![QQI logo] 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:**
BA Hons in Business Management	Bachelor of Art (Hons)
Date submitted to QQI:	
Date of Evaluation:	17 June 2016
Date of Report:	18 June 2016

Membership of the Programme Evaluation Panel:

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

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: This programme replaces an existing level 7 degree previously run at NCI.

2.3   Stakeholder consultation

Was the level of stakeholder engagement satisfactory? Yes✓   No

Comment: None

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

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 development of this programme has resulted in a more streamlined portfolio of offerings which is resourced from the College's existing resource base.

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

Specific Comments:

Staff: Comment: None

Accommodation: The programme will be provided at the NCI campus in Dublin .

Information technology: Comment: None

Library: Administration: Comment: None

Publicity/public information: Comment: None

2.5   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.

2.6   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

3. Quality Assurance

3.1 Application of agreed quality assurance procedures for development of programmes

Were the agreed quality assurance procedures for programme development followed?

Yes✓   No

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

Yes✓   No

3.2 Are programme management arrangements adequate and coherent?

Yes✓   No

Comment: None

4. Programme structure and content

Is the programme structure well designed, coherent and fit for its stated purpose?

Yes✓   No

The panel discussed the programme structure and sequencing with the programme team and has made some observations in that regard. In particular the panel would like to see a more balanced spread of themes throughout the 3 stages e.g. there is a particular emphasis on HR modules in the first stage. Whilst understanding the logic of this in order to accommodate transfer and progression options, the panel is of the view that that 1st stage of the programme should address technology and accounting. Advanced people skills and new forms of organisation should be emphasised more in the final stage.

The management of services in particular should be highlighted more within all modules as appropriate.

4.1   Programme learning outcomes

Do the programme learning outcomes comply with national standards for the level of award proposed?

Yes✓   No

Comment: None

Are module descriptions adequate and relevant?   Yes✓   No

Comment: None

Are modules relevant and current?   Yes✓   No

Comment: None

Does the combination of modules chosen have the coherence to support the proposed award?

Yes✓   No

4.2   Learning Modes

Can the teaching and learning strategies proposed support achievement of the required learning outcomes?

Yes✓   No

 The panel recognises NCI's strengths in the delivery of blended learning and supporting part-time learners. However, while the panel recognises that learning will take place in the workplace, the panel notes the intensity of delivery and would like to see an independent evaluation of the approach within 4 years to evaluate learner outcomes and experience.

Are the delivery mechanisms proposed adequate to the needs of the programme and the proposed learner cohorts?

Yes✓   No

The programme will be offered on a part-time basis only. The panel notes the existing use of blended learning on this programme. The programme document should be updated to describe the specific blend being used on this programme i.e. use of Adobe Connect and virtual classroom .

4.3   Assessment strategies

Are assessment processes and methods adequately described?   Yes✓   No

Comment: None

Are these strategies appropriate to this type of award, in terms of type, frequency and volume?

Yes✓   No

The panel is of the view that additional presentation skills would be useful on this programme and that inclusion of these would bring a better balance to the assessment strategy.

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?

Three stages over a period of 2-2.5 calendar years. This duration is premised on the use of the traditional summer semester as a teaching period.

What is the lifespan of the programme (e.g. single cohort intake to satisfy limited local demand; multiple intakes over the following 5 years etc.?)

Typically, from September 2016 onwards, 1 cohort per academic year

Does the Panel believe this to be realistic?   Yes✓   No

Are there flexible modes of participation?   Yes✓   No

The programme will be offered primarily on a part-time basis.

4.5   Credits
Is credit allocation in accordance with national and international guidelines?

Yes✓   No

Comment: None

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

Yes✓   No

Comment: None

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

Yes✓   No

Comment: None

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

Yes✓   No

Comment: None

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

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 streamlining of this programme with other awards offered by NCI and believes that it provides a coherent approach which is particularly relevant to part-time learners.

5. Module Titles, Content and Assessment Strategy

5.1 Stage 1

5.1.1. Business Management Practice

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 the inclusion of a presentation on this module and a review of the word count required for assessment in general

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

Yes✓   No

5.1.2. Leadership and Influencing

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

Comment: None

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

Yes✓   No

Comment: None

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

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

Yes✓   No

The programme team should consider the inclusion of a presentation on this module and a review of the word count required for assessment in general

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

Yes✓   No

5.1.3. Working With People
Is the title informative and is it fit for purpose?   Yes✓   No

Comment: None

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

Yes✓   No

Comment: None

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

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

Yes✓   No

The programme team should consider the inclusion of a presentation on this module and a review of the word count required for assessment in general

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

Yes✓   No

5.1.4. Introduction to Statistics for Managers
Is the title informative and is it fit for purpose?   Yes✓   No

Comment: None

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

Yes✓   No

Comment: None

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

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

Yes✓   No

Comment: None

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

Yes✓   No

Comment None

5.1.5. Employment Law

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 considers that this module would be better placed in Stage 2 and preceded by Business Law

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

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

Yes✓   No

Comment: None

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

Yes✓   No

Comment None

5.1.6. Human Resource 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: The panel recommends consideration of moving this module to Stage 2 to balance the HR theme through the degree

