QQI
Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

QQI
- 7 NOV 2016
Reception

Report of the Programme Evaluation Panel

Provider's Name:	College of Computing Technology (CCT)
Address:	30-34 Westmoreland Street
	Dublin 2
QA procedures agreed on:	2009 with HETAC
QA procedures reviewed on:	
Programme(s) submitted for approval:	**Leading to the award of:**
1. **Bachelor of Business (Honours) QQI Award Level 8 (60 credits)**	Bachelor of Business (Major Award Level 8 60 credits)
Date submitted to QQI:	7th April 2016
Date of Evaluation:	30th June 2016
Date of Report:	30th August 2016

Membership of the Programme Evaluation Panel:

Role	Name	Area of Expertise	QQI Peer Review Reference Listing
Chairperson	Dr. Patricia Moriarty	Vice President for Academic Affairs & Registrar, Dundalk Institute of Technology	
External Specialist	Dr. Michael Gannon	Senior Lecturer in Marketing, Dublin City University	
External Specialist	Hugh McBride	Senior Lecturer, Galway-Mayo Institute of Technology	
Industry/Employer Perspective	Miriam O'Donoghue	Managing Director, Preferred Marketing & PR Limited	
Secretary	Marian Duggan	Head of Faculty of Business & Humanities, Limerick Institute of Technology	

1. Profile of provider:

The College of Computing Technology (CCT) has been in existence since February 2005. CCT is an independent provider of higher education programmes, registered with QQI. CCT currently specialises in the provision of Information Technology, Computing and Business programmes at higher education levels up to Level 8. Under the current strategic plan, the College is focussed on becoming a provider at Level 9 for a number of specialist programmes within the Computing and Business disciplines.

CCT delivers a suite of part-time and corporate-based training within the following main areas of Business, Computing and ICT:

- Web Design & Development
- Coding & Software Development
- Networking
- Systems Administration
- Design
- Games Development
- Digital Marketing
- Management
- Data & Analytics

The College also provides funded part-time programmes through the Springboard initiative.

CCT agreed its quality assurance policies and procedures with HETAC in 2009. The college conducted an internal review of it's QA system, which was completed in December 2013. In 2014, a detailed external review and gap analysis was conducted on the current QA system at CCT by Dr. Dermot Douglas. The modified QA system was introduced in August 2015.

2. Planning:

Programme development since agreement of QA procedures / the last review

The table below details the current provision of full-time programmes at CCT: `

NFQ Level	Programme Title	Validation Date	Awarding Body
6	Higher Certificate in Science in Computing in Information Technology (120 ECTS)	Re-validated July 2015	QQI
7	Bachelor of Science in Information Technology (180 ECTS)	Validated July 2015	QQI
7	Bachelor of Science in Information Technology (60 ECTS)	Re-validated July 2015	QQI
7	Bachelor of Business (180 ECTS)	Validated October 2013	QQI
8	Bachelor of Science (Honours) in Information Technology (60 ECTS)	Validated June 2014	QQI

2.1. Purpose of the award

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

CCT currently delivers a Level 7 programme, Bachelor of Business, on a full-time basis (ECT 180 credits). The first cycle of offering this programme is to be completed in A/Y 2015/2016 with the expectation of 30-32 graduates. Therefore the proposed Level 8 Bachelor of Business programme (60

ECTS credits) will provide a progression opportunity for students who have successfully completed the Level 7 programme at CCT.

2.2. Avoidance of duplication

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

Yes✓　　　No

CCT acknowledges that the proposed programme can be compared to Level 8 Bachelor of Business programmes offered by the following alternative providers:

- Institute of Technology Blanchardstown
- Waterford Institute of Technology
- Dublin Business School
- IBAT College

However no evidence was provided to the panel of the comparability study conducted. Therefore the panel requires that the outome of the comparsion of existing provision be clearly articulated.

2.3. Stakeholder consultation

Was the level of stakeholder engagement satisfactory?　　　Yes✓　　　No

An expert group, external to CCT, was established to conduct an external self assessment of the validation submission document of the proposed Level 8 Bachelor of Business programme for QQI consideration. Two consultants and one industry expert were employed for consultation as the expert group.

In addition, feedback was obtained by CCT from across a wide range of industry sectors including start-ups, SME's and multinationals (a listing was provided). In each case, respondents were asked to assess the programme, its learning outcomes and core modules in relation to the knowledge and skills they currently look for in a potential graduate employee.

The current cohort of 3rd Year learners studying the Bachelor of Business Level 7 programme at CCT were consulted in relation to the choice of modules to be offered on the proposed Level 8 programme.

