

National College of Ireland
Diploma in Business Management



Minor Award

In Association with the BA (Hons) in Business Management,
(Level 7, 60 ECTS)

Validation of New Programme

March, 2016

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1 Programme Schedules

1.1 Programme Schedule for Diploma Stage 1

Name of Provider		NCI		Programme Codes							
Programme Title (i.e. named award)		Diploma in Business Management									
Award Title (QQI named award)		Diploma in Business Management									
Stage Exit Award Title											
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc.)		P/T; Blended; Off-Campus									
Stage		Award		Number of Stages				1			
Award Class		Minor				Award NQF Level				7	
Award EQF Level		6				Stage Credits (ECTS)				60	
Stage NQF Level		7				Stage EQF Level				6	
Date Effective		01/09/16				ISCED Subject Code					
Ref	Module Title	Stage	Module		ECTS Credit Number	Total Student Effort			Allocation of Marks		
			Status (M/O)	NQF Level		Total Hours	Contact Hours	Independent Learning	Course Work %	End of Module Formal Examination %	Total %
1.1	Business Management Practice	1	M	6	10	250	36	214	100	0	100
1.2	Leadership & Influencing	1	M	6	10	250	36	214	100	0	100
1.3	Working with People	1	M	6	10	250	36	214	100	0	100
1.4	Introduction to Statistics for Managers	1	M	6	5	125	24	101	40	60	100
1.5	Employment Law	1	M	6	5	125	24	101	40	60	100
1.6	Human Resource Management	1	M	6	10	250	36	214	40	60	100
1.7	Economics in the World	1	M	6	10	250	36	214	50	50	100
Special Regulations: None											

1.2 Programme Schedule for Diploma Stage 2

Name of Provider			NCI		Programme Codes			Dip.BM			
Programme Title (i.e. named award)			Diploma in Business Management								
Award Title (QQI named award)			Diploma in Business Management								
Stage Exit Award Title			Dip.BM								
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc.)			P/T; Blended; Off-Campus								
Stage			2			Number of Stages			2		
Award Class			Diploma in Business Management			Award NQF Level			7		
Award EQF Level						Stage Credits (ECTS)			60		
Stage NQF Level						Stage EQF Level					
Date Effective			01/09/16			ISCED Subject Code					
Ref	Module Title	Stage	Module		ECTS Credit Number	Total Student Effort			Allocation of Marks		
			Status (M/O)	NQF Level		Total Hours	Contact Hours	Independent Learning	Course Work %	End of Module Formal Examination %	Total %
2.1	Sales and Marketing for Managers	2	M	7	10	250	36	214	100	0	100
2.2	Managing Finance	2	M	7	10	250	36	214	100	0	100
2.3	Business Economics	2	M	7	5	125	24	101	40	60	100
2.4	Business Law	2	M	7	5	125	24	101	0	100	100
2.5	Management Accounting	2	M	7	10	250	36	214	40	60	100
2.6	Entrepreneurship	2	M	7	10	250	48	202	100	0	100
2.7	Technology for business	2	M	7	10	250	36	214	100	0	100
Special Regulations: None											

2 Introduction

National College of Ireland (NCI) has provided a number of management and business programmes for a number of years. Despite radical changes in the economy and labour market, the basic rationale for such programmes remains unchanged and they are well-established offering for the college. Nevertheless, a thorough review of current programmes has led the School to conclude that the needs of students will be better met by validation of a new, Level 7 programme that combines flexibility with a more straightforward path of progression. This document is designed to justify this conclusion.

A key part of building the competitive capacity of the economy remains investment in the learning, development and education of lifelong learners. The importance of knowledge development is socially and economically important and this is reflected in Irish reports and strategies such as the Hunt Report (2010) and the Expert Group on Future Skills Needs Report Tomorrow's Skills: Towards a National Skills Strategy (2007).

As Ireland is recovering from the recession, there is a need for management professionals with strong competence, skills and knowledge in their field and professional academic accreditation will be key to their development. This programme draws on the experience of NCI in the field of Business and Management and provides a route for individuals to gain academic and practice experience and also to meet our commitment to developing management competencies. Indeed the importance of embedding the needs of the wider community into education is recognised in a Report from National Strategy for Higher Education to 2030, and they set out that: 'Engagement with the wider community must become more firmly embedded in the mission of higher education institutions, (Hunt 2011, p.79)¹.

The relevance of professional development in education is also recognised in this report and it emphasises the need to deliver modules that meet these needs but also in a flexible approach: "Respond positively to the continuing professional development needs of the wider community to develop and deliver appropriate modules and programmes in a flexible and responsive way" (Hunt 2011, p.79)².

Similarly from a sectorial perspective, the Higher Education and Training Awards Council (HETAC, now QQI) identified the importance of collaboration with both industry and professional bodies in the process of programme development:

'HETAC believes that the inclusion of professional awards in the framework help greatly in raising the visibility of the framework within the industrial sectors and will continue to promote this activity' (HETAC, 2010, p6)³.

¹ National Strategy for Higher Education to 2030: report of the strategy group, January 2011. (2011) Chairman: Dr Colin Hunt, Dublin: Department of Education and Skills, in http://www.education.ie/servlet/blobServlet/he_national_strategy_2030_report.pdf 27th April 2011

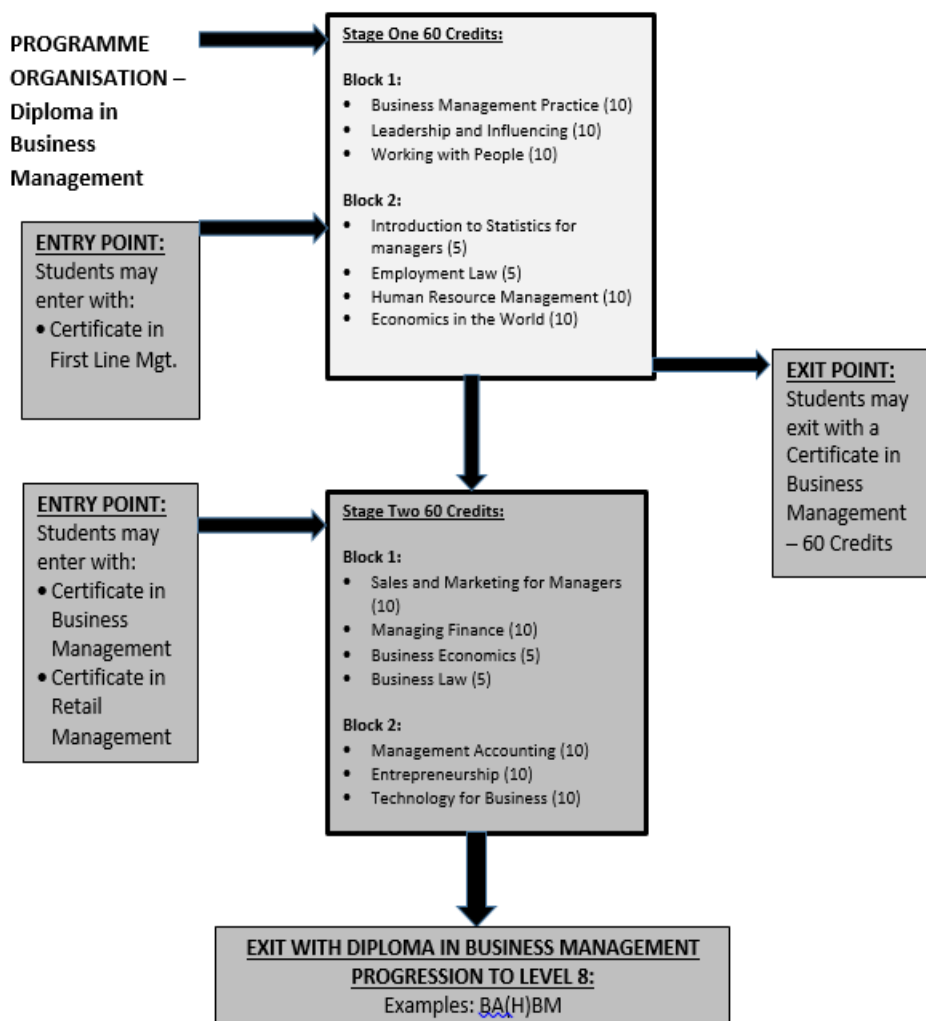
² National Strategy for Higher Education to 2030: report of the strategy group, January 2011. (2011) Chairman: Dr Colin Hunt, Dublin: Department of Education and Skills, in http://www.education.ie/servlet/blobServlet/he_national_strategy_2030_report.pdf 27th April 2011

³ HETAC (2010), http://www.nqai.ie/documents/HETAC_FIIS_Response_2_.pdf

We believe there is a clear market demand for the part-time provision of a Diploma in Business Management (DBM) and have responded with a rigorous programme to meet the needs of learners, employers and professionals. This proposed programme offers NCI an opportunity to build on its current human capital expertise and to develop its potential while offering the learning community a programme built on unique skills and resources and which meets and exceeds our Strategy and Mission aspirations.

Figure 1 outlines the proposed content and structure of the programme. Stage 1 is mapped to cover the required content of the Certificate in Business Management (CBM) and to meet the aspirations of students pursuing the Certificate In First Line Management (CFLM) programme. Learners may exit at this point if they wish. Stage 1 is set at level 6, stage 2 is set at level 7, on the National Framework of Qualifications.

Figure 1: Outline of the Programme



3 Provider Profile

Registered QQI provider	
Name	National College of Ireland
Address	Mayor Square, IFSC, Dublin 1

Contact for Validation	
Name	John McGarrigle
Position	Registrar
Title	Mr.
Address	National College of Ireland, Mayor Square, IFSC, Dublin 1
Phone	+353 1 4498514
Email	jmcgarrigle@ncirl.ie
Mobile	

Programme Leader	
Name	Desmond Gargan
Position	Course Director
Title	Mr.
Address	National College of Ireland, Mayor Square, IFSC, Dublin 1
Phone	+353 (0)1 4498571
Email	Desmond.Gargan@ncirl.ie
Mobile	

Provider Type	Non-profit Education and/or Training
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4 Contextual Information

National College of Ireland (NCI) has an immensely proud history as a third level educational institution. Established by the Jesuit order in 1951 as the Catholic Workers College it quickly gained recognition for excellence in its subject fields, particularly human resource management and industrial relations, and for the provision of high quality educational opportunities for employees entering third level education. In the late 1990's the College became the National College of Ireland and entered a new phase of its development expanding its part-time provision to a number of off-campus locations throughout the country and extending its full-time undergraduate programmes to include accountancy, finance and informatics. In 2002 the College moved from its original site in Ranelagh to a new 'State of the Art' purpose built premises in Dublin's International Financial Services Centre.

NCI's educational philosophy and operational structure embody participation, collaboration and applied problem solving strategies. These are enabled by a faculty whose qualifications and professional experience help integrate academic theory with current practical

application. The College assesses both the quality of its academic programmes and the academic achievement of its students and utilises the results of these assessments to improve academic and institutional quality.

The primary focus of NCI is on maintaining a centre of excellence that is centred on the changing needs of today's learner. National College of Ireland provides a broad range of high-quality education programmes for today's knowledge-based society.

In line with its mission of widening access to education, the College places a strong emphasis on the needs of the learner, bringing a unique student-centred approach to all aspects of its teaching and research. National College of Ireland provides a range of learning options that extend beyond traditional classroom dynamics, including distance learning and internet-based learning programmes.

4.1 Learner Profile

The College has a diverse learner profile. Approximately 50% of NCI's learners are part-time learners and study at its IFSC campus or at one of its locations in its Off-Campus Network (part-time learners only). In 2014-15, 7% of full-time learners had registered with the Disability Support Service and 13% of full-time learners were mature. Over 50 nationalities are represented, mainly from the immigrant communities in the Greater Dublin area.

4.2 Governing Body

Mr. Denis O'Brien – Chairman	Independent Chairman
Mr. William Attley	Former General Secretary SIPTU
Ms. Áine Casey	NCI Non-Academic staff member
Professor Áine Hyland	Former Professor of Education UCC
Mr. Brendan McGinty	Director IBEC
Mr. Peter McLoone	General Secretary IMPACT Trade Union
Dr. Phillip Matthews	College President
Mr Liam O'Donoghue	Chief Operating Officer, IBEC
Fr. Kevin O'Higgins S.J.	Jesuit Community
Mr. Robert Rodrigues	President NCI Student's Union
Ms. Frances Sheridan	NCI Academic staff member
Mr. Eddie Sullivan	Former Secretary General Dept. of Finance
Dr Tony White	Former Director Chartered Institute of Cost and Management Accountants & Acting Registrar, Milltown Institute

4.3 Mission and strategy

During 2010-2011 the Executive Board and staff worked in parallel teams to review NCI's mission, vision and values and to develop a series of initiatives that would help the college to generate new revenues that would be incorporated into the revised strategic plan. Whilst both groups worked in 'isolation', once integrated, the consistency of approach across all aspects of the work was both surprising and heartening.

The revised mission, vision and values for NCI are as follows:

4.3.1 NCI Mission

"To change lives through education".

4.3.2 NCI Vision

“NCI will provide an inspiring educational experience that is innovative, responsive and enterprise focused.”

4.3.3 NCI Values

- Inclusive - we strive to break down barriers to third-level education; we value diversity and inclusiveness in all that we do; we provide the support that people need to participate fully in life at NCI
- Community - we are an interdependent learning community that shares a common set of principles where individuality and freedom of thought and expression are valued; each of us is encouraged to fulfil our ambition and realise our potential
- Integrity - in our individual and collective roles, we take responsibility and are accountable for our actions; we demonstrate respect and mutual regard for each other
- Dynamic - we are responsive to the needs of our students, colleagues and partners and an ever-changing society; we act in an innovative and flexible manner
- Learner Centred - we place the learner at the heart of everything we do; our combined energies are focused on their individual and collective, life-long needs
- Excellence - as an institution, we aspire to professional excellence in everything we do; we foster excellence in our learners through their learning experiences

Having completed the review of the college’s mission, vision and values, the Executive Board developed a revised Strategic Plan for 2011 to 2015. Once again the staff volunteer group worked in parallel with Executive Board, this time, to develop a programme of revenue generating initiatives and structures that would enable the college to meet the challenges of a changing educational landscape and economic climate.

In order to execute the revised strategic plan, NCI’s Executive Board then worked to develop a new set of eight strategic objectives that would reflect the college’s key priorities during the plan period. In order to ensure that we deliver on these objectives, each of the eight objectives (below) has a key set of actions with clear ownership, KPI’s and timelines.

1. Provide a student-centred and high quality learning environment, supported by academic rigour
2. Increase student numbers by developing a targeted programme and market strategy
3. Widen participation and provide access to higher education
4. Develop organisational capacity in research, creativity, innovation and enterprise
5. Further NCI’s ability to remain connected with and responsive to the needs of business and community
6. Foster an organisation culture that is student-centred, high-performing, innovative and inspiring, where staff and faculty can fulfil their potential
7. Ensure that the college has effective planning processes and resources required to execute the strategic plan
8. Maintain fully compliant academic and corporate governance procedures

4.4 Programme Provision

NCI, through its two schools, the School of Business and the School of Computing, offers a wide range of full-time and part-time programmes at levels 5-10 of the National Framework of Qualifications

NCI's programmes are accredited by the QQI (formerly Higher Education & Training Awards Council (HETAC), the Further Education & Training Awards Council (FETAC)), the Chartered Institute of Personal Development (CIPD) and most recently, the Institute of Commercial Management (ICM).

Programmes in Accounting and Finance enjoy recognition by such professional bodies as the Chartered Accountants Ireland (formerly the Institute of Chartered Accountants in Ireland (ACA), the Association of Chartered Certified Accountants (ACCA), and the Chartered Institute of Management Accountants (CIMA). National College of Ireland is the largest provider of Chartered Institute of Professional Development (CIPD) accredited programmes in the Human Resource Management area.

5 Outline of the Programme

Programme Title:	Diploma in Business Management		
Code:	DBM		
Commencement Date:	September 2016		
Base Locations for Provision:			
Address:	National College of Ireland, Mayor Square, IFSC, Dublin 1		
Modes of Delivery:			
Full time	No	Blended	Yes
Part-time	Yes	Off-Campus	Yes
Block	Yes		
Work placement for which credit is allocated:			
No Credits	N/A	Duration	N/A
Access Arrangements:			
Min Academic Requirements	This programme is for part-time students only, and is designed to appeal to those at work or seeking to re-enter the workforce. There are no specific academic requirements with applicants considered on the basis of relevant work and other experience. Under 23's will be assessed based on Leaving Certificate or equivalent.		
Work Experience	Learners are expected to presently, or have been in employment for a number of years prior to commencing the programme, and be working in or desiring to achieve advancement to a team lead, supervisory or managerial role.		
Transfer Arrangements:			
	Programme Name	Provider	
	CFLM	NCI	
	Advanced Cert. in Mgt.	NCI	
	Higher Cert. in Business	NCI	
	Diploma in Business Mgt.	NCI	
	Diploma in Business	NCI	
	Cert. in Rest. Sup. Mgt.	NCI	
	Certificate in Management	NCI	
	Diploma in Management	NCI	
Progression Arrangements:			
Programme Name (examples):		Provider:	
BA(H)BM		NCI	

6 Programme Proposal

6.1 Educational Objectives and their Assessment

6.1.1 Intended Programme Learning Outcomes & Award Standards

Business Award Standards	Minimum Programme Learning Outcomes	Link to Module Learning Outcomes
<p>Knowledge - Breadth</p>	<p><i>Specialised knowledge across a variety of areas</i></p> <p>A developed and integrated knowledge of basic business areas:</p> <ol style="list-style-type: none"> 1. Management and Organisation 2. Leadership and Communication Systems 3. People management 4. Economics (Including: Sectoral and International) <p>A recognition of how business functions interrelate and are integrated.</p>	<p>Students will have a detailed knowledge and appreciation of the main functional domains of management. This includes areas, for example, as diverse as business management, leadership, human resource management, economics, nationally and internationally.</p> <p>Students will will have an elaborated understanding of how these different domains link and interact with each other in organisations, including small and medium sized.</p> <p>Stage 1:</p> <p>Business Management Practice LO3, LO4</p> <p>Leadership & Influencing LO2, LO3, LO4</p> <p>Working with People LO4 LO3</p> <p>Intro to Statistics for Management L01, LO2, LO3, LO4</p> <p>Human Resource Management LO1, LO5</p> <p>Economics in the World (LO1, LO2, LO3, LO4, LO5, LO6)</p> <p>Stage 2:</p> <p>Sales & Marketing for managers LO4</p> <p>Managing Finance LO2, LO5 LO3, LO4</p> <p>Business Law LO4</p> <p>Management Accounting LO2</p> <p>Entrepreneurship LO1, LO2, LO3, LO4, LO5</p> <p>Technology for business LO2, LO6</p>

Business Award Standards	Minimum Programme Learning Outcomes	Link to Module Learning Outcomes
<p>Knowledge - Kind</p>	<p><i>Recognition of limitations of current knowledge and familiarity with sources of new knowledge; integration of concepts across a variety of areas</i></p> <p>Elaborated understanding and preliminary critical orientations towards established business frameworks and theories.</p> <p>An integrated application towards disparate subject areas.</p> <p>Contextualised and specialised knowledge of specific aspects of the business environment.</p>	<p>Students will be familiar with key management theories, models and frameworks.</p> <p>Students will use their own experience and case study scenarios to address business management situations in an integrated way.</p> <p>Students will be familiar with the economic and legal context of the business environment.</p>
<p>Skill - Range</p>	<p><i>Demonstrate specialised technical, creative or conceptual skills and tools across an area of study.</i></p>	<p>Students will be able to use communication tools and methods deployed in the modern workplace to communicate effectively with peers,</p>

Stage 1:
 Business Management Practice LO1, LO2, LO3, LO4
 Leadership & Influencing LO1, LO2, LO3, LO4
 Working with people LO2, LO3, LO4
 Intro to Statistics for Management LO3, LO4
 Human Resource Management LO1, LO4, LO5
 Economics in the World LO2, LO4, LO5, LO6

Stage 2:
 Sales & Marketing for managers LO6
 Managing Finance LO3, LO5
 Business Law LO4
 Management Accounting LO3, LO5
 Entrepreneurship LO1, LO2, LO3, LO5
 Technology for business LO3, LO4, LO6

Stage 1:
 Business Management Practice LO1, LO3, LO4

Business Award Standards	Minimum Programme Learning Outcomes	Link to Module Learning Outcomes	
	<p>Demonstrate an ability to communicate to both peers and supervisors, on technical matters in the particular sub-field of business.</p> <p>Demonstrate the techniques, skills and knowledge for training in the particular sub-field of business.</p> <p>Develop from the knowledge the specialist technical know-how, relevant to the particular sub-field of business.</p>	<p>managers, supervisors, team leaders, customers and suppliers using ICT e.g. Verbal presentations using relevant software and public speaking skills, report writing, interpersonal communication.</p> <p>Students will be able to apply technical skills and tools in particular areas, for example, the preparation of a set of financial accounts, calculation and use of various economic costs, preparation of a business plan, demonstration of leadership skills, preparation of a marketing plan.</p> <p>Students will have a demonstrated ability to diagnose management and organisational problems and suggest appropriate recommendations based on their holistic knowledge of how organisations operate.</p>	<p>Leadership & Influencing LO1</p> <p>Working with People LO3</p> <p>Intro to Statistics for Management L01, L02, L03, L04</p> <p>Employment Law LO2</p> <p>Human Resource Management L02, L03, L04, L05</p> <p>Economics in the World LO2, LO4, LO5, L06</p> <p>Stage 2:</p> <p>Sales & Marketing for managers LO3, LO5, L06</p> <p>Managing Finance LO3, LO5</p> <p>Business Economics LO1, LO2, LO3, LO4</p> <p>Business Law LO2, LO3</p> <p>Management Accounting LO3</p> <p>Entrepreneurship LO1, LO2, LO3, LO5</p> <p>Technology for business LO1, LO3, LO5, L06</p>
Skill - Selectivity	<i>Exercise appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations or processes.</i>	Students will be aware of the significance of planning, design and innovation in business and management.	<p>Stage 1:</p> <p>Business Management Practice LO2, LO3</p> <p>Leadership & Influencing LO3, LO4</p>

