



Griffith College

Coláiste Uí Ghríofa

Independent Panel Report on a Programme Review

Provider	Griffith College [PV03057]
Programme(s) Reviewed	Master of Science in International Pharmaceutical Business Management (PG22715) Postgraduate Diploma in Science in International Pharmaceutical Business Management (PG22724) Certificate in Quality and Regulatory Practice in the Pharmaceutical Industry (PG24440)
Date of Panel Event	20/07/2022

Independent Panel Members

Name	Role on Panel	Affiliation
Mr John McGarrigle	Chair	National College of Ireland
Dr Bernadette Whelan	Subject Matter Expert	South East Technological University (SETU)
Dr Sara A. Abouelmagd	Subject Matter Expert	Assiut University, Egypt
Mr Grant Goodwin	Secretary	Dublin Business School
Ms Grace Lawler	Learner Representative	TUS, Midlands
Mr Declan Lowney	Industry Representative	Janssen Sciences Ireland

All members of the independent panel declared their independence of Griffith College and that they have no conflict of interest

Part 1. Introduction

The scope of the review encompassed the Master of Science in International Pharmaceutical Business Management, Postgraduate Diploma in Science in International Pharmaceutical Business Management, and the micro-credential Certificate in Quality and Regulatory Practice in the Pharmaceutical Industry in Griffith College (hereafter 'the College'). The programmes are placed at Level 9 of the National Framework of Qualifications. The programmes are due for review under the QQI requirement for periodic monitoring and review, and also requires review to conform with recent policies, including *QQI Core Policies and Criteria for the Validation of Programmes of Education and Training* (QQI, 2016), *Core Statutory Quality Assurance (QA) Guidelines* (QQI, 2016) and in accordance with the QQI Programme Review Manual 2022.

Part 2. Evaluation Process

2.1 Documents Supplied to the Panel

	Document Type	Document Name
1.	Programme Review Report	2.1 Programme Document - MSPBM
2.	Programme Document	2.2 Self Evaluation report - MSPBM
3.	Programme Review Report	2.3 Programme Review Report - MSPBM
4.	Application Letter	2.4 Application Letter to QQI
5.	Explanatory document	Document Structure_MSCIPB_FINAL
6.	Agenda	Agenda MSPBM with zoom (panel)
7.	Explanatory document	1.0 SharePoint Documentation Map - MSCPBM
8.	Terms of Reference	1.1 Terms of Reference for the Programme Review - MSIPB
9.	Appendix - Prospectus	3.1a Griffith College 2020 Full Prospectus
10.	Appendix - Handbook	3.1b Griffith College Lecturer Handbook 2020-21 V1
11.	Appendix - Staff CVs	3.1c Staff CVs Booklet_Final - MSPBM
12.	Appendix - Handbook	3.2a Sample Assessment Handbook - MSPBM
13.	Appendix - Policy	3.2b GBS Group work Policy 2020-21
14.	Appendix - Handbook	Griffith College Student Handbook 2021
15.	Appendix - Handbook	International Student Handbook 2018-2019
16.	Appendix - Handbook	MSPBM - Programme - Student Academic Handbook
17.	Appendix - Handbook	3.4a MSPBM_Academic Dissertation Handbook 2022-220712
18.	Appendix - Handbook	3.4b MSPBM_Industry Project Dissertation Handbook 2022-220712
19.	Web-link	Griffith College Cork Aerial View
20.	Web-link	Griffith College Cork Campus
21.	Appendix - Policies	4.1a Griffith College QAE Policies 2020-21
22.	Appendix - Policies	4.1b Griffith College QAE Procedures 2020-21
23.	Appendix - Report	4.1c Griffith Reengagement Report - FINAL
24.	Appendix - Report	4.2a Annual Quality Report 2019-20 - Griffith College_2021
25.	Appendix - Report	4.2b Annual Quality Report_AQR 2020-2011_Griffith College_2022
26.	Reference documents (x5)	QQI Programme Review Manual, Guidelines and Awards Standards

	Document Type	Document Name
27.	Appendix - prior Programme Document	Approved Programme Document MSc in International Pharmaceutical Business Management 2017
28.	Appendix - prior Programme Document	Microcredential Descriptor-Q&R Framework in the Pharma Industry_Final
29.	Appendix - Certificate of Validation	GBS COV CQRP Micro JAN 21 - DEC 22
30.	Appendix - Certificate of Validation	GBS COV MSIPB PGDPT SEP 17- SEP 21
31.	Appendix - Handbook	MSIPB-Programme Handbook-Autumn 2020
32.	Appendix - Handbook	MSIPB-Programme Handbook-January 2020
33.	Appendix - Handbook	MSIPB-Programme Handbook-January 2022
34.	Appendix - Handbook	MSIPB-Dissertation Handbook_2021
35.	Appendix - Handbook	MSIPB-Dissertation Handbook_2022
36.	Appendix - Timetable	MSIPB_Assignment Schedule - February 2021, Sem 2
37.	Appendix - Timetable	MSIPB_Exam Timetable - May 2022
38.	Appendix - Timetable	MSIPB_Timetable - February 2022, Sem 2
39.	Appendix - Timetable	MSIPB_Timetable - February 2022
40.	Appendix - Timetable	MSIPB_Timetable - September 2021, Sem 1
41.	Appendix - Timetable	MSIPB_Timetable-February 2020 (September Intake)
42.	Appendix - Timetable	MSIPB_Timetable-February 2021
43.	Appendix - Timetable	MSIPB_Timetable-February 2022
44.	Appendix - Timetable	MSIPB_Timetable-September 2021, Sem 1
45.	Appendix - Timetable	PDIPB_Assessment Schedule - December 2020, Sem 1
46.	Appendix - Timetable	PDIPB_Exam Timetable - May 2022
47.	Appendix - Timetable	PDIPB_Timetable-September 2020, Sem 1
48.	Appendix - Exam Papers	Multiple - 2018-2021
49.	Appendix - Sample Assignment Briefs	MSIPB_Assignment_M04-IS-International Strategy-JANSSEN
50.	Appendix - Sample Assignment Briefs	MSIPB_Assignment_M06-MAC-Management Accounting and Control
51.	Appendix - Sample Assignments	Multiple - x25 sample assessment submissions
52.	Appendix - Sample Assignments	Multiple - x7 sample Dissertation submissions
53.	Appendix - External Examiner Reports	Multiple – x6 reports from External Examiner, “EER GBS MSIPB [Extern initials] [date]”
54.	Appendix - Report	GBS response to Dr Sonya Vucen_0619
55.	Reference documents (x5)	QQI Programme Review Manual, Guides, Templates, Roles Responsibilities and Code of Conduct for Reviewers, Panel fees guides

2.2 Provider’s Representatives Met

	Person	Role / Job Title
1.	Dr Tomás Mac Eochagáin	Director of Academic Programmes
2.	Áine McManus	Head of Faculty, Graduate Business School
3.	Noel Daly	Deputy Head of Centre, Griffith College Cork
4.	Helen Murphy	Programme Director and Lecturer
5.	Sarah Jane Cashman	Lecturer and Dissertation Coordinator

	Person	Role / Job Title
6.	Eamonn Nolan	Head of Academic Programmes
7.	Mary Doyle	Programme Development - Project Manager
8.	Colm Crowley	Lecturer
9.	Dr Waleed Faisal	Lecturer, Dissertation Supervisor
10.	Jean Ann Kennedy	Lecturer, Dissertation Supervisor
11.	Michael Nicell	Lecturer, Dissertation Supervisor
12.	Dr Julius Nyiawung	Dissertation Supervisor
13.	Brian O'Grady	Dissertation Supervisor
14.	Dr Eileen Tan	Dissertation Supervisor
15.	Ivan Toner	Lecturer, Dissertation Supervisor
16.	Yvonne Farrell (observing)	Programme Director, MA in Education, Learning and Development
17.	Joanne McCarthy	Faculty Administrator, GBS Cork
18.	Lauren Guy	Coordinator, Faculty of Teaching and Learning
19.	Niamh Murtagh	QAE Officer (Learner Engagement)
20.	Dean Watters	Assistant Librarian
21.	Marion Courtney (observing)	Careers and Industry Liaison Officer
22.	Roshna Roy	Current Student
23.	Omar Aldawamneh	Current Student
24.	Krittika Rane	Graduate

2.3 Description of evaluation process

The panel reviewed the Self-Evaluation, Programme Documents and the background documents supplied by the College (listed above) in advance of the site visit. Members of the panel were invited to provide their initial impressions of the review process and programme to the Chair before the meeting with the programme team commenced. The Chair collated the contributions and used them to guide the discussions with representatives of the College.

A virtual site visit was conducted using Zoom on 20th July 2022, during which the panel met with representatives of the College, including the senior management team, the programme team, professional services staff, learners and a graduate of the programme.

The panel held discussions with representatives in relation to the conduct of the review process and in relation to an evaluation of the programme against the 12 criteria stipulated by QQI. A summary of the findings, commendations, recommendations and conditions made by the panel in relation to the programme review and application for revalidation are set out in this document.

A draft programme review report and draft independent evaluation report (Phase1) was compiled and sent to the panel members for review. The agreed final reports were then sent to the College for factual checking and consideration of the conditions set and recommendations made by the panel.

Part 3. Panel Findings on Provider Programme Review Report

The following is the panel's commentary and recommendations on the provider's programme review report. It follows the section structure of the report in headings and in sequence. References to specific parts of the provider report will use the relevant report reference e.g. 2.2.4 Programme Management

3.1 Context and Terms of Reference for the Programme Review

As detailed in QQI's *Core Statutory Quality Assurance (QA) Guidelines* (pp 11–12) and the *Programme Review Manual 2022*, programme monitoring and review is taken as an opportunity to:

- ensure that the programme remains appropriate, and to create a supportive and effective learning environment
- ensure that the programme achieves the objectives set for it and responds to the needs of learners and the changing needs of society
- review the learner workload
- review learner progression and completion rates
- review the effectiveness of procedures for the assessment of learners
- inform updates of the programme content; delivery modes; teaching and learning methods; learning supports and resources; and information provided to learners
- update third party, industry or other stakeholders relevant to the programme(s)
- review quality assurance arrangements that are specific to that programme

Objectives of the Programmatic Review

The QQI Programme Review Manual 2022 states that the objectives of a programme review are to evaluate the programme as implemented in light of the provider's experience of providing the programme over the previous five years with a view to determining:

1. What has been learned about the programme, as an evolving process (by which learners acquire knowledge, skill and competence), from the experience of providing it for the past five or so years?
2. What can be concluded from a quantitative analysis of admission data, attrition rates by stage, completion rates and grades achieved by module, stage and overall?
3. What reputation do the programme and provider have with stakeholders (learners, staff, funding agencies, regulatory bodies, professional bodies, communities of practice, employers, other education and training providers) and in particular what views do the stakeholders have about the strengths, weaknesses, opportunities and threats concerning the programme's history and its future?
4. What challenges and opportunities are likely to arise in the next five years and what modifications to the programme are required in light of these?
5. Whether the programme in light of its stated objectives and intended learning outcomes demonstrably addresses explicit learning needs of target learners and society?
6. What other modifications need to be made to the programme and its awards to improve or reorient it?
7. Whether the programme (modified or unmodified) meets the current QQI validation criteria (and sub-criteria) or, if not, what modifications need to be made to the programme to meet the current criteria?

8. Whether the provider continues to have the capacity and capability to provide the programme as planned (considering, for example, historical and projected enrolment numbers and profile and availability and adequacy of physical, financial and human resources) without risk of compromising educational standards or quality of provision in light of its other commitments (i.e. competing demands) and strategy?
9. What is the justification (or otherwise) for the provider continuing to offer the programme (modified or unmodified)?
10. What changes need to be made to related policies, criteria and procedures (including QA procedures)?

3.1.1 Commentary

The Terms of Reference for the Programme Review are in line with QQI's requirements.

3.1.2 Recommendations

The Terms of Reference timeline (section 9) may require revision subject to the timelines of the review and reporting process, whether the dates proposed are feasible.

3.2 Griffith College Information and Programme Context

Griffith College is an experienced provider of undergraduate and postgraduate programmes in Business, Computing, Drama, Law, and Education, among others, with a strong focus on the suite of International Business programmes.

The proposed programmes for validation are:

- the Master of Science in Pharmaceutical Business Management (NFQ Level 9, 90 ECTS)
- the Postgraduate Diploma in Science in Pharmaceutical Business Management (NFQ Level 9, 60 ECTS)
- the micro-credential Certificate in Quality and Regulatory Practice in the Pharmaceutical Industry (NFQ Level 9, 5 ECTS)
- a new Certificate in Pharmaceutical Business Management (NFQ Level 9, 30 ECTS)

The programmes aim to develop learners' abilities to manage businesses and develop their leadership skills in the highly regulated environment of the pharmaceutical industry.

The suite of Pharmaceutical Business Management programmes sit within Griffith's current suite of International Business Management programmes.

3.2.1 Commentary

The programmes presented for revalidation fall within the provider's existing scope of provision and educational strengths.

3.2.2. Recommendations

The structure of the new, proposed Certificate in Pharmaceutical Business Management may benefit from a review to consolidate the structure into a single semester, to leverage the advantage of attracting potential learners seeking an upskilling course of study through a short programme. (See Recommendation 7).

3.3 Baseline qualitative and quantitative information - Programme Data Overview

3.3.1 Commentary

The panel found that the baseline quantitative and qualitative information provided was thoroughly captured and generally well presented and had fed into the overall review.

The data regarding learner enrolment numbers and intakes was sometimes inconsistent with reference to identifying intakes as Full Time or Part Time (for example the table of applicant numbers on p.22 of the Programme Review Report indicates these represent full-time applications, but the analysis of enrolment data in section 3.2 on p.27 ends the introductory subsection noting “The programme was offered on a part-time basis only”). Similarly, the enrolment numbers do not differentiate between the September- and February-intakes to allow comparative analysis, and it required the panel seeking explicit clarification during the panel meeting to understand that the programme had been taking on learners in both September and February cycles. The information regarding the Part Time intakes was more limited, even as the panel recognised there had been only one intake of the Postgraduate Diploma as a part time cohort.

The demographic mix of learners on the different delivery modes of the programme were noted, with the Full-Time delivery experiencing a mostly international student enrolment, while Part-Time delivery drew a greater proportion of Irish learners. This was confirmed as partly a result of visa-requirements for international students restricting access to the part time delivery of the programme. The uptake among part-time learners in the one offering did raise the prospect of greater intake numbers if the programme were to be more regularly offered for part-time students.