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

Feedback received by CCT from consultation with industry and employers was positive in relation to the development of a generic Bachelor of Business Level 8 add-on programme.

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

The panel considers that the proposed programme represents both an efficient and effective use of CCT's resources, except in relation to module contact hours. The schedule suggests 4 contact hours per week per module, implying 20-24 hours contact per week for a Level 8 add-on programme. The panel requires that a revised delivery model be set out to reflect a maximum of 3 contact hours per module (as per the norm in the sector).

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

Specific Comments:

Staff:
Worshops on Teaching, Learning and Assessment are organised by CCT for all Faculty staff and delivered over 1-2 days per year by invited external expert guests.
Staff appraisals are conducted and requests for specific training reviewed in the context of CCT's Strategic Plan.

Accommodation:
The panel commends CCT for the quality of the physical learning environment provided to students, in particular the efforts to develop learning spaces to accommodate innovative teaching and learning methodologies.

However, the tour of facilities raised sone comcerns as to the ease of evacuating the facility in case of fire – especially if stairwells with limited clearance were smoke filled. The Panel recommends that the college confirms to QQI that fire clearance certification coveres the intended growth in student numbers and that regular fire drills are standard practice.

Information technology:
A snapshot of ICT resources at CCT in January 2016 was:
-   17 lecture rooms including computer laboratories
-   150 laptop computers and 125 fixed computers(most students bring their own laptop computer and devices)
-   Multiple Internet access only points (Internet Bars) in the building
-   1 dedicated Laboratory for Research Projects
-   Wireless high-speed internet access ready building

All full-time programmes at CCT are managed online through the Moodle course management system. This open-source learning system provides access for all learners to course notes, past and sample assessment material, course calendar, assessment scheduling, events, updates, and direct contact with faculty staff for academic support.

Library:
The CCT library houses a collection of approx.2000 texts in Business and IT & Computing and have a number of online resources including EBSCO business Source Elite. On review of library resources, the panel requires that the library stock be updated and adequate number of recommended texts for the proposed programme be supplied either as e-books or physical texts.

Administration:
CCT provides facilities for learners with special education and training needs and for disabled learners. Learner supports are provided not only in terms of academic supports but also other support services including pastoral support, guidance and counselling service, careers support service, study skills support, attendance support and technology support service.

Publicity/public information:
For the foreseeable future, CCT's aim is to recruit graduates from the Level 7 Bachelor of Business programme offered at the college onto the proposed Level 8 Bachelor of Business add-on programme. The panel recommends that CCT develops its Unique Selling Proposition (USP) for the programme and devise a strategic marketing plan going forward to ensure that the proposed programme is targeted to all customer groups (non EU, EU and Irish) outside of the existing Level 7 intake, using a variety of relevant and appropriate media.

2.6. Planned development over the coming 5 years?

4

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

The proposed programme will meet with QQI Level 8 Business Standards once the conditions as stiplulated by the panel have been satisfied.

Has the Provider complied with Protection for Enrolled Learner requirements?

Yes✓   No

CCT has established an arrangement with QQI accredited Dorest College and IBAT College to transfer learners of the proposed programme to Bachelor of Business Level 8 programmes offered by these colleges.

2.7. Access

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

Yes   No✓

The panel requires that CCT articulates clearly the expected intake numbers per annum for each of the next five years and the profile of such learners.

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

Yes✓   No

3.   Quality Assurance

3.1. 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

The Heads of Faculties at CCT are responsible for chairing Programme Boards for each academic year. The Programme Board has the overriding responsibility for developing, continuously improving and managing the effective delivery of programmes under CCT policy, within their respective Faculty. Programme Boards meet four to five times per academic year, with the first meeting usually taking place within two weeks of semester commencing.

In terms of assessment, all learners submit assignments through Moodle and these are then assigned to lecturers. The Exam Office deals with External Examiners, with exam papers sent to External Examiners 13 weeks in advance of exam sessions.

4.   Programme structure and content

Is the programme structure well designed, coherent and fit for its stated purpose?
<div align="right">Yes   No✓</div>

The rationale for the development of the proposed Bachelor of Business Level 8 add-on programme was articulated by CCT with market demand for the programme evident. However, the panel requires that the programme be restructured as outlined under conditions stipulated to ensure a conherent programme is offered to learners.