Business Award Standards	Minimum Programme Learning Outcomes	Link to Module Learning Outcomes
	<p>Awareness of planning, design and innovation issues.</p> <p>Awareness of the issues related to the non-structured business scenarios.</p>	<p>Students will be able to gather, select and analyse information in response to non-structured scenarios.</p> <p>This is achieved through the use of, for example, case studies, problem questions, group discussions and individual and group project work.</p>
Competence - context	<p><i>Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts</i></p> <p>Ability to supervise specific work tasks.</p>	<p>Students will be able to apply the concepts of planning and staff management to the supervision and line management of staff.</p> <p>Students will have practical experience in applying research skills to business problems.</p>

Working with People LO3, LO4

Intro to Statistics for Management LO1, LO2, LO4

Human Resource Management LO1, LO4, LO5, LO6

Economics in the World LO4, LO5, LO6

Stage 2:

Sales & Marketing for Managers LO4, LO5, LO6

Managing Finance LO3, LO4, LO5

Business Economics LO1, LO2, LO3, LO4

Business Law LO4

Management Accounting LO3, LO5

Entrepreneurship LO1, LO2, LO3, LO5

Technology for business LO1, LO3, LO4, LO6

Stage 1:

Business Management Practice LO3, LO4

Leadership & Influencing LO3

Working with People LO2, LO3, LO4

Intro to Statistics for Management LO1, LO2, LO3, LO4

Business Award Standards	Minimum Programme Learning Outcomes	Link to Module Learning Outcomes
	<p>Ability to analyse, interpret and manipulate data in pursuit of solutions to specific business problems.</p>	<p>Employment Law LO1, LO2, LO3, LO4 Human Resource Management LO1, LO5, LO6 Economics in the World LO4, LO5, LO6</p> <p>Stage 2: Sales & Marketing for Managers LO2, LO4 Managing Finance LO1, LO6 Business Economics LO2, LO3, LO4 Business Law LO2, LO4 Management Accounting LO1, LO3 Entrepreneurship LO1, LO2, LO3, LO4, LO5 Technology for business LO2</p>
<p>Competence - Role</p>	<p><i>Accept accountability for determining and achieving personal and/or group outcomes; take significant or supervisory responsibility for the work of others in defined areas of work</i></p> <p>Ability to take direction, accept criticism and use feedback to enhance own performance and that of others.</p>	<p>Students will have knowledge of modern managerial best practice in organisations and be able to evaluate managerial performance, including their own, to enhance business performance.</p> <p>Students will have an ability to contribute effectively and participate in a team e.g. Group work, problem-solving skills, effective interpersonal communications, which included</p>

Business Award Standards	Minimum Programme Learning Outcomes	Link to Module Learning Outcomes
	<p>Capacity to participate constructively, (contribute and collaborate), in a non-structured team environment, across the core business areas.</p> <p>Self-directed in terms of time, motivation and planning; and self-aware to be open and sensitive to others.</p>	<p>giving and receiving feedback. Also, students will have an appreciation of management skills in terms of coaching, goal-setting and performance development.</p> <p>Students will have an ability to be self-directed in terms of time, motivation and planning and to be self-aware and sensitive to others.</p>
<p>Competence - Learning to Learn</p>	<p><i>Take initiative to identify and address learning needs and interact effectively in a learning group</i></p> <p>Ability to integrate knowledge and work-life experiences.</p> <p>Ability for autonomous, independent learning.</p> <p>Identify learning needs and develop learning competencies through case study, discussion groups and/or problem-based learning.</p>	<p>Students will use an action learning approach consistently applying theoretical concepts to their work life experience.</p> <p>Students will be familiar with and able to apply the principles of self-directed learning.</p> <p>Students will be able to identify the learning needs of others within a structured learning environment.</p>

Business Award Standards	Minimum Programme Learning Outcomes	Link to Module Learning Outcomes
		Managing Finance LO2, LO5 Business Law LO2, LO3 Management Accounting LO3 Entrepreneurship LO1, LO5 Technology for business LO5, LO6
Competence - Insight	<p><i>Express an internalised, personal world view, manifesting solidarity with others.</i></p> <p>Appreciation of social, community and ethical issues in a business context.</p>	<p>Students will have an awareness of social and community issues in a business context.</p> <p>Students will have the knowledge of how the various stakeholders interact and impact organisations, and how organisations impact their local communities.</p> <p>Stage 1:</p> Business Management Practice LO2, LO3, LO4 Leadership & Influencing LO1, LO3, LO4 Working with People LO1, LO2, LO4 Intro to Statistics for Management LO3, LO4, LO6 Human Resource Management LO1, LO3 Economics in the World LO1, LO2, LO5, LO6 <p>Stage 2:</p> Sales & Marketing for Managers LO1, LO4 Managing Finance LO6 Business Economics LO1, LO2, LO3, LO4 Business Law LO2, LO4 Management Accounting LO1, LO3

Business Award Standards	Minimum Programme Learning Outcomes	Link to Module Learning Outcomes
		Entrepreneurship LO1, LO2, LO3, LO4, LO5 Technology for business LO1, LO4, LO6

6.1.2 Transferable Skills Matrix

Transferable Skill(s)	Research / Enquiry	Analysis	Problem solving	Team work	Communication	Decision-making	Presentation
	<i>To research and enquire into the development of managerial options from an organisational context</i>	<i>To analyse options that facilitate decision making and implement in context</i>	<i>To facilitate the use of varying tools and options to enable effective decision making in an organisational context</i>	<i>To enable learners to work effectively in groups and teams to facilitate team decisions</i>	<i>To enable learners develop effective speaking, writing and team discussion skills</i>	<i>To enable learners develop the ability to analyse and formulate effective outcomes in companies</i>	<i>To enable learners develop effective presentation and reporting skills at management level</i>
Business Management Practice	L02, L03	L03	L03	L04	L04	L03	L03
Leadership & Influencing	L03, L05	L05	L03, L05	L03	L01, L05, L06	L03, L05, L06	L01, L06
Working with People	L03, L04	L02, L03	L04	L03	L04	L04	L04
Introduction to statistics for management	L01, L02, L03, L04	L01, L02, L03, L04, L05	L03, L04, L06	L01, L02, L03, L04, L05, L06	L02, L03, L04, L05, L06	L06	L05, L06
Employment Law	L03, L04	L02	L02	L03	L02	L02	L02
HRM	L01, L03, L04, L05	L03, L04, L05	L01, L02, L03, L04, L05		L02, L03, L04, L05	L01, L04, L05	L04, L05
Economics in the World	L01, L02, L03, L04, L05, L06	L02, L05, L06	L04, L05, L06	L05, L06	L04, L05, L06	L01, L02, L03, L04, L05, L06	L05, L06
Sales and Marketing	L05, L06	L02, L06	L02, L06	L04	L04, L06	L05, L06	L06
Managing Finance	L03, L04	L02, L04	L03, L04	L02	L02, L03, L04	L03, L04	L02
Multisite Retail Management	L01, L04	L01	L02, L04		L02, L03, L04	L04	L01, L04, L05
Business Economics	L01, L02, L03, L04	L01, L02, L03, L04	L01, L02, L03, L04	L02, L04	L02, L03, L04	L01, L02, L03, L04	L02, L04
Business Law	L03, L04	L02, L04	L04	L03	L02, L03	L03	L03, L04
Management Acc.	L02, L03	L03, L04	L04	L02	L02, L03	L03, L04	L03, L04
Entrepreneurship	L01, L02, L05	L02, L05	L02, L03, L05	L01, L02, L03	L02, L05	L01, L05	L01, L02, L03, L04
Technology for Business	L03	L03	L02, L03	L04	L04, L06	L04, L06	L06

6.2 Rationale for the Programme

6.2.1 The Existing BA in Management Practice (BAMP) Level 7

Our Business and Management provision is a central element of the Schools' work, and it has always been able to respond to the shifting demands of learners and industry. Nevertheless, Programmatic Review has allowed us the opportunity to assess the successes and weaknesses of our provision. In the period since the BA in Management Practice (BAMP) was validated accumulated changes and the introduction of new programmes has led to some difficulties in maintaining clear progression routes, and has also led to an unacceptable degree of overlap between programmes.

In the original submission document for the BAMP the team wrote:

This programme will allow progression from level 6 qualifications of the National Framework of Qualifications (NFQ). It is designed to facilitate lifelong learning by providing transparent progression to graduates of level 6 qualifications in cognate disciplines, such as business and management.

The BAMP was introduced, in large part, to provide a progression route from the long-established CFLM programme and its sister programme the Certificate in Supervisory Management, as well as the part-time Higher Certificate in Business, although the Validation Document also mentions one FETAC and two HETAC programmes, as well as three NCI Certificates and Diplomas. The CFLM programme, for example, allowed learners to study 30 credits shared with the BAMP. Learners completing the BAMP could, in turn, progress to Stage 3 of the BA (H) In Business (BAHB). In all cases, whether entering the BAMP or progressing to the BAHB, students were allowed a number of exemptions, sometimes scattered across a number of stages. While the individual awards retained internal coherence the progression route from the Certificate in First Line Management (CFLM) to the BAHB could take five years and was unjustifiably expensive. This did not encourage progression and in effect meant that many students do not progress to an honours degree or masters programmes.

Instead of being the continuous ladder of opportunity to which the College aspired, these arrangements threatened to become a series of hurdles. For example, there is not a clear link to either the Bachelor of Arts Honours in Human Resource Management (BA(H)HRM) Level 8 final stage or the BAHB Level 8 final stage, that are seamless in progression. This has proved troublesome for a number of learners from the BAMP. In addition the leap to higher academic requirements has tended to dissuade a number of learners.

Additionally, ongoing labour market changes and the recession that broke out after 2008, meant that the market itself had culled earlier programme provision and that both the BAMP and the BAHB showed volatile appeal to potential learners, as did their major 'feeder' programmes.

6.2.2 The existing BA Honours in Business (BAHB) Level 8

The Existing BA (Honours) in Business is a degree that allows Learners to pursue a career in business or management. It provides them with the opportunity to gain a general and broad focused degree, thereby maximising their opportunity to gain employment in a multitude and variety of industries and sectors.

The existing programme is set at Level 8 of the Framework of Qualifications and attracts a broad range of learners from a variety of industrial and commercial environments. The programme, although effective in attracting learners is now in need of review, specifically in line with part-time learner requirements. The existing level 8 degree is predominately the day time offering on a part-time basis.

The programme is over 4 stages of 2 blocks in each stage, with a combination of lectures and varied assessments that reflect a level 8 programme. In view of this proposed redesign it was decided to attempt to facilitate existing learner cohorts from both programmes into a

new universal business offering. In addition, the type of learner attracted to both programmes are in most part very similar, but with a higher level of academic requirement at level 8 offerings, which has, in some cases proved a little onerous for some learners.

Learners are provided with transferable skills that enable them to perform effectively in a changing environment, as also attributed to the BAMP learners. This is achieved through:

- Focusing on the use of business-based content on the programme
- Emphasising ethical issues and practices of best practice.
- Developing the “soft skills” needed by managers in their changing role.
- Facilitating the communications and personal dimension, including the ability to interact well with clients and with colleagues

There is also a clear progression route for learners to level 9 programmes, for which a large number of learners have progressed.

It was clear to the programme team that the combination of existing offerings with progressive academic development for part-time cohorts, with management and business specific modules would align the business offerings in the college and achieve a coherent flow of progression for aspiring level 9 learners.

6.3 Student recruitment and performance

The table below shows recruitment and progress routes for the major part-time programmes offered nthe college over the previous 5 years (See Table 1 for details).

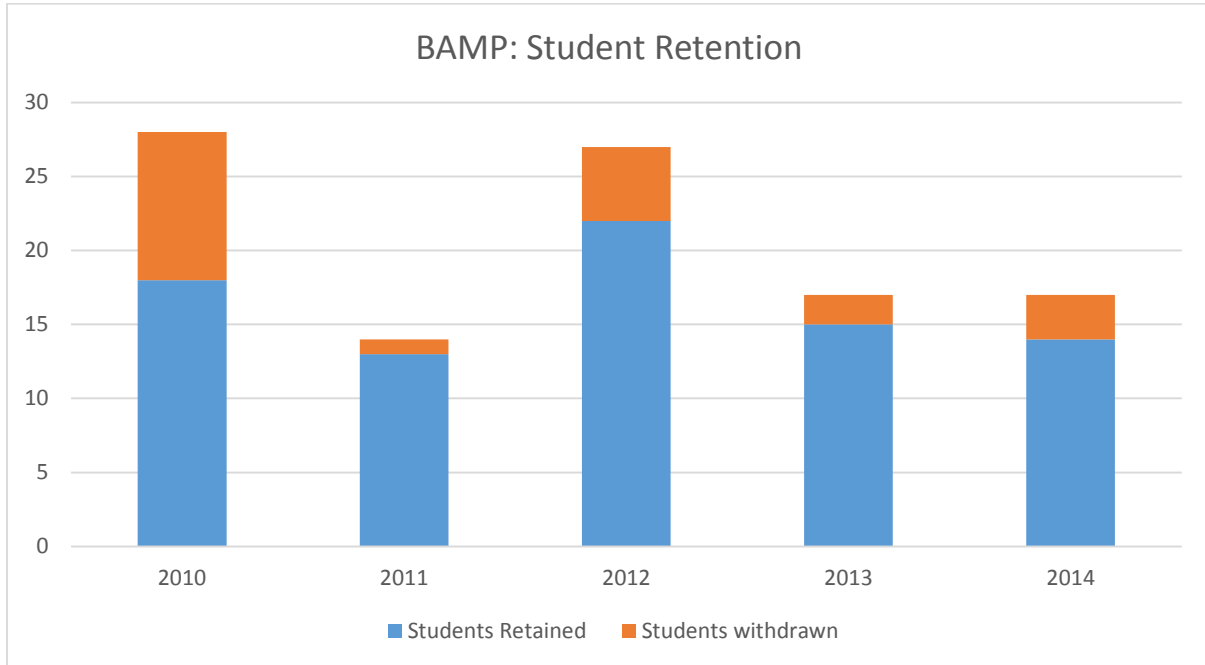
Table 1: Recruitment into part-time business programmes 2010 - 2015

Award	Progress Route	2010	2011	2012	2013	2014	2015
Cert in Supervisory Management	BAMP Stage 1 with exemptions in <i>stages 1 & 2</i>	18	10	2	1	7	N/A
CFLM campus	BAMP Stage 1 with exemptions in <i>stages 1 & 2</i>	68	26	17	17	27	22
CFLM Blended		N/A	14	19	18	15	30
CFLM off campus / in company		54	1	0	0	0	0
BAMP (L7)	BA(H) Business Stage 3 with exemptions*	17	13	23	15	14	0
BA (H) in Business		16	28	0	17	21	24

*Exemptions were never confirmed, and no progression took place

Once the BAMP was established student retention was satisfactory with the exception of 2012, as shown in the table below (See Figure 2):

Figure 2: Students Commenced on BAMP, Students Retained and Students Withdrawn



Definitions. Retained: These are students who are registered, transferred and/or deferred at the end of the academic year. Withdrawn: These are students formally withdrawn from the programme AND those transferred to another programme. Although retained in the College, they are withdrawn. For consistency, repeat students are not included.

The number of students completing the BAMP successfully was rather more volatile, as the table below illustrates (See Table 2 and Figure 3):

Table 2: Graduation from BAMP

Year of Entry	Number starting	Number graduating	% Graduating
2010	19	17	89.5
2011	12	8	66.6

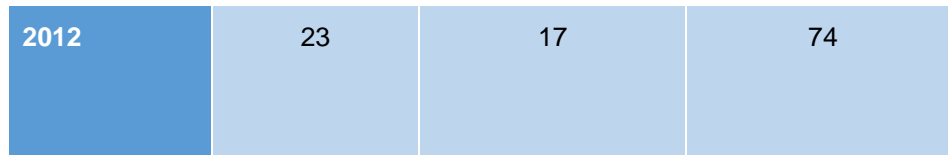
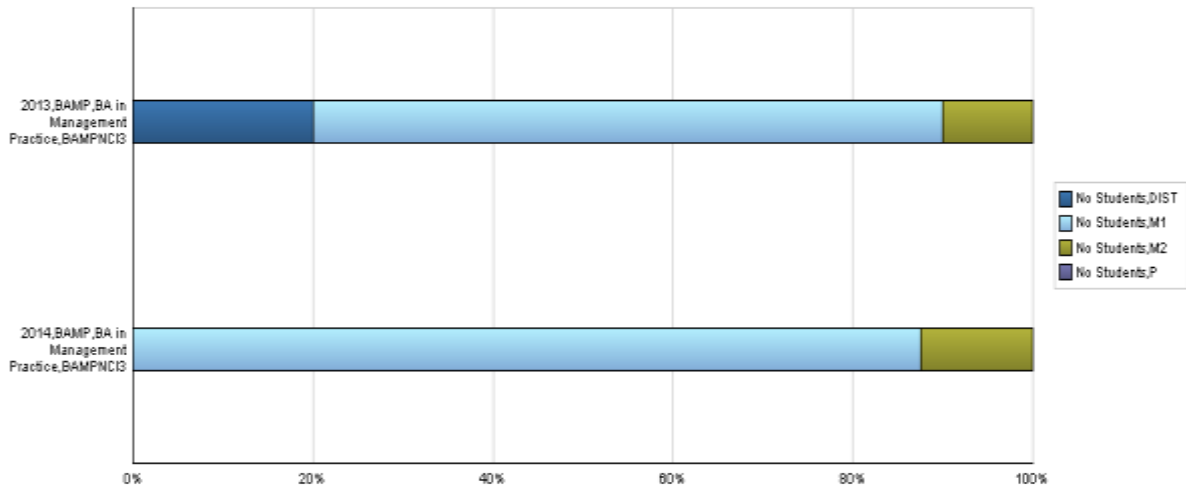


Figure 3: Student achievement on BAMP



6.4 Rationale for the Diploma in Business Management Level 7

Currently we have identified that learners on the part-time BAMP Level 7 and the BAHB Level 8 programmes have varying requirements. Those enrolling directly onto the degree programme recognise the need for a level 8 qualification to progress in their careers within Management and Business. In addition many learners ultimate goal is to achieve this level of academic accreditation and progress to a level 9 programme. Nevertheless, a Certificate in Management Practice (comprising Stage One of the degree) was available as both an entry and an exit point.

In practice, we found that students who are nervous about commencing studies started with the Certificate, those who are more confident in their academic abilities enrolled immediately for the Degree. Almost all students who sign up for the Certificate progressed to the degree level.

Three further developments have influenced the development of this programme.

First the School used the Programmatic Review process to seek a new validation for a radically restructured part-time degree in the HRM field. The BA (H) in Human Resource Strategy and Practice (B(H)HRSTP) was designed to resolve difficulties in HRM provision that mirrored those in the business field. The new degree, which enrolled over 70 students in September 2015, de-semesterised the programme, delivering all modules in blocks and complementing class room provision with elements of blended learning, to allow a three-stage programme achievable in two calendar years.

Secondly, and in conjunction with this validation, the School is proposing radical changes to the BAHB. Some of these changes, especially a new emphasis on economics and entrepreneurship, are compatible with part-time delivery but others are less so, given the relatively small cohorts on the part-time degree compared to the full-time offering.

Thirdly, the School has continued to expand provision of vocationally driven programmes in cooperation with industry. The latest such venture is a 30 credit, Level 6 Certificate in Retail

Management (CRM) in cooperation with Retail Excellence Ireland that recruited some 70 students in the academic year commencing 2015.

Many of these learners have expressed interest in progressing their studies further. With this in mind the team developing the BA (Hons) in Business Management (BAHBM) assessed the options for a structured progression route: the result is that the team developed a Diploma at level 7.

The School anticipates that this could form a model for future industry collaborations. Additionally, the possibility of modular delivery is anticipated to provide further opportunities for collaboration between the College's Professional Education and Training Department and firms.

A radical re-configuration of part-time provision was thus required. Therefore we see a market for the proposed Level 7 programme for part-time students that rationalises provision, which maintains maximum flexibility for learners to tailor their participation to meet work and life demands, but also ensures more rapid progression.

The Diploma in Business Management (Dip.BM) will be a component of the unified part-time offering in the Business field, with clear entry and exit points (See Figure 1, page 9, and section 6.4.1 below for details), and a coherent intellectual connection with the full-time degree through shared modules and a common orientation, tailored for part-time learners. It will replace both the part-time Certificate in Management Practice (CMP) Level 6, and allow for learners to exit at level 7, with clear progression to level 8 and beyond.

In addition, the existing management and business programmes share common cohort expectations. Furthermore, learners on the Certificate in Management Practice and the BAMP were disadvantaged in their ability to progress to level 8 programmes, thereby restricting their advancement to level 9 and 10 programmes as outlined above.

The programme team having discussed the options available for progression of the BAMP learners, decided to seek to combine the existing BAHB with the newly reformed level 8 Bachelor of Arts (honours) in Management Practice (BAHMP), whereby the new Diploma in Business Management (DBM) Level 7 was designed. This process allowed for the combining of cohorts, reduced time constraints on the learners and incorporated the learners into a level 7 business and practice based programme. This facilitated cost savings both for the learners and the institution, in addition to time saving for learners to progress to level 8 of the National Framework of Qualifications. In addition, this allowed for more robust and focussed business modules to be combined and enlarged to facilitate the diverse group of learners on both programmes onto one coherent effective offering.

6.4.1 Entry and Exit Points

The Certificate and Diploma awards offer flexible exit and return to study routes, but they are also designed to allow new entrants with appropriate cognate qualifications and / or prior experiential learning, flexibility in entering the programme.

Entry Points

- Graduates of the Certificate in First line Management, exemptions from:
 - Stage 1: Block 1
- The Certificate in Supervisory Management (Quick Service Restaurants), with exemptions from:
 - Stage 1: Business Management Practice (10 credits) and 20 other, elective credits
- It is possible that potential applicants will wish to join who have awards that are no longer offered by the College. The following will be considered for entry:
- Into Stage One, Block Two with exemption from Business Law:
 - HETAC Certificate in First Line Management (Old)

- Into Stage 2:
 - FETAC Advanced Certificate in Management
 - HETAC Higher Certificate in Business Studies; HETAC Certificate in Management; HETAC Diploma in Management
 - Diploma in Business Management; Diploma in Business

Exit Points

The programme is designed to facilitate students progressing directly through the two stages. However, students may exit at the end of:

Stage 1

Certificate in Business Management (60 Credits). Students may wish to complete this stage on a modular basis, rather than complete in two consecutive blocks.

Stage 2

Diploma in Business Management (120 Credits). Students may wish to complete this stage on a modular a basis, rather than complete in four consecutive blocks.

NOTE: Students availing of exit awards may opt to return at a later date to complete additional stages, and/or modules.

