

## PROGRAMMATIC REVIEW OF THE SCHOOL OF BUSINESS 2016

### Phase 2: Programme Review

# PROGRAMME PANEL REPORT

SCHOOL: Business  
DEPARTMENT: Marketing and International Business  
DATE: 12<sup>th</sup> and 13<sup>th</sup> April 2016

### PROGRAMMES SUBMITTED FOR REVIEW

#### **Major Awards**

Bachelor of Business in Marketing  
Bachelor of Business (Honours) in Marketing  
Bachelor of Business (Honours) in International Business with Language  
Master of Science in Marketing Practice

#### **Non-Major Awards**

Certificate in Digital Marketing, NFQ L8 Special Purpose Award, 20 ECTS Credits

### PROGRAMME REVIEW PANEL MEMBERSHIP

Dr Declan Fleming, Lecturer and Head of Marketing Discipline Area, NUIG.  
Mr Eoghan Sadlier, Head of Department of Business, LIT.  
Mr Ray Loughheed, Founder and CEO, Loughheed Marketing.  
Mr Tadhg Leane, Head of Strategic Development, CIT

### PROGRAMME REPRESENTATION

#### **Programme Staff**

Dr Pio Fenton, Head of Department, Department of Marketing and International Business  
Dr Conor Kelleher, Lecturer, Department of Marketing and International Business  
Ms Rose Leahy, Course Co-ordinator, Department of Marketing and International Business  
Ms Michelle Collins, Course Co-ordinator, Department of Marketing and International Business  
Zahid Aslam, Lecturer, Department of Marketing and International Business  
Dr. Noel Murray, Lecturer, Department of Marketing and International Business  
Ms Sheree Borge, Lecturer, Department of Marketing and International Business  
Ms Vivienne Griffin, Lecturer, Department of Marketing and International Business

Dr. John Hobbs, Lecturer, Department of Management

Mr Scott McGowan, Lecturer, Department of Marketing and International Business

### **Learner Representatives**

Mr Conor O'Keefe, Bachelor of Business in International Business with Language, Year 2, Class rep.

Ms Christine Fitzgerald, Bachelor of Business(Honours) in Marketing, Year 3, Class rep.

Mr Darren Delaney, Bachelor of Business(Honours) in Marketing, Year 3, Class rep.

Mr Andrew Barry, Bachelor of Business(Honours) in Marketing, Year 4, Class rep.

Ms Shauna Buckley, Bachelor of Business, Year 3, Class rep.

Mr Stephen Downey, MSc in Marketing Practice, Class rep.

### **Graduates**

Mr Scott Sheehan, ACCT4, UCC MIS Masters

Mr Brendan Dalton, Bachelor of Business(Honours) in Marketing, Online Content Manager  
Travelwise Ireland Ltd.

Ms Vivian O'Brien, Bachelor of Business in Marketing, Dell Software

Mr Paul Deasy, Bachelor of Business in Marketing, Cork Independent

### **External Stakeholders**

Ms Marion O'Donovan, Managing Director, O'Donovan Engineering

Mr Diarmuid O'Leary, CEO, Red FM

Mr Sean Carroll, Marketing Dept., Dell

Ms Marion Courtney, Fundraising Manager, Cork Autism

Mr Sean Kearney, Marketing Manager, First South Credit Union

## A. PROGRAMME SUMMARY AND MAJOR CHANGES PROPOSED

### 1. BACHELOR OF BUSINESS IN MARKETING

#### 1.1. PROGRAMME SUMMARY

The Bachelor of Business in Marketing is a 3 year ab-initio degree programme (180 ECTS Credits) with a Higher Certificate in Business Studies (120 ECTS Credits) exit award. It is a long-standing programme in CIT School of Business which has found its identity as a specialised stream within the CR021 Bachelor of Business (Common Entry) where it culminates in a distinctive year specialising in marketing related modules.

