

# National College of Ireland



Consolidated Report to QQI  
Programmatic Review  
School of Business – Postgraduate Programmes  
May 2015

1	Panel Report .....	3
1.1	Introduction.....	4
1.2	Self Evaluation Review .....	7
1.3	MBA .....	10
1.4	MSc Management/Postgraduate Diploma in Business in Management .....	16
1.5	MSc International Business/Postgraduate Diploma in Business in International Business ....	22
1.6	MSc in Entrepreneurship/Postgraduate Diploma in Business in Entrepreneurship .....	27
1.7	MSc in Marketing/Postgraduate Diploma in Business in Marketing.....	32
1.8	Appendix 1 .....	37
2	Programme Team Response .....	39
2.1	Introduction.....	40
2.2	Master of Business Administration.....	41
2.3	MSc/Postgraduate Diploma in Business in Management .....	43
2.4	MSc/Postgraduate Diploma in Business in International Business .....	46
2.5	MSc/Postgraduate Diploma in Business in Entrepreneurship .....	49
2.6	MA /Postgraduate Diploma in Arts in HRM.....	51
2.7	MSc in Marketing/Postgraduate Diploma in Business in Marketing.....	52
3	Panel Acceptance of Programme Team Response.....	53
4	Programme Schedules .....	54
4.1	Master of Business Administration.....	54
4.2	MA in HRM .....	56
4.3	MSc in Entrepreneurship .....	58
4.4	MSc in Management.....	62
4.5	MSc International Business.....	67

**National College of Ireland  
Programmatic Review  
School of Business  
Expert Panel Report**

**1-3<sup>rd</sup> December 2014**

**Chair: Mr Gerard O'Donovan, Cork IT**

## 1.1 Introduction

Based in the IFSC, Dublin, the National College of Ireland (NCI) has two schools – Business and Computing. Both schools provide a range of education programmes which are validated by QQI from level 5 to level 10 on the National Framework of Qualifications. The College has a diverse learner profile of approximately 3,500 learners. Of these, approximately 50% are part-time. The entire portfolio of NCI is under review during the academic year 2014-15. This process is the first of 3 programmatic review events to be held. The remaining 2 events will take place in January 2015 and March 2015.

The programmes submission documents and the programme teams' self-evaluation of the programmes were made available to the panel..

### 1.1.1 Context

This validation process was undertaken under the revalidation (programmatic review) process as outlined in QQI's HET Core Validation Criteria & Policy, 2013.

The terms of reference and composition of expert panels were proposed by NCI and approved by QQI.

As well as validation documents for each award, panel members were provided with a Self Evaluation report which outlined College governance and management structures in addition to the strategic plan. An overview of programme provision at NCI was presented in order to provide background and context for the current review. In addition College level policies in relation to learning and teaching, research activities and quality assurance were presented.

The programmatic review process as it specifically relates to the School of Business postgraduate programmes was described and a summary of the detailed changes proposed by the Programme Teams in relation to each of the programmes under consideration.

Additional detail of quality assurance processes was provided to the panel on request and as required during the event.

The review event took place during 1-3<sup>rd</sup> December over a series of meetings at NCI's premises in the IFSC.

A representative of the Quality Assurance & Statistical Services (QASS) Office co-ordinated provision of submission documentation and the validation event as well as providing administrative support to the panel. This representative was not a member of the panel nor did she take part in the deliberations of the panel.

The QASS office acted as liaison between the panel and the programme team members in relation to the issuing of the panel's report and the programme team's response to that report.

This report is the agreed report of the panel members.

### 1.1.2 Terms of Reference

1. Analyse the effectiveness and efficiency of each validated programme, including detail of learner numbers, graduate attainment of standards, retention rates and success rates
2. Review the development of the programmes in the context of the requirements of employers, industry, professional bodies, the Irish economy and international developments
3. Evaluate the response of the provider/school/department to market requirements and educational developments
4. Evaluate the feedback mechanisms for learners and the processes for acting on this feedback
5. Evaluate the physical facilities and resources provided for the provision of the programme(s)
6. Evaluate the formal links which have been established with industry, business and the wider community in order to maintain the relevance of its programmes
7. Evaluate projections for the following five years in the programme(s)/field of learning under review

### 1.1.3 Specific Considerations for NCI

At a College level,

- The role and function of the programme director should be agreed<sup>1</sup>
- The timing of repeat assessment should be considered

Programme teams should

- Evaluate whether the programme should be retained based on its recruitment and consistency with the College's strategic direction
- Evaluate the programme learning outcomes in the context of feedback from stakeholder engagement
- Consider any amendments made at the last programmatic review and evaluate their effectiveness or otherwise
- Ensure that the objectives of the learning, teaching & assessment strategy are met for each programme as appropriate
- Ensure that any recommendations from Service Reviews (Library, Student Support, Assessment) are fully embedded in programmes

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<sup>1</sup> This refers mainly to the management of undergraduate programmes

- Consider programme and module assessment regulations and the nature and timing of repeat assessment
- Consider expanding opportunities for sharing modules across schools
- Expand the use of technology to support teaching and assessment
- Opportunities for learners to participate in exchange programmes with current partners (Anjers, Saxion, etc)
- The review will also address progression pathways within and between programmes including, if appropriate, options in first year to allow students to experience a range of modules from different programmes and to make informed choices on their path to award.
- Evaluate the impact that any amendment to programmes will have on existing articulation agreements with partners
- Evaluate the impact that any amendment to a programme will have on current professional body recognition or exemption or potential for future recognition or exemption
- Ensure that QQI policy and criteria for validation (2013) and Assessment & Standards (2010) are considered for all programmes.
- Consider timescale for implementation and any transitioning of currently enrolled learners that should take place

This report presents the findings of the combined panels over the visit period. The report first looks at the resources and structures to support the programmes and then presents a detailed report on each programme evaluated.

## 1.2 Self Evaluation Review

<b>PROVIDER</b>	<b>National College of Ireland</b>
<b>DATE OF VISIT</b>	1-2 <sup>nd</sup> December 2014
<b>AREAS(S) EVALUATED</b>	Resourcing, Quality Assurance, Research, Learning & Teaching Student Support Services
<b>PANEL OF EXPERTS</b>	Mr Gerard O'Donovan, Head of Faculty of Business & Humanities, Cork IT ( <i>Chair</i> ) Dr Tara Ryan, Education Partnerships/Student Services Manager, IADT Dr Mark Glynn, Head Teaching Innovation Unit, DCU Dr Felicity Kelliher, Snr Lecturer in Management, Waterford IT Mr John Kelly, HSE, Learner Representative Ms Fiona O'Riordan, Head of Teaching Excellence, Griffith College  <i>In attendance:</i> Ms Aoife Cassidy, EA to Registrar, ( <i>Rapporteur</i> ) Ms. Roisín Sweeney, QQI (Observing) Ms. Alga Mulhall, QQI (Observing)

### 1.2.1 Summary

The panel had a very productive day and was impressed with the engagement in the sessions and with Student Support Services staff. The College has fantastic facilities and the panel was impressed with the interactions with the students and the activities that are evidently taking place. The documentation provided to the panel before and during the panel was comprehensive and the panel commends the College for their transparency. The panel also met with students and graduates of the programmes on the 3<sup>rd</sup> December who indicated satisfaction with staff, facilities, programme content and delivery and central support services.

### 1.2.2 College Strategy & Resources

The President outlined the College strategy over the last 5 years which has been one of major growth in student numbers both at postgraduate level and in the number of international students. A large number of postgraduate programmes in both Schools have been validated since the last programmatic review and the College sees its next phase as one of consolidation and incremental growth.

### 1.2.3 Research

The panel explored the place of research at NCI and how research students can engage in a community of learning. The documentation relating to Research and QA standards is comprehensive and cross referencing aspects of it to Taught programmes in relation to supervision and ethics would be useful. Clarity around the exit awards available to PhD students would also be helpful. Support to new supervisors was also discussed.

### 1.2.4 Learning, Teaching & Assessment

The panel commended the College on its Learning, Teaching & Assessment Strategy and explored areas of staff support, blended learning, choice of assessment strategy, block delivery and mandatory attendance.

Staff are supported through a number of ways e.g. faculty development days, sponsored attendance on MA/PG Diploma in Teaching & Learning. Staff are also fully supported to complete PhD study. The Panel also heard how Blended Learning has been used within the College and how it will be further expanded in postgraduate programmes over the next stage of development. Both synchronous and asynchronous forms of blended learning are used and the experience from that to inform both in terms of practice and investment.

During the discussion regarding the merits of block delivery, the proposal by the College that failure to attend 50% of the block provided much debate. The primary aim of the programme team was to ensure that the learner would be in a position to attempt assessment and to avail of many of the purposes of group discussions etc during class time. The panel felt that a more appropriate way to address this would be to ensure that the learning intended during the class contact time would be assessed thus requiring the student to attend rather than stipulating a mandatory attendance.

### **1.2.5 Facilities and Support Services**

The panel met with representatives from the Student Support, IT, International Office, School Administration Office and Library staff and heard of the challenges arising from increasing international students and students with specific learning difficulties. The panel was impressed by the services offered and the integration and cohesiveness of the facilities and support services teams and the flow of information between them.

### **1.2.6 Quality Assurance**

The panel heard about the process of the programmatic review from both the Vice Dean and from Programme Administration staff. Each programme team and individual lecturer was involved as were the administration staff who fed back outcomes from Class Representative meetings and programme team meetings. New programme development initiates from many levels – senior management, programme committee or individuals and that development process is managed through the QA office as are formal student evaluation surveys. The panel is happy that the QA Handbook is comprehensive and the information provided is transparent.

### **1.2.7 Commendations**

- Local engagement and encouraging access to education with those in disadvantaged areas.
- Quality of the documentation presented very well done.
- Mentoring of the MA in HRM programme is very well done and has resulted in a success for NCI.
- QA Handbook is transparent and of high quality.
- LTA strategy is very good and positive and integration of same with Learning support unit is commendable.
- Career ready graduates evident in the paperwork and the types of jobs that they have attained is commendable.
- Student feedback session with some panel members indicated satisfaction with staff, facilities, programme content and delivery and central support services.
- Significant programme development and growth matched with good learner support.
- Learning Support has improved and the level of IT services is commendable, e.g. learner support club.
- Cohesiveness amongst the areas in Learning support is commendable, and the panel can see the benefits for the learner based on this collaborative approach.
- The research previously/ currently being carried out by NCI staff is impressive ( in particular and not confined to Psychology and HRM) and should be encouraged.



### 1.2.8 Recommendations

- R1. More detail on industry input should be included in the documentation and the panel recommend that NCI formalise industry advisory groups across all programmes.
- R2. Blended learning and research activity could be better communicated in the documentation.
- R3. Put all QA documentation in Dropbox (or equivalent) and make available to panels in advance in the future. In addition, the panel would benefit from access to Videos or blogs, records of awards ceremonies.
- R4. Research outputs could be expanded on further and templates and a matrix developed to facilitate growth and evaluation of outputs.
- R5. Masters by Research students recruited in the future should have the relevant documentation uploaded and other Q&A procedures completed prior to being awarded a place/ afforded admission.
- R6. Research outputs could be made more visible, for example through a Postgraduate Research Day as a suggestion.
- R7. The management of electives should be monitored to ensure that dormant Electives are removed from the curriculum
- R8. Reference points for learners in relation to Ethics criteria should be made clear in the student handbook/ paperwork and clear links provided to the QA handbook.
- R9. Exit Awards for PhD students should be articulated in the documentation
- R10. Workload model for maximum number of simultaneous students per supervisor for dissertations should be clarified
- R11. Monitor scalability of resources for increasing number of students, with a focus on mental health support requirements.
- R12. Review the staff resourcing requirements(projected growth) and implement a formal lecturer induction programme
- R13. Benchmarking – a competitive analysis with the other offerings in the region should be undertaken
- R14. Clarify hour allocation per masters' thesis supervision ( listed as 4 in the documentation).
- R15. Clarify the minimum number of students required to run an elective and the maximum number of students in each class (whether core or elective module).
- R16. Display the conversion of the survey findings/recommendations to action in a more prominent way in the review documentation.
- R17. It is prudent that the MBA candidates are treated as a different learner profile.

### 1.2.9 Conditions

- C1. Constructively align a grid of assessment linked to learning outcomes at programme level –with consideration of optimum quantity and variety of assessment in light of refined learning outcomes.
- C2. An articulation of the difference between assessment loads in 5 and 10 credit modules should be provided.
- C3. The requirement for mandatory attendance should be removed and alternative methods of ensuring students have sufficient ability to attempt assessments should be considered.

### 1.3 MBA

#### 1.3.1 Details of Validation Event

<b>PROVIDER</b>	<b>National College of Ireland</b>
<b>DATE OF VISIT</b>	2-3 <sup>rd</sup> December 2014
<b>PROGRAMME(S) EVALUATED</b>	Master of Science in Management Postgraduate Diploma in Business in Management
<b>PROGRAMME (S) RECOMMENDED FOR APPROVAL</b>	Master of Science in Management Postgraduate Diploma in Business in Management
<b>PANEL OF EXPERTS</b>	Mr Gerard O'Donovan, Head of Faculty of Business & Humanities, Cork IT ( <i>Chair</i> ) Ms Carmel Brennan, Head of Department, Galway-Mayo Institute of Technology Ms Aine McManus, Head of Faculty, Graduate Business School, Griffith College, Dublin Dr Cecilia Hegarty, Director PLATO Eastern Border Region Mr Kevin Nolan, Snr Manager, Operational Excellence , Bank of Ireland  <i>In attendance:</i> Sinéad O'Sullivan, Director of Quality Assurance & Statistical Services, NCI ( <i>Rapporteur</i> ) Ms. Roisín Sweeney, QQI (Observing) Ms. Alga Mulhall, QQI (Observing)

#### 1.3.2 Summary

The Expert Panel, having reviewed the documentation presented by NCI and considered the responses of the programme team during the course of the site visit; recommend approval of the following programme

- Master Business Administration

With five (5) conditions & twelve (13) recommendations

#### 1.3.3 Examination of Programmes

The panel met with staff of NCI involved in the design of the programme, to examine the programme submission against the criteria for the validation of programmes as stipulated by the QQI board. In this regard, the QQI's *Core Validation Policy and Criteria, 2010, revised 2013* was used by the Panel. The panel heard that this programme was originally validated in 2012 and has had 3 intakes of part-time learners. The panel was presented with extensive and comprehensive documentation outlining proposed amendments arising from programmatic review.

