FINAL REPORT

Business & Humanities Programmatic Review

Faculty of Business & Humanities

INTRODUCTION

This peer review exercise was conducted under the terms of CIT's approved quality system and in accordance with the long-standing practice of conducting broadly based five-yearly reviews of programme areas. The Institute had decided to hold a review of programmes in the Faculty of Business and Humanities, incorporating the following Departments:
Tourism & Hospitality Studies, Marketing & Management, Accounting & information Systems, Media Communications, Social & General Studies, Education Development (DEIS), Educational Opportunities, and Continuing Education. The Review was conducted in two phases, with Phase 1 dealing with the overview/strategic dimension. Phase 2 considered programme-by-programme reports and proposals. Phase 1 was held on 25th November 2009, with Phase 2 held on Tuesday 4th and Wednesday 5th May 2010.

Having noted the scale of the faculty and the range of programmes and activities which it operates, the Peer Review Group commends the overall structure decided upon by the Institute for this review and also expresses its appreciation for the quality of documentation and contributions to its proceedings by staff, students and stakeholders.

FORMAT

The first part of this report deals with Phase 1, including a record of the principal points arising from discussions and from documentation supplied by the Institute. The recommendations of the Peer Review Group (PRG) are then given.

The outcome of Phase 2 (programme phase) is given, together with the principal findings relating to programmes and some overall observations of the Review Group.

PHASE 1 - November 2009

MEETING WITH INSTITUTE MANAGEMENT

Present:
Dr Brendan J. Murphy, President
Dr Barry O'Connor, Registrar and Vice President for Academic Affairs
Dr Niall Smith, Head of Research
Mr Tadhg Leane, Head of Strategy and Policy
Dr Stephen Cassidy, Head of Teaching and Learning
Mr Damien Courtney, Head of Faculty of Business & Humanities
Mr Gerard O'Donovan, Head of School of Business
Mr Ray Coughlan, Head of School of Humanities

A presentation by the President was followed by discussion with the Head of Faculty and other senior Institute management. The following points are noted by the PRG.

- The Institute does not expect to significantly increase its whole-time registrations upwards from 7,000, but will aim to increase its part-time and CPD provision. CIT values teaching and interaction within relatively small class groups, certainly in comparison with the university sector.

- Management acknowledged that there is a wide variation across the Institute's faculties with regard to research activity. The areas of Business & Humanities, Art and Music have a lower level of research output compared to Science and Engineering. The level of external research funding support for Business and Humanities research has been low. This is changing and CIT will seek to exploit future funding opportunities, using where possible multi-disciplinary groups.

- The Institute has lodged an application to become a Technological University. In pursuing the application, the Institute seeks to maintain its mix of disciplines and students, and to continue to benefit from the creativity and innovation that such an environment produces. It is noted that 50% of the current number of full-time students are pursuing non-technological awards; i.e. business, humanities, music, art. The Institute is satisfied that the application for Technological University status will not alienate any group of prospective students.

- There is competition in Ireland as the traditional universities change their focus to become more industry-facing and more applied in response to industry demands. This is placing them in the territory that IoTs traditionally occupied and is a concern for the IoT sector.

- Internationally, the Institute has a formal strategic partnership with the University of Applied Sciences Darmstadt, Germany. This has opened up some opportunities for CIT. There is also a significant partnership with UCC, including the making of joint awards. The application for Technological University status has been discussed with these partners.

- A proposal to develop two separate faculties of Business and Arts has been postponed by Institute management. This is a long-term development which would see a possible Faculty of Arts encompassing Art, Music and the Humanities. Faculty management indicated that the relationship between the areas of Business and Humanities is working well to date and certain synergies have developed over recent years and wish to see the existing structure continue.

- The Faculty of Business and Humanities has budgetary autonomy. A new management structure was introduced six years ago, with Department, School and Faculty levels. This meant a certain loss of autonomy by Heads of Departments, but the PRG was told that they are working well with the structure.

MEETING WITH FACULTY MANAGEMENT (HEAD OF FACULTY, HEADS OF SCHOOL, HEADS OF DEPARTMENT)

Present:
Mr Damien Courtney, Head of Faculty of Business & Humanities
Mr Gerard O'Donovan, Head of School of Business
Mr Ray Coughlan, Head of School of Humanities
Mr Brian McGrath, Head of Department of Management & Marketing
Mr Paul Mahony, Head of Department of Continuing Education

Ms Caroline O'Reilly, Head of Department of Accounting & Information Systems
Mr Jim Walsh, Head of Department of Social & General Studies
Mr Adrian Gregan, Head of Department Tourism & Hospitality Studies
Ms Rose McGrath, Head of Department Media Communications
In attendance: Ms Gina O'Brien, Faculty of Business & Humanities Administrator.

The PRG noted:

- The Faculty of Business and Humanities has approx. 300 staff and 4,000 students in total.

- There are deficiencies in the faculty's accommodation resources in terms of student and staff accommodation. The dispersal of the faculty and its lack of a clear physical footprint is a negative factor.

- The **School of Business** has over 2,200 students representing 25% of the Bishopstown student cohort. The school has implemented a number of changes in response to the previous PRG report. New Level 8 courses have come on stream along with the Taught Master of Business (Level 9) on a full-time and part-time basis. Research outputs are increasing. A challenge for the School is to up-skill its staff to increase the research provision. The lack of identity in terms of location is an issue.

- The offering of 3-year degrees by CIT's competitors is also an emerging issue which needs to be addressed.

- The **School of Humanities** reviewed its diverse range of programmes since the last Review and established a strategy to align and strengthen these offerings so as to be more coherent. Level 8 progression options have been put in place for all Level 7 degrees in the School (with one exception, which will be on stream next year). Taught masters programmes are being developed for roll-out in the near future, with tourism and psychotherapy/counselling as two possible areas for such programmes. The research activity is limited as discussed earlier.

- The faculty has made a major effort to improve retention among First Year students. The across-the-board provision of the "Creativity, Innovation and Teamwork" module helps in this regard, as well as maintaining attendance records, and relatively small class sizes. Working against that, the current economic environment and the resulting cutbacks mean the traditionally smaller class size is increasing, which may impact on retention.

- The Faculty has requested sanction to establish a post to oversee research provision in the School of Business. There is evidence that in this academic year the faculty was not able to accommodate all applicants who wished to undertake research studies. The faculty stated that research needs to be focussed in defined niche areas. .

- As regards lecturing staff recruitment, all appointees now have at least a masters qualification. There were over 90 applicants for the most recent teaching post. Industrial and research experience is important for applicants in terms of short-listing for interview, and during the interview process itself.

MEETING WITH STUDENTS

The PRG met a group of approximately 25 students from a variety of programmes and stages of study. The group for the most part did not include course board student members, and it was met independently of staff or management. The following represents the principal points made by students during thediscussion.

- About half of the students present indicated that they had experience of the Institute's online delivery system "Blackboard". It was noted that such support is not available on Blackboard for all modules.

- Some students had experience of completing online assessments, most of which were MCQs.

- Only a few students were aware of and had completed the official Quality Assurance (QA1) feedback forms.

- Students emphasised the fact that they can approach their course coordinator or lecturers with their problems and suggestions; this is seen as a strong and very positive aspect of the faculty and of CIT. Mature students in particular found lecturers to be empathetic and helpful.

- The Library needs to open earlier (9:15am is felt to be too late). The closing time is 9:45pm which is satisfactory. The range and availability of texts is quite poor in some cases.

- Opening times and access to labs is too restrictive. Generally labs are not available before 9am, and due to heavy timetabling, students cannot access certain labs until after 5pm.

- Students were aware of and had used the Institute's Careers and Counselling service.

- About 60% of students present had done some form of work placement in the course of their studies. About half of these students had to find their own work placement. Work placement that was undertaken was found to be relevant to students' studies.

- There was a strong preference for interactive discussion lectures rather than presentation/notes-based lectures.

- The relatively recent change over to Modularisation and Semesterisation has meant that certain subjects are not afforded the time that they deserve. Students related experiences of lecturers not being able to spend enough time explaining certain topics due to time constraints. Students also noted that the free choice module (which should be available in most semesters) is not easily accessible to them due to timetabling constraints.

- Scheduling of assessments is the major problem for students as a consequence of M&S. While students felt they benefitted through feedback from continuous assessment, the assessment load is variable and very heavy at times.

- Class size generally varies from 15 to 120 across programmes in the faculty. Some shared modules could be over 200.

- Erasmus students on business courses are well integrated into the class group and socialise with their classmates as normal. None of the students present at the meeting study a foreign language as part of their studies. None of the students present have spent any time on Erasmus programmes or studying abroad. Some business students spent a week doing an intensive marketing programme in Utrecht earlier this year which was worth 5 credits towards their studies. Students on the BA in Multimedia can transfer to

their sister programme in Darmstadt. Currently 5 CIT students are in Darmstadt and vice versa.

