


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. MSc in Marketing	Master of Science
2. Postgraduate Diploma in Business in Marketing	Postgraduate Diploma in Business
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.


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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

Comment: None

2.2. Avoidance of duplication

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

Yes✓ No

Comment: None

2.3. Stakeholder consultation

Was the level of stakeholder engagement satisfactory? Yes✓ No

Comment: None

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

It is recommended that, in terms of ongoing and future development of the programme, a Stakeholder Advisory Board should be established to meet annually with the programme team in order to review industry requirements and expectations.

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


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

Specific Comments:

Staff: The panel is of the view that the programme can be resourced from the College's current staff.

Accommodation: The programme will be provided at the NCI campus in Dublin and there are adequate facilities in place.

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?

Comment: None Yes✓ No

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

Comment: None Yes✓ No

Are programme management arrangements adequate and coherent?

Comment: None Yes✓ No

DRAFT



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

The programme team should consider review of some modules to ensure that their curriculum is sufficiently expanded and that consistency of presentation of the reading lists is achieved.

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

The panel did discuss the size, sequencing and mandatory or optional nature of some of the modules and have made recommendations in that regard.

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 the use of flipped classrooms and 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


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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?

12 months full-time, 24 months part-time

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, a full and part-time cohort at a time on an annual basis. Should demand require it, a second cohort may commence at the beginning of the traditional 2nd semester.

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 on a full- and 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?

Comment: None Yes✓ No

Considering the level, outcomes and volume of each module, is the number of credits attached to each appropriate?

Comment: None Yes✓ No

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

Comment: None Yes✓ No

4.6. NFQ Level

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

Yes✓ No


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Comment: None

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

The panel notes the development of the Postgraduate Diploma in Business in Marketing. On reviewing the Programme Learning Outcomes, the panel would like to see greater differentiation between the two awards.

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5. Module Titles, Content and Assessment Strategy

Module Title: Marketing in the 21st Century

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 is of the view that this module should be condensed and reduced to 5 ECTS.

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

Module Title: Digital Marketing Strategy

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

Comment: None

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

Comment: None



Module Title: The Contemporary Consumer

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

Comment: None

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

Comment: None

Module Title: Integrated Marketing Communications in a Digital Age

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

Comment: None

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

Comment: None



Module Title: Services Marketing

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

Comment: None

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

Comment: None

Module Title: Market Research

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

Comment: None

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

Comment: None



Module Title: Innovation and Creativity

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

Comment: None

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

Comment: None

Module Title: Brand 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

Comment: None

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

Comment: None



Module Title: Marketing Metrics and Accountability

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?

The panel is of the view that this module should be mandatory Yes✓ No

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?

Comment: None Yes✓ No

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

Comment: None

Module Title: Marketing Insights and Customer Relationship Marketing

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?

Comment: None Yes✓ No

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

The practical nature of the tool used should be highlighted in the learning environment

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? Yes✓ No

Comment: None



Module Title: Strategic Project 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

The team should consider removal of the examination

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

Comment: None

Module Title: Strategic Social Media Marketing and Public Relations

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 practical nature of the tools used should be highlighted in the learning and teaching strategy.

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



Module Title: Management of Innovation and Technology

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

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

Comment: None

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

Module Title: Selling to the Modern Customer

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

Comment: None

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

Comment: None



Module Title: The Social Conscience of the Customer

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

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

Comment: None

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

Yes✓ No

A practical assessment such as a debate could be considered.

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

Yes✓ No

Comment: None

Module Title: Postmodern Marketing

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

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

Comment: None

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

**Module Title: Research Methods**

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

Sourcing of grey literature should be included.

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

Module Title: Dissertation

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 programme team should consider the creation of a 4th model of output which allows learners to create a PhD proposal.