#### 1.2. Major Changes Now Proposed

- The programme now entails a 30 credit placement. This is very welcome and it is our expectation that placements in this area will be interesting and plentiful. The following impacts arise from the introduction of this 30 credits:
  - We have had to reduce the exposure to certain content area such as economics, law and finance. We believe, nonetheless, that these areas are sufficiently well represented throughout the programme. The changes are challenging to introduce given the requirements for flexibility.
  - Successful placement opportunities are predicated on the inculcation of suitable skills. Specifically, digital skills and knowledge, IT skills (Excel particularly) and customer skills have been emphasised in earlier parts of the programme.
- The programme requires strong emphasis on digital skills. To not include these would be to severely disadvantage the graduates. In this regard, we have introduced modules focused on social media, digital advertising, digital strategy and content creation. These are essential skills.
- Changes in Year 1 and 2 are driven by a reorganisation of the Bachelor of Business (Common Entry) which has been led by the Department of Management and Enterprise. Structurally, the programme has evolved to include group electives for the streams on marketing, accounting and management. The marketing stream in Year 2 includes suitable group electives that also feature on the Honours programme though the configuration can be different. In order to ensure continued flexibility, the suite on offer does not exactly match the honours programme but this is then tackled in Year 3 where students undertake critical marketing modules not already taught.
- Throughout the programme the emphasis on skills is strong (including particularly digital skills). This is necessary to ensure credible skills on placement as this is the most likely focal point of student endeavour at that point. A module focusing on CRM and Customer service is also introduced. Market Research has been reduced from two modules to one and updated to reflect appropriate software. Students will undertake a module on Advertising and Promotion which partially replaces the Integrated Marketing Communications module. The content in this module is very well received and popular with students. This was most recently typified by the showcase event with Chef Ketchup.
- Year 3 is dominated by the placement. The Marketing Project Module has been dropped. Other modules remain similar to those currently offered.

## 2. BACHELOR OF BUSINESS (HONOURS) IN MARKETING

### 2.1. Programme Summary

Bachelor of Business (Honours) in Marketing is a 4 year ab-initio honours degree programme (240 ECTS Credits). The programme has developed traction against the background of a discipline that has undergone a renaissance of sorts in that time. The digital revolution has had a significant impact on marketing in particular. Graduates of Marketing Degrees are expected to be digitally savvy upon entering the workforce. The intricacies of marketing in a connected and digitally pervasive market place are significant with various proprietary technologies being to the forefront of the skills need. This is also underpinned by an increased emphasis on fulfilment of customer need in product or service delivery a manner that remains consistent with 'traditional' marketing values. Marketing in the modern era is hallmarked by adaptability, nimbleness and customer-centeredness and this is most particularly acutely manifest where digital platforms are the medium through which customer needs are understood.

### 2.2. Major Changes Now Proposed

- The programme now entails a 30-credit Experience Options which allows students to undertake a placement, study abroad or a specifically developed suite of modules developed on international market development. More information on these options is listed in an appendix to this document. This is very welcome and it is our expectation that placements in this area will be interesting and plentiful. The following impacts arise from the introduction of this 30 credits:
  - We have had to reduce the exposure to certain content area such as economics, law and finance. We believe, nonetheless, that these areas are sufficiently well represented throughout the programme and through access to further elective opportunities.
  - Successful placement opportunities are predicated on the inculcation of suitable skills. Specifically, digital skills and knowledge, IT skills (Excel particularly) and customer skills have been emphasised in earlier parts of the programme.
- The programme requires strong emphasis on digital skills. To not include these would be to severely disadvantage the graduates. In this regard, we have introduced modules focused on social media, digital advertising, digital strategy and content creation/promotional writing. These are essential skills.
- The programme maintains its emphasis on management though this is reordered into a new module and an advanced module delivered through the lens of the innovative Seminar Series. This will be shared with BIBLA.
- In Year 1 there are only minor changes. We have placed Maths & Stats in Semester 2 so that the students have the opportunity to develop their IT skills in Semester 1. We believe that this will assist with retention. A module on Entrepreneurship has been paced in year 1 so as to have this permeate their thinking for 4 years. Introduction to Selling will become a Semester 1 module where they will develop practical skills on a well-regarded module in a manner that maintains their interest. A Digital Context module introduces them to key fundamental concepts which will be foundation stones for their development. Economics has been moved to year two and combined into 1 module in line with the BIBLA degree.

