



# **Institute of Technology Sligo**

**School of Business & Social Sciences**

**Programmatic Review and Programme Revalidation**

**Report**

**Tuesday 24<sup>th</sup> & Wednesday 25<sup>th</sup> May 2016**

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## **Part 1**

### **Executive Summary**

The School of Business and Social Science, Institute of Technology Sligo undertook a review of its programmes during the academic year 2015-2016. A self-evaluation report was produced. An external peer-review panel was established by the Registrar. This panel met with the staff on May 23<sup>rd</sup>, 24<sup>th</sup> and 25<sup>th</sup>. This report presents the findings of the panel.

Most of the recommendations in the self-study report have been accepted. Some more specific recommendations and conditions have also been presented to the Institute.

The panel was impressed with the commitment of the staff to their programmes and the level of engagement during the visit

## **Part 2**

### **Introduction and Terms of Reference**

This report outlines the proceedings of the programmatic review in the School of Business and Social Sciences and the findings of the external panel of assessors Tuesday and Wednesday 24<sup>th</sup> and 25<sup>th</sup> of May 2016 respectively.

In accordance with the Quality Assurance Procedures of the Institute a detailed evaluation and analysis of the content of modules and programmes must be carried out at least every 5 years. This is to ensure that the School updates its programmes and that they remain relevant to students and employers. It is also an opportunity to make the necessary changes to the programme structures and content to keep them current. Typically, the process takes 12 months to complete and the output is a set of documents that report on the findings of the self-evaluation and specify the Plans of the School and the proposed changes to the various programmes (with supporting justification).

The Panel examined how the School and each Department have achieved the objectives of the programme revalidation process.

These are to:

- a. Propose improvements to programmes based on a formal feedback and evaluation process
- b. Incorporate feedback from staff, student and employers into the revised programmes
- c. Ensure that programmes remain relevant to learners needs, including academic and labour market needs
- d. Ensure that learning modes are compatible with academic standards, coupled with the life style of learners
- e. Achieve enhanced integration between all aspects of learning, teaching and research incorporating any new pedagogical thinking, where appropriate
- f. To achieve revalidation of all programmes, incorporating the agreed changes (for up to a maximum of 5 years)

The Panel also considered the following:

- a. How each Department has addressed and dealt with issues and questions raised in the last programmatic review.
- b. The relationship of revalidation to the Strategic Plan of the School and the Institute
- c. The contribution of active research to learning

- d. Proposed changes to programmes submitted for revalidation by the Departments

The agenda for this meeting is contained in Appendix i. Membership of the Review Panel is listed in Appendix ii. The list of documentation received by the Panel is contained in Appendix iii.

### **Part 3 Private meetings of the Panel of Assessors**

The Panel held private meeting at which a number of points were raised for discussions with staff of the School. A summary of the comments is contained in Appendix iv.

### **Part 4 Meeting with the Institute President**

A strategic meeting took place Monday 23<sup>rd</sup> May where the Registrar delivered an overview to the Panel of the review process in the School and the stages involved. Under Delegated Authority it is a requirement to conduct such a review at least once every 5 years. The Institute takes this process seriously and welcomes the commitment and involvement from the Panel from academia and the world of work.

The President introduced the IT Sligo team and welcomed the panel. He explained that the new Strategic plan 2016-2021 is being finalised and the outcomes and KPIs of the previous plan have been reviewed in detail to inform the new strategic plan. The President discussed the challenges to the Third level sector and IT Sligo. Reference was made to the HEA/Institute Compact which defines performance targets. IT Sligo was designated Category 1 status in the last round. The President emphasised the strategic goal of CUA (Connacht Ulster Alliance) and becoming a Technological University to bring a new dynamic to the region and strengthening the position of the region which aims to marry physical and intellectual infrastructure. IT Sligo has completed Stage 1 in the re-designation process and Stage 2 is underway. He acknowledged the challenging political environment in relation to the CUA and TU process.

The President gave an overview of the Campus Master plan and the new developments planned. There will be a new 280 seat lecture theatre/auditorium developed for the new academic year 2016/17 and Block C&D will be refurbished in 2017.

He spoke of the challenges as 72% of IT Sligo students are First Generation students and therefore the student body is greatly different to that of the Universities which is a key factor in the retention strategy. The Institute is Ireland's national leader in online learning and the online student target has been exceeded with over 1700 students from 23 countries. This supports reinvestment in both strategic and capital projects. There is a 1m investment in a Centre of Excellence in Precision Engineering (PEM), as well as the establishment of CERIS (Centre for Environmental Research, Innovation and Sustainability, and CRISP (Centre for Research in the Social Professions). He spoke of the strong external engagement with the region and Industry.

The chair of the panel welcomed the members and explained her role as chair. She encouraged open conversation and for members to bring their expertise to the process.

## **Part 5 Meeting of Panel with Head of School and Heads of Department**

The Chair outlined the process for this session, introduced the Panel and welcomed the School Management team. The Head of School welcomed the panel and introduced his team. The Chair emphasised that this should be a positive experience and an opportunity to address a wide range of issues over the two days.

### **Presentation**

The Head of School delivered a short presentation, see Appendix viii. This focused on the Communities of Space, Communities of Organisations, Communities of Practice and Communities of Learning. He explained the competing demands from all different sides of communities and the key ties in bonding and bridging, and sharing of experiences. IT Sligo need to be informed of the perspective of outside bodies and our stakeholders in order to better connect communities.

### **Programmatic Review Process**

The Panel asked the team to elaborate on the process the School of Business and Social Science went through in order to prepare for the programmatic review – when did it start, when and how was it signed off and what consultations took place. The School responded that it was an 18 month project, where the school management team met on several occasions. A decision was made to separate the completion of the School plan and the Programmatic Review as it was too big a task to undertake a joint review. The School Plan was submitted in 2013 and ended in 2015 therefore the existing School Plan was extended in anticipation of the new Strategic Plan, due to be in place late 2016. The preparation work included: away days and the set-up of working groups to avoid risk of too much inward focus. Basecamp platform was used to collate data and last May a seminar was held with all working groups and they all presented findings to School staff. In hindsight, the School agreed that they could have tied the process to those outcomes closer and looked further at the bigger picture. The process involved school meetings and the endorsement from the School Policy committee. The programmatic review documentation was presented to the Planning and Coordination committee of the Academic Council and later endorsed by the Academic Council. The School also worked closely with the Registrar's Office. The School pointed out that establishment of working groups was not just a box ticking exercise, but an action used to gain insight in to the broader picture. They conducted a series of online surveys, used LinkedIn, phone interviews with graduates and EAP4s (Proposal for validation and approval of modifications to and existing programmes of learning) to review what previous students had commented on. The School received feedback from external examiners, surveyed employers and industry bodies. In Social Sciences they already have an industry group working with organising placements. The aim was to try and make changes applicable to staff and students and the changing needs of industry.

### **Strategic Plan**

The panel queried about links with the strategic plan, with HEA policy documents and the Compact. Is there an alignment with Compact and KPIs and retention? The School responded there was a desire to align the School plan with the CUA objectives, however, this had been delayed. The decision was taken to extend the School Plan due to the external environment. There is no overall retention figure for the Departments; it is only available for the School. The Head of School commented on the need for one national retention model. It was noted that a lot of the actions in the extended plan were similar to those in the School Plan 2013 except that the completion dates have been moved out. The School explained there had been a number of changes to the management team and a restructuring of the School in the last few years which impacted on the School Plan. The decision was taken to have an action based plan which might have been over-

ambitious. In Social Sciences they have their own training plan for staff members. There has been training on T&L and multicultural issues. However there is no centralised training plan.

### **Student Recruitment Strategy**

The panel asked for the School's recruitment strategy. The School answered that staff are actively engaged and it is done in conjunction with other Institute groups through school visits, website, open days and transition year visits. There is a Marketing function in the Institute and they employ graduate ambassadors for targeting leaving certificate students and schools. One Department team had targeted mature students by promoting courses in the local Social Welfare office. There has been Programme design activities such as *Jail and Bail* which was organised by Marketing students.

The School commented that there is Further Education (FE) programme and pathways initiative with programmes in IT Sligo. The Institute has a designated staff post in place for developing these FE links. Marketing is an Institute wide function and now under the remit of the Registrar's Office. The Institute regularly brings in school principals and careers guidance teachers for meetings to explain changes in existing programmes and to promote new programmes. IT Sligo is currently restructuring the Marketing function to have a permanent grade 6 in place to strengthen the position and acknowledging that marketing is an investment which will return higher student numbers. The panel commented that it is important to establish these links at School level as well as Institute level.

The panel asked how student data is collected and analysed. The School said 50 % of students who leave courses leave due to financial reasons. The Institute has a hardship fund but it not distributed until January which is too late for some students. They added that first generation students often leave due to not understanding course choice. Staff need to ensure that the messages they give are given in the right language, e.g. Leaflets, student induction. The Registrar explained that the Institute has a retention officer, who has collected four years of data from students leaving the Institute. This is a valuable information source. The Institute policy of retention such as mentoring is mentioned in Volume 1. This includes important aspects such as academic transition, team building activities and induction development.

### **Student Induction and Access Office**

The panel raised questions about new Student Induction process and the School links with the Access office. For example, what percentage of students has learning difficulties and what type of screening process is in place? The School responded that some students do not register with the Access Office until 6 months into their programme. The Access Office then sends a report which goes to the Programme Board. The Programme Board also reviews exam results by module to see trends. The panel asked if students find difficulties in certain subject areas or a specific area. The panel was informed that a MOOC on transition and issues faced by students going to 3<sup>rd</sup> level was piloted with 2<sup>nd</sup> level students. This was both a learner and teacher led facility. It embeds issues students face and is geared towards Career Guidance teachers. The Registrar mentioned the development of an intervention programme. The panel posed the question: If I am person with dyslexia, how can you ensure that I will be supported by the Institute? Staff commended the Access Office and said they do a lot of external work with schools on how students can access facilities in IT Sligo. A big brother/big sister project in St Angela's could be adapted for IT Sligo. The Institute run the breaking the mould project.

### **Graduate attributes**

The panel asked about graduate attributes and changing landscape of applicants. The School responded that they have a strong work placement feedback mechanism which gives immediate feedback. They are aware that e.g. Social sciences will face issues of regulation and the Accounting

programme will face issues of regulation and IT.

### **Entrepreneurship**

The panel queried entrepreneurial relationships and what is done at Institute level and School level. The School answered that on a module level, entrepreneurial skills are fostered. However at an Institute level it could be improved as a lot of national programmes have been finished up and the School and Institute should engage in new ones.

### **Research**

The panel asked if all staff are supported by the Institute for to complete research to PhD level. It was acknowledged that staff have a high teaching commitment, 18-20 hours per week. The School can condense a staff member's timetable to 3-4 days and fund PhD research. There are small amounts of funds for buy out of staff teaching time. Most staff are research active and it is needed to sustain the level of teaching.

The panel asked if there are research performance targets and are research outputs taken into consideration when staff are interviewed for progression from AL to L posts.

The School responded that it will be developed as part of progression. The School provide time, bring in Fulbright scholars. Staff attend conferences and present at conferences. It is challenging with doing 18-20 hours teaching per week. CRISP has been developed and through CRISP staff are starting to engage and learn and becoming more research active.

### **Work placement**

The panel suggested there is a theme coming through for more and extended work placements. It differentiates students who are and are not work ready following completion of their programme of study. The School responded that all Programmes have work placement and there is a Voluntary internship for the BA in Accounting, as it is hard to fit work placement into the 3 year degree. The panel recommended work placement be more structured and a three month placement is desirable for it to be valuable.

### **Online learning and strategy**

The panel explored what framework is guiding the online learning and delivery strategy and how the School manages and encourages engagement by both students and staff. The School takes a practical and pragmatic approach, rather than philosophical approach. The School use online learning as part of the mainstream learning. The panel asked if Eportfolios are used. The School responded that they were not used in practice. The new BA in Insurance Practice programme will use eportfolio. The aim is that at least one module is to be delivered online. In the third year of this programme eportfolios will be used. Blended learning was incorporated in the MA in Marketing to attract students and it has been successful. The use of Moodle was queried, for example what extent do students participate in lectures and what is the policy is in relation to putting notes up on Moodle and the submission of assignments. Moodle is used differently by lecturers due to personal preference. There is no agreed policy in place.

### **Student Representation on Programme Boards and Institute Committees and sub Committees**

The panel asked how student representatives were selected and if all Programme Boards had student representatives. The panel was informed that students select their representatives and they are members of the Programme Boards. Students should have voting rights and be full members. The students attend twice a year on most Programmes. The panel queried the percentage of IT Sligo student who responded to the ISSE survey. The School does not have a breakdown to Department level but it was 23% on an Institute level. The data is being further analysed by the Registrars' office.

### **Funding**

The panel commented that the School would seem to be underfunded if looking at the RGAM model. The panel asked if the School was moving towards the development of Special Purpose Awards (SPA). There are two special awards developed for Sligo Chambers of Commerce. The School acknowledges the opportunities for Higher Diplomas and Continual Professional Development activities which can add considerable value.