- Students believe that it should be emphasised that the degrees from CIT/IoT are equal to those awarded from a university. A marketing effort would help with this, to the benefit of graduates.

- Prefab accommodation is used on a widespread basis and this needs to be addressed.

- Class contact varies across programmes, stages and class groups. The average class contact is approximately 20 hours per week.

- All students use their Institute "mycit" email addresses and get official notices from the college authorities by such means. About 70% of students present have their own laptops. Wireless is only available in the library, canteen and student centre.

- Students praised the Institute's societies, sports clubs and facilities

MEETING WITH FACULTY STAFF & COURSE LEADERS

Present:
Mr Damien Courtney, Head of Faculty of Business & Humanities
Mr Gerard O'Donovan, Head of School of Business
Mr Ray Coughlan, Head of School of Humanities
Mr Brian McGrath, Head of Department of Management & Marketing
Mr Paul Mahony, Head of Department of Continuing Education
Ms Caroline O'Reilly, Head of Department of Accounting & Information Systems
Mr Jim Walsh, Head of Department of Social & General Studies
Mr Adrian Gregan, Head of Department Tourism & Hospitality Studies
Ms Rose McGrath, Head of Department Media Communications
Ms Maria Benson, Department of Tourism & Hospitality Studies
Mr Eric O'Brien, Department of Management & Marketing
Dr Áine de Róiste, Department of Social & General Studies
Ms Joan Dinneen, Department of Social & General Studies
Dr Margaret Linehan, Department of Continuing Education
Ms Paddy Anderson, Department of Educational Development (DEIS)
Mr John Meyler, Department of Social & General Studies
Mr Michael P. Walsh, Department of Management & Marketing
Mr Colm Barry-Murphy, Department of Accounting & Information Systems
Mr Paul Green, Department of Media Communications
In attendance: Ms Gina O'Brien, Faculty of Business & Humanities Administrator

During a lengthy discussion, many issues were raised by the PRG which had also been highlighted in the Faculty's written submission.

- In preparation for this review, and as the first consultation point, the Head of Faculty circulated a list of suggested faculty goals to staff for their consideration. The Faculty Board of Studies considered the matter as far back as 2007 when it was first decided that the entire faculty would be dealt with in one Programmatic Review. Meetings were then held on a regular basis both at faculty and/or departmental level. Course Boards played a major role in implementing the changes that were recommended at the last Programmatic Review.

- As regards its Strategic Plan, the faculty sought to align itself with the Institute's strategic goals. Each HoD was asked for departmental goals for the next 5 years and these were filtered up through the management structure.

- Feedback was sought from the current cohort of business students at a focus group held in May 2009. A clear issue which emerged with regard to M&S is that over-assessment is taking place. A survey of the previous five years of Business graduates was also carried out and responses presented to the PRG.

- The annual QA1 and QA2 forms (a national template for the sector) were designed to measure the quality of teaching and learning. These have proved cumbersome across the board and are not currently used to any significant extent in the Faculty The PRG strongly recommends the development of alternative and workable tools to measure student feedback on programmes.

- The programmes and modules are also assessed through the external examiners appointed by Academic Council. Feedback from external examiners is referred to the relevant Head and Course Board for action.

- Staff support in terms of workshops for assessment methodology, writing learning outcomes, and programmes outcomes is provided through the Institute's Teaching & Learning Unit. Staff are also supported through the Registrar's Office through funding for advanced qualifications, and postgraduate studies.

- Student representatives on the Course Boards are informed that they are the conduit for their class' comments, not their own personal views. The minutes of the Course Board meetings are circulated to these student representatives.

- New course development is processed through the Faculty Board of Studies. A priority for the faculty has been to ensure that each Level 7 programme has an outlet to Level 8. This has been done for almost all programmes in the faculty.

- A point was made in discussion that the number of boards/committees at Department/School/Faculty level that a staff member has to be part of is quite onerous. It was noted that membership of these boards/committees is on top of the lecturing, administrative and other duties that the lecturer carries out.

- It was stated that the faculty provides 40% of the Institute's student cohort but gets 20% of the funding. However, the allocation process is becoming more transparent, with staff and student numbers being considered in budget allocations.

- The PRG asked whether students are perhaps "taught" to a great extent, as opposed to learning independently. Staff accepted that this might be the case in first year when students come from a second level environment, but are confident that such an approach is beneficial in terms of maintaining good retention. Any increase in class size, particularly in the early years would be detrimental to these statistics.

- There are 6 standing committees within the Faculty Board of Studies. While some are working well, there is scope for rationalisation, with greater use of working parties as opposed to standing committees.

- Staff who undertake postgraduate research supervision are allocated lecturing relief of two timetabled hours per student per week up to a maximum of three students i.e. 6 hours per week. There is a significant level of applications for postgraduate study. It is not always possible to accommodate all students who wish to undertake postgraduate research in any given year due to resource constraints, which is regrettable.

- It was noted that the faculty has strategic goals to increase its personal and professional development student numbers. The PRG queried an evident decline in student numbers in continuing education and this was stated to be due primarily to the economic downturn, and reduced employer support in terms of paying fees. The declining immigrant population has also been a factor. The Department of Continuing Education is now self-financing on a course-by-course basis.

MEETING WITH STAKEHOLDERS

A group of faculty stakeholders kindly agreed to participate in the review. It was noted that due to recent severe flooding in the Cork area some participants were unavailable.

Present:
Mr Denis Cullinane, H&A Marketing and PR
Ms Niamh McCarthy, Senior Recruitment Consultant, Premier Recruitment
Mr Eugene O'Connor, Senior Community Worker, HSE
Mr Pat O'Hare, H&A Marketing and PR
Ms Majella Maloney, Assistant Principal, Clonakilty Agriculture College
Mr Tony Duggan, Guidance Counsellor, An Mhainistir Thuaidh
Ms Ena O'Driscoll, Deputy Health Records Manager, HSE
Mr Mark McManus, Leisureworld Cork
Mr Sean Cullinane, Express Security Group
Mr Cormac FitzGerald, Fitzgerald & Partners, Chair Munster CPA Society
Mr Brian Connolly, Trainee Accountant, H.L.B. Nathan Accountants
Ms Maria Hartnett, Partner, Patrick McNamara & Associates
Ms Anne Lane, Cork City Childcare Ltd.

- Some stakeholders present have been involved in the development or adaptation of programmes to suit industry needs. There has also been involvement with regard to the development of final year projects for undergraduate students, in particular in the Multimedia programme. A certain level of consultation has taken place with regard to course development in terms of assessing new modules which are under development.

- Some managers/employers present had put their own staff through programmes in the Institute. They commended the quality of programmes taken.

- As an example of feedback in action, the Recreation & Leisure Management programme team have been given stakeholder views with regard to industry standards that would be required of the graduates. This perceived shortfall in graduates' skills-set was addressed in a short space of time.

- In general links with stakeholders seem to work on a personal/networking basis rather than at a formal level through the faculty. Stakeholders would like to see linkages being put on a more formal footing. It was noted that some formal industry advisory panels exist in the faculty, e.g. in the Department of Media Communications, amongst others.

- The second-level guidance counsellor noted that the transition from 2nd level to 3rd level is handled very well in CIT. There is a good level of schools liaison and much information provided through publications, exhibitions, schools visits.

- Stakeholders had reservations about financially supporting research at this time. A prospective investor would need to see a return on investment, i.e. there would have to be some concrete benefit for the company. Stakeholders would like to see a more

obvious avenue for them to be able to approach CIT if they had research ideas and possible collaborations to discuss.

- It was noted that some stakeholders who take CIT students on work placement see this as a service and support in itself. While some students are not paid for this placement, there is a significant time investment by the employers in taking on and supervising students. In terms of preparing students for placement, CIT does an excellent job, e.g. on the Early Childhood Care and Education programme.

- The CIT graduate who was present also noted the negative perception of Institutes of Technology that some of those in industry have. The exemptions that CIT graduates have when undertaking professional accountancy exams outweighs those of UL and UCC graduates. While the graduates have the necessary qualifications and can acquit themselves equally on the job, the lack of formal work placement leaves CIT graduates at a disadvantage when it comes to applying for jobs. The practical software skills-set of the CIT graduates is also very beneficial.

FINDINGS AND RECOMMENDATIONS

FACULTY STRUCTURE AND IDENTITY

1. The PRG would like to commend the faculty for its successes, including an impressively broad range of programmes. There have been very significant developments since the last Programmatic Review, including additional programmes, greater access to honours degrees, modularisation and semesterisation and an increased student intake.

