

Summary Report: New Programme Validation Panel Report

Provider's Name: National College of Ireland
Address: Mayor Square, IFSC, Dublin 1

Programmes submitted for validation

Title of Programme	No of Credits
Certificate in Financial Regulating for Consumer Protection	15

Leading to the award of:

Award Title	Level	Award Type	No of Credits
Certificate in Financial Regulating for Consumer Protection	8	Special Purpose Award	15

Location of Delivery	
National College of Ireland	IFSC, Mayor Square, Dublin 1
Central Bank Training Rooms,	Dame Street, Dublin 2 (or subsequently IFSC, Dublin 1)

Date submitted to QQI : 7 January 2016
Date of Evaluation: 1st February 2016
Date of Report: 1st February 2016

Membership of the Programme Evaluation Panel:

	Name	Area of Expertise	QQI Peer Review Reference Listing
Chairperson	Mr Stephen McManus	Quality Assurance	
External Specialist:	Dr Joseph McGrath (<i>Sutherland School of Law, UCD</i>)	Financial Regulation	
External Specialist:	Ms Karen O'Leary (<i>Competition and Consumer Protection Commission</i>)	Regulation/Consumer Protection	

Programmes recommended for validation:

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The Programmes outlined above are recommended to the Programmes and Awards Executive Committee **for validation** subject to the provision to QQI of a revised submission document, which addresses the **conditions and recommendations** required in the reports

Signed on behalf of the Programme Evaluation Panel:

Chair:  16/02/16
Date:

The detailed assessment of each award of the Programme Evaluation Panel is attached.

Certificate in Financial Regulating for Consumer Protection

1 Report of the Programme Evaluation Panel

Provider's Name: National College of Ireland
Address: Mayor Square, IFSC, Dublin 1

QA procedures agreed 2006
QA procedures reviewed 2010

Proposed new programme validation leading to a Special Purpose Award

Programmes submitted for validation

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1.1 Provider Profile

The National College of Ireland (NCI) has an immensely proud history as a third level educational institution. Established by the Jesuit order in 1951 as the Catholic Workers College it quickly gained recognition for excellence in its subject fields, particularly human resource management and industrial relations, and for the provision of high quality educational opportunities for employees entering third level education. In the late 1990's the College became the National College of Ireland and entered a new phase of its development expanding its part-time provision to a number of off-campus locations throughout the country and extending its full-time undergraduate programmes to include accountancy, finance and informatics. In 2002 the College moved from its original site in Ranelagh to a new 'State of the Art' purpose built premises in Dublin's International Financial Services Centre.

NCI's educational philosophy and operational structure embody participation, collaboration and applied problem solving strategies. These are enabled by a faculty whose qualifications and professional experience help integrate academic theory with current practical application. The College assesses both the quality of its academic programmes and the academic achievement of its students and utilises the results of these assessments to improve academic and institutional quality.

The primary focus of NCI is on maintaining a centre of excellence that is centered on the changing needs of today's learner. National College of Ireland provides a broad range of high-quality education programmes for today's knowledge-based society.

In line with its mission of widening access to education, the College places a strong emphasis on the needs of the learner, bringing a unique student-centered approach to all aspects of its teaching and research. National College of Ireland provides a range of learning options that extend beyond traditional classroom dynamics, including distance learning and internet-based learning programmes.

1.2 Planning:

Purpose of the award

The National College of Ireland (NCI) has, in partnership with the Consumer Protection Division (CPD) of the Central Bank of Ireland, designed this programme 'Certificate in Financial Regulating for Consumer Protection'. The purpose of this curriculum is to embed the knowledge, skills and behaviours required to carry out their roles to maximum effectiveness. The curriculum endeavours to drive a culture of excellence for staff in CPD in striving to achieve their mandate of protecting consumers.

The Panel would like to commend both organisation for this initiative

1.3 Programme Development since agreement of QA procedures/the Last Review

The College has developed a significant number of programmes since its last institutional review culminating in 2015 with a complete programmatic review of its portfolio across the Business, Computing and Education subject areas.

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

This is a unique programme which has been developed in consultation with the Central Bank of Ireland for Central Bank staff.

1.4 Avoidance of duplication

Has the Programme Development Team identified the availability of similar programmes locally, regionally, nationally? Yes No
 As above, this is a unique programme developed for a specific audience.

1.5 Stakeholder consultation

Was the level of stakeholder engagement in satisfactory? Yes No

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

1.6 Efficient and effective use of resources

Does the proposed programme represent both efficient and effective use of the provider's resources? Yes No

Staff: The panel notes the use of occasional lecturers from *inter alia* Central Bank staff and requires that more detail is inserted into the programme documentation regarding how they will be used and for what areas of the curriculum.

