

<b>1.</b>	<b>Title of Programme:</b>	Bachelor of Business (Honours) in Business Bachelor of Business (Ordinary) in Business Higher Certificate in Business					
<b>2.</b>	<b>School / Centre:</b>	School of Business					
<b>3.</b>	<b>Duration:</b>	4 years, 3 years, 2 years.					
<b>4.</b>	<b>NFQ Level:</b>	Level 8, Level 7, Level 6					
<b>5.</b>	<b>Type of Review:</b>	<b>New Programme:</b>	Yes:	√	No:		
		<b>Differential Validation:</b>	Yes:		No:	√	
<b>6.</b>	<b>Date of Review:</b>	25 <sup>th</sup> September 2015					
<b>7.</b>	<b>Delivery Mode:</b>	Full-time	√	Part-time	√	Blended	
<b>8.</b>	<b>Panel Members:</b>	Dr Derek O Byrne (chair), WIT Dr Rachel Hilliard, NUIG Dr Amr Arisha, DIT Mr Pdraig O Ceidigh, Industry Mr Michael Hannon, GMIT Registrar <b>Apologies:</b> Mr Jarlath O Dwyer, Supermacs					
<b>9.</b>	<b>Proposing Staff:</b>	Deirdre Lusby Maureen Melvin Deirdre McHugh Nicholas Canny Noel Harvey Marie Finnegan Lorna Moynihan Monica Neilsen Carol Killarney	Colm Kelleher Kevin McDonagh Caitlin NiGhabhain Isabel Buchan Joe Farrell Ivan MacPhillips Fearghal McHugh Patricia McCann				
<b>10</b>	<b>Programme Rationale:</b>	The relevance of a solid business degree as a pathway to a successful career is well established. Students will study a variety of business subjects and develop a general understanding of the administrative, economic, legal and social environment within which business operates. A pool of business graduates provides a strong basis to serve, strengthen and support the growth of industry and commerce at regional and at national level. This pool has been shown to serve as an important location factor for both attracting as well as embedding FDI in the region.					

		<p>The BB programme is structured to serve as a necessary platform programme enabling access, progression, student choice and transfer to each of the new denominated BB programmes being proposed in parallel with this application. Similarly, the full suite of denominated BB programme proposals collectively seek to provide for <i>named</i> BB awards and / or denominated entry reflecting stakeholder demand.</p>
<p><b>11.</b></p>	<p><b>Potential Demand for Entry:</b></p>	<p>The trend of student enrolments in the BB programme at GMIT has been strong. In particular, the level of interest in the more recent Level 8 degree offering is very evident. We seek to continue to address that demand through <i>undenominated</i> Bachelor of Business degrees at level 7 and level 8. Further, information presented in Tables 4 and 5 on benchmarking within the Connaught-Ulster Alliance demonstrates a continuing demand for high-quality programmes in the region such as is also offered by the Level 8 programme. Our past experience and consultation process suggest the inclusion of the Higher Certificate award at level 6 as an exit option in business with general business skills is warranted. However, it is not proposed to list this on the CAO.</p>
<p><b>12.</b></p>	<p><b>Stakeholder Engagement:</b></p>	<p>A focus group was held with a number of small businesses on February 26<sup>th</sup> 2014, and the main points raised from the session were the need for communications including ICT skills in social media, decision making capability and interpersonal skills.</p> <p>In addition, there was consultation with 10 marketing employers from the region through a focus group and survey. Digital marketing and related areas (on-line marketing, web design, graphic design, social media encompassing, e.g., HTML, CSS and Photoshop skills) were found to be most important. Communications and professional behaviour, project management, self-confidence, creativity, the ability to be decisive and linguistic competence were consistently found to be skills/attributes which employers want to see in graduates. The ability to work hard was seen as very important and GMIT and Institute of Technology BB graduates were generally viewed positively in this regard.</p> <p>A further forty nine companies were surveyed in the financial services area with 15 responding. In particular, generic skills in communication, interpersonal skills, written and presentation skills were viewed as most important. Companies also suggested the need for students to be able to summarise key documents effectively for executive / board level audience.</p> <p>Further consultation is documented in the programme document.</p>

