



## Report of External Peer Review Group for the Programmatic Review of:

<b>Named Award:</b>	Bachelor of Business
<b>Programme Title(s):</b>	BB (Hons) in Bar and Restaurant Management BB in Bar and Restaurant Management L7 (3 years) L8 (+1) Higher Certificate in Bar Supervision L6
<b>Exit Award(s):</b>	Higher Certificate in Bar Supervision L6
<b>Award Type:</b>	Higher Certificate Ordinary Degree Honours Degree
<b>Award Class:</b>	Major
<b>NFQ Level:</b>	Level 6 Level 7 Level 8
<b>ECTS / ACCS Credits:</b>	120 180 240
<b>Minor Award(s):</b>	None
<b>Location:</b>	Galway

### Panel Members

Name	Position	Organisation
Ann Campbell	Chairperson	Dundalk Institute of Technology
Dr Seamus Lennon	Secretary	Galway-Mayo Institute of Technology
Dr Sean Duffy	IOT Member	Letterkenny Institute of Technology
Sean T Ruane	University Member	Shannon College
Michael Vaughan	Professional Practitioner	Irish Hotel Federation
Aidan Ryan	Institute Graduate	Royal Marine Hotel

### Programme Board Team

Gerry Talbot	Sinéad Lomas
Tom Edwards	Michelle Glynn
Collin Gilligan	George Finnegan
Orla O'Doherty	Marie Burke
Elizabeth Fox	Beatrice Colleran
Diarmuid O'Conghaile	Ann Flanagan Kelly
Tom Conlon	Helen Scully Owens

## 1 Introduction

The following report to Academic Council is a validation panel report from an expert panel of assessors on the approval of the programme Bachelor of Business Bar and Restaurant.

The report is divided into the following sections:

- Background to Proposed Programme
- General Findings of the Validation Panel
- Programme-Level Findings
- Module-Level Findings

## 2 Background to Proposed Programme

See Programme Self Evaluation Report (SER) for more detailed information.

## 3 General Findings of the External Peer Review Group

- The External Peer Review Group (EPRG) found that officially this programme was not presented for revalidation, so on that basis it has not been revalidated for a further 5 years.
- The EPRG acknowledge the hard work and commitment the programme board has shown this programme and its students and finds this very commendable.
- The EPRG commend the understanding and expertise the staff possess and see it as a real strength.

Having considered the documentation provided and discussed it with the programme development team, the External Peer Review Group recommends the following:

### Bachelor of Business Bar and Restaurant

*Place an x in the correct box.*

Accredited for the next five academic years or until the next programmatic review, whichever occurs sooner	<input type="checkbox"/>
Accredited subject to conditions and/or recommendations	<input type="checkbox"/>
Re-designed and re-submitted to the same External Peer Review Group after additional developmental work	<input type="checkbox"/>
Not Accredited	X

#### Note:

Approval is conditional on the submission of a revised programme document that takes account of the conditions and recommendations outlined below and a response document describing the actions of the Department to address the conditions and recommendations made by the External Peer Review Group (EPRG). In this report, the term Recommendation indicates an item to which the Programme Board should give serious consideration for implementation at an early stage and which should be the subject of on-going monitoring.

#### 4 Programme-Level Findings

This section of the report addresses the following programme level considerations:

- Evidence of reflection by the programme board to include, where relevant evidence of collaboration and engagement with other programmes from a similar discipline area within GMIT
- Demand
- Award
- Entry requirements
- Access, transfer and progression
- Retention
- Standards and Outcomes
- Programme structure
- Learning and Teaching Strategies
- Assessment Strategy
- Resource requirements
- Research Activity
- Quality Assurance
- Internationalisation
- Professional Practice (Work Experience / Internship etc)

##### 4.1 Reflection, including internal and external engagement

<i>Consideration for the panel:</i>	Is there evidence of reflection in the SER of how the programme performed since the last programmatic review.
<i>Overall Finding:</i>	Yes

The EPRG acknowledge the huge amount of work the programme board have put into the SER documents.

The programme board noted that they found it an extremely informative process.

##### 4.2 Demand

<i>Consideration for the panel:</i>	Is there a need for the programme and has evidence been provided to support it?
<i>Overall Finding:</i>	N/A

##### 4.3 Award

<i>Consideration for the panel:</i>	Is the level and type of the award appropriate?
<i>Overall Finding:</i>	N/A

##### 4.4 Entry Requirements

<i>Consideration for the panel:</i>	Are the entry requirements for the proposed programme clear and
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<i>panel:</i>	appropriate? Is there a relationship with this programme and further education?
<i>Overall Finding:</i>	N/A

#### 4.5 Access, Transfer and Progression

<i>Consideration for the panel:</i>	Does the proposed programme incorporate the procedures for access, transfer and progression that have been established by the HEA and as contained in the Institute's Quality assurance Framework (QAF) COP No.4?
<i>Overall Finding:</i>	N/A

#### 4.6 Retention

<i>Consideration for the panel:</i>	Does the proposed programme comply with the Institute norms for retention, both in first year and subsequent years? Are both elements of the First Year Experience {(i) Learning to Learn (now Learning and Skills Innovation) and (ii) PASS} embedded in this programme? Evidence of other retention initiatives?
<i>Overall Finding:</i>	N/A

#### 4.7 Standards and Outcomes

<i>Consideration for the panel:</i>	Does the proposed programme meet the required award standards for programmes at the proposed NFQ level (i.e. conform to QQI Award Standards)?  For parent award? For exit award (if applicable)? For Minor Award (if applicable)? For Special Purpose Award (if applicable)?
<i>Overall Finding:</i>	See the recommendation below

The awards standards requirements for programmes on the NFQ Framework can be found at [http://www.hetac.ie/publications\\_pol01.htm](http://www.hetac.ie/publications_pol01.htm)

#### Recommendation:

The EPRG encourage the programme board to examine the possibility of developing and delivering Special Purpose Awards in the future. The college has the expertise, facilities and staff that need to be nourished, managed and packaged in a way that attracts students.

