humanities Programmes – 22nd April

Applied Social Studies in Social Care programmes

BN107	BN_HAPSS_8	Bachelor of Arts (Honours) in Applied Social Studies in Social Care	NFQ Level 8 240 ECTS credits
BN011	BN_HAPSS_D	Bachelor of Arts in Applied Social Studies in Social Care	NFQ Level 7 180 ECTS credits
BN409	BN_HAPSS_B	Bachelor of Arts (Honours) in Applied Social Studies in Social Care	NFQ Level 8 60 ECTS credits

Social and Community Development programmes

BN115	BN_HSACD_8	Bachelor of Arts (Honours) in Social and Community Development	NFQ Level 8 240 ECTS credits
BN025	BN_HSACD_7	Bachelor of Arts in Social and Community Development	NFQ Level 7 180 ECTS credits
BN415	BN_HSACD_B	Bachelor of Arts (Honours) in Social and Community Development	NFQ Level 8 60 ECTS credits
BN036	BN_HSACD_C	Higher Certificate in Arts in Social and Community Development	NFQ Level 6 120 ECTS credits

Early Childhood Care and Education programmes

BN118	BN_HECHC_8	Bachelor of Arts (Honours) in Early Childhood Care and Education	NFQ Level 8 240 ECTS credits
BN030	BN_HECHC_7	Bachelor of Arts in Early Childhood Care and Education	NFQ Level 7 180 ECTS credits
BN418	BN_HECHC_B	Bachelor of Arts (Honours) in Early Childhood Care and Education	NFQ Level 8 60 ECTS credits
BN024	BN_HECHC_C	Higher Certificate in Arts in Early Childhood Studies	NFQ Level 6 120 ECTS credits

Postgraduate programmes

BN510	BN_HLANF_R	Master of Arts in Language Education (French)	NFQ Level 9 90 ECTS credits
BN513	BN_HLANF_G	Postgraduate Diploma in Arts in Language Education (French)	NFQ Level 9 60 ECTS credits
BN511	BN_HLANG_R	Master of Arts in Language Education (German)	NFQ Level 9 90 ECTS credits
BN514	BN_HLANG_G	Postgraduate Diploma in Arts in Language Education (German)	NFQ Level 9 60 ECTS credits
BN516	BN_HLANE_R	Master of Arts in Language Education (English as a Second Language)	NFQ Level 9 90 ECTS credits

Peer-review panel(s)

Department of Business 21st April

Mr Billy Bennett	Letterkenny Institute of Technology (Chair)
Dr Patricia Moriarty	Dundalk Institute of Technology
Dr Margaret Linehan	Cork Institute of Technology
Prof Aidan Daly	NUI Galway
Prof Araceli Mora	University of Valencia - Spain
Ms Melanie Tuckwell	University of South Wales - UK
Mr John Connolly	Symantec
Mr Ben Slimm	Institute of Technology Tralee

Department of Humanities 22nd April

Mr Billy Bennett	Letterkenny Institute of Technology (Chair)
Dr Patricia Moriarty	Dundalk Institute of Technology
Dr Margaret Linehan	Cork Institute of Technology
Dr Anne Carpenter	Carlow Institute of Technology
Dr Lee Quinney	University of Wolverhampton - UK
Ms Josephine Finn	NUI Maynooth
Ms Clodagh McDonnell	Department of the Environment, Community & Local Government
Mr Ben Slimm	Institute of Technology Tralee

Also in attendance on both days:

Mr Richard Gallery	Registrar Institute of Technology Blanchardstown
Mr Michael Keane	Quality Assurance Officer Institute of Technology Blanchardstown

Institutional staff consulted**3.1. Department of Business 21st April**

Mr Pat O'Connor	Ms Fiona Malone	Dr Ruth Harris
Mr Brian Watters	Mr Gary Bernie	Dr Tara Rooney
Dr Mary Ann Kenny	Mr Val Andrews	Mr Tom Mulvey
Colm McGuinness	Mr Dave Murphy	Mr Eoin O'Kennedy
Mr Liam Bolger	Mr Tom McGrath	Ms Linda McWeeney
Mr Terence Sheridan	Mr Francis McGeough	Ms Nathalie Cazaux
Mr Gael le Roux	Mr Des McGettigan	Ms Sandra Thompson
Ms Emer Fay	Mr Paul Dervan	Mr Martin Fitzgerald
Ms Fionnuala Darby	Ms Yurie Maeda	Ms Emer Duhý
Mr John Barrie	Ms Ann Murphy	Mr John Byrne
Ms Tonya Allen	Ms Jennifer Cowan	Ms Nora de Buiteleir
Ms Aoife Byrne	Mr Mark Lonergan	Ms Sheila Coyle
Mr Tom Ferguson	Dr Greg Gallagher	Mr Eugene Eivers

3.2. Department of Humanities 22nd April

Mr Pat O'Connor	Ms Fiona Malone	Dr Ruth Harris
Ms Deirdre McGrath	Ms Georgina Lawlor	Ms Sandra Ratcliffe
Dr Liam McGlynn	Dr Brid Ni Chonail	Dr Aiden Carthy
Ms Denise Lyons	Mr Fergus Comerford	Mr Cormac Doran
Mr Emmett Tuite	Ms Lavinia McLean	Dr Kevin Murphy
Ms Mary O'Reilly	Ms Joanie Cousins	Ms Nathalie Cazaux
Mr Michael Noonan	Ms Mairead Cluskey	Ms Martina Coombes
Ms Louise McAnarney	Ms Aoife Prendergast	Ms Deirdre Bonar
Ms Joanne McHale	Ms Sheila Coyle	Ms Mary Delany
Ms Mary Roche	Ms Colette Murray	Mr Gael le Roux

4. Documentation submitted for consideration

4.1. The panel considered the following documentation:

- School overview;

- Programme review submissions

These documents provided the panel with information in relation to the Institutional context, departmental overview (Business and Humanities) the approach taken, industry consultation, stakeholder feedback, rationale for proposed changes, programme/student performance analysis, proposed revised schedules, revised syllabi, syllabi of new modules and transitional arrangements as appropriate:

- Review of Business Programmes (21st April)
 - Review of Humanities Programmes (22nd April)
-
- Existing programme schedules and syllabi were made available through the use of Akari Document at <http://courses.itb.ie>
 - Supporting documentation including student handbooks, project and placement handbooks were also provided as appropriate.

The panel expressed its appreciation for the time and effort taken in preparation of this documentation and commended the quality and detail of the submissions.

5. Department of Business

5.1. Review of programmes – 21st April

The chairman welcomed the panel. He stressed the importance of the work being undertaken, its relevance within the Institute's quality processes and the retention of delegated authority. He confirmed that the approach would be collegiate and that as well as satisfying a regulatory requirement in relation to revalidation the process should also be seen as developmental and part of the quality improvement machinery of the Institute.

It was noted that the programmatic review process is part of a suite of quality assurance processes agreed with QQI and in accordance with the provisions of Section 28 of the Qualifications (Education and Training) Act 1999. This exercise takes place every 5 years and follows the process documented in Institute policy 2MP31 "*Institute Review Policy*". The main process involves self-study with recommendations of amendments to existing approved course schedules with associated justification.

As per agreed procedure, the Registrar nominated the Quality Assurance Officer to act as secretary to the panel.

It was noted that the Academic Council has responsibility for ensuring that recommendations of this panel report are implemented.

The Chairman presented the context of the panel review and noted that the purpose of programmatic review is to:

1. Facilitate a reflective self-study within the School which allows critical evaluation of all activities, both current and proposed;
2. Evaluation of this self-study by a panel of peers drawn from education and industry;
3. Facilitate a review of all academic courses provided by the School indicating how they have been updated in light of changing environmental conditions and recent knowledge.
4. Consider updated recommendations from course boards with regard to the addition/deletion of modules, changes in credit value or changes in module delivery;
5. Issue recommendations and/or set conditions for re-accrediting programmes for the next 5 years;

The roles and responsibilities of the panel as listed in Institute policy document 2MP17 "*Roles and responsibilities of external experts on validation and review panels*" were noted.