## **Part 6 Departmental Meetings**

### **Department of Business**

#### **Minutes of Programme Revalidation Panel Meeting 24<sup>th</sup> May 2016**

#### **Staff in attendance – Appendix v**

#### **Panel Members in attendance**

**Chair:** Gerard O'Donovan

**Panel:** Michael Gill, Sean Mulhern, Ass Prof Jessica Eriksson, Feidhlim Seoige

#### **Discussions on Programmes**

##### **Higher Certificate in Accounting – 60 credits**

**Panel:** What is the rationale for programme changes?

**Staff:** New electives will help align the programme.

**Panel:** The rationale for changing continuous assessment from 30% to 50% in EURO6004.

**Staff:** The lecturer responsible for the delivery of this module was not at meeting but other lecturers felt it was to try and balance group work with individual work.

**Panel:** How are exemptions negotiated with Accounting bodies and are there follow up reviews?

**Staff:** The maximum number has been approved by some bodies – a lesser number with CPA and CIMA. Yes, there are follow up reviews.

**Panel:** How do students from IT Sligo perform in professional exams afterwards? Is there any feedback?

**Staff:** A survey is carried out every year and the lecturer keeps in touch with students via e.g. LinkedIn. Last year 2 of the students achieved over 80% in their final exams.

The panel commented that Professional bodies will give a list of who has passed each year.

**Panel:** What percentage of graduate follows the Practice route?

**Staff:** The majority.

**Panel:** Are programme learning outcomes matched against QQI standards? The Panel stated that they need to be matched better.

**Staff:** Lecturers match module outcomes to programme learning outcomes.

**Panel:** Any reason for the falloff in the number of accounting students?

**Staff:** This is partly due to the recession but the numbers are beginning to rise again. There are an increasing number of positions available now in the Big 4 Accountancy firms. There are not enough graduates for local companies. The Big 4 are offering highly paid jobs for graduates.

**Panel:** Why offer a Level 6 when most people go on to the Level 7 anyway?

**Staff:** Level 6 is almost equivalent to the Accounting Technician. Some people don't qualify for the Level 7 or 8.

**Panel:** How are retention issues dealt with?

**Staff:** The student mentoring programme which is College wide is very successful. There is also a

maths support centre, literacy support centre, and away days for 1<sup>st</sup> year students in both semesters.

**Panel:** Are the links with the Education Training Boards?

**Staff:** There is a provision for further education students to transfer into year 2 of some programmes.

**Panel:** The staff were asked to explain proposed changes in CA vs. final exam. There seems to be a move away from continuous assessment towards final exam. Examples were sought by the panel.

**Staff:** Strategic Mgt Acc 1 – No CA, Strategic Mgt Acc 2 has some CA and integrated assessment.

The panel observed there should be more integrated assessment across modules, students are being over-assessed.

**Panel:** Does the assessment matrix solve the assessment problem?

**Staff:** No, but it helps.

Observation from Panel – ensure there is a variety of assessments. This is not evident in the document. Indicative content is sparse in some modules – it needs to be more balanced.

**Panel:** Delivery methodologies – are there any innovative approaches used by staff?

**Staff:** Students are taken to a court environment in the Legal Studies module but there is only 1 visit per semester. There are industry visits for some programmes and 3D software is used.

**Panel:** Why are there electives such as Languages in Accounting programmes?

**Staff:** The panel was informed the reason was in case students don't like accounting it gives them another option.

**Panel:** Do students use the language?

**Staff:** They can do work placement abroad.

**Panel:** Is Irish available as an elective.

**Staff:** The uptake would be too low.

### **Bachelor of Business in Accounting L7**

**Staff:** There are no major changes to this programme. Staff had met with the four Professional Bodies.

**Panel:** Are there any retention issues?

**Staff:** No, the numbers starting are low.

**Panel:** Why are the Higher Certificate and Level 8 students not taught together?

**Staff:** After year 1 they are taught together. Between the HC and BA there are usually over 30 students so the unit cost shouldn't be too high.

**Panel:** Are the lecturers happy with the number of exemptions from Professional Bodies?

**Staff:** Yes. There is not much room for further scope. The staff have looked at offering a Masters but found that students aren't interested in a masters qualification.

**Panel:** Why has Management Accounting has no CA?

**Staff:** There is CA in one of the semesters. They have looked at the before and after results and they are the same. It was a way of cutting down the number of assessments because students are being over assessed. There is no CA in Management Accounting in the Professional exams so it is good training for the students.

### **BA Honours in Accounting L8**

**Panel:** Would the lecturers consider dropping the entry points?

**Staff:** The entry points are 300. Most students come in on much higher than 300 points – as a result retention is excellent.

**Panel:** What is the Department's work placement policy?

**Staff:** Recently a lecturer has introduced a voluntary placement at the end of the 2<sup>nd</sup> year over the summer. This has proved successful as many of the students who undertook it got offered contracts afterwards. It may also ground them in the locality where there is a shortage of graduates.

Observation from Panel – it would be beneficial to have an agreed Institute/School policy on the breakdown of CA vs. Final Exam on all programmes.

### **Bachelor of Business (Honours) in Finance and Investment**

**Panel:** Have you thought of offering the programme online?

**Staff:** It will be considered.

**Panel:** Is the work placement paid or unpaid?

**Staff:** It can be either.

**Panel:** Does the placement take place here in Sligo or Dublin or London?

**Staff:** Mainly Sligo and Dublin

**Panel:** Do you have QFA (Qualified Financial Adviser) exemptions?

**Staff:** No but we have engaged with them.

**Panel:** What level of sharing modules is there in the Department as it affects unit costing?

**Staff:** No exact measure exists but the course is running within existing resources.

**Panel:** What is the target sector for jobs?

**Staff:** Fund Administration etc.

Observation from Panel – QFA's are needed in Accounting practices. Module FIN06010 could be offered online.

**Panel:** Have you looked at the Irish Funds Industry?

**Staff:** We have done this.

Observation from Panel – there is a lot of good work being done that is not reflected in the documentation presented to the panel;

**Panel:** Is there any help for students before they come into the college with e.g. Maths.

**Staff:** No. The School is considering doing a diagnostic test when they arrive to identify the weaker students.

**Panel:** Is there a peer mentoring programme for Maths?

**Staff:** No. There are Moodle quizzes which work very well. The staff are looking at using the Bloomberg aptitude test used in the University of Limerick.

### **Higher Certificate in Business – 60 credits**

**Panel:** What is the rationale for removal of Financial Services?

**Staff:** The uptake by students was too low.

**Panel:** Is Computing mandatory?

**Staff:** Yes

**Panel:** What type of employment would a typical student get?

**Staff:** Quite broad – administrative roles, management roles – mainly meeting the needs of companies in the local region.

**Panel:** Do students stay in the region after graduating?

**Staff:** A lot go on to further study. It is an important educational access route for local people who range from school leavers to mature students.

**Panel:** Should there be an MBA in place?

**Staff:** There was in the past but students do not appear to be interested in pursuing one. Some go on to teaching.

**Panel:** Are prospective students aware of the ladder system?

**Staff:** The lecturers visit most of the schools in the catchment area. There may be a need to put more focus on it.

**Panel:** Would it be beneficial to have a niche programme unique to the area?

**Staff:** The Department is endeavouring to go that way.

**Panel:** Retention rates are low, should the programme be discontinued?

**Staff:** Educational Access is very important for people – it's not all about retention. The staff agreed to look at different modes of delivery.

**Panel:** Why do think retention poor?

**Staff:** It may be to do with low entry points. For many of the students, they are the 1<sup>st</sup> generation students in their family to go to 3<sup>rd</sup> level and may not have enough support at home.

**Panel:** How could you improve learning in 1<sup>st</sup> year? What are the problem modules?

**Staff:** Poor attendance is the main issue which leads to low retention. Attendance is monitored but not rewarded.

**Panel:** Do students learn about Social Entrepreneurship?

**Staff:** It is covered in the 3<sup>rd</sup> year of the BBS, and it is embedded in most programmes.

**Panel:** Have you links with the Institute's Innovation Centre?

**Staff:** Some of the companies and staff involved in the Innovation Centre would give talks to the students.

**Panel:** Have you Student Innovation Awards or Internal competitions?

**Staff:** No but some work was done with companies in the Innovation Centre and the Chamber of Commerce.

**Panel:** Do you have group work in your modules?

**Staff:** There is group work in a lot of modules. The programme team tries to strike a balance between group work and individual work. Group work is done in many modules like Economics, Management etc.

**Panel:** Is there a School Policy on group work?

**Staff:** No

### **Bachelor of Business Studies (Honours) – 180 credits**

**Panel:** What is the rationale for changes – e.g. Business analytics?

**Staff:** Statistics are very important, especially in an Honours programme.

**Panel:** Are any special technologies used?

**Staff:** Simulation software, portfolio investment simulator, payroll software and Minitab are used. The subject will be a challenge for students and attractive to employers.

**Panel:** Do you have streams in this programme?

**Staff:** They are many and varied streams. There are pre-requisite modules but they are sometimes looked at on a case by case basis.

**Panel:** HRM – is there any CIPD involvement?

**Staff:** There are no exemptions but close links with the local CIPD. They run a conference every year in IT Sligo.

**Panel:** Regarding different streams – how do you deal with low numbers in some and high in others?

**Staff:** Lecturers talk to the students about their options and many electives are shared between programmes.

### **Online Programmes**

#### **Higher Cert in Accounting**

**Panel:** Why were some programmes chosen for online delivery?

**Staff:** The numbers had dwindled. Started with the L7, then L8 and now L6. There are a total of 80/90 students.

**Panel:** What are your delivery methods?

**Staff:** Adobe connect, live lectures which are recorded so students can watch them anytime. It is 100% online?

**Panel:** What assessment methods do you use?

**Staff:** We use Proctor U for online exams if they are not in the IT.

**Panel:** Do student request a personal connection and how is that handled?

**Staff:** They can have online conversations with lecturers.

**Panel:** How many hours delivery for a 10 credit module?

**Staff:** 3 hours/week/semester

**Panel:** Do online students have the same depth of knowledge as full-time students?

**Staff:** They are a different type of learner but there is similar content in both forms of delivery.

**Panel:** The proposed changes are reduced assessments and some name changes.

**Staff:** Yes

**Panel:** Do students sign up for a module or the full programme?

**Staff:** They sign up for a full programme

**Panel:** How many modules are delivered per semester?

**Staff:** 2 usually.

**Panel:** Can a student progress from Level 6 to Level 7.

**Staff:** Yes

### **Bachelor of Business Studies – Level 7 and 8**

**Panel:** Do students have a choice of electives?

**Staff:** No. The Dissertation gives them a bit of flexibility.

**Panel:** Is there flexibility for a student of changing from fulltime to part-time?

**Staff:** Yes

**Panel:** What is the rational for putting Research methods and Dissertation in year 2 instead of year 3?

**Staff:** Some students do it in the workplace.

**Panel:** Is there any way of show casing dissertation?

**Staff:** Not really but this will be looked at.

**Panel:** How are your programme boards managed?

**Staff:** It was stated that it was not possible to bring students together so discussion forums and Moodle are used.

**Panel:** Do lecturers receive training for online teaching?

**Staff:** Yes, and sufficient technical support.

**Panel:** Is it possible to deliver online to fulltime students?

**Staff:** Probably a mixture would be most appropriate.

**Panel:** Are the interests of the staff being brought into the subjects?

**Staff:** Yes. There is also an online conference here each year so lecturers are learning all the time.

**Panel:** The Dissertation states 20 mins/staff member. Is it a Project rather than a Dissertation which is more appropriate for year 3?

**Staff:** Maybe – but online L7 students are normally at a higher standard.

**Panel:** How is the Dissertation assessed?

**Staff:** A supervisor is assigned according to the topic and also a 2<sup>nd</sup> reader. The dissertation is sent to an external examiner.

Observation from Panel – L8 credits only add up to 30 instead of 60. Some modules are not listed in the document.

**Panel:** Regarding the Teaching Council and the requirements of same, how are these addressed?

**Staff:** This applies more to fulltime programmes. The onus is on the student to look at the requirements of the Teaching Council.

**Panel:** Can you progress from Level 7 online to fulltime Level 8.

**Staff:** Yes

#### **SPA Cert in Personal Effectiveness in Employability**

240 students enrolled – 10 credit award.

**Panel:** Has it qualified for Springboard funding?

**Staff:** Yes

**Panel:** What is the cost of running the programme?

**Staff:** €250

#### **Higher Cert in Office Administration/BBus Mgt App/BBus L8**

The 2 year certificate is popular with people who do not have 3<sup>rd</sup> level qualifications and are working. Employers are very supportive of the course.

Observation from Panel – 40 wpm is on the low side, the team may want to increase this.

**Panel:** What type of jobs do graduate go into?

**Staff:** Office work using mainly Word and Excel – this is what employers seem to want.

**Panel:** Is there a work placement element?

**Staff:** There is in year 3 for 12 weeks – 5 credits.

Observation from panel – 5 credits is too low. Maybe consider work placement for year 2.

