

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

## Report of the Programme Evaluation Panel

<b>Provider's Name:</b>	National College of Ireland
<b>Address:</b>	Mayor Square
	IFSC
	Dublin 1
<b>QA procedures agreed on:</b>	2006
<b>QA procedures reviewed on:</b>	2010
<b>Programme(s) submitted for approval:</b>	<b>Leading to the award of:</b>
1. Certificate in Management of Information Systems and Social Impact Measurement	Certificate in Management of Information Systems and Social Impact Measurement
2.	
3.	
4.	
5.	
<b>Date submitted to QQI:</b>	
<b>Date of Evaluation:</b>	16 June 2016
<b>Date of Report:</b>	17 June 2016

### Membership of the Programme Evaluation Panel:

<b>Role</b>	<b>Name</b>	<b>Area of Expertise</b>	<b>QQI Peer Review Reference Listing</b>
<b>Chairperson</b>	Mr Gerard O'Donovan	Chair, Head of Faculty of Business & Humanities, Cork IT	
<b>External Specialist</b>	Ms Donna Day Lafferty	Third Sector, Fundraising	
<b>External Specialist</b>	Ms Aine McManus	Management, Information Technologies	
<b>External Specialist</b>	Ms Carmel Brennan	Marketing	
<b>Industry/Employer Perspective</b>	Ms Ruth Guy	Marketing, Non Profit Sector management, fundraising	
<b>Rapporteur</b>	Ms Sinéad O'Sullivan		



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## 1. Profile of provider:

NCI, through its two schools, the School of Business, School of Computing, offers over 80 full-time and part-time programmes at levels 6-10 of the National Framework of Qualifications.

NCI's programmes are accredited by the QQI, the Chartered Institute of Personal Development (CIPD) and the Institute of Commercial Management (ICM).

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

Although a company limited by guarantee, the College is partially funded through the Department of Education and Skills for 925 undergraduate full-time students. All other funding comes from student fees and commercial income. As part of its internationalisation strategy, the College is active in India, Malaysia, China and more recently Brazil and Africa. Over 50 nationalities are represented within the study body, mainly from communities in the Greater Dublin area.

Enrolment in May 2016 stands at 4600 (3700 fte) of which 43% are part-time. 70% of learners are enrolled on undergraduate programmes which range from major awards to professionally focussed special purpose awards. The College is currently one of the largest providers of Springboard/ICT programmes in the country rising to over 800 places in 2015/16.

The Higher Education Authority (HEA) provides additional funding under initiatives such as Funds for Students with Disability and the Student Assistance Funds.

In line with its mission of widening access to education, the College places a strong emphasis on the needs of the learner and provides a range of learning options that extend beyond traditional classroom dynamics, including distance learning and internet-based learning programmes.

Programmes are delivered by a combination of full-time and part-time (associate faculty) which bring current experiences and issues from the workplace into the classroom. The College currently has a policy of normally only appointing holders of PhD to full-time faculty and supports any member of staff who is undertaking PhD study both financially and via workload rebalancing. The College currently has 52 full-time academic staff, of which 60% are holders of a PhD.



## 2. Planning:

*Programme development since agreement of QA procedures / the last review*

The College has developed a significant number of programmes since its last institutional review in 2010 culminating in 2015 with a complete programmatic review of its portfolio across the Business, Computing and Education subject areas. During the period 2014-2016, 31 programmes have been revalidated and a further 35 programmes (15 in 2015) have been validated or are in the process of being validated.

### 2.1. Purpose of the award

*Does the proposed programme address a clear market demand?* Yes✓ No

This proposed Certificate in Management of Information Systems and Social Impact Measurement is aimed at improving managerial competencies at an emerging management senior level in non-profit organisations while combining academic evidence-based practices with practitioner led knowledge and skills.

### 2.2. Avoidance of duplication

*Has the Programme Development Team identified the availability of similar programmes locally, regionally, nationally?*

Yes✓ No

The programme has been significantly reviewed and informed by consultations with the Wheel, the sectoral representative body and other sectoral influencers.

### 2.3. Stakeholder consultation

*Was the level of stakeholder engagement satisfactory?* Yes✓ No

Comment: None

*Support for the programme (industry/business/community)* Yes✓ No

It is recommended that, in terms of ongoing and future development of the programme, a Stakeholder Advisory Board should be established to meet annually with the programme team in order to review industry requirements and expectations.

### 2.4. Efficient and effective use of resources

*Does the proposed programme represent both efficient and effective use of the provider's resources?*

Yes✓ No

Comment: None

### 2.5. Resource development over last 5 years (or in direct support of this programme)



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*Specific Comments:*

*Staff:* The panel is of the view that the programme can be resourced from the College's current staff.

*Accommodation:* The programme will be provided at the NCI campus in Dublin and Carmichael House, the selection of which has been approved through NCI quality assurance mechanisms. .

*Information technology:* The evaluation panels is of the view that very effort should continue to be made to use up-to-date technologies in support of student learning both inside and outside of the classroom.

*Library: Administration:* Comment: None

*Publicity/public information:* Comment: None

## 2.6. Planned development over the coming 5 years?

*Have the QQI award standards been explicitly referred to in the programme and does the programme meet those standards at the specified level?*

Comment: None Yes✓ No

*Has the Provider complied with Protection for Enrolled Learner requirements?*

Yes✓ No

Protection for Enrolled Learners has been arranged with Griffith College and the Irish College of Humanities and Science.