The Head of School of Business and Humanities welcomed the panel and briefly described the approach taken for programmatic review within the School and the relationship between the activities of the School and the strategic plan of the Institute.

The panel was informed of how the process was parsed into a series of stages as described in the Institute policy 2MP31¹. Programmes were reviewed by subject

¹ Institute review policy

teams and changes considered by a steering group. A SWOT analysis was completed for each programme.

Stakeholder input into the SWOT analysis was also discussed. Student retention was discussed in the light of a presentation given by the Head of School and statistical information provided within the submission documents covering the period since the last programmatic review.

Within the documentation provided the panel noted the absence of an overarching school strategy and recommended the articulation of same to define the School's current position given the forthcoming merger with DIT and subsequent application for designation as a Technical University, future position and how it will be achieved, in addition to existing and planned strategic initiatives in relation to research, internationalisation, work-based learning and placements, lifelong learning and eLearning.

The panel expressed concern at what appeared to be low progression rates in some business programmes. The panel noted the absence of completion rate analysis and recommended that same be carried out at programme level within both departments.

The panel noted the absence of a clearly articulated programme assessment strategy within the documentation provided in advance of the meeting. The panel was of the opinion that a need existed to include mechanisms to provide formative feedback to ensure a more coherent and appropriate blend of continuous assessment and examination events across all modules and programmes, there was insufficient cross modular integrated assessments, the volume of assessment appeared very high and that further definition was required on reassessment opportunity and reassessment events at a modular level.

Recommendations from the previous programmatic review were discussed with progress noted, however the panel reiterated the importance of establishing industry panels, benchmarking programmes against international comparators and a diminishing level of contact hours and the consequent increase in independent and self-directed learning that is characteristic of honours degrees and that would be expected in the later years of the programmes was still not evident.

The panel noted initiatives to introduce work placement within the Department of Business, however given the stated intention that this would be a characteristic of the new TU4 Dublin programme design, the panel was of the opinion that the inclusion of same be considered and where possible incorporated into all of the department's 4 year ab-initio programmes.

Programme and module learning outcomes were discussed with recommendations made in relation to the mapping of programme learning outcomes to the appropriate discipline award standards, reference to specific technologies in module learning outcomes and the linkage of assessment events to same.

Module titles were discussed with the panel of the opinion that sequential numbering be removed and modules retitled to more accurately reflect content/purpose. Programme structure especially within years three and four was discussed with the panel of the opinion that the programme structure be reconceptualised to include less modules with greater credit allocation.

In relation to the listing of pre-requisite and co-requisite module information the panel was informed that this was not practiced within the Institute. In the light of the NFQ determination that learners should only be admitted onto programmes where their

capacity to succeed has been addressed, the panel recommended that the Institute reconsider this approach.

5.1.1. General business BN101 and embedded awards (BN003, BN014, BN303 and BN403)

It was noted that a commonality existed across the first year schedules within all business programmes (with the exception of BN111) in the Department of Business.

Specifically in relation to general business it was noted that modules within the first two years of the following programmes are common: BN003, BN014 and BN101.

Proposed changes as follows:

Year 1

‘Accounting 1’ (BSST H1011) and ‘Accounting 2’ (BSST H1020) are merged into a new 10 credit module ‘Accounting’ (BSST H1041) retaining CA/exam ratio of 30/70.

‘Business Administration’ (BSST H1013) is replaced with a new module ‘Exploring Modern Enterprise’ (BSST H1042) with a CA/Exam ratio of 40/60.

‘Business Management’ (BSST H1022) is replaced with a new module ‘Exploring Modern Enterprises’ (BSST H1044) examined through 100% CA.

‘Communication Skills’ (BSST H1024) is replaced with a new module ‘Skills for Success in Higher Education’ (BSST H1043).

‘Business Information Systems’ (BSST H1031) is moved back from semester 1 to semester 2.

‘People Management and Development 1’ (BSST H1029) and ‘People Management and Development 2’ (BSST H1030) have been removed from the schedule.

Year 2

‘Business Law 1’ (BSST H2015) and ‘Business Law 2’ (BSST H2024) are merged into a new 10 credit module ‘Business Law’ (BSST H2044) retaining CA/exam ratio of 30/70.

‘European Studies’ (BSST H2019) has reduced contact hours from 60 to 45.

Year 3

'Operations Management 1' (BSST H3013) and 'Operations Management 2' (BSST H3022) are merged into a new 10 credit module 'Operations Management' (BSST H3041) with a CA/Exam ratio of 50/50.

Year 4

'Business Research Methods' (BSIT H4014) is added as a semester 7 elective.

'Business Project' (BSST H4035) a new 10 credit module is added as an elective to semester 8, assessed through 100% CA.

'Business Intelligence' (BSIT H4023) is added as a semester 8 elective.

'French for Business 4b' (BSST H4028), 'German for Business 4b' (BSST H4029), 'Spanish for Business 4b' (BSST H4030) are to be assessed 70% CA 30% exam.

'Strategic Services Marketing' (BSST H4031) is removed from the schedule.

'Strategic Marketing Management' (BSST H4024) is replaced with a new module 'Service Marketing Management' (BSST H4033) examined through 100% CA.

'Managing Service Quality' (BSST H4015) is replaced with a new module 'Managing Service Quality and Customer Relationships' (BSIT H4036) examined through 100% CA.

Technical amendments to be made to module syllabi at the request of the panel were noted.

New BN101 schedule as proposed:

Year 1

Semester 1		Semester 2	
BSST H1041	Accounting (M ²)	BSST H1031	Business Information Systems (M)
BSST H1012	Economics 1 (M)	BSST H1021	Economics 2 (M)
BSST H1042	Exploring Modern Enterprises (M)	BSST H1023	Business Mathematics and Statistics 2 (M)
BSST H1043	Skills for Success in Higher Education (M)	BSST H1044	Leading Modern Enterprises (M)
BSST H1015	Business Mathematics & Statistics 1 (M)	BSST H1025	French PLC 1b
BSST H1016	French PLC 1a	BSST H1034	Spanish – Ab Initio 1b
BSST H1032	Spanish - Ab Initio 1a	BSST H1035	Spanish – PLC 1b
BSST H1033	Spanish PLC 1a	BSST H1026	German – Ab Initio 1b
BSST H1017	German - Ab Initio 1a	BSST H1027	German – PLC 1b
BSST H1018	German PLC 1a	BSST H1039	French ab initio 1b
BSST H1038	French ab initio 1a	BSST H1028	Applied Media Studies in Business
BSST H1019	Irish Culture and Society	BSST H1040	Skills for Problem Solving
BSST H1036	Exploring Web Design	INTB H1032	French PLC 1b
INTB H1021	English for Academic Purposes 1	BSST H2033	Project Work Based Learning

Year 2

Semester 3		Semester 4	
BSST H2011	Financial Accounting (M)	BSST H2036	Information Management (M)
BSST H2012	Human Resource Management 1 (M)	BSST H2022	Management Accounting (M)
BSST H2020	Electronic Commerce (M)	BSST H2042	Marketing Communications (M)
BSST H2014	Principles of Marketing (M)	BSST H2025	French for Business 2b
BSST H2044	Business Law (M)	BSST H2039	Spanish for Business 2b
BSST H2016	French for Business 2a	BSST H2026	German for Business 2b
BSST H2037	Spanish for Business 2a	BSST H2028	Human Resource Management 2 (M)
BSST H2017	German for Business 2a	BSST H2043	Sustainable Business Practice
BSST H2019	European Studies	INTB H2032	English for Business Purposes 2
INTB H2021	English for Business Purposes 1		