- In Year 2 the emphasis on digital is strong. This is necessary to ensure credible skills on placement as this is the most likely focal point of student endeavour at that point. A module focusing on CRM and Customer service is also introduced. Market Research has been reduced from two modules to 1. A new module on Sponsorship and Experiential Marketing is introduced. This covers some material from Integrated Marketing Communications which is also reflected in the new 3<sup>rd</sup> year module Advertising and Promotion. The content in these modules is very well received and popular with students. This was most recently typified by the showcase event with Chef Ketchup. A Finance and IT module takes some finance concepts and applies them in Excel. The synthesis of these disciplines promotes pedagogical difference knowledge synthesis.
- Year 3 is dominated by the Experience Options. The Marketing Project Module has been dropped. Other modules remain similar to those currently offered.
- Year 4 emphasises much of the capstone qualities that may be required for a marketing graduates. A specific marketing finance module has been introduced, replacing two modules that are frankly entirely unsuited to a marketing graduate. Strategic Management and Strategic Marketing modules present the student with the opportunity to attain higher level learning outcomes through knowledge breadth and depth. Modules have been introduced which allow for more shares with the IB degree. A new module on Sales Strategy Management has been introduced. This is essential for marketing students and will be made available as an elective to all business students. Various new electives are on offer.

### 3. BACHELOR OF BUSINESS (HONOURS) IN INTERNATIONAL BUSINESS WITH LANGUAGE

#### 3.1. Programme Summary

Bachelor of Business (Honours) in International Business with Language is a 4 year ab-initio honours degree programme (240 ECTS Credits). This programme was designed to reflect the articulated need for business graduates that have capability with languages. International business involves a wide variety of business activities from exporting products and services and operating a facility in a foreign country to managing multicultural workforces at home. In this sense, it can be said that all business is global. The international aspect to business is particularly relevant to Ireland's national recovery today. An Irish workforce possessed of significant capabilities in international business would serve to make Ireland a considerably more attractive destination for investment, as well as providing the skills required by our indigenous companies to expand into overseas markets.

#### 3.2. Major Changes Now Proposed

- In Year 1 there are only minor changes. We have placed Maths & Stats in Semester 2 so that the students have the opportunity to develop their IT skills in Semester 1. We believe that this will assist with retention. A module on Entrepreneurship has been placed in year 1 so as to have this permeate their thinking for 4 years. Introduction to Selling will become a Semester 1 module where they will develop practical skills on a well-regarded module in a manner that maintains their interest.. This will present a new share option.
- The programme maintains its emphasis on management though this is reordered into new modules being across the school.

- Also in Year 2 Market Research has been reduced from two modules to 1. A module on Finance and IT is introduced which gives applied context through excel to some key financial concepts. The synthesis of these disciplines promotes pedagogical difference and leadership.
- Year 3 is dominated by the placement. In semester 1, a module on Business Metrics replaces Business intelligence. A module on HR replaces Global Operations Management which shifts to Year 4.
- Year 4 emphasises much of the capstone qualities that may be required for a international business graduates. Strategic Management modules present the student with the opportunity to attain higher level learning outcomes through knowledge breadth and depth. A new module on Advanced Sales Strategy has been introduced and this replaces (but contains elements from) the International Selling module. A module on logistics and operations management is included in Year 4. A new mandatory module on Sustainable Business is also included. Elective choices are updated to reflect the portfolio of options available within the school.

#### 4. MASTER OF SCIENCE IN MARKETING PRACTICE

##### 4.1. Programme Summary

[The Certificate in XY is a 20-credit Special Purpose Award ...]

The Masters of Science in Marketing Practice is a taught masters programme (90 ECTS Credits). The programme is focused on developing applied skills that have the depth and breadth of broader business context. The development of the student on a professional and personal level is core to the programme's philosophy. The placement on the programme – in the form of an internal consultancy – is a capstone which, through appropriate assessment mechanisms, captures the development of the student in a reflexive practitioner environment.

##### 4.2. Major Changes Now Proposed

- Only modest changes are being made to this programme. They reflect mainly just a mild restructuring of content over the programme so that more emphasis can be placed on Digital Marketing.