**Panel:** What is the number of students?

**Staff:** 21/22 in 1<sup>st</sup> year. Retention is not good from year 1 to year 2. Some students have no Leaving Certificate.

Observation from Panel – The team should consider Bridging Studies.

Observation from Panel – The programme could be made more unique.

**Staff:** In the new building there will be a simulated office environment.

Observation from panel – The document does not show which subjects are mandatory and which are electives, this needs to be corrected.

**Panel:** Who organises the work placement?

**Staff:** Mainly the lecturer who gets the students CV's and contacts employers. Sometimes students get their own placement. The lecturer visits the student on placement, the supervisor fills out a report and the students keep of diary of their work. The time allocation for lecturer is 3 hours/week/semester.

**Panel:** Is there a contingency plan if no placement is available?

**Staff:** All students have been placed so far – the college takes up to 5 in areas like the Registrar's Office.

**Panel:** People Management – why 5 hours?

**Staff:** Agreed that maybe it would be better to show the total hours per semester.



## **Department of Social Science**

### **Programme Revalidation, Tuesday 24<sup>th</sup> May 2016 AM Social Care Practice and Early Childhood Care and Education**

#### **Staff in Attendance – Appendix v**

##### **Panel members in attendance**

**Chair:** Dr Marian O’Sullivan

**Panel members:** Gerry Hone, Mary Kelly, Dr Fiona Dukelow, Dr Dan Rogers

**Note taker:** Eileen Curley

#### **General discussion on the Department**

The Panel introduced themselves.

**Panel:** What process was used to compile Volume 2?

**Staff:** Research was carried out with employers, feedback was sought from students, teaching methodologies, programme design and Learning outcomes were reviewed. Volume 2 information was completed by the Head of Department and Volume 1 was completed with input from all staff.

**Panel:** How do you think the process works, what was your involvement, are you happy with it, is there anything missing from the documentation?

**Staff:** Process is that they met as a team, to see what worked, gaps in knowledge were identified, staff deconstructed the programmes, e.g. sociology, psychology, law, creative practices etc. were reviewed. Sociology needed more input, there was only one module. Staff identified the modules that needed to be developed and divided into disciplinary groups. Modules as a whole were reviewed.

**Panel:** What was staff involvement in Volume 1 – Programmatic Review – Background and context?

**Staff:** It was school wide involvement. A standardised template was used in the school, it was prepared by Head of Department and circulated to staff. Programme boards discussed the input. Research was carried out with students to address with what should be in the programme. There was a survey with Graduates and focus groups for research students.

**Panel:** Are student members on Programme boards?

**Staff:** Class reps are members and have voting rights, however it is not very clear. Each programme board has right to exclude students from sensitive parts of the meeting. There is variability right across the Institute.

**Panel:** Are students allowed to vote and do they have a role in the decision making?

**Staff:** The process varies between Programme boards.

**Panel:** Work placement and the environment. How are they set up, how are they evaluated, what are the areas of improvement, is there reflective practices built into placement?

**Staff:** All tutors meet at end of year to review the list of placements. Piloted insurance document, supervision for students, number of hours are documented. Students complete a contract that supervision is taken. Reflective practices is built into all programmes across the Department.

**Panel:** If a student struggling, how would you support them?

**Staff:** They would first go to their Supervisor for the work placement and their allocated tutor.

**Panel:** In terms of placement themselves, how is the theory put in to practice?

**Staff:** The assessor on site assesses practical aspects in consultation with visiting tutor. Portfolios are assessed, there is a review date for the Tutor, the student is visited twice during placement and the supervisor reports on the attitude towards work.

**Panel:** To have a good practice teacher, do you need training?

**Staff:** They are offered a Single subject 5 credits supervisory module. It was designed by all Institutes, so that there would be a standardised practice. There is also a designed module for Early childhood. It was accredited by IASCE (Irish Association of Social Care Educators) originally and will be delivered free of charge. It needs to be validated and will be offered to supervisors so they know what is expected. The Department is working on making stronger links between placements and Institutes.

**Panel:** Do you think you produce confident workers?

**Staff:** The role of the visiting lecturer is there to support the supervisor which supports communication and help to the faculty supervisor. We get many requests from our former students who are now supervisors for placement students. It very important that the visiting tutor supports the students and the industry supervisor.

**Panel:** How do you prepare students for the work placement?

**Staff:** By creative practice modules – focus on the developing of emotional and soft skills. Work with sensitivity and empathy skills. Through research, it has been identified that there are a lack of these skills for students going in to the work place, so we are working to remove those issues.

**Panel:** Do you have E-Portfolios and do you have links with the careers office?

**Staff:** We have two part-time excellent careers officers. There is one post. There is a very good Careers Fair. Staff within the school and stakeholders support students, students do mock interviews and recent graduates come into talk to groups.

**Panel:** Research – What supports exists in relation to staff academic development, what are the issues, and progression routes to PhD?

**Staff:** Staff can apply to get some hours of their teaching hours reduced to do research. E.g. 20 hours teaching enables 1 or 2 hours off teaching. Once a staff member has met a deliverable – for example a publication, they can reapply for another period. The Research Office Committee meets 3 times a year and provides service design training and seminar to show case research. It organised a conference on Community Development with UL, NUIM and County Councils. 4<sup>th</sup> year students attended the conference.

**Panel:** What level of research or further study opportunities is there among staff?

**Staff:** There is some research in Finland and Ireland and with other Schools. There is a significant research interest among staff.

**Panel:** How do you motivate staff to participate in Research or apply for funding?

**Staff:** Involved in 3 way research NUIG and NUIM – establish 3 successful conferences. The

department has a journal on narrative. The establishment of CRiSP has been beneficial, but more funding is needed. Research is seen as enhancing Teaching and Learning and is very beneficial.

**Panel:** Is there an emphasis on local research issues?

**Staff:** Yes there is expertise with T&L in the community. The institute is mapping out the local resources for Research. It is encouraging to see local research – 2 research students doing a Social Capital study and Access to HE in the minority groups.

**Panel:** There is a lot of research taking place. Do you show case research findings/projects?

**Staff:** There will be a Research Conference every year, funding was cut but it is taking place again. COL (Centre of Online Learning) set up conference for all staff on *How to share technology*. The Department tried peer review. A number of staff presented on Teaching and Learning online.

### Teaching and Learning

**Panel:** Staff creative skills were commended and it was recognised that they are a diverse and talented group. What do you all aspire to as a community, what is your core T&L strategy?

**Staff:** Lecturers are divided into smaller groups. The focus on T&L is exploration, case study, problem based learning, students engage in small groups and larger groups.

**Panel:** What supports are in place for students?

**Staff:** In Social practice the emphasis is on creativity, shared learning and learning with in-depth reflective thinking. Lecturer uses Moodle, looks at inequality, demographic change and the general links there.

**Panel:** Practical level – we are missing reference to AISTEAR.

**Staff:** Yes we do that. It was missing from previous document. It is embedded in a number of modules. We plan structured activities.

**Panel:** Is the Early childhood focused and in line with the ethos of the Department of Education?

**Staff:** We prepare the students and get feedback from a variety of settings. Students are visited on placement and made aware if there is a lack of understanding of policy related issues. A new module on Social policy is embedded within the programme.

**Panel:** Research – with different cultures and different approaches to parenting increasing in Ireland, does the programme reflect these changes?

**Staff:** We need to be aware of families and structures – 2 modules deals with how you look at families and the diversity that does exist. We don't know enough about emigration which our survey shows. Different goals and different cultures and will influence how modules are developed. Staff try to challenge students to look at ethnic culture. There is a reflective module which is very important. There are some independent research projects in the area of English as a second language.

**Panel:** Culture diversity – can staff teach about the experience of living in another culture and what services they might need to live there?

**Staff:** Staff can teach cultural safety and there is a module in professional studies.

**Panel:** Teaching evaluations – is there anything in place to reward teaching performance?

**Staff:** No. There was previously teaching Heros. There is a very good T&L committee on the Academic Council.

**Panel:** What feedback is sought from and given to students. What are the student issues that arise, are there time tabling issues, is there module duplication?

**Staff:** The module Creative Practice had 10 credits in year 1 and 5 credit in year 2 (semester 3 before the placement). There were discussions to reduce the first year module. Students said that the '10 credits in first year really helped them to move into Third level from Secondary school and helped them make friends and an opportunity to interact. It built confidence and stressed the importance to be ourselves.'

**Panel:** Are all students given a programme hand book?

**Staff:** It has been piloted in Year 1 Early Childhood, online, last year. It will be rolled out to other areas of the Department. The handbook is comprehensive and includes timetable of assessments, all requirements for first year's policies and more. It is showed to students at induction. There is a placement hand book.

**Panel:** How many modules would have the hand book, for example in Social Care practice programme?

**Staff:** Of the 60 credits, about 3 modules would have the hand book. Ideally every module should have a handbook.

**Panel:** Are there students with learning difficulties? How do the staff support and teach this cohort of students?

**Staff:** The Institute has an Access Office. If a student needs special considerations, the lecturer can produce notes in advance to review before hand and a marking scheme. Moodle is used put up all notes beforehand. Students get extra support and get scribes. Staff have role played in on how to get in and out of wheel chairs. There is a new computer room for Access students to work in. There is a need to formalise the process with sign-offs by Head of the Department or lecturer, this process is not clear at present.

### **Programme discussion**

The Panel discussed Social Care Practice and Early Childhood Care and Education proposed changes and rationale. It was recommended that the rationale should be listed along with the existing and proposed changes to the programmes.

## **Tuesday 24<sup>th</sup> May PM**

**Staff members in attendance** – See appendix v

**Panel members in attendance**

**Chair:** Dr Marian O’Sullivan

**Panel members:** Gerry Hone, Mary Kelly, Dr Fiona Dukelow, Dr Dan Rogers

**Note taker:** Eileen Curley

### **Department of Social Sciences**

**Panel:** Regarding work placements, what is the process in the Department?

**Staff:** In 2012 one person was allocated to look after all the work placements. They would meet a placement supervisor and choose places appropriate to each programme. Students were given the choice of placement. Before students go on the placement they receive placement preparation. However, there was only one person to filter 360 students. There are now 2 placement coordinators for early and later years. There is a data base of places on offer. Students who assume they will be placed 2/3 weeks after their own personal choice is not realistic. The Department organises placement, not the student. There is a Placement selection form which gives students 2-3 options and a suitable supervisor is allocated. Year 2 placements and Year 3 placements are not in the same place to increase learning. It can be difficult to manage student expectations regarding placement opportunities. A lot of students want to do placements near their home addresses.

**Panel:** Is Children first training delivered?

**Staff:** It is not a certificate – but it is delivered as part of the modules. Priority is within the sector and it is a national issue.

**Panel:** Is Manual Handling and CPR taught?

**Staff:** Yes it was delivered but often Students did not turn up. There was a small cost for them to attend the training.

**Panel:** Regarding Elective Choices, how are the choices made by students?

**Staff:** Staff sell/pitch their modules. It used take place at the placement review. There is a compiled web site with all module descriptors for the electives and they were customised to be more user friendly. Some modules have some video recordings and clips. 2 years ago staff reduced elective choices to three main themes, electives were capped at 40. Eventbrite is used for the selection of electives. There is a student taster and a change of mind period of one to two weeks. This process can be difficult. Students can choose by going online at same time. Montessori and High Scope are electives.

**Panel:** Students have informed us that they do not like Eventbrite – they feel it’s unfair, in other Schools programmes elective choices are allocated based on grades.

**Staff:** The panel was informed that Students pick and agree the date and time of when they log on to Eventbrite.

**Panel:** Is the system fair to all students?

**Staff:** The Access office reviewed it and said that it is fair to all students.

**Panel:** Some students felt that the electives were very important to them in choosing their future career pathway

**Staff:** They are prioritised within a stream.

**Panel:** Job profiles. When staff are selling this programme, are job roles the programme will qualify you for identified and is it explicit in Institute and School literature?

**Staff:** Job opportunities are in early learning and community development. Testimonies from past students outline where they go. Jobs have moved to more community development and the brochures will be updated after the Programmatic Review. We do not have formal Alumni links but have LinkedIn and it is formalised through LinkedIn.

Panel observation: There will be expectations over the literacy qualifications. It should be in the Core Modules.

**Panel:** How many mandatory modules do students share?

**Staff:** They share programmes.

**Panel:** Where modules are shared (ECCE and Social Care), how are assignments/projects related.

**Staff:** Some assignments are more generic, staff try to get a balance to suit both streams.

**Panel:** Are students allowed select modules for specific learning?

**Staff:** In the module Disability, students focusing on adults and can do a presentation where they can select a document related to their stream.

### **Master of Arts in Humanities in Leadership and Early Childhood Care and Education**

**Panel:** Proposed changes were reviewed – what is the entry and selection criteria?

**Staff:** The programme was not run last year, as students did not meet the entry admissions criteria. Students had completed Level 8 and but did not have 5 years' experience. Entry requirement is a Level 8 2.2 in a related area. RPL is available for those that do not meet the experience criteria. They can submit a piece of written work in advance.