² (M) Mandatory

Year 3

Semester 5		Semester 6	
BSST H3011	Financial Management 1 (M)	BSST H3020	Management Accounting 2 (M)
BSST H3012	Business Psychology and Behaviour 1 (M)	BSST H3021	Business Psychology and Behaviour 2 (M)
BSST H3041	Operations Management (M)	BSST H3014	Databases for Business (M)
BSST H3038	Business Systems Analysis (M)	BSST H3029	Diversity in the workplace (M)
BSST H3015	Global Business Environment (M)	BSST H3025	Enterprise Development
BSST H3039	Creativity, Innovation & Entrepreneurship	BSST H3026	French for Business 3b
BSST H3017	French for Business 3a	BSST H3027	German for Business 3b
BSST H3018	German for Business 3a	BSST H3028	Spanish for Business 3b
BSST H3019	Spanish for Business 3a	BSST H3040	Modern Irish Economic & Business History
SMCO H3016	Selling and Sales Management		

Year 4

Semester 7		Semester 8	
BSST H4011	Strategic Management 1 (M)	BSST H4021	Strategic Management 2 (M)
BSST H4022	Financial Information Analysis (M)	BSST H4012	Financial Management 2 (M)
BSST H4013	Strategic Human Resource Management (M)	BSST H4023	Strategic Management of Information Systems (M)
BSST H4014	Project Management (M)	BSST H4033	Service Marketing Management (M)
BSIT H4014	Business Research Methods	BSST H4025	Supply Chain Management
BSST H4032	Digital and Contemporary Marketing Practice	BSST H4026	Global Marketing
BSST H4017	Financial Reporting	BSST H4027	Auditing
BSST H4018	French for Business 4a	BSST H4028	French for Business 4b
BSST H4019	German for Business 4a	BSST H4029	German for Business 4b
BSST H4020	Spanish for Business 4a	BSST H4030	Spanish for Business 4b
ACFN H4012	Company Law	BSST H4035	Business Project
ACFN H4015	Business Ethics	BSIT H4023	Business Intelligence
		BSIT H4019	Process Analysis
		BSIT H4036	Managing Service Quality and Customer Relationships
		ACFN H4019	Corporate Social Responsibility

5.1.2. BN110 (International Business) and embedded awards (BN017, BN018, BN304 and BN411)

It was noted that modules within the first year of the programme are aligned to BN101 and discussed in the last section (5.1.1)

Proposed changes include:

Year 2

‘European Studies’ (INTB H2014) has reduced contact hours from 60 to 45.

Year 3

The current options with regard to studies abroad have been extended to facilitate students going abroad in either semester 5 or semester 6.

‘Global Business Environment’ (BSIT H3015) is added to semester 5.

‘Intercultural Studies 1’ (INTB H3018) and ‘Intercultural Studies 2’ (INTB H3027) are removed from semesters 5 and 6 and replaced with ‘Intercultural Studies for the Export Market’ (INTB H3041).

‘Operations Management 1’ (INTB H3028) and ‘Operations Management 2’ (BSST H3040) are merged into a new 10 credit module ‘Operations Management’ (BSST H3041) with a CA/Exam ratio of 50/50.

‘Organisational Behaviour’ (INTB H3013) and ‘Human Resource Management’ (INTB H3022) have reduced contact hours from 60 to 45.

Year 4

‘French for Business 4b’ (INTB H4024), ‘German for Business 4b’ (INTB H4025), ‘Spanish for Business 4b’ (INTB H4026) are to be assessed 70% CA 30% exam.

‘French Language, Culture and Society 4a (INTB H4032), ‘German Language, Culture and Society 4a (INTB H4033) and ‘Spanish Language, Culture and Society 4a (INTB H4034) are added to semester 7.

‘French Language, Culture and Society 4b (INTB H4035), ‘German Language, Culture and Society 4b (INTB H4036) and ‘Spanish Language, Culture and Society 4b (INTB H4037) are added to semester 8.

‘Cross Cultural Management’ (INTB H4031) a new mandatory module is added to semester 7.

‘Strategic Services Marketing’ (INTB H4014) is removed from the schedule.

‘Strategic Marketing Management’ (INTB H4021) is replaced with a new module ‘Service Marketing Management’ (BSST H4033) examined through 100% CA.

‘Strategic Management 1’ (INTB H4011) and ‘Strategic Management 2’ (INTB H4027) are removed and replaced with ‘Business Strategy’ (ACFN H4023).

‘Strategic Management of Information Systems’ (INTB H4020) status changes from mandatory to elective.

‘Business Intelligence’ (BSIT H4023) is added as an elective in semester 8.

‘Dissertation Part A’ (INTB H4015) and ‘Dissertation Part B’ (INTB H4028) are removed and replaced with ‘Business Research Methods’ (BSIT H4014) and ‘Business Project’ (BSST H4035)

‘Global Marketing’ (INTB H4023) status changes from elective to mandatory.

‘International Selling and Sales Management’ (INTB H4030) is introduced as a new mandatory module in semester 7.

‘Financial Information Analysis’ (INTB H4013) status changes from mandatory to elective.

‘Project Management’ (INTB H4012) status changes from mandatory to elective.

Technical amendments to be made to module syllabi at the request of the panel were noted.

New BN110 schedule for years 3 and 4 as proposed:

Year 3

Semester 5		Semester 6	
INTB H3019	Semester Abroad 1	INTB H3030	Semester Abroad 2
INTB H3011	Financial Management 1	INTB H3020	Business Law
INTB H3012	Business Systems Analysis	INTB H3021	Databases for Business
INTB H3013	Organisational Behaviour	INTB H3022	Human Resource Management
INTB H3039	Creativity, Innovation and Entrepreneurship	INTB H3041	Intercultural Studies for the Export Market
BSIT H3015	Global Business Environment		
		INTB H3024	French for Business 3b
INTB H3015	French for Business 3a	INTB H3025	German for Business 3b
INTB H3016	German for Business 3a	INTB H3026	Spanish for Business 3b
INTB H3017	Spanish for Business 3a		
		INTB H3036	Spanish Ab-Initio 1b
INTB H3032	Spanish Ab-Initio 1a	INTB H3037	German Ab-Initio 1b
INTB H3033	German Ab-Initio 1a	INTB H3038	French ab initio 1b
INTB H3034	French ab initio 1a	INTB H3029	Enterprise Development
BSST H3041	Operations Management		

Year 4

Semester 5		Semester 6	
INTB H4030	International Selling and Sales (M)	INTB H4023	Global Marketing (M)
INTB H4031	Cross Cultural Management (M)	ACFN H4023	Business Strategy (M)
INTB H4016	French for Business 4a	INTB H4024	French for Business 4b
INTB H4017	German for Business 4a	INTB H4025	German for Business 4b
INTB H4018	Spanish for Business 4a	INTB H4026	Spanish for Business 4b
INTB H4032	French Language, Culture and Society 4a	INTB H4035	French Language, Culture and Society 4b
INTB H4033	German Language, Culture and Society 4a	INTB H4036	German Language, Culture and Society 4b
INTB H4034	Spanish Language, Culture and Society 4a	INTB H4037	Spanish Language, Culture and Society 4b
INTB H4012	Project Management	BSIT H4023	Business Intelligence
BSST H4013	Strategic Human Resource Management	BSST H4035	Business Project
BSIT H4014	Business Research Methods	INTB H4021	Strategic Management Information Systems
INTB H4029	Digital and Contemporary Marketing Practice	INTB H4022	Supply Chain Management
ACFN H4015	Business Ethics	BSST H4033	Service Marketing Management
		ACFN H4019	Corporate Social Responsibility

5.1.3. BN103 (Business & IT) and embedded awards (BN010, and BN405)

It was noted that modules within the first year of the programme are aligned to BN101 and discussed in section (5.1.1)

Proposed changes include:

Year 2

‘Operations Management’ (BSIT H2019) is retitled ‘Operations and Technology Management’ and assessed by 100% CA.

