National College of Ireland

Consolidated Report to QQI
Programmatic Review
School of Business – Undergraduate Programmes
October 2015

1   Panel Report

1.1. Programmatic Review

1.1.1   Introduction

This document records the findings of the programmatic review held in October 2015, the last in a series of reviews dating back across the preceding 12 months. The entire portfolio of National College of Ireland (NCI) programmes has been under review during academic year 2014-15 and into academic year 2015-16, a process which included programmatic review events held in December 2014 and March 2015.

Based in the International Financial Services Centre (IFSC) district in Dublin, NCI has two main schools – Business and Computing – as well as a number of centres and departments. Both schools provide a range of educational programmes which are validated by Quality and Qualifications Ireland (QQI) from Level 5 through to Level 10 on the National Framework of Qualifications (NFQ). The College has a diverse learner profile of approximately 3,500 learners; of these, some 50% are part-time.

This particular review centred on undergraduate programme delivery in the School of Business, namely:

- Higher Certificate in Business
- BA (Hons) in Business
- Certificate in Financial Regulation Special Purpose Award
- BA (Hons) in Human Resources Management
- BA (Hons) in Marketing.

The submission documents regarding each of these programmes, as well as the programme teams' self-evaluation documents from March 2015 with an update from October 2015, were made available to the panel in the weeks leading up to the revalidation panels.

1.1.2   Context

This validation process was undertaken under the revalidation (programmatic review) process as outlined in QQI's HET Core Validation Criteria & Policy, 2013. The terms of reference and composition of expert panels were proposed by NCI and approved by QQI. As well as validation documents for each award, panel members were provided with a Self-Evaluation report which outlined College governance and management structures in addition to the strategic plan. An overview of programme provision at NCI was presented in order to provide background and context for the current review. In addition, College level policies in relation to learning and teaching, research activities, and quality assurance were made available.

The review event took place during 28th-29th October 2015 in a series of meetings on NCI premises in the IFSC. The programmatic review process, i.e. as it specifically relates to the previously named School of Business undergraduate programmes, was described and a summary of the detailed changes proposed by the Programme Teams in relation to each of the programmes under consideration. Additional detail of quality assurance processes was provided to the panel on request and as required during the event.

Representatives of the Quality Assurance & Statistical Services (QASS) office at NCI co-ordinated provision of submission documentation and the validation event itself, as well as providing administrative support to the panel; these representatives were not members of the panel nor did they take part in the deliberations of the panel. The QASS office acted as liaison between the panel and the programme team members in relation to the issuing of the panel's report and the programme team's response to that report.

This report is the agreed report of the panel members.

1.1.3 Terms of Reference

As laid down by QQI, the specific objectives of a programmatic review are to:

1. Analyse the effectiveness and efficiency of each validated programme, including detail of learner numbers, graduate attainment of standards, retention rates and success rates

2. Review the development of the programmes in the context of the requirements of employers, industry, professional bodies, the Irish economy and international developments

3. Evaluate the response of the provider/school/department to market requirements and educational developments

4. Evaluate the feedback mechanisms for learners and the processes for acting on this feedback

5. Evaluate the physical facilities and resources provided for the provision of the programme(s)

6. Evaluate the formal links which have been established with industry, business and the wider community in order to maintain the relevance of its programmes

7. Evaluate projections for the following five years in the programme(s)/field of learning under review

1.1.3.1 Specific Considerations for NCI

At a College level:

- The role and function of the programme director should be agreed
- The timing of repeat assessment should be considered

Programme teams should:

- Evaluate whether the programme should be retained based on its recruitment and consistency with the College's strategic direction
- Evaluate the programme learning outcomes in the context of feedback from stakeholder engagement
- Consider any amendments made at the last programmatic review and evaluate their effectiveness or otherwise
- Ensure that the objectives of the learning, teaching & assessment strategy are met for each programme as appropriate
- Ensure that any recommendations from Service Reviews (Library, Student Support, Assessment) are fully embedded in programmes
- Consider programme and module assessment regulations and the nature and timing of repeat assessment
- Consider expanding opportunities for sharing modules across schools
- Expand the use of technology to support teaching and assessment
- Opportunities for learners to participate in exchange programmes with current partners (Anjers, Saxion, etc.)