#### 1.3.4 Development and publication of explicit intended learning outcomes

The programme submission documents, together with the outcome of discussions with NCI staff articulated the target learners' prerequisite learning and any other relevant assumptions about

programme participants. The panel noted that there were a large number of programme learning outcomes and heard that the rationale for this was that each learning outcome was mapped more closely to the QQI award standards, but that the programme team agreed that these could be condensed to a fewer number. The panel is satisfied that the programme learning outcomes are appropriate to the level and were designed using QQI's award standards for Business at level 9 of the National Framework of Qualifications.

### 1.3.5 Programme content, design and learning environment

The Panel was satisfied that the programme is coherent and fit for their stated purpose.. The programme is designed around two pillars – entrepreneurship and leadership. The programme content and learning environment are appropriate to the programmes intended learning outcomes and that the module learning outcomes are aligned to the programme learning outcomes. The programme team that the panel met is competent to enable learners to achieve the intended programme learning outcomes and to assess their achievements, in accordance with QQI's *Assessment and Standards 2013*. The panel is satisfied that the School of Business has sufficient resources within its current full-time and associate faculty to appropriately resource the programme.

Members of the programmatic review panel visited the College library which also houses Assistive Technology resources for learners, teaching spaces, hardware lab and the Cloud Competency Centre and is satisfied that these resources are appropriate to these programme and learner population.

#### Comment on Programme Modules

Each module was reviewed individually and subject to the following commentary in relation to specific modules were found to have appropriate learning outcomes, indicative content and assessment strategies

***Enterprise Management:*** The panel commends this module and recommends that the weighting for the 2<sup>nd</sup> part of the assessment is increased. The module objectives could be rationalised.

***Managing Financial Resources:*** Learning Outcome 6 should be reworded as it is aspirational.

***Managing People:*** The panel heard that this module arose from a merger of Strategic HRM & Managing People. The title of the module should be reconsidered .

***Doing Business in the Cloud:*** This module is a common elective to this programme. There was some discussion at the meeting as to whether this module should be mandatory on this and other programmes so that learners had some explicit exposure to technology. The learning outcomes proposed in the documentation appear to be incorrect and those of another module – Global Value Chain

***Effective Leadership:*** The panel recommends that the use of guest lecturers should be highlighted in the module descriptor.

***Corporate Governance & CSR:*** The panel recommends that the title of the module should be reconsidered and individual ethical behaviours included in the learning outcomes.

***International Field Trip:*** This is an elective module which the panel feels would benefit all students were it mandatory. The panel heard the College rationale for its elective status which is primarily based on reluctance to add additional cost to learners.

***Dissertation:*** The panel heard that it was the original intention of the programme team to allow learners to undertake either a traditional dissertation or workbased project at its original validation. However, it became a condition of validation that the dissertation only be used. The student contact hours for the module should also be clarified.

**Employment Law:** The panel recommends that the use of 100% examination is reconsidered and that some form of summative assessment and feedback is provided to the learner prior to the terminal examination.

**Strategic Project Management:** The panel recommends the addition of ‘Why Projects Fail’

### 1.3.6 Enabling the achievement of the intended programme learning outcomes

The panel noted that the number of learning outcomes at a programme level should be condensed and is satisfied that learners will be able to meet the programme learning outcomes using the delivery mechanisms and patterns as described by the programme team.

### 1.3.7 Actions and procedures for access, transfer and progression for learners

The Panel was satisfied that the procedures for access, transfer and progression are consistent with national policy. The programme documentation would benefit from a clarification regarding the number of years of work experience required for the programme and the level, which was outlined as 3 years at a managerial level during the meeting. The programme team also heard about the support services in numeracy that are afforded to all learners, particularly those new to Finance & Economics.

The panel is satisfied that the programme’s use of *ECTS* (credit) and provisions for Recognition of Prior Learning (RPL) is consistent with QQI’s *Assessment and Standards 2013* and with relevant national policy including:

- i. NQAI’s *Principles and Operational Guidelines for the Implementation of a National Approach to Credit in Irish Higher Education and Training 2006*
- ii. NQAI’s *Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training 2005*

### 1.3.8 Education and training needs

The panel is satisfied that this programme satisfies a current need in the Irish education market..

### 1.3.9 Programme viability

The Panel was satisfied that the programme is consistent with the provider’s mission and strategy. The panel heard the projections for student intake over the next 5 year period.

### 1.3.10 Learner Protection

NCI’s policy is that once a programme has commenced, the programme will be completed for all learners enrolled. It is National College of Ireland’s policy that, should a programme commence, it will be offered to completion for the specific intake of learners. The College is committed to the provision of this programme. As a member of the Dublin Pillar II Cluster, NCI has agreement from Dublin City University and Maynooth University to provide Learner Protection. Learners may transfer to an appropriate DCU or Maynooth University programme. In the case where the programme does not have an appropriate transfer option DCU or Maynooth University will complete out the QQI award using NCI faculty and premises. NCI has agreement in principle from QQI and is currently working with QQI on finalising the arrangement of these provisions’

### 1.3.11 Assessment of learners

The panel is satisfied that the learners will be appropriately assessed and underpins the achievement of the relevant standard of knowledge, skill and competence and commends the innovative assessment methods outlined in some modules.

### **1.3.12 Quality Assurance Arrangements**

The panel is satisfied that NCI has appropriate quality assurance arrangements in place and that no new quality assurance arrangements are required for these programmes. The documentation submitted demonstrated that the programme development followed rigorous institutional quality assurance to ensure that it conforms with strategy, stakeholders had been consulted with, had clearly identified resource requirements, and had undergone internal review prior to submission.

### **1.3.13 Ethics**

It is expected that providers will have procedures in place to ensure that any teaching and learning or research activity at any level shall be conducted in a manner that is morally and professionally ethical. The panel was satisfied that this requirement has been met in respect of the proposed programmes.

### **1.3.14 Programme Titles and Award Titles**

The Panel heard the rationale for the programme titles and is satisfied that the programme title and award as proposed as being appropriate and consistent with QQI policy for the naming of awards. The Postgraduate Diploma in Business is Management is intended primarily as an exit award for those learners who do not complete the MSc in Management.

### 1.3.15 RECOMMENDATION/COMMENT

#### FOR THE ATTENTION OF THE ACADEMIC COMMITTEE

The panel of experts recommend the validation of the following programme:

NFQ Level	<i>Level 9</i>
Programme Title	<b><i>Master of Business Administration</i></b>
ECTS	<i>90 ECTS</i>
Award Type	<i>Major Award</i>

Subject to:

Council's general conditions of approval

### 1.3.16 Commendations

- Innovative methods of assessment
- Research on the modules – secondary reading lists
- Offering options and choice to students with the range of electives
- Use of open book exams
- Peer review of assessment
- Use of simulation game

### 1.3.17 Conditions

- C1. Reduce the number of programme learning outcomes to ensure that they can all be transparently assessed
- C2. Review the language of module learning outcomes to ensure that they are at the level appropriate to the award
- C3. Include repeat assessment strategy for each module
- C4. Explicitly state entry requirements with reference to required work experience
- C5. Clarify the detail of assessment structure for each module with respect to assessment of learning outcomes

### 1.3.18 Recommendations

- R1. Include appropriate referencing in each of the book-lists
- R2. Expand indicative content in modules identified during the review discussions
- R3. Articulate the matching of learning outcomes to assessment matrix
- R4. Formalise industry advisory panels input to programme amendments and development
- R5. Ensure detailed feedback is provide in a timely manner
- R6. Explore how ICT can be integrated into the programme so that there is some unavoidable exposure to ICT
- R7. Consider the inclusion of a work-based project in lieu of dissertation
- R8. Review research methods module content, assessment and timing to ensure preparation and necessary skill-set for dissertation or work-based project.
- R9. Set metric on number and list of guest lecturers for each module
- R10. Re-evaluate current software in use for Simulation game
- R11. Consider use of live cases
- R12. Provide support sessions for reflective diary writing at induction

- R13. Explore options on how the International Field Trip may be embedded or made mandatory on the programme
- R14. Review assessment strategy for Employment and Commercial Law. The panel recommends that the use of 100% examination is reconsidered and that some form of summative assessment and feedback is provided to the learner prior to the terminal examination.

## 1.4 MSc Management/Postgraduate Diploma in Business in Management

### 1.4.1 Details of Validation Event

<b>PROVIDER</b>	National College of Ireland
<b>DATE OF VISIT</b>	2-3 <sup>rd</sup> December 2014
<b>PROGRAMME(S) EVALUATED</b>	Master of Science in Management Postgraduate Diploma in Business in Management
<b>PROGRAMME (S) RECOMMENDED FOR APPROVAL</b>	Master of Science in Management Postgraduate Diploma in Business in Management
<b>PANEL OF EXPERTS</b>	Mr Gerard O'Donovan, Head of Faculty of Business & Humanities, Cork IT ( <i>Chair</i> ) Ms Carmel Brennan, Head of Department, Galway-Mayo Institute of Technology Ms Aine McManus, Head of Faculty, Graduate Business School, Griffith College, Dublin Dr Cecilia Hegarty, Director PLATO Eastern Border Region Mr Kevin Nolan, Snr Manager, Operational Excellence , Bank of Ireland  <i>In attendance:</i> Sinéad O'Sullivan, Director of Quality Assurance & Statistical Services, NCI ( <i>Rapporteur</i> ) Ms. Roisín Sweeney, QQI (Observing) Ms. Alga Mulhall, QQI (Observing)

### 1.4.2 Summary

The Expert Panel, having reviewed the documentation presented by NCI and considered the responses of the programme team during the course of the site visit; recommend approval of the following programme

- Master of Science in Management
- Postgraduate Diploma in Business in Management

With five (5) conditions & eight (9) recommendations

### 1.4.3 Examination of Programmes

The panel met with staff of NCI involved in the design of the programme, to examine the programme submission against the criteria for the validation of programmes as stipulated by the QQI board. In this regard, the QQI's *Core Validation Policy and Criteria, 2010, revised 2013* was used by the Panel. The panel heard that this programme was originally validated in 2011 and has had 4 intakes of both full and part-time learners. The panel was presented with extensive and comprehensive documentation outlining proposed amendments resulting from programmatic review.



#### 1.4.4 Development and publication of explicit intended learning outcomes

The programme submission documents, together with the outcome of discussions with NCI staff articulated the target learners' prerequisite learning and any other relevant assumptions about programme participants. The panel noted that there were a large number of programme learning outcomes and heard that the rationale for this was that each learning outcome was mapped more closely to the QQI award standards, but that the programme team agreed that these could be condensed to a fewer number. The panel is satisfied that the programme learning outcomes articulated are appropriate to the level and were designed using QQI's award standards for Science at level 9 of the National Framework of Qualifications.

#### 1.4.5 Programme content, design and learning environment

The Panel was satisfied that the programmes are coherent and fit for their stated purpose as a standalone award or in the case of the Postgraduate Diploma in Business in Management, as an exit award for those who fail to complete the related MSc in Management. The programme content and learning environment are appropriate to the programmes intended learning outcomes and that the module learning outcomes are aligned to the programme learning outcomes. The programme team that the panel met is competent to enable learners to achieve the intended programme learning outcomes and to assess their achievements, in accordance with QQI's *Assessment and Standards 2013*. The panel is satisfied that the School of Business has sufficient resources within its current full-time and associate faculty to appropriately resource the programme.

Members of the panel visited the College library which also houses Assistive Technology resources for learners, teaching spaces, hardware lab and the Cloud Competency Centre and is satisfied that these resources are appropriate to these programme and learner population.

#### Comment on Programme Modules

Each module was reviewed individually and subject to the following commentary in relation to specific modules were found to have appropriate learning outcomes, indicative content and assessment strategies

***Managing the Organisation:*** The curriculum should be expanded.

***Financial Management:*** If all learning outcomes are being tested in the final examination, the panel recommends increasing its weighting.

***Entrepreneurship:*** The panel recommends that some consideration should be made as to its sequencing.

***Marketing Management:*** The panel recommends that some consideration should be made as to its sequencing.

***Doing Business in the Cloud:*** This module is a common elective to all programmes. There was some discussion at the meeting as to whether this module should be mandatory on this and other programmes so that learners had some explicit exposure to technology. The learning outcomes proposed in the documentation appear to be incorrect and those of another module – Global Value Chain

***Global Value Chain :*** This module should be reviewed with respect to learning outcomes & assessment strategy

***Corporate Governance & CSR:*** The panel recommends that the title of the module should be reconsidered and individual ethical behaviours included in the learning outcomes.

***Employment Law:*** The panel recommends that the use of 100% examination is reconsidered and that some form of summative assessment and feedback is provided to the learner prior to the terminal examination.

**Strategic Project Management:** The panel recommends the addition of ‘Why Projects Fail’

**Strategic Management of Innovation & Technology:** Recommend retitle to Management of Innovation & Technology

#### **1.4.6 Enabling the achievement of the intended programme learning outcomes**

As noted earlier that the number of learning outcomes at a programme level should be condensed and is satisfied that learners will be able to meet the programme learning outcomes using the delivery mechanisms and patterns as described by the programme team.

#### **1.4.7 Actions and procedures for access, transfer and progression for learners**

The Panel was satisfied that the procedures for access, transfer and progression are consistent with national policy.

The panel is satisfied that the programme’s use of *ECTS* (credit) and provisions for Recognition of Prior Learning (RPL) is consistent with QQI’s *Assessment and Standards 2013* and with relevant national policy including:

- iii. NQAI’s *Principles and Operational Guidelines for the Implementation of a National Approach to Credit in Irish Higher Education and Training 2006*
- iv. NQAI’s *Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training 2005*

#### **1.4.8 Education and training needs**

The panel is satisfied that this programme satisfies a current need in the Irish education market..

#### **1.4.9 Programme viability**

The Panel was satisfied that the programme is consistent with the provider’s mission and strategy. The panel heard the projections for student intake over a 5 year period.

#### **1.4.10 Learner Protection**

NCI’s policy is that once a programme has commenced, the programme will be completed for all learners enrolled. It is National College of Ireland’s policy that, should a programme commence, it will be offered to completion for the specific intake of learners. The College is committed to the provision of this programme. As a member of the Dublin Pillar II Cluster, NCI has agreement from Dublin City University and Maynooth University to provide Learner Protection. Learners may transfer to an appropriate DCU or Maynooth University programme. In the case where the programme does not have an appropriate transfer option DCU or Maynooth University will complete out the QQI award using NCI faculty and premises. NCI has agreement in principle from QQI and is currently working with QQI on finalising the arrangement of these provisions’

#### **1.4.11 Assessment of learners**

The panel is satisfied that the learners will be appropriately assessed and underpins the achievement of the relevant standard of knowledge, skill and competence and commends the innovative assessment methods outlined in some modules.