**The panel** observed that they would recommend a documented and clear entry requirement process. They asked what is the credit breakdown and words for Research.

**Staff:** Research based project will be 30 ECTS which includes Dissertation 20 ECTS with 25,000 words over 9 months.

**Panel:** What are the progression path ways as per the Quality Assurance Frameworks?

**Staff:** We have received extremely positive feedback on student support and on career progression.

**Panel:** Are the module descriptors live and available for students to see on web?

**Staff:** No not yet, it will be done during the summer.

**Panel:** Clarity on the programme title was sought as it is not very clear.

**Staff:** The existing title is Master of Arts in Humanities in Leadership and Early Childhood Care and Education and the new title is MA in Leadership and Advocacy in the Early Years.

**Panel:** What type of learning approach is used?

**Staff:** It is blended learning.

The panel commended the programme and asked staff to reflect on the entry requirements.

## **Department of Marketing, Tourism and Sport**

### **Programme Revalidation, Tuesday 24<sup>th</sup> May 2016**

#### **Staff in Attendance – Appendix v**

##### **Panel members in attendance**

**Chair:** Dr Sean Duffy

**Panel members:** Raymond Keaney, Noelle Cawley, Rory O'Connor, Elaine Wallace and Brian King

**Note taker:** John Daffy

#### **Marketing Programmes**

##### **Documents**

The panel asked what key points were taken from feedback obtained from stakeholder. They felt documents could have benefitted from having a summary of key recommendations from the feedback process. There should be a clearer picture of what is driving the future direction of programmes

Staff responded that a new suite of programmes were validated in 2014. The changes proposed are based on student and external examiner feedback. For example Dramaturgy moved from Year 1 and there is a greater emphasis on Data Analytics. 100% Final Exam was introduced based on student concern over continuous assessment workload. Staff hold annual meetings with industry instead of every 5 years.

The panel questioned if students would have flexibility to move between L7 and L8, or would students be tied to a programme. There is one generic entry point. Students have preference and flexibility to move after year 1.

##### **Delivery methodologies and Assessment Strategies**

The panel queried the implication for assessment strategy by moving from year-long delivery to semesterisation, will this lead to a move to more traditional assessment? Staff produce an assessment schedule early in each semester to try to balance the workload. Staff agreed that the work schedule has had a negative effect on attendance. With programmes running across several departments it can be a challenging task to produce a viable assessment schedule. The panel questioned if assessment has moved too far towards continuous assessment and stressed the importance of correct weighting of CA versus FE as it can influence workload. Staff acknowledged that it is key to get the balance between CA and Final exam right to manage the transition from 2<sup>nd</sup> level to 3<sup>rd</sup> level.

The panel asked if modules use Problem Based Learning (PBL). Staff commented that PBL was used in Marketing and Sales modules. Students engage well with PBL and it is a great way to test knowledge.

##### **Feedback to and from students**

Staff was asked what system is used for Student Feedback. This is done through Programme Boards. Information is collected using QA1 and QA2, which feeds into EAP4 (Proposal for validation and



approval of modifications to and existing programmes of learning) forms. Concern was expressed about using QA1 and QA2.

The panel recommended the use of a long Executive Summary of Feedback process. Quality Assurance Documentation imposes some constraints. The Department is getting rich feedback but it is being undermined by not doing summary analysis. A lot of work is being done but this is not coming through in the documentation.

### **Employment of graduates**

The panel looked for statistics available for the link between placement and employment. Staff responded that in Digital Marketing – 1<sup>st</sup> work placement will run in 2017. Work placement is tied to a specific project so students will get valid work experience and students do get work in marketing. The panel asked how the work placement was structured for the new Marketing Programme. Students have 2 days employment and 3 days in college.

### **Research**

The panel questioned how has teaching been informed by research. One staff member detailed how her doctorate in Mature Student experience informs every aspect of her teaching. They give student “easy win” to build confidence and use a peer review process. Marketing is an engaging subject that requires students to keep up to date on material. Many students are working with local communities and companies. At the start of the semester students engage with companies to make a pitch in order to try to match a student with a company.

The panel observed there may be an opportunity to prepare Conference papers, where existing work can inform research. The panel felt there was a commendable amount of applied outreach work that could form basis for conference papers.

What about research from methodology point of view?

Staff responded that there is a move towards more Qualitative Research. Students are getting relevant experience on data analysis modules and laying a foundation for Masters studies. The Dissertation is moving from L7 to L8 to hopefully act as a springboard to Masters and possibly leading to PhDs.

The panel queried the percentage of IT Sligo Students versus external students. How is the MSc in Marketing promoted and managed? There is a high proportion of students at L7. Most L7 students then migrate to the Department of Business for their L8 programme. There is an identified gap in L8 programmes within the Department.

### **Tourism Stream**

#### **Programme design, modifications and title**

The panel expressed a concern with the amount of documentation and queried how key points of feedback informed decisions. Staff replied that feedback from employers highlighted the importance of work placement, role of social media and graduate skillset. Changes made try to reflect changes in tourist profile with more defined streams within programmes e.g. cultural tourism languages and strong emphasis on customer service and soft skills. Based on student feedback Health and Safety

Law is now mandatory and the Dissertation has moved to L8. Modules are designed to meet demand for customer care skills. Soft skills are built into modules but not reflected in module titles.

The panel asked staff if there were pathways through the Tourism and Event management programme that cover both elements. There is a roadmap for students, which starts from year 1 beginning with student induction. There is a strong Event Management element running through programme and an opportunity to run events in Y4 and engage with employers.

The panel pointed out that there are four modules with Culture in the title but there was no reference to this in the programme title. Staff said this was informed by employer feedback.

The panel commented that Tourism Entrepreneurship has a higher profile now and more jobs are being created by small companies. How is entrepreneurship built into the programme? Staff highlighted modules such a Strategy where this is built in.

The Department's plan for student numbers is to migrate 40 to L8, they currently have retention and pass rates at 70%. The Department is involved in an initiative regarding retention such as field trips and peer mentoring. This is receiving positive feedback from students. Currently students tend to be more local. A higher % of mature students have changed the dynamic of the learning environment.

The Dissertation is moving to the L8 as the trend is for dissertation to be at L8. New research modules have been introduced at L7 to give students relevant research skills.

The module Market Research Customer Care is being removed and is replaced by 2 modules - Innovative Tourism and Customer Services. This provides more in-depth coverage of material.

### **Delivery methodologies and Assessment Strategies**

The Department plans to deliver modules online in Digital Marketing. There has also been a number of Special Purpose Awards introduced. The multidisciplinary approach is the strength of the programme.

The L7 and L8 run concurrent and use joint teaching. The aim is to have an intake of 40 on each, and any increase in student numbers will need additional resources.

### **Employment of graduates**

The panel queried how many students go on work placement. Staff responded that all students (currently 31) go on work placement. The work placement is paid and provides good opportunity for future employment. Most students want to work in Tourism. The nature of event management work makes it more challenging for students and many local students are reluctant to travel. There is a strong element of event management within tourism and hospitality. A strong point of the programme is that it is a BBUS and it produces well rounded graduates with transferable skills.

### **Research**

The panel commented on the opportunities for dissemination of work done by staff and students.

They recommended the development of an IT Sligo Graduate profile with emphasis on Culture and Enterprise and to show a clear career path. The panel was impressed by the student numbers on the programme.

### **BBS Applied Sport and Business**

#### **Programme design, modifications and title**

The panel commented on the significant changes to programmes both in title and module changes. They queried what they were based on and why the move towards Applied Sport. The Head of Department highlighted that the content change was under the 25% threshold for new programmes. Recreation & Leisure is an outdated title and the new title is more descriptive of the programme, gives the programme greater visibility and better marketing of the programme. The new title has greater relevance. The Department received feedback from students and graduates who supported the inclusion of Sport in the title. Modules were introduced to facilitate transition from 2 to 3<sup>rd</sup> level and support modules consistent with National Strategy. Study skills are now mandatory for programmes but the content is delivered under another title, Personal Development. The panel asked if staff were concerned with the drop in CAO points. They are but retention levels on the programme are good and students are able to manage the workload.

#### **Learning Outcomes**

Students can obtain a number of SPAs in different areas such as swim teaching, personal training and coaching badges.

#### **Delivery Methodologies and Assessment Strategies**

Given the nature of modules there is a strong element of continuous assessment with four 100% CA modules in 1<sup>st</sup> year. There is a challenge in balancing sports participation and academic commitments, however, staff feel that a high level participation does not have a negative effect on academic performance. Students are given a handbook detailing elective choices, assessment strategy and quotas on some modules. Students moving to L8 tend to perform strongly, 20% go into general business and 80% into the Sports Stream. The panel asked if there were any barriers to the delivery of programme. The only issue could potentially be space and equipment and there is a need to cap numbers at 80 (40 at L7 40 at L8).

#### **Feedback to and from students**

Student feedback was obtained using telephone surveys and graduate surveys and small focus groups. The School surveyed students from 2008 to 2015.

#### **Employment of graduates**

Students source their own work placement and staff provide support during work placement. Students are given opportunities to gain SPAs before work placement.

#### **Research**

There is an opportunity to disseminate information about the significant work being done, such as present and showcase projects. There is a lot of action research being carried out within modules. The panel commented on the fact that staff should be more upbeat about the course. The quality of interaction between staff and students is not accurately reflected in the documentation. The

retention rates reflect a high quality of engagement. The panel recommended that staff build graduate profiles and use it to promote the programme. A strong feature of the programme is that a lot of potential jobs cannot be automated.

### **Bachelor of Business in Applied Sport and Business L7**

(following a request by the Chair and Panel, revised documentation was provided to the panel 1<sup>st</sup> June 2016. This documentation was reviewed by the panel and comments were fed-back by email to the programmatic review Chair)

The Panel welcomes the new document. It provides more clarity on the changes and the rationale behind the proposed changes. The meetings previously held by the panel with the programme team, provided the panel with details of the programme team's engagement, enthusiasm and efforts in reviewing the programme and also provided useful insights into the demand for the programme, the engagement of learners and their career prospects. The panel would commend the work this programme team have done in developing this new revised document, and the enthusiasm they have shown for their programme, for their subject areas, and for the overall learning experience of the student.

The panel has a number of concerns with the change in title from BBS in "Recreation and Leisure" to BBS in 'Applied Sport and Business'. Is the title a true reflection of the content that is being delivered? The panel would have expected a better balance between sport and business modules in the programme. From an analysis of the module content, it appears that Sport is the dominant focus. The degree focus appears to be 'Applied Sport with Business'.

- In relation to the summary of changes to modules, it appears that no new business specific modules have been introduced on the programme. This would have demonstrated a shift in the focus from 'recreation and leisure' to 'sport and business'. The summary of changes to modules indicates that all business modules have (i) no change, (ii) schedule change or (iii) a minor change in that the content was updated. Updating of content is a given when a programme is reviewed for a re-validation under a programmatic review process.
- The programme is weak on accounting (3 modules) and economics (one module). There is no module(s) in maths/statistics/quantitative methods and there is just one module on HRM. On page 27, under Programme Outcomes, the Knowledge Breadth references '*A developed and integrated knowledge of basic business areas in marketing, enterprise, **strategy**, accounting, finance and human resources*'. However, there is no strategy module on the programme. It also explicitly references that learners will have a developed and integrated knowledge of Economics even though there is only one Economics module included. (By comparison, there are 8 mandatory sports related modules in Year One alone).
- The absence of business subjects, especially in the first year of this course, is limiting. The programme team mentioned that students often pursue further study following this course, and the panel would question whether the College may be limiting the eligibility/competitiveness of students who would be seeking further study in a more business-focused course as a follow on. In addition, first year students do not really get a full 'flavour' of this course as they don't have those business subjects. This could have an impact on student retention at a later stage.

## General comments

- Page 7, Section 4.3 the objectives should be reworded to ensure that they convey what is intended and that they can be read clearly, especially objective (vii).
- From page 27 onwards Programme Mapping is detailed in relation to module learning outcomes. Perhaps the layout is solely due to the use of the 'Module Manager' software package but the 'mapping' detailing all module learning outcomes (explained only via module codes) running from page 26 – page 73 does not lend itself to easy analysis. A clearer summary of the mapping is required and should follow the QQI Level 7 appropriate conventions.
- On page 7, 4.3 Objectives, points vi) and vii) do not make sense in the context of the statement that *'Upon successful completion of this programme, the learner is expected to have a detailed knowledge, understanding and competencies in'*
- Although, samples of stakeholder feedback have been provided in the Appendices, the feedback is not presented in summary form. The salient points made by the stakeholders should be summarised and the action taken by the programme team in terms of programme design should be noted in relation to all the feedback. It is not clear how or what feedback gained from the stakeholders consulted was incorporated into the revised programme.
- Industry engagement, as documented, from a sports expertise perspective, is weak and very localised, namely, Regional Sports Centre, SurfStay, Strandhill, Sligo Sports Partnership and two hotel leisure centres. There does not appear to be engagement with relevant organisations such as Sport for Business and the Irish Sports Council. In addition, letters of support for the programme from sporting bodies are not included and it is not clear that there is an explicit demand from industry for the programme. Rather it appears more anecdotal. Clearly however, student demand for the programme is strong based on enrolment figures.
- While the documentation is much improved, there is no ONE page which highlights the key pillars upon which the programme is based (i.e. Sport, Business, Communications) together with supporting modules to underpin each pillar.