6.5 Business Case and Market Analysis

The number of learners on current programmes were impacted at the outset of the recession as many organisations sponsor employees to attend them, and with a tightening in budgets organisational funding for many students was no longer available. However, on average the numbers on the BAMP over the last few years have been relatively consistent.

In line with the rationale outlined above, validation is also sought for a Certificate in Business Management at Level 6 which will encapsulate the first stage of the programme. The independent CFLM will continue, and successful learners can enrol on the new programme as before, additional learners are anticipated from the Diploma in Retail Management (DRM) outlined above.

NCI places a strong emphasis on the needs of the learner and bringing a unique learner-centred approach to all aspects of learning and teaching. In addition, it aims to provide a range of learning options that extend beyond traditional delivery methods and seeks to tailor these to the specific learner groups. To meet the market demand of this particular cohort of learners, delivery of the programme will be engineered to favour part-time students. This programme is specifically designed for part-time students with a focus on developing applied theory and skills and will not be delivered on a full-time basis.

The programme will be delivered wholly in blocks over two stages and de-semesterised. This aims to facilitate a more attractive pattern of study for part-time students, instead of the current arrangement which is tied to the requirements of full-time students. In doing so, the review team drew partially on the experience of the part-time BA (H) HSTP, and the Postgraduate Diploma in HRM that has successfully run for some years, and is delivered in three straight blocks.

These reforms will provide a more coherent, less costly, and more engaging route for Learners working in the Management and Business fields and seeking professional academic and practical development and experience.

6.6 Consistency of the Programme with the Providers Mission and Strategy

6.6.1 Employment Potential for the Programmes Graduates

This programme is targeted specifically for part-time students, the majority of whom will be in employment. The programme focuses on the enhancement of business and management

skills and knowledge which will benefit the individual in their current role and for further career progression or further study.

6.6.2 Profile of the Proposed Programmes Target Learners

The College recognises the need to design programmes which equip learners with knowledge and skills that are relevant and practical in the world of business. This programme aims to provide learners with an informed stance and key skills to position themselves as business professionals and provide them with the opportunity to progress further in their academic development.

The target learners are students that will typically be mature learners with work experience, or who have previously worked in industry. The current programmes predominately consist of individuals employed in management in low to middle level positions that are seeking to develop their knowledge of business and management and enhance their career prospects.

A proportion of the learners are individuals that are seeking to change career or develop into the management field and recognise the need for a third level qualification. Individuals that are working in organisations and have responsibility for the management of employees also enrol on the programme in addition to owner managers of organisations.

6.6.3 Consultations about the Programme

The College instituted an Industry Advisory Board in the area of Management which is chaired by the College President, which commenced in January 2011 which provides feedback from industry.

As many of the programmes learners are practicing professionals, their feedback in this context was also taken into consideration. Feedback arising from faculty research among Management and HR professionals was also used to inform the programme development. Retail Excellence Ireland was consulted on the Retail options as reported above.

The college also sought feedback from existing learners and previous learners on management and business programmes. Both groups outlined their belief that combining the two programmes to a level 7 Diploma, and beyond, was a sensible and practical application of time and resources, for themselves and the institution. Furthermore, on open days and in other conversations, the issue of the 2-stage offering was discussed and again, this was warmly welcomed by learners, industry and academics.

Furthermore, consultations were had with existing staffs and faculty who presently employ block teaching and varied assessments methods. Although they had developed parts of their own delivery over time, they all outlined the feasibility of block teaching as something that worked well and could be developed to facilitate further courses and programme development in a range of scenarios.

6.7 Access

6.7.1 Access Criteria

Mature learners' suitability for entry will be based on prior learning & work experience along with a commitment towards the academic requirements for the programme. Appropriate business experience may include work in business management or a cognate area, e.g.: sales, marketing or HRM. This experience may be assessed using a written application from the candidate or by interview. Under 23's will be assessed based on Leaving Certificate or equivalent.

Transfer Learners' eligibility will be assessed on the basis of a programme outline and result transcripts. Generally successful completion of a Higher Certificate in Business or other cognate discipline at Levels 5 or 6 of the National Qualifications Framework or equivalent would be sufficient for entry. Module and semester exemptions may be granted to transfer

Learners on the basis of their achievement of learning outcomes through prior accredited learning.

Applicants for whom English is not their first language, and who do not possess a relevant qualification that was taught in English, must demonstrate a minimum competency in the English language of 6.0 in the IELTS test (or equivalent).

6.7.2 Access Processes Including Recognition of Prior Learning

Recognition of Prior Learning will be assessed according to college policy. This may include, but is not limited to; a portfolio of evidence, interview or other assessment as decided by the programme team.

6.8 Programme Organisation

The programme will be delivered according to the indicative schedule presented at the beginning of this document. The programme is managed by a Programme Director appointed from within the School of Business full-time faculty, assisted by a Programme Co-ordinator and the Programme Team. Programme Team meetings are held twice per stage in line with the College's Quality Assurance Policy. Each cohort of learners elects a Class Representative. The Programme Director meets with the Class Representative at regular intervals throughout the academic year to ensure learners are engaged and satisfied with all aspects of the programme.

The Diploma in Business Management is offered on a part-time basis over two stages. Block teaching will be utilised as the mode of delivery.

There are a number of benefits to learners that emerge from having part, or their entire programme block taught.

- Block teaching allows for different forms of teaching to take place: that is, a mix of lectures, group work, learner presentations, and problem solving within the context of a concentrated period of learning. In moving away from the conventional lecture/tutorial mode of delivery, experience shows that learners benefit from a varied approach to teaching and a larger degree of interaction that can take place during a prolonged teaching session.
- Block teaching facilitates more informed and focused effort in terms of directed study subsequent to the completion of a module.
- The timetabling of blocked modules is clearer and almost certainly easier when certain days are allocated to specific modules. It can have particular attraction for part-time learners.
- Block teaching facilitates the introduction of theory to be applied in practice through the use of case studies and discussion groups where students have to analyse and develop solutions to problems drawing on what they have learnt. Traditional class slots do not always allow sufficient time to develop these in any depth.
- In adopting these arrangements the Programme Team draws on the School's experience of Block teaching on our other programmes.

To maximise the effectiveness of the block delivery components of this programme will be delivered in Blended Learning mode. NCI's E-Learning Strategy defines, 'Blended Learning' as: the integrated combination of a number of pedagogic approaches – usually traditional learning with e-learning approaches. In this definition the important words are *integrated combination* - this means that blended learning is not a collection or mixture of pedagogic approaches - it is the planned and complementary use of the college's existing Adobe Connect software, in conjunction with different media, learning environments and teaching scenarios to deliver a more engaging and useful learning.

Adobe Connect is our online virtual classroom. It allows learners, lecturers and guest lecturers to meet in a real-time teleconferencing environment using a personal computer and broadband internet. Two way voice and video connections are possible as well as text

chat and document sharing. Adobe Connect can also send video via a webcam or digital video camera.

The general rationale the College has developed for incorporating blended learning includes the following, although not every element is included in this programme:

- Flexible and adaptive learning to suit student's needs
- Expanded collaboration and goal-oriented activities
- Promoting self-directed and autonomous learners
- Catering for individual learners through engagement and multiple modes of learning (e.g. visualization, animation, simulation, narrative and interactivity).
- Supporting effective teaching strategies such as problem based learning, meaningful contexts and case studies, learner collaboration, open and continuous assessments, simulations, learning by doing and many others.

Programmes and that are delivered in Blended Learning Mode utilise the College's Learning Management System (Moodle) and Adobe Connect virtual classroom technology platform to manage student learning activities.

- Instructional settings to be used in the delivery of this programme therefore include:
 - Traditional classes
 - Digital or virtual classes - fixed time schedule with opportunities for student interaction)
 - Digital actions - online activities that are time flexible
 - Independent learning - student's self-directed learning using on-line, print and other sources
 - Collaboration - student is collaborating with others.
 - The 'flipped classroom model' utilises digital actions to set students tasks that can be completed and reviewed within the physical classroom, allowing students additional preparation and the use of set tasks to increase participation and engagement

Three strategies will be employed in designing the blended elements of the programme:

1. Mini landscape lectures or guest speakers deliver talks on topics or could be recorded skype interviews with international lecturers/guests and students are asked to engage with their material to carry out tasks.
2. Students will work in groups on-line (our Adobe software facilities break-out groups) to carry out research in focused areas with lecturers available for questions and answers live, on line to facilitate and guide the learning.
3. Student independent learning on guided resources indicated in the module descriptors (or below) which will be integrated in class discussion.

To ensure the quality of these instructional settings the programme will conform to NCI's Standards for Blended Learning:

1. Students are advised in advance of commencement of course of the technical requirements and pre-requisite skills for effective participation on the course. (The college will provide the necessary facilities if a student does not have access and these will be provided on campus if required).
2. Students are provided with support during course induction on how to use the learning technologies associated with the course.
3. Support and ongoing professional development is provided to college staff in the design, production and use of new technologies in teaching and learning.
4. Technical support is provided for College systems (e.g. LMS, Student Portal etc.) it is the responsibility of students to ensure they have the required local access and technical facilities when they are participating off-campus. Students are provided with technical support during College opening hours including a telephone helpline for off-campus users.
5. Programme and module learning outcomes and associated assessments are the same for all modes of delivery except where specifically specified and approved.

6. Lecturers are encouraged to apply good pedagogic design to their production and planning of student learning activities – this is achieved by mapping such activities against specific learning outcomes.
7. Where possible, the amount of student contact hours should be the same – in a Blended Learning context “contact hours” are designated as times where students have opportunities to ask questions contiguously (immediately following on).
8. Students should be provided with opportunities to review archived instructional sequences for revision purposes.
9. Student assignments are to be submitted electronically through the LMS and Turnitin software unless otherwise specified.

The CFLM programme has been successfully delivered by a wholly blended version for some years, and blended modules are shared with the existing BAMP. The team has, therefore, included the wholly blended versions of Business Management Practice (Block 1) and Employment Law (Block 2) in the indicative timetable.

6.8.1 Teaching and Learning Strategies

The newly adopted College Learning Teaching and Assessment Strategy (LTAS) recognises that implementation must be phased, and requires some level of experimentation. For the Diploma in Business Management, this provides the opportunity to adopt progressively the main elements of College policy in the coming five years. At programme level the emphasis is on the first three pillars of the LTAS:

1. Focus on the Learner
2. Excellence in Teaching
3. Quality Assessments

Accordingly, the LTAS on the Diploma programme recognises that the learner is an active participant in the learning process and not simply a passive recipient of information.

Teaching on this programme therefore aims to make content relevant to the worlds of work and community and, aims to create opportunities for Learners to interact with each other as well as with faculty in a mutually supportive learning environment.

Teaching attempts to create a relevant and meaningful context for Learners to make practical connections for the knowledge and skills they are acquiring. Teaching styles and contexts are flexible, and aim to motivate and engage Learners. Assessments are recognised as learning opportunities, and are designed to match the level of study, and to prepare Learners for progression.

The programme seeks to develop, via its teaching and learning strategies, an understanding of core disciplines in the field of Business and Management, and to show how these link together enable graduates to deal with the tasks associated with their roles in a continually challenging and rapidly changing environment.

This programme provides learners with the analytical and theoretical skills, tools and techniques to operate practically across a wide range of business functions in the private, public, voluntary, and community sectors.

The programme is designed to foster high academic standards and independent learning in all stages. Also, the adoption of a flexible approach to class contact usage, prioritising Lecturer supervised learning and incorporating blended elements into teaching provision, is designed to foster engagement.

The completion of stage one of the programme facilitates the option for students to exit with a Certificate in Business Management which will be on the National Framework of Qualifications at Level 6 or continue to level 7. The completion of stage two of the programme facilitates the option for students to exit with a Diploma in Business Management which will be on the National Framework of Qualifications at Level 7 or

continue to Level 8. Please see programme organisation above for details of exit points and criteria for entry to stage two and stage 3.

Whilst the first stage of the programme focuses on core management modules, the second stage of the programme introduces students to broader business modules such as Finance, Marketing, Accounting and Technology, together with more in-depth modules. However, the importance of contextual modules such as those noted above cannot be understated. Management as a discipline is not just a support function for business strategy – it is an enabler and catalyst for business change and growth and ever more so in the global and dynamic market place.

The programme organisation thus provides for a well-rounded Diploma that incorporates both a broad range of modules providing a wider context on work environments and also emerging issues in the field of Management.

6.8.2 Learning Environment

Learners have access to an excellent range of library and information resources which are available on campus and also on-line through the student portal. The use of the student portal is particularly beneficial for part-time students that may have more limited access to the campus. Learners via the portal have access to their personal folders, use of IT facilities, on-line databases for research and to Moodle, the College's Virtual Learning Environment.

The Student Support Services (Learning Support, Mathematics Support and Disability Support) are integrated into all activities of the College. Students can self-refer or be referred to the service by programme directors or members of faculty. The Learning Support group offer writing workshops and study skills workshops which are particularly focussed for adult learners who may be returning to education after a period of time.

The use of technology to support virtual and blended learning will be used to support this programme. Specific modular material will be developed for on-line delivery and will be assigned contact time/learning time and linked to learning outcomes. This programme will draw on the experience in the College of delivering blended learning programmes which it has successfully done for a number of years.

Online learning is encouraged in learners. The majority of modules have an online contact component. This time will be facilitated by the lecturer having prepared material for learners, for example, case studies, multiple choice questions, journals which require engagement with the systems and processes. Each module is distinct unto itself and each set of online material will enable learners follow-up on issues, items or discussion held in the face-to-face components of the module, and to address the module and programme learning outcomes.

In addition, each classroom is equipped with a computer and digital projector to allow faculty to utilise resources available on the internet e.g. YouTube or other support resources. Satisfaction of learners with these services is reviewed annually and they consistently achieve a high level of satisfaction among this group of learners.

6.9 Programme Assessment Strategy

6.9.1 Assessment Strategy for Block Delivery

Given the block nature of delivery for the programme, the assessment strategy agreed by the programme team is such that assessments should take place as close as appropriate to the completion of the actual learning. In order to accommodate this, lecturers may set assignment submission dates to follow the completion of their module e.g. within two weeks of completion of the module and in-class exams or special exam sittings may be utilised to facilitate exam setting outside of traditional exam periods where necessary.

6.9.2 Rationale for Choice of Assessment Instrument

Each module has been analysed for the suitability of different assessment methods. The programme has employed a range of instruments which may include 100% exams or 100% assessment and where applicable assessment is split between exams and assignments.

Learners are encouraged to draw on work based examples or problems and apply the theories and skills they have developed to analyse and make recommendations. Case studies are also used in assignments which also seek to develop the applied skills and knowledge of the learners.

6.9.3 Strategies to be employed for repeat assessment

The repeat assessment strategy allows for students who are required to repeat their first sitting or have deferred their first sitting to do so during the next available no classes block period.

Cognisant of the block nature of the programme, as well as the mode of student learning-part time, there is flexibility regarding the timing of repeat sittings. For example, if learners have a number of failed elements, it may be more feasible for them to complete these elements of re-assessment at the next no classes block period.

In line with QQI regulations, where a student has failed a module they may be allowed to carry one module to the next stage if that module is within compensation range⁴.

Learners who are struggling with the workload of the programme may apply to progress on a modular basis. However, all modules must be completed within each stage before progressing to the next stage. Modules may be selected within each stage do not have to be completed in a set order but will be subject to the timing and availability of the module being run.

6.9.4 Award Classification Information

The award of Diploma in Business Management may be made at Pass, Merit 1, Merit 2 and Distinction level.

In order to be eligible for consideration for the award of Diploma in Business Management at Pass classification, a candidate must:

- Satisfy all the examination and other requirements set for the programme *and*
- Pass the final examinations as a whole in accordance with the Programme Regulations *and*
- Obtain, at the final examination, an average mark (based on the total marks available as specified in the Approved Programme Schedule), as follows:
- Average Mark between 40%-49%

To be eligible for consideration for the award of a Diploma in Business Management Distinction classification, a candidate must:

- Satisfy all the examination and other requirements set for the programme *and*
- Pass the final examination as a whole in accordance with the Programme Regulations *and*
- Obtain, at the final examination, an average mark (based on the total marks available as specified in the Approved Programme Schedule), as follows:
 - Merit Grade 2 at least 50%
 - Merit Grade 1 at least 60%

⁴ The college policy on carrying a module is clearly outlined to learners via the student portal.

- Distinction at least 70%

An award with Honours may not be considered unless the candidate has passed the final examination:

- In the case of part-time candidates, by virtue of passing in each required examination at the first attempt. In such cases the Module Subject marks/grades to be included in the average result shall be those obtained at the candidate's first attempt at the respective Examination Subjects.
- At the first attempt or
- Learners with exemptions by recognising previous accredited learning may not be eligible for an honours classification.

6.9.5 Minimum Pass Mark

The minimum pass mark for all modules is 40%. For QQI requirements and qualification the minimum mark is 40% or pass by compensation rules may also apply.

6.9.6 Extenuating Circumstances

The College has very clear guidelines in relation to extenuating circumstances. These guidelines are available on the Learner portal, in the Learner handbook and through the College internet site.

Where extenuating circumstances are accepted in relation to any assessment that may be missed, the assessment shall be treated as a first attempt.

In the event that a learner fails to take part in any class-based assessment arrangements will be made by the Programme Director for the completion of the assessment. This will normally be in the relevant stage/block.

6.9.7 Late Submission of Course Work

The College has very clear guidelines in relation to the application and granting of extensions to learners. These guidelines are available on the Learner portal, in the Learner handbook and through the College internet site.

In the case where an extension has not been sought, has not been granted or has been exceeded, penalties will apply in accordance with the College's regulations.

Work-related issues that stem from the normal day to day activities of the individual are not considered an acceptable reason to seek an extension for submission of course work. It is recognised, however, that over the course of the programme exceptional circumstances may arise in relation to working life. In such cases extensions may be granted by the Programme Director only, in consultation with the relevant lecturer. In all other cases standard College procedures will apply.

The Programme Regulations reflects a belief that learners who have misjudged the amount of work required, or have failed to manage their study priorities properly should be given additional time to complete, but that learners who do submit work late should not benefit from the additional time by being able to increase their mark.

6.9.8 Plagiarism

Plagiarism is not an acceptable practice and may cause a piece of work to be penalised or regarded as null. The College has developed a detailed Code of Practice and policy in relation to Plagiarism and how such cases are investigated and treated. This policy is available on the Learner portal, in the Learner handbook and through the College internet site.

6.10 Delivery of Programme

This programme takes a more innovative delivery approach by moving away from traditional delivery approaches which take full-time programme models and apply to a part-time basis which do not necessarily suit the needs of part-time cohorts. Instead the programme put forward is designed specifically for part-time students both in content and delivery design.

As outlined above it aims to deliver the programme in a more flexible way to meet the needs of the business community and professional learners. This is consistent with the point raised in the Report on the National Strategy for Higher Education to 2030 which outlined the need to *"Respond positively to the continuing professional development needs of the wider community to develop and deliver appropriate modules and programmes in a flexible and responsive way."* (1. Hunt 2011, p.79)

The proposed programme will be delivered over two stages in blocks of 11 to 13 weeks with breaks of 5 weeks built in after completion of each block and a 7 week break over the summer period. The traditional three month summer break is not an advantage for part-time students where the majority of them are already in employment and unlikely to benefit from working on J1 Visas abroad or internships.

Learners are more focused on completion of their qualification and students have indicated that they regard the long breaks as a hindrance where their routine of study is interrupted and unnecessarily prolonging the programme without any real advantage to their learning. Additional weeks have also been scheduled in to allow students time to read, absorb material and reflect on their learning and these are reflected in the programme indicative schedule.

Therefore the delivery approach is to desemesterise the programme and deliver it in blocks with on-line material developed to also deliver on learning outcomes. The programme will run in two stages each consisting of 60 credits (a total of 120 credits for the programme).

Each block will run over a period of 12 or 13 weeks, and will typically consist of 36 hours Student contact time for a 10 credit module and 24 hours student contact time for a 5 credit module (incorporating traditional class time and blended elements described above).

In addition there may be specific tutorial hours required which will be in addition to those outlined above. Typically, but not confined to, blended elements will account for some 4 hours in a 5 credit module and 6 hours in a 10 credit module, although this proportion may vary given differing teaching styles and learner needs.

A number of hours are dedicated to online delivery. These hours will be a combination of, but not limited to, face-to-face discussion, group work, question and answer sessions, case studies and simulated exercise. In addition, guest lecturers will be used to enlarge the range of knowledge and experience of the learner. Online material will be developed to support the individual module and programme learning outcomes.

Further details of this are included in the indicative programme delivery and assessment schedule below.

6.11 Internal panel review

In line with QA policy in NCI, an internal panel was convened to access the overall programme and to allow for feedback and discussion on the appropriateness of the programme. In addition, the panel reviewed the entire document and proposals and suggestions for consideration by the programme team were outlined and discussed at length. For details of the Internal Panel review please see Appendix A.