2. The student experience is very positive and was reported as such by students.

3. There is a degree of uncertainty surrounding the future of some management layers and the possible creation of a Faculty of Arts. This seems to the PRG to be unhelpful to morale and planning, and the Institute Executive and Governing Body are urged to bring as much stability as possible to the situation.

4. The role of the Faculty Board of Studies should be strengthened and clarified. The Faculty may be burdened by too many committees and the PRG recommends that the promised rationalisation would take place as soon as feasible.

5. The PRG notes that there are deficiencies in the faculty's accommodation resources and recommends the establishment of a coherent footprint for the faculty, and the improvement of staff and student accommodation.

6. There was some discussion of a "Faculty Brand" or of finding the "CIT niche market". This needs to be approached with some caution, given the widely different needs and profile of the various elements of the faculty. Nevertheless, students, graduates, employers, management and staff all spoke in similar terms of the faculty as having an applied, can-do and high quality approach which should provide the basis for a strong identity of the faculty in public.

7. The faculty Strategic Plan is ambitious and impressive, but it may suffer from having too many high level goals with a consequent loss of focus. The list of proposed programmes may need to be rationalised and prioritised for it to be realistic, especially in terms of the current economic downturn.

DELIVERY OF PROGRAMMES, LEARNING AND ASSESSMENT

8. Stakeholders and students spoke in very high terms of the teaching staff and the quality of delivery and support provided by them. In developing its research activities, the Institute should not make the mistake of undervaluing the importance of excellence in undergraduate teaching/lecturing.

9. The PRG will welcome the opportunity to review Staff CVs as part of Phase 2 of the Review.

10. The PRG strongly endorses the faculty's objective to enhance the entrepreneurial culture in their programmes and looks forward to exploring with the staff, in Phase 2 of the Programmatic Review process, the extent to which this objective has been incorporated into the revised programmes.

11. The PRG recommends that the total student assessment load is reviewed to ensure that students are not over assessed.

12. The growing use of online support for delivery [e.g. Blackboard] is commended, as is the intention to extend this and give ongoing training in delivery and assessment methodologies to staff.

13. Work placement needs to be incorporated into programmes wherever possible.

RESEARCH

14. The steady growth in the number of students undertaking research to Masters and Doctoral level is noted, as are the initiatives to encourage staff publications and staff development.

15. With regard to the development of research capability, there is a need for a consistent policy in the faculty. It appears that there is some disparity between departments in this regard.

16. The proposal to set up a CIT School of Graduate Studies is an interesting one. This should give guidance and assistance to staff and students in the business and humanities area. The exact remit of the School vis-à-vis the existing academic departments/schools/faculty has still to be defined.

17. It is well known that the level of external funding is significantly less for research in the humanities and business areas than in science and engineering. Nevertheless CIT should approach its industry and business partners for such support.

18. The faculty should explore the possibility of employing some suitable part-time lecturers as research supervisors to supplement the existing staff.

QUALITY AND FEEDBACK

19. No use of any significance was made by the faculty in this review of results derived from the official QA forms. It is likely that this, the current agreed system for learner feedback, is not working well or is not being utilised to any effective extent. The PRG urges that the Institute make a determined effort to put in place better agreed feedback systems – preferably online.

20. A multiplicity of further instruments (e.g. meetings/student forums/surveys) can also be used to gather useful results on the quality of teaching and learning. The focus in developing such mechanisms should be on support for lecturers and learners and on improvement in delivery.

21. While it is evident that there is a good level of co-operation and communication between the faculty and its external partners in business and the community, The PRG recommends that formal advisory committees need to be put in place. Where they do not currently exist.

FURTHER RECOMMENDATIONS

22. The documentation provided to the PRG was of an excellent standard as was the discussion and co-operation during the various meetings. The approach taken by the faculty was not actively self-critical, and the PRG hopes that in Phase 2 (Programme phase) self-analysis will be more evident.

23. The Institute is urged to conduct an in-depth review of the implementation of Modularisation and Semesterisation within the coming year. M&S has clearly engaged a great deal of effort on the part of staff and management, and has had an impact on the current student cohort. Many benefits are already evident, for example, the greater transparency of programmes and the ability to develop new programmes much more economically and rapidly. However the PRG has identified a number of important issues which require attention and review. These include inter alia: assessment methodologies, assessment load and timing, and the role of external examiners.

24. In the short term (i.e. before Phase 2) programmes should be updated with a particular focus (as noted above) on avoiding assessment "bottlenecks" which are causing stress to many students.

25. In Phase 2 of the Review, the PRG will be interested to discuss detailed statistical information regarding specific programmes, e.g. pass and progression rates from intake to graduation.

26. The PRG commends the comprehensive chapter in the submission on how the faculty has addressed the recommendations of the previous Programmatic Review.

27. The PRG also commends the excellent work being done in CIT with regard to the continued development of Recognition of Prior Learning. The PRG notes that CIT is a leading institute in the sector with regard to RPL policy.

PHASE 2

4th & 5th May 2010

1. A meeting took place involving the Panel members and faculty management on Tuesday 4th May. This dealt primarily with issues arising from the Phase 1 report. The PRG discussed with the CIT representatives the Faculty response to the Phase 1 PRG findings. This Faculty response is appended hereto [Appendix 1].

2. On Wednesday 5th May, eight sub-panels were convened as shown on the attached schedule [Appendix 2]. In each sub-panel session, the sub-panel members and Institute staff conducted a detailed discussion around each programme. The basis for this was a Programme Report, based on a standard Institute template (attached – Appendix 3). In the course of the meetings, feedback was given by the Panel with regard to the modules and programme changes proposed.

3. Following these parallel sessions the sub-panels reported back to a plenary private PRG meeting. The high-level PRG findings were arrived at.

4. **Arising from the various sessions the PRG indicated in the closing meeting with Institute management that the following programmes were recommended for revalidation for a period of up to 5 years, subject to addressing of the amendments and actions proposed by the PRG as endorsed by Academic Council.**

MA in Public Relations with New Media
MA in Media Design
BA Honours in Multimedia
HDip in Arts in Public Relations
Certificate in Media Production
BA Hons in Social Care
BA in Social Care
BA in Early Years Education
BA Hons in Early Years Education
BA Hons in Counselling & Psychotherapy
Certificate (1yr Special Purpose) in Counselling Skills
HC in Counselling Skills
BA Hons in Community Development
BA in Community Development
BBus Honours
HC in Business
BBus (Hons) in Marketing
BBus in Marketing
BBus in Business & Management
BSc in Horticulture
BSc in Agriculture
BBus in Recreation & Leisure Management
Master of Business
BA in Human Resource Management
BBus in Management
BBus(Hons) in Accounting
BBus in Accounting
BBus (Hons) in Information Systems
BBus in Business Administration.
Certificate in Human Resources (1yr Special Purpose)

BA in Tourism
BA (Hons) in Tourism.

Embedded exit awards are understood to be included. With regard to embedded awards the PRG emphasises the need for the Institute to codify and regularise embedded awards. Each of these should be formally documented and should have explicit programme outcomes. The Institute's web-based database of modules and programmes should be used in this regard.

4. Detailed recommendations in relation to the above programmes to assist in their development were made during the various sub-panel meetings, and these are summarised later this document.

5. Other Programmes:
     BA in Design Communications
     BA (Hons) in Visual Communications (ladder and ab initio)

The sub-panel noted several technical issues relating to mandatory and elective modules which should be capable of rapid resolution. There were also in some cases proposals to reorganise 10 credit modules to higher credit units in semesters 5 and 6; and a proposal to include a substantial thesis and project modules of up to 25 credits in Semesters 7 and 8.

While the PRG is cognisant of the CIT preference for 5 credit modules, it is supportive of the thrust of the proposals made, given the nature of studio work and the opportunity afforded by larger modules to engage with a substantial industry-based brief. The Group feels that approval would be beyond its remit. It is noted that the Institute will be conducting a major review of its modular system in the academic year 2010-2011. The resolution of these issues is referred for further intra-institute discussion. An extension of validation pending the review of modularisation would be appropriate if required.

Department of Tourism & Hospitality
The submissions in respect of the Level 7 and Level 8 Tourism degrees were approved subject to the normal processing. The sub-panel at its meeting on 5th May expressed reservations with regard to the readiness for approval of the following programmes: BBus in Hospitality Studies level 7; B Bus Hons in Hospitality Studies Level 8; B Bus in Bar Management Level 7; BA Culinary Arts Level 7; BBus Culinary Arts Level 7. Accordingly, the sub-panel reviewed further documents in June 2010. The sub-panel noted considerable progress and improvement in the documentation and recommended referral to internal QA processes before being presented to Academic Council for revalidation.