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



Module Title: Business Research Methods

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

Comment: None

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

Comment: None

Module Title: Industry Practicum Project

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

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:

- C1. Marketing Metrics and Accountability should become a mandatory module on the programme; Marketing in the 21st century should become a 5 credit module to facilitate this.
- C2. Review the Programme Learning Outcomes for the Postgraduate Diploma in Business in Marketing and the MSc in Marketing to ensure appropriate differentiation.

6.2. Recommendations:

- R1. Review the module learning outcomes to ensure that they are at the appropriate level.
- R2. Revise the assessment matrix for the programme to indicate the scheduling of assessments.
- R3. Consider positioning the Contemporary Consumer for delivery before Digital Marketing Strategy.
- R4. Review the document to ensure consistency in relation to the format of the curriculum and the referencing of resources.
- R5. Articulate the globalisation elements of modules in the module learning outcomes.
- R6. In the access requirements remove mention of accepting non-cognate graduates with work experience as this is covered by RPL statement.
- R7. Review and update reading lists as appropriate.
- R8. Review added value activities for students, e.g. professional accreditation and guest lecturers.
- R9. Ensure that students are clear on how decisions in relation to elective delivery are made, and that all electives may not run.
- R10. An advisory board with industry representation should be developed to inform the delivery and future development of this programme.
- R11. Consider development and delivery of workshops for practical IT skills.

6.3. Commendations:

- Commend the staff for reworking the MSc in Marketing and the development of a new programme.

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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

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.


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Appendix 1: Staff

Staff Name	Role
Dr Deirdre Bane	Lecturer in Finance
Mr Michael Bane	Lecturer in Marketing and Business
Mr Dave Cormack	Professional Education & Training Project Manager/Lecturer
Prof Aidan Daly	Adjunct Professor
Dr Jason Healy	Associate Faculty
Prof Jimmy Hill	Vice-President Academic Affairs & Research
Dr Louise Maguire	Programme Director & Lecturer in Marketing
Dr Philip McGovern	Lecturer in Management/Strategy
Dr Andrew O'Regan	Associate Faculty
Ms Eva Perez	Lecturer
Mr Vikas Sahni	Associate Faculty
Dr Corina Sheerin	Vice Dean/Lecturer in Finance
Prof Darach Turley	Adjunct Professor

MSc in Marketing
Postgraduate Diploma in Business in Marketing

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

Feedback of the Review Panel	Action
<p>Conditions of Approval:</p> <p>C1. Marketing Metrics and Accountability should become a mandatory module on the programme; Marketing in the 21st Century should become a 5 credit module to facilitate this.</p> <p>C2. Review the Programme Learning Outcomes for the Postgraduate Diploma in Business in Marketing and the MSc in Marketing to ensure appropriate differentiation.</p>	<p>The following sections have been amended to reflect this change Section 1 (Programme Schedule), Section 6.1 (Educational Objectives and their Assessment), Section 6.3 (Transferrable Skills Matrix), Section 6.6 (Programme Organisation) and Section 6.7.3.8 (Assessment Matrix), Section 7.1 Marketing in the 21st century module revised), Section 7.9 (Marketing Metrics and Accountability module updated to reflect compulsory module.</p> <p>Please see Postgraduate Diploma in Marketing document attached.</p>

Recommendations

Feedback of the Review Panel	Action
<p>Recommendations</p> <p>R1. Review the module learning outcomes to ensure that they are at the appropriate level.</p>	<p>All modules have been reviewed and revised as appropriate to ensure module learning outcomes now reflect Level 9 standards across the programme</p>