## PANEL FINDINGS

### *Conditions*

The title of the programme should be "Bachelor of Business in Applied Sport with Business" so as to better reflect the content and the focus on Applied Sport.

### *Recommendations:*

The panel recommends that the programme team review the feedback from the panel as outlined above and address the concerns relating to the pillar structure of the programme and the need for a clear statement of programme learning outcomes mapped concisely to module learning outcomes.

*Dr Marian O'Sullivan Chair and Programmatic Review Panel*

## Part 7 Meeting with Student Representatives and External Stakeholders

### Meeting with External Stakeholders

List of external stakeholders in Appendix vi.

The Panel introduced themselves and the stakeholders gave a short overview of their affiliation with IT Sligo. Joanna Sweeney (lecturer in MTS) made a presentation on Engagement. See appendix viii.

**Panel:** Are you aware of the engagement of students as volunteers?

**Stakeholders:**

- Stakeholders were aware. Lecturers approached festivals locally to engage with them.

**Panel:** Have you had any involvement in the development of programmes?

**Stakeholders:**

- Examples were provided. One stakeholder did an MA here which was initially traditionally delivered, then blended learning was increased. Good experience and it suited working students. Modules were suited for the delivery method.

**Panel:** When students are placed with you, what supports do you get from IT Sligo?

**Stakeholders:**

- Positive feedback from employer, students are well prepared. Institute do prep lecture with employee representatives.
- Positive, students need to be genuinely interested in the area of placement, then they may be taken on as an intern.

**Panel:** Are students approaching you directly for placements?

**Stakeholders:**

- Both happens, some have an interview process.
- Some companies link with placement coordinators.

**Panel:** Can feedback be received?

**Stakeholders:**

- Open communication to feedback. Supervision is important.

**Panel:** Were learning outcomes clear in relation to placement?

**Stakeholders:**

- Placement goals would be made clear at interview, weekly feedback meetings.
- Supervision clearly defined between IT Sligo and employer.

**Panel:** Do you have any other interactions with IT Sligo?

**Stakeholders:**

- Erasmus application involvement. Designing a module. Piloted by lecturers.

- Some stakeholders deliver guest lectures.
- Some were involved in Programmatic review feedback with Heads of Department.
- Positive that IT Sligo courses have sales modules.
- Graduates brought back to give quest lectures.

**Panel:** Are you aware of how IT Sligo market their programmes?

**Stakeholders:**

- Mainly in northwest but not further afield. The perception is that courses are not on par with NUIG but in reality courses are as good if not better in IT Sligo.
- The college should market themselves better and not just to the “old markets”. There is not enough on Social media from IT Sligo, stakeholders have received information from all others colleges.
- Some students don’t consider IT Sligo, they walk past IT Sligo stalls in the Higher Options event in the RDS, not realising what we have to offer. Not developed our own market value proposition.
- Symptomatic of the northwest when it comes to tourism, education and business. Extraordinary how IT Sligo can do so well in this location.
- The college should tap in to local successful businesses here in Sligo.

**Panel:** How do you feel about the ambition of IT Sligo to become a TU and has there been any consultation?

**Stakeholders:**

- Different views were expressed. Not relevant, better to stay with small classes, more personal.
- Yes go ahead.
- Better student experience with smaller environment.
- No consultation.
- Concern expressed that the Vision may not translate with a new president.

**Panel:** Do you have any linkage with graduate/ Entrepreneurial incentives?

**Stakeholders:**

- Some stakeholders are Part of New frontiers programme, some provide lecturers support, some are facilitated by access to Library.
- Some stakeholders would welcome the opportunity to present/guest lecture to students.
- Some aspects of entrepreneurship are covered in final year business programme.

**Panel:** Would you have any advice for the Institute for running CIPD programmes, SPA?

**Stakeholders:**

- Absolutely, areas could include e.g. financial, business development.
- Blended learning would be interesting.
- Skillsnet are marketing a lot to companies, IT Sligo should get in on that space.
- Good to have courses here rather than travelling to other Institutions.
- Should develop skills in area of starting company and look for funding.
- Would like to be more utilised by the IT as a person who has started her own business and lessons learned. Should have pride in Sligo globally, both in tourism and education. Sense of pride is important. Alumni should be reactivated, capture what our graduates achieve. Should be in the national frame.
- Fundamentals are there, however a strategy is required
- Create courses for business owners to develop themselves.

**Panel:** Would you support showcasing of students work e.g. Breakfast morning for showcasing the output from students?

**Stakeholders:**

- We would be in favour of a space like this to be created.

### **Meeting with Student Representatives**

The Chairperson gave an overview of the purpose of the programmatic Review for the School of Business and Social Sciences. She stated the panel would like to find out about students involvement in the process, how they are supported by the Institute and what influenced their decision to come to IT Sligo. List of students is provided in Appendix vi.

**Panel:** Why did you choose IT Sligo?

**Student responses:**

- Break away from home
- Facilities in Engineering
- From Sligo
- Location from Mayo/Roscommon
- Modules and subject
- Enjoy course
- Course I wanted
- Strong for reputation in accounting
- Like the idea of smaller college rather than NUIG
- Knew graduates who had spoken highly of the course
- Erasmus student wanted international experience



**Panel:** Have you been consulted about proposed changes to programmes, or Institute policy?

**Student responses:**

- Student rep was asked for advice by HOD in relation to course, what could decrease dropout rate.

**Panel:** Did you find it difficult to get through 1<sup>st</sup> year?

**Student responses:**

- Took summer school, made contact, better idea what was expected from me.
- Good support when pregnant in 1<sup>st</sup> year
- School classes smaller number compared to university

**Panel:** Have you completed surveys?

**Student responses:**

- End of semester by lecturer for module, sometime you don't get a chance to give feedback on module.
- Hard to get our electives choices in Social care/ECCE (lottery model), other courses you get it depending on your grades (MTS)
- Elective choice model use Eventbrite and it is a difficult system.
- You might be here to pick a certain choice, and if you don't get it you might not be able to choose a certain career.

**Panel:** Are you given a programme book?

**Student responses:**

- Some online information, module descriptor with assessment criteria, but mainly it is up to the student to find out.
- No information on a programme basis.
- Some module lecturers give detail some don't.
- Some sell their elective module but this might not be what it transpires to be.
- Might not be able to speak to lecturers about elective choice.
- Would like to have a programme book.
- Would like more detailed information on the modules from lecturers before selecting modules

**Panel:** Do you have many changes to your timetable?

**Student responses:**

- Can change over the first 5-6 weeks.

**Panel:** Do your lecturers use Moodle.

**Student responses:**

- Varies depending on the lecturer.

**Panel:** Do you get a chance to mix with other Schools or Programmes?

**Student responses:**

- Only on a few courses that have shared core modules.
- Sometimes this does not work between SS/ECCE as group work interests differ.

**Panel:** Do you have different projects or assessment for different courses within the same module?

**Student responses:**

- No, the merging of two does not work.

**Panel:** What feedback mechanisms are in place?

**Student responses:**

- Will have to seek out feedback from some lecturers, others are fantastic. Varies a lot.
- Written feedback depends on lecturer, some very good and have weekly meetings for feedback.
- Depends on you to approach the lecturer, feedback there if you want it, you have to take the initiative.
- Better feedback in 4<sup>th</sup> year, weekly meetings, constant feedback.

**Panel:** Are you able to access results online?

**Student responses:**

- Yes

**Panel:** Do you have opportunities to meet lecturers after receiving results.

**Student responses:**

- You have to go through lecturer for feedback before lodging an appeal.
- Not easy to catch lecturer after exam

**Panel:** Do you receive Careers advice?

**Student responses:**

- Inundated with emails for open positions but many are not relevant.
- Would have liked career guidance module, one lecturer took it upon themselves to do this.
- Lecturers open to give advice on the Recreation and Leisure programme.
- Lots of advice in Accounting.
- Very little advice from careers itself, no engagement, poor response and wrong advice.

- Lecturers organised for graduates to come in and meet students in MTS

**Panel:** Is there is advice given on building up to graduate programmes?

**Student response:**

- Not much
- One lecturer got students involved in additional academic research activity

**Panel:** Did your placement help you make career choice.

**Student response:**

- Had to go to a creche in 1<sup>st</sup> year. No option if you want to work in policy e.g. could not structure modules/electives to suit career choice.
- Social care students had to organise certain prerequisites courses to enter certain placements, e.g. hepC vaccine, safety requirements.
- Recreation and leisure students get all safety training organised but had to pay themselves

**Panel:** Do you have any crossover modules?

**Student responses:**

- Not to use project work for one module and reuse for next module in some, but some have organise events that span over several modules.

**Panel:** If you could change one thing or make an improvement what would it be?

**Student responses:**

- Not enough experience in e.g. Excel
- Only two places available in accounting internship

**Panel:** Is there an entrepreneur society, any experience in the Innovation centre, any meeting with students by representatives from the Innovation centre and programmes.

**Student responses:**

- No
- Very little interaction
- They would like more interaction in final year.

**Panel:** Have you experience from Erasmus, in or out.

**Student responses:**

- Incoming Erasmus student: Here for full year, enjoyed time here, recommend experience, deal with people from different countries, good relationship with lecturer. Meet with other nationality. Weather is the only problem.
- Perception that students going out only did half of course, seemed as if there was no matching of learning outcomes.

- Erasmus is not promoted on some courses. Some on social care placement have gone abroad.
- Did not know that you can go for Erasmus after you graduate.

**Panel:** Do you have any advice for incoming students?

**Student responses:**

- Check out the course, approach the lecturer.
- Clear trajectory required for final year, reflect in the choices you make.

**Panel:** Is there a graduate profile for your programme?

**Student responses:**

- Some students felt they were sold a story at 1<sup>st</sup> year but this does not materialise at final year.
- Would be beneficial to have graduate profiles.
- Institute should ask and consult students more.
- Separate ECCE and SS.
- Some students are afraid to criticise lecturers that are grading them.
- Governing body better forum than academic council, easier for students to speak up.
- No non-sabbatical officer on academic council committees.

**Panel:** How were you selected for this session?

**Student responses:**

- Asked, selected by lecturer
- Programmatic review. Student was asked to give feedback on what School have already done, not what should be done.

**Panel:** How are students with dyslexia supported?

**Student responses:**

- Normally no problems, but this exam session there seems to have been a lot of problems, breakdown between communication between exams and access office.
- Good Access Office, does screening, student need to register and then they are very helpful.

**Panel:** Has the course prepared you for the “new” Ireland?

**Student responses:**

- Yes, feel ready to go in to the working world (BA in Accounting), interacted with other nationalities on course.
- Compulsory to include Erasmus students in group work (Tourism)
- Guest teacher from different countries especially in SS, not as ECCE.

**Panel:** Have you all been on placement?

**Student responses:**

- Not all courses offer it e.g. marketing
- Recreation and Leisure students do placement, do level 1 GAA, etc. Doing a lot of coaching and teaching to prepare themselves.
- Tourism lecturer very helpful.
- Hard to find placement, not much support to find placement or coordination.
- Placement coordinator visits.
- SS/ECCE reduction in staff allocated to placement, bottle neck, changing portfolio at very late stage, lecturer not visited.

## **Part 8 Findings and Recommendations**

The Panel recommends the revalidation of the Programmes that were presented to it for 5 years subject to the conditions and recommendations listed below. The Panel also recommends the validation of 4 new programmes, documented in a separate validation reports.

### **Overall Commendations**

The Panel was impressed with the enthusiasm of the staff of the School of Business and Social Science and the open exchanges that took place during the panel visit.

1. The Panel commended the engagement from staff with their queries during all sessions and how they demonstrated ownership of the documentation.
2. The Panel acknowledged the significant work that goes into the preparation of the Programmatic review documentation.
3. The School demonstrated overall strong industry engagement and community engagement. The Panel commented on the extensive variety of good quality links with different organisations.
4. Both learners and stakeholders spoke of their positive experiences and interactions with the Institute.
5. The commitment and forward thinking in the online space was commended and it is a clear strength in the current educational landscape. The panel welcome the blended approach to Teaching and Learning shown in new programmes.
6. The Panel was very positive about the establishment of CRiSP (Centre for Research in the Social Professions) which supports research activities in the School.
7. The Panel was encouraged by the Innovation centre and the hotdesk space available.

### **Department of Business**

8. The Panel commended the exemptions from accountancy bodies for the Accountancy Programmes.
9. The Panel complimented the Department on the types of field trips undertaken in many of the programmes and the simulations and innovation in Maths modules.
10. The placement and strong links with industry were commended, for example BA in Insurance Practice L8, which is the first validated programme chosen by the Apprentice Council.