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6. Acknowledgement and Commendation
The Peer Review Group wishes to place on record its appreciation of the overall quality and indeed the quantity of work undertaken by the Faculty in this review. Institute staff at all levels were helpful, open and fully engaged with the process. In Phase 2, there was an evident willingness to analyse and continually improve the programmes, and the Group hopes that this report will form the basis for such ongoing improvements to CIT's Business and Humanities portfolio.

FURTHER OBSERVATIONS ON PROGRAMMES

BA in Design Communications
BA (Honours) in Visual Communications
Higher Diploma in Arts in Public Relations
Special Purpose Awards in Media
BA (Honours) in Multimedia (Joint Award)
MA in Media Design (Joint Award)

Career Path and Workplace

The Panel was satisfied that in general career paths for these programmes were well described in the Programme Reports. It is noted that in year 3 and year 4 of the BA Hons in Multimedia the options need to be clearly signposted for students.

The main changes to the programme over the past 5 years were described.

The Special Purpose awards were commended as an appropriate response to needs in the employment market. There is an opportunity to develop these Special Purpose awards to a full BA, with the addition of further modules.

2. Student Performance

- CAO Applications and Cut-Off Points for the past 5 years were supplied.

- Exams statistics regarding progression and retention for the past 5 years were supplied. Retention rates are reasonable and are above average in the Public Relations Higher Diploma.

- It was noted that quality assurance of the Darmstadt joint award programmes is actively operated, with joint programme board meetings twice a year. A full inter-institutional review of these programmes will be convened in 2011-2012.

3. Graduate Performance

- The number of graduates for the past 5 years was supplied.

- Commentary on graduation and employment trends was also supplied. It was noted that the Public Relations programmes are new and that employment trends are therefore not available.

4. Programme Changes/Proposed Changes

- A summary description outlining the main changes now proposed was supplied. The panel discussed several technical issues related to course schedules, which will need amending in some respects; for example elective modules had been listed as mandatory in some cases. These technical issues will be resolved through the CIT module moderation process.

- Where group electives are listed, there should be a note on the course schedule to explain the options and regulations. [e.g. Semester 2 of the BA Hons in Multimedia].

- Contact hours in the final year of the BA Honours in Multimedia are on the high side, and this should be reviewed in conjunction with the Darmstadt partner.

- The Panel accepts and recommends the proposed changes to the following programmes:

  Higher Diploma in Arts in Public Relations
  Special Purpose Awards in Media
  BA (Honours) in Multimedia (Joint Award)
  MA in Media Design (Joint Award).
  [This being subject to the necessary technical amendments referred to above].

- With regard to the BA in Design Communications and the BA (Honours) in Visual Communications the Panel notes that there are some difficulties in matching the proposed changes with the provisions and guidelines of the CIT modular system, in that there are several 10- to 20-credit modules. The Panel is supportive of the direction proposed, given the nature of studio work and the opportunity to engage with a substantial industry-based brief. Nevertheless the Panel feels that approval would be beyond its brief. The resolution of this issue is referred for further intra-institute discussion.

- Embedded Awards should have their own explicit programme outcomes and schedules. This should be addressed via the Institute's web-based programme database.

- The Panel commended the student-centred approach taken by the Department in the revisions to the programmes.

The Panel wishes to commend both the quality of the reports and documentation supplied, and the energetic manner in which the staff engaged with the discussion and the review process.

BA (Hons) in Early Childhood Care & Education [Level 8]
BA in Early Childhood Care & Education [Level 7]
BA (Hons) in Social Care [Level 8]
BA in Social Care [Level 7]
BA (Hons) in Counselling & Psychotherapy [Level 8]
BA (Hons) in Community Education & Development [Level 8]
BA in Community Education & Development [Level 8]

1. **Career Path and Workplace Profile**

- Career paths were clearly defined for all programmes. For the Counselling & Psychotherapy programme in particular, an accurate reflection of career paths was supplied, noting that many graduates pursue the programme for reasons of personal development.

- The main changes introduced over the past 5 years were described in the Programme Reports.

- The Panel recommends that in future submissions relevant secondary sources of information be cited, e.g. labour market surveys, workforce development plan for Early Years Education, Síolta (National Quality Framework for Early Childhood Education in Ireland).

2. **Student Performance**

- CAO Applications and Cut-Off Points for the past 5 years were supplied for all programmes.

- Exams statistics regarding progression and retention for the past 5 years were supplied for all programmes.

- The Panel notes that CIT has a nationwide reputation for RPL, with well developed procedures. The Panel recommends that this body of work be referenced in the documentation for all programmes.

3. **Graduate Performance**

- The number of graduates for the past 5 years was shown for all programmes.

- Commentary on graduation and employment trends was also supplied for all programmes.

- The Panel recommends that attention be given to future employment trends for programmes, in addition to the past employment trends of graduates. The Panel acknowledges the difficulties of forecasting in the current economic climate, but recommends monitoring labour market forecasts and reports.

    - Access to the Community Development programmes via the CAO should be explored, as long as community development experience was retained as a criterion for access.

4. Programme Changes/Proposed Changes

- A summary description outlining the main changes now proposed was supplied for all programmes, together with a credible rationale for these.

- The range of assessments used was commended.

- The Panel accepts the proposed changes to all programmes, including programme title changes to the following versions:

    Bachelor of Arts in Community Development

    Bachelor of Arts (Honours) in Community Development

    Bachelor of Arts in Early Years Education

    Bachelor of Arts (Honours) in Early Years Education

- The Panel further recommends the following:

    – Research ethos should be introduced earlier and there should be a common research ethos across the programmes.

    – The proposers should review the strategy for exit awards at Level 6 on all programmes.

    – Course Boards should make more use of integrated assessments.

    – An assessment matrix should be supplied for all programmes.

    – *Juvenile Justice* could be stated explicitly as a module title in the Social Care programme.

5. Panel Observations on Modules

- *Residential Care* in semester 5 of the BA in Social Care should not be assessed by 100% final exam. The Panel suggests a 60% final exam, 40% continuous assessment.

- The BA in Social Care and BA in Community Development should consider sharing modules in the future to achieve efficiencies.

- Social Care Level 7 graduates should be prepared for managerial positions quite soon after graduation. Consideration should be given to including a 5-credit module in social care management, and students should be encouraged to take up management/business modules as free choice electives.

- Consideration should be given to providing courses in First Aid and manual handling before students go on work placement. Both courses would give students an advantage when looking for placements.

- Regular joint workshops of staff and students should be held to provide valuable and necessary feedback.

- The mapping of individual module learning outcomes to programme outcomes should be completed on the web database of programmes.

Bachelor of Business (Honours)
Higher Certificate in Business
Bachelor of Business in Marketing
Bachelor of Business in Business & Management
Master of Business
BA in Human Resource Management
Bachelor of Business in Management
BBus(Hons) in Accounting
BBus in Accounting
BBus (Hons) in Business Information Systems
BBus in Business Administration

The Panel discussed Programme Reports with the programme teams in three successive sessions of the Review. The recommendations and observations which follow apply in great measure to all the business programmes listed above, all of which are recommended for revalidation.

The reports gave a comprehensive account of career pathways, changes introduced over the past 5 years, and student admission and performance statistics. The online graduate survey gave useful information which had been incorporated into the programme changes now proposed.

The Panel noted that applications through the CAO from the level 6/7 list had declined in 2009. This could be ascribed to the introduction of level 8 degree options at CIT in Marketing and Accounting.

In addition to its specialist level 8 programmes, the faculty now offers a "common entry" model, through which students may opt after a year for Marketing, Accounting or Management awards at level 7 with further progression to level 8. This diversity of options is commended. Vigorous marketing and promotion to second level students of the three streams should be undertaken.

An exit award at Higher Certificate is available for students who successfully complete two years. It is the understanding of the Panel that this award is a generic Higher Certificate in Business. Its outcomes and content should be reviewed to ensure that a broad range of essential business topics are included. The exit award should not be branded with a specialism (e.g. marketing or accounting) given that these topics are not sufficiently developed in the first two years. For example, the Bachelor of Business in Marketing has an embedded exit award at Higher Certificate level 6, however there are no Marketing Modules in Semester 1 and 2. In Semester 3   Introduction to Marketing is mandatory; however the Consumer Behaviour module is an elective. For these reasons the exit award should be a generic Higher Certificate in Business.

Faculty staff noted that the introduction of semesterisation has increased the pressure on first year students. Making the transition from second level, commencing new subjects and undergoing frequent and important assessments creates difficulties. The Panel noted and accepted the strategy of reducing the frequency of assessments. It is also strongly recommended that all students be given an assessment schedule at the start of each semester.

