

**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 Non Profit Management	Master of Science
2. Postgraduate Diploma in Business in Non Profit Management	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

This proposed MSc in Non Profit Management 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 development arose from the cessation of a similar programme at All Hallows College which has closed. The programme has been significantly reviewed and informed by consultations with the Wheel, the sectoral representative body and other sectoral influencers. The programme team is aware of a recently validated programme at ITB which is due to commence in September 2016 and is of the view that this programme is more focused on the needs to the sector.

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: The programme makes logical use of relevant existing modules within the School of Business, which is good for sustainability.



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 and third sector specialists recruited to the College's panel of associate faculty.

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.

Partnerships: Consider creating partnerships with relevant private sector providers to the charitable sector to access donated software for training, e.g. Blackbaud

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?

Comment: None

Yes✓ No

Has the Provider complied with Protection for Enrolled Learner requirements?

Protection for Enrolled Learners has been arranged with Griffith College and the Irish College of Humanities and Science.

Yes✓ No

2.7. Access

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

Comment: None

Yes✓ No

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 clarifies 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. Learning outcome for the Finance module should include communications, which is inherent in the module delivery and might be more explicitly acknowledged in the module descriptor.

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 and sequencing of some of the modules and have made recommendations in that regard. In particular the panel is of the view that the Fundraising & Communications module should be reviewed with a view to splitting the content into 2 distinct 5 credit modules. To facilitate that, the programme team could consider removing Economics in the World as a module, but integrate its essential aspects into other mandatory modules.

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. A general observation is to ensure that where modules are shared with other programmes, there is sufficient use of third sector relevant case studies and a few examples of relevant third-sector readings should be included in the reading lists of shared modules if possible.

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 single cohort at a time on an annual basis.

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

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?

Comment: None

Yes✓

No

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 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. The 10 credits from the Management of Non Profit Organisations, from the Certificate should be sufficient, and that the full 15 credits from the Certificate might not be needed, as this appears to penalise those students who have already demonstrated commitment to the third-sector.

The panel notes the development of the Postgraduate Diploma in Business in Non Profit Management. On reviewing the Programme Learning Outcomes, the panel would like to see a clearer definition of the additional learning that the Masters degree will provide.



5. Module Titles, Content and Assessment Strategy

Module Title: Third Sector Studies

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

The panel recommends condensing the coursework into 1 group assessment.

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

Yes✓ No

Comment: None

Module Title: Managing the Organisation

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: The panel recommends to add third sector specific reading. ACEVO may offer relevant material.



Module Title: Managing Financial Resources

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

The management of gift-in-kind and volunteer value 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

Case material for the third sector should be sourced.

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

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

Sourcing of grey literature should be explicitly included in 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



Module Title: Economics for 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 is of the view that this module should be removed but that core areas should be incorporated into other modules.

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: Regulation in the Third Sector

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

Self regulation should be included in the curriculum.

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

The panel recommends inclusion of coursework in this module. Consideration should be given to the creation of a strategy for governance and the legal requirements of same.

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

Comment: None

**Module Title: Information Systems and Outcomes Measurement**

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 tactical as well as the strategic use of technology should be highlighted in the module and in the programme as a whole. The sequencing of this module should be considered so that the mis requirements for finance, fundraising and communication are understood.

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: Leadership and Ethical Leadership in Non Profit Organisations

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

Texts and readings particular to the third sector should be included in this module.



Module Title: Fundraising and Communications

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

The panel

Are the specific learning outcomes a) properly stated, b) sufficient and c) achievable?

Yes No✓

The panel would like to see this module split into 2 distinct and mandatory modules and due to the size of the curriculum presented

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

Yes No✓

The panel would like to see this module split into 2 distinct modules due to the size of the curriculum presented.
Risk should be included in the learning outcomes.

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: Strategic Management and the Global Environment

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 recommends the merger of this module and Strategic Management of INGOs

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: Strategic Management of INGOs

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

The panel recommends the merger of this module and Strategic Management and the Global Environment

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: Strategic Management of Human Capital

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 management of volunteers should be included in the module

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: Corporate Social Responsibility and Business Ethics

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: Contemporary Issues in Organisational Leadership

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 use of guest lecturers should be highlighted/emphasised more.

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: Project Management and Implementation Science

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

Consideration could be given to reversing the title to Implementation Science and Project Management

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: Social Enterprise and Entrepreneurship

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 programme team should consider increasing the weighting of the idea creation assessment.