Year 3

‘Interactive Media (BSIT H3014) is replaced with a new module ‘Mobile Applications’ (BSIT H3016).

‘Global Business Environment’ (BSIT H3015) is replaced with a new module ‘Digital Marketing’ (BSIT H3027).

‘Advanced Interactive Multimedia’ (BSIT H3023) is replaced with a new module ‘Web Application Frameworks’ (BSIT H3028).

Year 4

‘Project Management Methodology’ (BSIT H4021) is removed from the schedule.

‘IT Project 1 - Analysis & Design’ (BSIT H4016) and ‘IT Project 2 - Implementation’ (BSIT H4022) both have credit allocation increased to 10 credits.

‘Strategic Management 1’ (BSIT H4011) status changes from mandatory to elective.

‘Financial Information Analysis’ (INTB H4013) status changes from mandatory to elective.

‘Strategic Management 2’ (BSIT H4017) status changes from mandatory to elective.

‘Strategic Management of Information Systems’ (INTB H4020) is introduced as a semester 8 elective.

‘Managing Service Quality and Customer Relationships’ (BSIT H4036) is introduced as a semester 8 elective.

Technical amendments to be made to module syllabi at the request of the panel were noted.

New BN103 schedule as proposed:

Semester 1		Semester 2	
BSST H1041	Accounting	BSIT H1018	Business Maths & Statistics 2
BSIT H1012	Business Maths & Statistics 1	BSST H1044	Leading Modern Enterprises
BSST H1042	Exploring Modern Enterprises	BSIT H1024	Business Information Systems
BSIT H1015	Economics 1	BSIT H1021	Economics 2
BSIT H1023	Exploring Web Design	BSIT H1025	Skills for Problem Solving
BSST H1043	Skills for Success in Higher Education		

Semester 3		Semester 4	
BSIT H2011	Financial Accounting	BSIT H2017	Management Accounting 1
BSIT H2012	Systems Analysis	BSIT H2018	Systems Design
BSIT H2023	Interactive Website Design	BSIT H2024	Information Management
BSIT H2019	Operations and Technology Management	BSIT H2016	Databases for Business
BSIT H2022	Object Orientated Programming 1	BSIT H2025	Object Oriented Programming 2
BSIT H2014	Principles of Marketing	BSST H2042	Marketing Communications

Semester 5		Semester 6	
BSIT H3026	Mobile Applications	BSIT H3020	Electronic Business
BSIT H3011	Financial Management	BSIT H3021	Business Law
BSIT H3012	Object Oriented Analysis & Design	BSIT H3022	Enterprise Development
BSIT H3027	Digital Marketing	BSIT H3028	Web Application Frameworks
INTB H3013	Organisational Behaviour	BSIT H3017	Management Accounting 2
BSIT H3024	Server Side Web Development	BSIT H3025	Human Resource Management

Semester 7		Semester 8	
BSIT H4013	Project Management (M)	BSIT H4019	Process Analysis (M)
BSIT H4014	Business Research Methods (M)	BSIT H4022	IT Project 2 - Implementation (M)
BSIT H4015	Advanced Databases for Business (M)	BSIT H4023	Business Intelligence (M)
BSIT H4016	IT Project 1 - Analysis & Design (M)	BSIT H4017	Strategic Management 2
BSIT H4011	Strategic Management 1	BSIT H4036	Managing Service Quality and Customer Relationships
BSIT H4012	Financial Information Analysis	BSST H4018	Strategic Management of Information Systems
		ACFN H4023	Business Strategy

The panel again raised the issue of sequential numbering in module titles and recommended that modules be retitled to more accurately reflect content/purpose and that the interdependency between the modules be clearly articulated.

5.1.4. BN114 (Accounting & Finance) and embedded awards (BN034, and BN414)

It was noted that modules within the first year of the programme are aligned to BN101 and discussed in section (5.1.1)

Proposed changes include:

Year 2

‘Business Law 1’ (BSST H2015) and ‘Business Law 2’ (BSST H2024) are merged into a new 10 credit module ‘Business Law’ (BSST H2044) retaining CA/exam ratio of 30/70.

‘European Studies’ (BSST H2019) has reduced contact hours from 60 to 45.

‘Financial Accounting 1’ (ACFN H2011) is moved to semester 2 while ‘Management Accounting 1’ (ACFN H2012) is brought forward to semester 1 (direct switch).

Year 3

‘Operations Management 1’ (BSST H3013) and ‘Operations Management 2’ (BSST H3022) are merged into a new 10 credit module ‘Operations Management’ (BSST H3041) with a CA/Exam ratio of 50/50.

Year 4

‘Placement’ (ACFN H4024) is introduced as a semester 7 elective.

‘French for Business 4b’ (INTB H4024), ‘German for Business 4b’ (INTB H4025), ‘Spanish for Business 4b’ (INTB H4026) to be assessed 70% CA 30% exam.

Technical amendments to be made to module syllabi at the request of the panel were noted.

BN114 Proposed schedule years 2, 3 and 4:

Year 2

Semester 3		Semester 4	
ACFN H2012	Management Accounting 1 (M)	ACFN H2011	Financial Accounting 1 (M)
BSST H2012	Human Resource Management 1 (M)	BSST H2036	Information Management (M)
BSST H2020	Electronic Commerce (M)	BSST H2042	Marketing Communications (M)
BSST H2014	Principles of Marketing (M)	BSST H2044	Business Law (M)
BSST H2044	Business Law (M)	BSST H2028	Human Resource Management 2 (M)
BSST H2016	French for Business 2a	BSST H2025	French for Business 2b
BSST H2037	Spanish for Business 2a	BSST H2039	Spanish for Business 2b
BSST H2017	German for Business 2a	BSST H2026	German for Business 2b
BSST H2019	European Studies	BSST H2043	Sustainable Business Practice

Year 3

Semester 5		Semester 6	
ACFN H3011	Financial Accounting 2 (M)	ACFN H3014	Financial Accounting 3 (M)
BSST H3020	Management Accounting 2 (M)	ACFN H3015	Management Accounting 3 (M)
BSST H3011	Financial Management 1 (M)	ACFN H3016	Tax 2 (M)
ACFN H3012	Tax 1 (M)	ACFN H3018	Auditing 2 (M)
ACFN H3013	Auditing 1 (M)	ACFN H3017	Computerised Accounting (M)
BSST H3038	Business Systems Analysis	BSST H3041	Operations Management
BSST H3041	Operations Management	BSST H3014	Databases for Businesses
INTB H3016	German for Business 3a	INTB H3025	German for Business 3b
INTB H3015	French for Business 3a	INTB H3024	French for Business 3b
INTB H3017	Spanish for Business 3a	INTB H3026	Spanish for Business 3b

Year 4

Semester 7		Semester 8	
ACFN H4011	Financial Accounting 4 (M)	ACFN H4017	Financial Accounting 5 (M)
ACFN H4013	Strategic Management Accounting (M)	BSIT H4023	Business Intelligence (M)
ACFN H4012	Company Law (M)	ACFN H4023	Business Strategy (M)
ACFN H4018	Personal Finance (M)	ACFN H4014	Financial Management 2 (M)
ACFN H4015	Business Ethics (M)	ACFN H4019	Corporate Social Responsibility (M)
BSST H4014	Project Management	BSST H4026	Global Marketing
ACFN H4016	Tax 3	ACFN H4020	Process Analysis
INTB H4017	German for Business 4a	ACFN H4021	Tax 4
INTB H4016	French for Business 4a	INTB H4025	German for Business 4b
INTB H4018	Spanish for Business 4a	INTB H4024	French for Business 4b
ACFN H4024	Summer Work Placement **	INTB H4026	Spanish for Business 4b
		ACFN H4022	Supply Chain Management

Technical amendments to be made to module syllabi at the request of the panel were also noted.