The significant presence of international learners on the programme made the panel question the choice to remove the word ‘International’ from the title of the programme and award, as this may have been a point of attraction for the international learners enrolling onto the programme. The programme team confirmed that the choice to remove this element from the title was a result of careful consideration of the context in which the programme operates, such that pharmaceutical industry is already an international industry, with no national version to differentiate it from, and therefore the ‘International’ component was superfluous.

One feature noted by the panel from the Programme Review Report was the low conversion rate of applicants to enrolments, which may be attributed to the entry requirement for applicants to the programme without a STEM qualification having three years of industry experience. This was identified by the programme team as a barrier to entry for learners, and the strategy to address this in the future delivery of the programme is a revised entry requirement with a reduction in the industry experience required (amended to a prior learning assessment of “the candidate’s understanding of the clinical development process and manufacturing requirements”), and the

introduction of a bridging module into the pharmaceutical industry to ensure learners of this background are not disadvantaged before undertaking the pharmaceutical modules.

Within staffing, the panel were not readily able to determine the mix of Full Time and Part Time faculty delivering the modules, although the good mix of industry expertise was commended. The scalability of staff resources to dissertation supervision allocation was unclear in the documentation, and the programme team confirmed that the resources were in place, with supervisors in place internationally, and other dissertation supervisors already members of this team to supplement the lecturing faculty. An experienced supervisor with no teaching hours may take on 5-8 learners, while new supervisors would be limited to 1-2 learners following a period of training and shadowing more experienced supervisors.

The grade distributions presented reflected the performance of the overall awards achieved by graduating learners, and the low numbers of unsuccessful learners (two over the programme's whole delivery, with one of these exiting with the Postgraduate Diploma) was noted by the programme team as an indicator of the programme's successful design and management.

The grade tables (Programme Review Report pg29, pgs33-34), presented did not explicitly indicate the programme's pass grade at 50%, which would improve the information presented with that additional clarity regarding the programme's particular grading regulation.

3.3.2 Recommendations

The quantitative data collected for the programme would benefit from a closer breakdown of the different intakes of learners, which may offer enhanced insights into particular trends of different learners and delivery mechanisms (such as the performance of different intakes in the same module where these are cross-taught during a shared semester).

The panel proposes as a special condition of validation that the programme team add a note of clarity regarding the pass-grade in effect for the programme, as it is distinct from the sectoral convention of 40% (see Condition 2).

3.4 Programme Delivery and Teaching & Learning Strategies

3.4.1 Commentary

The Programme Review Report provided data and analysis on the use of physical facilities and resources, digital technology, the virtual learning environment, the library, scheduling & workload and attendance. The panel is satisfied with the review undertaken of these areas.

The duration of the programme, as noted in the Programme Document, was queried with an unusually long duration for a Full Time or Part Time Masters (two years and three years respectively). This was clarified by the programme team as an ambiguity arising from the dual-intake design of the programme with flipped teaching cycles, in which a September-intake Full Time learner would ordinarily complete the programme within twelve months, but a February-intake learner, whose semester one syncs with the September-intake semester two, and must wait until the next

September-intake to undertake their own semester two, would be closer to a year and a half to complete their programme of study.

The delivery of the Part Time offering of the Postgraduate Diploma was online due to the repercussions of COVID-19, and QQI's authorisation at that time to move programmes online. The intended strategy would be to host monthly face-to-face workshops for Part-Time learners, but this was not feasible during this offering. **Subject to the prevailing national health recommendations, the intention is to return to mostly on-site teaching with some online sessions.** The programme team confirmed that the hours allocated to Directed e-Learning were not defined as contact hours.

A learning from the online delivery of the programme during COVID was the benefit of the Flipped Classroom Model, where three-hour direct lectures are not as engaging for learners, so setting out pre- and post-recordings are an initiative to improve engagement, which further offers learning analytics insights for the teaching staff regarding learners' progress. This has allowed for ongoing feedback and feed-forward mechanisms.

The classroom ratio of 1:40 is intended to be retained in the future iteration of the programme, with any larger intakes being split into different groups to meet this ratio, to ensure the learning environment remains consistent for learners.

A support mechanism offered to learners following the first intake was a research methods seminar series to assist learners in the early stages of research topic development, and research skills, before they commenced with the Research Methods module. This introduction has demonstrated itself to be valuable through the subsequent grades achieved by learners, feedback from faculty and learners, and the final award outcomes. This support mechanism is intended to be retained in the future delivery of the programmes.

The Dissertation sample reviewed reflected some variance in the learner effort undertaken, the amount of work accomplished and the outputs generated. The supervision and research process was explained by the programme team as very well supported and robust. Learners are provided with Dissertation Handbooks along with the support from their supervisor and the Dissertation Coordinator. A second marking policy is applied for grading to ensure marks are appropriate in addition to a mandatory *viva voce* examination. The introduction of the research methods support early in the programme was reiterated as a valuable development which will be continued for learners. The word count for the Dissertation, 15,000-25,000, was confirmed as standard with the other postgraduate programmes within the Griffith College Graduate Business School.

A new development to the proposed programme following the delivery of the first iteration of the programme, and feedback from stakeholders, is the introduction of elective options for learners. The proposal is that two previously mandatory modules will become elective options along with the introduction of two new modules as electives, the introduction of a new Capstone component and an Industry-Sponsored Dissertation. These changes seek to provide learners with greater choice and personalisation to their industry specialisation needs in the construction of their programme.

The introduction of the Industry-Sponsored Dissertation option was further justified through consideration of the profile of target learners, where learners situated in industry already may wish to situate their research project within their workplace and directly embed their learning into their practice. Additionally, for learners seeking pharmaceutical industry jobs, such a dissertation option would prepare them to tackle problems they would face in their future roles.

The review of the programme included all modules to identify any overlap, particularly where learner feedback indicated this was present, to remove any overlap where appropriate, and the remaining overlap was retained to allow for greater focus in approach and content (for example, the marketing elective building on the mandatory International Marketing module). This review allowed the programme team to re-align module content so that cross-assessment within semesters could be developed. The intent in the new delivery is to adopt the model of the College's Dublin-based programmes, which has been found to be a very valuable learning opportunity and has received very positive feedback from External Examiners.

Another opportunity from the review was to integrate the learning pathway for learners such that modules built on each other (such as Pharmaceutical Marketing and Management teaching a culmination of the International Marketing and International Strategy modules). The programme team confirmed their integration of their modules to reinforce learning by cross-referencing each other's content and through vertical-integration, with touchstones from other modules and bringing these together for enhanced learning.

The assessment strategy of the programme was considered in the light of learner workloads. The panel noted that the Digital Transformation module carried a single 100% assessment and noted there might be value in breaking this up into smaller, cumulative components to achieve the demonstration of learning but reducing the pressure on learners from a single high-stakes assessment.

The panel noted the high proportion of group work in the programme and sought clarity on how this was managed. The programme team confirmed the existence and adherence to the Group Work policy, and sectoral and best practice, with a focus on assessment as learning rather than just of learning. The programme team noted that the pharmaceutical industry is particularly team-based, and therefore the skills acquired through group work were particularly relevant for learners on the programme. Group work marking did allow for the differentiation of individual contributions with peer reflection, presentations and self-reflection components.

3.4.2 Recommendations

The panel proposes as a special condition of validation that the programme team clarify the details regarding the duration and delivery of the programme, delivery sequence and class ratios in the Programme Document and associated documents (see Condition 1).

Part 4. Evaluation of the programme by stakeholders

4.1 Evaluation by current learners and graduates of the programme

4.1.1 Commentary

It was evident that the review process had taken account of learner and graduate feedback, using formal mechanisms such as class rep engagement and ongoing dialogue with learners and graduates.

The graduate and learners the panel met were very positive about the programme, with positive responses to the programme design and relevance to their industry, the industry-experienced faculty and guest lecturers, and the communication mechanisms managed by the College.

The learners and graduate the panel met had mostly experienced the online delivery of the programme arising out of the COVID repercussions, but had also experienced on-site studies face-to-face, and commented positively on the College's management of the different modes. The learners cited a good blend and management of the face-to-face and online elements, the delivery generally, and the blend of group and individual assessments and the assessment balance overall. Issues with the fairness of the marking in group work was noted by the learners, extending to the mixing of learners from different intakes within a group, making for mixed ability within a group which might undermine what the 'senior' students (those in semester two) were able to achieve in their assessment.

Electives were not available in this iteration for learners to comment on.

The learners noted the valuable guidance and support in the research methods seminars and development towards their Dissertation stage, with a lot of support and preparation made available, with clear information, support and resources made available to them.

None of the learners or graduate the panel met had undertaken the bridging Business module currently in place on the programme and could not offer comment on its impact on workloads or its delivery.

The library resources were noted positively, with primary use through their online catalogues, but the study spaces made available to learners being valuable too. Further online database and journal access, such as greater EBSCOhost access, were cited as potential opportunities for development the library could consider.

The class rep mechanism was confirmed as in place, with one of the learners who met the panel as a class rep, and the communications with the programme team, especially the Programme Director, was confirmed to be regular and meaningful.

The Careers service offerings was noted as originally a bit limited for the programme, but recent developments were commended as useful and directly helpful, with interviews arising out of learner engagement with the Careers team.

For the learners the panel met with, their experience of the Management Accounting module had been online, and they felt that this would be better in a face-to-face delivery mode.

Within the Programme Review Report section 4.1.2, the analysis of the 'Learner Module Feedback Scores 2019 vs 2022' table indicate that "the overall scores are also increasing overtime", however

this is not clearly reflected in the table, in which only two of eight compared modules reflected an increased score for lecturers, and one module reflected an increased score for materials, with a second module reflecting the same score. Only the module administration comparison reflected as many as four score improvements of the eight modules. The 'overall score' may not be clearly reflected in this table, and future analysis may require additional caution in presentation and analysis to ensure accurate reflection of the data, to ensure no areas of concern are overlooked.

4.1.2 Recommendations

The panel would recommend that the management of group work be considered to ensure equity and the accurate reflection of individual learner effort in submissions.

4.2 Evaluation of the programme by Staff

4.2.1 Commentary

The panel met with senior management, administration staff and lecturing staff at the review. It was evident that there was a high degree of dialogue between the programme director, full-time staff, and adjunct faculty as part of the review.

The programme staff expressed the perception that the proposed changes were identified as improvements to an already effective programme, taking into account learnings from the previous cycle and the repercussions of the pandemic and the changes to teaching in this period.

4.2.2 Recommendations

None.

4.3 External Examiner Feedback

4.3.1 Commentary

Feedback from the External Examiner noted the successful achievement of learning outcomes by learners on the programme, the consistency of the grading, and the positive introduction of the *BetterExaminations* software, as part of the exam review process.

4.3.2 Recommendations

None.

Part 5. Programme Quality Assurance

5.1 Complaints, appeals and commendations

5.1.1 Commentary

No appeals or complaints were received for the programme. The mechanism for appeals and escalation were well understood by members of the College team the panel met. The programme team confirmed there was no different approach in the management of disciplinary cases between the different campuses, although their first investigation and management would be managed within a faculty, before escalating into the larger College systems if required.

Although receiving no appeals or complaints may indicate that there are no issues arising on the programme, it may also indicate a lack of awareness regarding where to raise concerns. Reassurance may be sought by checking with learners that they are aware of the mechanisms available to them to raise an appeal or complaint, beyond the feedback mechanisms in place for module feedback.

5.1.2 Recommendations

None.

5.2 Quality Assurance Systems and Processes

5.2.1 Commentary

The panel is satisfied that the programme has been well managed. Formal training for lecturers through the College's Education programmes is available (required for full time faculty, recommended for part time faculty), along with ongoing CPD units to ensure consistency and best practice.

The programme team noted the various and ongoing activities in place to manage academic integrity, with a focus on assessment design to reduce misconduct opportunities, resulting in a reduction in rote-learning-style assessments on the programme. The programme team also noted the benefits from using learning analytics for detection and review of misconduct cases while avoiding an overly intrusive policing approach and recognising that learners also require supports. The introduction of Academic Skills workshops was cited as effective, and the College as a whole undertakes an active campaign of information-raising and deterrence for learners, in addition to engaging with the National Academic Integrity Network (NAIN).

The programme team confirmed that a learner would not be able to progress to their Dissertation phase if they had not completed the Business Research Methods modules. There was no restriction on progression for learners who did not successfully complete the bridging Business module, and there was no intent to introduce a restriction on progression on the revised and new bridging modules.

5.2.2 Recommendations

Learners who are not successful with the bridging modules may require additional support through the subsequent stages of their programme. The programme team may wish to consider mechanisms to ensure these cases are identified and relevant supports provided as required.

5.3 Additional Quality Assurance Systems and Processes required (e.g. online delivery / assessment)

5.3.1 Commentary

Although the panel is satisfied that the programme has been well managed, the introduction of electives is a new feature requiring additional consideration. The panel recommends that there is clarity within the quality assurance system as to how electives are managed at a programme level, with information provided to learners to make an informed choice, and how choices are recorded. The proposed schedule (most particularly the Full-Time delivery) sets some elective modules in semester one, and this reduces the time available to introduce learners to the programme design and the potential options available to them.

The flipped semester schedule, to allow the different intake cohorts to be in class together (except for those where modules are fixed within a particular sequence due to prerequisite requirements) is complex but manageable where there are no elective options, but the introduction of elective modules to the taught component of the programme will inevitably result in a greater complexity in tracking learner enrolment pathways. Due to the multiple intakes, the programme team confirmed that all relevant modules will run each semester, which will ensure learners can take their elective options in almost any sequence during each semester (with the exception of Pharmaceutical Marketing Management, which can only be taken after International Marketing, and Business Research Methods for Postgraduate Diploma learners). This offering is a positive development for flexibility and personalised learning opportunities for learners but will require additional QA oversight and monitoring to ensure enrolments are managed correctly.

The introduction of the Industry-Sponsored Dissertation will similarly require additional quality assurance mechanisms to ensure equity for learners between their elective choices, and support for learners undertaking this new option. The panel noted the importance of ensuring the academic integrity and independence of such a research project, with the word 'Sponsored' potentially giving the wrong impression about the nature of the project and the dissertation work funding. The documentation and Handbooks for this Dissertation option may benefit from additional clarity regarding the timetabling or scheduling requirements for contact with the supervisor, and the mechanisms by which a non-viable Industry-Sponsored project could be transferred to the traditional Dissertation model if required.

5.3.2 Recommendations

The panel recommended further consideration and planning of the management of elective selection for learners. (See Recommendation 5).

The panel recommended further consideration and clarity of the equity of the Dissertation elective options, in part to ensure learners already based in industry are not unfairly advantaged, and a mechanism to transfer to the traditional Dissertation in the event that an Industry-Sponsored Dissertation became no longer feasible (see Recommendation 4).

The panel recommended a consideration to retitle the 'Sponsored' element of the Industry-Sponsored Dissertation (see Recommendation 3).