4.1. Programme learning outcomes

Do the programme learning outcomes comply with national standards for the level of award proposed?
<div align="right">Yes✓   No</div>

Are module descriptions adequate and relevant?
<div align="right">Yes✓   No</div>

Are modules relevant and current?
<div align="right">Yes✓   No</div>

Does the combination of modules chosen have the coherence to support the proposed award?
<div align="right">Yes✓   No</div>

For all of the above questions on programme learning outcomes, the panel agrees subject to changes as stipulated as conditions below are met.

4.2. Learning Modes

Can the teaching and learning strategies proposed support achievement of the required learning outcomes?
<div align="right">Yes✓   No</div>

Are the delivery mechanisms proposed adequate to the needs of the programme and the proposed learner cohorts?
<div align="right">Yes✓   No</div>

For all of the above questions on learning modes, the panel agrees subject to changes as stipulated as conditions below are met.

4.3. Assessment strategies

Are assessment processes and methods adequately described?   Yes✓   No

The panel requires that repeat assessment methods are clearly articulated.

The panel requires amendments to specific modules as outlined in Section 5 of this report to ensure that assessment process and methods are adequately described.

Are these strategies appropriate to this type of award, in terms of type, frequency and volume?
<div align="right">Yes✓   No</div>

The panel requires amendments to specific modules as outlined in Section 5 of this report to ensure that assessment strategies are appropriate.

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

Does the assessment strategy underpin the achievement of the relevant standard of knowledge, skill and competence?   Yes✓   No

The panel recommends that it is important for CCT to ensure that students acquire the practical application in addition to the theory, so working on live projects and / or case studies with companies and organisations will give learners real-life experience.

4.4. Duration

What is the intended duration of the Programme?

The intended duration of the programme is one academic year on a full-time basis.

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.?)

The panel recommends a single intake for a 5-year enrolment period.

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

Are there flexible modes of participation?   Yes   No✓

The delivery of this programme on a part-time flexible basis is not to be offered, as outlined by CCT to the panel.

4.5. Credits

Is credit allocation in accordance with national and international guidelines?
                                                              Yes✓   No

Considering the level, outcomes and volume of each module, is the number of credits attached to each appropriate?   Yes✓   No

However, the panel requires that the programme be restructured as outlined under conditions stipulated to ensure that the number of credits attached to specified modules are appropriate.

Considering the stated objective of the programme is the number of credits attached to the award appropriate?   Yes✓   No

4.6. NFQ Level

Is the proposed level of the programme in accordance with institutional policy/national norms?
                                                              Yes✓   No

4.7. Programme titles and award

Is the title consistent with national policy, is it informative and is it fit for purpose?
                                                              Yes✓   No

4.8. 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

CCT have identified progression opportunities for graduates of this proposed programme to Level 9 Master Degree Programmes in Business offered by Dublin Business School and Griffith College, with agreements in place through HECA.

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5.   Module Titles, Content and Assessment Strategy

Module Title: Applied Business Analysis Project

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

The panel requires that this module be split into a 5 credit Research Methods module and a 5 credit Applied Research Project.

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

Learning outcomes must be redrafted in light of the above changes.

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

Content must be redrafted in light of the above changes.

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

The submission of a Research Proposal to form part of the assessment for the 5 credit Research Methods module.

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

Reading list to be updated.

Module Title: Business Analysis 1 & 2

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

The panel requires that the modules Business Analysis 1 and 2 be merged to become a single 10 credit capstone module, possibly entitled 'Strategic Management'.

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

Tends to be a hugh reliance on critical evaluation within the learning outcomes. Use other verbs as well for diversify without changing meaning. Simplify language in some of the learning outcomes.

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

The content of modules must be looked at in terms of the required merger of the modules Business Analysis 1 and 2.

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

No formal assessment of theory. The panel recommends replacing final assessment in Semester 1 with a formal examination of theory. Exclusive assessment by use of case studies in Semester 2 will provide an opportunity to assess learners' ability to apply theory to practice.

Peer assessment to be considered in terms of group work.

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

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Module Title: Project Management

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✓

Review learning outcomes 2, 3 and 4. The outcomes 2 and 4 seem to be very similar. Prefer the use of a verb stronger than 'identify'. Possibility to combine outcomes 2 and 4.

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

Possibly consider an IT based CA. Need to ensure consistency with the assessment schedule as a 'fictitious project', it may be worth considering the topic of the development of an organisation's ICT capabilities

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

Need to ensure texts are up to date

Module Title: Corporate Finance

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 ✓

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

Recommend that the module learning outcomes and content be redrafted, including changing the content sequencing. The module, as written, lacks coherence and some of the content appears inappropriate (mergers and acquisitions) in the context of the preparedness of students based on their prior learning.