#### **1.4.12 Quality Assurance Arrangements**

The panel is satisfied that NCI has appropriate quality assurance arrangements in place and that no new quality assurance arrangements are required for these programmes. The documentation submitted demonstrated that the programme development followed rigorous institutional quality assurance to

ensure that it conforms with strategy, stakeholders had been consulted with, had clearly identified resource requirements, and had undergone internal review prior to submission.

#### **1.4.13 Ethics**

It is expected that providers will have procedures in place to ensure that any teaching and learning or research activity at any level shall be conducted in a manner that is morally and professionally ethical. The panel was satisfied that this requirement has been met in respect of the proposed programmes.

#### **1.4.14 Programme Titles and Award Titles**

The Panel heard the rationale for the programme titles and is satisfied that the programme title and award as proposed as being appropriate and consistent with QQI policy for the naming of awards.

**1.4.15 RECOMMENDATION/COMMENT****FOR THE ATTENTION OF THE ACADEMIC COMMITTEE**

The panel of experts recommend the validation of the following programme:

NFQ Level	<i>Level 9</i>
Programme Title	<b><i>Master of Science in Management</i></b>
ECTS	<i>90 ECTS</i>
Award Type	<i>Major Award</i>

NFQ Level	<i>Level 9</i>
Programme Title	<b><i>Postgraduate Diploma in Business in Management</i></b>
ECTS	<i>70 ECTS</i>
Award Type	<i>Major Award</i>

Subject to:

Council's general conditions of approval

**1.4.16 Commendations**

- Innovative methods of assessment
- Research on the modules – secondary reading lists
- Offering options and choice to students with the range of electives
- Use of open book exams
- Peer review of assessment
- Use of simulation game

**1.4.17 Conditions**

- C1. Reduce the number of programme learning outcomes to ensure that they can all be transparently assessed
- C2. Review the language of module learning outcomes to ensure that they are at the level appropriate to the award
- C3. Include repeat assessment strategy for each module
- C4. Explicitly state entry requirements
- C5. Clarify the detail of assessment structure for each module with respect to assessment of learning outcomes

**1.4.18 Recommendations**

- R1. Include appropriate referencing in each of the book-lists
- R2. Expand indicative content in modules identified during the review discussions
- R3. Articulate the matching of learning outcomes to assessment matrix
- R4. Formalise industry advisory panels input to programme amendments and development
- R5. Ensure detailed feedback is provided to learners in a timely manner
- R6. Explore how ICT can be integrated into the programme so that there is some unavoidable exposure to ICT

- R7. Review the learning outcomes for Doing Business in the Cloud – same as global value chain management
- R8. Review sequencing of Entrepreneurship and marketing management
- R9. Review assessment strategy for Employment and Commercial Law. The panel recommends that the use of 100% examination is reconsidered and that some form of summative assessment and feedback is provided to the learner prior to the terminal examination.

## 1.5 MSc International Business/Postgraduate Diploma in Business in International Business

### 1.5.1 Details of Validation Event

<b>PROVIDER</b>	National College of Ireland
<b>DATE OF VISIT</b>	2-3 <sup>rd</sup> December 2014
<b>PROGRAMME(S) EVALUATED</b>	Master of Science in International Business Postgraduate Diploma in Business in International Business
<b>PROGRAMME (S) RECOMMENDED FOR APPROVAL</b>	Master of Science in International Business Postgraduate Diploma in Business in International Business
<b>PANEL OF EXPERTS</b>	Mr Gerard O'Donovan, Head of Faculty of Business & Humanities, Cork IT ( <i>Chair</i> ) Ms Carmel Brennan, Head of Department, Galway-Mayo Institute of Technology Ms Aine McManus, Head of Faculty, Graduate Business School, Griffith College, Dublin Dr Cecilia Hegarty, Director PLATO Eastern Border Region Mr Kevin Nolan, Snr Manager, Operational Excellence , Bank of Ireland  <i>In attendance:</i> Sinéad O'Sullivan, Director of Quality Assurance & Statistical Services, NCI ( <i>Rapporteur</i> ) Ms. Roisín Sweeney, QQI (Observing) Ms. Alga Mulhall, QQI (Observing)

### 1.5.2 Summary

The Expert Panel, having reviewed the documentation presented by NCI and considered the responses of the programme team during the course of the site visit; recommend approval of the following programme

- Master of Science in International Business
- Postgraduate Diploma in Business in International Business

With five (5) conditions & nine (9) recommendations

### 1.5.3 Examination of Programmes

The panel met with staff of NCI involved in the design of the programme, to examine the programme submission against the criteria for the validation of programmes as stipulated by the QQI board. In this regard, the QQI's *Core Validation Policy and Criteria, 2010, revised 2013* was used by the Panel. The panel was presented with extensive and comprehensive documentation. The panel heard that this programme was originally validated in 2012 and has yet to have an intake. As a result the proposed amendments to the programme were limited to amendments on shared modules

#### 1.5.4 Development and publication of explicit intended learning outcomes

The programme submission documents, together with the outcome of discussions with NCI staff articulated the target learners' prerequisite learning and any other relevant assumptions about programme participants. The panel noted that there were a large number of programme learning outcomes and heard that the rationale for this was that each learning outcome was mapped more closely to the QQI award standards, but that the programme team agreed that these could be condensed to a fewer number. The panel is satisfied that the programme learning outcomes articulated are appropriate to the level and were designed using QQI's award standards for Science at level 9 of the National Framework of Qualifications.

#### 1.5.5 Programme content, design and learning environment

The Panel was satisfied that the programmes are coherent and fit for their stated purpose as a standalone award or in the case of the Postgraduate Diploma in Business in International Business, as an exit award for those who fail to complete the related MSc in International Business. The programme content and learning environment are appropriate to the programmes intended learning outcomes and that the module learning outcomes are aligned to the programme learning outcomes. The programme team that the panel met is competent to enable learners to achieve the intended programme learning outcomes and to assess their achievements, in accordance with QQI's *Assessment and Standards 2013*. The panel is satisfied that the School of Business has sufficient resources within its current full-time and associate faculty to appropriately resource the programme.

Members of the panel visited the College library which also houses Assistive Technology resources for learners, teaching spaces, hardware lab and the Cloud Competency Centre and is satisfied that these resources are appropriate to these programme and learner population.

#### Comment on Programme Modules

Each module was reviewed individually throughout the course of the review and subject to the following commentary in relation to specific modules were found to have appropriate learning outcomes, indicative content and assessment strategies

***International Business:*** International marketing should be removed from international business module and increase value chain or HR within that module. The title of the module should be reconsidered in the context of how it is presented on a student transcript within a degree specialising in International Business.

***International Finance:*** The title of the module should be reconsidered in the context of how it is presented on a student transcript within a degree specialising in International Business.

***International Marketing:*** The title of the module should be reconsidered in the context of how it is presented on a student transcript within a degree specialising in International Business

Recommendations made for common modules offered on this programme on MSc Management should also be considered.

#### 1.5.6 Enabling the achievement of the intended programme learning outcomes

As noted earlier that the number of learning outcomes at a programme level should be condensed and is satisfied that learners will be able to meet the programme learning outcomes using the delivery mechanisms and patterns as described by the programme team.

#### 1.5.7 Actions and procedures for access, transfer and progression for learners

The Panel was satisfied that the procedures for access, transfer and progression are consistent with national policy.

The panel is satisfied that the programme's use of *ECTS* (credit) and provisions for Recognition of Prior Learning (RPL) is consistent with QQI's *Assessment and Standards 2013* and with relevant national policy including:

- v. NQAI's *Principles and Operational Guidelines for the Implementation of a National Approach to Credit in Irish Higher Education and Training 2006*
- vi. NQAI's *Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training 2005*

### **1.5.8 Education and training needs**

The panel is satisfied that this programme satisfies a current need in the Irish education market..

### **1.5.9 Programme viability**

The Panel was satisfied that the programme is consistent with the provider's mission and strategy. The panel heard the projections for student intake over a 5 year period.

### **1.5.10 Learner Protection**

NCI's policy is that once a programme has commenced, the programme will be completed for all learners enrolled. It is National College of Ireland's policy that, should a programme commence, it will be offered to completion for the specific intake of learners. The College is committed to the provision of this programme. As a member of the Dublin Pillar II Cluster, NCI has agreement from Dublin City University and Maynooth University to provide Learner Protection. Learners may transfer to an appropriate DCU or Maynooth University programme. In the case where the programme does not have an appropriate transfer option DCU or Maynooth University will complete out the QQI award using NCI faculty and premises. NCI has agreement in principle from QQI and is currently working with QQI on finalising the arrangement of these provisions'

### **1.5.11 Assessment of learners**

The panel is satisfied that the learners will be appropriately assessed and underpins the achievement of the relevant standard of knowledge, skill and competence and commends the innovative assessment methods outlined in some modules.

### **1.5.12 Quality Assurance Arrangements**

The panel is satisfied that NCI has appropriate quality assurance arrangements in place and that no new quality assurance arrangements are required for these programmes. The documentation submitted demonstrated that the programme development followed rigorous institutional quality assurance to ensure that it conforms with strategy, stakeholders had been consulted with, had clearly identified resource requirements, and had undergone internal review prior to submission.

### **1.5.13 Ethics**

It is expected that providers will have procedures in place to ensure that any teaching and learning or research activity at any level shall be conducted in a manner that is morally and professionally ethical. The panel was satisfied that this requirement has been met in respect of the proposed programmes.

### **1.5.14 Programme Titles and Award Titles**

The Panel heard the rationale for the programme titles and is satisfied that the programme title and award as proposed as being appropriate and consistent with QQI policy for the naming of awards. The Postgraduate Diploma in Business is International Business is intended primarily as an exit award for those learners who do not complete the MSc in International Business.



### 1.5.15 RECOMMENDATION/COMMENT

#### FOR THE ATTENTION OF THE ACADEMIC COMMITTEE

The panel of experts recommend the validation of the following programme:

NFQ Level	<i>Level 9</i>
Programme Title	<b><i>Master of Science in International Business</i></b>
ECTS	<i>90 ECTS</i>
Award Type	<i>Major Award</i>

NFQ Level	<i>Level 9</i>
Programme Title	<b><i>Postgraduate Diploma in Business in International Business</i></b>
ECTS	<i>70 ECTS</i>
Award Type	<i>Major Award</i>

Subject to:

Council's general conditions of approval

### 1.5.16 Commendations

- Innovative methods of assessment
- Research on the modules – secondary reading lists
- Offering options and choice to students with the range of electives
- Use of open book exams
- Peer review of assessment
- Use of simulation game

### 1.5.17 Conditions

- C1. Reduce the number of programme learning outcomes to ensure that they can all be transparently assessed
- C2. Review the language of module learning outcomes to ensure that they are at the level appropriate to the award
- C3. Include repeat assessment strategy for each module
- C4. Explicitly state entry requirements
- C5. Clarify the detail of assessment structure for each module with respect to assessment of learning outcomes

### 1.5.18 Recommendations

- R1. Include appropriate referencing in each of the book-lists
- R2. Expand indicative content in modules identified during the review discussions
- R3. Articulate the matching of learning outcomes to assessment matrix
- R4. Formalise industry advisory panels input to programme amendments and development
- R5. Ensure detailed feedback is provided to learners in a timely manner
- R6. Explore how ICT can be integrated into the programme so that there is some unavoidable exposure to ICT
- R7. Review module titles in the context of an international business degree

- R8. Remove international marketing from international business module and increase value chain or HR within that module
- R9. Explicitly include doing business abroad

## 1.6 MSc in Entrepreneurship/Postgraduate Diploma in Business in Entrepreneurship

### 1.6.1 Details of Validation Event

<b>PROVIDER</b>	<b>National College of Ireland</b>
<b>DATE OF VISIT</b>	2-3 <sup>rd</sup> December 2014
<b>PROGRAMME(S) EVALUATED</b>	Master of Science in Entrepreneurship Postgraduate Diploma in Business in Entrepreneurship
<b>PROGRAMME (S) RECOMMENDED FOR APPROVAL</b>	Master of Science in Entrepreneurship Postgraduate Diploma in Business in Entrepreneurship
<b>PANEL OF EXPERTS</b>	Mr Gerard O'Donovan, Head of Faculty of Business & Humanities, Cork IT ( <i>Chair</i> ) Ms Carmel Brennan, Head of Department, Galway-Mayo Institute of Technology Ms Aine McManus, Head of Faculty, Graduate Business School, Griffith College, Dublin Dr Cecilia Hegarty, Director PLATO Eastern Border Region Mr Kevin Nolan, Snr Manager, Operational Excellence , Bank of Ireland  <i>In attendance:</i> Sinéad O'Sullivan, Director of Quality Assurance & Statistical Services, NCI ( <i>Rapporteur</i> ) Ms. Roisín Sweeney, QQI (Observing) Ms. Alga Mulhall, QQI (Observing)

### 1.6.2 Summary

The Expert Panel, having reviewed the documentation presented by NCI and considered the responses of the programme team during the course of the site visit; recommend approval of the following programmes

- Master of Science in Entrepreneurship
- Postgraduate Diploma in Business in Entrepreneurship

With six (6) conditions & Eleven (11) recommendations

### 1.6.3 Examination of Programmes

The panel met with staff of NCI involved in the design of the programme, to examine the programme submission against the criteria for the validation of programmes as stipulated by the QQI board. In this regard, the QQI's *Core Validation Policy and Criteria, 2010, revised 2013* was used by the Panel. The panel was presented with extensive and comprehensive documentation. The panel heard that this programme was originally validated in 2012 and has yet to have an intake. As a result the proposed amendments to the programme were limited to amendments on shared modules

#### 1.6.4 Development and publication of explicit intended learning outcomes

The programme submission documents, together with the outcome of discussions with NCI staff articulated the target learners' prerequisite learning and any other relevant assumptions about programme participants. The panel noted that there were a large number of programme learning outcomes and heard that the rationale for this was that each learning outcome was mapped more closely to the QQI award standards, but that the programme team agreed that these could be condensed to a fewer number. The panel is satisfied that the programme learning outcomes articulated are appropriate to the level and were designed using QQI's award standards for Science at level 9 of the National Framework of Qualifications.

