

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

Report of the Programme Evaluation Panel

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

Membership of the Programme Evaluation Panel:

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

As the programme has been developed and is a collaborative endeavour in conjunction with sectorial representatives it has the support of the sector

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)

Specific Comments:



Staff: The panel notes that the programme will be delivered by Quality Matters who will be supported by NCI. Quality Matters faculty will be associate faculty of NCI and subject to NCI quality assurance procedures for recruitment, learner evaluation and staff development.

Accommodation: The programme will be provided at the NCI campus in Dublin and there are adequate facilities in place and Carmichael House which has been reviewed using NCI's quality assurance process for selection of off-campus locations.

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?

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.

2.7. 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

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



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

This programme is proposed as a collaborative arrangement between NCI, The Wheel and Quality Matters. The panel is satisfied that the appropriate quality assurance arrangements and agreements are in place to ensure that the programme is delivered appropriately.

The panel commends the obvious good working relationship between the parties as demonstrated during the engagement.

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

Yes✓ No

The panel heard how delivery and evaluation of the programme is subject to NCI's quality assurance procedures as agreed with QQI for collaborative provision and NCI remains responsible for the review and moderation of all assessment.

Are programme management arrangements adequate and coherent?

Yes✓ No

Comment: None



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.

4.1. 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

Comment: None

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

4.2. 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 panel notes that blended learning in the form of the virtual classroom may be used.

4.3. 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

4.4. 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.?)

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. As above, the virtual classroom may be used to support learners.

4.5. 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

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

Yes✓ No

The programme teaching, & assessment strategy should be expanded to show the depth of learning delivered

4.6. NFQ Level

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

Yes✓ No

Comment: None

4.7. Programme titles and award



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

The panel recommends that entrepreneurship is removed from the title 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?

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. Yes✓ No

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5. Module Titles, Content and Assessment Strategy

Module Title: Social Enterprise and Entrepreneurship

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

The panel recommends that entrepreneurship is removed from the title

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

Learning outcomes should be reviewed to ensure that they are consistently measurable

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

Environmental Analysis should be added to the curriculum.

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

6.1. Conditions of Approval:

- None

6.2. Recommendations:

- R1. Consider removing 'entrepreneurship' from title of the programme/module
- R2. Include environmental analysis and scanning in content.
- R3. The programme teaching, & assessment strategy should be expanded to show the depth of learning delivered.
- R4. Learning outcomes should be reviewed to ensure that they are consistently measurable.
- R5. Materials are provided to learners prior to commencing the programme to assist them in developing their social enterprise idea.
- R6. Reading lists and resources should be consistently presented reference to 3rd sector including texts and grey literature.
- R7. Module learning outcomes needed to be aligned to programme learning outcomes
- R8. 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
Brian Carroll

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