6.12 Indicative Delivery

6.12.1 Stage One – Block One

September 2016: Stage One – Block One							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
Week 1	Sept 12th	13 th	14 th	15 th	16 th	17 th Full day: Bus Mgt & Programme Induction	Wholly blended delivery
Week 2	19 th	20 th Bus Mgt	21 st	22 nd Bus Mgt	23 rd	24 th	
Week 3	26 th	27 th Bus Mgt	28 th	29 th Bus Mgt	30 th	October 1st	
Week 4	3 rd	4 th Bus Mgt	5 th	6 th Bus Mgt	7 th	8 th	
Week 5	10 th	11 th Bus Mgt	12 th	13 th Bus Mgt	14 th	15 th	
Week 6	17 th	18 th Reading & reflection	19 th	20 th Reading & reflection	21 st	22 nd	
Week 7	24 th	25 th Leadership	26 th	27 th Leadership	28 th	29 th	Interactive Sessions 6 hours
Week 8	31 st	Nov 1st Leadership	2 nd	3 rd Leadership	4 th	5 th full day Leadership	
Week 9	7 th	8 th Leadership	9 th	10 th Leadership	11 th	12 th	
Week 10	14 th	15 th Reading & reflection	16 th	17 th Reading & reflection	18 th	19 th	Interactive Sessions 6 hours
Week 11	21 st	22 nd Working with people	23 rd	24 th Working with people	25 th	26 th	
Week 12	28 th	29 th Working with people	30 th	Dec 1st Working with people	2 nd	3 rd full day Working with people	
Week 13	5 th	6 th Working with people	7 th	8 th Working with people	9 th	10 th	
END OF STAGE ONE :BLOCK ONE – FOUR WEEK BREAK							
Break 1	12 th	13 th	14 th	15 th	16 th	17 th	
Break 2	19 th	20 th	21 st	22 nd	23 rd	24 th	
Break 3	26 th	27 th	28 th	29 th	30 th	31 st	
Break 4	Jan 2nd 2017	3 rd	4 th	5 th	6 th	7 th	

6.12.2 Stage One – Block Two

January 2017: Stage One- Block Two							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
Week 1	9 th	10 th Stats	11 th	12 th Stats	13 th	14 th	Interactive sessions 4 hours
Week 2	16 th	17 th Stats	18 th	19 th Stats	20 th	21 st Full day Stats	
Week 3	23 rd	24 th Reading & reflection	25 th	26 th Reading & reflection	27 th	28 th	
Week 4	30 th	31 st Emp law	Feb 1st	2 nd Empl law	3 rd	4 th	Wholly beindred delivery
Week 5	6 th	7 th Empl law	8 th	9 th Empl law	10 th	11 th Full day Emp law	
Week 6	13 th	14 th Reading & reflection	15 th	16 th Reading & reflection	17 th	18 th	
Week 7	20 th	21 st HRM	22 nd	23 rd HRM	24 th	25 th	Interactive sessions 6 hours
Week 8	27 th	28 th HRM	March 1st	2 nd HRM	3 rd	4 th Full day HRM	
Week 9	6 th	7 ^h HRM	8 th	9 th HRM	10 th	11 th	
Week 10	13 th	14 th Reading & reflection	15 th	16 th Reading & reflection	17 th St Patrick's day	18 th	
Week 11	20 th	21 st Economics	22 nd	23 rd Economics	24 th	25 th	Interactive sessions 6 hours
Week 12	27 th	28 th Economics	29 th	30 th Economics	31 st	April 1st	
Week 13	3 rd	4 th Economics	5 th	6 th Economics	7 th	8 th Full day Economics	
END OF STAGE ONE: BLOCK TWO – FOUR WEEK BREAK							
Break 1	10 th	11 th	12 th	13 th	14 th	15 th	
Break 2	17 th Easter	18 th	19 th	20 th	21 st	22 nd	
Break 3	24 th	25 th	26 th	27 th	28 th	29 th	
Break 4	May 1st	2 nd	3 rd	4 th	5 th	6 th	

6.12.3 Stage Two – Block Three

May 2017: START OF STAGE TWO – Block Three							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
Week 1	8 th	9 th Sales & Marketing	10 th	11 th Sales & Marketing	12 th	13 th	Interactive sessions 6 hours
Week 2	15 th	16 th Sales & Marketing	17 th	18 th Sales & Marketing	19 th	20 th	
Week 3	22 nd	23 rd Sales & Marketing	24 th	25 th Sales & Marketing	26 th	27 th full day Sales & Marketing	
Week 4	29 th	30 th Reading & reflection	31 st	June 1st Reading & reflection	2 nd	3 rd	
Week 5	5 th	6 th Managing Finance	7 th	8 th Managing Finance	9 th	10 th	Interactive sessions 6 hours
Week 6	12 th	13 th Managing Finance	14 th	15 th Managing Finance	16 th	17 th	
Week 7	19 th	20 th Managing Finance	21 st	22 nd Managing Finance	23 rd	24 th full day Managing Finance	
Week 8	26 th	27 th Reading & reflection	28 th	29 th Reading & reflection	30 th	July 1st	
Week 9	3 rd	4 th Business Economics	5 th	6 th Business Economics	7 th	8 th	Interactive sessions 4 hours
Week 10	10 th	11 th Business Economics	12 th	13 th Business Economics	14 th	15 th Full day Business Economics	
Week 11	17 th	18 th Reading & reflection	19 th	20 th Reading & reflection	21 st	22 nd Reading & reflection	
Week 12	24 th	25 th Bus Law	26 th	27 th Bus Law	28 th	29 th Bus Law	
Week 13	31 st	Aug 1st Bus Law	2 nd	3 rd Bus Law	4 th	5 th All day Bus Law	
End of Stage Two Block Three – Summer Break of Six Weeks							
Break 1	7 th	8 th	9 th	10 th	11 th	12 th	
Break 2	14 th	15 th	16 th	17 th	18 th	19 th	
Break 3	21 st	22 nd	23 rd	24 th	25 th	26 th	
Break 4	28 th	29 th	30 th	31 st	Sept 1st	2 nd	
Break 5	4 th	5 th	6 th	7 th	8 th	9 th	
Break 6	11 th	12 th	13 th	14 th	15 th	16 th	
Break 7	18 th	19 th	20 th	21 st	22 nd	23 rd	

6.12.4 Stage Two – Block Four

September 2017: Stage Two – Block Four							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
Week 1	25 th	26 th Management Accounting	27 th	28 th Management Accounting	29 th	30 th	Interactive Sessions 6 hours
Week 2	<u>Oct 2nd</u>	3 rd Management Accounting	4 th	5 th Management Accounting	6 th	7 th Management Accounting	
Week 3	9 th	10 th Management Accounting	11 th	12 th Management Accounting	13 th	14 th full day Management Accounting	
Week 4	16 th	17 th Reading & reflection	18 th	19 th Reading & reflection	20 th	21 st	
Week 5	23 rd	24 th Entrepreneur	25 th	26 th Entrepreneur	27 th	28 th	Interactive sessions 6 hours
Week 6	30 th	31 st Entrepreneur	<u>Nov 1st</u>	2 nd Entrepreneur	3 rd	4 th Entrepreneur	
Week 7	6 th	7 th Entrepreneur	8 th	9 th Entrepreneur	10 th	11 th	
Week 8	13 th	14 th Reading & reflection	15 th	16 th Reading & reflection	17 th	18 th	
Week 9	20 th	21 st Technology for Business	22 nd	23 rd Technology for Business	24 th	25 th	Interactive sessions 6 hours
Week 10	27 th	28 th Technology for Business	29 th	30 th Technology for Business	<u>Dec 1st</u>	2 nd full day Technology for Business	
Week 11	4 th	5 th Technology for Business	6 th	7 th Technology for Business	8 th	9 th	
Week 12	11 th	12 th Reading & reflection	13 th	14 th Reading & reflection	15 th	16 th	

END OF PROGRAMME

6.13 Proposed Assessment Schedules

Module Title	Stage One	Assessment Breakdown	Assessment Type & LOs Examined	Assessment Submission Weeks	Repeat
BLOCK ONE					
Business Management Practice (10 Cr)	Weeks 1 – 5 +1	100% CA	Two projects based on management issues in the students own company (or case studies) . LO1-6	6	Repeat Assessment will be 100% re-submission project and scheduled in the next block break.
Leadership and Influencing (10 Cr)	Weeks 7 – 9 +1	100% CA	Project on issue issues in the students own company (or case studies) identifying favoured solution. LO 1-4	10	Repeat Assessment will be 100% re-submission project and scheduled in the next block break.
Working with People (10 Cr)	Week 11 - 13	100% CA	Project on aspect of motivation and the impact organisational culture LO 1-4	14	Repeat Assessment will be 100% re-submission project and scheduled in the next block break.
Block Break - December to January					
BLOCK TWO					
Introduction to Statistics for Managers (5 Cr)	Weeks 1 – 2 + 1	40% CA 60% Exam	In class or on line tests 40% LO 1-6 Short or MCQs plus long, business problem based question 70% LO 1-6	1-2 4	Repeat Assessment will be 100% exam and scheduled in the next block break.
Employment Law (5 Cr)	Weeks 4 – 5 +1	40% CA 60% Exam	Employment law problem based project LO 1-4 Five questions requiring 3 answers LO 1-4	6 13	Repeat Assessment will be 100% examination and scheduled in the next block break.
HRM (10 Cr)	Weeks 7 – 9 +1	40% CA 60% Exam	Project based on a specified HR problem LO 1-5 Five questions requiring 3 answers LO 1-5	8 10	Repeat Assessment will be 100% project and scheduled in the next block break.
Economics in the World (10cr)	Weeks 11 - 13	20% MCQ 30% CA 50% Exam	Testing key concepts LOs 1-6 Applying theory to a case LOs 1-6 A combination of short questions and a case study	12 Break 1 Break 4	Repeat Assessment will be 100% examination and scheduled in the next block break.
Block Break April - May					
Module Title	Stage 2	Assessment Breakdown	Assessment Type & LOs Examined	Assessment Submission Weeks	Repeat
BLOCK THREE					
Sales and Marketing (10 Cr)	Weeks 1 - 4	25% Presentation 75% CA	Practical sales presentation LO 2 & 6 A marketing and sales management programme to overcome a marketing based problem LO 1-6	4 6	Repeat Assessment will be 100% examination and scheduled in the next block break.
Managing Finance (10 Cr)	Weeks 4 - 6	40% CA 1 60% CA 2	LO 1-2 & 5-6 LO 1-6	7 9	Repeat Assessment will be 100% re-submission project and scheduled in the next block break.
Business Economics (5Cr)	Weeks 9 - 11	40% CA 60% Exam	Case study LO 1-4 Essay style answers LO 1-4	10 12	Repeat Assessment will be 100% exam scheduled in the next block break.
Business Law (5 Cr)	Weeks 11 - 13	100% Exam	5 or 6 Essay style questions LO 1-4	Break 1	Repeat Assessment will be 100% re-examination and scheduled in the next block break.

Block Break July to September					
BLOCK FOUR					
Management Accounting (10 Cr) – which module!!	Weeks 4 - 6	60% In-Class Test 40% Project	Three questions out of five LO 1-5 A project based on a real-life example which will involve computation on a work-place financial scenario LO 1-5	7 5	Repeat Assessment will be 40% re-submission of the project, and examination 60%, scheduled in the next block break.
Entrepreneurship (10 Cr)	Weeks 8 - 10	Project 25% CA 25% Business plan 50%	Provide a background to an entrepreneurial business of choice. LO 1-5 Analyse a particular business case study LO 1-5 A business plan LO 1-4	11 8	Repeat Assessment will be 50% re-submission of the project, a repeat of the practical 50%, scheduled in the next block break.
Technology for Business (10 Cr)	Weeks 10 - 13	Project 100%	The project for this module will use the student's 'Business Challenge' identified in conjunction with the student at the start of the module LO 1-6	14	Repeat Assessment will be 100% re-submission project and scheduled in the next block break.
END OF PROGRAMME					

7 Module Descriptors

7.1 Business Management Practice

Stage	1						
Block	1						
Module Title	Business Management Practice						
Module Reference Code	N/A						
Status (M/O)	Mandatory						
ECTS Credit	10						
Module NFQ Level	6						
Pre-requisite Modules	Code	Title					
	N/A	N/A					
Co-requisite Modules	Code	Title					
	N/A	N/A					
Capstone Y/N	N/A						
Teaching Personnel	Title	Name					
	Mr.	Mike Neary					
Contact Hours				Non-Contact Hours			Total
Lecture	Tutorial	Blended	Other	Assignment	Online	Independent	
36						214	250
Allocation of marks within the Module							
	Continuous Assessment	Project	Practical	Terminal Examination	Total		
% Contribution	100%	0%	0%	0%	100%		

7.1.1 Aims:

This module aims to give managers a body of knowledge to guide reflection and development of their own business management practice.

7.1.2 Student learning outcomes

On successful completion of this module students will be able to:

- LO 1. Apply their understanding of the elements in the business environment to a given business scenario and prepare an outline plan at a strategic or tactical level
- LO 2. Develop an appreciation of the interaction of departments and their reliance on proper management systems and control
- LO 3. Consider the approach to decision making taken in their own organisation or business unit
- LO 4. Discuss the theoretical and procedural concepts associated with management of organisations
- LO 5. Discuss business challenges relating to their own organisations in relation to management practice to answer a range of management issues pertaining to their own organisations
- LO 6. Reflect on their own management practice using some of the concepts, theories, models and frameworks detailed in the module

7.1.3 Module Introduction

This module introduces students to the principles and practices of professional management. The module will allow students reflect on their own management skills and abilities and introduce them to the theoretical concepts that underpin modern management principles and techniques.

Due to the applied nature of this module students will interact with each other and will be encouraged to undertake reflection in their own environment of their development and future management progression.

7.1.4 Module Curriculum

Session/Lecture	Themes
1	The Business Environment <ul style="list-style-type: none"> • Macro environment: political, economic, social and technological environments • The task environment, competitive analysis, managing the external environment
2	The Business Challenges <ul style="list-style-type: none"> • Challenges facing the learner's organisation • Comparison of challenges • Significance of recognising challenges
3	An Introduction to Management <ul style="list-style-type: none"> • Management levels and skills, effective managers • History of Management Thought
4	The Functional Aspects of Management <ul style="list-style-type: none"> • Production and Quality • Human Resources • Finance • Research and Development
5	Planning and Decision making <ul style="list-style-type: none"> • Types of plans • The corporate plan, defining corporate objectives, formulating a strategic plan, developing a tactical plan
6	Organising <ul style="list-style-type: none"> • The nature and importance of organising • Structural configuration, structural operation, contingency approaches to organisational structure • The Mintzberg Framework • Recent trends in organisational structure
7	Controlling <ul style="list-style-type: none"> • Steps in the control process • Types of control methods and techniques • Control techniques • Characteristics of a good control system
8	Risk Management

	<ul style="list-style-type: none"> • Definition of risk management in an organisational setting • Process of managing risk in firms and industries • The definition of common risk elements • Analysis framework for calibrating and quantifying risk elements • Designing a risk management plan
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7.1.5 Teaching and Assessment

7.1.5.1 Teaching

The course will be taught through a combination of lectures and/or case studies and/or examples (in-class), individual/group exercises and will be assessed by means of assignments (100% of marks).

The programme at level 6 on the NFQ will offer learners the basis to build on and pursue further academic qualifications at level 7. In reflecting this, the programme requires that participants spend a significant portion of their time on independent learning and research. This will contribute towards their understanding of the material presented in classes.

7.1.5.2 Assessment

Students must attempt all assessments, unless otherwise stated.

Assessment Type	Assessment Description	Outcomes addressed	% of total
Continuous Assessment	<p>Students will be given 2 projects over the course of the module, many of which will require critical analysis of their own organisations approach to management or of their own individual management practice.</p> <p>These exercises may include, but are not limited to:</p> <ul style="list-style-type: none"> • Analysis of an organisations business environment and key business challenges • An outline plan at the strategic level • An evaluation of the approach to decision making taken in their own organisation or business unit • An essay of the principles of control • Application of risk management principles to a specific objective <p>Each assignment will be circa. 1,000 – 1,500 words (not including references or bibliography) In addition to the production of this written piece of assessment. There will be requirement to show reading of class material and external references in each case.</p>	1,2,3,4,5,6	100% (2 x 50%)

7.1.5.3 Reassessment Details

Learners will be afforded an opportunity to repeat the module assessment(s) at specified times throughout the year and all learning outcomes will be assessed in the repeat(s).

Students who do not attempt all assessments throughout the module, without agreed extensions or deferrals, will be deemed to have failed the module.

7.1.6 Reading List & Other Resources

Recommended Book Reading

Cole, G. A. & Kelly, P. (2015). *Management Theory and Practice*, 8th Ed., London. Cengage

Hannagan, T. (2008) *Management – Concepts & Practices*. 5th Ed., London. Prentice Hall

Tiernan, S.; Morley, M. J.; & Foley, G. (2006). *Modern Management Theory and Practice for Irish Studnets*.3rd Ed. Dublin. Gill and MacMillan.

Other Resources

Journals:

- Academy of Management Review
- British Journal of Management
- Harvard Business Review
- IBAR
- Journal of Management
- Journal of Management Studies
- Management decision
- Management Today

7.1.7 Learning Environment

Learning will take place in a classroom environment. Learners will have access to library resources, both physical and electronic and to faculty outside of the classroom where required. Module materials will be placed on Moodle, the College's virtual learning environment.

7.2 Leadership and Influencing

Stage	1						
Block	1						
Module Title	Leadership and Influencing						
Module Reference Code	N/A						
Status (M/O)	Mandatory						
ECTS Credit	10						
Module NFQ Level	6						
Pre-requisite Modules	Code	Title					
	N/A	N/A					
Co-requisite Modules	Code	Title					
	N/A	N/A					
Capstone Y/N	N/A						
Teaching Personnel	Title	Name					
	Mr.	Des Gargan					
Contact Hours				Non-Contact Hours			Total
Lecture	Tutorial	Blended	Other	Assignment	Online	Independent	
30		6				214	250
Allocation of marks within the Module							
	Continuous Assessment	Project	Practical	Terminal Examination	Total		
% Contribution	100%	0%	0%	0%	100%		

7.2.1 Aims:

The purpose of this module is to focus on core behavioural issues central to leadership and seeks to promote effective leadership practice.

7.2.2 Intended Module Learning Outcomes

On successful completion of this module students will be able to:

- LO 1. Consider the application of Leadership, Power and the use of Political Activity in the pursuit of objectives
- LO 2. Differentiate between leadership approaches and propose those most suited to an organisational context
- LO 3. Assess the contribution of teamwork to the organisation and propose actions that can be taken to improve the team performance
- LO 4. Recognise barriers to effective communication in organisations
- LO 5. Appraise and argue aspects of leadership in an organisational setting
- LO 6. Develop skills to affect effective persuasion and influencing skills in an organisational context

7.2.3 Module Introduction

This module introduces students to the principles and practices of professional leadership. The module will allow students reflect on their own leadership abilities and attitudes to leadership and introduce them to the theoretical concepts that underpin modern leadership theories.

7.2.4 Module Curriculum

Session/Lecture	Themes
1	Leadership, Power and Politics <ul style="list-style-type: none"> • Leadership and Power • Effective use of Power • Types of political behaviour • Political activity and its outcomes
2	Theories of leadership <ul style="list-style-type: none"> • The meaning of leadership • Leadership versus management • Theories of leadership
3	Leadership and communications <ul style="list-style-type: none"> • Communications barriers • Clear writing • Body language • Influencing • Persuasion
4	Leadership skills <ul style="list-style-type: none"> • The ethics of leadership • Developing leadership skills • Leading teams

7.2.5 Teaching and Assessment

7.2.5.1 Teaching

The learning methodology involves the use of lectures and practice to develop understanding of key principles, theories and models. Case studies and class discussions will be used to develop and apply learning. Students will access the web-based support tool Moodle before each lecture to source preparatory readings and reflective questions. After lectures, students will use Moodle to consolidate learning through discussion points, further readings, exercises and reflection. Students will also be directed to appropriate podcast resources to support their learning. Students will be encouraged to use real-life experiences to help themselves apply theory to given scenarios and analyse outcomes, both actual and possible alternatives.

7.2.5.2 Assessment

Students must attempt all assessments, unless otherwise stated.

Assessment Type	Assessment Description	Outcomes addressed	% of total
Continuous Assessment	Students will be required to do an individual project covering an aspect of leadership they have observed in their own organisation, or an organisation in which they are familiar. They will be required to reflect on how they recognise leadership, how it operates and the outcome that appealed to them. They will be required to	1,2,3,4	100%

	reflect on how they recognise their own communication skills and approaches.		
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7.2.5.3 Reassessment Details

Learners will be afforded an opportunity to repeat the module assessment(s) at specified times throughout the year and all learning outcomes will be assessed in the repeat(s). Students who do not attempt all assessments throughout the module, without agreed extensions or deferrals, will be deemed to have failed the module.

7.2.6 Reading List & Other Resources

Recommended Book Reading

Yukl, G. (2013). *Leadership in Organizations*. Global Edition. 8th Ed. London. Pearson Education.

Robbins, S. P., Judge, T. A., & Campbell, T. T. (2010). *Organizational Behavior*. Harlow, England.

Rollinson, D. (2008). *Organizational Behavior and Analysis – An Integrated Approach*. 4th Ed. Harlow, Prentice Hall Education.

Other Resources

Journals

- Business Plus
- Harvard Business Review
- Organizational Dynamics
- People Focus
- People Management

Website/Multimedia etc.

<http://www.cipd.co.uk>

<http://www.ncirl.ie/HRMIreland>

<http://www.peoplemanagement.co.uk>

<http://ft.com>

7.2.7 Learning Environment

Learning will take place in a classroom environment. Learners will have access to library resources, both physical and electronic and to faculty outside of the classroom where required. Module materials will be placed on Moodle, the College's virtual learning environment.

7.3 Working with People

Stage	1						
Block	1						
Module Title	Working with People						
Module Reference Code	N/A						
Status (M/O)	Mandatory						
ECTS Credit	10						
Module NFQ Level	6						
Pre-requisite Modules	Code	Title					
	N/A	N/A					
Co-requisite Modules	Code	Title					
	N/A	N/A					
Capstone Y/N	N/A						
Teaching Personnel	Title	Name					
	Mr.	Mike Neary					
Contact Hours				Non-Contact Hours			Total
Lecture	Tutorial	Blended	Other	Assignment	Online	Independent	
30		6				214	250
Allocation of marks within the Module							
	Continuous Assessment	Project	Practical	Terminal Examination	Total		
% Contribution	100%	0%	0%	0%	100%		

7.3.1 Aims:

This module seeks to provide an insight to theories and concepts in the study of human behaviour that are significant with regard to working with others in an organisational setting. In addition, the module aims to enable students translate behavioural theory, concepts and techniques into practice and thereby enhance organisational performance.

7.3.2 Intended Module Learning Outcomes

On successful completion of this module students will be able to:

- LO 1. Explain the importance of studying human behaviour and culture in the workplace. And to evaluate processes of perception and explain how they influence decision-making
- LO 2. Distinguish between different work related attitudes and their significance in relation to performance at work and explore the issues associated with personality and performance in organisations
- LO 3. Understand the central theories of motivation and recommend measures for their application in work settings
- LO 4. Identify the causes of stress, discuss the impact of stress on performance and propose measures to manage stress to reduce the risk it poses to the individual and the organisation

7.3.3 Module Introduction

This module introduces students to the principles and practices of professional people management. The module will allow students reflect on their own people management skills and abilities and introduce them to the theoretical concepts that underpin modern people management principles and techniques.

