Institute of Technology Sligo
INSTITIÚID TEICNEOLAÍOCHTA SLIGEACH
PROGRAMME VALIDATION REPORT

Date of Evaluation: 14th Jan 2021

Programme Evaluated: Postgraduate Certificate in Professional Leadership, Level 9, Special Purpose Award, 30 ECTS

Award title: Certificate in Professional Leadership

Unique Programme Code SG_HPROF_S09

Reference Number PRN: TBC

Panel of Assessors:

<table>
<thead>
<tr>
<th>Name &amp; title</th>
<th>Job title &amp; place of work</th>
<th>Role on panel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms Marie Moran</td>
<td>Head of Department of Business</td>
<td>Chairperson</td>
</tr>
<tr>
<td>Edel Murphy</td>
<td>Global Head of Talent Acquisition, Taoglas</td>
<td>Panel member</td>
</tr>
<tr>
<td>Mr Niall McEvoy</td>
<td>Head of Innovation, IT Sligo</td>
<td>Panel member</td>
</tr>
<tr>
<td>Dr Aodhmar Cadogan</td>
<td>Assistant registrar</td>
<td>Secretary to the panel</td>
</tr>
</tbody>
</table>

Declaration Regarding Any Conflicts of Interest: The members of the Panel signed a form confirming that they did not have any conflict of interest.

Meeting groups

Institute Management: Dr Breda McTaggart, Head of Department of Social Sciences

Persons met by validation panel

<table>
<thead>
<tr>
<th>Name &amp; title</th>
<th>Role in Institute</th>
<th>Rationale for presence at validation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ester Quinn</td>
<td>Lecturer</td>
<td>Programme Lead</td>
</tr>
<tr>
<td>Dr Allison Gillen</td>
<td>Lecturer</td>
<td>Programme Team</td>
</tr>
<tr>
<td>Dr Leonard Taylor</td>
<td>Lecturer</td>
<td>Programme Team</td>
</tr>
<tr>
<td>Valarie McTaggart</td>
<td>Lecturer</td>
<td>Programme Team</td>
</tr>
</tbody>
</table>

*Proposed 35 credit programme, was recommended by the panel to be a 30 credit programme*
<table>
<thead>
<tr>
<th>Validation criteria</th>
<th>Sufficiency of evidence provided or not</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rationale for the programme</strong></td>
<td>Sufficient evidence / Insufficient evidence</td>
</tr>
<tr>
<td>• Philosophy underpinning the programme e.g. market for programme in the region and its relevance to the region</td>
<td>Sufficient evidence provided</td>
</tr>
<tr>
<td>• Graduate profile and employment opportunities for graduates</td>
<td></td>
</tr>
<tr>
<td>• Rationale for the programme e.g. School’s/Institute’s strengths/opportunities</td>
<td></td>
</tr>
<tr>
<td>• Programme Aims and Objectives</td>
<td></td>
</tr>
<tr>
<td>• Expected intellectual development and Programme learning outcomes</td>
<td></td>
</tr>
<tr>
<td>• Related existing programmes.</td>
<td></td>
</tr>
<tr>
<td><strong>Commendation:</strong> The panel commended the work done by the team to bring this programme forward for validation. The need for the programme was clearly articulated and it is clear that the Masters programmes and therefore this programme will likely draw students from a diverse range of professions, ages, public/private sector and academic backgrounds. <strong>Condition:</strong> None <strong>Recommendation:</strong> None</td>
<td></td>
</tr>
<tr>
<td><strong>Programme structure</strong></td>
<td></td>
</tr>
<tr>
<td>• Delivery type (semesterised or stage-based)</td>
<td>The panel noted that the proposal of 35 credits was atypical and is keen to ensure that the programme of learning stands as a discrete programme for professionals who wish to upskill and is independent of those who wish to pursue a full Masters qualification. It should not be perceived as a precursor to another programme but yet have an option for students to follow the masters route.</td>
</tr>
<tr>
<td>• Proposed mode of delivery (i.e. in-class, on-line, blended, full time and/or part time)</td>
<td></td>
</tr>
<tr>
<td>• Planned intake numbers (over the full duration of the programme)</td>
<td></td>
</tr>
<tr>
<td><strong>Commendation:</strong> None <strong>Condition 1:</strong> The programme should be offered as a 30ECTS structure with the Research Design and Development as an elective in the semester 2. <strong>Recommendation 1:</strong> In light of condition 1 above the panel recommended that the programme should review the balance of 4 mandatory and 2 elective modules across the two semesters.</td>
<td></td>
</tr>
<tr>
<td><strong>Resources (over the full duration of the programme)</strong></td>
<td>Sufficient evidence provided</td>
</tr>
<tr>
<td>• Facilities and human and material resources available to mount the programme</td>
<td></td>
</tr>
<tr>
<td>• Clarification of any staffing requirements</td>
<td></td>
</tr>
<tr>
<td>• Location of the delivery</td>
<td></td>
</tr>
<tr>
<td>• Specific s requirements: lecture rooms, laboratories, library, Information technology and other student supports</td>
<td></td>
</tr>
<tr>
<td>• Confirmation regarding any new facilities and staffing requirements</td>
<td></td>
</tr>
<tr>
<td>• Special requirements (e.g. remote access for distance learners)</td>
<td></td>
</tr>
<tr>
<td><strong>Commendation:</strong> None <strong>Condition:</strong> None <strong>Recommendation:</strong> None</td>
<td></td>
</tr>
<tr>
<td><strong>Access, Transfer and Progression Criteria</strong></td>
<td>Sufficient evidence provided</td>
</tr>
</tbody>
</table>
- Student admission requirements
- Progression criteria from one stage to the next and to higher levels on the NFQ
- Non-standard entry (e.g. mature candidates and candidates with experiential learning)
- Transfer policy into the programme and onto other programmes