5.1.5. BN111 (Sports Management & Coaching) and embedded awards (BN019, BN020, BN305 and BN412)

Proposed changes include:

Year 1

‘Accounting 1’ (SMCO H1015) is replaced with ‘Finance for Sport’ (SMCO H1033).

‘Skills for Success in Higher Education’ (BSST H1043) is introduced to semester 1.

‘Coaching Children’ (SMCO H1021) is retitled ‘Coaching Children and Youths’

‘Business Information Systems’ (SMCO H1016) is moved from semester 1 to semester 2.

‘An Introduction to Sports Psychology’ (SMCO H1034) is introduced as a new module to semester 2.

Year 2

‘Speed and Agility 1’ (SMCO H2012) is retitled ‘Speed and Agility’

Year 3

‘Coaching Special Populations’ (SMCO H3011) is replaced with a new module ‘Introduction to Adapted Physical Activity’ (SMCO H3027).

‘Personal Training’ (SMCO H3021) is retitled ‘Personal Training 1’

Year 4

‘Contemporary Coaching Theory and Practice Literature Review’ (SMCO H4011) is retitled ‘Sports Management and Coaching Research Project – Theory’.

‘Personal Training 2’ (SMCO H4030) replaces ‘Strategic Planning’ (SMCO H4015)

‘Sports Management and Coaching Research Project – Practice’ (SMCO H4029) is introduced to semester 8 as a new module.

‘Sports Facilities Design Concepts and Management’ (SMCO H4025) is removed from the schedule.

‘High Performance Speed and Conditioning’ (SMCO H4017) is introduced as a new module in semester 8.

‘Adapted Physical Activity’ (SMCO H4022) is retitled ‘Applied Adapted Physical Activity’

BN111 Proposed schedule:

Year 1

Semester 1		Semester 2	
SMCO H1011	Coaching Theory and Practice 1	SMCO H1021	Coaching Children and Youths
SMCO H1027	Long Term Athlete Development 1	SMCO H1030	Long Term Athlete Development 2
SMCO H1028	Anatomy & Physiology 1	SMCO H1031	Anatomy & Physiology 2
SMCO H1029	Contemporary Sports Management 1	SMCO H1032	Contemporary Sports Management 2
SMCO H2028	Finance for Sport	SMCO H1034	Introduction to Sports and Exercise Psychology
BSST H1043	Skills for Success in Higher Education	SMCO H1016	Business Information Systems

Year 2

Semester 3		Semester 4	
SMCO H2011	Coaching and Exercise Psychology 1	SMCO H2021	Coaching and Exercise Psychology 2
SMCO H2012	Speed and Agility	SMCO H2022	Programme Development and Exercise Progression
SMCO H2013	Exercise Physiology 1	SMCO H2023	Exercise Physiology 2
SMCO H2014	Sports Marketing 1	SMCO H2024	Sports Marketing 2
SMCO H2016	Electronic Commerce	SMCO H2027	Cost Benefit Analysis & Decision Making
SMCO H2015	Regulatory Environment	SMCO H2026	Information Management

Year 3

Semester 5		Semester 6	
SMCO H3027	Introduction to Adapted Physical Activity	SMCO H3021	Personal Training 1
SMCO H3012	Plyometrics and Olympic Lifts 1	SMCO H3022	Periodisation and Olympic Lifts 2
SMCO H3013	Nutrition	SMCO H3023	Performance Analysis
SMCO H3014	Sports Club Operations Management	SMCO H3024	Human Resource Management
SMCO H3015	Professional Skills and Life Coaching	SMCO H3025	Financial Management
SMCO H3016	Selling and Sales Management	SMCO H3026	Enterprise Development

Year 4

Semester 7		Semester 8	
SMCO H4011	Sports Management and Coaching Research Project - Theory	SMCO H4017	High Performance Speed and Conditioning
SMCO H4012	Applied Performance Analysis	SMCO H4022	Applied Adapted Physical Activity
SMCO H4013	Elite Coaching	SMCO H4023	Skills Acquisition
SMCO H4014	Sports and Leisure Event Management	SMCO H4024	Practicum in Sports and Leisure Event Management
SMCO H4016	Elite Sports Development	SMCO H4029	Sports Management and Coaching Research Project - Practice
SMCO H4030	Personal Training 2	SMCO H4026	Sports Participation Development

The absence of any elective choice for students throughout the programme was raised as a concern by the panel. Technical amendments to be made to module syllabi at the request of the panel were also noted.

5.1.6. Major awards with no proposed changes considered as part of this programmatic review

The panel considered the following major awards for revalidation without any proposed changes.

BN525	BN_BMSBB_R	Master of Business	NFQ Level 9 90 ECTS credits
BN522	BN_BMSBB_G	Postgraduate Diploma in Business	NFQ Level 9 60 ECTS credits
BN526	BN_BHDBS_G	Higher Diploma in Business	NFQ Level 8 60 ECTS credits

5.1.7. Minor / special purpose awards with no proposed changes considered as part of this programmatic review

BN709	BN_BIATI_Q	Certificate in Accounting Technician (Accounting Technicians Ireland)	NFQ Level 6 32 ECTS credits
BN710	BN_BMSBB_R	Certificate in Club Management (<i>Minor award of BN101</i>)	NFQ Level 6 30 ECTS credits
BN730	BN_BCFGG_Q	Certificate in Conditioning for Gaelic Games	NFQ Level 6 15 ECTS credits
BN734	BN_BCFAI_Q	Certificate in Conditioning for Association Football	NFQ Level 6 15 ECTS credits
BN736	BN_BCIOL_Q	Certificate in Olympic Lifts for Sports	NFQ Level 6 15 ECTS credits
BN760	BN_BCAPD_Q	Certificate in Athlete / Player Development for Youth Coaches	NFQ Level 6 15 ECTS credits
BN766	BN_BLISM_Q	Certificate in Languages with International Selling and Sales Management	NFQ Level 6 40 ECTS credits

6. Review of Humanities programmes – 22nd April

As per section 6.1 the chair welcomed the panel re-iterating the importance of the work being undertaken, it's relevance within the Institute's quality processes and the retention of delegated authority. Relevant policies and procedures in relation to the review were again noted.

Following the private panel meeting the Head of School gave a brief presentation providing an overview of the approach taken for programmatic review, a summary of the findings of the department's self-evaluation and initiatives undertaken especially within first year to address attrition rates.

The chair thanked the departmental staff present for the quality and detail of the submission documentation. A lengthy discussion was held on the statistical and SWOT analysis as presented in the submission documentation, programme and module learning outcomes, the quality and grading of work placement, the graduate profile, contact hours with a greater focus on independent learning and the availability of facilities/resource requirements. Opportunities for international student exchange, staff development, research and the challenges of constrained resources and high teaching hours were also discussed.

6.1.1. BN107 (Applied Social Studies in Social Care) and embedded awards (BN011 and BN409)

CORU registration and the impact of same on the review process was discussed. The panel noted the requested change in credit allocation for all modules in year 2 and 3 with increased weightings for placement and professional practice and supported same. The panel was of the opinion that strands, themes and the integration and accumulation of learning within the programme needed to be made more explicit.

Programme and module learning outcomes were discussed with recommendations made in relation to the process of mapping of programme learning outcomes to NFQ level; to award standards as defined by the QQI and the linkage of assessment events to module learning outcomes.

Module titles were discussed. The panel was of the opinion that sequential numbering should be removed and modules retitled to more accurately reflect content/purpose.

The panel again noted the absence of completion rate analysis and recommended that same be carried out at programme level. Technical amendments to be made to module syllabi at the request of the panel were also noted.

Proposed changes outlined to the panel included:

Year 1

'Communication and the Learning Environment' (APSS H1023) is replaced with 'Skills for Success in Higher Education' (APSS H1029).

