

**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.



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



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

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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

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



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



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

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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