#### 5. CERTIFICATE IN DIGITAL MARKETING, NFQ L8 SPECIAL PURPOSE AWARD, 20 ECTS CREDITS

##### 5.1. Programme Summary

The Certificate in Digital Marketing is a Special Purpose Award (20 ECTS Credits). It is a 15 week part-time programme entailing lab work, seminars and live-case work that is designed to provide the knowledge, skills and confidence required to successfully market business in a digital environment. The programme uses an innovative blend of real-world situations and problems to assist participants in exploring the opportunities of the digital environment. The industry focus of the programme coupled with the applied nature of teaching provides a practical bedrock of knowledge and experience which can be used to immediate effect in a multitude of business contexts. Participants explore various social media platforms, website

technologies (including mobile), analysis tools and much more in developing a toolbox of skills that is valuable and readily usable in a B2C and B2B environment.

## 5.2. Major Changes Now Proposed

- Changes are proposed to workload and content across the four modules. These relate to tweaked learning outcomes, indicative content updates and a reduction in the number of group projects on the programme. These changes have been made on foot of student feedback primarily which was followed by consideration with the programme team.

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## B. PANEL FINDINGS AND RECOMMENDATIONS

### 1. OVERALL RECOMMENDATION TO ACADEMIC COUNCIL ON REVALIDATION

Contingent upon confirmation of the successful completion of the internal programme and module moderation process, the Panel **recommends to Academic Council that the listed programmes be revalidated** for five years or until the next Programmatic Review, whichever is sooner, with effect from [Insert Date].

No Panel conditions are attached to this recommendation.

### 2. GENERAL

#### 2.1 Commendation:

The panel, based on the high quality submissions reviewed as well as our interactions with Institute, School and Department management, Department staff, students, graduates and employers, is of the view that these are high quality and relevant programmes of study and wishes to commend those involved in their development and delivery.

#### 2.2 Recommendation:

The panel would recommend that deliberate and structured measures are put in place to ensure that the research which is carried out within the Department and School is incorporated into undergraduate and other taught programmes.

#### 2.3 Recommendation:

The panel recommends that, subject to the Institute's resources and structures, appropriate dedicated administrative supports are provided for the activity of student placement.

### 3. GRADUATE PROFILE, AWARD AND PROFESSIONAL ENVIRONMENT

#### 3.1 Commendation:

The proposed programme structure delivers a graduate profile which reflects needs of employers. The panel would like to commend the process of employer engagement and the proactive way in which the employers' feedback was incorporated into the programmes.

### 4. PROGRAMME OPERATION AND PERFORMANCE

#### 4.1 Recommendation:

While the submission referred to benchmarking the panel would like to have received more details of the benchmarking. Specifically, details of which programmes were benchmarked against, why these programmes were chosen. The panel would also have expected reference to relevant policy literature (e.g. reports on future skills needs reports, economic sector reports, etc.) and research literature (e.g. Journal of Marketing Education).

#### 4.2 Recommendation:

The panel would have liked to receive further detail regarding student performance and retention for these programmes. Specifically, while sufficient data were provided this was



not accompanied by any detailed analysis or information regarding steps to monitor and address retention issues.

#### **4.3 Recommendation:**

The issue of poor attendance was raised in discussions with students and programme teams. The panel recommends that this issue be addressed in a proactive manner. Some consideration may be given to approaches to module assessment and delivery which would improve attendance.

#### **4.4. Recommendation:**

The panel recommends that systems be put in place to allow for ongoing structured interaction and feedback between staff and students on the various programmes.

### **5. PROPOSED PROGRAMME SPECIFICATION (INCL. DELIVERY AND ASSESSMENT)**

#### **5.1 Recommendation:**

The panel strongly recommend that the Department review the approach to group work assessment. This may require a School-wide or even Institute-wide approach to ensure that students are dealt with in a fair and consistent manner. In particular, it is important to standardise approaches to assignment of individual marks, peer review and dispute resolution. It is also recommended that steps are taken to ensure that students understand the requirements and benefits of group work in their programmes.