### **Department of Social Science**

11. The panel was impressed by CRiSP, the Supervisory Programme and the Creative Practice module in the Department.
12. The panel welcomed how staff pitch their elective module choices to the students.
13. The Panel noted the strong links established by many of the programmes with industry and residential organisations for the work placement.

## **Department of Marketing, Tourism and Sport**

14. The panel commended the great work being done in the outreach activities which could form part of conference papers.
15. The panel was impressed by the openness and accessibility of staff.

## **Recommendations for the School**

1. The panel recommends that the School formalise their relationship with industry and structure engagement. There is considerable engagement with industry in 4<sup>th</sup> year, however, this engagement is not apparent in earlier years of programmes. This aspect should be developed as it will be beneficial to students' career planning.
2. It is recommended the School consider formalising an external industry advisory board for each individual discipline.
3. The panel strongly recommends that the Institute actively track and build on their Alumni and organise stakeholder days. The Institute should assign a School champion to work the Careers Office.
4. The Online learning should be integrated into the Teaching, Learning and Assessment Strategy.
5. It is strongly recommended that the School plan is aligned to the Institute Strategic Plan and Compact agreed with HEA, and take into account the mission and vision and value statements.
6. The panel believes the School is under-resourced and the Institute need to invest to support research and T&L and to build research thematic areas. If the mission is to achieve TU status the Institute needs to link this to provide further funding for research.
7. If the School is serious about embedding entrepreneurship, it needs to work closer with the Innovation Centre and develop an entrepreneurial strategy.
8. The School should review models of student assessment feedback and student involvement used in other Institutions.
9. The School and Institute should benchmark against other Institutions in relation to their programme portfolio.
10. The School has a strong cohort of graduates whose work should be showcased at undergraduate and post graduate level.
11. It is recommended the School builds formal relationships with the Further Education Sector, strengthened links and encourage MOUs.
12. Data in the programmatic review documentation is presented as an overall figure. It is recommended that this data is used to drill down to module level to identify retention issues and solutions. This should form part of annual reports to the Academic Council.
13. Retention poses a serious challenge for the Institute. The School needs to interrogate the data available to identify challenging modules, this will enable the School to put support measures in place.
14. There is considerable scope to further develop Erasmus, international and post-graduation opportunities. An International strategy should be put in place.

15. Programme boards focus on drafting learning outcomes, while some are adequate, the language used is not always appropriate. The panel recommends that staff receive staff development and training in writing modules and learning outcomes.
16. It would be beneficial for students if professional bodies' exemptions per programme were made clear and explicit in programme documentation.

### **Recommendations for the Department of Business**

1. The Panel recommends that the Department would benefit from a review of retention at module level and to base decisions for programmes on the data available.
2. The Department should present different programmes and sharing of pathways in a graphic format to students to see what is available and show transfer opportunities.
3. Learner and graduate profiles need to be clarified and further study pathways detailed for programmes.
4. At school level there should be a summary of teaching practices, best practice teaching, learning days and events.
5. The panel recommends the Department to liaise further with accountancy bodies such as CIMA and CPA.
6. The assessment matrix should be expanded to give more detail to students. The Department would benefit for a review of the variety of assessments and possible over-assessment.
7. The panel encourages the Department to seek possible QFA exemptions for Financial Services Programme.
8. Clarification on what constitutes the minimum level /core level of exposure to students of guest lecturers, field trips and interaction with industry should be agreed.
9. The panel strongly recommends that a culture of enterprise be developed through links with the Innovation centre, introduction of enterprise awards, Enterprise events and modules.
10. More applied continuous assessment strategy should to be put in place, using live case studies.
11. Elective choices to be expanded and offered across departments, cross disciplinary, e.g. Volunteering, Enterprise and Community engagement.
12. Work placement is embedded in some programmes and the panel recommends that an Institute work placement policy is established to ensure consistency and quality of placement.
13. Consider Including Irish as an elective language option.
14. There should be clarity what programmes are recognised by the Teaching Council
15. Best practice developed and staff trained in how module descriptors are presented.
16. Recommended that all Programme changes are validated and approved for another 5 year period.



### **Recommendations for the Department of Social Sciences**

1. Industry and community representatives should be used on Advisory Boards and continue to nourish the strong links the Department has built up.
2. Review CIPD requirement in industry and develop special purpose awards
3. The School supports staff to pursue research and make SEED Funding available staff.
4. Graduate profiles should be presented and documented, and clear pathways are required.
5. The panel welcomed how staff in the Department pitch and present their modules to students.
6. The panel expressed a concern about the use of Eventbright and recommended that the Department reviews systems used for selecting electives in other programmes.
7. A structured student feedback mechanism to be introduced, for example a traffic light system. This would be helpful for increasing retention. The panel strongly feel that the onus to seek out feedback should not lie with the student but a structure should be in place for the provision of feedback by the Department.
8. The panel recommends the approval of Programme changes suggested to the BA in Early Childcare and Education L8 and BA in Social Care Practice L8 with one attached condition.
9. The panel recommends the approval of programme changes suggested to the MA in Leadership L9 with one attached condition.
10. The panel recommend Certificate in Counselling skills with no conditions but some recommendations including that entry requirement is changed down from 23 to 21 years. The panel commended staff on a very innovative programme.
11. The panel would encourage stronger links with Innovation.

### **Recommendations for the Department of Marketing, Tourism and Sports**

1. The panel recommends the Department reviews the balance between continuous assessment and final exam.
2. Structured feedback mechanism to be introduced for example a traffic light system. This would be helpful for increasing retention. The panel strongly feel that the onus to seek out feedback should not be with the student but a structure should be in place within the Department.
3. Development of special purpose awards.
4. Develop graduate profiles.
5. The panel recommends the approval of Programme changes suggested to the BBS in Applied Sport and Business Programme with one condition below.

### **Conditions**

1. Students must be represented on Programme Boards and they should have full voting and member rights. The Institute should work with the Students Union to implement a structured model that supports the student voice.

2. Programme handbook for all programmes must be made available to students at the commencement of their programme. This should include all essential documentation such as assessment schedules, marking schemes, graduate profiles etc.
3. There is a condition attached for the revalidation of the BA in Early Childcare and Education L8 for the Programme board to strengthen the numeracy and literacy skills to ensure better employment opportunities and to reflect the Programme title.
4. The panel does not agree with the 60% barrier to progress from Post Graduate Diploma to the Masters programme, Masters of Arts in Humanities in Leadership and Advocacy in the Early Years. This is not compliant with Institute policy, all other changes are approved.
5. The panel is happy to recommend that the revalidation of the programme BBS in Applied Sport and Business continues for 5 years subject to the condition. The title should be BBS in Applied Sport with Business.

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Dr Marian O'Sullivan

Chairperson

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Colin McLean

Registrar

**Appendix i: Agenda**

**School of Business and Social Science**

**Programme Revalidation Panel Meeting**

***Innovation Centre Conference Room (Room G1031)***

***Tuesday 24<sup>th</sup> May and Wednesday 25<sup>th</sup> May, 2016***

**Agenda**

<b><i>Date/Time</i></b>	<b><i>Item – Activity Overview</i></b>	<b><i>Room</i></b>	
<b><i>Monday 23<sup>rd</sup> May 2016</i></b>			
18:30 - 19:30	Formal Strategy Meeting	Clarion Hotel Sligo	
20:00	Dinner	Clarion Hotel Sligo	
<b><i>Tuesday 24<sup>th</sup> May 2016</i></b>	<b><i>Item – Programme Revalidations</i></b>	<b><i>Room</i></b>	
08:30 - 09:15	Private meeting of Panel	Innovation Centre Conference Room (G1031)	
09:15 - 10:15	Senior Management: Head of School and Head of Departments	Innovation Centre Conference Room (G1031)	
<b><i>10:15 -10:30</i></b>	<b><i>Coffee</i></b>		
10:30 - 13:00	Academic Staff Break out Session (Part 1)	Conference Room (G1031) Institute Boardroom (A2007) Seminar Room (A1060)	MTS Social Sciences Business
<b><i>13:00 -14:00</i></b>	<b><i>Lunch</i></b>	Innovation Centre Conference Room (G1031)	
14:00 - 15:00	Meet with Students	Innovation Centre	

		Conference Room (G1031)	
<b>15:00 - 15:15</b>	<b>Coffee</b>	Innovation Centre Conference Room (G1031)	
15.15 - 16:30	Academic Staff (Part 2)	Break out Rooms	As Above
16:30 - 17:30	Private meeting of Panel	Innovation Centre Conference Room (G1031)	
17:30 - 18:30	Meet with Stakeholders and Graduates	HUB Business Innovation Centre	
18.30 – 19.00	Tour of Facilities		
<b>20:00</b>	<b>Dinner</b>	Montmartre, Sligo Town	Pickup at hotel 19.45.

<b>Wednesday 25th May 2016</b>	<b>Item – New Programmes</b>	<b>Room</b>	
09:00 - 10:45	Private meeting of Panel	Innovation Centre Conference Room (G1031)	
<b>10:45 - 11:00</b>	<b>Coffee</b>	Innovation Centre Conference Room (G1031)	
11:00 - 13:00	Academic Staff – New Programmes Break out Session	Conference Room (G1031) Institute Boardroom (A2007) Seminar Room (A1060)	MTS Social Sciences Business
<b>13:00 - 14:00</b>	<b>Lunch</b>	Innovation Centre Conference Room (G1031)	
14:00 - 15:00	Academic Staff	Innovation Centre/Break out Rooms	As Above if required
<b>15:00 - 15:15</b>	<b>Coffee</b>	Innovation Centre Conference Room (G1031)	
15:15 - 16:15	Private Meeting of the Panel	Innovation Centre	

		Conference Room (G1031)	
16.15 - 17:00	Panel meeting with HoD/HoS and Registrar	Innovation Centre Conference Room (G1031)	

## **Appendix ii: Membership of Review Panel**

### **The Panel of Assessors are:**

Dr Marian O'Sullivan (Chairperson) - *Director General, Institute of Public Administration*

Mr Ray Keaney - *Head of Department of Management, ITT Dublin*

Ms Noelle Cawley - *Wild Atlantic Way, Fáilte Ireland, Sligo*

Mr Rory O'Connor - *Sligo Live*

Mr Gerard O'Donovan - *Head of Faculty of Business and Humanities, CIT*

Mr Michael Gill - *Head of Department Business, Humanities & Technology, GMIT – Mayo Campus*

Mr Gerry Hone - *Area Manager, Child and Family Agency, Sligo/Leitrim/West Cavan*

Ms Mary Kelly - *Programme Director, Primary Education, Hibernia College*

Dr Sean Duffy - *Head of School of Tourism, School of Tourism, Letterkenny Institute of Technology (LYIT)*

Dr Fiona Dukelow - *School of Applied Social Studies, UCC*

Mr Sean Mulhern - *Mulhern Leonard, Chartered accountants, Sligo*

Dr Elaine Wallace - *Senior Lecturer in Marketing, Associate Director – Whitaker Institute, J. E. Cairnes School of Business & Economics, National University of Ireland Galway*

Dr Dan Rogers - *The Innovation Academy, Trinity College Dublin*

Associate Professor Jessica Eriksson - *Umeå University, Sweden*

Mr Feidhlim Seoige - *The Union of Students in Ireland*

Mr Brian King - *Group Operations Manager, Kingfisher Group, Kingfisher Club*

### **Appendix iii: List of documentation circulated to the Panel**

1. Agenda
2. Strategic Plan 2013-2015
3. School of Business and Social Sciences School Plan (revised and extended) 2013-2018
4. Programmatic Review 2016 School of Business and Social Sciences Vol 1. Background and context
5. Programmatic Review 2016 Department of Marketing, Tourism & Sport
6. Programmatic Review 2016 Department of Social Sciences
7. Programmatic Review 2016 Department of Business
8. Submissions Document Certificate in Counselling  
Submissions Document PG Diploma/MA in Social Care and Social Justice L9
9. Submissions Document Bachelor of Business (Hons) in Sports and Business  
Submissions Document Bachelor of Business (Hons) in Tourism with Event Management
10. Submission Document Bachelor of Business in Business Administration L7
11. Quality Assurance Manual Institute of Technology Sligo  
Chapter 5 - IT Sligo QA Procedures
12. USB containing all programmes and their module descriptors

## **Appendix iv: Private meetings of the Panel**

### **24<sup>th</sup> May 2016 AM**

The Chair welcomed the panel and outlined the programmatic review process. It was agreed that the session with the Management team would address questions on a higher strategic level. The Department sessions would give the panel an opportunity to examine issues and findings in more detail as well as an opportunity to ask follow-on questions to any items discussed during the Management session. The decision was made to base questions around the Content List of Volume 1.

