


**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. Diploma in Retail Management	Diploma in Retail Management
2.	
3.	
4.	
5.	
<b>Date submitted to QQI:</b>	
<b>Date of Evaluation:</b>	17 June 2016
<b>Date of Report:</b>	18 June 2016

### Membership of the Programme Evaluation Panel:

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

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

## 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

### 2.2. Avoidance of duplication

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

Yes✓ No

### 2.3. 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.

### 2.4. Efficient and effective use of resources

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

Comment: None Yes✓ No

### 2.5. 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.


**QQI**

 Quality and Qualifications Ireland  
 Dearbhú Cáilíochta agus Cáilíochtaí Éireann

*Information technology:*

Comment: None

*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


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 Quality and Qualifications Ireland  
 Dearbhú Cáilíochta agus Cáilíochtaí Éireann

### 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

Comment: None

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#### 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

*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 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 .

##### 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

*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?*

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.

#### 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

Comment: None

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

Yes✓ No

Comment: None

#### 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

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


**QQI**

 Quality and Qualifications Ireland  
 Dearbhú Cáilíochta agus Cáilíochtaí Éireann

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

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.

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## 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 Relation 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 Operation**

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

Comment: The title does not meet the requirements of the 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


**QQI**

 Quality and Qualifications Ireland  
 Dearbhú Cáilíochta agus Cáilíochtaí Éireann

*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?*

Comment: None

Yes✓ No

*Is the content sufficiently informative and is it fit for purpose?*

Yes✓ No

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

Comment: None

Yes✓ No

*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?*

Comment: None

Yes✓ No

*Is the content sufficiently informative and is it fit for purpose?*

Yes✓ No

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

Comment: None

Yes✓ No

*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?*

Comment: None

Yes✓ No

*Is the content sufficiently informative and is it fit for purpose?*

Yes✓ No


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 Quality and Qualifications Ireland  
 Dearbhú Cáilíochta agus Cáilíochtaí Éireann

*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

### Multi-site 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



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Dearbhú Cáilíochta agus Cáilíochtaí Éireann

**Specific Issues to be addressed by the provider**

**Condition of approval**

The specific requirements mentioned above shall be referred to in the contract on its own in the contract.

**Recommendation**

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 Dearbhú Cáilíochta agus Cáilíochtaí Éireann

## Appendix 1: Staff

Staff Name
Prof Jimmy Hill
Dr Corina Sheerin
Mr John McCarthy
Mr Des Morgan
Mr Jonathan O'Riain
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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## Response to Panel Conditions & Recommendations

### Diploma in Retail Management

#### Programme Team Response to External Panel Report

The Programme Team thanks the panel members for their constructive input. The table below outlines each of the conditions and recommendations made and the team's response to that item outlining how each has been met. These are referenced to the accompanying submission documents.

#### Conditions

Condition	NCI Response
1. The MultiSite retail management module should be rewritten to provide clarity on its role within the programme.	The indicative content for this module (7.9) has been updated based on the discussion at the panel. Specifically a section on Internationalisation has been added to the content as well as now being included as an addition to learning outcome 5

#### Recommendations

Recommendation	NCI Response
1. The Retail Operations module is more appropriately titled as Marketing & Retail Operations	The programme committee agree with this recommendation and the module name has been changed accordingly



## Panel Chair Confirmation

To QQI Validation Unit

This is to confirm that I have reviewed the amended documentation from **National College of Ireland** for the programme(s) titled **Diploma in Retail Management** submitted in response to a recent panel report chaired by me.

I can confirm that the amendments made address all the conditions set by the panel. Therefore, on behalf of the panel, I recommend this programme to QQI for validation.

Signed: 

Date: 6/7/2016



# CERTIFICATE OF VALIDATION

<b>Provider name</b>	National College of Ireland
<b>Date of validation</b>	20 July 2016

	<b>First Intake</b>	<b>Last Intake</b>
<b>Enrolment interval</b>	September 2016	September 2020

	<b>Code</b>	<b>Title</b>	<b>Award</b>
<b>Principal programme</b>		Diploma in Retail Management	Diploma in Retail Management
<b>Embedded programme</b>			
<b>Embedded programme</b>			

	<b>Name</b>	<b>Maximum number of learners</b>	<b>Minimum number of learners</b>
<b>Approved centre</b>	National College of Ireland	As per the validated programmes	As per the validated programmes

<b>Target learner groups</b>	As per the validated programmes
<b>Approved countries for provision</b>	Ireland
<b>The teaching and learning modalities</b>	As per the validated programmes
<b>Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)</b>	As per the validated programmes
<b>Specifications for teaching staff</b>	As per the validated programmes
<b>Specifications for the ratio of learners to teaching-staff</b>	As per the validated programmes

<b>Programmes being replaced</b>		
<b>Code</b>	<b>Title</b>	<b>Comment</b>
		N/A



### Conditions of validation

The statutory ([section 45\(3\) of the 2012 Act](#)) conditions of validation are that the provider of the programme shall:

- a) co-operate with and assist QQI in the performance of QQI's functions in so far as those functions relate to the functions of the provider,
- b) establish procedures which are fair and consistent for the assessment of enrolled learners to ensure the standards of knowledge, skill or competence determined by QQI under section 49 (1) are acquired, and where appropriate, demonstrated, by enrolled learners,
- c) continue to comply with [section 65 of the 2012 Act](#) in respect of arrangements for the protection of enrolled learners, if applicable, and
- d) provide to QQI such information as QQI may from time to time require for the purposes of the performance of its functions, including information in respect of completion rates.