13.	<b>Graduate Demand:</b>	<p>According to the <i>Solas</i> Occupational Employment Projections to 2020 Report (2014), growth in employment is expected to increase by 10% as the economy recovers. The strongest employment growth in absolute terms is projected for higher education graduates with between 10% and 20% growth expected. Above average rates of growth in the following sectors is expected: construction, transport, ICT, professional and financial services. Tackling costs and achieving other improvements in competitiveness will be critical for Ireland's ability to compete internationally and to remain an attractive business location. Above average growth in legal, business, financial, sales and customer service is expected to 2020. The strongest employment growth is projected for legal, business and financial occupations (including financial clerks) combined. Recovery would bring strong employment growth for sales occupations (over 40,000 predicted for all sales related occupations, including managers and associate professionals in marketing and business development).</p>
14.	<b>Entry Requirements:</b>	<p>Students will have to meet the entry requirements as indicated in GMIT's Academic Code of Practice No. 4 (Access, Transfer and Progression), at any given time.</p> <p>Access to level 8 programmes currently requires a pass (grade D3 or better) in six Leaving Certificate subjects including English or Irish and Mathematics, two of which must be passed in higher level papers at Grade C3 or higher. Foundation Studies Certificate or any FETAC Level 5/6 award with three Distinctions will also meet the minimum entry requirements.</p> <p>Mature applicants (EU nationals aged 23 on or before January in the year of entry) do not have to meet the Leaving Certificate entry requirements.</p> <p>Recognition of Prior Learning (RPL) can be used as a means to gain entry to the programme, or gain exemptions in accordance with Code of Practice No. 6 (Policy and Procedures for the Recognition of Prior Learning). Prior learning can be certified or experiential, and will be assessed in accordance with the code.</p> <p>Application for entry to year 1 will be through the CAO. Application for entry to year 2 or subsequent years is made directly to the Institute.</p>
15.	<b>Programme Structure:</b>	<p>There are a number of other denominated business programmes being validated alongside this proposed programme. This has enabled the design teams to focus on the general as well as the</p>

		<p>denominated awards within a coherent framework. Students wishing to specialise in a business area will be encouraged to do so, while those electing to concentrate on the general award are also facilitated through a comprehensive programme of study. One benefit to this coordinated design approach is that the cohort of students pursuing these programmes will work closely with each other from day one and the level of collegiality and interactive team work should enhance each of the programmes.</p> <p>The 4-year honours programme will be delivered over eight semesters, with 38 mandatory modules (190 ECTS credits) and 10 electives (50 ECTS out of 240 ECTS on offer).</p> <p>The 3-year ordinary programme will be delivered over six semesters, with 30 mandatory modules (150 ECTS credits) and 6 electives (30 ECTS out of 180 ECTS on offer).</p>
16.	<b>Module syllabi:</b>	Refer to Appendix 01.
17.	<b>LTA:</b>	<p>Pedagogically, the design features of this programme and its constituent modules may be represented thus:</p> <p><b>(a)</b> Lectures will be designed to provide the student with the fundamental knowledge of the given syllabi.</p> <p><b>(b)</b> Practical classes will provide the student with the opportunity to apply the theory, concepts and principles in practice to a wide range of business contexts.</p> <p><b>(c)</b> Tutorials will develop interpersonal communication skills, numeracy skills, analytical abilities, and the practical skills required to pursue a business and / or entrepreneurial career.</p> <p><b>(d)</b> Group work, workshops and discussions will facilitate peer-supported learning and team-working.</p> <p><b>(e)</b> Projects and case studies will provide the student with the opportunity to gain an understanding of the practical application of theory to a variety of business contexts.</p> <p><b>(f)</b> Student presentations will facilitate the building of student confidence and self-esteem through the deployment of effective communication techniques.</p> <p><b>Assessment Methods</b> A wide range of assessment methodologies will be used and their effectiveness will be reviewed periodically with the external examiners. Examples of typical assessments are:</p>