#### 1.6.5 Programme content, design and learning environment

The Panel was satisfied that the programmes are coherent and fit for their stated purpose as a standalone award or in the case of the Postgraduate Diploma in Business in Entrepreneurship, as an exit award for those who fail to complete the related MSc in Entrepreneurship. The programme content and learning environment are appropriate to the programmes intended learning outcomes and that the module learning outcomes are aligned to the programme learning outcomes. The programme team that the panel met is competent to enable learners to achieve the intended programme learning outcomes and to assess their achievements, in accordance with QQI's *Assessment and Standards 2013*. The panel is satisfied that the School of Business has sufficient resources within its current full-time and associate faculty to appropriately resource the programme.

Members of the panel visited the College library which also houses Assistive Technology resources for learners, teaching spaces, hardware lab and the Cloud Competency Centre and is satisfied that these resources are appropriate to these programme and learner population.

#### Comment on Programme Modules

Each module was reviewed individually throughout the course of the review and subject to the following commentary in relation to specific modules were found to have appropriate learning outcomes, indicative content and assessment strategies

**Dissertation:** The panel recommends that learners should be offered the opportunity to set up an enterprise /social enterprise/Consultancy project as an alternative to the traditional dissertation

**Field Trip:** The panel also recommends that a field trip should be offered to learners.

**Enterprise Management:** The panel recommends that the assessment outlined in the MBA programme should be used in this module. The panel also requires the programme team to add additional financial elements to this module.

**Simulation Game:** The panel recommends that the credit value for this module be reduced and an additional 5 ECTS of innovation/entrepreneurship be added.

Recommendations made for common modules offered on this programme on MSc Management should also be considered.

#### 1.6.6 Enabling the achievement of the intended programme learning outcomes

As noted earlier that the number of learning outcomes at a programme level should be condensed and is satisfied that learners will be able to meet the programme learning outcomes using the delivery mechanisms and patterns as described by the programme team.

#### 1.6.7 Actions and procedures for access, transfer and progression for learners

The Panel was satisfied that the procedures for access, transfer and progression are consistent with national policy.

The panel is satisfied that the programme's use of *ECTS* (credit) and provisions for Recognition of Prior Learning (RPL) is consistent with QQI's *Assessment and Standards 2013* and with relevant national policy including:

- vii. NQAI's *Principles and Operational Guidelines for the Implementation of a National Approach to Credit in Irish Higher Education and Training 2006*
- viii. NQAI's *Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training 2005*

#### **1.6.8 Education and training needs**

The panel is satisfied that this programme satisfies a current need in the Irish education market..

#### **1.6.9 Programme viability**

The Panel was satisfied that the programme is consistent with the provider's mission and strategy. The panel heard the projections for student intake over a 5 year period.

#### **1.6.10 Learner Protection**

NCI's policy is that once a programme has commenced, the programme will be completed for all learners enrolled. It is National College of Ireland's policy that, should a programme commence, it will be offered to completion for the specific intake of learners. The College is committed to the provision of this programme. As a member of the Dublin Pillar II Cluster, NCI has agreement from Dublin City University and Maynooth University to provide Learner Protection. Learners may transfer to an appropriate DCU or Maynooth University programme. In the case where the programme does not have an appropriate transfer option DCU or Maynooth University will complete out the QQI award using NCI faculty and premises. NCI has agreement in principle from QQI and is currently working with QQI on finalising the arrangement of these provisions'

#### **1.6.11 Assessment of learners**

The panel is satisfied that the learners will be appropriately assessed and underpins the achievement of the relevant standard of knowledge, skill and competence and commends the innovative assessment methods outlined in some modules.

#### **1.6.12 Quality Assurance Arrangements**

The panel is satisfied that NCI has appropriate quality assurance arrangements in place and that no new quality assurance arrangements are required for these programmes. The documentation submitted demonstrated that the programme development followed rigorous institutional quality assurance to ensure that it conforms with strategy, stakeholders had been consulted with, had clearly identified resource requirements, and had undergone internal review prior to submission.

#### **1.6.13 Ethics**

It is expected that providers will have procedures in place to ensure that any teaching and learning or research activity at any level shall be conducted in a manner that is morally and professionally ethical. The panel was satisfied that this requirement has been met in respect of the proposed programmes.

#### **1.6.14 Programme Titles and Award Titles**

The Panel heard the rationale for the programme titles and is satisfied that the programme title and award as proposed as being appropriate and consistent with QQI policy for the naming of awards. The Postgraduate Diploma in Business in Entrepreneurship is intended primarily as an exit award for those learners who do not complete the MSc in Entrepreneurship.

### 1.6.15 RECOMMENDATION/COMMENT

#### FOR THE ATTENTION OF THE ACADEMIC COMMITTEE

The panel of experts recommend the validation of the following programme:

NFQ Level	<i>Level 9</i>
Programme Title	<b><i>Master of Science in Entrepreneurship</i></b>
ECTS	<i>90 ECTS</i>
Award Type	<i>Major Award</i>

NFQ Level	<i>Level 9</i>
Programme Title	<b><i>Postgraduate Diploma in Business in Entrepreneurship</i></b>
ECTS	<i>70 ECTS</i>
Award Type	<i>Major Award</i>

Subject to:

Council's general conditions of approval

### 1.6.16 Commendations

- Innovative methods of assessment
- Research on the modules – secondary reading lists
- Offering options and choice to students with the range of electives
- Use of open book exams
- Peer review of assessment
- Use of simulation game

### 1.6.17 Conditions

- C1. Reduce the number of programme learning outcomes to ensure that they can all be transparently assessed
- C2. Review the language of module learning outcomes to ensure that they are at the level appropriate to the award
- C3. Include repeat assessment strategy for each module
- C4. Explicitly state entry requirements
- C5. Clarify the detail of assessment structure for each module with respect to assessment of learning outcomes
- C6. Add additional financial elements to the Enterprise Module.

### 1.6.18 Recommendations

- R1. Include appropriate referencing in each of the book-lists
- R2. Expand indicative content in modules identified during the review discussions
- R3. Articulate the matching of learning outcomes to assessment matrix
- R4. Formalise industry advisory panels input to programme amendments and development
- R5. Ensure detailed feedback is provided to learners in a timely manner
- R6. Explore how ICT can be integrated into the programme so that there is some unavoidable exposure to ICT

- R7. Decrease enterprise simulation to 5 ECTS
- R8. Add 5 ECTS of entrepreneurship/innovation modules
- R9. Include option to have business enterprise/social entrepreneurship/consultancy project instead of dissertation
- R10. Change module title on Strategic Innovation and Technology management
- R11. Align assessment on the Enterprise module with MBA module

## 1.7 MSc in Marketing/Postgraduate Diploma in Business in Marketing

### 1.7.1 Details of Validation Event

<b>PROVIDER</b>	<b>National College of Ireland</b>
<b>DATE OF VISIT</b>	2-3 <sup>rd</sup> December 2014
<b>PROGRAMME(S) EVALUATED</b>	Master of Science in Marketing Postgraduate Diploma in Business in Marketing
<b>PROGRAMME (S) RECOMMENDED FOR APPROVAL</b>	Master of Science in Marketing Postgraduate Diploma in Business in Marketing
<b>PANEL OF EXPERTS</b>	Mr Gerard O'Donovan, Head of Faculty of Business & Humanities, Cork IT ( <i>Chair</i> ) Ms Carmel Brennan, Head of Department, Galway-Mayo Institute of Technology Ms Aine McManus, Head of Faculty, Graduate Business School, Griffith College, Dublin Dr Cecilia Hegarty, Director PLATO Eastern Border Region Mr Kevin Nolan, Snr Manager, Operational Excellence , Bank of Ireland  <i>In attendance:</i> Sinéad O'Sullivan, Director of Quality Assurance & Statistical Services, NCI ( <i>Rapporteur</i> ) Ms. Roisín Sweeney, QQI (Observing) Ms. Alga Mulhall, QQI (Observing)

### 1.7.2 Summary

The Expert Panel, having reviewed the documentation presented by NCI and considered the responses of the programme team during the course of the site visit; recommend approval of the following programmes

Master of Science in Marketing  
Postgraduate Diploma in Business in Marketing

With (7) conditions and five (5) recommendations

### 1.7.3 Examination of Programmes

The panel met with staff of NCI involved in the design of the programme, to examine the programme submission against the criteria for the validation of programmes as stipulated by the QQI board. In this regard, the QQI's *Core Validation Policy and Criteria, 2010, revised 2013* was used by the Panel. The panel was presented with extensive and comprehensive documentation. The panel heard that this programme was originally validated in 2011 and has had 2 intakes at full and part-time level. The class sizes thus far are small and as a result, the School and programme team elected not to propose any changes to the programme as it felt that there was insufficient evidence to do so.



#### 1.7.4 Development and publication of explicit intended learning outcomes

The programme submission documents, together with the outcome of discussions with NCI staff articulated the target learners' prerequisite learning and any other relevant assumptions about programme participants. The panel noted that there were a large number of programme learning outcomes and heard that the rationale for this was that each learning outcome was mapped more closely to the QQI award standards, but that the programme team agreed that these could be condensed to a fewer number. The panel is satisfied that the programme learning outcomes articulated are appropriate to the level and were designed using QQI's award standards for Science at level 9 of the National Framework of Qualifications.

#### 1.7.5 Programme content, design and learning environment

The Panel was concerned that the programme content appeared at first glance to be more appropriate to an undergraduate programme. While the panel accepts that the programme is taught and assessed at level 9, an explanation for its low level of popularity may be that graduates may not be attracted to module titles that they believe that they have studied before. The Vice Dean and Programme Director outlined the curriculum and teaching methodology and how digital technologies are embedded rather than a distinct area of study. The panel is of the view that the programme submission document would benefit greatly from a greater elaboration of this integration.

The panel is confident that the programme team is competent to enable learners to achieve the intended programme learning outcomes and to assess their achievements, in accordance with QQI's *Assessment and Standards 2013*. The panel is satisfied that the School of Business has sufficient resources within its current full-time and associate faculty to appropriately resource the programme.

Members of the panel visited the College library which also houses Assistive Technology resources for learners, teaching spaces, hardware lab and the Cloud Competency Centre and is satisfied that these resources are appropriate to these programme and learner population.

#### Module Comment

The panel requires that a review of all module titles is undertaken so that they clearly identify the intended postgraduate level of the programme and progression from an undergraduate award.

#### 1.7.6 Enabling the achievement of the intended programme learning outcomes

As noted earlier that the number of learning outcomes at a programme level should be condensed and is satisfied that learners will be able to meet the programme learning outcomes using the delivery mechanisms and patterns as described by the programme team.

#### 1.7.7 Actions and procedures for access, transfer and progression for learners

The Panel was satisfied that the procedures for access, transfer and progression are consistent with national policy. There was some discussion regarding the requirement for cognate degree holders and the panel requires that the entry requirements for this programme remain as validated. If non cognate degree holders are the intended audience, the programme team should consider revising the award to a Master of Arts in Marketing.

The panel is satisfied that the programme's use of *ECTS* (credit) and provisions for Recognition of Prior Learning (RPL) is consistent with QQI's *Assessment and Standards 2013* and with relevant national policy including:

- ix. NQAP's *Principles and Operational Guidelines for the Implementation of a National Approach to Credit in Irish Higher Education and Training 2006*
- x. NQAP's *Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training 2005*

### **1.7.8 Education and training needs**

The panel is satisfied that this programme satisfies a current need in the Irish education market..

### **1.7.9 Programme viability**

The Panel was satisfied that the programme is consistent with the provider's mission and strategy. The panel heard the projections for student intake over a 5 year period.

### **1.7.10 Learner Protection**

NCI's policy is that once a programme has commenced, the programme will be completed for all learners enrolled. It is National College of Ireland's policy that, should a programme commence, it will be offered to completion for the specific intake of learners. The College is committed to the provision of this programme. As a member of the Dublin Pillar II Cluster, NCI has agreement from Dublin City University and Maynooth University to provide Learner Protection. Learners may transfer to an appropriate DCU or Maynooth University programme. In the case where the programme does not have an appropriate transfer option DCU or Maynooth University will complete out the QQI award using NCI faculty and premises. NCI has agreement in principle from QQI and is currently working with QQI on finalising the arrangement of these provisions'

### **1.7.11 Assessment of learners**

The panel is satisfied that the learners will be appropriately assessed and underpins the achievement of the relevant standard of knowledge, skill and competence and commends the innovative assessment methods outlined in some modules.

### **1.7.12 Quality Assurance Arrangements**

The panel is satisfied that NCI has appropriate quality assurance arrangements in place and that no new quality assurance arrangements are required for these programmes. The documentation submitted demonstrated that the programme development followed rigorous institutional quality assurance to ensure that it conforms with strategy, stakeholders had been consulted with, had clearly identified resource requirements, and had undergone internal review prior to submission.

### **1.7.13 Ethics**

It is expected that providers will have procedures in place to ensure that any teaching and learning or research activity at any level shall be conducted in a manner that is morally and professionally ethical. The panel was satisfied that this requirement has been met in respect of the proposed programmes.

### **1.7.14 Programme Titles and Award Titles**

The Panel heard the rationale for the programme titles and is satisfied that the programme title and award as proposed as being appropriate and consistent with QQI policy for the naming of awards. The Postgraduate Diploma in Business in Marketing is intended primarily as an exit award for those learners who do not complete the MSc in Marketing.

### 1.7.15 RECOMMENDATION/COMMENT

#### FOR THE ATTENTION OF THE ACADEMIC COMMITTEE

The panel of experts recommend the validation of the following programme:

NFQ Level	<i>Level 9</i>
Programme Title	<b><i>Master of Science in Marketing</i></b>
ECTS	<i>90 ECTS</i>
Award Type	<i>Major Award</i>

NFQ Level	<i>Level 9</i>
Programme Title	<b><i>Postgraduate Diploma in Business in Marketing</i></b>
ECTS	<i>70 ECTS</i>
Award Type	<i>Major Award</i>

Subject to:

Council's general conditions of approval

### 1.7.16 Commendations

- Innovative methods of assessment
- Research on the modules – secondary reading lists
- Offering options and choice to students with the range of electives
- Use of open book exams
- Peer review of assessment
- Use of simulation game

### 1.7.17 Conditions

- C1. Reduce the number of programme learning outcomes to ensure that they can all be transparently assessed
- C2. Review the language of module learning outcomes to ensure that they are at the level appropriate to the award
- C3. Include repeat assessment strategy for each module
- C4. Explicitly state entry requirements
- C5. Clarify the detail of assessment structure for each module with respect to assessment of learning outcomes
- C6. Review module titles to reflect the intended level of the programme and progression from an undergraduate award
- C7. Update module descriptors and curriculum to highlight how marketing in a digital context is included and also ensuring global perspectives are included.