Feedback of the Review Panel	Action
R2. Revise the assessment matrix for the programme to indicate the scheduling of assessments.	Section 6.7.3.8 contains an assessment matrix for the programme. Section 6.7.3.9 includes a proposed assessment schedule.
R3. Consider positioning the Contemporary Consumer for delivery before Digital Marketing Strategy.	The Contemporary Consumer is now repositioned prior to Digital Marketing Strategy within the programme. The following sections have been revised to reflect this (Section 1 (Programme Schedule), Section 6.6 (Programme Organisation))
R4. Review the document to ensure consistency in relation to the format of the curriculum and the referencing of resources.	Modules have been reviewed and updated accordingly.
R5 . Articulate the globalisation elements of modules in the module learning outcomes.	Modules have been reviewed and where appropriate globalisation elements have been included. For example The Contemporary Consumer (Module 7.2, LO2), Integrated Marketing Communications (Module 7.4,LO5), Services Marketing (Module 7.5, LO3), Innovation and Creativity (Module 7.7,LO2) Brand Management (Module 7.8,LO8)
R6. In the access requirements remove mention of accepting non-cognate graduates with work experience as this is covered by RPL statement	This has been removed and Section 5 revised accordingly.
R7. Review and update reading lists as appropriate.	Module owners have reviewed and updated reading lists as appropriate.
R8. Review added value activities for students, e.g. professional accreditation, guest lecturers.	Section 6.7 has been revised to include this recommendation. It makes specific reference to the use of internationally acclaimed and widely published guest lecturers and also the pursuit of ongoing professional accreditation.
R9. Ensure that students are clear on how decisions in relation to elective delivery are made, and that all electives may not run.	Section 6.6, Programme Organisation now explains how electives are chosen and that the most popular student choices of electives are offered.
R10. An advisory board with industry representation should be developed to inform the delivery and future development of this programme.	Section 6.4.2 has been revised to include this recommendation.

Feedback of the Review Panel	Action
R11. Consider development and delivery of workshops for practical IT skills.	Section 6.7 has been revised to include this recommendation.

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 **NCI Programme MSc / PD Dip Marketing** 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:

A handwritten signature in blue ink, appearing to read "Gerard J. Donohue". The signature is written in a cursive style with a large initial 'G'.

Date: 06/07/16



CERTIFICATE OF VALIDATION

Provider name	National College of Ireland
Date of validation	20 July 2016

	First Intake	Last Intake
Enrolment interval	September 2016	September 2020

	Code	Title	Award
Principal programme		MSc in Marketing	Master of Science
Embedded programme		Postgraduate Diploma in Business in Marketing	Postgraduate Diploma
Embedded programme			

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

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

Programmes being replaced		
Code	Title	Comment
		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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PAEC/A19/4.3.1.3

Approved Programme Schedule(s)

Name of Provider		National College of Ireland			Programme Codes			MSCMRKD				
Programme Title (i.e. named award)		MSc in Marketing										
Award Title (HETAC named award)		Master of Science										
Stage Exit Award Title		Postgraduate Diploma in Business in Marketing										
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc)		FULL_TIME,PART_TIME BLOCK DELIVERY										
Stage		1			Number of Stages			1				
Award Class		Major			Award NQF Level			9				
Award EQF Level		7			Stage Credits (ECTS)			90				
Stage NQF Level		9			Stage EQF Level			7				
Date Effective		14/09/16			ISCED Subject Code							
Ref	Module Title	Semester	Module Status (C/O)	NQF Level	ECTS Credit Number	Total Student Effort			Allocation of Marks			Total %
						Total Hours	Contact Hours	Independent Learning	Coursework %	End of Module Assessment %		
	Marketing in the 21st Century	1	C	9	5	250	30	220	50	50		100
	The Contemporary Consumer	1	C	9	5	125	30	95	100	0		100
	Digital Marketing Strategy	1	C	9	10	250	30	220	100	0		100
	Integrated Marketing Communications in a Digital Age	2	C	9	5	125	30	95	50	50		100
	Services Marketing	2	C	9	5	125	30	95	50	50		100
	Market Research	2	C	9	5	125	30	95	40	60		100
	Innovation and Creativity	2	C	9	5	125	30	95	100	0		100
	Brand Management	2	C	9	5	125	30	95	100	0		100
	Marketing Metrics and Accountability	1	C	9	5	125	30	95	100	0		100
	Marketing Insights and Customer Relationship Management	1	O	9	5	125	30	95	50	50		100
	Strategic Project Management	1	O	9	5	125	30	95	50	50		100
	Strategic Social Media Marketing and Public Relations	1	O	9	5	125	30	95	100	0		100