- The review will also address progression pathways within and between programmes including, if appropriate, options in first year to allow students to experience a range of modules from different programmes and to make informed choices on their path to award
- Evaluate the impact that any amendment to programmes will have on existing articulation agreements with partners
- Evaluate the impact that any amendment to a programme will have on current professional body recognition or exemption or potential for future recognition or exemption
- Ensure that QQI policy and criteria for validation (2013) and Assessment & Standards (2010) are considered for all programmes
- Consider timescale for implementation and any transitioning of currently enrolled learners that should take place

This report presents the findings of the panels over the visit period. It firstly examines the self-evaluation documentation presented, the processes involved, all with specific reference back to the QQI objectives, as well as offering overarching conclusions, before presenting detailed reports on each of the five programmes evaluated.[*]

---

[*] In order to preserve consistency of the overall programmatic review process, the reporting template used is that which was agreed at the commencement of the process. The guidelines from QQI regarding reporting have since changed.

1.2   Self-Evaluation Review

PROVIDER	**National College of Ireland**
DATE OF VISIT	28th-29th October 2015
AREA(S) EVALUATED	School of Business (*selected undergraduate programmes*)
PANEL OF EXPERTS	Mr Stephen McManus, former Registrar, Dundalk IT (*Chair*) Mr Michael Barrett, Head of Department of Business, Sligo IT Ms Maria Brosnan, HR and Operations Manager, Sungard Consulting Services Ms Orla Byrne, MRes student, Tallaght IT, & former BA (Hons) HRM student, NCI Mr Martin Meagher, Head of Department of Business, Carlow IT ***Also in attendance***: Ms Sinéad O'Sullivan, Director of Quality Assurance & Statistical Services, NCI (*Rapporteur*) Dr Maurice FitzGerald, Quality Assurance & Statistical Services Officer, NCI (*Rapporteur*)

1.2.1   Summary

The panel met on the evening of October 28th.† The Chair outlined the QQI requirements in relation to periodic programmatic reviews. He also indicated the status of revalidation processes. An agenda for the following day was agreed and the major issues to be discussed be also agreed. It was noted that the main focus would be on establishing that the previously validated programmes were run effectively and efficiently and to the appropriate standard. The focus would also be on ensuring that the review process undertaken by the School was comprehensive and thorough. The agenda and the topics covered are included as section 8.2 Programmatic Review Agenda. The Chair had requested additional information to be supplied to the panel. This included external examiners' reports and a detailed breakdown of module pass rates. These were supplied and considered. The documentation provided to the panel before and during the panel was comprehensive and the panel commends the College for their transparency and openness throughout the whole process.

The focus of the panel in the first of the morning sessions centred on: the programmatic review process, particularly in terms of the parts played by staff, students and stakeholders; the objectives of the review; the institutional strategy, mainly in terms of how it pertained to the School of Business; inputs from stakeholders, as well as from data analysis; general conclusions of the self-evaluation; and the structure, aims, objectives and programme learning outcomes in general terms.

The second morning session opened with a brief consideration of the attendance monitoring system before concentrating on: the academic plan of the next five years; staffing and staff development; programme

---

† At that stage, it was brought to the attention of the Panel Chair by Mr Meagher that he was also an External Examiner at NCI. Although not necessarily considered by the Panel Chair to be a conflict of interest, the Director of Quality Assurance & Statistical Services sought the advice of QQI on the morning of October 29th by both email and telephone. No response was received, so the panel proceeded.

management, including consideration of 'academic honesty'; the continued rationale for the delivery of programmes; and entry requirements for the programmes. The subsequent afternoon sessions centred successively on each of the five programmes up for revalidation.