Part 6. Summary Analysis of the programme

6.1 Commentary

Griffith College has carried out a comprehensive and robust review of the programmes. The programmes are fit for purpose and the modifications proposed following the review are appropriate, the panel concluded. See specific comments, conditions, recommendations and commendations made in the following section of this report.

Overall, the programmes have been positively experienced by learners, and feedback from stakeholders has been positive.

6.2 Recommendations

None.

Part 7. Revision of the programme

7.1 Commentary:

A number of changes have been proposed for the programme:

The word 'International' is to be removed from the title. This was identified by the programme team as superfluous within the industry and could be removed without impacting the programme's attractiveness to international learners.

A new 30 ECTS Certificate embedded award is proposed, as an upskilling opportunity for learners already in the industry. The panel noted the difficulty in determining a coherence to this Certificate given the broad range of elective options available within it.

Three new elective taught modules and a new elective Capstone Dissertation module have been introduced, increasing flexibility for learners and offering an increased opportunity to personalise learning pathways to their individual industry-interests. To accommodate this, two previously mandatory taught modules and the original traditional Dissertation have become elective options. A challenge with the introduction of elective modules is the management of these.

The existing business-based bridging module is to be reduced in size following restructuring to its core content, and a new pharmaceutical-industry bridging module is to be introduced to mirror the business module in facilitating learner access onto the programme.

The entry requirements into the programme for applicants without a STEM qualification and only a Business-degree qualification are to be revised to reduce the three years of industry experience required to an “understanding of the clinical development process and manufacturing requirements” (Programme Document 4.2.3). The new pharmaceutical bridging module is to be introduced to ensure these learners without the three years of industry experience are supported to undertake the pharmaceutical-focused modules.

The number of Programme Learning Outcomes is to be reduced from 39 to 15, as part of a rationalisation of the Learning Outcomes, and a larger change in programme design within the College, in which a legacy practice of a large number of Learning Outcomes is reduced to align with general sectoral practice.

Changes to the assessment strategy, with a reduction in exam assessments across the programme, and an increase in continuous assessment opportunities for learners.

A revision of module content and reading lists for currency, and the retitling of two taught modules to better reflect their content and design.

7.2 Recommendations:

The panel recommended further consideration and planning of the management of elective selection for learners. (See Recommendation 5).

The panel recommended considering re-titling the ‘Commercial and Financial Considerations in the Pharmaceutical Industry’ module to be more concise (see Recommendation 2).

Part 8. Overall Findings

8.1 Commentary on review process

The panel commends the programme team on a very comprehensive review process, and an evident deep consideration for the future design of the programme.

Part 9. Recommendations on review process

The panel proposes as a special condition of validation that the programme team clarify the details regarding the duration and delivery of the programme, delivery sequence and class ratios in the Programme Document and associated documents (see Condition 1).

The quantitative data collected for the programme would benefit from a closer breakdown of the different intakes of learners, which may offer enhanced insights into particular trends of different

learners and delivery mechanisms (such as the performance of different intakes in the same module where these are cross taught during a shared semester).

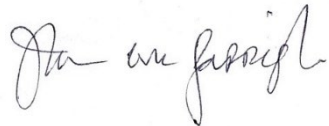
Part 10. Commentary on programme revisions

The panel considered that these were appropriate and is satisfied that the proposed programmes, subject to Conditions and Recommendations for consideration set out in the Independent Evaluators Report, are suitable and fit for purpose.

Part 11. Recommendations on programme revisions:

None.

Signed:



Panel Chairperson:

Date:

17th August 2022

**QQI**Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Independent Evaluation Report on an Application for Revalidation of a Programme of Education and Training

Part 1. Provider details

Provider name	Griffith College
Date of site visit	20th July 2022
Date of report	8 th August 2022

Section A. Overall recommendations

Principal programme	Title	Master of Science in Pharmaceutical Business Management
	Award	Master of Science
	Credit	90
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory subject to proposed conditions

Embedded programme 1	Title	Postgraduate Diploma in Science in Pharmaceutical Business Management
	Award	Postgraduate Diploma in Science
	Credit	60
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory subject to proposed conditions

Embedded programme 2	Title	Certificate in Pharmaceutical Business Management
	Award	Certificate
	Credit	30
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory subject to proposed conditions

Embedded programme 3	Title	Certificate in Quality and Regulatory Practice in the Pharmaceutical Industry
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	Award	Certificate
	Credit	5
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory subject to proposed conditions

Part 2. Expert Panel

Name	Role	Affiliation
Mr John McGarrigle	Chair	National College of Ireland
Dr Bernadette Whelan	Subject Matter Expert	South East Technological University (SETU)
Dr Sara A. Abouelmagd	Subject Matter Expert	Assiut University, Egypt
Mr Grant Goodwin	Secretary	Dublin Business School
Ms Grace Lawler	Learner Representative	TUS, Midlands
Mr Declan Lowney	Industry Representative	Janssen Sciences Ireland

Part 3. Principal Programme

3.1 Master of Science in Pharmaceutical Business Management

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners (<i>per centre</i>)	Minimum number of learners
Griffith College, Cork	5	200

Proposed Enrolment	
Date of first intake	September 2022
Maximum number of annual intakes	2
Maximum total number of learners per intake	Full Time: 50 Part Time: 50 (Total: 100 per intake; 200 per annum)
Programme duration (<i>months from start to completion</i>)	Full Time: 12 to 18 (Three semesters, month duration depending on intake period) Part Time: 24 to 36 (Four semesters, month duration depending on intake period)
<p>Panel Commentary on proposed enrolment:</p> <p>The initial proposed Programme Document set out 24 months for Full Time enrolments, and 36 months for Part Time enrolments. This was confirmed to be incorrect by the programme team, resulting from the ambiguity of the duration required for the different intakes (September and February), with February intakes requiring an additional few months to complete their programme due to the timetabling structure. The different intakes would share classes through the flipped timetable design, where pre-requisite requirements allowed.</p> <p>Other than clarifying the ambiguity regarding programme duration, the panel are satisfied with the proposed enrolment arrangements.</p>	
Target learner groups	
<p>The Master of Science in Pharmaceutical Business Management (MSPBM) programme has been developed for learners with an honours (NFQ Level 8) degree primarily in business, pharmaceutical or science-related disciplines. The programme should also appeal to a diverse profile of candidates, including:</p> <ul style="list-style-type: none"> ● practising managers who wish to further their education in the field of pharmaceutical management ● applicants who have worked in other service industries who wish to diversify into the field of pharmaceutical management ● working professionals who have extensive industry experience in the fields of pharmaceutical management, along with an undergraduate qualification, who want to engage in further studies that will support them in their future career aspirations. <p>Access to the programme is supported through the provision of two bridging options to fill any (business or pharmaceutical) knowledge gaps among candidates.</p> <p>In some circumstances, learners without the requisite academic background can use their professional work experience to qualify through recognition of prior learning (RPL). These requests for RPL cases are assessed on an individual basis in line with the college's quality assurance and enhancement (QAE) procedures.</p>	
Approved countries for provision	Ireland

Delivery mode: Full-time/Part-time	Full Time and Part Time
The teaching and learning modalities	
Classroom / Face to Face Online (live online) Online (directed e-learning)	
Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)	
<p>The Master of Science in Pharmaceutical Business Management (MSPBM) programme aims to develop learners' abilities to manage businesses and develop their leadership skills in the highly regulated environment of the pharmaceutical industry.</p> <p>The programme comprises both mandatory and elective industry-relevant modules, in addition to research support. It is delivered in two stages, the first of which, worth 60 credits, is taught over two semesters full-time. The subsequent full-time one semester dissertation stage is worth 30 credits, when learners may complete either a traditional dissertation piece of work, or an industry-sponsored activity.</p> <p>The programme develops leaders in this field by drawing on the experience of industry specialists to deliver real-world and on-trend modules. In developing this programme, the programme team has consulted with all relevant stakeholders to determine the key competencies for burgeoning pharmaceutical business managers, and have embedded the relevant Transversal, Cross-sectoral and Interpersonal skills in the programme to support this requirement.</p> <p>The MSPBM programme is designed for graduates with an honour's (NFQ Level 8) degree primarily in business, pharmaceutical or science-related disciplines. Additionally, the programme should appeal to a diverse profile of candidates, including practising managers who wish to further their education in the field of pharmaceutical management; applicants who have worked in other service industries who wish to diversify into the field of pharmaceutical management; or working professionals who have extensive industry experience in the fields of pharmaceutical management, along with an undergraduate qualification, who want to engage in further studies to support future career aspirations.</p> <p>Access to the programme is supported through the provision of two bridging options to fill any (business or pharmaceutical) knowledge gaps among candidates. Learners who do not wish to undertake a complete MSc programme may undertake shorter programmes leading to Certificate (30 ECTS) and Postgraduate Diploma (60 ECTS) awards. These embedded awards also serve as exit awards for learners on the MSc who may not be in a position to complete the entirety of the MSc programme.</p>	
Summary of specifications for teaching staff	WTE
Lecturing staff must hold at least a master's degree in a related discipline and/or an equivalent professional qualification, and a third level teaching qualification (e.g. Certificate in Education, Learning and Development). Industry experience is beneficial but not a requirement.	1
The Head of Faculty must be qualified to at least master's degree level in a related discipline. The role also requires a minimum of five years in a managerial academic role.	0.25
The Programme Director must be qualified to at least master's degree level in marketing or a business-related discipline. Lecturing experience, including online delivery and use of LMS systems is also required. Skills required for the role include people management, administrative and organisational skills, including the use of IT systems, Excellent Communications skills.	0.5

In addition, it is desirable that the individual would hold a teaching qualification, experience in academic management / administration, and a working knowledge of programme development and higher education QAE procedures.	
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Learning Activity	Ratio of learners to teaching staff
Group Learning: Class-based and online lectures in all modules	1:100
Workshops and Tutorials: Group tutorials and activities in all modules	1:20
Dissertation: Supervised project work in the Research Dissertation module	1:1
Research Coaching: Dissertation Topic Selection coaching during stage 1	1:1
Self-directed Learning: Learners, with guidance and mentoring from lecturers, take ownership of their learning. All modules.	N/A
<p>Panel Commentary on programme outline and staffing:</p> <p>The initial proposed Programme Document set out class ratios of either 1:40 and 1:100, with ambiguity in which would be in effect. In the panel discussion, the programme team confirmed a maximum of 1:40 per class group would apply, and subsequent confirmation that 1:100 is set out to reflect overall lecture numbers.</p> <p>The panel noted the valuable resources provided for learners in the research methods seminars and coaching, in advance of their Research Methods and Dissertation module.</p> <p>Other than clarifying the ambiguity regarding the classroom ratios, the panel are satisfied with the proposed programme outline and staffing.</p>	

Programmes being replaced (applicable to applications for revalidation)		
Code	Title	Last enrolment date
PG22715	Master of Science in International Pharmaceutical Business Management	August 2022

3.2 Postgraduate Diploma in Science in Pharmaceutical Business Management

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners (per centre)	Minimum number of learners
Griffith College	As per principle programme	As per principle programme

Proposed Enrolment	
Date of first intake	September 2022
Maximum number of annual intakes	2
Maximum total number of learners per intake	Full Time: 50* Part Time: 50* (Total: 100 per intake; 200 per annum)* *Intake will be in common with the MSc principal programme, and will be on a full or part time basis.
Programme duration (months from start to completion)	Full Time: 9 to 12 months (Two semesters, month duration depends on intake period) Part Time: 18 months (Three semesters, month duration depends on intake period)

Panel Commentary on proposed enrolment:

The initial proposed Programme Document set out 12 months for Full Time enrolments, but only constituted two semesters. This was confirmed to be incorrect by the programme team, resulting from the ambiguity of the duration required for the different intakes (September and February), with February intakes requiring an additional few months to complete their programme due to the timetabling structure. The different intakes would share classes through the flipped timetable design, where pre-requisite requirements allowed.

Other than clarifying the ambiguity regarding programme duration, the panel are satisfied with the proposed enrolment arrangements.

Target learner groups

The Postgraduate Diploma in Science in Pharmaceutical Business Management (PDPBM) programme has been developed for learners with an honour's (NFQ Level 8) degree primarily in business, pharmaceutical or science-related disciplines. The programme should also appeal to a diverse profile of candidates, including:

- experienced individuals in the industry who wish to leverage the knowledge, skills and competences gained through completing the taught programme, but who do not wish to undertake the dissertation and its related project work
- practising managers who wish to further their education in the field of pharmaceutical management
- applicants who have worked in other service industries who wish to diversify into the field of pharmaceutical management
- working professionals who have extensive industry experience in the fields of pharmaceutical management, along with an undergraduate qualification, who want to engage in further studies that will support them in their future career aspirations.

Access to the programme is supported through the provision of two bridging options to fill any (business or pharmaceutical) knowledge gaps among candidates.