### 1.7.18 Recommendations

- R1. Include appropriate referencing in each of the book-lists
- R2. Expand indicative content in modules identified during the review discussions
- R3. Articulate the matching of learning outcomes to assessment matrix
- R4. Formalise industry advisory panels input to programme amendments and development

R5. Ensure detailed feedback is provided to learners in a timely manner

## 1.8 Appendix 1

### 1.8.1 NCI Staff Met

#### NCI Staff List Tuesday 2<sup>nd</sup> December

##### Morning Sessions

President	Dr Philip Matthews
Vice President for Academic Affairs & Research/ Acting Dean School of Business	Prof. Jimmy Hill
Registrar	Mr John McGarrigle
Vice Dean Postgraduate Programmes & Research	Dr Colette Darcy
Vice Dean Undergraduate Programmes	Mr Colin Whitston
Director Learning & Teaching Innovation & Research	Dr Leo Casey
Director Quality Assurance & Statistical Services	Ms Sinéad O'Sullivan

##### Afternoon Session

Manager IT	Ms Geraldine Minogue
Librarian	Ms Mary Buckley
Information Project Officer	Mr Keith Brittle
Learning Development	Dr Michael Goldrick
	Dr Laura Costello
Disability Officer	Ms Karen Mooney
Student Attendance & Retention Co-ordinator	Mr Jonathan Lynch
International Student Officer	Ms Sheila Mahon
Programme Co-Ordinator – MBA/MSc Management	Ms Laura Fallon
Programme Co-Ordinator – MSc Marketing	Ms Olivia Lee

##### Day 2: Programme Directors/ Faculty

Dr Peter Robbins  
 Dr Paul Hanly  
 Prof. Aidan Daly  
 Dr Philip McGovern  
 Mr Paul Healy  
 Dr Philip McGovern  
 Dr Laura Costello  
 Dr Rebecca Maguire  
 Dr Philip Hyland  
 Ms Karen Murray BL  
 Mr Julia Reynolds  
 Mr Fabian Armendariz  
 Mr Dermot Bradfield  
 Ms Rosalind Beere  
 Ms Michele Teevan  
 Mr Michael Bane  
 Mr Jonathan Lambert

## 1.8.2 Appendix 2: Students/Graduates Met

Mr Michael Lee, MBA Graduate

Conor Ryan, MSc in Management FT

Mette Hansen, MSc in Marketing FT

## 2 Programme Team Response

### National College of Ireland School of Business



Response to Programmatic Review Report  
May 2015

## 2.1 Introduction

The School of Business postgraduate programmatic review took place over a phased period to accommodate both level based and subject based review. The majority of programmes were evaluated on the 1-3<sup>rd</sup> December 2015, followed by a review of HRM programmes on the 19<sup>th</sup> March 2015.

On foot of both the self-assessment and individual programme sessions, the programmatic review panel offered up a number of recommendations in addition to a number of attaching conditions in relation to the programmes reviewed. The programme team have met and reviewed the report of the panel and are happy to accept all the conditions as set forth.

The panels highlighted a number of common conditions across all of the postgraduate programmes. These included, but were not limited to, a significant reduction in the number of programme learning outcomes, the inclusion of repeat assessment strategies and a review of the language used in some of the individual module level learning outcomes. The Vice Dean of Postgraduate Studies has commenced a project seeking to review the programme level outcomes across each of the postgraduate programmes with the aim of achieving tighter strategic alignment of the PLO's, the individual module learning outcomes and the assessment strategies used to assess these. While significant progress has been made in relation to this project it is envisaged that this will be an ongoing and iterative process whereby continuous improvement will be required as both faculty and learners engage with the new framework.

In addition there are a number of longer term recommendations which the panel have alluded to. While the programme team have moved immediately on those recommendations which are actionable straight away, some have a longer term focus and so will remain as standing items on the programme committee agendas until such time as they too have been addressed.

The following highlights each suggestion/condition and NCI's response to this.

### 2.1.1 Acknowledgements

The School of Business and in particular, the programme team, is grateful to the panels for their constructive engagement and helpful suggestions as to how the programmes we offer here at NCI might be improved. The process was overwhelmingly positive and the team wish to formally acknowledge this.

#### Self Evaluation panel

Mr Gerard O'Donovan, Head of Faculty of Business & Humanities, Cork IT (*Chair*)  
 Dr Tara Ryan, Education Partnerships/Student Services Manager, IADT  
 Dr Mark Glynn, Head Teaching Innovation Unit, DCU  
 Dr Felicity Kelliher, Snr Lecturer in Management, Waterford IT  
 Mr John Kelly, HSE, Learner Representative  
 Ms Fiona O'Riordan, Head of Teaching Excellence, Griffith College

#### Programme Panels

*MBA/MSc Management/MSc International Business/MSc Entrepreneurship*  
 Mr Gerard O'Donovan, Head of Faculty of Business & Humanities, Cork IT (*Chair*)  
 Ms Carmel Brennan, Head of Department, Galway-Mayo Institute of Technology  
 Ms Aine McManus, Head of Faculty, Graduate Business School, Griffith College, Dublin  
 Dr Cecilia Hegarty, Director PLATO Eastern Border Region  
 Mr Kevin Nolan, Snr Manager, Operational Excellence, Bank of Ireland

*MA/PG Dip in HRM*  
 Dr Christine Cross, Lecturer, Dept Personnel & Employment Relations, University of Limerick



Mr Colm Kelliher, Lecturer, HRM, Galway-Mayo IT  
 Dr Michael Pye, Principal Lecturer & PG Programme Tutor, University of Hertfordshire, UK  
 Mr Gerard Phelan, HR Director, Irish Wheelchair Association

## 2.2 Master of Business Administration

### 2.2.1 Response to Conditions

	Conditions	NCI Response
C1	Reduce the number of programme learning outcomes to ensure that they can all be transparently assessed	On foot of the panel visit, the Vice Dean for Postgraduate Studies and Research has undertaken to review the approach currently taken to Programme Learning Outcomes and specifically to review how NCI postgraduate programmes might incorporate the strategic alignment of learning outcomes to assessment within each of the programmes. This project has commenced and together with consultancy support from Loughborough University we have made significant progress. Included in the revised programme documentation is a significantly reduced set of programme learning outcomes which have then been mapped against the individual module learnings outcomes. In addition we have developed a new assessment matrix which visibly demonstrates the spread of assessment across the programme. It is intended that these three elements will form the basis of discuss amongst the programme team going forward to inform review and continuous improvement.
C2	Review the language of module learning outcomes to ensure that they are at the level appropriate to the award	As part of the project outlined above, each set of learning outcomes has been reviewed to ensure appropriate language usage in line with the level of the award and the relevant QQI standards.
C3	Include repeat assessment strategy for each module	Repeat assessment strategies have now been included for each of the modules as requested.
C4	Explicitly state entry requirements with reference to required work experience.	The access criteria has been explicitly stated as requested and clarified. The original document had stated three years' work experience but this has been clarified to state that this work experience should ideally be at management level or specialist grade level to remove the ambiguity which may arise regarding an applicant with low entry level experience seeking access to the programme.
C5	Clarify the detail of assessment structure for each module with respect to assessment of learning outcomes	Each module now has a complete set of assessment structure details including the link to learning outcomes attaching to each module.

## 2.2.2 Response to Recommendations

Panel Comments	NCI Response
<p><b>Enterprise Management:</b> The panel commends this module and recommends that the weighting for the 2nd part of the assessment is increased. The module objectives could be rationalised.</p>	<p>The programme team welcomes the panel recommendations and on foot of these have changed the assessment weighting as suggested. The start-up enterprise assignment is now weighted at 50% while the report on an entrepreneur is weighted at 35% with the final 15% allocated to the self-reflective diary. In addition the module objectives have been rationalised as suggested.</p>
<p><b>Managing Financial Resources:</b> Learning Outcome 6 should be reworded as it is aspirational.</p>	<p>Learning outcome 6 has been reworded and have been linked to the programme level learning outcomes notably I6.</p>
<p><b>Managing People:</b> The panel heard that this module arose from a merger of Strategic HRM &amp; Managing People. The title of the module should be reconsidered.</p>	<p>The module title has been changed to Strategic Management of Human Capital.</p>
<p><b>Doing Business in the Cloud:</b> This module is a common elective to this programme. There was some discussion at the meeting as to whether this module should be mandatory on this and other programmes so that learners had some explicit exposure to technology. The learning outcomes proposed in the documentation appear to be incorrect and those of another module – Global Value Chain</p>	<p>While the programme team can see the merits of having a compulsory technology based module as part of the programme it was not clear which module should be removed to make way for its inclusion. The programme team felt that given the positioning of this module and the material covered, that it would be highly attractive to the learners and is therefore likely to be selected as one of the two electives on this programme. The programme team have committed to reviewing the trend in elective selection over the course of next programmatic review cycle with a view to tracking preferences and eliciting student feedback.</p> <p>The learning outcomes for this module have been addressed. The LO's for Global Value Chain Management had been mistakenly adopted. This has now been rectified.</p>
<p><b>Effective Leadership:</b> The panel recommends that the use of guest lecturers should be highlighted in the module descriptor.</p>	<p>This has now been included in the Teaching and Learning Strategy section, 4.7.4 as suggested.</p>
<p><b>Corporate Governance &amp; CSR:</b> The panel recommends that the title of the module should be reconsidered and individual ethical behaviours included in the learning outcomes.</p>	<p>The title of the module has been changed to Corporate Social Responsibility and Business Ethics which is a truer reflection of the content of the module. Individual ethical behaviour has been included in LO3 as suggested by the panel.</p>
<p><b>International Field Trip:</b> This is an elective module which the panel feels would benefit all students were it mandatory. The panel heard the College rationale for its elective status which is primarily based on</p>	<p>The programme team welcome the support from the panel for the inclusion of the field trip as a mandatory element of this particular programme. The programme team are committed to keeping the issue under review and to continue to collect data from students with regard to their views on the matter. In addition, the programme team are committed to looking at how</p>

Panel Comments	NCI Response
reluctance to add additional cost to learners.	to resource such a trip while minimising cost for the student including, but not limited to, joining other institutions in their international field trip.
<b>Dissertation:</b> The panel heard that it was the original intention of the programme team to allow learners to undertake either a traditional dissertation or work-based project at its original validation. However, it became a condition of validation that the dissertation only be used. The student contact hours for the module should also be clarified.	The teaching methodology now clearly articulates contact hours with a supervisor of 4 hours. In addition to these four contact hours the panel were informed of various additional resources and supports in place to assist students, namely but not limited to, Project Information Officer in the Library, Maths Support Officer, the Learning Support Officers. In addition a number of guides have been developed and published both online and in booklet form to assist students namely the Quantitative Guide to Dissertation Completion, the Postgraduate Handbook and various voice over presentations.
<b>Employment Law:</b> The panel recommends that the use of 100% examination is reconsidered and that some form of summative assessment and feedback is provided to the learner prior to the terminal examination.	The programme team have considered the panel's comments with regard to this module. This module is common across a number of postgraduate programmes within the School of Business and was subject to further discussion at the programmatic review panel for the MA in HRM programme. The Teaching and Learning Strategy section of the module has been extended to fully capture the level and nature of the formative assessment attaching to this module; 'Complex problem solving exercises will be distributed either before or during the lecture and will be used to apply the legal theory to workplace disputes. Students will work in groups during the lecture to identify the employment law issues involved in the problem and will be required to identify and apply solutions that are legally sound. Some problem based questions may require students to do preparatory work as they will be exploring the application of the law in practice. The problem based questions will give students an indication of their strengths and weaknesses throughout the term. Students will be provided with a reading list at the start of the module detailing relevant case law, legislation and/or case law. Discussions will take place in class on the issues identified in the reading list. Presentations used by the lecturer may contain direct hyperlinks to relevant readings in particular to legislation and case law.' In adopting this approach students are given ample opportunity to develop their skills and receive feedback from the lecturer prior to attempting the exam element.
<b>Strategic Project Management:</b> The panel recommends the addition of 'Why Projects Fail'	This is included both within the learning outcomes LO5 and within the section on Project Audit and Closure – Why Projects Fail.

## 2.3 MSc/Postgraduate Diploma in Business in Management

### 2.3.1 Response to Conditions

	Conditions	NCI Response
C1	Reduce the number of programme learning outcomes to ensure that they	On foot of the panel visit, the Vice Dean for Postgraduate Studies and Research has undertaken to

	can all be transparently assessed	<p>review the approach currently taken to Programme Learning Outcomes and specifically to review how NCI postgraduate programmes might incorporate the strategic alignment of learning outcomes to assessment within each of the programmes. This project has commenced and together with consultancy support from Loughborough University we have made significant progress.</p> <p>Included in the revised programme documentation is a significantly reduced set of programme learning outcomes which have then been mapped against the individual module learnings outcomes. In addition we have developed a new assessment matrix which visibly demonstrates the spread of assessment across the programme. It is intended that these three elements will form the basis of discuss amongst the programme team going forward to inform review and continuous improvement.</p>
C2	Review the language of module learning outcomes to ensure that they are at the level appropriate to the award	As part of the project outlined above, each set of learning outcomes has been reviewed to ensure appropriate language usage in line with the level of the award and the relevant QQI standards.
C3	Include repeat assessment strategy for each module	Repeat assessment strategies have now been included for each of the modules as requested.
C4	Explicitly state entry requirements with reference to required work experience.	There is no requirement for candidates to have any work experience to access this programme. The only requirements are academic i.e. a 2.2 honours degree or equivalent. The candidate must have a reasonable expectation of being successful on the programme prior to admittance and therefore the College reserves the right to interview or request additional information from any candidate that they have concerns may struggle with any aspect of the programme. The entry criteria have been expanded in section 4.5.1. in line with this.
C5	Clarify the detail of assessment structure for each module with respect to assessment of learning outcomes	Each module now has a complete set of assessment structure details including the link to learning outcomes attaching to each module.