#### **5.2 Recommendation:**

The panel notes that levels of assessment can be quite high across all modules and that in certain semester weeks students are required to complete several pieces of continuous assessment. We recommend that the weekly assessment load on students is reviewed and where necessary steps should be taken to mitigate excessive workloads. One approach that could be considered is the use of joint/cross-modular assessment which would not only reduce workload but would also provide a capstone multidisciplinary element to programme assessment.

In addition, the Department/School/Institute should review the appropriate level of assessment for a 5 credit module with a view to providing appropriate guidelines.

#### **5.3 Recommendation:**

Some modules specify different assessment schema for initial and repeat assessment (e.g. initial involves continuous assessment and final examination while repeat assessment involves final examination only). The panel recommends that where practicable module assessment should follow a single schema irrespective of when the module is assessed.

### **6. MODULES**

This section presents the findings and recommendations from an indicative review of modules carried out by the members of the Peer Review Panel. The Panel notes that a comprehensive survey of module specifications could not be carried out in the context of this review.

Therefore, a recommendation of the Panel to revalidate the programme(s) under review is contingent on the successful completion of the subsequent internal programme and module moderation process carried out by, or on behalf of, the CIT Registrar's Office.

**6.1 Recommendation:**

While the panel welcomes the inclusion of the Experience Options in the various programmes we had some concern about the suite of modules that were offered as an alternative to the work placement or study abroad options. Specifically, we feel that the modules entitled Seminar Series and Media Presentation are quite general for inclusion in the latter years of a degree programme. Consideration should be given to how these will appear on the student's transcript and whether titles which are more specific and related to the degree discipline would be more appropriate. Another consideration is whether modules addressing advanced discipline-specific topics (theoretical or practical) would be of greater benefit to the students who opt for this suite of modules.

**6.2 Recommendation:**

The panel recommends that the programme and module teams should take measures to ensure that duplication or overlap of module learning and content is kept to a minimum. A related issue is that of over-stretching curriculum content which often leads to the duplication referred to above. The positive effect of reducing any unnecessary duplication and/or superfluous module content would be to provide additional time for the learners to engage with the programme and assessment, and/or facilitate the introduction of new module(s)/professional skills training. We recommend formal and structured meetings between the various programme and module teams to address the issues outlined above.

**7. OTHER FINDINGS AND RECOMMENDATIONS**

There were no additional findings.

**8. DEROGATIONS SOUGHT**

No derogations were sought for these programmes.

## C. PROGRAMME FINALISATION

*[This section will be completed by the **CIT Registrar's Office**.*

*It records the implementation of any panel requirements and the completion of the internal module moderation process. Confirmation of completion by the CIT Registrar's Office is required for both before the programmes can be submitted to the CIT Academic Council for revalidation.]*

### 1. IMPLEMENTATION OF PANEL REQUIREMENTS

### 2. MODULE AND PROGRAMME MODERATION

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## D. APPENDIX – TIMETABLE OF PHASE 2 MEETINGS

### **Day One Tuesday 12th April**

11.00 to 11.30 pm	Private Panel Meeting including presentation by Registrar's Office
11.30 to 12.30pm	Faculty Overview Presentation / Discussion
1.30 to 3.00 pm	Meeting with Dept. Teams re Programme Operation and Performance
3.00 to 3.30 pm	Private Panel Meeting
3.30 to 5.00 pm	Meet with Dept. Teams re Proposed Changes to Programme Structures
5.00 to 5.30 pm	Meet with Recent Graduates
5.30 to 6.00 pm	Meet with Employers

### **Day Two Wednesday 13th April**

8.45 to 9.00 am	Private Panel Meeting - emerging themes
9.00 to 9.30 am	Meet with Students
9.30 to 10.30 am	Tour of Relevant Dept. Facilities or Research / Project Overview
10.30 to 11.00 am	Private Panel Meeting
11.00 to 12.30 pm	Meet with Dept. Teams re General Review of Modules
1.30 to 3.00 pm	Sub-panel meetings to draft outline reports
3.00 to 3.30 pm	Feedback to overall panel - themes
3.30 to 3.45 pm	Feedback to faculty, school and department management