1.2.2 Programmatic Review Process

Concentrating on the self-evaluation documentation, the initial exchanges centred on the process of internal review. NCI has been using the period since the 2010 review to evaluate what programmes are and are not working, as well as considering how and where to move forward. This has seen certain programmes retired, others revised, as well as new programmes proposed. The review process involved staff, students, and other stakeholders. In addition to regular School-wide and programme-level meetings, the School of Business employed working groups, as well as an away day, to consider curriculum development. Described as 'robust', this process saw, for example, proposals from certain NCI colleagues for the Higher Certificate in Business to be replaced, while other staff members sought its substantial review instead. These differences were resolved in a collegiate manner.

All programmes were considered individually, as well as in the round, with both full time and associate faculty, many of whom work in industry, actively involved. The involvement of students in the review was more evident at programme level rather than across programmes, though significant liaison with NCI Students' Union was a feature of the process.

By its nature, location and function, NCI is closer to industrial, commercial and administrative practice than most Irish Higher Education Institutions (HEIs). NCI must conform to the accreditation requirements of professional bodies, such as the Chartered Institute of Personnel and Development (CIPD) and the Irish Nurses and Midwives Association (IMNO), for its part-time and on-site programmes. This gives valuable insight to the skills and competence requirements for its full-time programmes. In addition, the large number of associate staff can contribute directly to programme development. This is an important resource unavailable to many other institutions. This resources was used in the programmatic review and in ongoing minor modules changes but was not done on a structured basis. The College had organised industry fora as a formal way of getting stakeholder input. However these were not effective and duplicated advice coming from associate staff.

Other parts of NCI such as the Careers and Opportunities Service played an active role in informing the review, as did interaction with other stakeholders, such as External Examiners, and comparisons that were drawn with other academic providers. In turn, a prime example regarding how stakeholders such as associate faculty are impacting upon curriculum development includes the introduction of the Entrepreneurship stream in the BA (Hons) in Business. With the Programmatic Review Process in mind, particular attention was given to the table contained in the self-evaluation document (see p.33). Although it was conceded that it was not necessarily always easy to get agreement across all staff on all issues, the review led to frank, but informed, discussions and, ultimately, to decisions and agreement regarding the future of undergraduate provision in the School of Business. Overall the process was thorough and fit for purpose.

1.2.3 Objectives of the Review

Centring on the QQI Terms of Reference, while keeping specific NCI considerations at the forefront, the review offered an opportunity to reflect upon the past five years, to examine the present, and to plan for the future. Issues coming to the forefront include the impact of blended learning and technology, concerns

regarding over-assessment, the role and function of programme directors, as well as models of management, organisation and delivery ranging from the relatively new vice-dean structure to the role of programme co-ordinators and the part played by associate faculty in supporting and constituting programme teams. The panel was also particularly interested in NCI perpetuating and increasing its links with its graduate students, as well as drawing upon business networks for curriculum development and delivery.

The panel found that NCI had substantially achieved the standard QQI objectives for the review and also the supplementary objectives agreed with QQI. Comments and recommendations on this process are made below.

1.2.4 Institutional Strategic Plan

The links between the School, its programmes, and the institutional strategic plan are epitomised by the role the Higher Certificate in Business plays in promoting widening participation, which in turn feeds into later programmes of study, as well as NCI Business graduates who are seen as 'entrepreneurial creative thinkers'. This decision which was contested internally is an example of where broad strategic intent of the College trumped considerations of efficiency. The HCBS contributes strongly to the access initiatives, which focuses on the local communities and neighbourhoods. It would be useful if this local participation was quantified and tracked. The School was mindful of the Institutional Strategic Plan in formulating plans and interventions.

1.2.5 Inputs from Stakeholders and from Data Analysis

The feedback provided by stakeholders and data centres on students. For instance, the common first year and subsequent spine for students taking the BA (Hons) in Business or the BA (Hons) in Human Resource Management, means that the learning from foundation modules is embedded while allowing for subject specialisation thereafter (e.g. through readily identifiable streams). In turn, support for the transitioning of students to the demands of higher education has seen the introduction of skills modules that are credit bearing, as well as reinvigorated attendance monitoring (see section 1.2.7 Attendance Monitoring System for more details).