### Conditions from HET Core Validation Policy and Criteria 2010, Revised 2013

The provider of the programme shall (for each programme):

1. Maintain the status of the programme(s) recognition;
2. Establish, having regard to existing quality assurance procedures, procedures for quality assurance for the purpose of further improving and maintaining the quality of education and training which is provided, organised or procured by that provider as part of the programme(s) concerned, and agree those procedures with QQI;
3. Operate quality assurance procedures agreed with QQI;
4. Implement procedures for the assessment of learners which are consistent with Assessment and Standards, Revised 2013;
5. Implement the procedures described in the document Policies, Actions and Procedures for Access, Transfer and Progression for Learners;
6. Implement any special conditions of validation attached to the relevant awards standards.

### Other conditions from HET Core Validation Policy and Criteria 2010, Revised 2013

7. Notify QQI of any change in circumstances affecting the provider which could affect or be perceived to affect the provision of the programme(s). This includes significant changes in corporate or academic governance, ownership, legal status, profile of teaching staff, profile of learners, numbers enrolled, facilities, or resources;
8. Maintain learner data records (personal identification, progression, module marks, stage classification etc.) in order to assist QQI in the performance of its functions;
9. Provide the information required by QQI's award making and monitoring functions, including information in respect of completion rates;
10. Implement the programme in accordance with the **approved programme schedule(s)** (appended) and current assessment strategies;
11. Subject to Section 4.6.1 of *HET Core Validation Policy and Criteria 2010, Revised 2013*, obtain QQI's approval prior to substantially amending the programme's minimum intended learning outcomes, save in the case of incremental enhancements arising from the implementation of findings of the provider's agreed quality assurance procedures;
12. Notify QQI of any information concerning the programme(s), or circumstances that may reasonably be expected to give QQI cause to consider reviewing the programme. Explicitly this includes where another awarding body withdraws or seeks to withdraw validation from the programme(s) and /or any alterations to accreditations (additions or withdrawals) by a professional or regulatory body;
13. Implement the programme(s) as agreed with the resources indicated;
14. Adhere to, and implement the Provider Lifecycle of Engagements.



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 Dearbhú Cáilíochta agus Cáilíochtaí Éireann

**Approved Programme Schedule(s)**

Name of Provider		National College of Ireland		Programme Codes						
Programme Title (i.e. named award)		Diploma in Retail Management								
Award Title (QQI named award)		Certificate in Retail Management								
Stage Exit Award Title		FULL_TIME,PART_TIME,DISTANCE,BLENDED,EVENING								
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc)		AWARD								
Stage		Number of Stages		1						
Award Class		Special Purpose		Award NQF Level						
Award EQF Level		6		Stage Credits (ECTS)						
Stage NQF Level		7		Stage EQF Level						
Date Effective		1 <sup>st</sup> Sept 2016								
Ref	Module Title	Semester	Module Status (M/E)	Total Student Effort		Allocation of Marks		Total %		
				ECTS Credit Number	NQF Level	Contact Hours	Independent Learning		Continuous Assessment %	End of Module Formal Examination %
1.1	Introduction to Retail Management	1	M	5	7	24	101	50	50	100
1.2	People Management and Development	1	M	5	7	24	101	100	0	100
1.3	Finance for Retail	1	M	5	7	24	101	70	30	100
1.4	Customer Relations in Retail	1	M	5	7	24	101	100	0	100
1.5	Retail Operations	1	M	10	7	36	214	100	0	100
Special Regulations: None										
Name of Provider		National College of Ireland		Programme Codes						



QQI

Quality and Qualifications Ireland  
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Ireland		Certificate in Retail Management									
Programme Title (i.e. named award)		Certificate in Retail Management									
Award Title (QQI named award)		Certificate in Retail Management									
Stage Exit Award Title		Certificate in Retail Management									
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc)		FULL_TIME,PART_TIME,DISTANCE,OL,EVENING									
Stage		AWARD		Number of Stages		1					
Award Class		Special Purpose		Award NQF Level		7					
Award EQF Level		5		Stage Credits (ECTS)		60					
Stage NQF Level		7		Stage EQF Level		6					
Date Effective		01/10/15		ISCED Subject Code							
Ref	Module Title	Semester	Module Status (M/E)	ECTS Credit Number	Total Student Effort		Allocation of Marks			Total %	
					Total Hours	Contact Hours	Independent Learning	Continuous Assessment %	End of Module Formal Examination %		
1.6	Technology for Retail	1	M	5	125	24	101	100	0	100	
1.7	Advanced People Management and Development	1	M	5	125	24	101	30	70	100	
1.8	Management Accounting	1	M	10	250	36	214	100	0	100	
1.9	Multisite Retail Management	1	M	10	250	36	214	100	0	100	
Special Regulations:		None									