7.3.4 Module Curriculum

Session/Lecture	Themes
1	<p>The nature and study of behaviour in Organisations</p> <ul style="list-style-type: none"> • The significance of studying behaviour • Approaches to organisation and management
2	<p>Social Perception</p> <ul style="list-style-type: none"> • The perceptual process • Factors influencing perception • Perceptual organisation • Person perception: errors and remedies
3	<p>Word-Related attitudes</p> <ul style="list-style-type: none"> • Nature of attitudes • Attitude change • Job satisfaction • Organisational commitment
4	<p>Personality</p> <ul style="list-style-type: none"> • The definition problem • Theoretical approaches to personality • Assessing personality • Workplace applications
5	<p>Motivation in organisations</p> <ul style="list-style-type: none"> • The meaning of motivation • Approaches to motivation at work • Content theories of motivation • Process theories of motivation • Application of motivation theories in practice
6	<p>Work design</p> <ul style="list-style-type: none"> • Scientific management • Job rotation and Job enlargement • Job enrichment • Job characteristics model
7	<p>Stress</p> <ul style="list-style-type: none"> • Model of stress • Causes of stress • Stress moderators • Managing stress • Employee assistance programmes • The legal context
8	<p>Organisational culture</p> <ul style="list-style-type: none"> • Defining cultural types • Significance, benefits and liabilities of organisational culture • Creating and changing culture

7.3.5 Teaching and Assessment Strategy

7.3.5.1 Teaching Strategy

The course will be taught through a combination of lectures and/or case studies and/or examples (in-class), individual/group exercises and will be assessed by means of assignments (100% of marks). Students must attempt and pass all assessments.

The programme at level 6 on the NFQ will offer learners the basis to build on and pursue further academic qualifications at level 7. In reflecting this, the programme requires that participants spend a significant portion of their time on independent learning and research. This will contribute towards their understanding of the material presented in classes.

7.3.5.2 Assessment Strategy

Students must attempt all assessments, unless otherwise stated.

Assessment Type	Assessment Description	Outcomes addressed	% of total
Continuous Assessment	Students will be required to do an individual, 2,000 to 3,000 word project (not including bibliography or appendices), covering an aspect of motivation and the impact organisational culture has on their own motivation and the motivation generally in the organisation, as well as covering an aspect of attitudes of employees in today’s working environment, and the stress inherent in the world of work. Students will be expected to draw on the class notes and independent reading to support their project.	1,2,3,4	100%

7.3.5.3 Reassessment Details

Learners will be afforded an opportunity to repeat the module assessment(s) at specified times throughout the year and all learning outcomes will be assessed in the repeat(s). Students who do not attempt all assessments throughout the module, without agreed extensions or deferrals, will be deemed to have failed the module.

7.3.6 Recommended Book Reading

Robbins, S. P., & Judge, T. A. (2015). *Organizational Behavior*. 16th Ed. Harlow, England.

Rollinson, D. (2008). *Organizational Behavior and Analysis – An Integrated Approach*. 4th Ed. Harlow, Prentice Hall Education.

Other Resources

Journals

- Harvard Business Review
- Human Resource Management Journal
- HR Focus
- Human Relations
- Human Resource Management
- Orgaizational Dynamics
- People Focus
- People Management

Website/Multimedia etc.

<http://www.cipd.co.uk>

<http://www.humanresources.about.com/>

<http://www.peoplemanagement.co.uk>

<http://shrm.org>

7.3.7 Learning Environment

Learning will take place in a classroom environment. Learners will have access to library resources, both physical and electronic and to faculty outside of the classroom where required. Module materials will be placed on Moodle, the College's virtual learning environment.

7.4 Introduction to Statistics for Management

Stage	1						
Block	2						
Module Title	Introduction to Statistics for Management						
Module Reference Code	N/A						
Status (M/O)	Mandatory						
ECTS Credit	5						
Module NFQ Level	6						
Pre-requisite Modules	Code	Title					
	N/A	N/A					
Co-requisite Modules	Code	Title					
	N/A	N/A					
Capstone Y/N	N/A						
Teaching Personnel	Title	Name					
	Dr	Corina Sheerin					
Contact Hours				Non-Contact Hours			Total
Lecture	Tutorial	Blended	Other	Assignment	Online	Independent	
20		4				101	125
Allocation of marks within the Module							
	Continuous Assessment	Project	Practical	Terminal Examination	Total		
% Contribution	40%	0%	0%	60%	100%		

7.4.1 Intended Module Learning Outcomes

On successful completion of this module, learners will be able to:

- LO 1. Demonstrate a comprehensive understanding of statistical principles, theories and methods and appreciate how they apply in a range of business and management decision making situations.
- LO 2. Recognise different types of data and associated statistical measures and their appropriateness in a range of scenarios.
- LO 3. Tabulate, summarise and present information in a useful and informative manner and hence identify and defend appropriate measures of central tendency and dispersion in order to describe a data set.
- LO 4. Demonstrate proficiency in the principles and application of probability theory.
- LO 5. Use software in the presentation and organisation of statistical data and hence select and apply appropriate statistical methods and techniques.
- LO 6. Communicate and interpret statistical findings/output in a technical and non-technical manner.

7.4.2 Module Objectives

The aim of this module is to introduce learners to the use and application of descriptive and inferential statistics within a variety of business and management contexts, including Finance, Accounting, Marketing and Human Resource Management. On completion, learners will be able to summarise, describe and present raw data in a useful and informative

manner. Learners will also be proficient in the use and application of probability concepts within real world contexts.

7.4.3 Module Curriculum

Session/Lecture	Themes
1	<p>Introduction</p> <ul style="list-style-type: none"> • Introduction to Data • Definition and role of statistics • Statistics for decision making • Scales of measurement <p>Sample Application of Content: Differentiating between qualitative and quantitative variables and identifying what scales of measurement are appropriate in a variety of business contexts.</p>
2	<p>Describing Data: Frequency Tables & Graphics</p> <ul style="list-style-type: none"> • Frequency Data & Frequency Tables • Graphical Representation of Data: <ul style="list-style-type: none"> • Bar Charts • Pie Charts • Stem and Leaf Plots • Histograms • Scatter Plots & Linear Representation <p>Software Application: Using Microsoft Excel to develop tables, charts and graphics.</p> <p>Sample Application of Content: Using a variety of business data sets containing raw data, both discrete and continuous, using the excel countif function develop appropriate frequency tables and hence select appropriate graphics and present data in a suitable format and hence interpret presentation of data.</p>
3	<p>Describing Data: Measures of Central Tendency</p> <ul style="list-style-type: none"> • Mean: Arithmetic versus Geometric • Mode • Median <p>Software Application: Using Microsoft excel data analysis to calculate descriptive statistics relating to measures of central tendency and hence interpret statistical output.</p> <p>Sample Application of Content: Compare and contrast the main measures of central tendency and hence using both raw and frequency data from business contexts, identify a suitable measure of central tendency and hence calculate and interpret as appropriate.</p>
4	<p>Describing Data: Measures of Dispersion</p> <ul style="list-style-type: none"> • Range & Mean Absolute Deviation • Variance & Standard Deviation (Population and Sample) • Symmetric Distributions and Skewness

	<p>Software Application: Using Microsoft excel data analysis toolpak to calculate descriptive statistics and interpret statistical output.</p> <p>Sample Application of Content: Develop a frequency distribution and hence calculate the mean and standard deviation. Graphically present the distribution and discuss the symmetry of the distribution and the implications of same.</p>
5	<p>Probability</p> <ul style="list-style-type: none"> • The concept and language of probability • The role of probability in statistics • Approaches to assigning probabilities • Rules of addition and multiplication for computing probability • Conditional probability <p>Sample Application of Content: Using probability trees to model business problems and hence calculate conditional probabilities. For example, in the case of finance, modelling an investment problem using a probability tree and hence calculation of conditional probabilities and expected values.</p>
6	<p>Probability Distributions</p> <ul style="list-style-type: none"> • The concept of probability distributions • Binomial probability distribution Normal probability distribution • Standardisation and probabilities under a normal curve <p>Software Application: Using Microsoft excel to calculate z scores and associated probabilities for population data.</p> <p>Sample Application of Content: Using data on salary payments in company X to construct an appropriate distribution to represent the data. Assuming the data is normally distributed, demonstrate understanding of the process of standardisation and calculate probabilities using the standard normal distribution.</p>

7.4.4 Teaching & Assessment Strategy

7.4.4.1 Teaching Strategy

Teaching and learning will take place primarily via practical based lectures which will be interactive in nature. The teaching and learning strategy will be applied in nature and lectures will focus on the understanding and application of knowledge in a practical and applied manner utilising a problem based learning approach. Learners on completion of this module will have gained an understanding of the use of excel in the quantitative analysis and presentation of data. Equally learners will be familiar with the basics of utilising software to apply quantitative techniques and methods to business problems.

In the School of Business all modules with a high numerical content are supported by the Mathematics Support Service. The Mathematics support team work with the lecturing staff within the School to ensure that tailored support and revision is being offered to learners throughout the module, including one-one appointments with the mathematics support service for additional guidance where needed.

7.4.4.2 Assessment Strategy

Assessment Type	Assessment Description	Outcomes addressed	% of total
Formative Assessment	Formative assessment will be provided to learners through the use of on-line quizzes and short answer questions. In addition in class problems and discussions will provide an opportunity for formative learning and learner feedback to be provided. Provision of individual feedback will be provided individually outside of lecture time or on line through Moodle		Non-Marked
Continuous Assessment	Learners will be given a number of in class or on-line assessments. These assessments will include a mix of assessment types not limited to: short answer questions, multiple choice, and or problem based questions. All questions presented to learners will be within the context of business scenarios. It is envisaged a minimum of two and maximum of four assessments will be undertaken over the module. Failure to attempt any assessment component will result in failure of the module (LO1-LO6).	1,2,3,4,5,6	40%
Terminal Exam	The examination will be a minimum of two hours in duration and may include a mix of: short or long problem based questions. All questions will be marked according to clarity, ability to apply statistical and quantitative techniques to solve business problems and above all interpret findings and communicate both an understanding of the process undertaken as well as the findings uncovered in a technical and non-technical manner as required.	1,2,3,4,5,6	60%

7.4.4.3 Reassessment Details

Reassessment of this module will consist of a repeat examination. It is possible that there will also be a requirement to be reassessed in a coursework element.

7.4.5 Reading List & Other Resources

Recommended Book Reading

Lind D.A., Marchal W.G., & Wathen S.A. (2015), *Statistical Techniques in Business and Economics*, 16th Ed., McGraw Hill

Supplementary Book Reading

Triola, M.F. (2015), *Essentials of Statistics*, 5th Ed., Pearson Education.

Davies, G. & Pecar, B. (2013), *Business Statistics using Excel*, 2nd Ed., Oxford University Press

Sullivan, M. (2014), *Fundamentals of Statistics, International edition*, 4th Ed., Pearson Education.

Berenson, M., Levine, J. & Szabat, K.A. (2015), *Basic Business Statistics, Global Edition*, 13th Ed., Pearson Education.

Taylor, S. (2007), *Business Statistics for Non-Mathematicians (Paperback or Ebook version)*, 2nd Ed., Palgrave Macmillan.

Other Resources

Website: European Commission (Eurostat)

<http://epp.eurostat.ec.europa.eu/>

Website: Central Statistics Office <http://www.cso.ie>

Website: European Social Research Institute <http://www.esri.ie>

7.4.6 Learning Environment

Learning will take place in a classroom environment and/or an IT laboratory. Learners will have access to library resources, both physical and electronic and to faculty outside of the classroom where required. Module materials will be placed on Moodle, the College's virtual learning environment. Within practical sessions, Microsoft excel instruction will be provided with specific emphasis on the application of the Data Analysis Toolpak function.

7.5 Employment Law

Stage	1						
Block	2						
Module Title	Employment Law						
Module Reference code	N/A						
Status (M/O)	Mandatory						
ECTS Credit	5						
Module NFQ Level	6						
Pre-requisite Modules	Code	Title					
	N/A	N/A					
Co-requisite Modules	Code	Title					
	N/A	N/A					
Capstone Y/N	N/A						
Teaching Personnel	Title	Name					
	Ms.	Katie Ridge					
Contact Hours				Non-Contact Hours			Total
Lecture	Tutorial	Blended	Other	Assignment	Online	Independent	
24						101	125
Allocation of marks within the Module							
	Continuous Assessment	Project	Practical	Terminal Examination	Total		
% Contribution	40%	0%	0%	60%	100%		

7.5.1 Aims:

The module aims to equip students with knowledge and understanding of the core statutory and common law rules applicable to the individual relationship between the employer and employee. The module also equips students with a knowledge of employment law so as to enable them engage competently with legal advisors and ensure compliance with legislation.

7.5.2 Intended Module Learning Outcomes

On successful completion of this module students will be able to:

- LO 1. Explain the structure and operation of the Irish Legal system and the role played by the disputes resolution service
- LO 2. Apply the principles of employment law and explain how they are applied to practical situations and propose appropriate solutions
- LO 3. Identify the relevant legislations applicable to an employment dispute and recognise the responsibilities and duties which arise in the employer/employee relationship
- LO 4. Identify the relevant legislation applicable to employment equality matters

7.5.3 Module Introduction

This module offers students an understanding of the Irish Legal System and the contractual and statutory framework which regulates the employer/employee relationship. The indicative content will be expanded and/or modified to reflect changes to the legal environment.

7.5.4 Module Curriculum

Session/Lecture	Themes
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1	<p>Sources of Law and Institutions</p> <ul style="list-style-type: none"> • Sources of Irish Law • Distinction between civil and criminal law • Dispute resolution – statutory, personal injury and court claims • Data protection obligations
2	<p>Employment Contracts</p> <ul style="list-style-type: none"> • Contracts of Service and Contracts for Service • Pre-contractual matters • Express and implied terms • Categories of worker and statutory protection – part-time workers, fixed term workers, agency workers
3	<p>Protective legislation</p> <ul style="list-style-type: none"> • Working time • Wages • Protection of young persons in employment • National minimum wage • Protected disclosures • Aspects of health and safety
4	<p>Family Friendly leave</p> <ul style="list-style-type: none"> • Maternity protection • Adoptive leave • Parental leave (Force Majure Leave) • Carers leave
5	<p>Equality law</p> <ul style="list-style-type: none"> • Discriminatory grounds • Direct and indirect discrimination • Burden of Proof • Harassment • Adverse treatment • Redress
6	<p>Termination of the employment relationship</p> <ul style="list-style-type: none"> • Dismissal – unfair and wrongful • Notice • Transfer of undertakings • Redundancy

7.5.5 Teaching and Assessment Strategy

7.5.5.1 Teaching Strategy

Teaching and learning will take place via a combination of methods during the lecture: in class discussion, case studies and problem solving exercises. Complex problem solving exercises will be distributed either before or during the lecture and will be used to apply the legal theory to real life situations.

Students will work in groups during the lecture to identify the employment law issues involved in the problem and will be required to identify and apply solutions that are legally

sound. Some problem based questions may require students to do preparatory work as they will be exploring the application of the law in practice. The problem based questions will give students an indication of their strengths and weaknesses throughout the term. Presentations used by the lecturer may contain direct hyperlinks to relevant readings in particular to legislation and case law.

7.5.5.2 Assessment Strategy

Students must attempt all assessments, unless otherwise stated.

Assessment Type	Assessment Description	Outcomes addressed	% of total
Continuous Assessment	This will consist of an employment law problem based scenario, 2,000 +/- 10% word, from the 'Employment Contracts and Protective Legislation' section of the module; it will incorporate a number of employment law issues. Students will be required to distinguish the legal issues from the scenario presented, identify the relevant legislation, where applicable and how it should guide action.	1,2,3,4	40%
Terminal Exam	The end of semester examination shall be two hours in duration where students are offered a choice of at least 5 questions and are required to answer 3. Questions may be in a 'legal problem' style format, where students must apply their knowledge and understanding of legal principles to a particular set of facts. Questions may require the student to suggest what appropriate measures should be taken by the parties in order to avoid legal problems in the future. Other questions may require students to discuss a piece of employment legislation or a case and/or examine its effect on the employer and employee relationship. Students will be marked according to the clarity, structure and presentation of their answer; and the use of appropriate and relevant case-law and legislation which supports their answer.	1, 2, 3, 4	60%

7.5.5.3 Reassessment Details

Learners will be afforded an opportunity to repeat the module assessment(s) at specified times throughout the year and all learning outcomes will be assessed in the repeat(s). Students who do not attempt all assessments throughout the module, without agreed extensions or deferrals, will be deemed to have failed the module.

7.5.6 Reading List & Other Resources

Recommended Book Reading

Faulkner M. (2013). *Essentials of Irish Labour Law*, 2nd Ed. Ed., Gill & McMillan, Dublin.

Supplementary Reading

- Bolger, M., Bruton, C. & Kimber C. (2009), *Employment Equality Law*, Roundhall, Dublin.
- Cox, N., Corbett, V. & Ryan D. (2009). *Employment Law in Ireland*, Clarus Press, Dublin
- Daly, B. & Doherty, M. (2010). *Principles of Irish Employment Law*, Clarus Press, Dublin.
- Forde, M. & Byrne, A.P. (2009). *Employment Law*, 3rd Ed. Ed., Round Hall, Dublin.
- Redmond, M. (2007). *Dismissal Law in Ireland, 2nd Ed.*, 2nd Ed., Tottel Publishing, Sussex.
- Regan, M. (2009). *Employment Law*, Tottel Publishing, Sussex.

Other Resources

Journals

- Annual Review of Irish Law
- Bar Review
- Commercial Law Practitioner
- EIRI Review
- Employment Equality Review
- Employment Law Newsletter
- Employment Law Today
- European Industrial Relations Review
- Health and Safety Review
- International Labour Review
- Industrial Relations Law Review
- IR Databank
- Irish Journal of European Law
- Irish Reports
- Irish Law Times
- Journal of the Irish Society of Labour Law

Website/Multimedia etc.

www.courts.ie

www.irlgov.ie

www.ictlaw.com

www.irishlaw.ie

www.eatribunal.ie

www.labourcourt.ie

www.entemp.ie

www.bailii.org

www.irishstatutebook.ie

www.europa.eu.int/eur-lex/en

www.curia.eu.int/en/transitpage.htm

www.firstlaw.ie

www.gov.ie/oireachtas/frame.htm

www.lawreform.ie

www.lawsociety.ie

www.employmentrights.ie

www.equalitytribunal.ie

www.dataprotection.ie

www.westlaw.ie

7.5.7 Learning Environment

Learning will take place in a classroom environment. Learners will have access to library resources, both physical and electronic and to faculty outside of the classroom where required. Module materials will be placed on Moodle, the College's virtual learning environment.

7.6 Human Resource Management

Stage	1						
Block	2						
Module Title	Human Resource Management						
Module Reference Code	H6HRMI						
Status (M/O)	Mandatory						
ECTS Credit	10						
Module NFQ Level	6						
Pre-requisite Modules	Code	Title					
	N/A	N/A					
Co-requisite Modules	Code	Title					
	N/A	N/A					
Capstone Y/N	N/A						
Teaching Personnel	Title	Name					
	Ms	Bronwyn McFarlane					
Contact Hours				Non-Contact Hours			Total
Lecture	Tutorial	Blended	Other	Assignment	Online	Independent	
30		6				214	250
Allocation of marks within the Module							
	Continuous Assessment		Project	Practical	Terminal Examination		Total
% Contribution	40%		0%	0%	60%		100%

7.6.1 Intended Module Learning Outcomes

On successful completion of this module, learners will be able to:

- LO 1. Explain the purpose, role and key activities of human resource management in the organisation and examine how personnel management and human resource management have changed and evolved over time.
- LO 2. Examine the stages in the HR Planning process, and the linkage to overall business strategy and recognize the importance of ongoing HR Planning in organisations.
- LO 3. Identify the stages in a best practice Recruitment & Selection process and evaluate the effectiveness of different recruitment & selection techniques.
- LO 4. Explain the links between induction, turnover and retention and why they are of strategic significance to the overall success of the organisation.
- LO 5. Demonstrate familiarity with the major concepts and issues in the field of equality and diversity as they relate to the work environment.

7.6.2 Module Objectives

This module introduces students to the area of Human Resource Management (HRM). It aims to develop students' knowledge and skills in some of the core HRM activities and concepts including: HR Planning, Recruitment & Selection, Turnover & Retention, and Equality and Diversity.

Session/Lecture	Themes
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1	<p>Introduction to Human Resource Management</p> <ul style="list-style-type: none"> • Defining and explaining human resource management • Personnel management versus human resource management • The role and activities of the HR function • Theoretical basis of HRM • Impact of the environment on HRM strategy & choice.
2	<p>HR planning (HRP) & Recruitment</p> <ul style="list-style-type: none"> • The contribution & role of HRP • The process of HRP • Job Analysis & Recruitment • Determining the vacancy • Recruitment processes and methods • Recruitment advertising & employer branding • E-recruitment and social media in recruitment.
3	<p>Selection</p> <ul style="list-style-type: none"> • Selection criteria & competencies • Shortlisting • Selection methods • Critique of the selection interview and alternative selection methods • Overviews of Employment legislation affecting the recruitment and selection process.
4	<p>Induction, Turnover & Retention</p> <ul style="list-style-type: none"> • Traditional & new approaches to induction • Onboarding • Role of HR and the line manager in induction and socialisation • Employee turnover - push & pull factors • Measuring & managing turnover • Retention strategies & role of the exit interview.
5	<p>Introduction to Managing Equality & Diversity in the workplace</p> <ul style="list-style-type: none"> • Why inequality exists in the labour market & the workplace • Different approaches to equality promotion & regulation by country • Positive discrimination versus positive action • Role of HRM in promoting equality & dealing with complaints of discrimination • Key procedures used by organisations e.g.: Equality & Dignity at Work policies. What is diversity management and how is it different to management of equality? • Approaches to diversity management • How diversity management can benefit employers and employees

	<ul style="list-style-type: none"> Challenges and limitations of diversity management.
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7.6.3 Teaching & Assessment Strategy

7.6.3.1 Teaching strategy

The learning strategy involves the use of lectures, tutorials, case studies, class discussions and videos as appropriate. Lectures provide a framework and introduction to each topic covered, this will be supplemented by discussion and application of theory through the other methods mentioned. Each topic is further developed through recommended reading which is essential for learning and effective performance in the assessment.

7.6.3.2 Assessment Strategy

Assessment Type	Assessment Description	Outcome addressed	% of total	Assessment Date
Continuous Assessment	The assessment will be an individual or group project which will require students to: Apply their knowledge of HRM theory & practice to a realistic business situation and advise on appropriate solutions in one or more of the following areas: HR planning, Recruitment & Selection, Turnover & Retention or Equality & Diversity.	1,2,3,4,5	40	
Terminal Exam	End of semester final examination. Students will be set a final examination usually consisting of 5 questions of which they have to answer 3. All questions will necessitate essay-style responses and marks will be awarded based on clarity, structure, relevant examples, depth of topic knowledge and evidence of reading outside of core text.	1,2,3,4,5	60	End-of-Semester

7.6.3.3 Reassessment Details

Reassessment of this module will consist of a repeat examination. It is possible that there will also be a requirement to be reassessed in a coursework element.