The data supplied to the panel was comprehensive and detailed. There had been volatility in enrolment numbers over the period from 2010 to 2013. This matches the experience of other institutions in the sector. The volatility was amplified by the types of students which NCI recruits and also by the dependence on industry support for students. The School has adjusted its programme suite in response to this. The exception to this is the continuing support of the HCBS as mentioned above.

There has been a modest increase in the Level 8 recruitment, both part-time and full-time. Level 9 recruitment has seen a more dramatic increase again in both full-time and part-time students. 11% of the full time students are not domiciled in Ireland. It is not clear how many of these are 'international students' in the fee paying sense. Only 44 students from Asia are registered. This is a small number in comparison to other institutions.

The College provided detailed metrics from the national student survey. The panel was impressed by the openness of the College in supplying these figures, which position NCI in relation to all Irish institutions and also with the IOT sector. Although caution must be exercised in interpreting these figures there are some interesting points to make. Generally the figures for first year students are positive with final year students being less happy than their peers. One surprising figure was the relatively low figure for work

related learning and overall satisfaction. Final year students did not feel as challenged by their programmes as their peers. However they were happier than their peers in relation to career readiness. This might give the College some scope to strengthen the final year curriculum.

Figures for registration by stage were also supplied. These figures should allow an estimate of the retention and uncertified exit proportions for each programme stage. However, due to inter-programme flows and advanced entry systems, registration figures alone are not sufficient to ascertain retention. Figures were also produced for those who formally withdrew from the programme. Initial intake and graduation figures were provided. This table excluded the class graduating in 2014 and those of 2015. This is disappointing. These show a 55% graduation rate for the Level 8 full time intake in 2010 and a 53% graduation rate for those taken in 2011. Similarly, the Higher Certificate had graduation rates of between 40% and 60% for the same period. These figures are lower than those for similar programmes in the IOT sector. It is unclear from the figures whether the graduating groups consisted solely of those from the intake cohort. Retention figures can be notoriously difficult to interpret and there is no nationally agreed protocols that might allow standardized measurement.

The School indicated various interventions that they hoped would address some of their retention difficulties. These included new support modules in stage one and a more student friendly modular structure. The recruitment of students onto the Level 6 with very modest Leaving Certificate achievements was justified as part of the access initiative. This is justifiable only if the School can assess the risk to individual students of uncertified exit and advise students appropriately. This would require a far more detailed tracking of students as they progress through the programmes.

The School provided data on the first destinations of the Level 8 classes of 2012. This showed an overall employment/further study rate of 80% with half of the remainder unemployed and looking for work. The panel was impressed by the data available on employment and further study destinations. Graduates were studying in a range of HEIs in Ireland. The list of employers and the job titles would indicate that the graduates are well thought of.

There were no first destination figures produced for the Level 6 programme. The report stated that as most of the Level 6 graduates transfer to the Level 8 Stage 2 it was not necessary to track these. This is a gap which should be closed. Higher Certificates are designed to produce graduates with labour market skills. The School could consider that if the purpose of the Level 6 is to provide access to the Level 8 then it could be configured as an exit award of a four year programme.

The analysis provided by the School shows that the programmes are continuing to be effective in their employment and further study outcomes. The efficiency issues were detected and suitable interventions were proposed. There were some gaps in the documentation and the data but this was not sufficient to change the panel's view of the Self Evaluation Report.

1.2.6   Structure, Aims, Objectives, and Learning Outcomes of the Programmes

In general terms, the programmes now exhibit a mix of both 5 ECTS Credit and 10 ECTS Credit modules, with Intended Module Learning Outcomes typically numbering four or five for the former and up to eight for the latter. Assessment – both formative and summative – continues to be viewed as a useful gauge of learner progress, with closure of the feedback loop increasingly enshrined as part of effective practice.