In many modules a high weighting is attached to the end-of-module examination; sometimes this weighting is 100%. The Panel recommends that the high weighting given to final examinations in these modules be reviewed, and that consideration be given to allocating a weighting of at least 40% to course work. This should have the effect of encouraging students to participate in learning and to develop their knowledge and skills as they progress. It is the understanding of the Panel that such an approach is

favoured by CIT and by HETAC. (Assessment and Standards, December 2009 HETAC - C1.1). The PRG would also draw attention to the need for greater consistency of approach in assessment weightings and methodology within programmes; this should be addressed as soon as practicable.

The Bachelor of Business (Honours) in Marketing is in its first year as an ab-initio programme. Student numbers and performance are impressive. Given the strong emphasis on innovation and response to change, a review should be undertaken to ensure that the modules deliver upon the stated programme outcomes.

In the Bachelor of Business (Honours), the Panel notes very good student results, high retention rates and also the evident intention to maintain interaction between lecturers and students. However, lecturers reported having to deal with large class sizes, which impact on the quality of lecturer/ student interaction. It was noted by the Panel that several modules in the final year had 100% weightings on the final examinations. This may have been decided upon in response to the large student numbers. The Panel recommends that some element of course work be introduced into those modules to allow the weighting to be reduced from 100% in line with best practice. The use of integrated assessments should be investigated and extended.

The Panel noted and supported the proposal to make the Business Ethics module mandatory. Programme teams should ensure that issues of corporate governance, ethics and interaction with regulatory frameworks continue to be discussed by all business course boards and are prominent in all the business programmes.

The proposed title of the Bachelor of Business in Business & Management is accepted with the caveat that the exit award should be a generic Higher Certificate in Business. Management does feature strongly in the final two semesters. The Panel recommends that thought be given to making some of the semester 3 and 4 management elective modules mandatory, for example the HRM modules.

The Panel urges the School and Faculty to address the opportunities and challenges of internationalisation. From the discussions, there was evidence of good work such as European student and staff exchanges. Each programme team should consider how to improve graduates' language skills, as well as inculcating a knowledge of the international business context, and the various cultural norms in the main world markets. The employability of CIT graduates in the competitive international market will depend strongly on such knowledge and skills, which should not be considered "optional extras". It is recommended that close links with alumni, including those working overseas, be used to the maximum in this regard.

The panel commends the development over the past several years of the Master of Business programme, which is now offered to evening/part-time as well as full-time cohorts, with specialisms of Accounting, Enterprise, MIS and Marketing. It is understood that this masters carries 90 credits. An option to graduate with a 60-credit postgraduate diploma (without a dissertation) should be considered.

B Sc in Agriculture
B Sc in Horticulture

These two programmes are offered in partnership between CIT and the Teagasc Agricultural College, Clonakilty. The level 7 Agriculture degree was reviewed for the first time in the previous Programmatic Review five years ago, and the Horticulture degree commenced in September 2009. The Panel noted

that the student numbers applying and enrolling in the Agriculture degree have increased significantly in recent years. The first cohort on the Horticulture degree was 13, based on 139 applications and 29 first preferences.

Satisfactory programme reports had been submitted in respect of both programmes, detailing course statistics, student performance, and proposed changes to modules. The latter changes were discussed in detail and the revised modules are recommended for approval.

The following further observations of the Panel should be acted upon by the programme team.

- Both programmes are delivering commercial and entrepreneurial skills, in addition to scientific and technical aspects of agriculture and horticulture. However, there should be a more explicit focus on consumer behaviour and selling/sales.

- There should be more emphasis in the agriculture degree on the role of co-operatives and farmer organisations.

- The references to the REPS scheme are outdated.

- The Panel was informed that HACCP is covered in the Food Science module. This should be made explicit.

- References in modules to environmental issues tend to be negative with a focus on prevention. There should also be emphasis on the potential for use of agricultural byproducts and recycling.

- There should be active consideration of introducing a capstone module or project into both programmes.

- Arboriculture should be emphasised more, especially given the region's strength in that area.

- In horticulture, there is duplication of some material between the Marketing and Market Gardening modules.

- A level 6 exit award (Higher Certificate) should be put in place.

Bachelor of Business in Recreation & Leisure Management [Level 7]

Career Path and Workplace Profile
- Career paths were clearly defined.
- Significant changes to the programme over the past 5 years were signalled.
- The panel notes that there is potential for a stand-alone Level 8 offering in Recreation and Leisure Management, and welcomes its future development. The panel would also support the establishment of an academic department dedicated to Sports and Leisure Management.

The following data were presented and discussed:
- The number of graduates for the past 5 years
- Commentary on graduation and employment trends.

The panel noted that In the absence of a dedicated Level 8 progression route, Level 7 graduates may progress in to Year 4 of the Level 8 Bachelor of Business honours degree, if suitably qualified. Quite a number of graduates choose this option every year.

4. Programme Changes/Proposed Changes

- A summary description outlining the main changes now proposed was supplied, together with a credible rationale for the changes.

- The panel accepts the proposed changes to the programme, and further notes the following:

  - The development of the programme is somewhat constrained by having to include so many pure business modules to satisfy the current progression requirements. There is clearly scope for a dedicated Level 8 progression route.

  - While a review of the assessment regime is welcomed by the panel, there is evidence that the scheduling of assessments continues to cause difficulties for staff and students. An assessment matrix should be supplied at the beginning of each academic year.

5. Panel Observations on Modules

- Students are required to do a final year project at Level 8 should they progress, not at Level 7. A research module in Year 3 would be helpful in this regard.

- There is potential for synergies between some modules, e.g. *Exercise Physiology* and *Basic Coaching*.

- Programme planning for sports could be included in *Coaching* modules.

- *Exercise Health & Lifestyle* is a mandatory module. The panel notes that there is some overlap in the material covered in this module and that of the elective modules.

- In some modules, e.g. *Exercise Health & Lifestyle*, there is quite a focus on behaviour rather than the determinants of such behaviour. The team should try to refocus this emphasis. A primary module in psychology might be of benefit.

- *Nutrition and Weight Management*, some of the indicative content is not appropriate for this module and should be revised.

  Bachelor of Business (Hons) in Tourism [Level 8]
  Bachelor of Business in Tourism [Level 7]
  Bachelor of Business (Hons) in Hospitality Management [Level 8]
  Bachelor of Business in Hospitality Management [Level 7]
  Bachelor of Business in Culinary Arts [Level 7]
  Bachelor of Business in Bar Management [Level 7]
  Bachelor of Arts in Culinary Arts [Level 7]

1. Career Path and Workplace Profile

- Career paths were clearly defined.

- Significant changes to the programme over the past 5 years were clearly signalled for the Tourism Level 7 and 8 programmes, but not the Hospitality Management, Culinary Arts, and Bar Management programmes.

2. Student Performance

- CAO Applications and Cut-Off Points for the past 5 years were supplied for all programmes.

- Exams statistics regarding progression and retention for the past 5 years were supplied for all programmes. The panel notes that some programmes have a pass rate of less than 50% at examinations. Commentary should be provided on retention initiatives and student supports.

3. Graduate Performance

- The number of graduates for the past 5 years was supplied for all programmes.

- Commentary on graduation and employment trends was also supplied for all programmes.

4. Programme Changes/Proposed Changes

- A summary description outlining the main changes now proposed was supplied for the Tourism Level 7 and 8 programmes, together with a credible rationale for the changes. This information was not supplied for the Hospitality Management, Culinary Arts, and Bar Management programmes.

- In the absence of complete documentation, the panel is not in a position to comment on the proposed changes to the Hospitality Management, Culinary Arts, and Bar Management programmes.

- The panel accepts the proposed changes to the Tourism Level 7 and 8 programmes, and is satisfied to revalidate these programmes. The sub-panel at its meeting on 5th May expressed reservations with regard to the readiness for approval of the following programmes: BBus in Hospitality Studies level 7; B Bus Hons in Hospitality Studies Level 8; B Bus in Bar Management Level 7; BA Culinary Arts Level 7; BBus Culinary Arts Level 7. Accordingly, the sub-panel reviewed further documents in June 2010. The sub-panel noted considerable progress and improvement in the documentation and recommended referral to internal QA processes before these programmes are presented to Academic Council for revalidation.

5. Panel Observations on Modules

- The assessment regimes have been reviewed and amended as appropriate to avoid over-assessment. Reassessment of 100% continuous assessment modules is an ongoing issue. The department should consult with Academic Council regarding re-attendance at such modules.

- The module learning outcomes were not mapped to the programme outcomes for any of the programmes in the suite.

- The descriptors used in the learning outcomes do not show evidence of progression from Level 7 to Level 8. This should be revised for all programmes with Level 8 progression routes.

APPENDIX 1
Faculty Document Presented for Phase 2.