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Stage NQF Level		9			Stage EQF Level			7				
Date Effective		14/09/16										
Ref	Module Title	Semester	Module Status (C/O)	NQF Level	ECTS Credit Number	Total Student Effort			Allocation of Marks			Total %
						Contact Hours	Total Hours	Independent Learning	Coursework %	End of Module Assessment %		
	Management of Innovation & Technology	2	O	9	5	30	125	95	50	50	100	
	The Social Science of the Consumer	2	O	9	5	30	125	95	40	60	100	
	Postmodern Marketing	2	O	9	5	30	125	95	50	50	100	
	Selling to the Modern Customer	2	O	9	5	30	125	95	100	0	100	
	Research Methods	1/2	GE1	9	10	30	250	220	100	0	100	
	Dissertation	3	GE1	9	20	4	500	496	100	0	100	
	Business Research Methods	1/2	GE2	9	10	30	250	220	100	0	100	
	Industry Practicum Project	3	GE2	9	20	24	250	476	100	0	100	
Special Regulations:												
Select 2 electives from list of elective optional modules (O). Students who take the Dissertation must take Research Methods (GE1) Students who take the Industry Practicum must take Business Research Methods (GE2)												
The Industry Practicum Project or Dissertation may not be used for compensation.												



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Stage NQF Level		9			Stage EQF Level			7				
Date Effective		14/09/16										
Ref	Module Title	Semester	Module Status (C/O)	ECTS		Total Student Effort			Allocation of Marks			Total %
				NQF Level	Credit Number	Total Hours	Contact Hours	Independent Learning	Coursework %	End of Module Assessment %		
	Marketing in the 21st Century	1	C	9	5	250	30	220	50	50	100	
	The Contemporary Consumer	1	C	9	5	125	30	95	100	0	100	
	Digital Marketing Strategy	1	C	9	10	250	30	220	100	0	100	
	Integrated Marketing Communications in a Digital Age	2	C	9	5	125	30	95	50	50	100	
	Services Marketing	2	C	9	5	125	30	95	50	50	100	
	Market Research	2	C	9	5	125	30	95	40	60	100	
	Innovation and Creativity	2	C	9	5	125	30	95	100	0	100	
	Brand Management	2	C	9	5	125	30	95	100	0	100	
	Marketing Metrics and Accountability	1	C	9	5	125	30	95	100	0	100	
	Marketing Insights and Customer Relationship Management	1	O	9	5	125	30	95	50	50	100	
	Strategic Project Management	1	O	9	5	125	30	95	50	50	100	
	Strategic Social Media Marketing and Public Relations	1	O	9	5	125	30	95	100	0	100	
	Management of	2	O	9	5	125	30	95	50	50	100	



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Ref	Module Title	Semester	Module Status (C/O)	NQF Level	ECTS Credit Number	Total Student Effort		Allocation of Marks				
						Total Hours	Contact Hours	Independent Learning	Coursework %	End of Module Assessment %	Total %	
	Innovation & Technology											
	The Social Conscience of the Consumer	2	0	9	5	125	30	95	40	60	100	
	Postmodern Marketing	2	0	9	5	125	30	95	50	50	100	
	Selling to the Modern Customer	2	0	9	5	125	30	95	100	0	100	
	Research Methods	1/2	GE1	9	10	250	30	220	100	0	100	
	Business Research Methods	1/2	GE2	9	10	250	30	220	100	0	100	

Special Regulations:

Select 2 electives from list of elective optional modules (O).

Select 1 module from Research Methods (GE1) or Business Research Methods (GE2)