#### *Points raised for discussion with the Institute staff*

- Data produced, what information is given to students, engagement with students at programmatic review and engagement with students before they start studies in IT Sligo. How does the School and the Institute encourage students to come to IT Sligo? School visits, marketing, student support, number of mature students, how many new applicants are school leavers? This is important data for designing programmes and student support services.
- Students who require learning support, how they are integrated into the student body?
- Pastoral care for students.
- How did the updated School plan reflect on the previous School Plan?
- International/regional content/entrepreneur/links with innovations centre/springboard
- Research and knowledge, publications, personal and professional development of staff.
- CUA (, demographic change in region, multi-cultural,
- Institute Policy of research and consultation, how is this reflected in the School? Building programmes to level 9-10, is the development of staff mirrored in this and are there performance measures and targets?
- Teaching and learning, online learning and blended learning, use of Moodle. Is Student attendance and participation monitored, essential to college experience?
- In 5 years' time where are the opportunities for programme development, programme portfolio. Is there a Transition programme for students moving from 2<sup>nd</sup> level? Internationalisation, Erasmus students and support, integration. How is the work of International office integrated with the School? Are there other examples of internationalisation?
- Graduates, where do they end up, how does this link in with proposed programmes changes. Graduate programmes, career advice, creating e-portfolios.
- What are the rates on attrition, retention, has it been addressed?
- Vision of TU, what opportunities and how does it fit with current student cohort.

### **24<sup>th</sup> May 2016 Meeting with panel end of day 1**

The panel reflected on today's sessions.

Panel members commended staff engagement in relation to programmes they deliver. There was a rich source of verbal information on how they assess and engage with industry. This is not visible in the documentation. There is a varying degree of evidence of staff participation in the creation of documentation.



Concerns and possible recommendations:

- Graduate profile could be used as a marketing tool, final year projects could be seen as research. Research needs to be fostered in final year of programmes
- Missing summarising feedback with stakeholders
- Concern with BBS in Sport and Business, is it a new programme? Programme has been retitled, 6 modules replaced in year 1, 4 in year 2 and all of semester 5. Is it less than 25 % of programme changes? Concern that the L7 student sits with L8 students, two same programmes in CAO with same outcomes. Should there be one year add-on instead?
- Career planning process for students is not structured.
- Organisation of work placement is unstructured. Most of the responsibility is the students rather than the Institute's responsibility. Students have different views compared to lectures in regards to placement. It was noted that the resourcing of a placement coordinator in Social Sciences was an issue. This was affected by the Employment Control Framework. There may be a recommendation for how work placement is handled.
- Learning outcomes different or missing in some modules
- Assessment guidelines must be improved, it is not clearly evident if there is a programme assessment strategy for each programme, assessment strategy seems to be done at a modular level
- There was some evidence that not all lecturers are using Moodle to its full potential, some follow-up training will be required
- Entrepreneurship, final year students are not exposed to activities in innovation centre. This resource is not used. Dragons Den could be run by the Department, and could be extended to other departments and would encourage the students to collaborate on projects. Could be opportunity to have award for student innovation.
- Electives choice is an issue, Eventbrite is used, explore system in other HEIs e.g. NUIG.
- Social Sciences: At a module level staff were able to answer questions raised; however from a programme level answers were not clear. There appears to be an issue with communication in SS between staff and students. Students believe that the course is less relevant than in the past, students don't know where they can go or what job opportunities there are after 4 years of study.
- The placement system used in Tourism seems a much fairer system. Students are more employment ready.
- Staff were of the view that more information could not be included in the submission documents e.g. Chapter 5. The panel do not agree. The Institute Quality manual is being reviewed.
- The panel were concerned that the old school plan was not reviewed in detail and there was little change reflected in the new plan
- For new student entrants with possible learning difficulties, there does not seem to be any initial screening. LYIT do a quick scan, students are screened and then approached if there is a potential problem. Recommend to take a look at such system in Sligo.
- Student feedback mechanism needs to be formalised. Students not comfortable raising issues at Academic Council.
- Strong enthusiastic group of staff.

## **25<sup>th</sup> May 2016 Day 2**

- Further concerns raised regarding BBS in Sport and Business. To compare learning outcomes in an hour is not sufficient.
- Are marketing students doing work placement where they have little support, is it more a project work as it is 1-2hr per week. Students are not learning from the experience staff.
- Regarding student representation on programme boards, there are different practices in the Institute, some students expressed that Academic Council can be a hostile environment.
- There was evidence of healthy engagement of students and staff in Tourism. However, this needs to be embedded and structured and consistent across the Programmes.
- Some programmes have a programme handbook, this must be rolled out for all programmes. This will also be helpful for staff to inform themselves of the programme direction
- In general there is no formal structure in place for programme handbook development.
- If the School were to prioritise 5 issues, what would they be? A lot happening/information/data on ground level, however there is no summary at School or Institutional level. The School needs to be more open in identifying and acknowledging where are the problem modules and what are they going to do about it.
- problem modules could be tracked in Banner the over 5 year
- The president's presentation commented on 1<sup>st</sup> generation and SUSI students, however it is not clear, what are the supports in place for this cohort?
- Staff supports are required for internationalisation, Erasmus and postgraduate
- Where is the graduate information and tracking taking place?
- Documentation needs to be sent out to panels in a timely fashion and to be better structured.
- Chair recommended that L7 will not be revalidated as changes are too big, this is not saying no but the panel needs more time to review the documentation presented. The School has not proven it is not a new programme, rationale is not there. Proper mapping exercise on learning outcomes and changes has not be completed
- Has the School considered having an Add-on L8 for the BBS in Sport and Business? The Chair met with HOS and Registrar to inform them of this.
- Sharing on modules across department attract more students.

### **New programme validation-initial comments**

- Recommend Certificate in Counselling Skills with no conditions but some recommendations. Very innovative programme. Challenge on entry requirement, down from 23 to 21 years.
- Recommending MA in Social Justice for approval, discussion on title – supported staff they made good case. Entry requirement must be explicit on interview requirement. Delivery online, training provided on use of voice, video. Good programme, some recommendations on two modules.

- Recommending BA in Business Administration L7, no conditions some minor recommendation
- Recommending BA in Event Management L8, clear rationale for programme, dedicated pathway, attract higher points, minor recommendations on assessment.

## **Appendix v: List of Staff members who met the Panel**

### **Institute Staff – Management Team**

Dr Vincent Cunnane, President

Colin McLean, Registrar

Dr Perry Share, Head of School of Business and Social Sciences

Ann Higgins, Head of Department, Marketing, Tourism and Sport

Dr Breda McTaggart, Head of Department Social Sciences

Fergal Keane, Head of Department, Business

### **Department of Business**

#### **24<sup>th</sup> May 2016 AM**

##### **Staff members**

Fergal Keane (HOD)	Colette Armstrong
Angela Bartlett	Aiden Bell
Clodagh Cashlin	Diolinda Coyle
Lorraine Murphy	Beatrice Flavin
John Gaynor	Mary Gilmartin
Helen Grady	Marie Alice Keane
Alan Kelly	Denise Lowe
Martine Lucas	Riona Lyons
Mairead McCann	Karen McManus
John McNamara	Paul McWeeney
Caroline McNulty	Carol Moran
Joan Morrison	Siobhan O'Connor
Cillian O'Murchu	Gary Reynolds
Sarah O'Beirne	Marie Moran
James Tracey	Emer Ward

### **Department of Marketing, Tourism & Sports**

#### **Attendance Staff members 24<sup>th</sup> May 2016 AM**

Ann Higgins (HoD)	Aine Doherty
Lisa Dunne	John Weir
Denise Lowe	Siobhan O'Dea
Joan Morrison	Louise Walsh
Martina Lucas	Clodagh Crowe
Donal Lyons	Suzanne Ryan
Caroline Casey	Catherine McGuinn
James Hanrahan	Dave O'Halloran
Emer Ward	Alan Kelly
Ruth Walsh	Carol Moran
Joanna Sweeney	Mary McGuckin



**Staff in attendance 25<sup>th</sup> May AM**

**Certificate in Introductory Counselling Skills L6**

Dr Breda McTaggart     Anna Fewer-Hamilton  
John Keane                Orla Walsh  
Patrick Broderick

**PG Diploma/MA in Social Care and Social Justice L9**

Dr Breda McTaggart     Kate Brown  
Mary Clarke                Jessica Mannion  
Susan O'Donnell         Majella Mulkeen  
Dr Karin White

**Appendix vi** List of Student Representatives and External Stakeholders who met the Panel

**External Stakeholders**

Ms Sharon Boles	Sligo CCC (Graduate)
Ms Maeve Whittington	Sligo Social Services
Ms Auriel Robinson	Seatrails
Ms Siobhan McSharry	McSharry Foley
Mr Philip O'Brien	Creation Media
Mr Enda Eames	Bizgearbox
Mr Mel McKeown	Gilroy Gannon
Ms Caroline Costello	North Connacht Youth Services
Ms Elaine Sheridan	Graduate (Bachelor of Business L8)
Ms Irene Tiernan	Graduate (Bachelor of Business L8)
Mr Declan Bruen	Graduate (MSc in Marketing L9)
Mr Brian Lally	Graduate (Bachelor of Business L8)

**Current Students**

	<b>Department</b>
Ms Deirdre Regan	Business
Mr Keith Holian	Marketing, Tourism and Sport
Mr Liam Murray	Marketing, Tourism and Sport
Ms Joanne McCormack	Marketing, Tourism and Sport
Mr Nigel O'Grady	Social Sciences
Mr Brian Fahey	Social Sciences
Ms Emma Carden	Social Sciences
Ms Enya Feighan	Business
Ms Sharon Kelly	Business
Ms Fiona Hughes	Social Sciences
Ms Lorraine Carty	Marketing, Tourism and Sport
Mr Giovanni Squarcina	Business
Ms Dominika Mazurkiewicz	Business
Mr Caleb Dampare	Business
Ms Jessica Fox	Business
Mr McGroary	Business
Ms Michelle O'Malley	Early Child Care Education

**Appendix vii** Academic Programmes recommended to the Academic Council by the Panel for revalidation

**BUSINESS**

Higher Certificate in Business  
Bachelor of Business Add on L7  
Bachelor of Business in Business L7 Ab Initio  
Bachelor of Business (Honours) in Business L8 (Ab Initio)  
HC in Business in Embedded Award of BBS Ab Initio L8  
BBS in Embedded Award of BBS Ab Inito L8

Bachelor of Business (Honours) Add on General Stream  
Bachelor of Business (Honours) Add On Accounting Stream  
Bachelor of Business (Honours) Add On HRM Stream  
Bachelor of Business (Honours) Add On Finance and Investment Stream  
Bachelor of Business (Honours) Add On Finance Stream

Bachelor of Business (Honours) in Finance and Investment  
HC in Business in Embedded Award of BB (Hons) Finance and Investment  
Bachelor of Business Embedded Award of BB in Finance and Investment

Higher Certificate in Business in Office Administration  
Bachelor of Business in Business Administration Add on L7

Higher Certificate in Business in Accounting L6  
Bachelor of Business in Accounting L7 add on  
Bachelor of Arts (Honours) in Accounting L8

HC in Business in ODL  
Bachelor of Business in Management Applications L7  
Bachelor of Business (Honours) Add On Access  
Certificate in Personal Effectiveness and Employability

**MARKETING, TOURISM AND SPORT**

Higher Certificate in Business in Applied Sport  
Bachelor of Business in Applied Sport and Business L7  
Higher Certificate in Business in Tourism  
Bachelor of Business in Tourism with Event Management  
Higher Certificate in Business in Marketing  
Bachelor of Business in Marketing and Sales  
Bachelor of Business in Digital Media Marketing  
Bachelor of Business in Marketing L7 (Add on)  
Bachelor of Business (Honours) in International Marketing and Languages  
Bachelor of Business in International Marketing Erasmus  
Bachelor of Business (Honours) in Business L8 (Add on) DoMTS  
Level 6 Certificate in International Foundation Studies

Certificate in Professional Selling Skills



Certificate in Digital Marketing  
Master of Science in Marketing

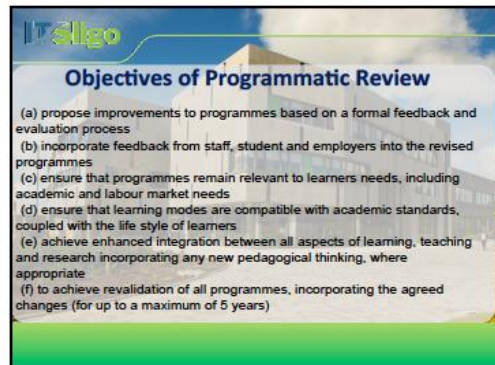
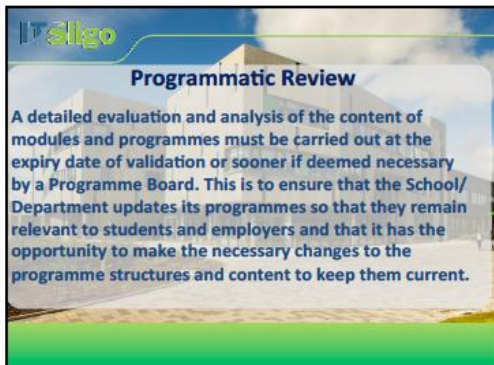
**SOCIAL SCIENCES**