FACULTY OF BUSINESS AND HUMANITIES PROGRAMMATIC REVIEW 2010
INTRODUCTION TO PHASE 2 - PROGRAMMES AND MODULES

INTRODUCTION

The PRG Phase 1 Report is comprehensive and positive. It vindicates the decision to proceed with a Programmatic Review for the Faculty and commends Faculty members for its effective development and operation. It is complimentary about the scale, complexity and diversity of its programmes and activities. It comments favourably, amongst other things, on the different modes of delivery, significant developments achieved through synergies, the effective implementation of modularisation and semesterisation, the facilitation of progress and opportunities for students to progress to levels 8 and 9 awards, the existence of substantial work placement, and the development and extensive use of RPL. The PRG found the engagement with the randomly drawn group of students and with other stakeholders valuable and worthy of praise. It was particularly impressed by the review and implementation of previous programmatic report recommendations.

The findings and recommendations of the Phase 1 Report were considered by different groups which include the Faculty Board of Studies (FBS), faculty and schools' executives, senior staff, individual departments, course boards and advisory groups. The outcomes from these deliberations form the basis of the faculty response to the Programmatic Review findings and recommendations. What follows are responses to the particular recommendations that required actions.

STRUCTURE OF PHASE 2

A separate document is provided for each programme in each of the departments in the schools and faculty. The School of Business comprises the Department of Accounting & Information Systems, Continuing Education and Marketing & Management whilst the School of Humanities consists of the Department of Media Communications, Social & General Studies and Tourism & Hospitality Studies. Each programme document includes an outline and consideration of career path and workplace profile, student performance, graduate performance and proposed programme changes. It also contains programme schedules and programme modules. In addition to hard copy all of the documentation is contained in PDF format on a CD.

The execution of the Programmatic Review has undergone significant change since the last occasion and during this process. It has been extremely challenging, extensive and

time consuming. It has ensured high levels of engagement through the departments, schools and faculty. Whilst it is an evolving process it will stand the Institute and the different faculties and colleges in good stead for future similar undertakings. The decision to split the process into two, one dealing with strategy and the other with programmes and modules has been vindicated. The wisdom of undertaking this process for such a large, diverse and complex faculty, however, has with good reason been questioned.

The Phase 2 process has proved a lot more difficult as the faculty was effectively treading a new unchartered path involving regular consultation with the Office of the Registrar and extensive engagement with the Module Modulator.

FACULTY RESPONSE TO PHASE 1 RECOMMENDATIONS

FACULTY STRUCTURE AND IDENTITY

28. *The PRG would like to commend the faculty for its successes, including an impressively broad range of programmes. There have been very significant developments since the last Programmatic Review, including additional programmes, greater access to honours degrees, modularisation and semesterisation and an increased student intake.*

The implementation of the Employment Control Framework (ECF) and related resource issues in the Institute and within the faculty has had a negative effect on the capacity to develop and deliver new programmes. In the context of the current economic recession it is already evident that the range of proposals outlined in the Phase 1 strategic plan of the review is significantly over-ambitious and will not be realised. If there is not any internal Institute resource forthcoming and there is total reliance on the faculty's own resources then strategic priorities will be rationalised to determine how and which programme objectives can be achieved. This capacity is being hindered by an increase in the number of retirements, difficulties in replacing them, and providing additional and new expertise.

3 *There is a degree of uncertainty surrounding the future of some management layers and the possible creation of a Faculty of Arts. This seems to the PRG to be unhelpful to morale and planning, and the Institute Executive and Governing Body are urged to bring as much stability as possible to the situation.*

There remains uncertainty surrounding the future of faculty/college structures and management layers which is not unrelated to the challenging public financial situation

and the ECF. The faculty is continuing its review of its management and organisational structure, and will formalise a proposal that best fits its and the Institute's needs within this academic year.

4   *The Role of the Faculty Board of Studies should be strengthened and clarified. The Faculty may be burdened by too many committees and the PRG recommends that the promised rationalisation would take place as soon as feasible.*

The Faculty Board of Studies decided at its meeting of 23rd March to establish a small Working Group consisting of the Head of Faculty (chair), one Head of School and two or three other FBS members. An outline consultation process has commenced inviting expressions of interest and consideration of its terms of reference. The latter should include the following: purpose/function; composition; structure including FBS standing committees/working groups; its relationship with the Academic Council and the Institute; and the scheduling of meetings. The Working Group will report and a new FBS established for the next academic year.

5.   *The PRG notes that there are deficiencies in the faculty's accommodation resources and recommends the establishment of a coherent footprint for the faculty, and the improvement of staff and student accommodation.*

A faculty submission was made in November 2009 to a Working Group on Space Allocation, the third such group since 2004. A subsequent faculty response drawn from a variety of sources and reports including the PRG Phase 1 Report has been made to a draft Report of March 2010. In essence, the faculty has consistently sought a physical footprint incorporating the upgrading and transfer of staff accommodation and classrooms from prefabs to the main buildings before the next academic year and a recommendation to plan for a new, dedicated School of Business building.

6.   *There was some discussion of a "Faculty Brand" or of finding the "CIT niche market". This needs to be approached with some caution, given the widely different needs and profile of the various elements of the faculty. Nevertheless, students, graduates, employers, management and staff all spoke in similar terms of the faculty as having an applied, can-do and high quality approach which should provide the basis for a strong identify of the faculty in public.*

The faculty will as suggested by the PRG approach the goal of developing faculty logo and branding with caution. The faculty executive and its constituent bodies will derive inspiration from the commonly expressed views of students, graduates, employers,

management and staff of the faculty having 'an applied, can-do and high quality approach which should provide the basis for a strong identity of the faculty of public'.

> *7. The faculty Strategic Plan is ambitious and impressive, but it may suffer from having too many high level goals with a consequent loss of focus. The list of proposed programmes may need to be rationalised and prioritised for it to be realistic, especially in terms of the current economic downturn.*

The Phase 1 Strategic Plan is ambitious and the faculty has considered the comments made by the peer review group. In relation to course development, e.g. the priorities for the School of Business over the next five years are that:

1. The three existing Level 7 courses in Business Administration, Agriculture and Horticulture would be developed with an add-on Level 8 so that progression routes would exist internally for students in that specialised field.
2. Two additional streams in the Master of Business will be developed in Enterprise and Human Resources to accommodate students wanting to pursue these options, particularly on a part-time basis.
3. The existing Master of Business offering in Accounting will be redesigned to ensure maximum exemptions from the Professional Accountancy Bodies and compete on a national and international level.
4. An Executive MBA will be developed.

The faculty is offering a wide range of successful undergraduate programmes as indicated by CAO applications and student numbers and now the focus is on completion of the suite of level 8 offerings and expansion of Level 9 programmes.

> *8. Stakeholders and students spoke in very high terms of the teaching staff and the quality of delivery and support provided by them. In developing its research activities, the Institute should not make the mistake of undervaluing the importance of excellence in undergraduate teaching/lecturing.*

Undergraduate teaching and teaching represents the faculty's central function and activity. Policy instruments and operational practice is to support and enhance this.

9. *The PRG will welcome the opportunity to review Staff CVs as part of Phase 2 of the Review.*

Academic Staff CVs are contained in the accompanying CD.

10. *The PRG strongly endorses the faculty's objective to enhance the entrepreneurial culture in their programmes and looks forward to exploring with the staff, in Phase 2 of the Programmatic Review process, the extent to which this objective has been incorporated into the revised programmes.*

Each course board considered innovation and entrepreneurship in its programme and module review. The extensive entrepreneurial related activity in the School of Business is noteworthy and is outlined below.

How Innovation and Entrepreneurship Are Incorporated/Implemented into Programmes.

In a number of programmes in the School of Business Entrepreneurship is either mandatory or an elective module. The School plans to offer a new MA in Cultural Management & Enterprise in September with a new cohort of students. The School also recognises the need to upskill the unemployed who might have a great idea but not have the appropriate business acumen. A new course as part of the Labour Market Activisation Scheme, a Certificate in Entrepreneurship, will be offered next September. Staff are also active members of INTRE (Ireland's Network of Teachers & Researchers in Entrepreneurship).

The Enterprise stream of the Master of Business has been redesigned and will be offered to students after approval. The School of Business has also sought a specialised Lecturer in Entrepreneurship appointment.

To promote entrepreneurship among students the School of Business has been proactive in the following specific ways:

1. Guest Speakers – Bobby Kerr from Dragons Den visited business students in February and Margaret Heffernan, leading academic and scholar in the area of Female Entrepreneurship, gave a seminar to staff and students in April. Conor Buckley, serial entrepreneur, spoke at the Enterprise Awards event to students and staff in March on starting his many businesses and provided advice to students. Individual module leaders also invite in guest speakers to talk to student groups on various aspects of entrepreneurship e.g. County Enterprise Board, Enterprise Ireland and European Business Innovation Centre.