## 2.7. Access

*Is the expected minimum and maximum number of all learners entering the programme explicitly stated?*

Comment: None Yes✓ No

*Have any/all prerequisite knowledge, skills or competence or any other specific entry requirement been articulated?*

Yes✓ No

The panel notes the use of Recognition of Prior Learning at NCI and recommends that Section 5 clarifies that RPL takes place using interview and assessment.



### 3. Quality Assurance

- **Application of agreed quality assurance procedures for development of programmes**

*Were the agreed quality assurance procedures for programme development followed?*

Comment: None Yes✓ No

*Has the programme team demonstrated how programme delivery will be monitored in accordance with agreed QA procedures?*

Comment: None Yes✓ No

*Are programme management arrangements adequate and coherent?*

Comment: None Yes✓ No



#### 4. Programme structure and content

*Is the programme structure well designed, coherent and fit for its stated purpose?*

Yes✓ No

The panel discussed the programme structure and sequencing with the programme team and is satisfied that it is fit for purpose.

- **Programme learning outcomes**

*Do the programme learning outcomes comply with national standards for the level of award proposed?*

Yes✓ No

Comment: None

*Are module descriptions adequate and relevant?*

Yes✓ No

Comment: While the programme and module learning outcomes are appropriately differentiated, the panel notes that the module content and assessment is similar to a 5 credit module offered on the MSc in Non Profit Management and is of the view that it should be reviewed to ensure that the learning outcomes are appropriately covered.

*Are modules relevant and current?*

Yes✓ No

Comment: None

*Does the combination of modules chosen have the coherence to support the proposed award?*

Yes✓ No

Comment: None

- **Learning Modes**

*Can the teaching and learning strategies proposed support achievement of the required learning outcomes?*

Yes✓ No

Comment: None

*Are the delivery mechanisms proposed adequate to the needs of the programme and the proposed learner cohorts?*

Yes✓ No

Comment: None

- **Assessment strategies**

*Are assessment processes and methods adequately described?*

Yes✓ No

Comment: None

*Are these strategies appropriate to this type of award, in terms of type, frequency and volume?*

Yes✓ No

Comment: None



Is assessment explicitly linked with intended learning outcomes? Yes✓ No

Comment: None

Does the assessment strategy underpin the achievement of the relevant standard of knowledge, skill and competence?

Yes✓ No

Comment: None

- **Duration**

What is the intended duration of the Programme?

3-5 months

What is the lifespan of the programme (e.g. single cohort intake to satisfy limited local demand; multiple intakes over the following 5 years etc.?)

Typically, from September 2016 onwards, 2-3 cohorts per year

Does the Panel believe this to be realistic? Yes✓ No

Comment: None

Are there flexible modes of participation? Yes✓ No

The programme will be offered primarily on a part-time basis.

- **Credits**

Is credit allocation in accordance with national and international guidelines?

Yes✓ No

Comment: None

Considering the level, outcomes and volume of each module, is the number of credits attached to each appropriate?

Yes✓ No

Comment: None

Considering the stated objective of the programme is the number of credits attached to the award appropriate?

Yes✓ No

Comment: None

- **NFQ Level**

Is the proposed level of the programme in accordance with institutional policy/national norms?

Yes✓ No

Comment: None

- **Programme titles and award**



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*Is the title consistent with national policy, is it informative and is it fit for purpose?*

Yes✓ No

- **Transfer and Progression**

*Has the Programme Development Team identified realistic transfer and progression opportunities/possibilities that learners may avail of following achievement of this award?*

Yes✓ No

The panel notes that the College has developed a number of Special Purpose Awards in the non-profit sector and that these programmes may be used, subject to the sectoral conventions on assessment, as access or transfer options should the learner wish to do so.





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## 5. Module Titles, Content and Assessment Strategy

### Module Title: Management Information Systems and Social Impact Measurement

*Is the title informative and is it fit for purpose?* Yes✓ No

Comment: None

*Are the specific learning outcomes a) properly stated, b) sufficient and c) achievable?* Yes✓ No

Comment: None

*Is the content sufficiently informative and is it fit for purpose?* Yes No✓

While the learning outcomes are appropriately differentiated, the panel notes that the module content and assessment is similar to a 5 credit module offered on the MSc in Non Profit Management and is of the view that it should be reviewed to ensure that there is sufficient differentiation between the two modules

*Does the Assessment Strategy align sufficiently with the intended learning outcomes?* Yes No✓

Comment: None

*Is the required reading and supplementary reading appropriate, current and realistic?* Yes✓ No

Comment: None



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## 6. Specific Issues to be addressed by the provider

- **Conditions of Approval:**

- The Management Information Systems and Social Impact Measurement module content and assessment should be reviewed to ensure that the programme and module learning outcomes are fully met.

- **Recommendations:**

- Review the reading lists to ensure they are updated with relevant third sector resources
- Module learning outcomes needed to be aligned to programme learning outcomes
- Guidelines should be developed in relation to the extent of leadership experience required for entry



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## 7. Overall Result of Evaluation Panel Review:

The Programme is recommended to the Programmes and Awards Executive Committee for approval subject to the provision to QQI of a revised submission document including programme schedule(s), which addresses the conditions and recommendations required in the report and which has been signed off by the Panel Chair if necessary.

This report has been agreed by the Evaluation Panel and is signed on their behalf by the Chair.

Panel Chairperson: Gerard O'Donovan

Date: 22/06/16

Signed

Date: 22/06/16

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### Appendix 1: Staff

Staff Name
Caroline Gardner
Eamonn Stack
Patricia Higgins