7.6.4 Reading List & Other Resources

Recommended Book Reading

Carberry, R. & Cross, C. (2013), *Human Resource Management - a concise introduction*, 1st Ed., Palgrave Macmillan London.

Reidy, L. (2014), *Make That Grade: Human Resource Management*, 4th Ed., Gill & Macmillan Dublin.

Supplementary Book Reading

Torrington, D. Hall, L. & Taylor, S. & Atkinson, C. (2014), *Human Resource Management*, 9th Ed., Harlow.

Gunnigle, P. Heraty, N & Morley, M. (2011), *Human Resource Management in Ireland*, 4th Ed., Gill MacMillan Dublin.

Armstrong, M. (2014), *Handbook of Human Resource Management Practice*, 13th Ed., Kogan Page London.

Torrington, D. & Taylor, S. (2009), *Fundamentals of Human Resource Management*, 1st Ed., Pearson Education Essex.

Other Resources

Website: n/a <http://www.cipd.ie>

Website: n/a <http://www.shrm.org>

Website: n/a <http://www.ibec.ie>

7.6.5 Learning Environment

Learning will take place in a classroom environment. Learners will have access to library resources, both physical and electronic and to faculty outside of the classroom where required. Module materials will be placed on Moodle, the College's virtual learning environment.

7.7 Economics in the World

Stage	1						
Block	2						
Module Title	Economics in the World						
Module Reference Code	N/A						
Status (M/O)	Mandatory						
ECTS Credit	10						
Module NFQ Level	6						
Pre-requisite Modules	Code	Title					
	N/A	N/A					
Co-requisite Modules	Code	Title					
	N/A	N/A					
Capstone Y/N	N/A						
Teaching Personnel	Title	Name					
	Dr	Paul Hanly					
Contact Hours				Non-Contact Hours			Total
Lecture	Tutorial	Blended	Other	Assignment	Online	Independent	
30		6				214	250
Allocation of marks within the Module							
	Continuous Assessment	Project	Practical	Terminal Examination	Total		
% Contribution	50%	0%	0%	50%	100%		

7.7.1 Intended Module Learning Outcomes

On successful completion of this module, learners will be able to:

- LO 1. Identify economic relationships between individual economic agents and explain what motivates them.
- LO 2. Demonstrate awareness of the economic issues concerning personal, business and government decisions.
- LO 3. Describe the origins of macroeconomics and the issues it tackles.
- LO 4. Demonstrate a fundamental knowledge of the main macroeconomic indicators and how these impact on individuals.
- LO 5. Produce and interpret economic tools of analysis, such as graphs, and apply these to real-world economic issues.
- LO 6. Apply the skills of economic thinking to analyse contemporary issues and assess economic arguments presented in the public media.

7.7.2 Module Objectives

The purpose of this module is to introduce participants to the key principles in microeconomics and macroeconomics. Participants will learn to use various ways of Economic thinking to examine the interactions of firms, consumers and governments on a micro-level and to assess the economy as a whole including the aggregated actions of key participants and their effects on macroeconomic indicators.

Key questions include: How do markets work? How do individuals make decisions in a market system? What is the role of government in the economic system? What are the causes

of fluctuations in economic activity along the business cycle? How should fiscal and monetary policy be used to achieve macroeconomic stabilisation? How do you measure income/prosperity distribution?

7.7.3 Module Curriculum

Session/Lecture	Themes
1	<p>Microeconomics: Introduction to Economics and the Economic Way of Think</p> <ul style="list-style-type: none"> • A definition of Economics • Economic change over time • The economic way of thinking • The economic problem • Production possibility frontier and economic growth.
2	<p>Market Dynamics: Demand and Supply</p> <ul style="list-style-type: none"> • Markets and competition • Demand and supply • Market equilibrium • Price elasticity of demand and its links to firm revenue.
3	<p>Limitations of the market I: market failure and welfare</p> <ul style="list-style-type: none"> • Sources of market failure • Consumer and producer surplus • Externalities and welfare economics • The role of the Government: taxes and subsidy effects.
4	<p>Limitations of the market II: Real world consumer behaviour</p> <ul style="list-style-type: none"> • Standard model of consumer behaviour • Beyond neoclassical economics: Bounded rationality and behaviour economics • A world of uncertainty: information asymmetries.
5	<p>Macroeconomics: Introduction to the macro-economy</p> <ul style="list-style-type: none"> • Origins and issues of macroeconomics • A history of capitalism and socialism • Contemporary macroeconomic policy challenges.
6	<p>Measuring a Nations Income</p> <ul style="list-style-type: none"> • The circular flow • Measuring Gross Domestic Product: Uses and limitations • The business cycle • GDP and economic well-being • Economic growth and Inequality.
7	<p>Unemployment and Inflation</p>

	<ul style="list-style-type: none"> Defining and measuring unemployment Issues in Unemployment: minimum wage laws, unions and collective bargaining and efficiency wages Measuring prices: Inflation and deflation.
8	Money and Banking <ul style="list-style-type: none"> The financial system How banks create money The role of central banks and the ECB.
9	Short-run Economic Fluctuations <ul style="list-style-type: none"> The multiplier: consumption function and the role of confidence Aggregate Demand and Aggregate Supply Short-run and long-run macroeconomic equilibrium The AS-AD model and macroeconomic management.
10	Fiscal and monetary policy and supply-side stabilisation <ul style="list-style-type: none"> Fiscal policy and the Keynesian multiplier The Government budget Central banks and monetary policy and the role of confidence Supply-side policies.

7.7.4 Teaching & Assessment Strategy

7.7.4.1 Teaching Strategy

This module will be taught using a tiered teaching approach with each layer contributing a different yet complimentary level of learning to participants.

Theoretical material will be engaged with in a lecture-based format, with on-going formative assessment provided throughout the semester. Participants will be guided towards suitable online supporting material including videos and interactive textbook exercises (including MCQ's, critical thinking questions, discussion questions, maths workout etc.) to supplement the in-class learning experience.

Practical applications of economic theories, for example the analysis of real-world empirical data to answer economic questions, the involvement in economic games to explore key concepts of decision making, applied case-studies and group presentations, will be undertaken in a smaller tutorial/practical setting.

7.7.4.2 Assessment Strategy

Assessment Type	Assessment Description	Outcomes addressed	% of total
Multiple Choice Questions	Continuous assessment will comprise a combination of assessment strategies. On-line multiple choice tests will be provided during the semester to assess Learner knowledge of, and application of, key module concepts.	1,2,3,4,5,6	20

Practical	This group-based practical project will involve learners applying economic concepts and methods to investigate fundamental questions in economics e.g. how to measure a country's standard of living, what are the determinates of the Irish housing market. Learners will be expected to examine the specified issue in groups from a range of perspectives. Learners will also be required to make a presentation of their results in class.	1,2,3,4,5,6	30
Terminal Exam	The end of semester examination paper will be two hours long with Learners required to answer a combination of short questions and a case study. All material on the syllabus, which has been covered in lectures, seminars and tutorials, is assessable.	1,2,3,4,5,6	50

7.7.4.3 Reassessment Details

Reassessment of this module will consist of a repeat examination. It is possible that there will also be a requirement to be reassessed in a coursework element.

7.7.5 Reading List & Other Resources

Recommended Book Reading

Mankiw N.G., & Taylor P.T. (2014), *Economics*, 3rd Ed., Cengage

Mankiw N.G., Taylor P.T., & Ashwin A. (2013), *Business Economics*, 1st Ed., Cengage

Supplementary Book Reading

Parkin M., Powell M., & Matthews K., (2014), *Economics (European edition)*, 9th Ed., Pearson

Krugman P. & Wells R. (2012), *Economics*, 3rd Ed., Macmillan

McDowell M., Thom R., Frank R., & Bernanke B., (2012), *Principles of Economics (European edition)*, McGraw Hill

Leddin A. J & Walsh B. (2013), *Macroeconomics "An Irish and European Perspective*, Gill and Macmillan

Chang, H-J (2014), *Economics: The User's Guide*, 1st Ed., Penguin Group

Akerlof, G., A., & Schiller, R., J., (2009), *Animal Spirits*, Princeton University Press

Thaler, R., H. & Sunstein, C., R., (2009), *Nudge*, Penguin Books

Other Resources

Media: <http://www.irishtimes.com/business>

Media: <http://www.independent.ie/business/>

Media: www.ft.com

Media: www.economist.com

Media: <http://businessandfinance.com/>

Media: www.wsj.com

Institutions/Think tanks: www.esri.ie

Institutions/Think tanks: <http://www.imf.org/external/pubs/ft/fand d/fda.htm>

Institutions/Think tanks: www.imf.org

Institutions/Think tanks: <http://www.forfas.ie/publication/search.jsp>

Institutions/Think tanks: www.cso.ie

Institutions/Think tanks: www.ecb.int

On-line learning/videos: http://cws.cengage.co.uk/mankiw_taylor2/students/stu_mcqs.htm

On-line learning/videos: <http://pearsonblog.campaignserver.co.uk/?cat=315>

On-line learning/videos: <http://core-econ.org/>

On-line learning/videos: <http://ineteconomics.org/>

On-line learning/videos: <https://www.ted.com/topics/economics>

On-line learning/videos: <http://www.lse.ac.uk/publicEvents/events Home.aspx>

Blogs: www.irisheconomy.ie

Blogs: <http://economicspsychologypolicy.blogspot.co.uk/>

Blogs: <http://gregmankiw.blogspot.ie/>

Blogs: <http://krugman.blogs.nytimes.com>

Blogs: <http://marginalrevolution.com/>

Blogs: <http://www.progressive-economy.ie/>

Blogs: http://karlwhelan.com/blog/?page_id=22

7.7.6 Learning Environment

Learning will take place in a classroom environment. Learners will have access to library resources, both physical and electronic, outside the classroom where required. Selected module materials will be placed on Moodle, the college's virtual learning environment.

7.9 Sales and Marketing for Managers

Stage	2						
Block	1						
Module Title	Sales and Marketing for Managers						
Module Reference Code	N/A						
Status (M/O)	Mandatory						
ECTS Credit	10						
Module NFQ Level	7						
Pre-requisite Modules	Code	Title					
	N/A	N/A					
Co-requisite Modules	Code	Title					
	N/A	N/A					
Capstone Y/N	N/A						
Teaching Personnel	Title	Name					
	Mr.	Pat Delaney					
Contact Hours				Non-Contact Hours			Total
Lecture	Tutorial	Blended	Other	Assignment	Online	Independent	
30		6				214	250
Allocation of marks within the Module							
	Continuous Assessment	Project	Practical	Terminal Examination	Total		
% Contribution	100%	0%	0%	0%	100%		

7.9.1 Aims:

The purpose of this module is that students will fully understand the principles of Marketing with an introduction to sales principles, systems and techniques.

7.9.2 Intended Module Learning Outcomes

On successful completion of this module students will be able to:

- LO 1. Explain fundamental marketing and sales concepts and principles
- LO 2. Distinguish the principles and practices of selling and show an understanding of its importance as part of the marketing mix
- LO 3. Illustrate the basics of pricing, distribution, segmentation and a range of sales and marketing options
- LO 4. Discuss the scope of marketing within organisations including decision making processes, segmentation, the role of market
- LO 5. Evaluate and apply appropriate concepts and techniques to relevant marketing problems and situations including digital
- LO 6. Organise and conduct sales presentations, as well as planning and implementing sales management campaigns

7.9.3 Module Introduction

This module introduces students to the principles and practices of professional sales and marketing management. The module will allow students reflect on their own understanding of sales and marketing for an organisation, and will introduce them to the theoretical concepts that underpin modern Sales and Marketing management principles and techniques.

7.9.4 Module Curriculum

Session/Lecture	Themes
1	Introduction to Marketing <ul style="list-style-type: none"> • Evolution of the marketing concept • The marketing environment
2	Consumer Behaviour <ul style="list-style-type: none"> • Consumer and Business buyer behaviour • The decision making process • Influences on consumer decision making
3	Market Research <ul style="list-style-type: none"> • Categorising research methods and marketing information • Qualitative versus quantitative research • Scope of market research and market information systems
4	Segmentation, Targeting and Positioning <ul style="list-style-type: none"> • Types of markets and the segmentation process • Targeting strategies • Positioning for competitive advantage
5	Product and Service Decisions <ul style="list-style-type: none"> • Introduction to basic product concepts • Packaging and labelling • Branding and brand management • Product line and mix decision • Product life cycle management
6	Pricing decision <ul style="list-style-type: none"> • Factors influencing pricing • General pricing approaches
7	Distribution and logistics management <ul style="list-style-type: none"> • Distribution channel structure • Channel design and management • Physical distribution • Online design and distribution
8	Marketing communications <ul style="list-style-type: none"> • Creating effective communications • Organising and managing the promotional mix • Advertising • Public Relations • Sales Promotion • Direct Marketing Strategy

	<ul style="list-style-type: none"> Digital marketing and Selling
9	Personal selling and Sales Management <ul style="list-style-type: none"> Defining the sales role The Role of selling within marketing Sales settings and strategies
10	Planning Sales Presentations <ul style="list-style-type: none"> Objectives for the presentation Sales techniques (features, advantages and benefits) Presentation structure, style and behaviour Organising visual materials Managing audience interaction Determining and handling substantive issues Dealing with objectives Concluding the presentation and closing the sale

7.9.5 Teaching and Assessment Strategy

7.9.5.1 Teaching Strategy

The course will be taught through a combination of lectures and/or case studies and/or examples (in-class), individual/group exercises and will be assessed by means of assignments (100% of marks). Students must attempt and pass all assessments.

The programme at level 7 on the NFAQ will offer learners the basis to build on and pursue further academic qualifications at level 8. In reflecting this, the programme requires that participants spend a significant portion of their time on independent learning and research. This will contribute towards their understanding of the material presented in classes.

7.9.5.2 Assessment Strategy

Students must attempt all assessments, unless otherwise stated.

Assessment Type	Assessment Description	Outcomes addressed	% of total
Continuous Assessment	<p>Project – A 2,000 – 2,500 (not including bibliography and appendices), individual/group project which should develop a marketing and sales management programme to overcome a marketing based problem in their organisation, or an organisation of their choice.</p> <p>Students will be expected to conduct secondary research – comprising company, customer and industry profiles, as well as devising appropriate approaches / strategies to present as part of a comprehensive programme incorporating:</p> <ul style="list-style-type: none"> Product proposal Pricing approaches 	1,2,3,4,5,6	75%

	<ul style="list-style-type: none"> • Distribution strategies • Promotional and Sales Management strategies / tactics 		
Presentation	Students will prepare, organise and deliver an individual / group sales presentation that centres on the product of service offering of their organisation, or an organisation of their choice. The presentation will be based on a role-play scenario of delivering a sales presentation to a prospective customer.	2, 6	25%

7.9.5.3 Reassessment Details

Learners will be afforded an opportunity to repeat the module assessment(s) at specified times throughout the year and all learning outcomes will be assessed in the repeat(s). Students who do not attempt all assessments throughout the module, without agreed extensions or deferrals, will be deemed to have failed the module.

7.9.6 Reading List & Other Resources

Recommended Book Reading

Fahey, J. & Jobber, D. (2016). *Foundations of Marketing*. 6th Ed., London. McGraw-Hill

Jobber, D. & Lancaster, G. (2014). *Selling and Sales Management*. 9th Ed., Harlow. Financial Times Prentice Hall.

Supplementary Reading

Rogan, D. (2011). *Marketing, an Introduction for Irish Students*. 4th Ed., Dublin, Gill and MacMillan.

Baines, P. & Fill C. (2014). *Marketing*. 3rd Ed., Oxford. Oxford University Press.

Other Resources

Website/Multimedia etc.

<http://www.icm.ac.uk>

<http://www.iapi.ie>

<http://www.prii.ie>

<http://www.salesinstitute.ie>

<http://www.cim.co.uk>

<http://www.cipr.co.uk>

<http://www.simm.co.uk>

<http://www.idma.ie>

<http://www.aai.ie>

<http://www.asai.ie>
<http://www.bci.ie>
<http://www.clearcast.co.uk>
<http://www.imci.ie>
<http://www.imi.ie>
<http://www.ibec.ie>
<http://www.esri.ie>
<http://www.enterprise-ireland.com>
<http://www.irl.gov.ie>
<http://www.cso.ie>
<http://www.dubchamber.ie/>
<http://www.marketing.ie>
<http://www.adworld.ie>
<http://www.medialive.ie>
<http://www.brandrepublic.com/marketing/>
<http://www.mareketingprofs.com>
<http://www.prweek.com>
<http://www.prwatch.org>
<http://www.ireland.com>
<http://www.nytimes.com>
<http://www.time.com>
<http://www.rte.ie/news>
<http://www.business2000.ie>
<http://www.businessandfinance.ie>
www.economist.com
www.hbr.com
www.ft.com

Learning will take place in a classroom environment. Learners will have access to library resources, both physical and electronic and to faculty outside of the classroom where required. Module materials will be placed on Moodle, the College's virtual learning environment.

7.10 Managing Finance

Stage	2						
Block	1						
Module Title	Managing Finance						
Module Reference Code	N/A						
Status (M/O)	Mandatory						
ECTS Credit	10						
Module NFQ Level	7						
Pre-requisite Modules	Code	Title					
	N/A	N/A					
Co-requisite Modules	Code	Title					
	N/A	N/A					
Capstone Y/N	N/A						
Teaching Personnel	Title	Name					
	Ms.	Ciara Deane					
Contact Hours				Non-Contact Hours			Total
Lecture	Tutorial	Blended	Other	Assignment	Online	Independent	
30		6				214	250
Allocation of marks within the Module							
	Continuous Assessment	Project	Practical	Terminal Examination	Total		
% Contribution	100%	0%	0%	0%	100%		

7.10.1 Aims:

The purpose of this module is to provide students with an understanding of the role of financial accounting in an organisation and provide students with an understanding of the basic concepts underpinning the preparation of financial statements. The module enables students to prepare, analyse and interpret financial information and give students an appreciation of budgeting and budgetary control. It looks at investment decision making tools and considers different methods of financing.

7.10.2 Intended Module Learning Outcomes

On successful completion of this module students will be able to:

- LO 1. Show the ability to differentiate between different business structures
- LO 2. Demonstrate an understanding of accounting concepts and terminology inherent in accounting together with an ability to draft financial statements
- LO 3. Critically evaluated business performance using financial tools
- LO 4. Employ financial techniques for decision making
- LO 5. Develop the ability to prepare budgets and to critically evaluate the importance of budgetary control
- LO 6. Appreciate the importance of financing of a business

7.10.3 Module Introduction

The course will help learners understand the importance of finance to an organisation. Learners will develop a critical and methodical approach to problem solving and decision

making in a financial context and develop the ability to interpret and communicate financial information.

7.10.4 Module Curriculum

Session/Lecture	Themes
1	Introduction to managing finance <ul style="list-style-type: none"> • Finance in organisations • Understanding financial decisions • Implications of financial management
2	Business Structures <ul style="list-style-type: none"> • Sole trader • Partnership • Private limited companies • Public limited companies
3	Companies Act <ul style="list-style-type: none"> • The Companies Act 2014 • Introduction to taxation
4	Financial statements <ul style="list-style-type: none"> • Appreciation of accounting concepts and terminology • Drafting of financial statements • Income statements • Financial position statements • Cash flow and changes in equity
5	Financial analysis tools <ul style="list-style-type: none"> • Introduction to analysis • Tools of analysis • Tools for performance measurement
6	Planning business performance <ul style="list-style-type: none"> • Budgeting and budgetary controls • Business budgeting in practice • Master budgets, Sales and cash budgets
7	Financing the business <ul style="list-style-type: none"> • Capital • Borrowing • Grants • Retained earnings
8	Investment Decision making <ul style="list-style-type: none"> • Payback • Discounted cash flow • Accounting net of return • Net present value

	<ul style="list-style-type: none"> Internal rate of return
9	Taxation implications <ul style="list-style-type: none"> Taxation implications for investment decisions Tax compliance

7.10.5 Teaching and Assessment Strategy

7.10.5.1 Teaching Strategy

The course will be taught through a combination of lectures and/or case studies and/or examples (in-class), individual/group exercises and will be assessed by means of assignments (100% of marks). Students must attempt and pass all assessments.

The programme at level 7 on the NFQ will offer learners the basis to build on and pursue further academic qualifications at level 8. In reflecting this, the programme requires that participants spend a significant portion of their time on independent learning and research. This will contribute towards their understanding of the material presented in classes.

7.10.5.2 Assessment Strategy

Students must attempt and pass all assessments, unless otherwise stated.

Assessment Type	Assessment Description	Outcomes addressed	% of total
Continuous Assessment	First Project – 1,500 – 2,000 words (Not including bibliography, appendices) The class may/will be divided into individuals/groups, where applicable. Each individual/group will be given a topic from the curriculum. Each individual/group is to prepare a project related to the topic chosen/allocated to them. Computation work will be required. Reference to class material and evidence of outside reading is essential.	1,2,5,6	40%
	Second Project – 2,000 – 2,500 words (Not including bibliography, appendices) The class may/will be divided into individuals/groups, where applicable. Each individual/group will be given a topic from the curriculum. Each individual/group is to prepare a project related to the topic chosen/allocated to them. Computation work will be required. Reference to class material and evidence of outside reading is essential.	1,2,3,4,5,6	60%

7.10.5.3 Reassessment Details

Learners will be afforded an opportunity to repeat the module assessment(s) at specified times throughout the year and all learning outcomes will be assessed in the repeat(s). Students who do not attempt all assessments throughout the module, without agreed extensions or deferrals, will be deemed to have failed the module.

7.10.6 Reading List & Other Resources

Recommended Book Reading

Mott, G. (2014). *Accounting for Non Accountants*. 9th Ed. London. Kogan Page

Dyson, J.R. (2010). *Accounting for Non Accounting Students* 8th Ed. London. Prentice Hall

Other Resources

Website/Multimedia etc.

Chartered Accountants Ireland *Accountancy Ireland*

Berman, B., & Evans, J.R. (2013) *Retail Management: A Strategic Approach*. 12th Ed. London. Prentice Hall

7.10.7 Learning Environment

Learning will take place in a classroom environment. Learners will have access to library resources, both physical and electronic and to faculty outside of the classroom where required. Module materials will be placed on Moodle, the College's virtual learning environment.