2. Enterprise Space – The School of Business in association with the Industrial Liaison Office has put forward a proposal for an Enterprise Space for students in a central location in CIT so they have a space to be innovative, creative and cross fertilise their ideas with students from other disciplines.

3. Erasmus Intensive Programme – The School of Business will bring students annually from business and non-business backgrounds together to work on generating a business idea and selling a product or service to real customers over a twelve day programme. Students receive 5 ECTS credits for the programme. Students travelled to Finland last January and CIT will host the programme next year.

4. Work Placement & Projects – Many students undertake projects and work placement in CIT's Rubicon Centre where there are many start-up companies.

5. Formal Module Collaboration - business and engineering students will attend their own existing modules but also attend a workshop to develop their projects together. They will gain 5 ECTS credits for this module and this will help embed innovation and entrepreneurship into both academic programmes. The lecturing staff will comprise staff from both areas. This module will begin in September.

6. Students are encouraged to enter the CIT Prize for Innovation and the Enterprise Ireland Student Awards annually and CIT, with a multidisciplinary approach linking Business and Engineering students, has had some success in recent years.

7. In this academic year the School of Business is piloting an Innovation Competition in an Entrepreneurship module with an industry partner focusing on the food and agriculture industry sector with a view to developing a long term relationship with the industry partner. It is hoped that this pilot will lead to the development of similar opportunities in other industries.

11 The PRG recommends that the total student assessment load is reviewed to ensure that students are not over assessed.

The Institute plans to conduct an in-depth review of the implementation of Modularisation and Semesterisation within the coming year. M&S has clearly engaged a great deal of effort on the part of staff and management, and has had an impact on the current student cohort. Many benefits are already evident, for example, the greater transparency of programmes and the ability to develop new programmes much more economically and rapidly. However, the PRG has identified a number of important issues which require attention and review. These include, inter alia, assessment methodologies, assessment load and timing, and the role of external examiners.

In preparation for Phase 2 of the Review programmes have been updated with a particular focus (as noted above) on avoiding assessment "bottlenecks" which have caused stress to many students.

In its first manifestation, the modularisation and semesterisation framework adopted by the Institute resulted in an excessive emphasis on the assessment process with a consequent diminution of time for teaching and learning. This has been acknowledged on an Institute-wide basis and has been addressed in the faculty within the module revision process and in the timetabling of assessment events throughout the programme stages. The assessment instruments to be used and the weightings attached appear in their revised form within the current modules

Feedback from staff and students indicated a difficulty in the amount of assessment given for a module which typically consisted of three formative assessments. On review by course teams, staff have reduced the number of assessments given to students but are still ensuring that learning outcomes are being achieved and the quality of the programmes are not being compromised.

As part of the Programmatic Review process staff have ensured that there are a wide range of assessment methodologies and that the assessment schedule is not too cumbersome for students. To ensure this happens:

1. There is an assessment schedule created for all programmes that is given to all students at the start of term which indicates their assessment workload for the semester.
2. This will be reviewed by the course team in advance of each semester so that changes can be implemented if required.

In a number of programmes there are shared assessments which cut down the workload for students and this is also encouraged in new curriculum design.

12. The growing use of online support for delivery [e.g. Blackboard] is commended, as is the intention to extend this and give ongoing training in delivery and assessment methodologies to staff.

The use of online support across the institute is an aspiration contingent upon the provision of adequate support for the preparation and uploading of learning resources and the training and development of staff in these processes. The Blackboard platform is the preferred choice currently and training of staff in its use is being undertaken. The ongoing provision of technical support for the platform and pedagogical support for staff will determine the degree of progress in this area. Currently, a limited online notes service is provided through *notes.cit* and it is anticipated that this will be maintained as back-up provision in the short-to medium term.

Workshops on Blackboard has allowed staff to put their notes and all other resources on-line and students can download, post assessments, take multiple choice formative assessments on-line and communicate with the staff member and other students.

The use of E-Learning in the School of Business is provided below as an example

Staff in the School of Business have been facilitated through the Teaching & Learning Unit to participate in the following workshops over the past year through:

1. E-Portfolios in Higher Education for Teaching & Assessment
2. Web 2.0 Technologies to Enhance Teaching & Learning
3. GoogleApps- Technology to support & evaluate teamwork
4. Games for Learning
5. Introductory Workshop on Blackboard Learning Management System.

The first workshop introduced lecturing staff to E-Portfolio software which can be used for students on work placement. After evaluation the School will use Student Diary Pro as its work placement software which will be used by all students on placement where learning outcomes to be achieved can be evidence based and relevant material uploaded by students. This can be evaluated by the mentors and assessed on-line.

The second workshop has familiarised staff with the use of Blogs, Wikis and RSS feeds which direct the learner to areas of interest. This has proved useful with staff as a mechanism for students to pose questions and work together on assignments.

GoogleApps technology allows staff and students to share documents and work collaboratively.

The number of staff using these technologies is increasing but the strategy is that all staff would attend workshops and use e-learning as part of their module delivery.

13. Work placement needs to be incorporated into programmes wherever possible.

Within the School of Humanities, every course, with the exception of those in the field of Tourism, contains integrated work placement elements and includes provision for personal and professional development in this context. In all cases placement is subject to internal and external supervision, is assessed and is awarded credit. This is seen as essential for the development of competent, reflective practitioners.

There is also work placement on the following courses in the School of Business: Business Administration, Business Information Systems, Agriculture and Horticulture.

The value of E-portfolios is outlined above.

RESEARCH

14. The steady growth in the number of students undertaking research to Masters and Doctoral level is noted, as are the initiatives to encourage staff publications and staff development.

While the faculty wishes to accommodate increasing numbers of postgraduates on taught and masters programmes, this is significantly impeded by resourcing issues even where capacity for teaching and supervising at these levels exist amongst staff. Expansion in this area is further limited by the relative paucity of research funding available nationally for other than science and engineering.

The following planned actions in the School of Humanities which are also under consideration elsewhere in the faculty will help to release resources for teaching and supervision at postgraduate levels:

1. Limitation of the numbers admitted to stage one of programmes as indicated in the Programmes and Budgets (PB) document.
2. Limitation of the number admitted to stage four of the level eight programmes as indicated in the PB document.
3. Postponement of the proposed level nine taught programmes pending arrangement for the required resources.
4. Provision of taught level nine programmes on a combined basis facilitating sharing of appropriate modules.
5. Reduction in numbers of electives offered at any given time.
6. Combined delivery of appropriate stages/modules across programmes, particularly subsequent to a re-structuring of the school.
7. Identification and development in identified niche research areas where opportunities are apparent and where staff resources exist and can be readily developed.

Attempts to develop activity at levels 9 and 10 are further hindered by the current proposal by the Institute to apply HEA weightings to taught Masters degree programmes. This is strongly opposed by the Faculty which requires a level playing field for the development of these programmes in the future.

15. With regard to the development of research capability, there is a need for a consistent policy in the faculty. It appears that there is some disparity between departments in this regard.

The Head of the School of Business and Head of Research have met and agreed to collaborate and to run a series of seminars this year to encourage staff to be more research active and offer help and support for those staff seeking to have their work published. The School has a strong postgraduate Research Board which is working to

achieve Level 9 delegated authority for business and push the Research Agenda. This is a faculty strategic objective.

16. *The proposal to set up a CIT School of Graduate Studies is an interesting one. This should give guidance and assistance to staff and students in the business and humanities area. The exact remit of the School vis-à-vis the existing academic departments/schools/faculty has still to be defined.*

It is planned to have the Graduate School of Studies operational next year and this will facilitate faculty staff and students through training and support.

17. *It is well known that the level of external funding is significantly less for research in the humanities and business areas than in science and engineering. Nevertheless CIT should approach its industry and business partners for such support.*

In addition to the information regarding postgraduate research students provided during Phase 1 of this Review, substantial information on the R & D activities of DEIS, the Department of Educational Development, were included in the CD accompanying the paper-based submission. There is significant externally funded activity being undertaken in DEIS. In addition to mainly EU funded research projects there are many other publicly resourced and commercial projects. In developing a strategy to explore research opportunities with its industry and business partners the faculty will use the knowledge and experience available in DEIS.

18. *The faculty should explore the possibility of employing some suitable part-time   lecturers as research supervisors to supplement the existing staff.*

The faculty will explore the possibility of adjunct faculty once this is ratified and becomes Institute Policy. It is planned to use these experts to supervise students.