The Panel also notes that an additional faculty member has been appointed, subject to this validation, to deliver the programme.

Accommodation: Approval is sought for delivery at National College of Ireland and at Central Bank of Ireland's training rooms.

Information technology: Approval is also sought for blended delivery which will be used for future cohorts of learners. Blended learning activities are developed according to NCI's blended learning standards which have been previously approved.

Planned Development over the coming 5 years?

NCI has developed its financial services provision over the past 3 years and expects to continue this, particularly in the area of retail financial services, compliance and fintech.

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

Has the Provider complied with Protection for Enrolled Learner requirements?

PEL arrangements were confirmed with QQI prior to this event. A bank guarantee is in place for the duration of the validation period.

Access

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

Yes No

The panel heard that whilst most participants will already hold a level 8 qualification or higher, there may be some participants who require additional support in academic writing and skills with respect to maintaining academic honesty. The existing supports available to learners should be formalised as part of the induction process.

Have any/all prerequisite knowledge, skills or competence or any other specific entry requirement been articulated? Yes No

1.7 Quality assurance

Application of agreed quality assurance procedures for development of programmes

Were the agreed quality assurance procedures for programme development followed? Yes No

A particularly fruitful process of engagement with stakeholders was followed.

Has the programme team demonstrated how programme delivery will be monitored in accordance with agreed QA procedures? Yes No

Yes, reassurance was given with respect to internal monitoring and external examining processes

Are programme management arrangements adequate and coherent? Yes No

1.8 Programme structure and content

Is the programme structure well designed, coherent and fit for its stated purpose? Yes No

1.8.1 Programme Learning outcomes

Do the programme learning outcomes comply with national standards for the level of award proposed? Yes No

The outcomes will be at level 8 as appropriate
Are module descriptions adequate and relevant? Yes No

Are modules relevant and current? Yes No

Modules are focused on particular current issues of immediate relevance.

Does the combination of modules chosen have the coherence to support the proposed award? Yes No

1.8.2 Learning Modes

Can the teaching and learning strategies proposed support achievement of the required learning outcomes? Yes No

Given the quality of the expected learner cohort, the delivery approach will allow learners to attain the expected outcomes. This will be further ensured when the condition suggested in 1.8.3 is implemented.

Are the delivery mechanisms proposed adequate to the needs of the programme and the proposed learner cohorts? Yes No

The provider offers both a face to face and blended delivery approach. The provider will initially use a pure face to face process but with experience will increasingly use MOODLE to transmit material and some on line tests.

1.8.3 Assessment strategies

Are assessment processes and methods adequately described? Yes No

The description of the assessment to be used in each module should be expanded and reconsidered to ensure that learners are given sufficient formative feedback and that appropriate weighting is assigned to each assessment.

The panel has offered suggestions in the conditions regarding how this might be reasonably achieved.

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

Only partially. The panel has offered suggestions in the conditions regarding how this might be reasonably achieved. Subject to the condition in 1.8.3 this alignment will be strengthened.

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

1.8.4 Duration

What is the intended duration of the Programme?

1 semester

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

It is anticipated that this programme will be delivered to all current and incoming staff of the Consumer Protection Directorate of the Central Bank of Ireland

Does the Panel believe this to be realistic? Yes No

Since this is part of the HR strategy of the employer of the learner, the sustainability of the programme is not in doubt.

Are there flexible modes of participation? Yes No

Approval is sought for the blended delivery of modules using technology and techniques currently in use for programmes delivered in similar areas of delivery. The programme has been designed and developed to enable it to be delivered 100% online which is in effect future proofing the programme and its viability. The initial plan is to deliver the first iteration in early 2016 in face to face workshop mode using the online resources as learning aids but then as the profile of the CBI workforce changes the programme will be delivered in blended format with the online content enabling the 'blend' to be dialled up or down based on the profile of each particular cohort. The plan is to deliver the programme in the Central Bank's training rooms but the classrooms of NCI are also available. CBI are moving down to the IFSC as neighbours over the next 2 years so the onsite/offsite deliver possibilities are flexible. Over time approx. 50% of the content will be delivered online via Moodle (NCI's virtual learning environment) with additional elements of the use of design packages 'Captivate' and 'Articulate' and the use of audio. The intention is to utilise the best of existing teaching and learning strategies and to revise those regularly to keep the delivery of the programme dynamic.