Year 2

Credit allocation for the following modules is changed to 5 with new module codes and titles where appropriate as follows:

‘Social Psychology’ (APSS H2011) is recoded as APSS H2024

‘Social Administration and Social Policy’ (APSS H2012) is recoded and retitled as APSS H2025 ‘Social Policy for Social Care’

‘Cultural Diversity and Intercultural Competence’ (APSS H2021) is recoded as APSS H2029

‘Group and Team Dynamics in Social Care’ (APSS H2022) is recoded as APSS H2030

‘Legal Studies’ (APSS H2017) is recoded as APSS H2026

‘Placement Preparation and Reflection’ (APSS H2019) is retitled and recoded as APSS H2027 ‘Placement Preparation and Developing Competence for Social Care Practice’.

‘Professional Practice 2’ (APSS H2020) has an increased credit weighting to 10 and is recoded as APSS H2028.

‘Placement 1’ (APSS H2018) has an increased credit weighting to 20 and is recoded as APSS H2023.

Year 3

Credit allocation for the following modules is changed to 5 with new module codes as follows:

‘Abnormal Psychology’ (APSS H3011) is recoded as APSS H3019

‘Sociology and The Family’ (APSS H3012) is recoded as APSS H3020

‘Research Methods and Practice’ (APSS H3018) is recoded as APSS H3021

‘Personal and Professional Development’ (APSS H3014) is recoded as APSS H3023

‘Legal Studies – Application’ (APSS H3016) is recoded as APSS H3022

‘Portfolio’ (APSS H3026) is introduced as a new 5 credit module.

‘Professional Practice 3’ (APSS H3015) has an increased credit weighting to 10 and recoded as APSS H3024

‘Placement 2’ (APSS H3017) has an increased credit weighting to 20 and is recoded as APSS H3025.

Year 4

‘Professional Social Care, Supervision and Development’ (APSS H4028) is replaced with ‘Leadership and Supervision in Social Care Practice’ APSS H4034.

‘Management in Social Care Practice 1’ (APSS H4013) and ‘Management in Social Care Practice 2’ (APSS H4021) have been merged into a new module ‘Management in Social Care Practice’ APSS H4035.

‘Mental Health and Therapeutic Interventions’ (APSS H4036) is introduced as a new elective module in semester 8.

‘Contemporary Policy and Practice Issues in Social Care’ (APSS H4031) status changes from elective to mandatory in semester 7.

BN107 schedule as proposed:

Year 1

Semester 1		Semester 2	
APSS H1011	Fundamentals of Psychology	APSS H1017	Developmental Psychology
APSS H1012	Fundamentals of Sociology	APSS H1018	Social Institutions in Irish Society
APSS H1029	Skills for Success in Higher Education	APSS H1026	Communication Structure and Skills
APSS H1024	Introduction to Disability Studies	APSS H1027	Promoting Health and Wellbeing
APSS H1025	Introduction to Creative Studies	APSS H1021	Professional Practice 1 – Provision
APSS H1016	Professional Practice 1 - Context	APSS H1028	Creative Studies in Social Care Settings

Year 2

APSS H2024	Social Psychology
APSS H2025	Social Policy for Social Care
APSS H2029	Cultural Diversity and Intercultural Competence
APSS H2030	Group and Team Dynamics in Social Care
APSS H2026	Legal Studies
APSS H2027	Placement Preparation and Developing Competence for Social Care Practice
APSS H2028	Professional Practice 2
APSS H2023	Placement 1

Year 3

APSS H3019	Abnormal Psychology
APSS H3020	Sociology and the Family
APSS H3021	Research Methods and Practice
APSS H3022	Legal Studies - Application
APSS H3023	Personal and Professional Development
APSS H3026	Placement Portfolio ³
APSS H3024	Professional Practice 3
APSS H3025	Placement 2

³ Title change recommended by panel

Year 4

Semester 7		Semester 8	
APSS H4027	Challenging Behaviour in the Social Care Sector (M)	APSS H4024	Child Protection, Practice and Policy (M)
APSS H4012	Advanced Research Methods and Practice 1 (M)	APSS H4030	Advanced Research Methods and Practice 2 (M)
APSS H4034	Leadership and Supervision in Social Care Practice (M)	APSS H4035	Management in Social Care Practice (M)
APSS H4031	Contemporary Policy and Practice Issues in Social Care (M)	APSS H4036	Mental Health and Therapeutic Interventions
APSS H4015	Successful Ageing and Social Care Practice	APSS H4032	Understanding Substance Misuse
APSS H4029	Combatting Racism and Conflict Resolution	APSS H4033	Advocacy in the Social Care Sector
APSS H4018	Issues and Practice in the Disability Sector		

6.1.2. BN115 (Social and Community Development) and embedded awards (BN025 and BN415)

The panel considered the proposed change in programme title to ‘Bachelor of Arts (Honours) in Community and Youth Development’ in the context of the proposed new structure. The panel was of the opinion that for the two placements, one should be taken in a community setting while the second be taken in a youth work setting. The panel was also of the opinion that some module titles be reviewed to include the word ‘Youth’ to more accurately reflect the change in content/focus.

Proposed changes outlined to the panel included:

Year 1

‘Communication and the Learning Environment’ (SACD H1013) is replaced with ‘Skills for Success in Higher Education’ APSS H1029.

‘Fundamentals of Psychology’ (SACD H1016) is retitled ‘Introduction to Psychology’.

Year 2

‘Social Psychology’ (SACD H2013) is moved to semester 5 and replaced with ‘Perspectives on Developmental Psychology’ SACD H2035.

Year 3

As referred above 'Social Psychology is moved to semester 5 and recoded to SACD H3047.

'Applied Psychology' (SACD H3044) is removed from the semester 5 schedule.

'Language, Culture and Identity' (SACD H3012) status is changed from mandatory to elective in semester 5.

Year 4

'Professional Practice: The Reflective Practitioner' (SACD H4043) is replaced with a new module 'Working with Families' (SACD H4032) in semester 7.

'Management Skills' (SACD H4012) status is changed from mandatory to elective.

'Youth Justice' SACD H4025 is introduced as a new mandatory module in semester 7.

BN115 schedule as proposed:

Year 1

Semester 1		Semester 2	
SACD H1016	Introduction to Psychology	SACD H1019	Irish Culture and Society
SACD H1017	Fundamentals of Sociology	SACD H1020	Social Policy
SACD H1011	Introduction to Culture	SACD H1014	Introduction to Addictive Behaviours
SACD H1012	Principles of Community Development	SACD H1022	Group Dynamics and Development
APSS H1029	Skills for Success in Higher Education	SACD H1015	Community Arts
SACD H1023	Law Crime and Community	SACD H1024	Community Development Practice 1

Year 2

Semester 3		Semester 4	
SACD H2035	Perspectives on Developmental Psychology	SACD H2032	FIELDWORK 1
SACD H2014	Introduction to Youth Work	SACD H2033	Fieldwork Portfolio 1
SACD H2019	Communicating Across Language Barriers		
SACD H2031	Community Response to Drug Use 1		
APSS H2030	Community Development Practice 2		
SACD H2034	Sociology of Education		

Year 3

Semester 5		Semester 6	
SACD H2021	Principles of Human Rights	SACD H3041	FIELDWORK 2
SACD H3011	Research Methods and Practice	SACD H3042	Fieldwork Portfolio 2
SACD H3047	Social Psychology		
SACD H3035	Community Development Practice 3		
SACD H3046	Social Entrepreneurship / Funding		
SACD H3012	Language, Culture and Identity		
SACD H3040	Community Response to Drug Use 2		
SACD H3028	European Studies		