QUALITY AND FEEDBACK

19. *No use of any significance was made by the faculty in this review of results derived from the official QA forms. It is likely that this, the current agreed system   for learner feedback, is not working well or is not being utilised to any effective extent. The PRG urges that the Institute make a determined effort to put in place better agreed feedback systems – preferably online.*

20. *A multiplicity of further instruments (e.g. meetings/student forums/surveys) can also be used to gather useful results on the quality of teaching and learning. The focus in developing such mechanisms should be on support for lecturers and learners and on improvement in delivery.*

21. *While it is evident that there is a good level of co-operation and communication between the faculty and its external partners in business and the community, the PRG recommends that formal advisory committees need to be put in place where they do not currently exist.*

Development of New & More Workable Methods of Capturing Student Opinion

The faculty recognises the absence of the QA forms and this will need to be taken up with HR to resolve the issue and make something more meaningful work on-line

The Focus Group Method employed in the School of Business will continue but will be carried out in each programme by an external moderator who will drive the questioning to ensure a fair and objective evaluation on an annual basis. These observations will be fed back to the course boards for comment or action where appropriate.

The School has set up an e-mail address so that students can give comments/suggestions which will be dealt with by the Department Heads and Course Co-ordinators. These issues will form a report which will be discussed at the School Executive & Faculty Board of Studies annually.

The School carried out a successful survey of graduates on-line as part of the Programmatic Review process and this will continue on an annual basis for graduating students.

Individual programmes have set-up Linkedin pages which is proving popular for finding past graduates and making reconnections.

The School of Business will also promote among staff, in conjunction with the Teaching & Learning Unit, methods to evaluate their own teaching that form their own feedback and are not part of any formal feedback.

There are many examples above of best practice which should have wider application throughout the faculty.

ADVISORY PANELS

The faculty continues to maintain strong links with industry through work placement, student projects, professional associations, Cork Chamber of Commerce, the faculty

stakeholders' dinner, supporting industry partner events and consultation during the conversion of programmes from full time to a semesterised and modularised system in 2008. Each programme also operates an advisory panel which meets annually to review programmes and advise on current market demands and trends in terms of skills and new developments in industry. The advisory panels have been consulted in relation to the programmes being reviewed as part of the Programmatic Review process.

FURTHER RECOMMENDATIONS

22. *The documentation provided to the PRG was of an excellent standard as was the discussion and co-operation during the various meetings. The approach taken by the faculty was not actively self-critical, and the PRG hopes that in Phase 2 (Programme phase) self-analysis will be more evident.*

The faculty contends that there was active self critical analysis as part of the Strategic Phase 1 Review. The faculty constituent bodies have paid particular attention in Phase 2 to self-analysis given the above recommendation.

23. *The PRG also commends the excellent work being done in CIT with regard to the continued development of Recognition of Prior Learning. The PRG notes that CIT is a leading institute in the sector with regard to RPL policy.*

CIT and DEIS, have been a leader research and provider in RPL, the recognition of prior learning, for over ten years. To date in excess of 2,500 learners have been awarded recognition in the form of exemption, grade or award for learning gained informally and non-formally and recorded in a learning portfolio. These numbers have steadily increased from a total of 53 in 2000 to 3,000 in semester one of 2009-10, when in excess of 600 is anticipated for the academic year as a whole.

CIT is the largest provider of lifelong learning in Ireland outside of Dublin in outreach activities and provision on campus through modular delivery and the ACCS scheme. For many years the dedicated Department of Continuing Education provides a wide range of business professional and degree programmes including a taught Master of Business with streams in Accounting, Information Systems and Marketing. In spite of the increasing use of new technologies and innovative ways of meeting professional and industry demand, graduate and other surveys suggest that traditional learning with face to face delivery and classes is the most suitable mode of part-time learning. The planned CIT Campus Extension Centre will provide a strategic direction, and co-ordination of lifelong initiatives and partnerships.

BUSINESS & HUMANITIES PROGRAMMATIC REVIEW – PHASE 2

DAY 1 - Tuesday 4th May 2010

Venue: *River Lee (Jury's) Hotel*
5:30 pm   Panel convenes at hotel
6:00 pm   Private Panel briefing session
7:30 pm   Discussion with Institute Management and Faculty on outstanding issues from Phase 1
8:30 pm   Dinner

DAY 2 - Wednesday 5th May

Venue: Conference Room

(2nd floor, Administration Building)

Venue: Boardroom

(1st floor, Tourism & Hospitality Building)

Venue: Council Room

(2nd floor, Administration Building)

GROUP 1	Time: 9:00 – 11:15	GROUP 2	Time: 9:00 – 11:45	GROUP 3	Time: 9:00 – 11:15
Programmes: BA in Design Communications BA (Honours) in Visual Communications Diploma in Arts in PR BA (Honours) in Multimedia (Joint Award)	**Panel Members:** Mr Vincent Scanlon Ms Ann Campbell Mr Sean Larkin Ms Tracy Fahey Mr Ed Riordan	**Programmes:** Social Care Early Childhood Counselling Community Development	**Panel Members:** Ms Anne O'Sullivan Mr Pat McGarty Ms Brianain Erraught Ms Mary Ryan Ms Marcella Towler Ms Bernie Buckley	**Programmes:** BBus Honours HC in Business BBus in Marketing BBus in Business & Management	**Panel Members:** Dr Oliver Murphy (Chair) Prof Thomas Lawton Ms Maebh Maher Mr Mark Hegarty Mr Jack O'Herlihy
GROUP 4	Time: 12:00 – 1:00	GROUP 5	Time: 12:00 – 1:00	GROUP 6	Time: 11:30 – 1:00
Programmes: BSc in Horticulture BSc in Agriculture	**Panel Members:** Mr Con Traas Dr Mary Forrest Mr Tim O'Leary Mr Ed Riordan	**Programmes:** Recreation & Leisure	**Panel Members:** Dr James Moran Ms Bernie Buckley Mr Michael Crowley Dr Noel Richardson Mr Sean Larkin	**Programmes:** Master of Business BA in HRM BBus in Management	**Panel Members:** Dr Oliver Murphy (Chair) Prof Thomas Lawton Mr Vincent Scanlon Mr Jack O'Herlihy
		GROUP 7	Time: 2:00 – 3:45	GROUP 8	Time: 2:00 – 3:45
		Programmes: Tourism Hospitality Management Culinary Arts	**Panel Members:** Dr James Moran Ms Brianain Erraught Mr Donagh Davern Dr Noel Richardson Mr Ed Riordan	**Programmes:** BBus(Hons) in Accounting BBus in Accounting BBus (Hons) in Business Information Systems BBus in Business Administration	**Panel Members:** Dr Oliver Murphy (Chair) Prof Thomas Lawton Ms Maebh Maher Mr Mark Hegarty Ms Ann Campbell

APPENDIX 3

Programme Report Template

1. Career and Industry Profile

Describe how the graduate fits into the (initial) employment market/career path.

Link the programme outcomes to typical career and business/industry.

Comment on changes which have occurred in the business/industry in the past 5 years.

2. Student Performance

Give (for this specific programme)
   - CAO applications (total and first preferences) in each of the past 5 years.
   - CAO cutoff points in each of the past 5 years.

Give a table showing for each stage of the programme, for each of the past 5 years Number enrolled on the stage
       Number sat exams
⇨   *% retention within the stage*
Number who passed, either summer or autumn
⇨   *% progression.*

(Here is an example of such a table, from the 2005 Review)

Year	Class	No. Enrolled	No. Sat Exams	Retention Rate %	No. Passed Exams	Progression Rates %
1999-00	ADCA1	43	42	98%	33	78%
	ADCA2	37	36	97%	35	97%
2000-01	ADCA1	48	45	94%	41	97%
	ADCA2	35	33	94%	31	94%
2001-02	ADCA1	42	35	83%	30	86%
	ADCA2	41	40	97%	40	100%
2002-03	ADCA1	66	60	91%	56	93%
	ADCA2	30	30	100%	30	100%
2003-04	ADCA1	45	42	93%	42	100%
	ADCA2	56	55	98%	53	96%
2004-05	ADCA1	41	39	95%	37	95%
	ADCA2	43	39	91%	39	100%

Give a brief commentary on the progression and retention percentages, together with any plans in that regard.

3. **Graduate Performance**

Give a table showing the numbers graduating in each of the past 5 years.

Breakdown of destinations as far as possible (employment, further study etc)
 Commentary on the trends shown.

4. **Evaluation of Programme and the Proposed Changes**

Describe briefly the process of evaluation
- Course Board Meetings (number, dates)
- Methodology of Consultations with Employers
- Methodology of Consultations with Graduates
- Methodology of Consultations with current students
- Consultation with professional bodies.

Describe principal feedback received from each stakeholder group.

Give a summary description or table showing the main changes now proposed to this programme
    Structure (including contact hours, delivery methods)
    Changes to content and emphasis within the programme

The rationale for the main changes should be given, arising from stakeholder feedback, discussion at Course Board, or Phase 1 of the Review.

[refer also to any new modules or heavily revised modules. Not necessary to give details of routine updating of modules].