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

Comment: None

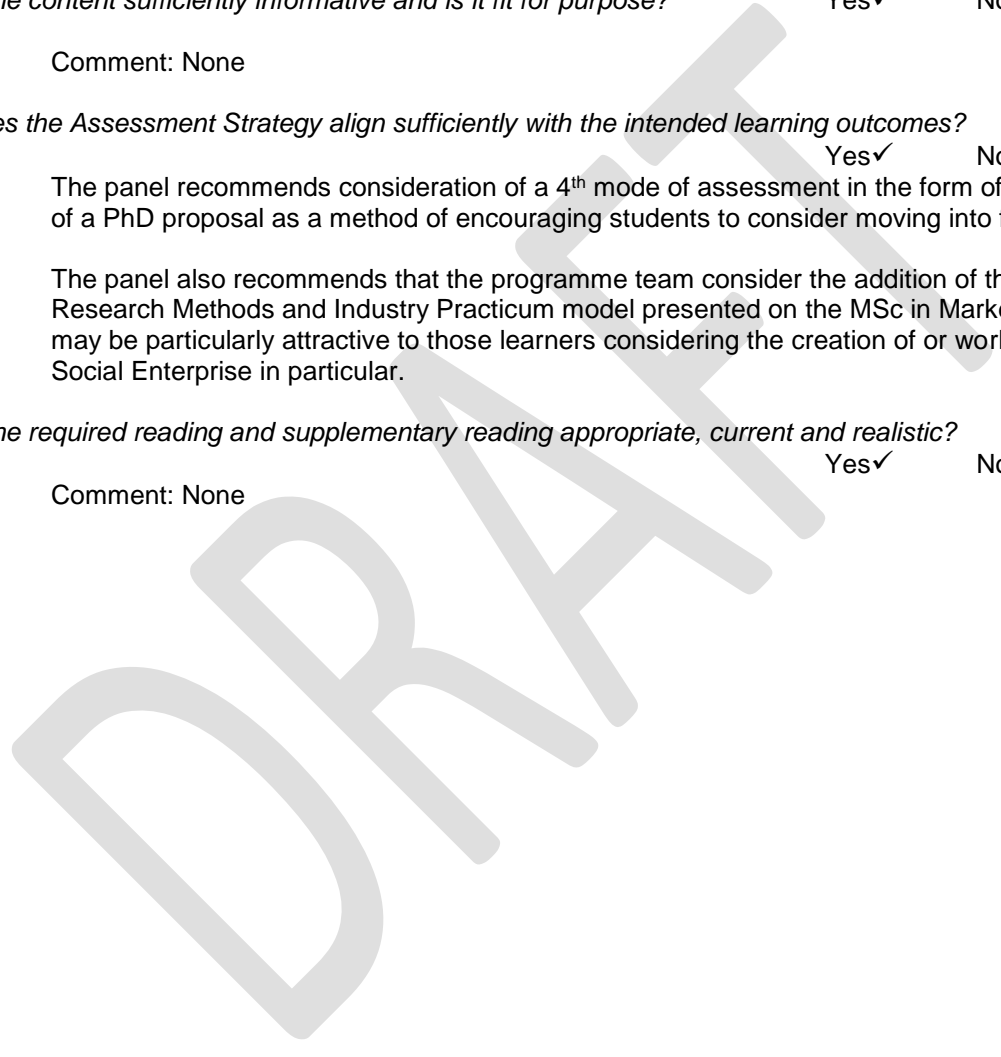
Does the Assessment Strategy align sufficiently with the intended learning outcomes? Yes✓ No

The panel recommends consideration of a 4th mode of assessment in the form of the creation of a PhD proposal as a method of encouraging students to consider moving into further study.

The panel also recommends that the programme team consider the addition of the Business Research Methods and Industry Practicum model presented on the MSc in Marketing which may be particularly attractive to those learners considering the creation of or working in a Social Enterprise in particular.

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. The Fundraising and Communications module should be split into two 5 credit modules. To facilitate this, the Economics for Management module should be removed, with any essential elements of this module incorporated into other modules.
- C2. Review the Programme Learning Outcomes for the Postgraduate Diploma in Business in Non Profit Management and the MSc in Non Profit Management to ensure that the difference in learning is clear.

6.2. Recommendations:

- R1. Risk should be included into the Fundraising module.
- R2. Consider combining both strategy modules.
- R3. Include a fourth model for the dissertation, i.e. the dissertation as the basis for a PhD proposal.
- R4. Include the Business Research Methods and Industry Practicum modules as an alternative to the Dissertation and Research Methods.
- R5. Third-Sector governance and legal responsibility of boards needs to be strengthened.
- R6. Remove the failed element component where unintended, i.e. p. 80.
- R7. Review the assessment strategy for the Regulation in the Third Sector to include an element of continuous assessment.
- R8. A general observation is to ensure that where modules are shared with other programmes, there is sufficient use of third sector relevant case studies and readings in the delivery of the module and outlined in the module descriptors.
In addition to the College's own case studies, developing a clear guide to the contents of case studies for each module where they are used is recommended so that students can evaluate whether the organisation they have a relationship with is suitable.
- R9. Review the programme to ensure volunteer management is strengthened specifically focusing on working with volunteer boards, volunteers in delivery roles and staff who are not motivated by remuneration.



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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 Andrew O'Regan	Programme Director
Mr Brian Carroll	Associate Lecturer
Dr Deirdre Bane	Lecturer in Finance
Prof Jimmy Hill	Vice-President Academic Affairs & Research
Dr Philip McGovern	Lecturer, Management
Dr Corina Sheerin	Vice Dean Postgraduate, School of Business, Lecturer in Finance
Mr Eamonn Stack	Associate Lecturer
Ms Caroline Gardner	Associate Lecturer
Dr TJ McCabe	Lecturer, HRM
Dr Paul Hanly	Lecturer, Economics
Ms Siobhan McGee	Associate Lecturer
Mr Cormac O Ceallaigh	Associate Lecturer
Ms Deirdre Fitzgerald	Associate Lecturer