1.2.7   Attendance Monitoring System

The seriousness with which the School, and by extension the institution, takes student attendance is a direct result of growing evidence that it can be linked to student outcomes and performance. Close monitoring of attendance also offers an early warning system regarding student engagement, and ultimately it links to retention. If an initial contact with a non- or sporadically attending student is unsuccessful, it is followed up and, if necessary, ultimately escalated to more senior levels of management within the School, and subsequently the institution. The panel was particularly impressed with this ongoing College initiative. The figures show that over the past three years retention has improved as attendance has increased. Two progression against attendance graphs were produced which showed strong correlation between progression and attendance for the Level 6 but a weaker relationship in the Level 8 psychology programme.

1.2.8   Academic Plan

Although it envisages the introduction of a part-time BA (Hons) in Business offering in the near future, as well as the continuing development of minor awards and special purpose awards, the School is minded to pursue a period of stability in the light of this review. A focus on the growth of international student numbers will remain, as will the promotion of Erasmus opportunities, but the byword is consolidation. The panel noted that there were no plans for additional Level 7 programmes in business studies as a progression route for the Higher Certificate in Business Studies. This reinforces the comments made in relation to the exit Level 6 above.

1.2.9   Staffing and Staff Development

In terms of staffing needs, the School will continue to draw upon associate faculty in addition to permanent appointments. It will also continue to promote development opportunities, including but not limited to the offer of financial support for the acquisition of further qualifications by staff, the hosting of in-house learning and teaching events, and the conducting of regular staff reviews. The panel as noted above highlighted the particular value that associate staff can bring to programme development. The School is encouraged to see whether this can be formalised in some way.

1.2.10   Programme Management

It was evident that the programme managers were influential in the writing of the report and in the conclusions of the review. In addition to those programme management issues already noted in this report, the issue of academic honesty was raised. While collaborative learning is encouraged, collusion is actively addressed throughout the student lifecycle, including at induction and across the curriculum itself – e.g. through modules such as *Academic Writing Skills*; this endeavour is supported by even greater clarity in recent revisions made in conjunction with student representatives to the NCI's *Code of Practice for Academic Honesty & Integrity*.

1.2.11   Continued Rationale for the Delivery of the Programmes

The basic reasoning behind each of the programmes was outlined, with a detailed examination of the Higher Certificate in Business, which itself allows access to third level programmes while also acting as a foundation for further study. Many of those students taking this programme can lack confidence, which is partly why it is designed to be delivered across two years, but it also encourages life-long learning and normally sees

students continuing with further study at NCI or their progression to related programmes at other educational institutions.

1.2.12 Entry Requirements for the Programmes

The envisaged changes in future years to the points awarded to Leaving Certificate students formed part of the discussion, as did consistency in the advertised entry requirements for each of the programmes. The entry levels should be consistent with the national or sectoral norms. Recent decisions in relation to an E on the Higher Leaving Certificate papers should be considered by the School.

1.2.13 General Conclusions of the Self-Evaluation

The 'dynamic' process of this periodic review has impacted positively upon the School of Business on a number of different levels, including in terms of seeing ongoing programme development as part of this process, as well as future planning, and the deepening of staff perspectives regarding NCI provision. The Self Evaluation Report provided the panel with sufficient information to assess the programmatic review.

1.2.14 Conclusions

In total, the Expert Panel offered 6 (six) commendations and made 7 (seven) main recommendations.