### 2.3.2 Response to Recommendations

Panel Comments	NCI Response
<b>Managing the Organisation:</b> The curriculum should be expanded.	The Managing the Organisation module descriptor did not accurately reflect the volume of material contained therein. The module is a very busy one and so the indicative content has been expanded to more accurately reflect the content.
<b>Financial Management:</b> If all learning outcomes are being tested in the final examination, the panel recommends increasing its weighting.	The programme team understand the rationale underpinning the recommendation of the panel however they feel that affording the learners the opportunity to 'bank' credit in advance of the examination is desirable particularly where the use of group work can assist weaker learners to learn from their

	<p>peers, as is hoped for with this group. To increase the weighting of the exam would likely result in greater pressure on the individual with less opportunity to be formally assessed prior to the exam. The assessment strategy is designed to deliberately allow the learner to grow their confidence in the module. The programme team have however agreed to keep this under review going forward in terms of tracking both exam and CA results to identify any patterns which may become apparent.</p>
<p><b>Entrepreneurship:</b> The panel recommends that some consideration should be made as to its sequencing.</p>	<p>Entrepreneurship is an elective on this programme however it has been one of the most popular electives to date. The programme team are open to holding this module back until the second semester however, while acknowledging the concerns of the panel, the programme team would counter this with the fact that the module tends to provide students with a great opportunity to bound and really get to grips with postgraduate study. They tend to really enjoy the module and so it can be beneficial in terms of settling learners into the programme of study. The quality of the work produced thus far has not been impacted in terms of quality by appearing in semester 1 of the programme. The programme team agree however to keep this under review going forward.</p>
<p><b>Marketing Management:</b> The panel recommends that some consideration should be made as to its sequencing.</p>	<p>As previously outlined, there are no prerequisites on the programme other than research methods in relation to the dissertation module. As the programme is offered on a modular basis the sequencing of modules is less relevant as may have traditionally been the case. That said, the programme team have listened to the panel and are happy to move the module to the second semester where possible.</p>
<p><b>Doing Business in the Cloud:</b> This module is a common elective to all programmes. There was some discussion at the meeting as to whether this module should be mandatory on this and other programmes so that learners had some explicit exposure to technology. The learning outcomes proposed in the documentation appear to be incorrect and those of another module – Global Value Chain</p>	<p>While the programme team can see the merits of having a compulsory technology based module as part of the programme it was not clear which module should be removed to make way for its inclusion. The programme team felt that given the positioning of this module and the material covered, that it would be highly attractive to the learners and is therefore likely to be selected as one of the two electives on this programme. The programme team have committed to reviewing the trend in elective selection over the course of next programmatic review cycle with a view to tracking preferences and eliciting student feedback.</p> <p>The learning outcomes for this module have been addressed. The LO's for Global Value Chain Management had been mistakenly adopted. This has now been rectified.</p>
<p><b>Global Value Chain :</b> This module should be reviewed with respect to learning outcomes &amp; assessment strategy</p>	<p>The documentation presented to the panel had incorrectly picked up the learning outcomes and assessment strategy in relation to another module. This error has now been corrected and so the attached learning outcomes and assessment are now correct.</p>
<p><b>Corporate Governance &amp; CSR:</b> The panel recommends that the title of the module should be reconsidered and individual ethical behaviours included in the learning outcomes.</p>	<p>The title of the module has been changed to Corporate Social Responsibility and Business Ethics which is a truer reflection of the content of the module. Individual ethical behaviour has been included in LO3 as suggested by the panel.</p>

<p><b>Employment Law:</b> The panel recommends that the use of 100% examination is reconsidered and that some form of summative assessment and feedback is provided to the learner prior to the terminal examination.</p>	<p>The programme team have considered the panel's comments with regard to this module. This module is common across a number of postgraduate programmes within the School of Business and was subject to further discussion at the programmatic review panel for the MA in HRM programme. The Teaching and Learning Strategy section of the module has been extended to fully capture the level and nature of the formative assessment attaching to this module; 'Complex problem solving exercises will be distributed either before or during the lecture and will be used to apply the legal theory to workplace disputes. Students will work in groups during the lecture to identify the employment law issues involved in the problem and will be required to identify and apply solutions that are legally sound. Some problem based questions may require students to do preparatory work as they will be exploring the application of the law in practice. The problem based questions will give students an indication of their strengths and weaknesses throughout the term. Students will be provided with a reading list at the start of the module detailing relevant case law, legislation and/or case law. Discussions will take place in class on the issues identified in the reading list. Presentations used by the lecturer may contain direct hyperlinks to relevant readings in particular to legislation and case law.' In adopting this approach students are given ample opportunity to develop their skills and receive feedback from the lecturer prior to attempting the exam element.</p>
<p><b>Strategic Project Management:</b> The panel recommends the addition of 'Why Projects Fail'</p>	<p>This is included both within the learning outcomes LO5 and within the section on Project Audit and Closure – Why Projects Fail.</p>

## 2.4 MSc/Postgraduate Diploma in Business in International Business

### 2.4.1 Response to Conditions

	Conditions	NCI Response
C1	Reduce the number of programme learning outcomes to ensure that they can all be transparently assessed	<p>On foot of the panel visit, the Vice Dean for Postgraduate Studies and Research has undertaken to review the approach currently taken to Programme Learning Outcomes and specifically to review how NCI postgraduate programmes might incorporate the strategic alignment of learning outcomes to assessment within each of the programmes. This project has commenced and together with consultancy support from Loughborough University we have made significant progress.</p> <p>Included in the revised programme documentation is a significantly reduced set of programme learning outcomes which have then been mapped against the individual module learnings outcomes. In addition we have developed a new assessment matrix which visibly demonstrates the spread of assessment across the programme. It is intended that these three elements will form the basis of discuss amongst the programme team going forward to inform review and</p>



		continuous improvement.
C2	Review the language of module learning outcomes to ensure that they are at the level appropriate to the award	As part of the project outlined above, each set of learning outcomes has been reviewed to ensure appropriate language usage in line with the level of the award and the relevant QQI standards.
C3	Include repeat assessment strategy for each module	Repeat assessment strategies have now been included for each of the modules as requested.
C4	Explicitly state entry requirements with reference to required work experience.	The access criteria has been explicitly stated as requested and clarified in section 2.3 for both standard and non-standard applicants.
C5	Clarify the detail of assessment structure for each module with respect to assessment of learning outcomes	Each module now has a complete set of assessment structure details including the link to learning outcomes attaching to each module.

## 2.4.2 Response to Recommendations

Panel Comments	NCI Response
<p><b>International Business:</b> International marketing should be removed from international business module and increase value chain or HR within that module. The title of the module should be reconsidered in the context of how it is presented on a student transcript within a degree specialising in International Business.</p>	<p>The programme team welcome the comments from the panel and this module has now been revised and retitled in line with the recommendations set forth.</p>
<p><b>International Finance:</b> The title of the module should be reconsidered in the context of how it is presented on a student transcript within a degree specialising in International Business.</p>	<p>Again the programme team were happy to accept the recommendation of the panel and have changed the title of this module to Contemporary Issues in Global Finance.</p>
<p><b>International Marketing:</b> The title of the module should be reconsidered in the context of how it is presented on a student transcript within a degree specialising in International Business</p>	<p>As with the module above, the programme team were happy to accept the recommendations of the panel and this module has now been retitled, Marketing in the Global Environment.</p>



## 2.5 MSc/Postgraduate Diploma in Business in Entrepreneurship

### 2.5.1 Response to Conditions

	Conditions	NCI Response
C1	Reduce the number of programme learning outcomes to ensure that they can all be transparently assessed	<p>On foot of the panel visit, the Vice Dean for Postgraduate Studies and Research has undertaken to review the approach currently taken to Programme Learning Outcomes and specifically to review how NCI postgraduate programmes might incorporate the strategic alignment of learning outcomes to assessment within each of the programmes. This project has commenced and together with consultancy support from Loughborough University we have made significant progress.</p> <p>Included in the revised programme documentation is a significantly reduced set of programme learning outcomes which have then been mapped against the individual module learnings outcomes. In addition we have developed a new assessment matrix which visibly demonstrates the spread of assessment across the programme. It is intended that these three elements will form the basis of discuss amongst the programme team going forward to inform review and continuous improvement.</p>
C2	Review the language of module learning outcomes to ensure that they are at the level appropriate to the award	As part of the project outlined above, each set of learning outcomes has been reviewed to ensure appropriate language usage in line with the level of the award and the relevant QQI standards.
C3	Include repeat assessment strategy for each module	Repeat assessment strategies have now been included for each of the modules as requested.
C4	Explicitly state entry requirements with reference to required work experience.	The access criteria has been explicitly stated as requested and clarified. The original document had stated three years' work experience but this has been clarified to state that this work experience should ideally be at management level or specialist grade level to remove the ambiguity which may arise regarding an applicant with low entry level experience seeking access to the programme.
C5	Clarify the detail of assessment structure for each module with respect to assessment of learning outcomes	Each module now has a complete set of assessment structure details including the link to learning outcomes attaching to each module.
C6	Add additional financial elements to the Enterprise Module.	As stated above the programme team accept the recommendation of the panel to beef up the financial element of this module. In response they are proposing that a foundational section on finance for start-ups is included in this module and that this further enhanced and formally tested through application as part of the simulation game. In this way learners will both have the theory and will be afforded the opportunity to apply it in a real life and meaningful fashion as part of the scenario presented in the simulation game.

	Conditions	NCI Response
		<p>Within the indicative content section of the Enterprise Module a new section has been added, namely Financing the Entrepreneurial Venture. This section seeks to ensure that learners understand the key concepts and theories related to funding an entrepreneurial venture and the choices and considerations which are likely to impact therein.</p> <p>Following on from this LO6 within the Simulation Game specifically seeks to assess financial challenges of enterprise development.</p>

### 2.5.2 Response to Recommendations

Panel Comments	NCI Response
<p><b>Dissertation:</b> The panel recommends that learners should be offered the opportunity to set up an enterprise /social enterprise/Consultancy project as an alternative to the traditional dissertation</p>	<p>The programme team welcome this innovative suggestion by the panel. A similar theme has been raised in relation to the MA in HRM dissertation and has applicability across all postgraduate programmes in terms of allowing/catering for different forms of dissertations. This recommendation however will require some thought and consideration prior to implementation particularly in relation to supervisor and marking of such works. That said however the programme team are broadly in favour of such an approach and thank the panel for the suggestions.</p>
<p><b>Field Trip:</b> The panel also recommends that a field trip should be offered to learners.</p>	<p>The programme team are happy to include the field trip as an elective on the programme. Given the choice of potential electives it is highly likely that the learners will opt for this one however the programme team are conscious of the potential costs attaching and so will seek out opportunities which may minimise this.</p>
<p><b>Enterprise Management:</b> The panel recommends that the assessment outlined in the MBA programme should be used in this module. The panel also requires the programme team to add additional financial elements to this module.</p>	<p>The programme team are in favour of this suggestion and it has been incorporated in relation to the assessment strategy.</p> <p>In addition the programme team agree that the financial element to the module could be beefed up and so have suggested the inclusion of an introductory session to finance for start-ups which lays the foundation within this module and is subsequently applied and hence assessed formally as part of the simulation game.</p>
<p><b>Simulation Game:</b> The panel recommends that the credit value for this module be reduced and an additional 5 ECTS of innovation/entrepreneurship be added.</p>	<p>The panel are happy to reduce the ECTS of this module to 5. The programme team are somewhat constrained on where to place the additional five credits. The programme team do not feel that the programme merits another five credit module particularly given the coverage of innovation and entrepreneurship across the programme. Rather the team felt that increasing the existing Strategic Management of Innovation and Technology would be the preferred option. In light of this the module has been extended and the module content updated to reflect this fact.</p>

## 2.6 MA /Postgraduate Diploma in Arts in HRM

### 2.6.1 Response to Conditions

	Conditions	NCI Response
C1	The programme level learning outcomes should be reviewed to ensure that they are all stated at level 9 and mapped to level 9 standards	<p>On foot of the panel visit, the Vice Dean for Postgraduate Studies and Research has undertaken to review the approach currently taken to Programme Learning Outcomes and specifically to review how NCI postgraduate programmes might incorporate the strategic alignment of learning outcomes to assessment within each of the programmes. This project has commenced and together with consultancy support from Loughborough University we have made significant progress.</p> <p>Included in the revised programme documentation is an overview of the QQI level 9 award standards appropriate to the programme. This then relates to the programme level outcomes which in turn is mapped against each individual module level outcome. In addition we have developed a new assessment matrix which visibly demonstrates the spread of assessment across the programme. It is intended that these three elements will form the basis of discussion amongst the programme team going forward to inform review and continuous improvement. It is an ongoing process and while a strong initial step has been taken it is the programme team's view that this approach, when bedded in properly, should result in greater clarity for both the student and faculty.</p>
C2	The dissertation should be included in the programme level learning outcome mapping	The dissertation has been included in the programme level learning outcome map as suggested.

### 2.6.2 Response to Recommendations

R1	The expectations of learners for 5 and 10 ECTS modules should be articulated in learning and assessment strategy.	Linked to C1 (condition 1) above, the project currently underway in relation to strategic alignment of learning outcomes should go some way to addressing this concern. The programme team are aware and conscious of it and the assessment matrix as now presented allows the programme team to get a great sense of the spread of assessment and the relative assessment load being placed on the learner.
R2	The word count for the dissertation should be reviewed downward.	The programme team agree that the word count is high but would stress this is considered the maximum. That said the word count as included in the programme material and module documentation now reflects the expected reality of 15,000 words and this has been replicated across all programmes at level 9.
R3	The programme team should consider investigating 30 credits for research methods and dissertation to establish best practice for delivery of	This is an interesting suggestion and one which the programme team are keen to investigate further. From an initial review of similar modules in other third level institutions there was no obvious example of this type of approach being taken. That said, it is something which the programme team can see the merits of but it will require some

	dissertations and alternatives as scale and capacity become important factors – consultancy project and credit for research paper.	further investigation and consideration prior to implementation.
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## **2.7 MSc in Marketing/Postgraduate Diploma in Business in Marketing**

The programme team is currently working on the conditions of this programme and expects to submit revised documentation to the panel by the end of May so that the revisions can be submitted to QQI's July 2015 PAEC meeting.

### 3 Panel Acceptance of Programme Team Response

#### Reaction of the Panel to the Programme Team Response

I have read the response and amended submission documents for the Postgraduate Programmes from the School of Business and have received feedback from the members of the other external review panel who have also received and reviewed the amended documentation.. I can state that it addresses in a satisfactory manner, all the conditions made by the panel.

Therefore we recommend these programmes for re validation to QQI.

Signed on behalf of the external review panel

Mr Gerard O'Donovan  
Chair



Date: 14th May, 2015.