In some circumstances, learners without the requisite academic background can use their professional work experience to compensate through recognition of prior learning (RPL). These

requests for RPL cases are assessed on an individual basis in line with the college's quality assurance and enhancement (QAE) procedures.		
Approved countries for provision		Ireland
Delivery mode: Full-time/Part-time		Full Time Part Time
The teaching and learning modalities		
Classroom / Face to Face Online (live online) Online (directed e-learning)		
Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)		
<p>The Postgraduate Diploma in Science in Pharmaceutical Business Management (PDPBM) programme aims to develop learners' abilities to manage businesses and develop their leadership skills in the highly-regulated environment of the pharmaceutical industry, but don't wish to complete research and a dissertation in the field, although learners may choose to undertake the Business Research Module as an elective option. The programme comprises both mandatory and elective industry-relevant modules. It is delivered in a single stage, worth 60 credits, which is taught over two semesters full-time.</p> <p>The PDPBM programme is designed for graduates with an honour's (NFQ Level 8) degree primarily in business, pharmaceutical or science-related disciplines. Additionally, the programme should appeal to a diverse profile of candidates, including experienced individuals in the industry who wish to leverage the knowledge, skills and competences of the taught programme, without completing the Dissertation and its related project work; practising managers who wish to further their education in the field of pharmaceutical management; applicants who have worked in other service industries who wish to diversify into the field of pharmaceutical management; or working professionals who have extensive industry experience in the fields of pharmaceutical management, along with an undergraduate qualification, who want to engage in further studies to support future career aspirations.</p> <p>Access to the programme is supported through the provision of two bridging options to fill any (business or pharmaceutical) knowledge gaps among candidates.</p> <p>Learners who do not wish to complete the Postgraduate Diploma programme may choose to exit with Certificate (30 credits) award, depending on modules completed.</p>		
Summary of specifications for teaching staff		WTE
Role e.g., Lecturer, Mentor, Librarian	Profile (Qualifications and Experience expected)	No. (WTEs¹) of Staff on the programme with this role and profile
Lecturer	Lecturing staff must hold at least a master's degree in a related discipline and/or an equivalent professional qualification, and a third level teaching qualification (e.g. Certificate in Education, Learning and Development). Industry experience is beneficial but not a requirement.	1
Head of Faculty/Centre	The Head of Faculty must be qualified to at least master's degree level in a related discipline. The	0.25

¹ WTE is the whole-time equivalent number. The number 1 indicates a full-time person fully dedicated to the programme. 0.5 indicates a part-time person available to this programme half of the time.

	role also requires a minimum of five years in a managerial academic role.	
Programme Director	Must be qualified to at least master's degree level in marketing or a business-related discipline. Lecturing experience, including online delivery and use of LMS systems is also required. Skills required for the role include people management, administrative and organisational skills, including the use of IT systems, Excellent Communications skills. In addition, it is desirable that the individual would hold a teaching qualification, experience in academic management / administration, and a working knowledge of programme development and higher education QAE procedures.	0.5
Administrator	It is desirable that the candidate would hold a certificate or diploma, plus 1 to 2 years' administrative experience. Good knowledge of Microsoft Office, with experience working with IT databases, excellent organisation skills with the ability to prioritise and multi-task, and strong customer service skills.	0.25
Librarian	Must be qualified to NFQ level 9 in library studies. In addition, it is desirable that the individual would hold a teaching qualification, and experience in library and or information management / administration, and a working knowledge of the provision of teaching, learning, assessment and learner supports.	0.1
QAE/Programme Development	Must hold a third level qualification, at level 9 on the NFQ, in a cognate area. Previous experience of implementing/managing programme development and quality assurance procedures in higher education. Direct experience of teaching / lecturing / tutoring learners in higher education would be an advantage. In addition, relevant skills in advanced research and report writing interpersonal, communications and time management.	0.1

The teaching and learning methodologies		
Methodology / Learning Activity	Description	Staff to Learner Ratio e.g., 1:12
Group Learning	Class-based and online lectures in all modules	1:100
Workshops and Tutorials	Group tutorials and activities in all modules	1:20
Research Coaching	Dissertation Topic Selection coaching during stage 1	1:1
Self-directed Learning	Learners, with guidance and mentoring from lecturers, take ownership of their learning. All modules.	N/A

Panel Commentary on programme outline and staffing:

The initial proposed Programme Document set out class ratios of either 1:40 and 1:100, with ambiguity in which would be in effect. In the panel discussion, the programme team confirmed a maximum of 1:40 per class group would apply, and subsequent confirmation that 1:100 is set out to reflect overall lecture numbers.

Other than clarifying the ambiguity regarding the classroom ratios, the panel are satisfied with the proposed programme outline and staffing.

Programmes being replaced (applicable to applications for revalidation)

Code	Title	Last enrolment date
PG22724	Postgraduate Diploma in Science in International Pharmaceutical Business Management	August 2022

3.3 Certificate in Pharmaceutical Business Management

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners (per centre)	Minimum number of learners
Griffith College	As per principle programme	As per principle programme

Proposed Enrolment	
Date of first intake	September 2022
Maximum number of annual intakes	2
Maximum total number of learners per intake	Full Time: 50* Part Time: 50* (Total: 100 per intake; 200 per annum)* *Intake will be in common with the MSc principal programme, and will be on a full or part time basis.
Programme duration (months from start to completion)	Full Time: 9 to 12 months (Two semesters, month duration depends on intake period) Part Time: 18 months (Three semesters, month duration depends on intake period)

Panel Commentary on proposed enrolment:

The initial proposed Programme Document set out 12 months for Full Time enrolments, but only constituted two semesters. This was confirmed to be incorrect by the programme team, resulting from the ambiguity of the duration required for the different intakes (September and February), with February intakes requiring an additional few months to complete their programme due to the timetabling structure. The different intakes would share classes through the flipped timetable design, where pre-requisite requirements allowed.

The panel invited the programme team to consider a review of the structure and duration of the Certificate award, to potentially be reduced to a single semester (see Recommendation 7).

Other than clarifying the ambiguity and proposed recommendation regarding programme duration, the panel are satisfied with the proposed enrolment arrangements.

Target learner groups

This programme is developed for learners with an honours level primary degree and, with its smaller credit-load, and elective driven curriculum, is aimed at a diverse profile of candidates, including:

- experienced individuals in the industry who wish to leverage the targeted knowledge, skills and competences of the taught programme
- practising managers, and those who have a general business qualification along with relevant pharmaceutical work experience, who wish to hone and improve their skills in specific areas of pharmaceutical management,
- those who wish to rise to management level and progress their careers in the pharmaceutical industry
- applicants who have worked in other service industries and are considering diversifying into the field of pharmaceutical management
- working professionals who have extensive industry experience in the fields of pharmaceutical management, along with an undergraduate qualification, who want to engage in further studies to support future career aspirations.
- Recent level 8 degree graduates who wish to develop their business/operational skills for a career in the pharmaceutical industry.

<p>In some circumstances, learners without the requisite academic background can use their professional work experience to compensate through recognition of prior learning (RPL). These cases are assessed on an individual basis in line with the college's quality assurance (QA) procedures.</p>		
Approved countries for provision		Ireland
Delivery mode: Full-time/Part-time		Full Time Part Time
The teaching and learning modalities		
Classroom / Face to Face Online (live online) Online (directed e-learning)		
Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)		
<p>The Certificate in Pharmaceutical Business Management (CPBM) programme is designed for learners already working in the pharmaceutical industry, and those wishing to change career to take up a role in that industry. The programme allows learners to develop targeted skills in the highly-regulated environment of the pharmaceutical industry, by undertaking a qualification which requires less time-commitment than a full postgraduate diploma or MSc award and has a smaller overall workload.</p> <p>The programme comprises both mandatory and elective industry-relevant modules. It is delivered in a single stage, worth 30 credits, which is taught over two semesters full-time.</p> <p>The CPBM programme is designed for graduates with an honours (NFQ Level 8) degree primarily in business, pharmaceutical or science-related disciplines. Additionally, with its smaller credit-load, and elective driven curriculum, the programme should appeal to a diverse profile of candidates, including experienced individuals in the industry who wish to leverage the targeted knowledge, skills and competences of the taught programme; practising managers who wish to further their education in specific areas of pharmaceutical management; applicants who have worked in other service industries and are considering diversifying into the field of pharmaceutical management; or working professionals who have extensive industry experience in the fields of pharmaceutical management, along with an undergraduate qualification, who want to engage in further studies to support future career aspirations.</p> <p>Access to the programme is supported through the provision of two bridging options to fill any (business or pharmaceutical) knowledge gaps among candidates.</p>		
Summary of specifications for teaching staff		WTE
Role e.g., Lecturer, Mentor, Librarian	Profile (Qualifications and Experience expected)	No. (WTEs²) of Staff on the programme with this role and profile
Lecturer	Lecturing staff must hold at least a master's degree in a related discipline and/or an equivalent professional qualification, and a third level teaching qualification (e.g. Certificate in Education, Learning and Development). Industry experience is beneficial but not a requirement.	1

² WTE is the whole-time equivalent number. The number 1 indicates a full-time person fully dedicated to the programme. 0.5 indicates a part-time person available to this programme half of the time.

Head of Faculty/Centre	The Head of Faculty must be qualified to at least master's degree level in a related discipline. The role also requires a minimum of five years in a managerial academic role.	0.25
Programme Director	Must be qualified to at least master's degree level in marketing or a business-related discipline. Lecturing experience, including online delivery and use of LMS systems is also required. Skills required for the role include people management, administrative and organisational skills, including the use of IT systems, Excellent Communications skills. In addition, it is desirable that the individual would hold a teaching qualification, experience in academic management / administration, and a working knowledge of programme development and higher education QAE procedures.	0.5
Administrator	It is desirable that the candidate would hold a certificate or diploma, plus 1 to 2 years' administrative experience. Good knowledge of Microsoft Office, with experience working with IT databases, excellent organisation skills with the ability to prioritise and multi-task, and strong customer service skills.	0.25
Librarian	Must be qualified to NFQ level 9 in library studies. In addition, it is desirable that the individual would hold a teaching qualification, and experience in library and or information management / administration, and a working knowledge of the provision of teaching, learning, assessment and learner supports.	0.1
QAE/Programme Development	Must hold a third level qualification, at level 9 on the NFQ, in a cognate area. Previous experience of implementing/managing programme development and quality assurance procedures in higher education. Direct experience of teaching / lecturing / tutoring learners in higher education would be an advantage. In addition, relevant skills in advanced research and report writing interpersonal, communications and time management.	0.1

The teaching and learning methodologies		
Methodology / Learning Activity	Description	Staff to Learner Ratio e.g., 1:12
Group Learning	Class-based and online lectures in all modules	1:100
Workshops and Tutorials	Group tutorials and activities in all modules	1:20

Self-directed Learning	Learners, with guidance and mentoring from lecturers, take ownership of their learning. All modules.	N/A
<p>Panel Commentary on programme outline and staffing:</p> <p>The initial proposed Programme Document set out class ratios of either 1:40 and 1:100, with ambiguity in which would be in effect. In the panel discussion, the programme team confirmed a maximum of 1:40 per class group would apply, and subsequent confirmation that 1:100 is set out to reflect overall lecture numbers.</p> <p>Other than clarifying the ambiguity regarding the classroom ratios, the panel are satisfied with the proposed programme outline and staffing.</p>		

Programmes being replaced (applicable to applications for revalidation)		
Code	Title	Last enrolment date
N/a	N/a	N/a

3.4 Certificate in Quality and Regulatory Practice in the Pharmaceutical Industry

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners (per centre)	Minimum number of learners
Griffith College	As per principle programme	As per principle programme

Proposed Enrolment	
Date of first intake	September 2022
Maximum number of annual intakes	2
Maximum total number of learners per intake	Full Time: 50* Part Time: 50* (Total: 100 per intake; 200 per annum)* *Intake will be in common with the MSc principal programme, and will be on a full or part time basis.
Programme duration (months from start to completion)	3 months (Part Time and Full Time)
<p>Panel Commentary on proposed enrolment: The programme has been evaluated as a Minor Award, rather than within the Microcredential process, and therefore will have a validation of five years, and not the three year validation of a Microcredential.</p> <p>The panel are satisfied with the proposed enrolment into this programme.</p>	
Target learner groups	
<p>The Target Learner profile for this minor award marketed as a Microcredential programme is:</p> <ul style="list-style-type: none"> • Science and chemical engineering degree holders • Return to workforce – degree holders in science – chemical engineering/ life sciences • Those in work, looking to change to a different discipline within the industry. <p>This blended delivery of the Certificate programme is also expected to appeal to a wider spectrum of candidates than would have traditionally enrolled.</p>	
Approved countries for provision	Ireland
Delivery mode: Full-time/Part-time	Full Time Part Time
The teaching and learning modalities	
Classroom / Face to Face Online (live online) Online (directed e-learning)	
Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)	
<p>The Certificate in Quality and Regulatory Practice in the Pharmaceutical Industry programme is developed for learners with an honour's level primary degree and, with its smaller credit-load, and targeted curriculum, is aimed at a diverse profile of candidates, including:</p> <ul style="list-style-type: none"> • experienced individuals in the industry who wish to leverage the targeted knowledge, skills and competences of the taught programme • practising managers, and those who have a general business qualification along with relevant pharmaceutical work experience, who wish to hone and improve their skills in this specific area • graduates returning to the workforce who wish to brush-up on the knowledge, skills and competences in the area of quality and regulatory framework • those who currently work in a similarly regulated areas but who wish to make the transition to progress their career in the pharmaceutical industry 	

- applicants who have worked in other service industries and are considering diversifying into the pharmaceutical industry and wish to have this knowledge
- working professionals who have extensive industry experience in the fields of pharmaceutical management, along with an undergraduate qualification, who want to engage in further studies to support future career aspirations.
- Recent level-8 degree graduates who wish to develop their quality and regulatory skills for a career in the pharmaceutical industry.

This Certificate programme will also allow for flexible working arrangements (from home etc.) so may appeal to a wider spectrum of candidates than would have traditionally enrolled.

Summary of specifications for teaching staff		WTE
Role e.g., Lecturer, Mentor, Librarian	Profile (Qualifications and Experience expected)	No. (WTEs³) of Staff on the programme with this role and profile
Lecturer	Lecturing staff must hold at least a master's degree in a related discipline and/or an equivalent professional qualification, and a third level teaching qualification (e.g. Certificate in Education, Learning and Development). Industry experience is beneficial but not a requirement.	1
Head of Faculty/Centre	The Head of Faculty must be qualified to at least master's degree level in a related discipline. The role also requires a minimum of five years in a managerial academic role.	0.25
Programme Director	Must be qualified to at least master's degree level in marketing or a business-related discipline. Lecturing experience, including online delivery and use of LMS systems is also required. Skills required for the role include people management, administrative and organisational skills, including the use of IT systems, Excellent Communications skills. In addition, it is desirable that the individual would hold a teaching qualification, experience in academic management / administration, and a working knowledge of programme development and higher education QAE procedures.	0.5
Administrator	It is desirable that the candidate would hold a certificate or diploma, plus 1 to 2 years' administrative experience. Good knowledge of Microsoft Office, with experience working with IT databases, excellent organisation skills with the ability to prioritise and multi-task, and strong customer service skills.	0.25
Librarian	Must be qualified to NFQ level 9 in library studies. In addition, it is desirable that the individual would hold a teaching qualification, and experience in library and or information management / administration, and a working	0.1

³ WTE is the whole-time equivalent number. The number 1 indicates a full-time person fully dedicated to the programme. 0.5 indicates a part-time person available to this programme half of the time.

	knowledge of the provision of teaching, learning, assessment and learner supports.	
QAE/Programme Development	Must hold a third level qualification, at level 9 on the NFQ, in a cognate area. Previous experience of implementing/managing programme development and quality assurance procedures in higher education. Direct experience of teaching / lecturing / tutoring learners in higher education would be an advantage. In addition, relevant skills in advanced research and report writing interpersonal, communications and time management.	0.1

The teaching and learning methodologies

Methodology / Learning Activity	Description	Staff to Learner Ratio e.g., 1:12
Group Learning	Class-based and online lectures in all modules	1:100
Workshops and Tutorials	Group tutorials and activities in all modules	1:20
Self-directed Learning	Learners, with guidance and mentoring from lecturers, take ownership of their learning. All modules.	N/A

Panel Commentary on programme outline and staffing:

The initial proposed Programme Document set out class ratios of either 1:40 and 1:100, with ambiguity in which would be in effect. In the panel discussion, the programme team confirmed a maximum of 1:40 per class group would apply, and subsequent confirmation that 1:100 is set out to reflect overall lecture numbers.