Bachelor of Arts (Honours) in Early Childhood Care and Education  
Bachelor of Arts (Honours) in Social Care Practice  
Master of Arts in Humanities in Leadership and Advocacy in the Early Years  
Master of Arts in Social Care & Social Justice  
Certificate in Counselling Level 6  
Certificate in Counselling SPA

**Appendix viii**

President's Presentation

26/06/16



### Our Students

- 3854 students on campus
  - Business & Social Sciences 38%
  - Science 27%
  - Engineering & Design 35%
- 1700 Online Students

### Our Students –Profile 1<sup>st</sup> Year

-64.1% Susi Grants

Full Time New Entrants to Year 1 of Undergraduate Programmes as of 1st March 2016

Undergraduate Certificate	Male	Female	Total
55	31	86	
Ordinary Degree	408	213	621
Honours Degree	150	259	409
<b>Total</b>	<b>613</b>	<b>503</b>	<b>1116</b>

### Our Students –Profile 1<sup>st</sup> Year

FT UG New Entrants by Age

17 and under	6.18%
18	32.44%
19	28.67%
20	10.66%
21	4.39%
22	1.88%
23	1.52%
24	2.51%
25-29	5.02%
30 and over	6.72%

### Online Learning

- Ireland's National Leader  
55 courses, 23 countries
- 1,700 online students  
GSK, Local Authorities, NIBRT, Intel, First Polymer Skillsnet, Abbvie etc.
- MOOC – Lean Sigma – 30%
- €1.5 million investment

### International Online Students

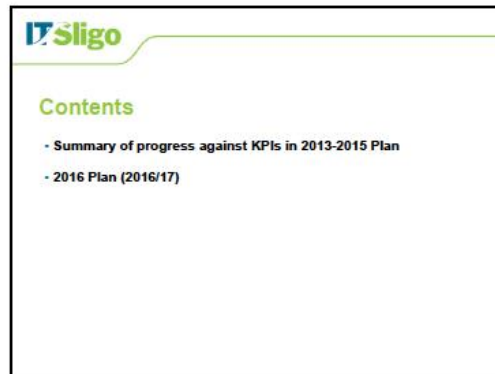
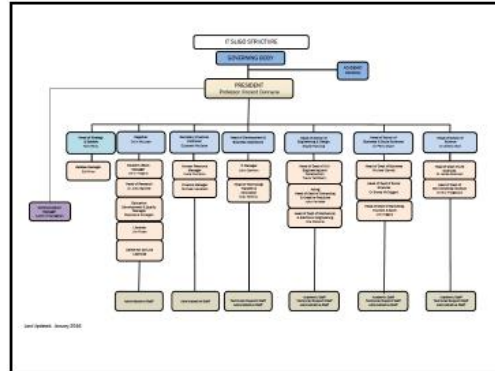
#### 2016 23 Different Countries

A world map showing 23 different countries marked with yellow location pins, indicating the international reach of online students in 2016.

### Online Learning

#### GSK Biopharmaceutical Science 2015/2016

A world map showing GSK Biopharmaceutical Science online learning locations in 2015/2016, marked with red location pins. A legend indicates the number of students from 20 countries across 10 continents.



**2013-2015**

KPI	Achieved/ progress made / not achieved
Overall student numbers	Progress made
Online student numbers	Achieved
Reduction in non-progression	Progress made
TU Exposure of internet	Achieved
Research	Progress made
Company specific training	Achieved
Financial surplus	Achieved
Staff Communication	Not measured yet

**1. Student Participation & Experience**

We will steadily increase our student numbers, facilitating access and progression pathways, including online access, through higher education for regional, national and international students.

	Baseline	Target	Actual	Comment
KPI: Student population (excl)	2013: 5,547	2015: 6,847	6,797	Achieved 82% of target, growing by 250 as opposed to target of 300
KPI: Number of online students	2013: 930	2015: 1,200	1,440	Exceeded target by 200%, growing by 541 as opposed to target of 270

**2. Learning, Teaching & Assessment**

We will deliver high quality teaching and learning facilitated by modern and appropriate assessment. Our teaching will constantly advance and maintain its relevance through the research activity and professional development of our staff.

	Baseline	Target	Actual	Comment
KPI: Reduce non progression	2012: 27%	2015: 24%	20% 2015/16	Progress made in reducing non-progression attributable amongst other factors to fewer monitoring initiatives. Improving Economy represents increasing challenge

**IT Sligo**

**3. Connacht-Ulster Alliance**

Through the Connacht-Ulster Alliance we will seek to obtain Technological University status for the Connacht-Ulster Region.

	Baseline	Target	Actual	Comment
KPI: Submission of formal expression of interest for TU designation		Make submission by end of 2015	Achieved	Expression of Interest submitted in March 2015 and approved by the Minister of Education in November 2015. Work on Stage 2 underway

**4. Research, Innovation & Entrepreneurship**

We will invest in research and capacity building to produce knowledge in our chosen disciplines to address regional, national and international needs. We will strengthen links between research, teaching and enterprise to deliver greater economic contribution and commercialisation opportunities.

	Baseline	Target	Actual	Comment
KPI: Research Income	2012: €2.1	2015: €5m	€5.1m	Capacity building measures were implemented and three Strategic Research Centres have been established. Whilst income grew within the period of the plan to €2.7m in 2015/16 it fell back to starting point as a result of challenging funding climate and delays in EU research 2015C

**IT Sligo**

**5. External Engagement & Outreach**

We will provide knowledge based leadership and direction, and proactively engage with community and industry in Connacht-Ulster to ensure we address the region's higher education needs. We will promote inward and outward flows of knowledge, ideas, staff and students between IT Sligo and the external community.

	Baseline	Target	Actual	Comment
KPI: 2 new agreements locally to provide company specific training	3 Agreements per annum	2 Agreements per annum	Achieved	IT Sligo continues to respond dynamically to meet the needs of industry, examples include Abilene & Local Authorities

**6. Organisation**

We will ensure our structures and organisation support the achievement of our objectives, that we are financially sustainable and that our staff are supported to enable them to contribute to our development.

	Baseline	Target	Actual	Comment
KPI: Generate a 3% Financial surplus annually	2011: 6%	2015: 3%	5.5%	IT Sligo has continued to perform well financially in a challenging climate allowing strategic investments in Online learning and Practice Engineering and in enhancing facilities (New Auditorium and refurbishment of Music CAU)
KPI: Improve staff satisfaction with organisational communication	2012: 47%	2015: 60%	Not measured	

**IT Sligo**

**Learning Points**

- Whilst small number of KPIs served a purpose, a broader set of measures are required
- Improving student retention remains vitally important and represents a challenge
- Greater investment in research to contribute to meeting the TU criteria is required.

**Overall good performance. ,**

**IT Sligo**

**2016 Strategic Plan**

- Consultation paper issued
- Staff workshops held

-EC requests that Governing Body approve the next Strategic Plan to begin from the start of the next Academic Year (2016/17) allowing time for the President to return and lead its development\*

\* Note that through the Performance Compact process the Institute has set of objectives and targets for 2016

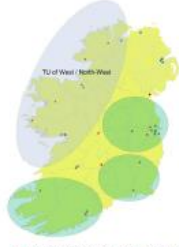





**Re-designation as a Technological University**

- Four Stages
- Stage 1 complete
- Stage 2 underway

**How the TU for the West/North-West fits into the National HE Landscape**

Distance to nearest university

+ Institute of Technology campus  
 ■ University campus

Cullinan et al., In: How equal? Access to higher education in Ireland, HEA, November 2013



**Capital Update**

- 2010-2014 €26.4m spent on Learning Resource Centre, Technology Centre Extension, Sports Facilities and Mac Munn Science Building
- 2016 – 2017 €8.1m to be spent, on new 280 seat lecture theatre / auditorium and refurbishment/upgrade of Blocks C&D




**MacMunn Science Building - Complete**

- €17 million project
- 5,000 sqm of new laboratories, classrooms and canteen facilities
- New 80 station foundation laboratory, replacing dilapidated facility

No HEA Capital funding




**New 280 Auditorium - underway**

- €1.5m facility in what was previously the Science Foundation Lab
- Double the capacity of current largest theatre to accommodate large common entry programmes and common modules
- Also usable as performance space




**Refurbishment of C&D - 2017**

- Existing facility in need of major elemental replacement and upgrade (GFA 4,740sqm).
- Updating to standard of MacMunn building.
- Transformed learning environment.
- Much improved energy efficiency.



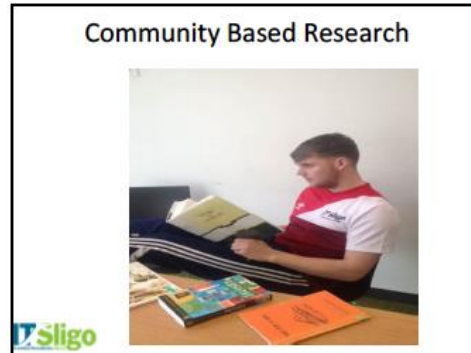


Joanna Sweeney's Presentation

26/06/16







### What's happening elsewhere?

- Campus Engage. Check out: [www.campusengage.ie](http://www.campusengage.ie)
- Quantifying the economic & social contribution of college collaboration
- CSR- Volunteer centres/ Business in the community
- Internationalisation



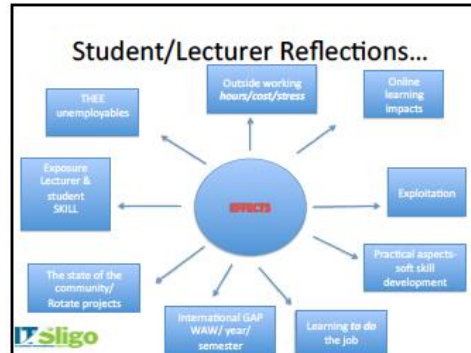
### Strategic focus

- I am proud to acknowledge IT Sligo's past, present & future achievements in terms of community, voluntary & civic engagement to date as since the last Programmatic review, community based projects, research & engagement have been embedded within courses thus becoming integral within all programmes across the School.



### There is still work to be done

- Formalising an ethical strategy for community based projects through the use of a learning agreement which would be administered to the community & signed by the student/lecturer so as to give these projects more transparency and accountability as managing realistic expectations with community based projects can be difficult.
- The School also needs to consider the marking structures in existence currently within modules as a more comprehensive structure will allow lecturers to ask the students to **reflect on their learning** pre and post project or maybe consider the development of an Award scheme for the best project within the Department thus making it more competitive for the learner.
- Best practice Showcase annually**
- Weak in terms of **interdisciplinary engagement** within the IT on projects such as Business students collaborating with Science or Engineering on community based projects. There have been a few examples but a formalised structure needs to be developed to coordinate these projects through resourcing, funding and project managing them.
- Dedicated staff member** allocated to driving the strategy forward
- Research Masters student project**



### Managing effects

- Learning agreements
- Compile terms and conditions for your module

*Example: Please note, September 2014 Rules: No events can be held in an alcoholic establishment. Students must adhere to the student charter and the no alcohol policy of IT Sligo. Events cannot contain any elements that may offend members of the public such as sexual references/ nudity or crude commentary. Events must take place between Monday-Thursday.*

- PR for courses
- References/letters of acknowledgement
- Economic €60,000 approx & counting
- Social Contribution



Head of School's Presentation

26/06/16

**PROGRAMMATIC REVIEW  
2016**

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School of Business and Social Sciences

**Welcome**

- Dr Perry Share  
Head of School
- Ann Higgins  
Head of Department of Marketing, Tourism & Sport
- Dr Breda McTaggart  
Head of Department of Social Sciences
- Fergal Keane  
Head of Department of Business
- Amanda Harrison  
School Administrative Manager

**Overview**

- Analysis of School legacy, direction, strategies, objectives, plans and dreams
- Review of existing programmes and approaches
- Presentation of new programmes that have developed from PR process
- A roadmap for the next five years?

**Communities**

- Of space: School, Institute, our town, our region, our country, global connections

**Communities**

- Of space: School, Institute, our town, our region, our country, global connections
- Of organisation: programmes, departments, School, Institute, regulatory bodies, higher education system

**Communities**

- Of space: School, Institute, our town, our region, our country, global connections
- Of organisation: programmes, departments, School, Institute, regulatory bodies, higher education system
- Of practice: teachers, learners, industries, NGOs, regulatory bodies, technologies, global disciplines

26/06/16

### Communities

- Of space: School, Institute, our town, our region, our country, global connections
- Of organisation: programmes, departments, School, Institute, regulatory bodies, higher education system
- Of practice: teachers, learners, industries, NGOs, regulatory bodies, technologies, global disciplines
- Of learning: teachers, learners, researchers, texts, graduates, disciplines, discourses, meanings . . .

### Connecting communities

- Putnam (2000) *Bowling alone*
- Bridging and bonding connections
- **Bonding**: PR as a deepening and intensification of existing ties – eg within learning and practice communities: **programme teams and stakeholder consultation**
- **Bridging**: PR for linking across diverse communities and making new, creative connections: **working groups and conference, School meetings, interaction across departments and teams**
- Formation of stronger, more resilient and innovative communities for the future . . .