## 4 Programme Schedules

## 4.1 Master of Business Administration

Name of Provider		National College of Ireland										
Programme Title (i.e. named award)		Master of Business Administration										
Award Title (QQI named award)		Master of Business Administration										
Stage Exit Award Title		FT, PT, ACCS										
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc)		FT, PT, ACCS										
Award Class	Award NQF Level	Award EQF Level	Stage	Stage NQF Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code				
Major	9	7	Award	9	7	90	September 2015	345				
Ref	Module Title	Semester	Module Status (M/E)	NQF Level	ECTS Credit Number	Total Student Effort			Allocation of Marks			
						Contact Hours	Independent Learning	Project %	CA %	Practical %	Final %	Total %
H9ENMAN	Enterprise Management	1	M	9	10	250	210	100	100			100
H9ECMGMT	Economics for Management	1	M	9	5	125	95	60			40	100
H9SERVMK	Services Marketing	1	M	9	5	125	95	50			50	100
H9MFR	Managing Financial Resources	1	M	9	5	125	95	40	10		50	100
H9MGPP	Strategic Management of Human Capital	1	M	9	5	125	95	100				100
H9RSMET	Research Methods	1/2/3	M	9	10	250	210	30	70			100
H9NEGLD	Effective Leadership in the Organisation	2	M	9	10	250	210	50			50	100
H9GLENV	Strategic Management and the Global Environment	2	M	9	5	125	95	100				100
H9CGBE	Corporate Social Responsibility and Business Ethics	2	M	9	5	125	95	50			50	100
H9ENGS	Enterprise Simulation Game	3	M	9	5	250	210	15	85			100
H9DISS	Dissertation	3	M	9	15	500	494	4	100			100

Special Regulations:

The dissertation may not be compensated. Students must pass the research methods proposal prior to proceeding to the Dissertation.

Students must select 2 electives from the elective selection for this programme

Name of Provider		National College of Ireland											
Programme Title (i.e. named award)		MBA											
Award Title (QQI named award)		MBA											
Stage Exit Award Title													
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc)		FT, PT, ACCS											
Award Class	Award NQF Level	Award E/QF Level	Stage NQF Level	Stage E/QF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code						
Major	9	7	Award	7	90	September 2015	345						
Ref	Module Title		Semester		Total Student Effort			Allocation of Marks					
	Award NQF Level	Award E/QF Level	Module Status (M/E)	NQF Level	ECTS Number	Total Hours	Contact Hours	Independent Learning	CA %	Project %	Practical %	Final %	Total %
H9COMLAW		1	E	9	5	135	30	105	30			70	100
H9MKMGMT		1	E	9	5	135	30	105	100				100
H9ELAW		2	E	9	5	135	30	105				100	100
H9INMKT		1	E	9	5	135	30	105	100				100
H9INFINC		1	E	9	5	135	30	105		40		60	100
New elective		1	E	9	5	135	30	105	50			50	100
New elective		1	E	9	5	135	30	105	50			50	100
New elective		2	E	9	5	135	30	105		100			100
New elective		2	E	9	5	135	30	105	50			50	100
New elective		2	E	9	5	135	30	105		100			100
New elective		2	E	9	5	135	30	105		50			100
New elective		2	E	9	5	135	30	105					
New elective		2	E	9	5	135	30	105	50	50			100
New elective		2	E	9	5	135	30	105	50	50			100

Electives are offered in all semesters and delivered subject to minimum numbers. Normally in part-time delivery mode, a student takes 1 elective per year of study

## 4.2 MA in HRM

Name of Provider		National College of Ireland														
Programme Title (i.e. named award)		Master of Arts in HRM														
Award Title (HETAC named award)		Master of Arts in HRM														
Stage Exit Award Title		Postgraduate Diploma in Arts in HRM														
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc.)		Full Time, Part-time, ACCS, Modular														
Award Class	Award NQF Level	Award EQF Level	Semester	Stage NQF Level	Stage EQF Level	Stage NQF Level	Stage EQF Level	Stage Credit (ECTS)			Date Effective	ISCED Subject Code				
								Total Hours	Contact Hours	Independent Learning		CA %	Project %	Practical %	Final %	Total %
MAJOR	9	7	7	AWARD	9	7	ECTS Credit Number	Total Student Effort	Allocation of Marks					343		
Ref	Module Title			Status (M/E)	NQF Level	ECTS Credit Number	Total Hours	Contact Hours	Independent Learning	CA %	Project %	Practical %	Final %	Total %		
H9HRMBC	Human Resources Management in a Business Context	1		M	9	10	200	36	164	60			40	100		
H9LM	Leading & Managing	2		M	9	10	200	36	164	60			40	100		
H9TD	Talent Development	1		M	9	10	200	36	164	100				100		
H9MCM	Mediation and Conflict Management	2		M	9	10	200	36	164	100				100		
H9IHRM	International HRM	2		M	9	5	100	24	76	100				100		
H9ELAW	Employment Law	1		M	9	5	100	30	76	100			100	100		
H9PPLR	People Resourcing	1		M	9	5	100	24	76	100				100		
H9ER	Employee Relations	2		M	9	5	100	24	76	100				100		
H9RSMET	Research Methods	1 and 2		M	9	10	200	30	170	70	30			100		
H9DISS	Dissertation	3		M	9	20	400		400		100			100		

**Special Regulations:** The dissertation must not be compensated. Students must pass the research methods proposal prior to proceeding to the Dissertation. Students must obtain a minimum of 50 on their dissertation module to be eligible for CIJD membership and cannot avail of the pass by compensation rule in doing so.



## 4.2.1 Postgraduate Diploma in Arts in HRM

National College of Ireland																					
Postgraduate Diploma in Arts in HRM																					
Postgraduate Diploma in Arts in HRM																					
Stage Exit Award Title																					
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc.)																					
Full Time, Part-time, ACCS, Modular																					
Award Class	Award NQF Level	Award EQF Level	Semester	Stage	Stage NQF Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code	Allocation of Marks											
										Module Status (M/E)	Module NQF Level	ECTS Credit Number	Total Hours	Contact Hours	Independent Learning	CA %	Project %	Final %	Total %		
MAJOR	9	7		AWARD	9	7	60				343										
Ref	Module Title						Total Student Effort														
H9HRMBC	Human Resources Management in a Business Context	1		M	9	10	200	36	164		60										100
H9LM	Leading & Managing	2		M	9	10	200	36	164		60										100
H9TD	Talent Development	1		M	9	10	200	36	164		100										100
H(1BI	Investigating a Business Issue from a HR Perspective			E	9	10	200	36	164				100								100
H9MCM	Mediation and Conflict Management	2		E	9	10	200	36	164		100										100
H9IHRM	International HRM	2		M	9	5	100	24	76		100										100
H9ELAW	Employment Law	1		M	9	5	100	30	76											100	100
H9PPLR	People Resourcing	1		M	9	5	100	24	76		100										100
H9ER	Employee Relations	2		M	9	5	100	24	76		100										100

**Special Regulations:** Students must choose between Mediation and Conflict Management and Investigating a Business Issue. Those students seeking to exit with the PG Dip and CIPD would be advised to choose the IBI elective. Those students considering remaining on for the full MA in HRM award would be advised to complete the Mediation and Conflict Management module.

### 4.3 MSc in Entrepreneurship

Name of Provider		National College of Ireland										
Programme Title (i.e. named award)		MSc in Entrepreneurship										
Award Title (QQI named award)		MSc in Entrepreneurship										
Stage Exit Award Title		Postgraduate Diploma in Business in Entrepreneurship										
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc)		FT, PT, ACCS										
Award Class	Award NQF Level	Award EQF Level	Stage	Stage NQF Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code				
Major	9	7	Award	9	7	70	September 2015	345				
Ref	Module Title	Semester	Module Status (M/E)	Stage NQF Level		Stage EQF Level		Allocation of Marks			Total %	
				NQF Level	EQF Level	Total Hours	Contact Hours	Independent Learning	CA %	Project %		Practical %
H9ENMAN	Enterprise Management	1	M	9	7	250	30	220	100			100
H9STDEC	Strategy for Decision Making	1	M	9	7	250	30	220	100			100
H9MKMGMT	Marketing Management	1	M	9	7	125	30	95	100			100
H9COMLAW	Commercial Law	1	M	9	7	125	30	95	30		70	100
H9RSMET	Research Methods	1 and 2	M	9	7	250	30	220	30	70		100
H9STROG	Managing the Organisation	2	M	9	7	250	30	220	50		50	100
H9ENGS	Enterprise Simulation Game	2	M	9	7	250	30	220	15	35+50		100
New Module	Management of Innovation & Technology	2	M	9	7	250	30	220	50		50	100
H9DISS	Dissertation	3	M	9	7	500	4	494		100		100
<b>Special Regulations:</b>												
The learner must take 1 elective from the electives listed on the programme elective schedule.												

Name of Provider		National College of Ireland											
Programme Title (i.e. named award)		MSc in Entrepreneurship											
Award Title (QQI named award)		MSc in Entrepreneurship											
Stage Exit Award Title		Postgraduate Diploma in Business in Entrepreneurship											
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc)		FT, PT, ACCS											
Award Class	Award NQF Level	Award EQF Level	Stage	Stage NQF Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code					
Major	9	7	Award	9	7	90	September 2015	345					
Ref	Module Title		Semester		ECTS Credit		Allocation of Marks						
			Status (M/E)	NQF Level	Number	Total Hours	Contact Hours	Independent Learning	CA %	Project %	Practical %	Final %	Total %
H9CGBE	Corporate Social Responsibility and Business Ethics		E	9	5	125	30	95		50		50	100
H9INFINC	Contemporary Issues in Global Finance		E	9	5	125	30	95		40		60	100
H9SERVMK	Services Marketing		E	9	5	125	30	95	50			50	100
H9INTBS	International Business		E	9	5	125	30	95		30		70	100
H9MGPP	Strategic Management of Human Capital		E	9	5	125	30	95		100			100
H9ELAW	Employment Law		E	9	5	125	30	95				100	100
New elective	Global Value Chain Management (Operations Management)		E	9	5	125	30	95	50			50	100
New elective	Doing Business on the Cloud		E	9	5	125	30	95					
New elective	Strategic Project Management		E	9	5	125	30	95	50			50	100
New elective	Strategic ICT & eBusiness Implementation		E	9	5	125	30	95		100			100
New elective	International Field Trip		E	9	5	135	30	105	50	50			100

#### 4.3.1 Postgraduate Diploma in Business in Entrepreneurship

Name of Provider		National College of Ireland									
Programme Title (i.e. named award)		Postgraduate Diploma in Business in Entrepreneurship									
Award Title (QQI named award)		Postgraduate Diploma in Business in Entrepreneurship									
Stage Exit Award Title		FT, PT, ACCS									
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc)		FT, PT, ACCS									
Award Class	Award NQF Level	Award EQF Level	Stage	Stage NQF Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code			
Major	9	7	Award	9	7	70	September 2015	345			
Ref	Module Title	Semester	Module Status (M/E)	NQF Level	ECTS Credit Number	Total Student Effort	Independent Learning	CA %	Project %	Practical %	Total %
						Total Hours					
H9ENMAN	Enterprise Management	1	M	9	10	250	220	100			100
H9STDEC	Strategy for Decision Making	1	M	9	10	250	220	100			100
H9MKMGMT	Strategic Marketing Management	1	M	9	5	125	95	100			100
H9COMLAW	Commercial Law	1	M	9	5	125	95	30			100
H9RSMET	Research Methods	1 and 2	M	9	10	250	220	30	70		100
H9STRORG	Managing the Organisation	2	M	9	10	250	220	50			100
H9ENGS	Enterprise Simulation Game	2	M	9	5	250	220	15	35+50		100
New Module	Strategic Management of Innovation & Technology	2	M	9	10	125	95	50			100
<b>Special Regulations:</b>											
The learner must take 1 elective from the electives listed on the programme elective schedule.											

Name of Provider		National College of Ireland												
Programme Title (i.e. named award)		Postgraduate Diploma in Business in Entrepreneurship												
Award Title (QQI named award)		Postgraduate Diploma in Business in Entrepreneurship												
Stage Exit Award Title		FT, PT, ACCS												
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc)		FT, PT, ACCS												
Award Class	Module Title	Award NQF Level	Award EQF Level	Stage	Stage NQF Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code					
Major		9	7	Award	9	7	70	September 2015	345					
Ref	Module Title	Semester		Module		ECTS Credit		Total Student Effort		Allocation of Marks		Total %		
		Status (M/E)	NQF Level	Status (M/E)	NQF Level	Number	Total Hours	Contact Hours	Independent Learning	CA %	Project %	Practical %	Final %	
H9CGBE	Corporate Governance, Business Ethics and CSR	E	9	E	9	5	125	30	95		50		50	100
H9INFNC	International Finance	E	9	E	9	5	125	30	95		40		60	100
H9SERVMK	Services Marketing	E	9	E	9	5	125	30	95	50			50	100
H9INTBS	International Business	E	9	E	9	5	125	30	95		30		70	100
H9MGPP	Managing People	E	9	E	9	5	125	30	95		100			100
H9ELAW	Employment Law	E	9	E	9	5	125	30	95				100	100
New elective	Global Value Chain Management (Operations Management)	E	9	E	9	5	125	30	95	50			50	100
New elective	Doing Business on the Cloud	E	9	E	9	5	125	30	95					
New elective	Strategic Project Management	E	9	E	9	5	125	30	95	50			50	100
New elective	Strategic ICT & eBusiness Implementation	E	9	E	9	5	125	30	95		100			100
New elective	International Field Trip	E	9	E	9	5	135	30	105	50	50			100

**4.4 MSc in Management**

Name of Provider		National College of Ireland											
Programme Title (i.e. named award)		MSc. Management											
Award Title (QQI named award)		MSc. Management											
Stage Exit Award Title		Postgraduate Diploma in Business in Management											
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc)		FT, PT, ACCS											
Award Class	Award NQF Level	Award EQF Level	Stage NQF Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code						
Major	9	7	Award	7	90	September 2015	345						
Ref	Module Title		Semester		Total Student Effort			Allocation of Marks					
	Award NQF Level	Award EQF Level	Status (M/E)	NQF Level	ECTS Credit Number	Total Hours	Contact Hours	Independent Learning	CA %	Project %	Practical %	Final %	Total %
H9STRORG	9	7	M	9	10	250	30	220	50			50	100
H9FINMG	9	7	M	9	10	250	30	220	60			40	100
H9MKMGMT	9	7	M	9	5	125	30	95	100				100
H9RSMET	9	7	M	9	10	250	30	220	30	70			100
H9STDEC	9	7	M	9	10	250	30	220	100				100
H9ECOMA	9	7	M	9	10	250	30	220	60			40	100
H9INTBS	9	7	M	9	5	125	30	95	50			50	100
H9DISS	9	7	M	9	20	500	4	494		100			100
<b>Special Regulations:</b>													
Learners must pass the research proposal in order to progress onto the dissertation module.													
The dissertation must be passed and may not be used for compensation.													
The learner must take 2 electives from the electives listed on the MSc Management programme. They may not select an elective offered on another programme if they wish to exit with the award of MSc Management.													