Other than clarifying the ambiguity regarding the classroom ratios, the panel are satisfied with the proposed programme outline and staffing.

Programmes being replaced (applicable to applications for revalidation)

Code	Title	Last enrolment date
PG24440	Certificate in Quality and Regulatory Practice in the Pharmaceutical Industry	December 2022

Part 4. Other noteworthy features of the application

N/A

Part 1A Evaluation of the Case for an Extension of the Approved Scope of Provision (where applicable).

Having examined appropriate QA / Governance procedures, comment on the case for extending the applicant's Approved Scope of Provision to enable provision of this programme. (Especially relevant for move to online delivery / assessment)

N/A

Part 5. Evaluation against the validation criteria

Criterion 1. The provider is eligible to apply for validation of the programme

<p>a) The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme.</p> <p>b) The application for validation is signed by the provider’s chief executive (or equivalent) who confirms that the information provided is truthful and that all the applicable criteria have been addressed.</p> <p>c) The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements.⁴</p>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme (MScPBM)	Yes	<p>The panel has evaluated the programmes having regards to criterion 1 and sub-criteria (a-c) and recommends that QQI can be satisfied that the programmes meet this criterion.</p> <p>The programmes meet the prerequisites (Section 44(7)) of the 2012 Act) to apply for validation of the programme. The programme declaration is in order and the application is appropriately signed.</p>
Embedded Programme 1 (PGDipPBM)	Yes	
Embedded Programme 2 (CertPBM)	Yes	
Embedded Programme 3 (CertQRPI)	Yes	

⁴This criterion is to ensure the programme can actually be provided and will not be halted on account of breach of the law. The declaration is sought to ensure this is not overlooked but QQI is not responsible for verifying this declaration of enforcing such requirements.

Criterion 2. The programme objectives and outcomes are clear and consistent with the QQI awards sought

<ul style="list-style-type: none"> a) The programme aims and objectives are expressed plainly. b) A QQI award is specified for those who complete the programme. <ul style="list-style-type: none"> (i) Where applicable, a QQI award is specified for each embedded programme. c) There is a satisfactory rationale for the choice of QQI award(s). d) The award title(s) is consistent with unit 3.1 of QQI's <i>Policy and Criteria for Making Awards</i>. e) The award title(s) is otherwise legitimate for example it must comply with applicable statutory, regulatory and professional body requirements. f) The programme title and any embedded programme titles are <ul style="list-style-type: none"> (i) Consistent with the title of the QQI award sought. (ii) Clear, accurate, succinct and fit for the purpose of informing prospective learners and other stakeholders. g) For each programme and embedded programme <ul style="list-style-type: none"> (i) The minimum intended programme learning outcomes and any other educational or training objectives of the programme are explicitly specified.⁵ (ii) The minimum intended programme learning outcomes to qualify for the QQI award sought are consistent with the relevant QQI awards standards. h) Where applicable, the minimum intended module learning outcomes are explicitly specified for each of the programme's modules. i) Any QQI minor awards sought for those who complete the modules are specified, where applicable. <p>For each minor award specified, the minimum intended module learning outcomes to qualify for the award are consistent with relevant QQI minor awards standards.⁶</p>

	Satisfactory? (yes, no, partially)	Comment
Principal Programme (MScPBM)	Yes	The panel has evaluated the programmes having regards to criterion 2 and sub-criteria (a-i) and recommends that QQI can be satisfied that the programme meets this criterion.
Embedded Programme 1 (PGDipPBM)	Yes	<p>The panel found that the aims, objectives and rationale for the programmes were clearly expressed.</p> <p>It was concluded that the programmes' learning outcomes and module learning outcomes have been clearly outlined and were appropriate to the level of the award.</p> <p>The titles of the programmes were deemed to be appropriate and in line with the QQI standard for the Major Award Type on the NFQ, including the decision to remove 'International' from the programme title.</p> <p>It was noted that the minimum intended programme learning outcomes for the programmes were informed by the QQI Science Award Standards for Higher Education and Training, with reference to the Business Award Standards.</p> <p>The panel is satisfied with this approach.</p>

⁵ Other programme objectives, for example, may be to meet the educational or training requirements of a statutory, regulatory or professional body.

⁶ Not all modules will warrant minor awards. Minor awards feature strongly in the QQI common awards system however further education and training awards may be made outside this system.

<p>Embedded Programme 2 (CertPBM)</p>	<p>Partially</p>	<p>The panel has evaluated the programme having regards to criterion 2 and sub-criteria (a-i) and recommends that QQI can be partially satisfied that the programme meets this criterion.</p> <p>The panel found that the aims, objectives and rationale for the programme was clearly expressed.</p> <p>It was concluded that the programme’s learning outcomes had been clearly outlined and were appropriate to the level of the award. The panel noted that the coherence of the broad range of elective module options on the proposed new Certificate programme was challenging to determine, with varying achievements of the programme’s learning outcomes subject to the choice of modules taken.</p> <p>The panel recommends a re-evaluation of the structure and design of the Certificate in Pharmaceutical Business Management (see Recommendation 7), such as reducing the credit size of the programme overall, or the range of elective module options available, to ensure academic coherence and consistency for learners, and leverage the advantage of a shorter programme for upskilling learners.</p> <p>The title of the programme was deemed to be appropriate and in line with the QQI standard for the Special Purpose Award Type on the NFQ.</p> <p>The panel is satisfied with this approach.</p>
<p>Embedded Programme 3 (CertQRPI)</p>	<p>Yes</p>	<p>The panel has evaluated the programme having regards to criterion 2 and sub-criteria (a-i) and recommends that QQI can be satisfied that the programme meets this criterion.</p> <p>The panel found that the aims, objectives and rationale for the programme was clearly expressed.</p> <p>It was concluded that the programme’s learning outcomes had been clearly outlined and were appropriate to the level of the award.</p> <p>The title of the programme was deemed to be appropriate and in line with the QQI standard for the Special Purpose Award Type on the NFQ.</p> <p>The panel is satisfied with this approach.</p>

Criterion 3. The programme concept, implementation strategy, and its interpretation of QQI awards standards are well informed and soundly based (considering social, cultural, educational, professional and employment objectives)

- a) The development of the programme and the intended programme learning outcomes has sought out and taken into account the views of stakeholders such as learners, graduates, teachers, lecturers, education and training institutions, employers, statutory bodies, regulatory bodies, the international scientific and academic communities, professional bodies and equivalent associations, trades unions, and social and community representatives.⁷
- b) The interpretation of awards standards has been adequately informed and researched; considering the programme aims and objectives and minimum intended programme (and, where applicable, modular) learning outcomes.
 - (i) There is a satisfactory rationale for providing the programme.
 - (ii) The proposed programme compares favourably with existing related (comparable) programmes in Ireland and beyond. Comparators should be as close as it is possible to find.
 - (iii) There is support for the introduction of the programme (such as from employers, or professional, regulatory or statutory bodies).
 - (iv) There is evidence⁸ of learner demand for the programme.
 - (v) There is evidence of employment opportunities for graduates where relevant⁹.
 - (vi) The programme meets genuine education and training needs.¹⁰
- c) There are mechanisms to keep the programme updated in consultation with internal and external stakeholders.
- d) Employers and practitioners in the cases of vocational and professional awards have been systematically involved in the programme design where the programme is vocationally or professionally oriented.
- e) The programme satisfies any validation-related criteria attaching to the applicable awards standards and QQI awards specifications.

	Satisfactory? (yes, no, partially)	Comment
Principal Programme (MScPBM)	Yes	The panel has evaluated the programmes having regards to criterion 3 and sub-criteria (a-e) and recommends that QQI can be satisfied that the programmes meet this criterion.
Embedded Programme 1 (PGDipPBM)	Yes	The panel is satisfied that the intended programmes have taken account of the views of stakeholders, including learners and graduates, faculty, and industry stakeholders. Account had also been taken of national publications, such as the 2021 SOLAS National Skills Bulletin, in relation to current and future training needs and employment opportunities as outlined in a series of reports cited in the documentation provided. These point to the need for the type of skills and attributes that the programmes seek to develop in their graduates.

⁷ Awards standards however detailed rely on various communities for their interpretation. This consultation is necessary if the programme is to enable learners to achieve the standard in its fullest sense.

⁸ This might be predictive or indirect.

⁹ It is essential to involve employers in the programme development and review process when the programme is vocationally or professionally oriented.

¹⁰ There is clear evidence that the programme meets the **target learners'** education and training needs and that there is a clear demand for the programme.

		<p>As part of the review, a comparison with similar programmes had been undertaken and it was stated that the unique combination of pharmaceutical and business management expertise of the proposed programmes provided a point of differentiation for learners, where comparable programmes focus either on the pharmaceutical elements, or the business elements.</p> <p>Graduates that the panel met indicated that the programme had offered them relevant skills for employment in industry, and the Careers service had facilitated access to interview opportunities.</p> <p>Evidence for learner demand of the programme largely arises from the record of initiated applications, of which only a small proportion converted into enrolments, with a decline evident since the outbreak of the COVID-19 pandemic, wherein the international learner intakes were heavily impacted. The low conversion rates were ascribed to the entry requirements of industry experience, which is proposed to be reduced in the future iteration of the programme, while a bridging module is to be introduced to facilitate the access opportunities for learners who previously did not meet this entry requirement.</p> <p>The panel note the introduction of the bridging module to support learners as a valuable component of the future programme design. However, the panel recommend that the programme team consider reorganising and aligning the bridging modules to be deliverable before the formal commencement of the programme (see Recommendation 1).</p> <p>It was noted that the modifications to the programme, including the change to offering elective modules, the removal of 'International' from the title, and the amended entry requirements, had been made in part due to feedback from faculty, learners and graduates.</p>
<p>Embedded Programme 2 (CertPBM)</p>	<p>Partially</p>	<p>The panel has evaluated the programme having regards to criterion 3 and sub-criteria (a-e) and recommends that QQI can be partially satisfied that the programme meet this criterion.</p> <p>It was concluded that although the programme's learning outcomes had been clearly outlined and were appropriate to the level of the award, the coherence of the broad range of elective module options on the proposed new Certificate programme was challenging to determine, with varying achievements of the programme's learning outcomes subject to the choice of modules taken.</p> <p>The evidence for learner demand for the programme is partly predicated upon the interest expressed in upskilling opportunities by individuals already in industry, seeking a course of study that would be less onerous than a full Masters or Postgraduate Diploma programme. On this basis, a smaller Certificate with a</p>

		<p>broad-ranging suite of elective options is proposed, requiring less effort per week by learners of this profile. The panel noted that the proposed structure still requires two full semesters (Full Time) for completion, which may undermine the advantage sought of a shorter programme for applicants seeking an upskilling opportunity, as this proposed Certificate runs for the same duration as the Postgraduate Diploma programme, though it does offer less work per week within that same timeframe, which may be sufficiently attractive to learners.</p> <p>The panel recommends a re-evaluation of the structure and design of the Certificate in Pharmaceutical Business Management (see Recommendation 7), such as reducing the credit size of the programme overall, or the range of elective module options available, to ensure academic coherence and consistency for learners, and leverage the advantage of a shorter programme for upskilling learners.</p>
Embedded Programme 3 (CertQRPI)	Yes	As per Principle Programme and Embedded Programme 1.

Criterion 4. The programme's access, transfer and progression arrangements are satisfactory

<p>a) The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in QQI's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied¹¹.</p> <p>b) Programme information for learners is provided in plain language. This details what the programme expects of learners and what learners can expect of the programme and that there are procedures to ensure its availability in a range of accessible formats.</p> <p>c) If the programme leads to a higher education and training award and its duration is designed for native English speakers, then the level of proficiency in English language must be greater or equal to B2+ in the Common European Framework of Reference for Languages (CEFRL¹²) in order to enable learners to reach the required standard for the QQI award.</p> <p>d) The programme specifies the learning (knowledge, skill and competence) that target learners are expected to have achieved before they are enrolled in the programme and any other assumptions about enrolled learners (programme participants).</p> <p>e) The programme includes suitable procedures and criteria for the recognition of prior learning for the purposes of access and, where appropriate, for advanced entry to the programme and for exemptions.</p> <p>f) The programme title (the title used to refer to the programme):-</p> <ul style="list-style-type: none"> (i) Reflects the core <i>intended programme learning outcomes</i>, and is consistent with the standards and purposes of the QQI awards to which it leads, the award title(s) and their class(es). (ii) Is learner focused and meaningful to the learners; (iii) Has long-lasting significance. <p>g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.</p>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme (MScPBM)	Yes	The panel has evaluated the programmes having regards to criterion 4 and sub-criteria (a-g) and recommends that QQI can be satisfied that the programmes meet this criterion.
Embedded Programme 1 (PGDipPBM)	Yes	The panel is satisfied that the programmes' access, transfer and progression arrangements are working in practice. Information on access, transfer and progression is available through the Griffith College website, promotional material and the Griffith College QAE Manual.
Embedded Programme 2 (CertPBM)	Yes	
Embedded Programme 3 (CertQRPPI)	Yes	

¹¹ Each of the detailed criteria set out in the Policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training must be addressed in the provider's evaluation report. The detailed criteria are (QQI, restated 2015) arranged under the headings

- Progression and transfer routes
- Entry arrangements
- Information provision

¹² http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf (accessed 26/09/2015)