Suggest inclusion of advanced aspects of investment appraisal (including taxation considerations and uncertainty/risk appraisal), financing decisions (sources of finance), cost of capital (including CAPM and WACC) and capital structure, valuing companies, managing exchange and interest rate risk (the treasury function). In addition to financial analysis, working capital management and corporate failure. The recommended text provides a framework guide in this regard.

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

Ensure consistency between module and indicative assessments. Greater clarity needed, for example, clarify the meaning of a 'practical' assignment.

Individual assignment seems to be an essay which might be a concern.

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

Text listing are growing outdated (although the Arnold text is a fine text and the 5th Edition is the most recent). Consider the text by Anne Marie Ward (CAI, 2014).

Module Title: Advanced Employment Law

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

Consider change to Applied Employment Law or Employment Law in Practice.

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

Need to look at verbs used in Learning Outcome to ensure appropriate to Level 8.

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

The module in itself, as presented, is appropriate. There is a concern, however, about the relative merits of including such a highly specialised module as manadatory in a purportedly broad-based business degree. It is strongly recommended that consideration by given to replacing this module with a broader focused module, possibly in 'Corporate Governance' (which could include consideration of regulatory conformance in the areas of employment, privacy and ICT/data security, and finance).

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
Ensure texts are up to date.

Module Title: Innovation Management

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

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

It is useful to include reference to innovation in the not-for-profit and public sectors.In addition, might consider incorporating content on social innovation and innovation in SMEs.

Does the Assessment Strategy align sufficiently with the intended learning outcomes?
Yes✓ No
Ensure consistency with the assessment schedule.
Follow through on proposed cross modular assessment.

Is the required reading and supplementary reading approriate, current and realistic?
Yes✓ No
Ensure texts are up to date. Need to include reference to the Drucker text (to which the lecturer referred as core reading in the panel discussion).
To be updated if suggested changes in relation to the not-for-profit and public sectors are incorporated.

Module Title: Leadership and Business Psychology

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

Consider amending title to 'Leadership and Organisational Psychology'.

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

For consistency with the proposed title change, replace 'business psychology' with organisational psychology' in the module learning outcomes and module objectives.

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

Might consider incorporating content on Followership.

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

Clarify whether continuous assessment element is individual or group based. The allocation of marks for the presentation appears high. Suggest changing continuous assessment weighting from 25% written report and 25% oral presentation to 35% and 15% respectively.

Is the required reading and supplementary reading appropriate, current and realistic?
                                                                                                          Yes✓   No
Ensure texts are up to date.

Module Title: Competitive Advantage through People

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

Change the title to 'Strategic Human Resource Management'.

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

Learning outcomes 3 and 4 lack clarity and specificity: outcomes 1 and 2 are broadly similar. The learning outcomes should be restated. Overuse of 'Critically evaluate', therefore revision/rewording recommended.

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
Consider the possibility of 100% Continuous Assessment for this module.

Is the required reading and supplementary reading appropriate, current and realistic?
                                                                                                          Yes   No ✓
The texts are dated. Therefore need to update reading list.

Module Title: Strategic Services Marketing

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

Overuse of 'critically evaluate' for some of the learning outcomes, so would suggest alternative wording/language.

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

Might consider inclusion of content on the non-profit sector and the public sector.
Draw a distinction between customer services and client service.

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

It is essential to give students relevant and up-to-date service industry case studies.
Recommend that the module continues to be assessed via continuous assessment in the form of an individual assignment (case study) (50%) and final exam (50%) to ensure the programme learning outcomes are fulfilled. However it would be beneficial for students if some element of digital marketing analysis, planning or strategy (with reference to the service industry) were incorporated in the individual assignment and/or final exam. Where possible, this should be both practical and written e.g. digital marketing plan or campaign for the service industry, so as to give students the necessary skills, ability and confidence to work within this sphere.

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

Update reading list.

Module Title: Sustainable Business

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

The title is in accordance with common usage and is acceptable.
By a way of a suggestion only, perhaps it might be more in keeping with the purposes and intent of the module to consider renaming it to emphasise the 'sustainability' dimension (planet/environment in peril) rather than the 'business viability' dimension (as suggested by the current title). Perhaps: 'Business & Sustainability' or 'Responsibility and Sustainability'.

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

Review the active verbs used in learning outcomes.
In learning outcome 2, consider replacing '... of sustainable business strategies at ...' with '.... Business strategies that address sustainability at...'
Learning outcome 5 lacks clarity and should be rewritten.