Name of Provider		National College of Ireland													
Programme Title (i.e. named award)		MSc. Management													
Award Title (QQI named award)		MSc. Management													
Stage Exit Award Title		Postgraduate Diploma in Business in Management													
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc)		FT, PT, ACCS													
Award Class	Module Title	Award NQF Level	Award EQF Level	Stage	Stage NQF Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code						
Major		9	7	Award	9	7	90	September 2015	345						
Ref		Semester		Module Status (M/E)	NQF Level	ECTS Credit Number	Total Student Effort		Allocation of Marks						
							Total Hours	Contact Hours	Independent Learning	CA %	Project %	Practical %	Final %	Total %	
H9COMLAW	Commercial Law		1	E	9	5	125	30	95	30				70	100
H9CGBE	Corporate Social Responsibility and Business Ethics		1	E	9	5	125	30	95		50			50	100
H9INFINC	Contemporary Issues in Global Finance		1	E	9	5	125	30	95		40			60	100
H9SERVMK	Services Marketing		1	E	9	5	125	30	95	50				50	100
H9ENTRP	Entrepreneurship		1	E	9	5	125	30	95		100				100
H9MGPP	Strategic Management of Human Capital		1	E	9	5	125	30	95		100				100
H9ELAW	Employment Law		2	E	9	5	125	30	95					100	100
New elective	Global Value Chain Management (Operations Management)		2	E	9	5	125	30	95	50				50	100
New elective	Doing Business on the Cloud		2	E	9	5	125	30	95		100				100
New elective	Strategic Project Management		2	E	9	5	125	30	95	50				50	100
New elective	Strategic ICT & eBusiness Implementation		2	E	9	5	125	30	95		100				100
New elective	Management of Innovation & Technology		1	E	9	5	125	30	95	50				50	100

Normally, a full-time student will take an elective per semester. In part-time delivery mode, a student will select an elective per year of study. All electives are offered each semester and delivered subject to minimum numbers.

#### 4.4.1 Postgraduate Diploma in Business in Management

National College of Ireland														
Postgraduate Diploma in Business in Management														
Stage Exit Award Title														
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc)														
FT, PT, ACCS														
Award Class	Module Title	Award NQF Level	Award EQF Level	Semester	Stage (M/E)	Stage NQF Level	Stage EQF Level	Stage Credit (ECTS)			Date Effective	ISCED Subject Code		
								Total Hours	Contact Hours	Independent Learning		CA %	Project %	Practical %
Major	Ref	9	7	Award	9	7	70	September 2015			345			
					Module Status (M/E)	ECTS Number	Total Student Effort	Allocation of Marks						
H9STRORG	Managing the Organisation	1	M	9	10	250	30	220	50			50	100	
H9FINMG	Financial Management	1	M	9	10	250	30	220	60			40	100	
H9MKMGWT	Marketing Management	1	M	9	5	125	30	95	100				100	
H9RSMET	Research Methods	1 and 2	M	9	10	250	30	220	30	70			100	
H9STDEC	Strategy for Decision Making	2	M	9	10	250	30	220	100				100	
H9ECOMA	Economics for Management	2	M	9	10	250	30	220	60			40	100	
H9INTBS	International Business	2	M	9	5	125	30	95	50			50	100	
H9DISS	Dissertation	2 and 3	M	9	20	500	4	494		100			100	

#### Special Regulations:

Learners must pass the research proposal in order to progress onto the dissertation module.

The dissertation must be passed and may not be used for compensation.

The learner must take 2 electives from the electives listed



Name of Provider		National College of Ireland												
Programme Title (i.e. named award)		Postgraduate Diploma in Business in Management												
Award Title (QQI named award)		Postgraduate Diploma in Business in Management												
Stage Exit Award Title		FT, PT, ACCS												
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc)		FT, PT, ACCS												
Award Class	Module Title	Award NQF Level	Award EQF Level	Stage	Stage NQF Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code					
Major	Module Title	9	7	Award	9	7	70	September 2015	345					
Ref	Module Title	Semester		Module Status (M/E)	NQF Level	ECTS Credit Number	Total Student Effort		Allocation of Marks			Total %		
							Total Hours	Contact Hours	Independent Learning	CA %	Project %	Practical %	Final %	
H9COMLAW	Commercial Law	1		E	9	5	125	30	95	30			70	100
H9CGBE	Corporate Social Responsibility and Business Ethics	1		E	9	5	125	30	95		50		50	100
H9INFINC	Contemporary Issues in Global Finance	1		E	9	5	125	30	95		40		60	100
H9SERVMK	Services Marketing	1		E	9	5	125	30	95	50			50	100
H9ENTRP	Entrepreneurship	1		E	9	5	125	30	95		100			100
H9MGPP	Strategic Management of Human Capital	1		E	9	5	125	30	95		100			100
H9ELAW	Employment Law	2		E	9	5	125	30	95				100	100
New elective	Global Value Chain Management (Operations Management)	2		E	9	5	125	30	95	50			50	100
New elective	Doing Business on the Cloud	2		E	9	5	125	30	95		100			100
New elective	Strategic Project Management	2		E	9	5	125	30	95	50			50	100
New elective	Strategic ICT & eBusiness Implementation	2		E	9	5	125	30	95		100			100
New elective	Management of Innovation & Technology	1		E	9	5	125	30	95	50			50	100

Normally, a full-time student will take an elective per semester. In part-time delivery mode, a student will select an elective per year of study. All electives are offered each semester and delivered subject to minimum numbers.

MSc in International Business

Name of Provider		National College of Ireland										
Programme Title (i.e. named award)		MSc. International Business										
Award Title (QQI named award)		MSc. International Business										
Stage Exit Award Title		Postgraduate Diploma in Business in International Business										
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc)		FT, PT, ACCS										
Award Class	Award NQF Level	Award EQF Level	Stage	Stage NQF Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code				
Major	9	7	Award	9	7	90	September 2015	345				
Ref	Module Title	Semester	Module Status (M/E)	NQF Level	ECTS Credit Number	Total Student Effort	Independent Learning	CA %	Project %	Practical %	Final %	Total %
						Total Hours	Contact Hours					
<b>H9INTB</b>	<b>MNEs and the Global Business Environment</b>	1	M	9	10	250	30	100				100
<b>H9STRORG</b>	<b>Managing the Organisation</b>	1	M	9	10	250	30	50			50	100
<b>H9INMKT</b>	<b>Marketing in the Global Environment</b>	1	M	9	5	125	30	100				100
<b>H9CGBE</b>	<b>Corporate Social Responsibility and Business Ethics</b>	1	M	9	5	125	30		50		50	100
<b>H9RSMET</b>	<b>Research Methods</b>	1 and 2	M	9	10	250	30	30	70			100
	<b>ELECTIVE*</b>	1 or 2	E	9	5	125	30					
<b>H9STDEC</b>	<b>Strategy for Decision Making</b>	2	M	9	10	250	30	100				100
<b>H9ECOMA</b>	<b>Economics for Management</b>	2	M	9	10	250	30	60			40	100
<b>H9INFINC</b>	<b>Contemporary Issues in Global Finance</b>	2	M	9	5	125	30		40		60	100
<b>H9DISS</b>	<b>Dissertation</b>	2 and 3	M	9	20	500	6		100			100

**Special Regulations:**

Learners must pass the research proposal in order to progress onto the dissertation module.

The dissertation must be passed and may not be used for compensation.

The learner must take 1 elective from the electives listed on the MSc International Business programme. They may not select an elective offered on another programme if they wish to exit with the award of MSc International Business

\*See elective schedule

## 4.5 MSc International Business

Name of Provider		National College of Ireland												
Programme Title (i.e. named award)		MSc. International Business												
Award Title (QQI named award)		MSc. International Business												
Stage Exit Award Title		Postgraduate Diploma in Business in International Business												
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc)		FT, PT, ACCS												
Award Class	Award NQF Level	Award EQF Level	Stage NQF Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code							
Major	9	7	Award	9	90	September 2015	345							
Ref	Module Title		Semester		Total Student Effort			Allocation of Marks						
	Award NQF Level	Award EQF Level	Status (M/E)	NQF Level	ECTS Credit Number	Total Hours	Contact Hours	Independent Learning	CA %	Project %	Practical %	Final %	Total %	
<b>H9INTB</b>			<b>MNEs and the Global Business Environment</b>		1	M	9	10	250	30	220	100		100
<b>H9STRORG</b>			<b>Managing the Organisation</b>		1	M	9	10	250	30	220	50		100
<b>H9INMKT</b>			<b>Marketing in the Global Environment</b>		1	M	9	5	125	30	95	100		100
<b>H9CGBE</b>			<b>Corporate Social Responsibility and Business Ethics</b>		1	M	9	5	125	30	95	50		100
<b>H9RSMET</b>			<b>Research Methods</b>		1 and 2	M	9	10	250	30	220	30	70	100
<b>H9STDEC</b>			<b>Strategy for Decision Making</b>		2	M	9	10	250	30	220	100		100
<b>H9ECOMA</b>			<b>Economics for Management</b>		2	M	9	10	250	30	220	60		100
<b>H9INFINC</b>			<b>Contemporary Issues in Global Finance</b>		2	M	9	5	125	30	95	40		100
<b>H9DISS</b>			<b>Dissertation</b>		2 and 3	M	9	20	500	6	494	100		100

**Special Regulations:**

Learners must pass the research proposal in order to progress onto the dissertation module.

The dissertation must be passed and may not be used for compensation.

The learner must take 1 elective from the electives listed on the MSc International Business programme. They may not select an elective offered on another programme if they wish to exit with the award of MSc International Business

Name of Provider		National College of Ireland																											
Programme Title (i.e. named award)		MSc. International Business																											
Award Title (QQI named award)		MSc. International Business																											
Stage Exit Award Title		Postgraduate Diploma in Business in International Business																											
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc)		FT, PT, ACCS																											
Award Class		Award NQF Level		Award EQF Level		Stage		Stage NQF Level		Stage EQF Level		Stage Credit (ECTS)		Date Effective		ISCED Subject Code													
Major		9		7		Award		9		7		90		September 2015		345													
Ref		Module Title		Semester		Module Status (M/E)		NQF Level		ECTS Credit Number		Total Student Effort		Allocation of Marks		Total %													
												Total Hours		Contact Hours		Independent Learning		CA %		Project %		Practical %		Final %		Total %			
H9SERVMK		Services Marketing	1	E	9	5	125	30	95	50	100	100	50	100	50	100													
H9MKMGMT		Marketing Management	1	E	9	5	125	30	95	100	100	100	100	100	100	100													
H9MGPP		Strategic Management of Human Capital	1	E	9	5	125	30	95	100	100	100	100	100	100	100													
H9ELAW		Employment Law	1	E	9	5	125	30	95																				
H9COMLAW		Commercial Law	1	E	9	5	125	30	95	30	70	100	30	70	100	100													
New elective		Management of Innovation & Technology	2	E	9	5	125	30	95	50	50	100	50	50	100	100													
New elective		Global Value Chain Management (Operations Management)	2	E	9	5	125	30	95	50	50	100	50	50	100	100													
New elective		Doing Business on the Cloud	2	E	9	5	125	30	95	100	100	100	100	100	100	100													
New elective		Strategic Project Management	2	E	9	5	125	30	95	50	50	100	50	50	100	100													
New elective		Strategic ICT & eBusiness Implementation	2	E	9	5	125	30	95	100	100	100	100	100	100	100													

## 4.5.1 Postgraduate Diploma in Business in International Business

Name of Provider		National College of Ireland												
Programme Title (i.e. named award)		Postgraduate Diploma in Business in International Business												
Award Title (QQI named award)														
Stage Exit Award Title														
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc)		FT, PT, ACCS												
Award Class	Module Title	Award NQF Level	Award EQF Level	Stage	Stage NQF Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code	Allocation of Marks				
Major		9	7	Award	9	7	70	September 2015	345	CA %	Project %	Practical %	Final %	Total %
Ref		Semester		Module Status (M/E)	NQF Level	ECTS Credit Number	Total Student Effort	Independent Learning						
							Total Hours	Contact Hours						
<b>H9INTB</b>	<b>MNEs and the Global Business Environment</b>		1	M	9	10	250	30		100				100
<b>H9STRORG</b>	<b>Managing the Organisation</b>		1	M	9	10	250	30		50			50	100
<b>H9INMKT</b>	<b>Marketing in the Global Environment</b>		1	M	9	5	125	30		100				100
<b>H9CGBE</b>	<b>Corporate Social Responsibility and Business Ethics</b>		1	M	9	5	125	30			50		50	100
<b>H9RSMET</b>	<b>Research Methods</b>		1 and 2	M	9	10	250	30		30	70			100
<b>H9STDEC</b>	<b>ELECTIVE*</b>		1 or 2	E	9	5	125	30						
	<b>Strategy for Decision Making</b>		2	M	9	10	250	30		100				100
<b>H9ECOMA</b>	<b>Economics for Management</b>		2	M	9	10	250	30		60			40	100
<b>H9INFINC</b>	<b>Contemporary Issues in Global Finance</b>		2	M	9	5	125	30			40		60	100
<b>Special Regulations:</b>														
Learners must pass the research proposal in order to progress onto the dissertation module.														
*The learner must take 1 elective from the electives listed on the MSc International Business programme.														

\*See elective schedule

Name of Provider		National College of Ireland											
Programme Title (i.e. named award)		Postgraduate Diploma in Business in International Business											
Award Title (QQI named award)													
Stage Exit Award Title													
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc)		FT, PT, ACCS											
Award Class	Award NQF Level	Award EQF Level	Stage	Stage NQF Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code					
Major	9	7	Award	9	7	70	September 2015	345					
Ref	Module Title		Semester		ECTS Credit		Allocation of Marks						
	Award NQF Level	Award EQF Level	Status (M/E)	NQF Level	Number	Total Hours	Contact Hours	Independent Learning	CA %	Project %	Practical %	Final %	Total %
H9SERVMK			E	9	5	125	30	95	50			50	100
H9MKMGMT			E	9	5	125	30	95	100				100
H9MGPP			E	9	5	125	30	95		100			100
H9ELAW			E	9	5	125	30	95				100	100
H9COMLAW			E	9	5	125	30	95	30			70	100
New elective			E	9	5	125	30	95	50			50	100
New elective			E	9	5	125	30	95	50			50	100
New elective			E	9	5	125	30	95		100			100
New elective			E	9	5	125	30	95					100
New elective			E	9	5	125	30	95					100
New elective			E	9	5	125	30	95	50			50	100
New elective			E	9	5	125	30	95					100
New elective			E	9	5	125	30	95					100