Commendations
- NCI's conscious and continued commitment to its access remit, exemplified through its local engagement, ongoing encouragement regarding access to education for those in disadvantaged areas, as well as ample evidence that appropriate resources are available for such students to progress and to be supported
- The wealth of resources and support available for individual, as well as groups of students, more generally, including embedded mathematics and literacy initiatives
- The evidence of a student centred vision and approach at institutional and school level that is shared amongst staff and across NCI
- Recognition that induction and transitioning is a process and not an event, with strong links evident in curriculum development and student progression
- The palpable levels of robust engagement by the staff in the review process as a whole including contributions to the panel discussions
- The transparent and open approach taken by the School in the data presented

Recommendations
- R1. The online delivery policy could be better communicated in the documentation at institutional, school, programme and module level, as could the consistent articulation of software application skills to be developed by students
- R2. A more structured and formalised approach around industry representation and contribution, as well as more evidence of student input (both past and present), would be welcome
- R3. Care should be taken with the use of pre-requisites, thereby ensuring that module and programme specifications are operational (e.g. for prospective students seeking transfers to NCI programmes)
- R4. The entry requirements should be clearly stated, conform with sector norms and be consistent across analogous programmes
- R5. Data should be updated to include 2013 and 2014 retention figures, while procedures should be adopted to monitor and consider retention rates accurately
- R6. The attendance monitoring system should be used to identify modules that are problematic

R7. Additional further comments made during the course of the review could be usefully employed in the revised paperwork

Conditions
- No conditions were attached by the panel.

1.3   Higher Certificate in Business

1.3.1   Details of Validation Event

PROVIDER	**National College of Ireland**
DATE OF VISIT	28th-29th October 2015
PROGRAMME(S) EVALUATED	Higher Certificate in Business
PROGRAMME(S) RECOMMENDED FOR APPROVAL	Higher Certificate in Business
PANEL OF EXPERTS	Mr Stephen McManus, former Registrar, Dundalk IT (*Chair*)
	Mr Michael Barrett, Head of Department of Business, Sligo IT
	Ms Maria Brosnan, HR and Operations Manager, Sungard Consulting Services
	Ms Orla Byrne, MRes student, Tallaght IT, & former BA (Hons) HRM student, NCI
	Mr Martin Meagher, Head of Department of Business, Carlow IT
	Also in attendance*:*
	Ms Sinéad O'Sullivan, Director of Quality Assurance & Statistical Services, NCI (*Rapporteur*)
	Dr Maurice FitzGerald, Quality Assurance & Statistical Services Officer, NCI (*Rapporteur*)

1.3.2   Summary

The Expert Panel, having reviewed the documentation presented by NCI and considered the responses of the programme team during the course of the site visit, recommend approval of the following programme:

- Higher Certificate in Business

To be validated for five years or until the next programmatic review whichever is soonest. There are 4 (four) commendations and 4 (four) recommendations.

1.3.3   Examination of Programmes

The panel met with staff of NCI involved in the design of the programme, to examine the programme submission against the criteria for the validation of programmes as stipulated by the QQI board. In this regard, the QQI's *Core Validation Policy and Criteria, 2010, revised 2013* was used by the Panel. The panel was presented with extensive and comprehensive documentation outlining proposed amendments arising from programmatic review. The meeting concentrated on Programme Learning Outcomes, the Curriculum, and Assessment Methodologies.

1.3.3.1   *Programme Learning Outcomes*

The Expert Panel used the opportunity of the meeting with the programme team to ask staff to consider how their Intended Module Learning Outcomes, Indicative Curriculum, and Module Assessment Strategy

relate back to Programme Learning Outcomes. In particular, the conversation focussed on 'Know-How and Skill – Selectivity' and 'Competence – Context' to the satisfaction of the panel. It should be noted that, while the errata document filled most of the gaps in the main document, evidence of reflection upon 'Competence – Insight' remained absent in the written submissions, even if the oral responses received were appropriate; this omission in the written submission should be rectified.

1.3.3.2   Curriculum

Each module was reviewed individually during the course of the review and, subject to the following commentary in relation to specific modules, were found to have appropriate learning outcomes, indicative content, and assessment strategies.