7.11 Business Economics

Stage	2						
Block	2						
Module Title	Business Economics						
Module Reference Code	N/A						
Status (M/O)	Mandatory						
ECTS Credit	5						
Module NFQ Level	7						
Pre-requisite Modules	Code	Title					
	0	Economics in the World					
Co-requisite Modules	Code	Title					
	N/A	N/A					
Capstone Y/N	N/A						
Teaching Personnel	Title	Name					
	Dr	Paul Hanly					
Contact Hours				Non-Contact Hours			Total
Lecture	Tutorial	Blended	Other	Assignment	Online	Independent	
20		4				101	125
Allocation of marks within the Module							
	Continuous Assessment	Project	Practical	Terminal Examination	Total		
% Contribution	40%	0%	0%	60%	100%		

7.11.1 Intended Module Learning Outcomes

On successful completion of this module, learners will be able to:

- LO 1. Critique critical contemporary economic issues in a rigorous way, using applied concepts and theories.
- LO 2. Apply economic frameworks and decision-making to specific real-world business cases.
- LO 3. Evaluate and assess macroeconomic policy decisions (including competitiveness policies and labour market policies) on the business environment.
- LO 4. Use macroeconomic models to think through important questions about the Irish and international economy.

7.11.2 Module Objectives

The purpose of this module is to build upon the economics principles covered in Stage 1. Participants will develop an understanding of the economic approach to reasoning and decision making in a business context and will engage with key macroeconomic developments and their relationship to the business environment. Key questions include: How do firms behave in strategic situations and under different market structures? What decisions lie behind the labour supply curve? How does discrimination in the labour market affect wages? How do macroeconomic policies affect an open market? How do volatile exchange rates impact on firms?

7.11.3 Module Curriculum

Session/Lecture	Themes
1	Microeconomics Firm behaviour and industry organisation <ul style="list-style-type: none"> • The business environment • The production function • Costs in the short run and long run
2	Market Structures and firm decision-making <ul style="list-style-type: none"> • Perfect competition • Market power and firm concentration • Monopoly Price discrimination • Product differentiation and monopolistic competition • Game theory and strategic decision-making • Contemporary developments in firm decision-making
3	Labour markets <ul style="list-style-type: none"> • Labour demand and supply • Labour market equilibrium and the wage rate • Imperfect labour markets: the role of individuals, governments and unions • Labour market discrimination • Industrial relations • Case study: Contemporary labour market issues
4	Macroeconomics - The open macroeconomic environment of business <ul style="list-style-type: none"> • Balance of payments: flows of goods and capital • Case study: Ireland's merchandise trade • Exchange rate determination and the J curve • Purchasing power parity • Fixed versus flexible exchange rate systems • Case study: EMU, benefits and costs of a common currency • Contemporary business issues in the macro environment
5	Trade and competitiveness <ul style="list-style-type: none"> • Absolute and comparative advantage • The benefits of trade • The economics of protectionism • World trade and the WTO • Contemporary trade and competitiveness issues in Ireland
6	Fiscal Policy and economic planning <ul style="list-style-type: none"> • Fiscal policy in theory and practice

	<ul style="list-style-type: none"> • Economic aspects of taxation and the Laffer curve • Efficiency versus equality and the rise of the welfare state • The dynamics of debt stabilisation • Contemporary issues in fiscal policy
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7.11.4 Teaching & Learning Strategy

7.11.4.1 Teaching Strategy

This module will be taught using a tiered teaching approach with each layer contributing a different yet complimentary level of learning to participants. Theoretical material will be engaged with in a lecture-based format, with on-going formative assessment provided throughout the semester. Participants will be guided towards suitable online supporting material including videos and interactive textbook exercises (including MCQ’s, critical thinking questions, discussion questions, maths workout etc.) to supplement the in-class learning experience. Practical applications of economic theories, for example the analysis of real-world empirical data to answer economic questions, applied case-studies and group presentations, will be undertaken in smaller tutorial/practical sessions.

7.11.4.2 Assessment Strategy

Assessment Type	Assessment Description	Outcomes addressed	% of total
Continuous Assessment	Continuous assessment will comprise a group based project which will be focused on the case studies outlined on the syllabus. For example, trade and competitiveness issues in Ireland or fiscal debt dynamics.	1,2,3,4	40%
Terminal Exam	The end of semester examination paper will be two hours long with Learners required to answer essay-style questions. All material on the syllabus, which has been covered in lectures, seminars and tutorials, is assessable.	1,2,3,4	60%

7.11.4.3 Reassessment Details

Reassessment of this module will consist of a repeat examination. It is possible that there will also be a requirement to be reassessed in a coursework element.

7.11.5 Reading List & Other Resources

Recommended Book Reading

Sloman J. Hinde K. & Garratt G. (2013), *Economics for Business*, 6th ed. Ed., Pearson

Leddin A. J & Walsh B. (2013), *Macroeconomics “An Irish and European Perspective*, 1st ed. Ed., Gill and Macmillan

Supplementary Book Reading

Perloff J. M. (2014), *Microeconomics*, 7th ed. Ed., Pearson

Blanchard O. & Johnson D. W. (2012), *Macroeconomics*, 6th ed. Ed., Pearson

Pindyck R. P. & Rubinfeld D. (2012), *Microeconomics*, 8th ed. Ed., Pearson

Samuelson P.A & Nordhaus W.D. (2010), *Economics*, 19th ed. Ed., McGraw-Hill
Mankiw N.G., & Taylor P.T. (2013), *Business Economics*, 1st ed. Ed., Cengage

Other Resources

Media: <http://www.irishtimes.com/business>

Media: <http://www.independent.ie/business/>

Media: www.ft.com

Media: www.economist.com

Media: <http://businessandfinance.com/>

Media: www.wsj.com

Institutions/Think tanks: www.esri.ie

Institutions/Think tanks: www.cso.ie

Institutions/Think tanks: www.imf.org

Institutions/Think tanks: <http://www.forfas.ie/publication/search.jsp>

Institutions/Think tanks: www.ecb.int

Institutions/Think tanks: <http://www.tasc.ie/>

On-line learning/videos: <https://www.ted.com/topics/economics>

On-line learning/videos: <http://www.lse.ac.uk/publicEvents/eventsHome.aspx>

On-line learning/videos: <http://www.pearsoned.co.uk/bookshop/detail.asp?item=100000000505951>

Blogs: www.irisheconomy.ie

Blogs: <http://trueeconomics.blogspot.ie/>

Blogs: http://karlwhelan.com/blog/?page_id=22

Blogs: <http://marginalrevolution.com/>

Blogs: <http://freakonomics.com/>

Blogs: <http://gregmankiw.blogspot.ie/>

Blogs: <http://krugman.blogs.nytimes.com>

Blogs: <http://www.progressive-economy.ie/>

7.11.6 Learning Environment

Learning will take place in a classroom environment. Learners will have access to library resources, both physical and electronic, outside the classroom where required. Selected module materials will be placed on Moodle, the college's virtual learning environment.

7.12 Business Law

Stage	2						
Block	2						
Module Title	Business Law						
Module Reference Code	N/A						
Status (M/O)	Mandatory						
ECTS Credit	5						
Module NFQ Level	7						
Pre-requisite Modules	Code	Title					
	N/A	N/A					
Co-requisite Modules	Code	Title					
	N/A	N/A					
Capstone Y/N	N/A						
Teaching Personnel	Title	Name					
	Ms.	Ellen Byrne					
Contact Hours				Non-Contact Hours			Total
Lecture	Tutorial	Blended	Other	Assignment	Online	Independent	
24						101	125
Allocation of marks within the Module							
	Continuous Assessment	Project	Practical	Terminal Examination	Total		
% Contribution	0%	0%	0%	100%	100%		

7.12.1 Aims:

This module aims to provide learners the opportunity for learners to critically evaluate a variety of case studies, identify the underlying problem and recommend an appropriate remedy. This requires the learners to collect and analyse current case law, to derive supportable conclusions.

7.12.2 Intended Module Learning Outcomes

On successful completion of this module students will be able to:

- LO 1. Show a detailed understanding of the functions and sources of law, the division of law – civil and criminal, and the structure of the court system, and analyse and describe key concepts of Tort Law and identify the relevant tort in a given situation
- LO 2. Critique and discuss Contract Law and develop the ability to apply principles of contract law to practical situations proposing appropriate solutions
- LO 3. Critically discuss legal obligations in consumer contracts, and the Law of Persons as it relates to Partnerships and Companies
- LO 4. Explain the formation and benefits of different types of business organisational structures

7.12.3 Module Introduction

The module introduces students to the key features of the Irish Legal System. It aims to analyse the Irish courts system and the principles of Common Law precedent. The module also considers other aspects of the legal system including Contract and Tort Law and their application to the business environment. Overall, the module aims to introduce students to areas as diverse as the Law of Persons, Directors and Company legislation, Commercial Law and in depth examination of Contract Law.

7.12.4 Module Curriculum

Session/Lecture	Themes
1	Introduction to the Irish Legal System <ul style="list-style-type: none"> • Sources • Functions • Structure
2	Tort Law <ul style="list-style-type: none"> • Tortious Liability • Negligence • Statutory Duty and Liability • Remedies and defences
3	Law of Contract <ul style="list-style-type: none"> • Nature of contracts • Formation of contracts • Discharge of Contract • Validity of contracts • Remedies for breach of contract
4	Commercial Law <ul style="list-style-type: none"> • Agency • Sale of Goods • Hire Purchase
5	Organisational Structures <ul style="list-style-type: none"> • Company structure • Partnerships • Legal entities • Legal responsibilities

7.12.5 Teaching and Assessment Strategy

7.12.5.1 Teaching Strategy

The course will be taught through a combination of lectures and/or case studies and/or examples (in-class), individual/group exercises and will be assessed by means of assignments (100% of marks). Students must attempt and pass all assessments.

The programme at level 7 on the NFQ will offer learners the basis to build on and pursue further academic qualifications at level 8. In reflecting this, the programme requires that participants spend a significant portion of their time on independent learning and research. This will contribute towards their understanding of the material presented in classes.

7.12.5.2 Assessment Strategy

Students must attempt all assessments, unless otherwise stated.

Assessment Type	Assessment Description	Outcomes addressed	% of total
Terminal Exam	The end of semester examination paper will be two hours long with Learners required to answer	1,2,3,4	100%

	essay-style questions. All material on the syllabus, which has been covered in lectures, seminars and tutorials, is assessable.		
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7.12.5.3 Reassessment Details

Learners will be afforded an opportunity to repeat the module assessment(s) at specified times throughout the year and all learning outcomes will be assessed in the repeat(s). Students who do not attempt all assessments throughout the module, without agreed extensions or deferrals, will be deemed to have failed the module.

7.12.6 Reading List & Other Resources

Recommended Book Reading

Carrigan, M. (2015). *Business Law*. 6th Ed. Law Society of Ireland. London. Oxford University Press.

Supplementary Reading

Carrigan, M. (2011). *Business Law*. 5th Ed. Law Society of Ireland. London. Oxford University Press.

Kelly, D. & Hammer, R. (2014). *Business Law*. 2nd Ed. London. Routledge.

Finch, E. & Fafinski, S. (2014). *Law Express: Contract Law - Revision Guide*. 4th Ed. London. Pearson.

Adams, A. (2014). *Law for Business Students*. 8th Ed. London. Pearson Education

MacIntyre, E. (2014). *Business Law*. 7th Ed. London. Pearson.

Website/Multimedia etc.

CIPD Website: n/a <http://www.cipd.co.uk>

Useful general HRM site: n/a <http://www.hrmguid.co.uk>

7.12.7 Learning Environment

Learning will take place in a classroom environment. Learners will have access to library resources, both physical and electronic and to faculty outside of the classroom where required. Module materials will be placed on Moodle, the College's virtual learning environment.

7.13 Management Accounting

Stage	2						
Block	2						
Module Title	Management Accounting						
Module Reference Code	N/A						
Status (M/O)	Mandatory						
ECTS Credit	10						
Module NFQ Level	7						
Pre-requisite Modules	Code	Title					
	N/A	N/A					
Co-requisite Modules	Code	Title					
	N/A	N/A					
Capstone Y/N	N/A						
Teaching Personnel	Title	Name					
	Mr.	Joe Molumby					
Contact Hours				Non-Contact Hours			Total
Lecture	Tutorial	Blended	Other	Assignment	Online	Independent	
30		6				214	250
Allocation of marks within the Module							
	Continuous Assessment	Project	Practical	In-Class Examination	Total		
% Contribution	40%	0%	0%	60%	100%		

7.13.1 Aims:

The aims of this module are to provide the student with a basic knowledge and appreciation of cost and management accounting principles, concepts and techniques and to provide an understanding of the role of the management accountant in internal reporting.

7.13.2 Intended Module Learning Outcomes

On successful completion of this module students will be able to:

- LO 1. Develop an understanding of the purpose and scope of management accounting
- LO 2. Examine the role of accounting in managerial planning and control decision making
- LO 3. Demonstrate the analytical skills and knowledge required to prepare cost accounts for an organisation
- LO 4. Apply cost accumulation for inventory valuation and profit measurement
- LO 5. Use traditional methods of cost accumulation and activity based costing methods in generating cost information for decision making

7.13.3 Module Introduction

This module introduces students to the principles and practices of professional management accounting.

The module will allow students reflect on their own understanding of accounting management skills and abilities and introduce them to the theoretical concepts that underpin modern management accounting principles and techniques.

7.13.4 Module Curriculum

Session/Lecture	Themes
1	Introduction <ul style="list-style-type: none"> • Purpose of management accounting • Scope of management accounting • Characteristics of management accounting and the relationship to financial accounting
2	Cost accumulation systems <ul style="list-style-type: none"> • Cost elements and cost classification • Direct materials • Direct labour • Overheads • Allocation, apportionment and absorption of overheads • Absorption costing and overhead absorption rates (OHAR) • Job and batch costing methods • Contract costing • Process costing • Joint and by-product costing • Service and operation costing
3	Activity-Based costing <ul style="list-style-type: none"> • Features of traditional approach of assigning overheads to products • What is ABC • Using ABC
4	Absorption costing and marginal control <ul style="list-style-type: none"> • Marginal and absorption costing – different rationales • Profit statement • Decision making
5	Information for decision making <ul style="list-style-type: none"> • Cost-Volume-Profit (CVP) analysis • Basic assumptions of CVP • Break-even point • Margin of Safety • Limiting factors • Graphical representations

7.13.5 Teaching and Assessment Strategy

7.13.5.1 Teaching Strategy

The course will be taught through a combination of lectures and/or case studies and/or examples (in-class), individual/group exercises and will be assessed by means of assignments (100% of marks). The teaching and learning strategy will focus on the application of this knowledge in a practical and applied manner by incorporating practical applications, case studies and group discussion on range of topics.

The programme at level 7 on the NFQ will offer learners the basis to build on and pursue further academic qualifications at level 8. In reflecting this, the programme requires that participants spend a significant portion of their time on independent learning and research. This will contribute towards their understanding of the material presented in classes.

7.13.5.2 Assessment Strategy

Students must attempt all assessments, unless otherwise stated.

Assessment Type	Assessment Description	Outcomes addressed	% of total
Continuous Assessment	Project – 2,000 – 2,500 words (Not including bibliography, appendices) Students will be expected to do an individual project based on a real-life example which will involve computation on a work-place financial scenario. This will involve researching options and formulating approaches that may be used by management to aid decision making in the organisation.	1,2,3,4,5	40%
In-Class Test	Students will do an in-class examination in which they will be presented with a number of questions based on the module (approximately 5.6) out of which they must answer a set number (for example 3).	1,2,3,4,5	60%

7.13.5.3 Reassessment Details

Learners will be afforded an opportunity to repeat the module assessment(s) at specified times throughout the year and all learning outcomes will be assessed in the repeat(s). Students who do not attempt all assessments throughout the module, without agreed extensions or deferrals, will be deemed to have failed the module.

7.13.6 Reading List & Other Resources

Recommended Book Reading

Atrill, P. & McLaney, E. (2015). *Management Accounting for Decision Makers*. 8th Ed. Pearson.
Sheppard, G. (2011). *Management Accounting*. Dublin. Gill and MacMillan

Supplementary Reading

Drury, C. (2015). *Management and Cost Accounting*. 9th Ed. London. Cengage Learning.

Other Resources

Journals

- Accountancy
- Accountancy Ireland
- Business & Finance
- Finance
- Financial Management

Website/Multimedia etc.

<http://www.gillandmacmillan.ie/accounting-finance/accounting-finance/management-accounting>

http://www.drury-online.com/cma7/students/stu_title.htm

<http://www.cmaireland.com>

<http://www.cengagebrain.com>

<http://www.hoovers.com>

<http://www.accountingtools.com>

<http://www.accountingeducation.com/>

<http://charteredaccountants.ie/>

<http://www.cpaireland.ie>

7.13.7 Learning Environment

Learning will take place in a classroom environment. Learners will have access to library resources, both physical and electronic and to faculty outside of the classroom where required. Module materials will be placed on Moodle, the College's virtual learning environment.

7.14 Entrepreneurship

Stage	2						
Block	2						
Module Title	Entrepreneurship						
Module Reference Code	N/A						
Status (M/O)	Mandatory						
ECTS Credit	10						
Module NFQ Level	7						
Pre-requisite Modules	Code	Title					
	N/A	N/A					
Co-requisite Modules	Code	Title					
	N/A	N/A					
Capstone Y/N	N/A						
Teaching Personnel	Title	Name					
	Dr	Rosalind Beere					
Contact Hours				Non-Contact Hours			Total
Lecture	Tutorial	Blended	Other	Assignment	Online	Independent	
30	12	6				202	250
Allocation of marks within the Module							
	Continuous Assessment	Project	Practical	Terminal Examination	Total		
% Contribution	100%	0%	0%	0%	100%		

7.14.1 Intended Module Learning Outcomes

On successful completion of this module, learners will be able to:

- LO 1. Evaluate the issues and processes involved in the successful creation of a new enterprise and to develop an appreciation of the 'entrepreneurial mindset'.
- LO 2. Assess the commercial viability of new businesses, processes, products and services.
- LO 3. Develop and evaluate the commercialisation strategy for a new entrepreneurial business, product, process or service.
- LO 4. Critique the intellectual property rights (IPR) and procedures associated with the to-market approach for technology, products and services, while addressing IPR issues such as patenting, copywriting and IP ownership rights.
- LO 5. Discuss and argue the key entrepreneurial competencies in skills such as communication, analysis and business acumen necessary for enabling a successful entrepreneurial venture.

7.14.2 Module Objectives

This module aims to provide learners with an opportunity to explore and understand the pivotal theories, concepts and processes associated with the study of entrepreneurship. It introduces learners to the dynamic world of entrepreneurship and help them to understand key issues faced by entrepreneurs and entrepreneurial businesses, as well as to achieve an

overview of the traits and characteristics of entrepreneurs and the organisations that they create and manage.

7.14.3 Module Curriculum

Session/Lecture	Themes
1	<p>Entrepreneurship</p> <ul style="list-style-type: none"> The evolution of entrepreneurship Intra-preneurship the new corporate vision Different forms of business ownership such as small business ownership, partnerships, sole traders, PLCs Internet and e-Commerce and their importance in new venture creation Approaches to entrepreneurship.
2	<p>The Entrepreneurial Mindset</p> <ul style="list-style-type: none"> The entrepreneurial mindset entrepreneurial traits and characteristics Creativity and Innovation The entrepreneurial perspective in individuals Ethics and entrepreneurship.
3	<p>The Entrepreneurship process and practice</p> <ul style="list-style-type: none"> Understand the key components of entrepreneurship, and the entrepreneurial process.
4	<p>The Entrepreneurial Venture Plan</p> <ul style="list-style-type: none"> Environmental assessment in entrepreneurship (SWOT, PESTEL) Opportunity assessment and analysis Entrepreneurial marketing research Entrepreneurial financial analysis The entrepreneurial business plan what are the key factors to making a robust business plan The entrepreneurial marketing plan.
5	<p>Challenges of the Entrepreneurial Start-up</p> <ul style="list-style-type: none"> The legal forms of the entrepreneurial organisation Forms of entrepreneurial venture financing Strategy vision and mission of the new start-up Succession strategies.
6	<p>IPR - Intellectual Property rights</p> <ul style="list-style-type: none"> The legal processes associated with IPR Copywriting, patenting new technologies, processes, products and services.

7.14.4 Teaching & Learning Strategy

7.14.4.1 Teaching Strategy

The learning strategy involves the use of lectures, tutorials, case studies and class discussions as appropriate. Learners will also have access to web based support.

7.14.4.2 Assessment Strategy

Assessment Type	Assessment Description	Outcomes addressed	% of total
Project	Provide a background to an entrepreneurial business of choice. Evaluate the entrepreneurial perspective of the founding entrepreneur of that business. Individual or group (4 people) including a presentation.	1,2,3,4,5	25%
Case Study	Individual Case Study Assessment. Analyse a particular business case study in terms of the issues and challenges faced by a business and from this give recommendations for the future.	1,2,3,4,5	25%
Business Plan	The Business Plan: the business plan will be graded according to clarity, structure and the ability to analyse and evaluate the entrepreneurial perspective. Learners will demonstrate an ability to communicate innovative business ideas. Learners will analyse a business idea via the business plan. The assignment will draw where appropriate from experience and contemporary examples to illustrate key points. Learners will in their assignment make appropriate reference to materials covered, theories learned and seminal and contemporary research in the field of entrepreneurship.	1,2,3,4	50%

7.14.4.3 Reassessment Details

This module is reassessed solely on the basis of re-submitted coursework. There is no repeat written examination.

7.14.5 Reading List & Other Resources

Recommended Book Reading

Kuratko, D.F. (2014) *Entrepreneurship: Theory, Process, Practice*, 9th Edition, Thomson/South-Western, Ohio, USA

Zimmerer, T.W & Scarborough, N.W. (2002) *Essentials of Entrepreneurship and Small Business Management* 3rd Ed. Prentice Hall

Supplementary Book Reading

Tidd, J., Bessant, J. & Pavitt, K. (2005) *Managing Innovation* 3rd Edition, John Wiley and Sons Ltd

Forfas (2006) *Strategy for Science Technology and Innovation*

7.14.6 Learning Environment

Learning will take place in a classroom environment. Learners will have access to library resources, both physical and electronic, outside the classroom where required. Selected module materials will be placed on Moodle, the college's virtual learning environment

7.15 Technology for Business

Stage	2						
Block	2						
Module Title	Technology or Business						
Module Reference Code	N/A						
Status	Mandatory						
ECTS Credit	10						
Module NFQ Level	7						
Pre-requisite Modules	Code	Title					
	N/A	N/A					
Co-requisite Modules	Code	Title					
	N/A	N/A					
Capstone Y/N	N/A						
Teaching Personnel	Title	Name					
	Mr.	Des Gargan					
Contact Hours				Non-Contact Hours			Total
Lecture	Tutorial	Blended	Other	Assignment	Online	Independent	
30		6				214	250
Allocation of marks within the Module							
	Continuous Assessment	Project	Practical	Terminal Examination	Total		
% Contribution	100%	0%	0%	0%	100%		

7.15.1 Aims:

The aim of this module is to provide students with an understanding and appreciation of the role technology plays in developing business and enabling management make informed decisions.