		<ul style="list-style-type: none"> <li>• <i>Examinations</i></li> <li>• <i>In class assessments / Lab assessments</i></li> <li>• <i>Presentations</i></li> <li>• <i>Case Studies</i></li> <li>• <i>Reports</i></li> <li>• <i>Projects – individual and group</i></li> <li>• <i>Reflection</i></li> <li>• <i>Posters.</i></li> </ul> <p>These methods may change from time to time as determined by the lecturers and the programme board, in accordance with the Institute's Codes of Practice.</p>
<p><b>18. ATP:</b></p>		<p>On successful completion of the Bachelor of Business, graduates of the level 7 programmes can progress to year 4 of the Bachelor of Business (Honours) degree programme.</p> <p>On completion of three semesters of any of the denominated Bachelor of Business programmes students can transfer to semester 4 of the Bachelor of Business and / or semester 4 of the Bachelor of Business (Honours) degree programmes.</p> <p>The Bachelor of Business is one of a suite of bachelor of business degree programmes under design / accreditation. Transfer between our suite of bachelor of business programmes will be available at the end of semesters 1, 2 and 3. Thereafter transfer from a named award is only available to the Bachelor of Business / Bachelor of Business Honours (undenominated). Additionally, transfer at the end of year 2 is available to the Bachelor of Business (Honours) in Accounting degree programme subject to meeting specified requirements, and transfer to the Bachelor of Science in Business Information Systems degree is available at the end of semester 3 subject to meeting specified requirements.</p> <p>Graduates of the BB (Hons) programme may apply to progress to relevant Level 9 programmes.</p>
<p><b>19. Programme Management:</b></p>		<p><b>Recommendations of the panel in relation to award sought:</b></p> <ul style="list-style-type: none"> <li>• Core management modules should be incorporated in the programme, for example: <ul style="list-style-type: none"> <li>- Contemporary Management</li> <li>- Internationalisation Management</li> <li>- Change Management</li> <li>- Internationalisation of the curricula should be identified in modules where it applies.</li> <li>- Critical Thinking module is not currently focused on critical thinking.</li> <li>- Module needs to be amended.</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>- Content already covered in Bus Communications &amp; Negotiations and the People Management module.</li> <li>- Perhaps includes as an elective</li> <li>- Other aspects of critical thinking that should be included.</li> </ul> <hr/> <p><b>Special conditions attaching to approval (if any)</b></p> <p>Elective streams should be identified and mapped in a diagram.</p> <ul style="list-style-type: none"> <li>• Sequencing of modules should be structured so that they are aligned to career paths and other Business specialisms.</li> </ul> <p>Work placement module should be developed and presented to the panel [30 credits]</p> <ul style="list-style-type: none"> <li>- To be reviewed by the panel via email.</li> </ul> <p>A revised structure to semester 7 &amp; 8 should be presented to allow higher emphasis on the project.</p> <p>Project module should be integrative and include greater structure.</p> <p>Research Methods needs a re-design to include more analytical skills for business, perhaps with quantitative methods for applied business research.</p>
<b>20.</b>	<b>Resource Implications:</b>	Because the proposed BB programme is essentially a replacement of the existing BB programme, it is not expected that there will be any other financial implications of offering the proposed programme.
<b>21.</b>	<b>Synergies with existing programmes:</b>	As referenced under item 18.
<b>22.</b>	<b>FAO: Academic Council:</b>	The following three awards: Bachelor of Business (Honours) in Business Bachelor of Business (Ordinary) in Business Higher Certificate in Business are:
		<b>Approved:</b>
		<b>Approved subject to recommended changes:</b>
		<b>Not approved at this time:</b>
	<b>Signed:</b>	<b>Chair</b>
		<b>Secretary</b>