	<p>to undertake a bridging business module. Applicants with a qualification that is in a non-STEM discipline may be considered through the College's APEL route, and may be required to undertake a bridging pharmaceutical module.</p> <p>With the proposed changes to the entry requirements, with the reduction of required industry experience for non-STEM graduates, the programme team have proposed the introduction of a new bridging module to facilitate the access opportunities for learners who previously did not meet this entry requirement. This bridging module replicates the model of the existing business bridging module offered already, although this too has been reduced in size. The panel noted that with the broader entry requirements, a greater number of applicants will be eligible for entry into the programme, which will be of benefit for the programme, but that consideration must be made that these bridging modules will be increasingly enrolled onto and will need to be scalable to the increased uptake.</p> <p>The panel queried whether the programme team considered seeking separate validation of the bridging modules, in recognition of the effort required and learning undertaken, or formal incorporation into the programme. The programme team noted their satisfaction with the existing format of the model. The programme team confirmed that there was no requirement for a learner to pass the bridging module before progressing to the main modules of the programme, and a failed attempt would not restrict a learner's opportunity to progress through the programme, and repeat opportunities would be managed in the same manner as any other module.</p> <p>The panel noted the additional workload of the bridging modules, with each noted as equivalent to 5 ECTS, which would be undertaken along with a full semester workload. This additional workload was recognised as supportive and necessary, but the panel noted there may be benefit in considering the timing of these modules to avoid overburdening learners, especially when there are strict credit-load restrictions per semester on each iteration of the programme.</p> <p>The panel note the introduction of the bridging module to support learners as a valuable component of the future programme design. However, the panel recommend that the programme team consider reorganising and aligning the bridging modules to be deliverable before the formal commencement of the programme, with the possibility that the final assessments be within the first semester, but for the body of the taught content to have been delivered before learners commence with the taught components of the validated programme (see Recommendation 1).</p>
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		<p>The panel proposes as a special condition of validation that the programme team review and clarify the details regarding the entry requirements for learners in the Programme Document and associated documents (see Condition 1).</p> <p>The panel noted that with the new embedded Certificate in Pharmaceutical Business Management, there is the potential pathway for a learner to undertake the initial Certificate in Quality and Regulatory Practice in the Pharmaceutical Industry over a semester, then move to the Certificate in Pharmaceutical Business Management for a further two semesters, then undertake the remaining taught modules in the Postgraduate Diploma over a further two semesters, before deciding to undertake the Masters Dissertation component. Such a progression route would not be expected to be likely or common, but if it were to arise, would constitute three to four years to complete the full suite of study, which may compromise academic coherence and financial constraints for learners. The programme team confirmed that any learner seeking to resume their studies would be accommodated within two years, and where timelines extend further, appropriate refreshing modules may be set out for a learner. The programme team noted their experience of learners from the initial validated delivery reflected a high motivation to complete the programme.</p> <p>The new Certificate in Pharmaceutical Business Management programme would offer an alternative Exit opportunity for learners from the Master of Science programme, in addition to the Postgraduate Diploma programme, as well as an Exit opportunity for learners from the Postgraduate Diploma programme itself. These Exit opportunities allow learners to achieve upskilling certification even without completing the full Masters programme.</p> <p>The panel noted the additional progression opportunity for learners completing the Master of Science programme, to undertake a second Dissertation component of the College's MBA programme. This opportunity would allow a learner to achieve both the Master of Science, and MBA awards, although the MBA would be capped as an award without classifications. The panel were assured that any exemption applications on either programme would be considered on a case by case basis, and not exceed 30 ECTS.</p>
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Criterion 5. The programme's written curriculum is well structured and fit-for-purpose

<p>a) The programme is suitably structured and coherently oriented towards the achievement by learners of its intended programme learning outcomes. The programme (including any stages and modules) is integrated in all its dimensions.</p> <p>b) In so far as it is feasible the programme provides choice to enrolled learners so that they may align their learning opportunities towards their individual educational and training needs.</p> <p>c) Each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended <i>programme</i> learning outcomes.</p> <p>d) The objectives and purposes of each of the programme's elements are clear to learners and to the provider's staff.</p> <p>e) The programme is structured and scheduled realistically based on sound educational and training principles¹³.</p> <p>f) The curriculum is comprehensively and systematically documented.</p> <p>g) The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes.</p> <p>h) The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes.</p> <p>i) Elements such as practice placement and work-based phases are provided with the same rigour and attentiveness as other elements.</p> <p>j) The programme duration (expressed in terms of time from initial enrolment to completion) and its fulltime equivalent contact time (expressed in hours) are consistent with the difference between the minimum entry standard and award standard and with the credit allocation.¹⁴</p>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme (MScPBM)	Partially	The panel has evaluated the programmes having regards to criterion 5 and sub-criteria (a-j) and recommends that QQI can be partially satisfied that the programmes meet this criterion.
Embedded Programme 1 (PGDipPBM)	Partially	<p>The programmes' is suitably structured and coherently oriented towards the achievement of the programme learning outcomes, as reflected in the mapping of the programme and module learning outcomes to the QQI award standards.</p> <p>The programme provides choice to learners through the proposed introduced elective taught modules and Industry-Sponsored Dissertation option, so that learners may align their learning opportunities towards their individual educational and training needs.</p> <p>The module sequence within the programmes were not clearly set out in the Programme Document, as a result of the potential to flip the timetable schedule subject to the timing of each intake, to allow learners from both the September and February intake to be in class together in modules that did not carry a pre-requisite</p>

¹³ This applies recursively to each and every element of the programme from enrolment through to completion.

In the case of a modular programme, the pool of modules and learning pathway constraints (such as any prerequisite and co-requisite modules) is explicit and appropriate to the intended programme learning outcomes.

¹⁴ If the duration is variable, for example, when advanced entry is available, this should be explained and justified

	<p>requirement. The panel noted the value in this timetabling flexibility for delivery and learner opportunities to undertake electives at different stages, but noted the ambiguity it created in timetabling and setting out a coherent sequence of learning. The programme team noted that with multiple intakes, most modules would be running in each semester to allow learners to undertake what was required in any cycle. A recommended learning route or standard progression route through the sequence of modules, taking into account module content links and cross assessment may be of benefit to the overall delivery of the programme.</p> <p>The panel proposes as a special condition of validation that the programme team clarify the details regarding the duration and delivery of the programme, delivery sequence, class ratios, and learner effort hours in the Programme Document and associated documents (see Condition 1).</p> <p>The panel noted the proposed sequencing of the programme necessitated some elective options being undertaken in semester one, which may reduce the time available to advise learners on the nature of the proposed elective options, to allow them to make an informed decision. Therefore the panel recommends further consideration and planning of the management of elective selection for learners (see Recommendation 5).</p> <p>The programme team confirmed the exercise of reviewing the current module offering to identify any overlap in content and reduce this where it was deemed appropriate. The panel noted some elements of ongoing overlap, and therefore the panel recommends further review of differentiation between the content covered by mandatory and elective modules, to ensure sufficient differentiation is in effect (see Recommendation 6).</p> <p>The panel noted the title of the module ‘Commercial and Financial Considerations in the Pharmaceutical Industry’ to be particularly long, and therefore the panel recommends a retitling of the module to something more concise (see Recommendation 2).</p> <p>The programme team confirmed that the ‘Industry-Sponsored Dissertation’ was intended to mirror the traditional Dissertation module in touch-points and academic rigour, and would replicate the existing model in other programmes. The ‘Industry-Sponsored’ distinction is intended as reflecting the research activity being situated within an industry context, and not an undertaking that industry stakeholders would bid for to sponsor, so there is no financial conflict of interest or challenge to the academic integrity of the undertaking. The introduction of this elective capstone option is in recognition that many of the target learners are situated in industry already and may be able to embed research activity within their existing context, while learners not situated in</p>
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		<p>industry could be assisted by the Dissertation Coordinator and team to identify an appropriate opportunity.</p> <p>The panel noted that the term ‘Sponsored’ in the proposed ‘Industry-Sponsored Dissertation’ module may result in ambiguity and inadvertently undermine the trust in the academic authenticity of the module, if a bias were perceived to have arisen in a project undertaken at the financial behest of an organisation. Therefore the panel recommends considering an alternative term to ‘Sponsored’ for the ‘Industry-Sponsored Dissertation’ module (see Recommendation 3).</p>
Embedded Programme 2 (CertPBM)	Partially	<p>In addition to comments made for the Principle Programme and Embedded Programmes 1 and 3, the new proposed Certificate in Pharmaceutical Business Management constitutes a smaller programme overall, but with the same number of potential modules as the full Postgraduate Diploma programme.</p> <p>The coherence of the broad range of elective module options on the proposed new Certificate programme was challenging to determine, with varying achievements of the programme’s learning outcomes subject to the choice of modules taken.</p> <p>Therefore the panel recommends a re-evaluation of the structure and design of the Certificate in Pharmaceutical Business Management (see Recommendation 7), such as reducing the credit size of the programme overall, or the range of elective module options available, to ensure academic coherence and consistency for learners.</p>
Embedded Programme 3 (CertQRPI)	Partially	As per Principle Programme and Embedded Programme 1.

Criterion 6. There are sufficient qualified and capable programme staff available to implement the programme as planned

<p>a) The specification of the programme’s staffing requirements (staff required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme and its defined purpose. The specifications include professional and educational qualifications, licences-to practise where applicable, experience and the staff/learner ratio requirements. See also criterion 12 c).</p> <p>b) The programme has an identified complement of staff¹⁵ (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments.</p> <p>c) The programme's complement of staff (or potential staff) (those who support learning including any employer-based personnel) are demonstrated to be competent to enable learners to achieve the intended programme learning outcomes and to assess learners’ achievements as required.</p> <p>d) There are arrangements for the performance of the programme’s staff to be managed to ensure continuing capability to fulfil their roles and there are staff development¹⁶ opportunities¹⁷.</p> <p>e) There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance.</p> <p>f) Where the programme is to be provided by staff not already in post there are arrangements to ensure that the programme will not enrol learners unless a complement of staff meeting the specifications is in post.</p>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme (MScPBM)	Yes	The panel has evaluated the programme having regards to criterion 6 and sub-criteria (a-f) and recommends that QQI can be satisfied that the programmes meet this criterion.
Embedded Programme 1 (PGDipPBM)	Yes	<p>Overall, the staffing resources available are considered to be sufficient, but the documentation requires further clarity on the ratios to be facilitated in the classroom. Therefore the panel proposes as a special condition of validation that the programme team clarify the details regarding the duration and delivery of the programme, delivery sequence, class ratios, and learner effort hours in the Programme Document and associated documents (see Condition 1).</p> <p>The programme team confirmed the process by which new supervisors for the Dissertation capstones are inducted into their role, through a training and shadowing sequence with an</p>
Embedded Programme 2 (CertPBM)	Yes	
Embedded Programme 3 (CertQRPPI)	Yes	

¹⁵ Staff here means natural persons required as part of the programme and accountable (directly or indirectly) to the programme’s provider, it may for example, include contracted trainers and workplace supervisors.

¹⁶ Development here is for the purpose of ensuring staff remain up-to-date on the discipline itself, on teaching methods or on other relevant skills or knowledge, to the extent that this is necessary to ensure an adequate standard of teaching.

¹⁷ Professional or vocational education and training requires that teaching staff’s professional/vocation knowledge is up to date. Being qualified in a discipline does not necessarily mean that a person is currently competent in that discipline. Therefore, performance management and development of professional and vocational staff needs to focus on professional/vocational competence as well as pedagogical competence. Professional development may include placement in industry, for example. In regulated professions it would be expected that there are a suitable number of registered practitioners involved.

		<p>experienced supervisor, before taking on a limited number of learners to supervise.</p> <p>The programme team confirmed the opportunity for faculty delivering the programme to engage with the ongoing series of teaching and assessment CPD sessions and courses delivered by the Faculty of Teaching and Learning. Faculty without an education qualification are supported to undertake the Education, Learning and Development programmes on offer by the College for free.</p> <p>The panel were satisfied that the complement of staff available to provide the programmes was sufficient.</p>
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Criterion 7. There are sufficient physical resources to implement the programme as planned

<p>a) The specification of the programme’s physical resource requirements (physical resources required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme, its defined purpose and its resource/learner-ratio requirements. See also criterion 12 d).</p> <p>b) The programme has an identified complement of supported physical resources (or potential supported physical resources) that are available in the context of existing commitments on these e.g. availability of:</p> <ul style="list-style-type: none"> (i) suitable premises and accommodation for the learning and human needs (comfort, safety, health, wellbeing) of learners (this applies to all of the programme’s learning environments including the workplace learning environment) (ii) suitable information technology and resources (including educational technology and any virtual learning environments provided) (iii) printed and electronic material (including software) for teaching, learning and assessment (iv) suitable specialist equipment (e.g. kitchen, laboratory, workshop, studio) – if applicable (v) technical support (vi) administrative support (vii) company placements/internships – if applicable <p>c) If versions of the programme are provided in parallel at more than one location each independently meets the location-sensitive validation criteria for each location (for example staffing, resources and the learning environment).</p> <p>d) There is a five-year plan for the programme. It should address</p> <ul style="list-style-type: none"> (i) Planned intake (first five years) and (ii) The total costs and income over the five years based on the planned intake. <p>e) The programme includes controls to ensure entitlement to use the property (including intellectual property, premises, materials and equipment) required.</p>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme (MScPBM)	Yes	The panel has evaluated the programme having regards to criterion 7 and sub-criteria (a-e) and recommends that QQI can be satisfied that the programmes meet this criterion.
Embedded Programme 1 (PGDipPBM)	Yes	The programme team confirmed that while delivery had moved online during the COVID-19 pandemic, the goal for the programmes was to return to on-site delivery.
Embedded Programme 2 (CertPBM)	Yes	The programme team noted the recent investment and developments of the Cork campus which will improve learner experience on the course, and the learners and graduate the panel met with confirmed the suitability and positive aspects of the campus’ physical and digital spaces.
Embedded Programme 3 (CertQRPPI)	Yes	The Programme Review Report acknowledged an initial limitation in library resources for learners at postgraduate level when the programme was initially introduced, due to this programme being the first postgraduate programme delivered in the Cork campus. This limitation has since been rectified, and a positive outcome of the COVID-19 pandemic was the greater emphasis on digital resources for learners, which has improved learner access

	<p>opportunities, and was positively noted by the learners and graduate met by the panel.</p> <p>The programme team sought revalidation of the programme for both Full Time and Part Time delivery, and to deliver the programme on any Griffith College campus, not just on the Cork campus. The delivery of the programme on other campuses would be managed in line with the delivery of the other postgraduate programmes the College offers at any other site, and the extension to a new campus beyond Cork would be facilitated and quality assured within the College's QAE policies and procedures.</p> <p>The reduction of industry experience within the programmes' entry requirements, and introduction of the associated bridging modules, was identified by the programme team as expected to result in greater numbers enrolling onto the programme. The proposed maximum intake numbers for the programme would be managed within the classroom ratios required by each module with learners being grouped and undertaking the modules in separate groups. This would increase the demand by the programme on classroom spaces, which the programme team confirmed the Cork campus can accommodate.</p> <p>The panel were satisfied that there were sufficient physical resources to implement the programmes as planned.</p>
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Criterion 8. The learning environment is consistent with the needs of the programme's learners

<p>a) The programme's physical, social, cultural and intellectual environment (recognising that the environment may, for example, be partly virtual or involve the workplace) including resources and support systems are consistent with the intended programme learning outcomes.</p> <p>b) Learners can interact with, and are supported by, others in the programme's learning environments including peer learners, teachers, and where applicable supervisors, practitioners and mentors.</p> <p>c) The programme includes arrangements to ensure that the parts of the programme that occur in the workplace are subject to the same rigours as any other part of the programme while having regard to the different nature of the workplace.</p>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme (MScPBM)	Yes	<p>The panel has evaluated the programmes having regards to criterion 8 and sub-criteria (a-c) and recommends that QQI can be satisfied that the programmes meet this criterion.</p> <p>The panel was satisfied that the learning environment, both the campus spaces, the online resources, and the support spaces for learners were suitable and consistent with the needs of the programme's learners. The panel was satisfied that the 'Industry-Sponsored Dissertation' on the Masters programme would be subject to the same rigours as the traditional Dissertation.</p>
Embedded Programme 1 (PGDipPBM)	Yes	
Embedded Programme 2 (CertPBM)	Yes	
Embedded Programme 3 (CertQRPI)	Yes	