1.8.5 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

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

1.8.6 NFQ Level

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

Given the level of the outcomes and the existing expertise of the learners the programme is pitched at the right level.

1.8.7 Programme titles and award

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

Note: the validation Panel may propose modifications to the Programme/Award title as it sees fit - consistent with both national policy.

1.8.8 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

The panel recommends that a statement regarding the transfer of credit achieved in this programme may be used for recognition of prior learning.

1.9 Module titles, Content and Assessment Strategy

1.9.1 Financial Services Market

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 sufficient informative and is it fit for purpose? Yes No

It is the view of the panel that firm behaviour and culture should be included both in the module learning outcomes and content.

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

- the 50% coursework element for this module might ideally be broken up into two elements, e.g. an earlier assignment in addition to the existing essay, i.e. including a group assignment (for instance challenging 'group think', a submission on an emerging issue, etc.) that might come in the form of a presentation, a reflective journal, etc

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

The view of the panel is that care should be taken to ensure that access and direction is provided to academic as well as professional texts.

The panel has offered suggestions in the conditions regarding how this might be reasonably achieved.

1.9.2 Role and Functions of the Consumer Protection Directorate

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 sufficient 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

The panel has offered suggestions in the conditions regarding how this might be reasonably achieved.

1.10 Specific Issues to be addressed by the provider

1.10.1 Conditions of Approval:

- C1. **Induction processes** – more clarity regarding the induction processes for learners is necessary, including reference to support for academic writing, as well as mandatory plagiarism training.
- C2. **Behaviour and culture** – with regard to the PLO regarding 'Competence – Insight', more explicit reference to behaviour and culture in relevant industries such as financial services should be made, including reference to remuneration, misselling, behavioural theory and behavioural economics, etc.; this might also be made more explicit in the module ILOs, for instance *Financial Services Market* (LO1 and/or LO7)
- C3. **Assessment** – the 50% coursework element for *Financial Services Market* might ideally be broken up into two elements, e.g. an earlier assignment in addition to the existing essay, i.e. including a group assignment (for instance challenging 'group think', a submission on an emerging issue, etc.) that might come in the form of a presentation, a reflective journal, etc.
- C4. **Staffing** – the revised document could include details regarding the Profile of Teaching Staff for both modules, and it should also include indicative information in relation to the occasional lecturers (e.g. details regarding their specialisms, when/where they might readily contribute to the programme, etc.)
- C5. **Reading Lists** – the information regarding "Reading Lists and Other Resources" needs to be updated, but it should also go beyond primary legislation, CBI documentation, etc., to include current academic literature (i.e. extracts/full texts, journal articles, etc.) more generally, as well as contemporary materials on pertinent issues (e.g. with regard to regulatory theory for the *Role and Functions of the Consumer Protection Directorate* module)
- C6. **Schedules** – the "Proposed Programme Schedule" (p.6) and "Proposed Assessment Schedule" (p.25) need to align

1.10.2 Recommendations:

There are no recommendations.

1.11 Overall Result of Evaluation Panel Review:

The Programme is recommended to Programmes and Awards Executive Committee for **validation** subject to the provision to QQI of a revised submission document, which

addresses the **conditions** required in the report

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

Signed:

Panel Chairperson: Stephen McManus Date: February 4th 16th

Signed Stephen McManus Date 16/02/16

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Appendix 1: List of College Staff met during site visit

Dr Phillip Matthews, President

Mr John McGarrigle, Registrar

Mr Colin Whitston, Vice Dean, Undergraduate Studies, School of Business

Mr Dave Cormack, Programme Leader

Ms Deirdre Giblin, Head Professional Education & Training

Mr Phil Shanahan, Associate Lecturer

Ms Bernie Mooney, Deputy Director Consumer Protection Directorate, Central Bank of Ireland

Ms Róisín Sills, CPD Director, Central Bank of Ireland

Ms Louise Hamilton, Central Bank of Ireland

Ms Sinéad O'Sullivan, Director, Quality Assurance & Statistical Services

Dr Maurice FitzGerald, Quality Assurance & Statistical Services Officer (rapporteur)

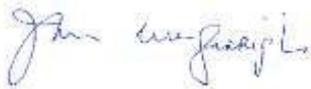
Dr Peter Cullen
Head of Validation and Delegation
Regulation Section
Quality Assurance Directorate
QQI
Denzille Lane,
Dublin 2

18th February 2016

Dear Peter

Further to the evaluation of the Certificate in Financial Regulating for Consumer protection held at NCI on the 1st February 2016, please find below the Programme Team's response to the panel report conditions and recommendations.

