**Report of the Programme Evaluation Panel**

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| **Provider’s Name:** | National College of Ireland |
| **Address:** | Mayor Square |
|  | IFSC |
|  | Dublin 1 |
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| **QA procedures agreed on:** | 2006 |
| **QA procedures reviewed on:** | 2010 |
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| **Programme()s submitted for approval:** | **Leading to the award of:** |
| 1. **Diploma in Retail Management** | **Diploma in Retail Management** |
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| **Date submitted to QQI:** |  |
| **Date of Evaluation:** | 17 June 2016 |
| **Date of Report:** | 18 June 2016 |

**Membership of the Programme Evaluation Panel:**

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| **Role** | **Name** | **Area of Expertise** | **QQI Peer Review Reference Listing** |
| **Chairperson** | Mr Denis Harris | Management, Retail, Marketing, Placement |  |
| **External Specialist** | Prof Robert Galavan | Strategy, Management |  |
| **External Specialist** | Mr Kevin McDonagh | Strategy, HR |  |
| **Industry/Employer Perspective** | Mr David Murray | Management, Accounting, Retail |  |
| **Rapporteur** | Ms Sinéad O’Sullivan |  |  |

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.

1. **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.

* 1. **Purpose of the award**

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

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* 1. **Avoidance of duplication**

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

Yes✓ No

* 1. **Stakeholder consultation**

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

Comment: None

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

The development of this programme has arisen due to close interaction between NCI and Retail Excellence Ireland.

* 1. **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

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

*Specific Comments:*

*Staff*: Comment: None

*Accommodation*: The programme will be provided at the NCI campus in Dublin and may be offered in its approved off-campus locations.

*Information technology*: Comment: None

*Library: Administration*: Comment: None

*Publicity/public information:* Comment: None

* 1. **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?*

Yes✓ No

Comment: None

*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.

* 1. **Access**

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

Yes✓ No

Comment: None

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

Yes✓ No

1. **Quality Assurance**
   1. **Application of agreed quality assurance procedures for development of programmes**

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

Yes✓ No

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

Yes✓ No

.

*Are programme management arrangements adequate and coherent?*

Yes✓ No

Comment: None

1. **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.

* 1. **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

*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

* 1. **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

The programme will be offered on a part-time basis only. The panel notes the existing use of blended learning on this programme. The programme document should be updated to describe the specific blend being used on this programme i.e. use of Adobe Connect and virtual classroom .

* 1. **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

*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

* 1. **Duration**

*What is the intended duration of the Programme?*

1 academic year/2 semesters

*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, 1-2 cohorts per academic 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.

* 1. **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

* 1. **NFQ Level**

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

Yes✓ No

Comment: None

* 1. **Programme titles and award**

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

Yes✓ No

* 1. **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 this programme allows transfer from the Certificate in Retail Management and its role as a progression/transfer route to the BA Hons in Business Management.

# Module Titles, Content and Assessment Strategy

**Introduction to Retail Management**

*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

Comment: None

*Does the Assessment Strategy align sufficiently with the intended learning outcomes?*

Yes✓ No

*Is the required reading and supplementary reading appropriate, current and realistic?*

Yes✓ No

**People Management and Development**

*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

.

*Does the Assessment Strategy align sufficiently with the intended learning outcomes?*

Yes✓ No

*Is the required reading and supplementary reading appropriate, current and realistic?*

Yes✓ No

**Finance for Retail**

*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

.

*Does the Assessment Strategy align sufficiently with the intended learning outcomes?*

Yes✓ No

*Is the required reading and supplementary reading appropriate, current and realistic?*

Yes✓ No

**Customer Relations for Retail**

*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

.

*Does the Assessment Strategy align sufficiently with the intended learning outcomes?*

Yes✓ No

*Is the required reading and supplementary reading appropriate, current and realistic?*

Yes✓ No

**Retail Operations**

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

Comment: The panel believes that Marketing & Retail Operations would be a more appropriate title.

*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

.

*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?*

Comment: None

Yes✓ No

**Technology for Retail**

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

*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

.

*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?*

Comment: None

Yes✓ No

**Advanced People Management & Development**

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

*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

.

*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?*

Comment: None

**Management Accounting**

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

*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

.

*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?*

Comment: None

**MultiSite Retail Management**

*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✓

.

*The panel believes that this module would benefit from review and clarity as to its role and./or content.*

*Does the Assessment Strategy align sufficiently with the intended learning outcomes?*

Yes✓ No

*Is the required reading and supplementary reading appropriate, current and realistic?*

Yes✓ No

1. **Specific Issues to be addressed by the provider**
   1. **Conditions of Approval:**

C1. The MultiSite retail management module should be rewritten to provide clarity on its role within the programme.

* 1. **Recommendations:**

1. The Retail Operations module is more appropriately titled as Marketing & Retail Operations
2. **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: Denis Harris Date: 21st June 2016

Signed \_  Date \_21 June 2016

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**Appendix 1: Staff**

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| Staff Name |
| Prof Jimmy Hill |
| Dr Corina Sheerin |
| Mr John McGarrlgle |
| Mr Des Gargan |
| Mr Jonathan Brittain |
| Mr Dave Cormack |
| Mr Tom Evans |
| Ms Bronwyn McFarlane |
| Dr Caitriona Hughes |
| Mr Joe Molumby |
| Mr Pat Delaney |
| Dr Paul Hanly |
| Ms Karen Murray |
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