The module also aims to ensure students are successful in the application of the use of technology within the realm of managing complex business situations. In particular students will be able to proactively solve original organisational issues which are dynamic and evolutionary in nature.

7.15.2 Intended Module Learning Outcomes

On successful completion of this module students will be able to:

- LO 1. Analyse the role and direction of technology for business uses
- LO 2. Distinguish between the principle technologies used by business and the roles they are designed to fulfil
- LO 3. Critique business requirements and examine technologies to meet these requirements
- LO 4. Develop in conjunction with other management a technology budget for an enterprise
- LO 5. Develop research skills to enable appropriate decision making for a range of scenarios
- LO 6. Write and present a researched argument for managements consideration for a technology focussed solution to an organisational scenario

7.15.3 Module Introduction

The module will introduce students to the realms of technology in a business environment. Students will be made aware of the range of technologies that are available and how to use them effectively to enable management enhance their decision making skills.

This module provides the opportunity for learners to demonstrate the ability to diagnose and investigate a live, complex business issue from management, to locate the work within the body of contemporary knowledge, to collect and analyse data, to derive supportable conclusions and to make practical and actionable recommendations for change, improvement or enhancement of current practice.

The applied nature of the module will have a critical evaluative approach, investigation and analysis and a combination of academic research and business and management issues. It requires reflection on the implications for professional practice from an ethical, professional and continuous professional development standpoint.

7.15.4 Module Curriculum

Session/Lecture	Themes
1	Introduction to business technology <ul style="list-style-type: none"> • Introduction to business technology • Definition of business technology
2	Business and Technology Context <ul style="list-style-type: none"> • Role of technology in business • Development of technology
3	Principal technologies <ul style="list-style-type: none"> • General computing terminology • Hardware and operating systems • Networking • Telecommunications
4	Applications software <ul style="list-style-type: none"> • Off the shelf software • Bespoke application development • Internet and e-business • Security
5	Mapping technology to business <ul style="list-style-type: none"> • Business technology and situation analysis • Business strategy components
6	Business Objective Evaluation <ul style="list-style-type: none"> • Business Objective Evaluation • Candidate technology selection • Research and solution scoping
7	Budgeting for technology <ul style="list-style-type: none"> • Budget setting process • Role of scoping and market scanning

8	<p>Budgeting components</p> <ul style="list-style-type: none"> • Hardware • Software • Development • Implementation • Maintenance • Support • Staffing
9	<p>The future of business technology</p> <ul style="list-style-type: none"> • Trends in technology • The future

7.15.5 Teaching and Assessment Strategy

7.15.5.1 Teaching Strategy

The course will be taught through a combination of lectures, hands-on experiences and/or case studies and/or examples (in-class), individual/group exercises and will be assessed by means of assignments (100% of marks).

The programme at level 7 on the NFQ will offer learners the basis to build on and pursue further academic qualifications at level 8. In reflecting this, the programme requires that participants spend a significant portion of their time on independent learning and research. This will contribute towards their understanding of the material presented in classes.

7.15.5.2 Assessment Strategy

Students must attempt all assessments, unless otherwise stated.

Assessment Type	Assessment Description	Outcomes addressed	% of total
Continuous Assessment	<p>Project: 2,500 – 3,000 words (Excluding bibliography and appendices).</p> <p>The project for this module will use the student’s ‘Business Challenge’ identified in conjunction with the student at the start of the module. The student will be tasked with outlining their business challenge using a situation analysis and enumerating the objectives comprising the challenge. They will further be asked to, with reference to the principal technologies used in Small/Medium-Sized Businesses, select appropriate technologies to meet these objectives. The selection process must reference the business objectives and wider technology/ business environment to ensure a ‘future-proofed’ solution is being proposed. Finally, the student will prepare a proposal to the company finance officer requesting a budget allocation for the relevant technologies.</p>	1,2,3,4,5,6	100%

7.15.5.3 Reassessment Details

Learners will be afforded an opportunity to repeat the module assessment(s) at specified times throughout the year and all learning outcomes will be assessed in the repeat(s).

Students who do not attempt all assessments throughout the module, without agreed extensions or deferrals, will be deemed to have failed the module.

7.15.6 Reading List & Other Resources

Recommended Book Reading

Laudon, K.C & Laudon, J.C. (2016). *Management Information Systems*. 14th Ed. New York. Pearson.

Supplementary book reading

Bocji, P., Greasley, A. & Hickie, S. (2010). *Business Information Systems Technology, Development and Management for the e-business*. 4th Ed. London. Pearson Education.

Beynon, P. (2009). *Business Information Systems*. Basingstoke. Palgrave.

Other resources:

Smart Company Magazine, Media Team, Dublin

www.sbtechnologymagazine.org

www.entrepreneur.com/technology

www.techcentral.ie

7.15.7 Learning Environment

Learning will take place in a classroom environment with access to IT resources. Learners will have access to library resources, both physical & electronic and to faculty outside of the classroom where required. Module materials will be placed on Moodle, the College's virtual learning environment.

8 Appendix A – Internal validation Report

Internal Validation of BA (Hons) in Business Management

23rd February 2016

Panel Members:

Prof. Jimmy Hill, Vice President Academic Affairs & Research, NCI (Chair)

Dr. Rosalind Beere, Lecturer in Strategic Management and Entrepreneurship, NCI

Dr. Teresa O’Hara, Athlone Institute of Technology

Ms. Sinéad O’Sullivan, Director of Quality Assurance & Statistical Services, NCI

Dr. Maurice FitzGerald, Quality Assurance & Statistical Services Officers, NCI (Secretary)

NCI Staff Memembers attending:

Mr. Dave Cormack, Professional Education & Training Project Manager

Mr. Patrick Delaney, Lecturer (Associate Faculty), School of Business

Ms. Rachel Doherty, CIPD Programme Developer and Lecturer

Mr. Des Gargan, Lecturer in Business Studies & Programme Director, BA (Hons) in Business Management

Mr. Joe Molumby, Lecturer (Associate Faculty), School of Business

Mr. Michael Nelson, Lecturer (Associate Faculty), School of Business

Dr. Corina Sheerin, Lecturer in Finance & Acting Vice-Dean Postgraduate Taught Programmes

REPORT OF THE INTERNAL PANEL

Introduction

This is a self-assessment of the above named programme which has been evaluated against the validation criteria as follows:

- Development and publication of explicit intended learning outcomes
- Attention to curriculum and programme design and content
- Specific needs of different modes of delivery and types of education

As defined by QQI and NCI internal QA processes and procedures the above programme has been reviewed and the following is the internal panels observations, recommendations and suggestions. The responses to the panel report by the programme team are encapsulated in the document now circulated.

The BA (Hons) in Business Management programme proposal has been evaluated by the internal review panel against the validation criteria outlined in Section 3 as follows:

Criteria	Response
Development & Publication of Explicit Intended Learning Outcomes	
<p>Programme Learning Outcomes have been developed for one programme with two separate streams at Level 8 of the NFQ and mapped to Level 8 Business Standards. However, it is the view of the panel that two entirely separate programmes, with distinguishable and distinct PLOs, might be developed instead, firstly for a BA (Hons) in Business Management (title to be confirmed) and secondly for a BA (Hons) in Retail Management (title to be confirmed).</p> <p>Every effort also needs to be made to ensure that all learning outcomes (i.e. at programme and module level) and programme/module aims are consistent and appropriately challenging for this level. For example, the 'Operations and Planning & Design' module learning outcomes need to be mapped against the PLOs, learning outcomes need to go beyond 'understand'/'understanding' for Level 7 and Level 8 modules, etc.; while these were explicitly articulated at the panel, further details also follow below.</p> <p>It is also the case that the prerequisite learning and other relevant assumptions - e.g. work experience - of the target learners is as explicit as possible across the documentation.</p>	<p>It has been agreed to have one degree with a specific Diploma for Retail students. This will allow students to seek entry to Stage 3 of the degree, and to have two modules based on strategy and operations for Retail minded students only. However, the overall degree will remain the same.</p> <p>Learning outcomes revisited and adjusted accordingly.</p> <p>Target market revisited and adjusted accordingly.</p>

Attention to Curriculum & Programme Design and Content	
<p>General</p> <p>Although there is real potential for both programmes to form integral parts of the School of Business portfolio into the future, the panel recommends that clarity and consistency is brought to bear throughout the next sets of documentation, with readily distinguishable features between the programmes fully enunciated. The panel heard how the thinking behind these programmes was evolving, and how potential supplementary programmes were being developed, but emphasised the need for redevelopment work to be concluded and for it to be mainstreamed into the School's provision. The rationale for moving from Level 7 to Level 8 also needs to be made more explicit, for example in the 'Introduction' to explain what has happened across the past five years.</p>	<p>Two separate programmes for designing. The degree in BA honours in Business Management and the Diploma in Retail. Allowing access to Stage 3 of the BAHBM. The Certificate in Business Management and the Diploma in Business Management redesigned to show this.</p>
<p>Staffing</p> <p>The panel heard that the programmes would be staffed by a combination of existing full-time faculty and associate faculty. It recommends that the needs of the programmes are kept under review to ensure that they are adequately staffed with colleagues who are appropriately qualified at both an academic and experiential level.</p>	<p>Addressed.</p>
<p>Learning Environment</p> <p>The panel heard how technology is being used to support learners in addition to the main contact hours. The panel was very welcoming of the emphasis being put on blended learning, but asked for more detail regarding the resources available, how they are being utilised, as well as information regarding the training and support provided to staff at module and programme level.</p>	<p>Resources as per those supplied by the college and supported by Moodle, Adobe Systems and Library Data bases.</p> <p>All students receive training in the use of the software before starting the programme and during the programme bedding in process itself.</p>

<p>Achievement of the Learning Outcomes</p> <p>The panel is satisfied that the typical learner should be able to achieve the learning outcomes as outlined in the programme and module descriptors, while recommending that greater clarity is offered regarding the delivery periods, and that the learner has enough opportunity to absorb learning and, in turn, is supported to make the necessary connections within and between modules, as well as across their programme of study. It needs to be remembered that the learner is taking a programme, and not just a series of modules undertaken sequentially.</p>	<p>Addressed.</p>
<p>Delivery</p> <p>The programmes will be delivered part-time using block delivery mode, but the rationale and justification for running a three stage honours degree for part-time students needs to be made explicitly. Direct consultation with NCI colleagues running analogous programmes would help in this regard.</p>	<p>Addressed, by including discussions with existing staff on the existing programme that use the proposed outline for this degree.</p>
<p>Teaching, Learning & Assessment</p> <p>The panel recommends that the programme team clearly articulates to learners why and how 100% coursework is employed across the first three modules, while commending the clarity offered to students through the Proposed Assessment Schedules. The language in the 'Rationale for Choice of Assessment Instrument' section could be updated to reflect this.</p>	<p>Fully explained at induction and throughout the programme.</p>
<p>Benchmarking</p> <p>While these programmes might be said to meet multiple needs and serve a variety of purposes, their place within the School and appeal within the sector might be made clearer.</p>	<p>Additional information supplied.</p>
<p>External Consultation</p> <p>The panel was advised that consultations have taken place and that there are established and prospective markets for these programmes; greater evidence of such interactions with potential employers and graduates/current students, including attendees at open days/evenings, should be offered in this paperwork.</p>	<p>Additional information supplied to the document, specifically additional information on open day discussions and with existing colleagues.</p>
<p>Programme Viability</p> <p>The panel is satisfied that these programmes are viable.</p>	

Access, Transfer & Progression Graduation data as outlined in the document was clear and easy to understand. The possibility of students transferring after Stage 1 from one programme to the other might be clarified, as should the opportunities for students who are attracted by minor awards to progress with their studies – these should also be represented in diagrammatic form in the paperwork.	Addressed by adding a pictograph of the flow of the programme and the access and exit routes available.
Special Quality Assurance Procedures	
There are no special arrangements.	
Specific needs of different modes of delivery & types of higher education	
These programmes have been developed for part-time learners.	
Specific Module Comment	
In general, the module content was perceived to be relevant and appropriate to the requirements of the programmes.	
General	
The programme documentation would benefit from being presented as separate degree offerings, albeit with the uniform inclusion and presentation of various contents; this should, for example, include up-to-date reading lists (including journal titles where appropriate), the consistent presentation of assessment strategies (i.e. mapped to learning outcomes and properly aligned with the Programme Schedules and the Proposed Assessment Schedules), etc.	Addressed by allowing for a specific document for the retail learners. The existing BAHBM to remain intact with minor options choices for retail specific learners.
Ensure that the Programme Schedules are completed properly and that they are consistent with the details in the module descriptors.	Addressed.
Ensure that all learning outcomes are at an appropriate level (e.g. while Level 6 modules might not ordinarily expect students to ‘Evaluate’/‘Analyse’, the use of ‘understand’/‘understanding’ is not appropriate at Levels 7 or 8). Check that references to mandatory/elective are correct in all module descriptors as appropriate to the given programme.	All learning outcomes reread and adjusted accordingly.
Modules	
Business Management Practice – This module is also currently incorrectly listed as Level 7, and there is a reference in this module descriptor under ‘Teaching’ to Level 8 which may be misplaced – N.B. <i>the language</i>	Addressed.

<i>employed in <u>all</u> module descriptors should be checked to ensure that it is appropriate to these programmes</i>	
Leadership and Influencing – This module is incorrectly listed as Level 7, and the assessments given in the module descriptor do not align with the details given in the Proposed Assessment Schedule	Addressed.
Working with People – this module is incorrectly listed as Level 7, while the assessments detailed in the module descriptor do not align with those given in the Proposed Assessment Schedule, and there is a reference in this module descriptor under ‘Teaching’ to Level 8 which may be misplaced – N.B. <i>the language employed in <u>all</u> module descriptors should be checked to ensure that it is appropriate to these programmes</i>	Addressed.
Introduction to Statistics for Management – the module descriptor refers to ‘Semester’ rather than ‘Block’, while a different module title is given in the Programme Schedule	Addressed.
Employment Law – this module is incorrectly listed as Level 7, while the coursework/exam breakdown given here differs to that presented in the Programme Schedule	Addressed.
Human Resource Management – the module descriptor refers to ‘Semester’ rather than ‘Block’, while the contact/non-contact hours offered here differ to those in the Programme Schedule	Addressed.
Economics in the World – the module descriptor refers to ‘Semester’ rather than ‘Block’, while the contact/non-contact hours offered here differ to those in the Programme Sched.	Addressed.
Sales and Marketing for Managers – there is a reference in this module descriptor under ‘Teaching’ to Level 8 which may be misplaced – N.B. <i>the language employed in <u>all</u> module descriptors should be checked to ensure that it is appropriate to these programmes.</i>	Addressed.
Managing Finance – the assessments detailed in the module descriptor do not align with those given in the Proposed Assessment Schedule, and there is a reference in this module descriptor under ‘Teaching’ to Level 8 which may be misplaced – N.B. <i>the language employed in <u>all</u> module descriptors should be checked to ensure that it is appropriate to these programmes</i>	Addressed.
Multisite Retail Management – notwithstanding further information being required regarding recommended reading (including journals), the	Removed from the BAHBM.

information regarding Stage and Semester/Block is incorrect, and serious consideration should be given to the introduction of formative assessment as well as more detail being offered regarding the proposed summative assessment	
Business Economics – the module descriptor refers to ‘Semester’ rather than ‘Block’	Addressed.
Business Law – the assessment detailed in the module descriptor does not match that given in the Programme Schedule, while there is a reference in this module descriptor under ‘Teaching’ to Level 8 which may be misplaced – N.B. <i>the language employed in <u>all</u> module descriptors should be checked to ensure that it is appropriate to these programmes</i>	Addressed.
Management Accounting – the ‘Module Title’ needs to be clarified, while the in-class test does not constitute a ‘Terminal Examination’ offered and this will also need to be clarified in the Programme Schedule, and there is a reference in this module descriptor under ‘Teaching’ to Level 8 which may be misplaced – N.B. <i>the language employed in <u>all</u> module descriptors should be checked to ensure that it is appropriate to these programmes</i>	Addressed.
Entrepreneurship – the module descriptor refers to ‘Semester’ rather than ‘Block’, while the contact/non-contact hours offered here differ to those in the Programme Schedule, and many of the reading resources appear to be rather dated	Addressed.
Technology for Business – The terminology used in the curriculum needs updating, while the module descriptor refers to ‘Semester’ rather than ‘Block’, and there is a reference in this module descriptor under ‘Teaching’ to Level 8 which may be misplaced – N.B. <i>the language employed in <u>all</u> module descriptors should be checked to ensure that it is appropriate to these programmes</i>	Addressed.
Technology for Retail – the information regarding Stage and Semester/Block is incorrect, while the panel argued that more information might be offered in the curriculum regarding digital, as well as emphasising social media	Removed from the BAHBM.
Advanced People Management and Development – the information regarding Stage and Semester/Block is incorrect, the timing of a terminal exam (and questions regarding whether one is needed given the nature of delivery) was also raised	Removed from the BAHBM

Innovation – the appropriateness/fit of this module within these programmes was discussed, and the programme team were asked to consider whether another module might be more appropriate	Removed from the BAHBM and replaced. Innovation added to the Entrepreneurship module.
Strategic Retail Operations – The information regarding Stage and Semester/Block is incorrect, the CA percentages need to be inserted, and the publication dates for the recommended reading (as well as details regarding journal resources) are required	Placed as an option for the Retail learners.
Managing Productivity – The information regarding Stage and Semester/Block is incorrect, the references to pre-/co-requisites are not necessary, while this module is invariably erroneously called ‘Manging Productivity’ when mapped against the PLOs	Addressed.
Strategic Management – the module descriptor refers to ‘Semester’ rather than ‘Block’, the contact/non-contact hours offered here differ to those in the Programme Schedule, while ethics should doubtlessly feature in the curriculum within modules such as this one	Addressed. Placed as an option for the Retail specific learners.
Business Statistics and Analytics – the module title and indicative content might need to be reshaped (this includes references to the ‘weeks’ 1-13, as well as actual content), the module descriptor refers to ‘Semester’ rather than ‘Block’, the contact/non-contact hours should add up to 125, while detail could be offered regarding the support available to students when analysing and interpreting data	Redesigned and rewritten to reflect the area of decision making more.
Change Management – this module may wish to contain elements from ‘Innovation’	Addressed.
Strategic Retail Marketing – the information regarding Stage and Semester/Block is incorrect, while appropriate journal titles should be offered	Placed as an option for the Retail specific learners.
Economic and Social Policy – the module descriptor refers to ‘Semester’ rather than ‘Block’, while the contact/non-contact hours offered here differ to those in the Programme Schedule	Addressed.
Operations Planning & Design – the module descriptor refers to ‘Semester’ rather than ‘Block’, the contact/non-contact hours offered here differ to those in the Programme Schedule, while the sentence ‘This module does not have any article resources’ should be deleted and details might instead be offered on supplementary reading, as well as the learning	Addressed and placed as an option for the Retail specific learners.

outcomes needing to be included in the earlier section of this documentation detailing PLOs (i.e. how they link to the module	
Outcome of the Internal Review Panel	
Overall Finding	
<p>The internal review panel is pleased to recommend to Academic Council that the BA (Hons) in Business Management and BA (Hons) in Retail Management be submitted to QQI for validation under QQI processes subject to the following recommendations</p>	
Conditions of the Internal Review Panel	
The programme documentation should be proofed and edited, with amendments made as outlined above, while other appropriate modifications to the paperwork should also be made (e.g. the Table of Contents pages need to be updated).	Addressed.
The details in the Programme Schedules need to align with the details given in the Module Descriptors	Addressed.
The paperwork should contain more diagrams to represent the flow and progression possibilities within and across these programmes.	Addressed.
Programme Learning Outcomes and their link to Module Learning Outcomes should be made more reader-friendly, including being listed in the order in which they are detailed in the Module Descriptors - appropriate reference to 'Operations Planning & Design' needs to be incorporated here, and typos/repetition needs to be eliminated (in addition to those already noted, this also includes reference to LO6 for 'Human Resource Management' in the PLOs section).	Addressed.
The Transferrable Skills Matrix needs to be completed, while definitions for each of the skills would be welcome	Addressed.
Separate documentation will be required for each of the awards	Addressed.
Recommendations of the Internal Review Panel	
Serious thought needs to be given to separating out the programme proposal into two different and distinct Level 8 programmes, particularly as it is not anticipated that the cohort taking the Retail Stream will interact with the other student cohort	Addressed and agreed to separate.

<p>The Programme Teams need to be aware that the External Panel will come to this document ‘cold’, so every effort needs to be made in terms of guiding and supporting them (e.g. the liberal use of abbreviations and short-hand by NCI colleagues may not be as obvious to externals encountering this language for the first time)</p>	<p>Rewritten and additional detail added to aid understanding.</p>
<p>The section on ‘Consultation with Employers about the Programme’ should be expanded to include more detail, while more information is also required regarding interaction with graduate and present, as well as prospective, students</p>	<p>Addressed.</p>
<p>The final choice and order of modules needs to be considered – questions raised included the place of the ‘Innovation’ module, the running order of ‘Employment Law’ and ‘Business Law’, the volume of economics, etc., as well as where project management, consumer behaviour, organisational behaviour, etc., should feature; it might also be expected that certain modules would refer more explicitly to ethics, Corporate Social Responsibility, etc., as well as digital, social media, etc.</p>	<p>Addressed and modules updated, and realigned.</p>
<p>The Transferrable Skills Matrix refers heavily to ‘Team work’ and ‘Presentation’, yet the opportunities for group work, presentations, etc., appear limited, particularly in terms of summative assessment</p>	<p>Addressed by adding explanations to the headings.</p>
<p>Commendations of the Internal Review Panel</p>	
<p>The ‘Proposed Assessment Schedules’ section was particularly positively received as was the detailed timeline of the programme.</p>	
<p>Conclusion</p>	
<p>This programme has been developed in accordance with NCI’s quality assurance procedures. The programme team is delighted to expand the offerings to students in this area of high growth.</p> <p>The internal panel would like to thank all those involved in the development of this programme and the emphasis on integration of progression that is of benefit to learners.</p>	