Yours sincerely



John McGarrigle,

Registrar & Company Secretary

Response to Panel Conditions & Recommendations

Certificate in Financial Regulating for Consumer Protection

Conditions	
Condition	NCI Response
<p>1. Induction processes – more clarity regarding the induction processes for learners is necessary, including reference to support for academic writing, as well as mandatory plagiarism training.</p>	<p>This module descriptor has been revised as Section 6.4.2 Learning Environment has been updated to include the induction process and specifically mention academic writing and plagiarism</p>
<p>2. Behaviour and culture – with regard to the PLO regarding ‘Competence – Insight’, more explicit reference to behaviour and culture in relevant industries such as financial services should be made, including reference to remuneration, misselling, nudge theory, etc.; this might also be made more explicit in the module ILOs, for instance <i>Financial Services Market</i> (LO1 and/or LO7)</p>	<p>Extra PLO added in this section “<i>Learners will have gained an insight into culture and behaviour within the financial services industry</i>”</p> <p>LO6 for Financial Services Market module augmented to include reference to behaviour and culture. See 7.1 module descriptor</p> <p>Behaviour and culture section added to indicative content to include the items recommended</p>
<p>3. Assessment – the 50% coursework element for <i>Financial Services Market</i> might ideally be broken up into two elements, e.g. an earlier assignment in addition to the existing essay, i.e. including a group assignment (for instance challenging ‘group think’, a submission on an emerging issue, etc.) that might come in the form of a presentation, a reflective journal, etc.</p>	<p>Assessment has been broken into an essay style question and a group presentation. Both elements will carry 25% of total marks See 7.1.5, pg 30</p>
<p>4. Staffing – the revised document could include details regarding the Profile of Teaching Staff for both modules, and it should also include indicative information in relation to the occasional lecturers (e.g. details regarding their specialisms, when/where they might readily contribute to the programme, etc.)</p>	<p>CV for newly recruited lecturer has been added. Information on occasional lecturers added.</p> <p>Section 8.5 augmented to include more detailed information on guest lecturers</p>
<p>5. Reading Lists – the information regarding “Reading Lists and Other Resources” needs to be updated, but it should also go beyond primary legislation, CBI documentation, etc., to include current academic literature (i.e. extracts/full texts, journal articles, etc.) more generally, as well as contemporary materials on</p>	<p>Reading lists have been updated as per panel suggestions. A non exhaustive range of journal titles has been included. Specific journal articles will be recommended by lecturers as the module progresses.</p>

pertinent issues (e.g. with regard to regulatory theory for the <i>Role and Functions of the Consumer Protection Directorate</i> module)	
6. Schedules - the “Proposed Programme Schedule” (p.6) and “Proposed Assessment Schedule” (p.25) need to align	Tables aligned

1 Proposed Programme Schedule (Post panel)

Name of Provider		National College of Ireland		Programme Codes							
Programme Title (i.e. named award)		Certificate in Financial Regulating for Consumer Protection									
Award Title (HETAC named award)		Certificate in Financial Regulating for Consumer Protection									
Stage Exit Award Title		PART_TIME, BLENDED									
Modes of Delivery (FT/PT/ACCS/BLENDED/OC.etc)		Award									
Stage		Number of Stages		1							
Award Class		Special Purpose Award		Award NQF Level							
Award EQF Level		6		8							
Stage NQF Level		8		15							
Date Effective		March 2016		Stage EQF Level							
		ISCED Subject Code		6							
				344							
Ref	Module Title	Semester	Status (M/E)	Module		ECTS Credit Number	Total Student Effort		Allocation of Marks		
				NQF Level	8		Total Hours	Contact Hours	Independent Learning	Coursework %	End of Module Assessment %
1.1	Financial Services Market	1	M	8	10	250	36	214	50	50	100
1.2	Role and Functions of the Consumer Protection Directorate	1	M	8	5	125	24	101	100	0	100
Special Regulations: None											

This was a condition of validation

C1. Assessment – the 50% coursework element for *Financial Services Market* might ideally be broken up into two elements, e.g. an earlier assignment in addition to the existing essay, i.e. including a group assignment (for instance challenging ‘group think’, a submission on an emerging issue, etc.) that might come in the form of a presentation, a reflective journal, etc.

Response to condition: Assessment has been broken into an essay style question and a group presentation. Both elements will carry 25% of total marks

See 7.1.5, pg 30

Whilst this doesn't change the schedule as submitted at a high level, at a lower level of individual module assessment a change has been implemented.