Year 4

Semester 7		Semester 8	
SACD H4011	Advanced Research Methods and Practice (M)	SACD H4021	Dissertation (M)
SACD H4032	Working with Families (M)	SACD H4036	Power and Inequality (M)
SACD H4015	Combatting Racism (M)	SACD H4037	Global Development (M)
SACD H4025	Youth Justice (M)	SACD H4039	Adult & Community Education (M)
SACD H4012	Management Skills	SACD H4038	Advocacy and Community Organisation
SACD H4035	Social Policy / Analysis	SACD H3032	Drug Prevention Strategies
SACD H4033	Sustainable Development	SACD H4040	Conflict Resolution and Mediation
SACD H4041	Community Mental Health		

6.1.3. BN118 (Early Childhood Care and Education) and embedded awards (BN030 and BN418)

The panel raised concern at the lack of elective choice available to students throughout the programme and stressed the importance of students getting the opportunity to interact and gain experience of working with children in the different age categories. The panel commended the staff on what they found to be a coherent and well balanced approach to assessment throughout the programme. Module titles were discussed with some panel members raising concern in relation to the use of the words 'risky play' in a module title. The importance of students having the necessary knowledge with regard to the regulatory framework and child protection in advance of going on their first placement was raised with the panel of the opinion that this be made more explicit within the relevant modules' indicative content and learning outcomes.

Proposed changes outlined to the panel included:

Year 1

'Introduction to Drama and Movement' (EHC H1012) is retitled 'Drama and Movement'.

'Introduction to Child Centred Practice' (EHC H1015) is retitled 'Child Centred Practice'.

'Introduction to Art and Music' (EHC H1018) is retitled 'Art and Music'.

'Curriculum Development 1' (EHC H2014) is brought forward from semester 4 to semester 2 retitled and recoded as 'Curriculum' EHC H1023.

Year 2

'Group and Team Dynamics in the Childcare Sector' (EHC H1022) is moved to semester 4 of year 2 retitled and recoded as 'Team and Group Dynamics in the Childcare Sector' EHC H2021.

'Promoting Health in the Early Years' (EHC H2016) is replaced with a new module 'Literacy and Numeracy' EHC H2022.

'Child Centred Practice and Policy' (EHC H2017) is replaced with a new module 'Curriculum and Pedagogy' EHC H2023.

'Outdoor Learning and Risky Play' (EHC H2024) is introduced as a new module to semester 4.

Year 3

'Starting Your Own Business' (EHC H3017) is replaced with a new module 'Equality and Diversity in Early Childhood' EHC H3020.

'Understanding Second Language Acquisition' (EHC H3013) is retitled 'Language Acquisition'.

'Contemporary Professional Practice in Early Childhood Care and Education' (EHC H3016) is retitled 'Professional Practice and Child Protection'.

Year 4

‘Comparative Social Policy in Early Childhood Care and Education’ (EHC H4020) is replaced with a new module ‘Children’s Rights: A National and International Perspective’ EHC H4024.

‘School Aged Childcare’ (EHC H4026) has been added as an elective to semester 7.

‘Leadership, Management and Mentoring’ (EHC H4027) has been added as an elective to semester 8.

‘Social Justice in Early Childhood Care and Education’ is introduced as a new mandatory module to semester 8.

‘Facilitating the Acquisition of English as a Second Language’ (EHC H4022) is retitled ‘Second Language Pedagogy’.

‘Challenging Behaviour in the Early Years’ (EHC H4018) is retitled ‘Supporting Positive Interactions with Children’

BN118 schedule as proposed:

Year 1

Semester 1		Semester 2	
EHC H1011	Child Development 1	EHC H1017	Child Development 2
EHC H1012	Introduction to Drama and Movement	EHC H1018	Art and Music
EHC H1013	Sociology of Childhood	EHC H1019	Social Institutions and the Early Years
EHC H1014	Health & Wellbeing in the Early Years	EHC H1020	Health & Safety in the Early Years
EHC H1015	Introduction to Child Centred Practice	EHC H1021	Early Learning
APSS H1029	Skills for Success in Higher Education	EHC H1023	Curriculum

Year 2

Semester 3		Semester 4	
EHC H2019	Placement 1	EHC H2013	Psychology and Learning in Early Childhood
EHC H2020	Placement Project 1	EHC H2021	Team and Group Dynamics in the Childcare Sector
		EHC H2015	Childhood and Social Policy
		EHC H2022	Literacy and Numeracy
		EHC H2023	Curriculum and Pedagogy
		EHC H2024	Outdoor Learning and Risky Play

Year 3

Semester 5		Semester 6	
ECHC H3011	Placement 2	ECHC H3013	Language Acquisition
ECHC H3012	Placement Project 2	ECHC H3014	Creative Group Facilitation for Young Children
		ECHC H3015	Legal Studies for Early Childhood Care and Education
		ECHC H3016	Professional Practice and Child Protection
		ECHC H3020	Equality and Diversity in Early Childhood
		ECHC H3018	Research Methods for the Early Years

Year 4

Semester 7		Semester 8	
ECHC H4011	Applied Child Psychology (M)	ECHC H4018	Supporting Positive Interactions with Children (M)
ECHC H4012	Curriculum Development 2 (M)	ECHC H4013	Family Studies (M)
ECHC H4014	Child Protection: Policy and Practice in Early Childhood Services (M)	ECHC H4028	Social Justice in Early Childhood Care and Education (M)
ECHC H4015	Preparation for Dissertation (M)	ECHC H4023	Dissertation (M)
ECHC H4017	Creative Interventions for the Personal, Social and Emotional Development of Children	ECHC H4027	Leadership, Management and Mentoring
ECHC H4024	Children's Rights: A National and International Perspective	ECHC H4019	Curriculum Design
ECHC H4022	Second Language Pedagogy		
ECHC H4026	School Aged Childcare		

6.1.4. Major awards with no proposed changes considered as part of this programmatic review

The panel considered the following major awards for revalidation without any proposed changes.

BN510	BN_HLANF_R	Master of Arts in Language Education (French)	NFQ Level 9 90 ECTS credits
BN513	BN_HLANF_G	Postgraduate Diploma in Arts in Language Education (French)	NFQ Level 9 60 ECTS credits
BN511	BN_HLANG_R	Master of Arts in Language Education (German)	NFQ Level 9 90 ECTS credits
BN514	BN_HLANG_G	Postgraduate Diploma in Arts in Language Education (German)	NFQ Level 9 60 ECTS credits
BN516	BN_HLANE_R	Master of Arts in Language Education (English as a Second Language)	NFQ Level 9 90 ECTS credits

7. Decision of the panel

The chair thanked the Head of School and Head of Department on behalf of each of the panels for the hospitality they had received and the professional manner in which the review was conducted. The panel commended the quality and detail of the documentation, open and frank dialog, enthusiasm and obvious commitment of staff to the ethos of continuous improvement.

Subject to the following specific conditions and recommendations, which are categorised at school, department and programme level, the panel recommended all proposed changes for approval for a period of 5 years.

School of Business and Humanities

Conditions

1. School strategy

The panel was of the opinion that a school strategy needs to be clearly articulated.

Specifically this strategy needs to define the School's current position given the forthcoming merger with DIT and subsequent application for designation as a Technical University, future position and how it will be achieved, in addition to existing and planned strategic initiatives in relation to research, internationalisation, work-based learning and placements, lifelong learning, eLearning, teaching and learning/staff development and engagement.

This needs to be included in the response to this report.

2. Documentation

Update the programmatic review submission documents in compliance with the conditions and recommendations of the panels.

This needs to be endorsed by the Registrar's office in the response to this report

School of Business and Humanities

Recommendations

1. Strategy for staff development

Develop a strategy within the school for staff development in teaching, learning and research that includes engagement with the Learning Innovation Network (LIN) and the National Forum for further academic professional development opportunities.