#### 4.8 Programme Structure

<i>Consideration for the panel:</i>	Is the programme structure logical and well designed and can the stated programme intended learning outcomes in terms of employment skills and career opportunities be met by this programme?
<i>Overall Finding:</i>	N/A

## 4.9 Learning and Teaching Strategies

<i>Consideration for the panel:</i>	Have appropriate learning and teaching strategies been provided for the proposed programme that support Student Centred Learning (SCL)? Evidence of consideration of flexible delivery methods including eLearning?
<i>Overall Finding:</i>	N/A

## 4.10 Assessment Strategies

<i>Consideration for the panel:</i>	Have appropriate programme assessment strategies been provided for the proposed programme (as outlined in the QQI/HETAC Assessment and Guidelines, 2009)?
<i>Overall Finding:</i>	N/A

Assessment strategies are required in line with HETAC's Assessment and Standards and should be considered by the programme EPRG. See (HETAC (2009) Assessment and Standards, Section 4.6.1, page 33). Accordingly the assessment strategy should address the following (See (HETAC (2009) Assessment and Standards, Section 2.2.5, page 13) :

- Description and Rationale for the choice of assessment tasks, criteria and procedures. This should address fairness and consistency, specifically their validity, reliability and authenticity;
- Describe any special regulations;
- Regulate, build upon and integrate the module assessment strategies;
- Provide contingent strategy for cases where learners claim exemption from modules, including recognition of prior learning;
- Ensure the programme's continuous assessment workload is appropriately balanced;
- Relate to the learning and teaching strategy;
- Demonstrate how grading criteria will be developed to relate to the Institutional grading system.

## 4.11 Resource Requirements

<i>Consideration for the panel:</i>	Does the Institute possess the resources and facilities necessary to deliver the proposed programme?
<i>Overall Finding:</i>	Yes

The EPRG acknowledge the expertise that the staff possess and the excellent training facilities available here at GMIT.

## 4.12 Research Activity

<i>Consideration for the panel:</i>	Evidence that Learning & Teaching is informed by research? Number of staff engaged in institutional/pedagogical research?
<i>Overall Finding:</i>	N/A

#### 4.13 Quality Assurance

<i>Consideration for the panel:</i>	Does the proposed programme demonstrate how the Institute's quality assurance procedures (QAF) have been applied and that satisfactory procedures exist for the on-going monitoring and periodic review of programmes?
<i>Overall Finding:</i>	N/A

#### 4.14 Internationalisation

<i>Consideration for the panel:</i>	Does the proposed programme demonstrate how the syllabi represent an international dimension? Is there evidence of approaches to induct international students?
<i>Overall Finding:</i>	N/A

#### 4.15 Professional Practice (Work Experience / Internships etc)

<i>Consideration for the panel:</i>	Does the proposed programme incorporate professional practice as per the Institute's policy on professional practice (PP)? If not, is there evidence that PP is under consideration by the programme board?
<i>Overall Finding:</i>	N/A

#### 5.0 Module Assessment Strategies

<i>Consideration for the panel:</i>	Have appropriate module assessment strategies been included in each Module Descriptor?
<i>Overall Finding:</i>	N/A

#### 6.0 Student Findings

3 students attended the meeting.

2 students had just completed the 2<sup>nd</sup> year Higher Certificate in Bar Supervision programme and the 3<sup>rd</sup> student was finished his work placement in the Bachelor of Business Bar and Restaurant programme.

They found that the lecturers on this programme were always there when needed and very helpful to students.

They found that the practical experience was the best part of the programme including how to manage a bar, how to cash tills, how to manage cellars and the operation of the new micro systems. They also learnt mixology, which they found interesting. They now know higher standards of operations and have gained the skills to manage a bar and train staff in any future positions.

2 of the students thought however that part of the theory was too much and this may be why some students didn't complete the course.

#### Commendation:

The EPRG feel that the students gave very positive feedback regarding the staff and the quality of the course.

## 7.0 Stakeholder Engagement

It was noted by the EPRG that there was extremely good stakeholder engagement during this process and this produced very valuable feedback that will help develop any proposed programmes in the future.

## 8.0 Future Plans

<i>Consideration for the panel:</i>	Evidence that the programme board considered and identified opportunities and signalled proposals for related new programme and award development.
<i>Overall Finding:</i>	See the recommendations below

### Recommendations:

- The EPRG recommend that the programme board focus on the overall strategy and direction of the school in terms of its programme provision for the future.
- The EPRG suggest that there needs to be engagement with Education and Training Boards (ETBs) who run various training courses for various staff cohorts. They may not have the expertise and training facilities that are available here at GMIT so some future collaboration could be explored.
- The EPRG recommend developing and promoting closer ties within industry. This could be achieved by working with both the Industry Advisory Boards and the Restaurant Association of Ireland (RAI) to develop suitable training courses.

### Validation Panel Report Approved By:

Signed:



**Ann Campbell**  
Chairperson

Date:

23.4.2015