**Commendation:** None  
**Condition:** None  
**Recommendation:** None

### Curriculum
- A matrix exhibiting the academic pathway and the relationship between modules
- The consistency between the programme content, teaching methods and the programme learning outcomes
- Balance between the depth and breadth of the programme
- Rigour of the academic standard in the final stage of the programme
- Student workload

**Commendation:** None  
**Condition:** None  
**Recommendation:** None

### Assessment
- The appropriateness of the modes of assessment to be used
- The balance between the marks awarded for different assessment modes (e.g. continuous assessment, projects, reports, sit-down examination)
- Confirmation that all of the programme learning outcomes are appropriately and adequately assessed within the set of module assessments.

**Commendation:** None  
**Condition:** None  
**Recommendation 2:** Review the wording in the Repeat assessment strategy for all modules to remove the statement about capping and make it clear that the repeat strategy may be a repeat of individual or all of the assessment elements.  
**Recommendation 3:** Review the number of learning outcomes in the Financial Management Module to ensure they are in line with QA003 Module Writing Procedure

### Staffing
- Quality and specialities of staff available to support the programme
- Technical and administrative support
- Staff development
- Industrial/commercial profile of staff
- Research and publications

**Commendation:** None  
**Condition:** None  
**Recommendation:** None

Sufficient evidence provided. The panel was impressed by the range and selection of the content of the modules and how they would suit the diverse range of background and experience of potential learners.

Novel assessment modes e.g. the use of the Blog were discussed.
## Programme Administration and Quality Assurance

- Procedure for managing programme
- Student support student counselling and tutorial arrangements
- Aspects of programme which highlight and foster study skills, independent learning and the inculcation of individual responsibility in students
- EU and international aspects if appropriate
- Feedback mechanisms e.g. use of surveys, focus groups and follow-up actions.

<table>
<thead>
<tr>
<th>Commentation: None</th>
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</thead>
<tbody>
<tr>
<td>Condition: None</td>
</tr>
<tr>
<td>Recommendation: None</td>
</tr>
</tbody>
</table>

The QA requirement are covered by the current QA procedures in place for other programmes.

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## Overall decision of the panel

The panel agreed to recommend to the Academic council the approval of the following programme:

Certificate in Professional Leadership

Chairperson: Marie Moran  
Date ___________________________

Secretary: Dr Aodhmar Cadogan  
Date: ___19/01/21_____________________
Draft Programme Schedule

To be amended based on report above, attached final schedule to the report response.

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Stage</th>
<th>Semester</th>
<th>M/E</th>
<th>OL Hours</th>
<th>Credit</th>
<th>CA %</th>
<th>PF %</th>
<th>EXAM %</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT09002</td>
<td>Financial Management</td>
<td>Stage 5</td>
<td>Semester 9</td>
<td>Mandatory</td>
<td>2.27</td>
<td>5</td>
<td>100</td>
<td>0</td>
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<tr>
<td>MGMT09022</td>
<td>Understanding Leadership</td>
<td>Stage 5</td>
<td>Semester 9</td>
<td>Mandatory</td>
<td>2.27</td>
<td>5</td>
<td>70</td>
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<tr>
<td>PSYC09009</td>
<td>Organisational Psychology</td>
<td>Stage 5</td>
<td>Semester 9</td>
<td>Mandatory</td>
<td>2.27</td>
<td>5</td>
<td>100</td>
<td>0</td>
<td>0</td>
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<tr>
<td>MGMT09023</td>
<td>Corporate Governance</td>
<td>Stage 5</td>
<td>Semester 9</td>
<td>Elective</td>
<td>2.27</td>
<td>5</td>
<td>100</td>
<td>0</td>
<td>0</td>
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<tr>
<td>MGMT09026</td>
<td>Entrepreneurship</td>
<td>Stage 5</td>
<td>Semester 9</td>
<td>Elective</td>
<td>2.27</td>
<td>5</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>MGMT09029</td>
<td>Leading and Managing Remote Teams</td>
<td>Stage 5</td>
<td>Semester 9</td>
<td>Elective</td>
<td>0</td>
<td>5</td>
<td>100</td>
<td>0</td>
<td>0</td>
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<tr>
<td>RSCH09029</td>
<td>Research Design &amp; Development</td>
<td>Stage 5</td>
<td>Semester 10</td>
<td>Elective</td>
<td>2.27</td>
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<td>100</td>
<td>0</td>
<td>0</td>
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<tr>
<td>MGMT09025</td>
<td>Strategy and Practice</td>
<td>Stage 5</td>
<td>Semester 10</td>
<td>Mandatory</td>
<td>2.27</td>
<td>5</td>
<td>60</td>
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<td>40</td>
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<tr>
<td>MGMT09024</td>
<td>Corporate Social Responsibility</td>
<td>Stage 5</td>
<td>Semester 10</td>
<td>Elective</td>
<td>2.27</td>
<td>5</td>
<td>100</td>
<td>0</td>
<td>0</td>
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<tr>
<td>DIGT09001</td>
<td>Digital Transformation</td>
<td>Stage 5</td>
<td>Semester 10</td>
<td>Elective</td>
<td>2.27</td>
<td>5</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>