Criterion 9. There are sound teaching and learning strategies

<p>a) The teaching strategies support achievement of the intended programme/module learning outcomes.</p> <p>b) The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes.</p> <p>c) The programme enables enrolled learners to attain (if reasonably diligent) the minimum intended programme learning outcomes reliably and efficiently (in terms of overall learner effort and a reasonably balanced workload).</p> <p>d) Learning is monitored/supervised.</p> <p>e) Individualised guidance, support¹⁸ and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.</p>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme (MScPBM)	Yes	The panel has evaluated the programmes having regards to criterion 9 and sub-criteria (a-e) and recommends that QQI can be satisfied that the programmes meet this criterion.
Embedded Programme 1 (PGDipPBM)	Yes	<p>The documentation around the 'Industry-Sponsored Dissertation' was not entirely clear regarding the timetabling of sessions with the supervisor, and the panel queried whether this might risk confusion or an unintended perception of a lack of support by a learner. The programme team confirmed the extensive suite of supports available to learners through their supervisor, the Dissertation Coordinator, and other resources. Therefore the panel recommends that the programme team offer greater clarity on the contact opportunities with a supervisor on the 'Industry-Sponsored Dissertation' module on the Masters programme (see Recommendation 4), such as a proposed meeting schedule for learners and supervisors to adapt to their own needs. This development could be embedded within an enhanced 'Industry-Sponsored Dissertation' Handbook for learners.</p> <p>The learners and graduate the panel met with confirmed the support of the faculty and programme team, and the programme team noted the monitoring mechanisms the team employ in reviewing the teaching and delivery strategies and their effectiveness, to inform future delivery. The overall strategy extends to scaffolding learner experience to allow learners to increase their knowledge, skills and competencies in an industry-focused way, to support learner readiness for their industry goals. The mixed approach of teaching and learning methods, a strong proportion of group work, and a goal to offer integrated assessment, reflected an effective teaching and learning strategy.</p>
Embedded Programme 2 (CertPBM)	Yes	
Embedded Programme 3 (CertQRPI)	Yes	

¹⁸ Support and feedback concerns anything material to learning in the context of the programme. For the avoidance of doubt it includes among other things any course-related language, literacy and numeracy support.

		The panel was satisfied that the programme's teaching and learning strategies support the achievement of the intended programme and module learning outcomes, and provides authentic learning opportunities for learners in this specific industry domain.
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Criterion 10. There are sound assessment strategies

<p>a) All assessment is undertaken consistently with <i>Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards</i>¹⁹</p> <p>b) The programme’s assessment procedures interface effectively with the provider’s QQI approved quality assurance procedures.</p> <p>c) The programme includes specific procedures that are fair and consistent for the assessment of enrolled learners to ensure the minimum intended programme/module learning outcomes are acquired by all who successfully complete the programme.²⁰</p> <p>d) The programme includes formative assessment to support learning.</p> <p>e) There is a satisfactory written programme assessment strategy for the programme as a whole and there are satisfactory module assessment strategies for any of its constituent modules.²¹</p> <p>f) Sample assessment instruments, tasks, marking schemes and related evidence have been provided for each award-stage assessment and indicate that the assessment is likely to be valid and reliable.</p> <p>g) There are sound procedures for the moderation of summative assessment results.</p> <p>h) The provider only puts forward an enrolled learner for certification for a particular award for which a programme has been validated if they have been specifically assessed against the standard for that award.²²</p>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme (MScPBM)	Yes	The panel has evaluated the programmes having regards to criterion 10 and sub-criteria (a-h) and recommends that QQI can be satisfied that the programmes meet this criterion.
Embedded Programme 1 (PGDipPBM)	Yes	The programme team noted the assessment strategies on the modules were designed to align with the content and minimum learning outcomes of the modules, to ensure valid and authentic assessment.
Embedded Programme 2 (CertPBM)	Yes	
Embedded Programme 3 (CertQRPPI)	Yes	
		The panel sought clarity on how group work was managed on these programmes, as they are Level 9 programmes on the NFQ. The programme team confirmed that in line with the Group Work Policy in the QAE Manual, the assessment strategy emphasises assessment as learning rather than simply assessment of learning, and that within the particular industry the programme aligns to, group work is a common activity and the relevant team-working skills and experience developed through these assessments would be valuable to the learners. The marking of group work did allow for the reflection of individual effort, to avoid weaker students benefiting from stronger students’ activities. This is managed through a group report which reflects the contributions of each

¹⁹ See the section on transitional arrangements.

²⁰ This assumes the minimum intended programme/module learning outcomes are consistent with the applicable awards standards.

²¹ The programme assessment strategy is addressed in the Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards. See the section on transitional arrangements.

²² If the award is a QQI CAS compound award it is not necessarily sufficient that the learner has achieved all the components specified in the certification requirements unless at least one of those components is a capstone component (i.e. designed to test the compound learning outcomes).

	<p>member, presentations, and a self-reflection element which contributes to the individual mark.</p> <p>Mechanisms to ensure academic integrity are to be retained and enhanced in the programmes through the reduction of rote-learning assessments, such as exam assessments, and analytics opportunities available within the College's VLE to monitor learner activity, and a mandatory <i>viva voce</i> for the Dissertation modules on the Masters programme, with both a mid-stage presentation reflecting on progress, and a <i>viva voce</i> defending the final research output. These mechanisms are employed in addition to the text-matching software Turnitin.</p> <p>The programme team noted the intent to facilitate, where possible, cross-assessment between modules, to integrate learning opportunities and reducing some elements of workload for learners.</p> <p>The panel noted the introduction of a new alternative to the traditional Dissertation, the 'Industry-Sponsored Dissertation', and that this different construction would require careful consideration of the learner effort hours entailed in achieving the different component parts. The programme team confirmed that the Dissertation options were designed to be as closely aligned as appropriate for the final research outputs. Due to this new alternative and varying workload, and the possibility that an industry-sponsored research activity may suffer an unexpected cessation of the industry relationship, the panel recommends further consideration and clarity of the equity of the Dissertation elective options, and a mechanism to transfer to the traditional Dissertation in the event that an Industry-Sponsored Dissertation became no longer feasible (see Recommendation 4).</p> <p>The traditional Dissertation word-count of minimum 15,000 words and maximum of 25,000 words was confirmed to be standard with other postgraduate Dissertations offered within the Griffith College Graduate Business School.</p>
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Criterion 11. Learners enrolled on the programme are well informed, guided and cared for

<p>a) There are arrangements to ensure that each enrolled learner is fully informed in a timely manner about the programme including the schedule of activities and assessments.</p> <p>b) Information is provided about learner supports that are available to learners enrolled on the programme.</p> <p>c) Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures.</p> <p>d) If the programme is modular, it includes arrangements for the provision of effective guidance services for learners on the selection of appropriate learning pathways.</p> <p>e) The programme takes into account and accommodates to the differences between enrolled learners, for example, in terms of their prior learning, maturity, and capabilities.</p> <p>f) There are arrangements to ensure that learners enrolled on the programme are supervised and individualised support and due care is targeted at those who need it.</p> <p>g) The programme provides supports for enrolled learners who have special education and training needs.</p> <p>h) The programme makes reasonable accommodations for learners with disabilities²³.</p> <p>i) If the programme aims to enrol international students it complies with the <i>Code of Practice for Provision of Programmes to International Students</i>²⁴ and there are appropriate in-service supports in areas such as English language, learning skills, information technology skills and such like, to address the particular needs of international learners and enable such learners to successfully participate in the programme.</p> <p>j) The programme's learners will be well cared for and safe while participating in the programme, (e.g. while at the provider's premises or those of any collaborators involved in provision, the programme's locations of provision including any workplace locations or practice-placement locations).</p>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme (MScPBM)	Yes	The panel has evaluated the programmes having regards to criterion 11 and sub-criteria (a-j) and recommends that QQI can be satisfied that the programmes meet this criterion.
Embedded Programme 1 (PGDipPBM)	Yes	The panel were satisfied that the information and communication mechanisms with learners, through email, the VLE, Handbooks and other channels, were in place and effective. End of module surveys and class rep systems are in place to collect ongoing feedback from learners and serve as an avenue to raise any concerns. The learners and graduate the panel met noted that the class rep system was effective, and one of the learners was themselves a class rep. The learners noted that they had no difficulty making contact and receiving responses and feedback from their Dissertation supervisors, and affirmed the active engagement of the Programme Director.
Embedded Programme 2 (CertPBM)	Yes	
Embedded Programme 3 (CertQRPI)	Yes	
		The panel were satisfied that in practice the communication channels were clear, and information provided to learners effective, but noted discrepancies in the documentation that

²³ For more information on making reasonable accommodations see www.AHEAD.ie and QQI's Policies, Actions and Procedures for Access, Transfer and Progression for Learners (QQI, restated 2015).

²⁴ See Code of Practice for Provision of Programmes to International Students (QQI, 2015)

	<p>could potentially result in confusion or ambiguity for learners, or teams working to support learners. Therefore the panel proposes as a special condition of validation that the programme team clarify the details regarding the duration and delivery of the programme, delivery sequence, class ratios, and learner effort hours in the Programme Document and associated documents (see Condition 1).</p> <p>The panel noted from the Student Handbooks that repeat grades would be capped at 50%, however this was not reflected in the Programme Document as a point of distinction from other Masters programmes in the sector, in which a passing grade is typically 40%. The 50% pass mark is in line with the other Griffith College Graduate Business School postgraduate programme regulations, but as a unique regulation against the sectoral convention, the panel noted this would merit formal capture in the Programme Documentation. Therefore the panel proposes as a special condition of validation that the programme team add a note of clarity regarding the pass-grade in effect for the programme, as it is distinct from the sectoral convention of 40% (see Condition 2).</p> <p>The panel noted the proposed sequencing of the programme necessitated some elective options being undertaken in semester one, which may reduce the time available to advise learners on the nature of the proposed elective options, to allow them to make an informed decision. Therefore the panel recommends further consideration and planning of the management of elective selection for learners (see Recommendation 5).</p> <p>To replicate the effective engagement and communication between learners on the Masters programme and their Dissertation supervisors on the proposed new 'Industry-Sponsored Dissertation' module, the panel recommends that the programme team provide greater clarity on the contact opportunities with a supervisor on the 'Industry-Sponsored Dissertation' module on the Masters programme (see Recommendation 4), such as a proposed meeting schedule for learners and supervisors to adapt to their own needs. This development could be embedded within an enhanced 'Industry-Sponsored Dissertation' Handbook for learners.</p> <p>The programme noted the information available in the Programme Document regarding disability supports was limited. The programme team confirmed that learners are invited to disclose any disability and consequent needs at the admissions stage, at which time they are invited to meet the student support team (in person in Dublin, but online on other campuses) to discuss their needs and the available supports. The student support team alerts the relevant faculty to ensure they are aware of the requirements to implement, and for non-Dublin campuses, the Programme Director is alerted and arranges an informal</p>
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		meeting with the learner to ensure an understanding of their needs and requirements. The student support team offers workshops during the semester that these learners are invited to attend.
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Criterion 12. The programme is well managed

<p>a) The programme includes intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures that functionally interface with the provider’s general or institutional procedures.</p> <p>b) The programme interfaces effectively with the provider’s QQI approved quality assurance procedures. Any proposed incremental changes to the provider’s QA procedures required by the programme or programme-specific QA procedures have been developed having regard to QQI’s statutory QA guidelines. If the QA procedures allow the provider to approve the centres within the provider that may provide the programme, the procedures and criteria for this should be fit-for-purpose of identifying which centres are suited to provide the programme and which are not.</p> <p>c) There are explicit and suitable programme-specific criteria for selecting persons who meet the programme’s staffing requirements and can be added to the programme’s complement of staff.</p> <p>d) There are explicit and suitable programme-specific criteria for selecting physical resources that meet the programmes physical resource requirements, and can be added to the programme’s complement of supported physical resources.</p> <p>e) Quality assurance²⁵ is intrinsic to the programme’s maintenance arrangements and addresses all aspects highlighted by the validation criteria.</p> <p>f) The programme-specific quality assurance arrangements are consistent with QQI’s statutory QA guidelines and use continually monitored completion rates and other sources of information that may provide insight into the quality and standards achieved.</p> <p>g) The programme operation and management arrangements are coherently documented and suitable.</p> <p>h) There are sound procedures for interface with QQI certification.</p>		
	Satisfactory? (yes, no, partially)	Comment
Principal Programme (MScPBM)	Yes	<p>The panel has evaluated the programmes having regards to criterion 12 and sub-criteria (a-h) and recommends that QQI can be satisfied that the programmes meet this criterion.</p> <p>The panel were satisfied that there are effective structures in place for the governance and management of the programme under review. The <i>Griffith College QAE Manual</i> contains the governance structures for the College and procedures for access, transfer and progression, learner assessments and supports, and teaching and learning.</p> <p>It was noted that the <i>Griffith College QAE Manual</i> and associated policies and procedures have been developed in line with QQI statutory guidelines.</p> <p>The reviewed programmes have been delivered in Griffith’s Cork campus until the point of revalidation, but the programme team confirmed the revalidation sought approval to deliver the programme from any Griffith campus. The extension of delivery to an alternative campus would be governed by the College’s approved quality assurance policies and procedures, and the panel were satisfied that this was appropriately covered within the College’s approved quality assurance framework.</p>
Embedded Programme 1 (PGDipPBM)	Yes	
Embedded Programme 2 (CertPBM)	Yes	
Embedded Programme 3 (CertQRPI)	Yes	

²⁵ See also QQI’s Policy on Monitoring (QQI, 2014)

Part 6. Overall recommendation to QQI

6.1 Principal programme: MSc in Pharmaceutical Business Management

Select one	
	Satisfactory (meaning that it recommends that QQI can be satisfied in the context of unit 2.3) of Core policies and criteria for the validation by QQI of programmes of education and training;
Satisfactory subject to conditions set.	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (minor) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination);
	Not satisfactory.

Reasons for the overall recommendation

1. Subject to satisfying the Special Conditions detailed in this report, the programme meets the QQI validation criteria for the validation by QQI of programmes of education and training.