2. Programme assessment strategy

As per Institute policy, there is a requirement for a more clearly articulated programme assessment strategy that appropriately balances between formative and summative assessment events, includes modular assessment breakdown, number and type of assessment events to be employed, linkage of assessment events to learning outcomes, modular reassessment opportunities and events clearly stipulated and identify cross modular integrated assessment opportunities.

Formative assessment is generally low stake with low or no point value. Where the assessment strategy relies on summative assessments (which are high stake) also being used formatively, the School needs to articulate a clear methodology that describes the nature of the feedback, how, where and when it will be delivered and feed-back loops that ensure that all learners obtain the benefit of this feedback in a timely manner.

3. Programme learning outcomes

Map each programme's learning outcomes to the relevant NFQ level statement and the appropriate⁴ award standard as defined by QQI providing evidence stating how each learning outcome satisfies same.

4. Benchmark programmes

Benchmark programmes as appropriate against national and international comparators.

5. Programme structure and class contact hours

Consider reconceptualising the structure of years 3 and 4 to include less modules with greater credit allocation. Also the panel was of the opinion that contact hours for years 3 and 4 as presented were too high and do not reflect sector or international norms and the increasing levels of independent effort/learning a student will employ as they progress from year 1 to year 4. The panel

⁴ The generic framework standards may only be used where QQI have yet to develop and publish an award standard.

recommends that the programme boards review their delivery strategy to take account of this.

6. Modules

Revise module titles removing any sequential numbering whilst ensuring that module titles appropriately reflect content and learning outcomes.

Update module resources to include appropriate journals and articles as identified during the panel visit.

Revise module learning outcomes, as discussed at the panel meetings in relation to the number, terminology and linkage to assessment events.

7. Research

The panel recommends the development of a formal school research plan to provide guidance, promote greater conference attendance and foster research initiatives and promote greater research activity across each of the disciplines within the school.

8. Business / professional advisory panel

Establish, as per the recommendations of the previous programmatic review panel, a business/professional advisory panel to foster greater industry links facilitating the development of further work placement and industry based project opportunities across more programmes within the school.

9. Student and other stakeholders

Formalise the provision of opportunity for programmatic review panels to meet with students and other stakeholders as part of the formal programmatic review agenda for panel visits. Consider the feedback the panel received during the student consultation meeting. Consider formally accrediting student volunteer activity / student civic engagement initiatives.

Department of Business

Recommendations – Department of Business

- I. Following a review of the pilot work placement offering in the Accounting and Finance programmes reconsider the structure of the other programmes within the Department to enable the inclusion of work placement.
- II. Consider combining the digital and service marketing modules to introduce a new foundational marketing module which could be offered across a range of programmes within the Department.
- III. Quantify the issue of retention/completion at programme level, assess the impact of current initiatives and extend the current first year initiatives across subsequent years of the Department's programmes.

General Business programmes

Recommendations

- I. Consider introducing the opportunity for students to undertake a semester of study abroad similar to the opportunity provided to students on the International Business programme.
- II. In the absence of an accredited work placement, ensure students are exposed to a range of industry experiences and projects.

Accounting & Finance programmes

Condition

Revise module titles removing any sequential numbering whilst ensuring that module titles appropriately reflect content and learning outcomes.

Recommendations

- I. Consider the introduction of a module on financial markets / financial instruments or where appropriate incorporate into existing modules. This is important in terms of accurately reflecting the programme title.
- II. Develop a programme specific work placement manual.

International Business programmes

Recommendations

- I. Consider introducing a module on 'International Accounting'.
- II. Extend the cultural component to include countries beyond the three core language countries to include, for example, Brazil, Russia, India and China (BRIC).
- III. For future reviews include statistical analysis of international exchange through Erasmus.
- IV. Retitle the 'Language, Culture and Society' modules in semesters 7 and 8 as 'Language and Culture'.

Business & IT programmes

Recommendations

- I. Consider introducing some dedicated time for students of this programme within the IT labs.
- II. Consider offering the Digital Marketing module as a module elective on other business programmes.

Sports Management & Coaching programmes

Recommendations

- I. Consider increasing the credit weighting of the 'Sports Management and Coaching Research Project – Practice' in semester 8 to 10 credits.
- II. Consider the introduction of electives to further broaden and support the learning experience of the student. Consider including modules such as 'Digital Marketing' and 'Sports Education'.
- III. Establish procedures to ensure that research project proposals receive ethical approval prior to commencement.
- IV. Reconsider the title of the module 'Finance for Sport'.
- V. Clearly articulate procedures in relation to failed practical assessment elements of modules. Where a student has failed an element which has a health and safety requirement, they should be afforded a repeat/retraining opportunity on that component within the semester.

BN525 Masters in Business programme**Recommendations**

- I. Consider the introduction of block delivery.
- II. Consider engaging with local enterprises to establish scholarship schemes.
- III. Revise the indicative content as outlined during the panel meeting (Dissertation module).

BN526 Higher Diploma in Business**Recommendation**

- I. Consider introducing a capstone module (final project) into the programme.

Department of Humanities

Recommendations – Department of Humanities

- I. Develop formal criteria for the selection and evaluation of placement organisations to ensure the quality of the student experience while on placement.
- II. Consider the opportunity for some common modules either as electives or project work across the various disciplines within the Department.
- III. Consider the introduction of electives into stages 1 and 2 of the programmes.

Social Care programmes

Recommendations

- I. Clearly articulate the philosophy and the reflective practitioner ethos of the programme in the programme learning outcomes.
- II. Make explicit the various strands, themes and the integration and accumulation of learning within the programme.
- III. Consider the development of a work based level 9 progression opportunity for level 8 graduates.
- IV. Retitle the Placement 2 and Portfolio modules ‘Placement Practice’ and ‘Placement Reflective Portfolio’.
- V. Review the contact hours in the final stage of the programme, with a view to increasing independent learning and a commensurate reduction in student contact hours.
- VI. Ensure placement monitoring and evaluation continues to be adequately resourced. Additional administrative or external evaluation resources may need to be considered.

Social & Community Development programmes

Conditions

- I. Consistent with QQI policy on award titles, revise the title of the level 6 exit award to reflect content given the changes proposed as part of this review.
- II. Include the 'Skills for Professional Practice' module in the course schedule and include the appropriate learning outcomes in the 'Youth Justice' module.

Recommendations

- I. Revise module titles to reflect the new programme title as proposed ensuring that both community and youth elements have equal weighting.
- II. Make explicit the various strands, themes and the integration and accumulation of learning within the programme.
- III. Consider the opportunity for niche research within this area.
- IV. Review the assessment schedule and consider the spread, diversity and amount of assessment on the programme and align to the programme learning outcomes. Integrative cross-modular assessment should also be considered.

Early Childhood Care and Education programmes

Condition

Amend the course schedules to correctly reflect the breakdown between continuous assessment and final examinations e.g. 'Literacy and Numeracy' module.

Recommendations

- I. Reconsider the title of the following modules:
 - 'Curriculum' ECHC H1023
 - 'Placement 1' ECGC H2019
 - 'Placement 2' ECHC H3011
 - 'School Aged Childcare' ECHC H4026
- II. Consider making the module on children's rights in semester 7 mandatory.
- III. Ensure that placements cover different age groups over the course of the programme.
- IV. Consider how feedback from children can be fed back into the programme.

8. Student consultation

The panel met with students from both departments receiving feedback on issues including assessment feedback, work placement, mentoring, civic engagement, and graduate employment prospects. The panel found this interaction very beneficial reinforcing many issues raised during the panel meeting. The panel also recommended that feedback from this consultation process be considered in line with panel feedback.

9. Panel observations

The panel complimented staff on the following:

- Enthusiastic and constructive commitment and participation in this review by staff;
- Interdepartmental cooperation and collaboration between staff.

10. Panel signatures

Chair

Mr. Billy Bennett _____ Date _____

Registrar

Mr. Richard Gallery _____ Date _____

//end