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

Recommend giving greater emphasis and weighting to the nature and impact of an economic system that is ecologically and socially unsustainable. Consider the growth of the environmental movement, and the radical perspectives and alternatives proposed to the conventional economic wisdom (Carson, Lovelock, Schumacher, Stern etc.). Perhaps also give greater visability to environmental ethics and to the moral case argument (in addition to the business case argument) for redirecting economic thinking and policy, and business practice.

Include reference to 'Environmental Management Accounting'. See ACCA Publication on this topic.

Does the Assessment Strategy align sufficiently with the intended learning outcomes?
                                                                          Yes✓   No
No detail is given on the nature of the proposed assessment.

Is the required reading and supplementary reading appropriate, current and realistic?
                                                                          Yes   No ✓
Ensure texts are up-to-date.
There is scope for a more imaginative reading list.
CIMA and ACCA have relevant and interesting publications in this area.

6.   Specific Issues to be addressed by the provider

The Panel commended the interactivity of the management and teaching staff with the Panel and the facilities within the premises.

The Panel recommends approval of the proposed programme for a single intake for a 5-year enrolment period subject to the following conditions being met:

6.1. Conditions of Approval:

C1.   The submission to QQI of a revised programme document. The revised document must:

i.   Restructure the programme as follows:

a)   The modules Business Analysis 1 and 2 be merged to become a single 10 credit capstone module, possibly entitled "Strategic Management". The assessment strategy must be looked at in terms of this merger.

b)   The Applied Business Analysis Project is split out into a 5 credit research methods module and a 5 credit applied research project. The syllabus and module descriptors must be redrafted accordingly.

c)   "Competitive Advantage Through People" be renamed "Strategic HRM"

ii.   Set out a revised delivery model to reflect a maximum of three contact hours per module as per norm in the sector.

iii.   Update the information on modules as per the amendments required by the Panel as set out in this report.

iv.   Articulate clearly:
a)   the expected intake numbers per annum for each of the next five years and the profile of such learners
b)   the arrangements for repeat exams
c)   that the programme is to be offered on a full-time basis only as articulated to the Panel
d)   the outcome of the comparison of existing provision in this area.

C2.   The library stock must be updated and adequate numbers of recommended texts either as e-books or physical texts be supplied.

C3.   The College must submit current fire clearance certification covering projected student numbers.

6.2. Recommendations:

The Panel strongly recommends that:

1.   The College consider replacing the advanced employment law module with a corporate governance module that would address a range of legal and regulatory issues, including employment law, security, privacy etc.

2.   An integrated assessment strategy be articulated in the revised programme document.

3. The inconsistencies in relation to assessment within the current document be addressed in the revised programme document.

4. The Unique Selling Proposition (USP) for the programme be developed and a strategic marketing plan devised to ensure that the proposed programme is targeted to all customer groups (non EU, EU and Irish) outside of existing Level 7 intake, using a variety of relevant and appropriate media.

5. The College ensures that students acquire the practical application in addition to the theory. Working on live projects and / or case studies with companies and organisations will give learners real-life experience.
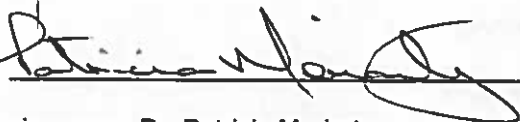
7.   Overall Result of Evaluation Panel Review:

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.

Signed: Date: 4/11/'16

Panel Chairperson: Dr. Patricia Moriarty

The Report of the External Review Panel contains no assurances, warranties or representations express or implied, regarding the aforesaid issues, or any other issues outside the Terms of Reference.

While QQI has endeavoured to ensure that the information contained in the Report is correct, complete and up-to-date, any reliance placed on such information is strictly at the reader's own risk, and in no event will QQI be liable for any loss or damage (including without limitation, indirect or consequential loss or damage) arising from, or in connection with, the use of the information contained in the Report of the External Evaluation Panel.

Appendix 1: Staff who met with Panel

The following constitutes the programme development team, and CCT panel members:

Charlie Dayman	Head of Faculty of Business
Graham Glanville	Dean of Academic Affairs & Registrar
Tracy Gallagher	Lecturer - Faculty of Business
Owen Keany	Lecturer - Faculty of Business
Gemma Davis	Lecturer - Faculty of Business
Stephen Chandler	Lecturer - Faculty of Business
Alan Foran	Lecturer - Faculty of Business
Daven Dunlea	Lecturer - Faculty of Business

Non members of the Programme Development team, but present on the day:

Amanda Russell	QA Officer
Yoko Vargas	Faculty Coordinator - Faculty of Business
Ger O'Callaghan	Head of Admissions
Neil Gallagher	College President