Commendations

1. The panel commends the programme team on a very comprehensive review process, and an evident deep consideration for the future design of the programme.

Special Conditions of Validation (directive and with timescale for compliance)

1. The panel proposes as a special condition of validation that the programme team clarify the details regarding the duration and delivery of the programme (including the flipped timetable approach), the delivery sequence, class ratios, learner effort hours, and entry requirements for learners in the Programme Document and associated documents.
2. The panel proposes as a special condition of validation that the programme team add a note of clarity regarding the pass-grade in effect for the programme, as it is distinct from the sectoral convention of 40%.

a. Embedded programme 1: Postgraduate Diploma in Science in Pharmaceutical Business Management

Select one	
	Satisfactory (meaning that it recommends that QQI can be satisfied in the context of unit 2.3) of Core policies and criteria for the validation by QQI of programmes of education and training;
Satisfactory subject to conditions set.	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (minor) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination);
	Not satisfactory.

Reasons for the overall recommendation

1. Subject to satisfying the Special Conditions detailed in this report, the programme meets the QQI validation criteria for the validation by QQI of programmes of education and training.

Commendations

1. As per Principle Programme.

Special Conditions of Validation (directive and with timescale for compliance)

1. The panel proposes as a special condition of validation that the programme team clarify the details regarding the duration and delivery of the programme (including the flipped timetable approach), the delivery sequence, class ratios, learner effort hours, and entry requirements for learners in the Programme Document and associated documents.
2. The panel proposes as a special condition of validation that the programme team add a note of clarity regarding the pass-grade in effect for the programme, as it is distinct from the sectoral convention of 40%.

b. Embedded programme 2: Certificate in Pharmaceutical Business Management

Select one	
	Satisfactory (meaning that it recommends that QQI can be satisfied in the context of unit 2.3) of Core policies and criteria for the validation by QQI of programmes of education and training;
Satisfactory subject to conditions set.	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (minor) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination);
	Not satisfactory.

Reasons for the overall recommendation

1. Subject to satisfying the Special Conditions detailed in this report, the programme meets the QQI validation criteria for the validation by QQI of programmes of education and training.

Commendations

1. As per Principle Programme.

Special Conditions of Validation (directive and with timescale for compliance)

1. The panel proposes as a special condition of validation that the programme team clarify the details regarding the duration and delivery of the programme (including the flipped timetable approach), the delivery sequence, class ratios, learner effort hours, and entry requirements for learners in the Programme Document and associated documents.
2. The panel proposes as a special condition of validation that the programme team add a note of clarity regarding the pass-grade in effect for the programme, as it is distinct from the sectoral convention of 40%.

c. Embedded programme 3: Certificate in Quality and Regulatory Practice in the Pharmaceutical Industry

Select one	
	Satisfactory (meaning that it recommends that QQI can be satisfied in the context of unit 2.3) of Core policies and criteria for the validation by QQI of programmes of education and training;
Satisfactory subject to conditions set.	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (minor) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination);
	Not satisfactory.

Reasons for the overall recommendation

1. Subject to satisfying the Special Conditions detailed in this report, the programme meets the QQI validation criteria for the validation by QQI of programmes of education and training.

Commendations

1. As per Principle Programme.

Special Conditions of Validation (directive and with timescale for compliance)

1. The panel proposes as a special condition of validation that the programme team clarify the details regarding the duration and delivery of the programme (including the flipped timetable approach), the delivery sequence, class ratios, learner effort hours, and entry requirements for learners in the Programme Document and associated documents.
2. The panel proposes as a special condition of validation that the programme team add a note of clarity regarding the pass-grade in effect for the programme, as it is distinct from the sectoral convention of 40%.

d. Summary of recommended special conditions of validation

1. The panel proposes as a special condition of validation that the programme team clarify the details regarding the duration and delivery of the programme (including the flipped timetable approach), the delivery sequence, class ratios, learner effort hours, and entry requirements for learners in the Programme Document and associated documents.
2. The panel proposes as a special condition of validation that the programme team add a note of clarity regarding the pass-grade in effect for the programme, as it is distinct from the sectoral convention of 40%.

e. Summary of recommendations to the provider

1. The panel recommend that the programme team consider reorganising and aligning the bridging modules to be deliverable before the formal commencement of the programme (this could constitute the majority of teaching, while final assessments could be hosted once the programme commences).
2. The panel recommends a retitling of the 'Commercial and Financial Consideration in the Pharmaceutical Industry' module to be more concise.
3. The panel recommends considering an alternative term to 'Sponsored' in order to re-title the 'Industry-Sponsored Dissertation' module.
4. The panel recommends further consideration and clarity regarding quality assurance mechanisms for the 'Industry-Sponsored Dissertation' in the Programme Document and associated documents, with regards to: equity in workload requirements and grading rubric compared to the traditional Dissertation option; mechanisms to transfer to the traditional Dissertation in the event of an industry-situated research project becoming no longer feasible; and clarity in learner-facing documents regarding the contact opportunities and schedule with the supervisor.
5. The panel recommends further consideration, planning and clarity around the management of the elective module selection process for learners.
6. The panel recommends further review of the differentiation between the content covered by mandatory and elective modules, to ensure sufficient differentiation is in effect.
7. The panel recommends further review of the structure and design of the Certificate in Pharmaceutical Business Management embedded award, to ensure academic coherence and consistency, and the appropriate leveraging of programme workload and duration for the target learner (with particular consideration to reduce the certificate to one semester).

Declarations of Evaluators' Interests

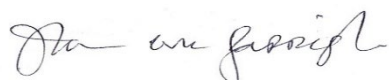
All members of the independent panel declared their independence of Griffith College and that they have no conflict of interest

This report has been agreed by the evaluation panel and is signed on their behalf by the chairperson.

Panel chairperson: John McGarrigle

Date: 17th August 2022

Signed:



6.2 Disclaimer

The Report of the External Review Panel contains no assurances, warranties or representations express or implied, regarding the aforesaid issues, or any other issues outside the Terms of Reference.

While QQI has endeavoured to ensure that the information contained in the Report is correct, complete and up-to-date, any reliance placed on such information is strictly at the reader's own risk, and in no event will QQI be liable for any loss or damage (including without limitation, indirect or consequential loss or damage) arising from, or in connection with, the use of the information contained in the Report of the External Evaluation Panel.

Part 7. Proposed programme schedules (post panel feedback and consequent amendments, if any)



Programme and stage schedules

PG25111 Master of Science in Pharmaceutical Business Management

Name of Provider		Griffith College											
Programme Title		PG25111 Master of Science in Pharmaceutical Business Management											
Award Title		Master of Science						Exit Award		N/A			
Teaching and learning modalities		Lectures / Classes; Practical Sessions; Tutorials; Directed Learning; E-learning (directed); E-learning (self-directed); Field Trips; Group Discussions; Group Discussions/Interactions; Laboratory / Studio; One-on-One Sessions; Other; Practical/workshop/Laboratories/studio sessions; Self Directed Learning; Simulated Work Environment; Tutorials/One on one supported learning; Webinars; Workshops											
Delivery Modes	Award Class	Award NFQ Level	Award EQF Level	Stage	Stage NFQ Level	Stage Credits	First Intake		ISCED Code				
Both	Major	9	7	Award Stage	9	90	01 Sep 2022		04.1.3				
Module				Total Student Effort Module (Hours)					Allocation of Marks				
Title	Semester	Status	Credit	Total Hours	Class Contact Hours	Direct e-learning	Hours of independent learning	Work-based learning efforts	C.A. %	Project %	Skills demonstration %	Exam %	Workbased %
International Strategy	All	M	5	125	36	0	89	0	100	0	0	0	0
Technology and Innovation	All	M	10	250	72	0	178	0	50	0	0	50	0
Leadership and Management Development	All	M	5	125	36	0	89	0	100	0	0	0	0
International Marketing	All	M	5	125	36	0	89	0	100	0	0	0	0
Building Sustainability and Responsibility	All	E	5	125	36	0	89	0	100	0	0	0	0
Digital Transformation	All	E	5	125	36	0	89	0	100	0	0	0	0
Leading Change	All	E	5	125	36	0	89	0	100	0	0	0	0
Pharmaceutical Marketing Management	All	E	5	125	36	0	89	0	100	0	0	0	0
Problem Solving and Project Management	All	E	5	125	36	0	89	0	100	0	0	0	0
Product Commercialisation	All	M	10	250	72	0	178	0	60	0	0	40	0
Quality & Regulatory Practices in Pharma Industry	All	M	5	125	36	0	89	0	50	0	0	50	0
Management Accounting and Control	2	M	5	125	36	0	89	0	50	0	0	50	0
Business Research Methods	All	M	5	125	36	0	89	0	100	0	0	0	0



Dissertation - Traditional	Not Applicable	E	30	750	20	0	730	0	0	100	0	0	0
Dissertation - Industry-Based	Not Applicable	E	30	750	20	0	730	0	0	100	0	0	0



PG25112 Postgraduate Diploma in Science in Pharmaceutical Business Management

Name of Provider		Griffith College												
Programme Title		PG25112 Postgraduate Diploma in Science in Pharmaceutical Business Management												
Award Title		Postgraduate Diploma in Science							Exit Award		No			
Teaching and learning modalities		Lectures / Classes; Practical Sessions; Tutorials; Directed Learning; E-learning (directed); E-learning (self-directed); Field Trips; Group Discussions; Group Discussions/Interactions; Laboratory / Studio; One-on-One Sessions; Other; Practical/workshop/Laboratories/studio sessions; Self Directed Learning; Simulated Work Environment; Tutorials/One on one supported learning; Webinars; Workshops												
Delivery Modes	Award Class	Award NFQ Level	Award EQF Level	Stage		Stage NFQ Level	Stage Credits		First Intake			ISCED Code		
Both	Major	9	7	Award Stage		9	60		01 Sep 2022			04.1.3		
Module				Total Student Effort Module (Hours)					Allocation of Marks					
Title	Semester	Status	Credit	Total Hours	Class Contact Hours	Direct e-learning	Hours of independent learning	Work-based learning efforts	C.A. %	Project %	Skills demonstration %	Exam %	Workbased %	
International Strategy	All	M	5	125	36	0	89	0	100	0	0	0	0	
Technology and Innovation	All	M	10	250	72	0	178	0	50	0	0	50	0	
Leadership and Management Development	All	M	5	125	36	0	89	0	100	0	0	0	0	
International Marketing	All	M	5	125	36	0	89	0	100	0	0	0	0	
Building Sustainability and Responsibility	All	E	5	125	36	0	89	0	100	0	0	0	0	
Digital Transformation	All	E	5	125	36	0	89	0	100	0	0	0	0	
Leading Change	All	E	5	125	36	0	89	0	100	0	0	0	0	
Pharmaceutical Marketing Management	All	E	5	125	36	0	89	0	100	0	0	0	0	
Problem Solving and Project Management	All	E	5	125	36	0	89	0	100	0	0	0	0	
Product Commercialisation	All	M	10	250	72	0	178	0	60	0	0	40	0	
Quality & Regulatory Practices in Pharma Industry	All	M	5	125	36	0	89	0	50	0	0	50	0	
Management Accounting and Control	2	M	5	125	36	0	89	0	50	0	0	50	0	
Business Research Methods	All	M	5	125	36	0	89	0	100	0	0	0	0	



PG25113 Certificate in Pharmaceutical Business Management

Name of Provider		Griffith College											
Programme Title		PG25113 Certificate in Pharmaceutical Business Management											
Award Title		Certificate						Exit Award		No			
Teaching and learning modalities		Directed Learning; E-learning (directed); E-learning (self-directed); Field Trips; Group Discussions; Group Discussions/Interactions; Laboratory / Studio; Lectures / Classes; One-on-One Sessions; Other; Practical Sessions; Practical/workshop/Laboratories/studio sessions; Self Directed Learning; Simulated Work Environment; Tutorials; Tutorials/One on one supported learning; Webinars; Workshops											
Delivery Modes	Award Class	Award NFQ Level	Award EQF Level	Stage	Stage NFQ Level	Stage Credits	First Intake		ISCED Code				
Both	Minor	9	7	Award Stage	9	30	31 Aug 2022		04.1.3				
Module				Total Student Effort Module (Hours)					Allocation of Marks				
Title	Semester	Status	Credit	Total Hours	Class Contact Hours	Direct e-learning	Hours of independent learning	Work-based learning efforts	C.A. %	Project %	Skills demonstration %	Exam %	Workbased %
International Strategy	All	M	5	125	36	0	89	0	100	0	0	0	0
Technology and Innovation	All	M	10	250	72	0	178	0	50	0	0	50	0
Leadership and Management Development	All	M	5	125	36	0	89	0	100	0	0	0	0
International Marketing	All	M	5	125	36	0	89	0	100	0	0	0	0
Building Sustainability and Responsibility	All	E	5	125	36	0	89	0	100	0	0	0	0
Digital Transformation	All	E	5	125	36	0	89	0	100	0	0	0	0
Leading Change	All	E	5	125	36	0	89	0	100	0	0	0	0
Pharmaceutical Marketing Management	All	E	5	125	36	0	89	0	100	0	0	0	0
Problem Solving and Project Management	All	E	5	125	36	0	89	0	100	0	0	0	0
Product Commercialisation	All	M	10	250	72	0	178	0	60	0	0	40	0
Quality & Regulatory Practices in Pharma Industry	All	M	5	125	36	0	89	0	50	0	0	50	0
Management Accounting and Control	2	M	5	125	36	0	89	0	50	0	0	50	0
Business Research Methods	All	M	5	125	36	0	89	0	100	0	0	0	0

**PG25114 Certificate in Quality and Regulatory Practice in the Pharmaceutical Industry**

Name of Provider		Griffith College												
Programme Title		PG25114 Certificate in Quality and Regulatory Practice in the Pharmaceutical Industry												
Award Title		Certificate							Exit Award		No			
Teaching and learning modalities		Directed Learning; Group Discussions/Interactions; Work Experience/Simulated Work environment; Self Directed Learning; Lectures / Classes; Group Discussions; Webinars; Simulated Work Environment; E-learning (directed); E-learning (self-directed)												
Delivery Modes	Award Class	Award NFQ Level	Award EQF Level	Stage	Stage NFQ Level	Stage Credits	First Intake			ISCED Code				
Both	Special Purpose	9	7	Award Stage	9	5	31 Aug 2022			04.1.3				
Module				Total Student Effort Module (Hours)						Allocation of Marks				
Title		Semester	Status	Credit	Total Hours	Class Contact Hours	Direct e-learning	Hours of independent learning	Work-based learning efforts	C.A. %	Project %	Skills demonstration %	Exam %	Workbased %
Quality & Regulatory Practices in Pharma Industry		All	M	5	125	36	0	89	0	50	0	0	50	0