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

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

Yes✓   No

Comment: None

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

Yes✓   No

Comment None

5.1.7. Economics in the World

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

Comment: None

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

                                                                              Yes✓   No

Comment: none

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

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

                                                                              Yes✓   No

Comment: None

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

Yes✓   No

Comment None

5.2   Stage 2

5.2.1. Sales and Marketing for Managers

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

Comment: The panel recommends consideration of this title as Marketing for Managers

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

Services Marketing should be highlighted more within 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

5.2.2.   Managing Finance
Is the title informative and is it fit for purpose?   Yes✓   No

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

                                                                                         Yes✓   No

Comment: none

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

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

                                                                                        Yes✓   No

Comment: None

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

                                                                                        Yes✓   No

Comment None

5.2.3.   Business Economics
Is the title informative and is it fit for purpose?   Yes✓   No

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

                                                                                        Yes✓   No

Comment: none

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

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

Yes✓   No

Comment: None

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

Yes✓   No

Comment None

5.2.4.   Business Law
Is the title informative and is it fit for purpose?   Yes✓   No

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

Yes✓   No

Comment: The panel recommends that this module be moved to stage 1

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

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

Yes✓   No

Comment: None

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

Yes✓   No

Comment None

5.2.5.   Management Accounting
Is the title informative and is it fit for purpose?   Yes✓   No

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

Yes✓   No

Comment: The panel recommends that this module be moved to stage 1

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

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

Yes✓   No

Comment: None

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

Yes✓   No

Comment None

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

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

Yes✓   No

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

The panel recommends that the content of this module be reviewed and that the business planning element of it removed as it is adequately dealt with in the strategy 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

5.2.7.   Technology for Business
Is the title informative and is it fit for purpose?   Yes✓   No

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

Yes✓   No

Consideration should be given to moving this module to Stage 1 in order to balance the degree and to underpin the learning outcomes of the Certificate award.

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

More emphasis should be placed on the strategic application of technology in business.

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

5.3   Stage 3

5.3.1. Distribution and Channel Management
Is the title informative and is it fit for purpose?   Yes✓   No

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

                                                                Yes✓   No

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

Services should be emphasised more within this module, as should relationship management

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

5.3.2. Managing Productivity
Is the title informative and is it fit for purpose?   Yes✓   No

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

                                                                Yes✓   No

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

There are elements of overlap of content with other modules which could be removed in order to include advanced people skills issues, new forms organisation and innovation which would give the final stage capstone themes of Change Management, Strategy and Process Improvement.

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

5.3.3. Strategic Management
Is the title informative and is it fit for purpose?   Yes✓   No

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

Yes✓   No

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

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

Yes✓   No

Comment: None

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

Yes✓   No

Comment None

5.3.4. Strategic Retail Marketing
Is the title informative and is it fit for purpose?   Yes✓   No

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

Yes✓   No

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

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

Comment: None

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

Yes✓   No

Comment None

5.3.5. Statistics and Analytics for Strategic Decision Making
Is the title informative and is it fit for purpose?   Yes✓   No

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

Yes✓   No

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

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

Yes✓   No

Comment: None

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

Yes✓   No

Comment None

5.3.6. Change Management
Is the title informative and is it fit for purpose?   Yes✓   No

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

Yes✓   No

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

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

Yes✓   No

Comment: None

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

Yes✓   No

Comment None

5.3.7. Economic & Social Policy
Is the title informative and is it fit for purpose?   Yes✓   No

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

                                                                                         Yes✓   No

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

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

                                                                                         Yes✓   No

Comment: None

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

                                                                                         Yes✓   No

Comment None

5.3.8. Operations Planning & Design
Is the title informative and is it fit for purpose?   Yes✓   No

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

                                                                                         Yes✓   No

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

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

                                                                                         Yes✓   No

Comment: None

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

                                                                                         Yes✓   No

Comment None

5.3.9. Strategic Retail Operations
Is the title informative and is it fit for purpose?   Yes✓   No

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

                                                                                         Yes✓   No

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

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

Yes✓   No

Comment: None

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

Yes✓   No

Comment None

6. Conditions of Approval:

6.1 Conditions

1. In order to balance the degree, business law, an introduction to accounting and technology should be introduced into the 1st stage of the degree
2. The use of technology in teaching should be highlighted within the documentation
3. The Technology in Business module should be reviewed to include the strategic application of technology e.g. cloud computing, crm and digtal marketing
4. Business planning should be removed from the Entrepreneurship module and the module updated
5. Innovation and Advanced People Skills should be explicitly included introduced into the final stage of the programme

6.2 Recommendations:

1. The Sales and Marketing module title should be revised to Marketing.
2. Services should be highlighted within the programme in general
3. The nature of the form of blended learning used within the programme should be described.
4. More face to face time should be included in the initial weeks of delivery
5. The panel like to see an independent evaluation of the approach to delivery within 4 years to evaluate learner outcomes and experience

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: Denis Harris   Date: 21 June 2016

Signed _   Date _21 June 2016

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Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Appendix 1: Staff

Staff Name
Prof Jimmy Hill
Dr Corina Sheerin
Mr John McGarrIgle
Mr Des Gargan
Mr Jonathan Brittain
Mr Dave Cormack
Mr Tom Evans
Ms Bronwyn McFarlane
Dr Caitriona Hughes
Mr Joe Molumby
Mr Pat Delaney
Dr Paul Hanly
Ms Karen Murray