Managing Your Learning – colleagues were invited to consider whether this, and subsequent modules, should contain more detail regarding the necessary software skills that would be acquired here and built upon

Creativity, Teamwork & Business Skills – greater clarity might be offered here regarding the % of total marks available for each component part of the assessment

Fundamentals of Management – the specification needs to clarify the Status (M/E) of this module (the same applies to other modules including *Managing Your Learning, Creativity, Teamwork & Business Skills*, and *Work, business and society in Ireland*)

Fundamentals of Irish Law – further consideration was to be given to the module title, with *Aspects of Business Law* offered as one alternative

Brand Management – although already validated, teaching staff were invited to consider the use of the word 'comprehensive' in the Intended Module Learning Outcomes and how this might best be communicated to students, used in assessment, etc.

Individual Organisational Behaviour – the programme team is invited to consider whether *Behaviour of an Individual in an Organisation* would be a more appropriate module title

Capstone Project – clarification and consistency is needed regarding whether *Portfolio Project* is the final title for this module

1.3.3.3   Assessment Methodologies

The panel is satisfied that the learners will be appropriately assessed and underpins the achievement of the relevant standard of knowledge, know-how and skill, and competence; it commends the innovative assessment methods outlined in the programme as a whole, but encourages staff to keep these methods, as well as student performance and progression, under review.

1.3.4   RECOMMENDATION/COMMENT

FOR THE ATTENTION OF THE ACADEMIC COMMITTEE

The panel of experts recommend the revalidation of the following programme:

NFQ Level	*Level 6*
Programme Title	**Higher Certificate in Business**
ECTS	*120 ECTS*
Award Type	*Major Award*

Subject to:
>   Council's general conditions of approval

1.3.4.1   Commendations
- The institution's access agenda is typified by student entry and progression on this programme, a distinguishing feature of NCI more generally that continues to be commended
- In terms of educational support for innovation and entrepreneurship, the College's strategic direction is also exemplified in this programme
- The students' transitioning and learning needs are clearly being taken into account, e.g. through the introduction of modules such as *Managing Your Learning* and *Academic Writing Skills*
- The curriculum more generally is also up-to-date with developments in the field, and both the modules and those staff delivering upon them demonstrate a strong understanding regarding how they contribute to the academic programme as a whole

1.3.4.2   Recommendations
R1. Consideration should continue to be given in terms of 'outduction' for this particular group of students, i.e. in terms of progression to further study, to employment, etc.
R2. The documentation was generally of a good standard, though gaps, inconsistencies or typos would benefit from being addressed – e.g. the final name given to the project module needs to be consistently applied; module pre-requisites should be amended to enable more flexibility in terms of programme management; section '3.1 Educational Objectives and their Assessment' (p.14) should be completed; section '8.2 Programme Regulation' (p.22) needs to be clarified; etc.
R3. The consistent articulation of software application skills developed at programme and module level – i.e. support for, and expected student use of, Excel, PowerPoint, etc., where appropriate – would benefit the students and lend ever greater coherence to the programme as a whole
R4. The rationale for a two-year programme and the continued relevance of this exit award (i.e. for students completing their Higher Certificate) might be made more explicit

1.3.4.3   Conditions
- No conditions were attached by the panel.

1.4 BA (Hons) in Business

1.4.1 Details of Validation Event

PROVIDER	**National College of Ireland**
DATE OF VISIT	28th-29th October 2015
PROGRAMME(S) EVALUATED	BA (Hons) in Business
PROGRAMME (S) RECOMMENDED FOR APPROVAL	BA (Hons) in Business
PANEL OF EXPERTS	Mr Stephen McManus, former Registrar, Dundalk IT (*Chair*)
	Mr Michael Barrett, Head of Department of Business, Sligo IT
	Ms Maria Brosnan, HR and Operations Manager, Sungard Consulting Services
	Ms Orla Byrne, MRes student, Tallaght IT, & former BA (Hons) HRM student, NCI
	Mr Martin Meagher, Head of Department of Business, Carlow IT
	Also in attendance*:
	Ms Sinéad O'Sullivan, Director of Quality Assurance & Statistical Services, NCI (*Rapporteur*)
	Dr Maurice FitzGerald, Quality Assurance & Statistical Services Officer, NCI (*Rapporteur*)

1.4.2 Summary

The Expert Panel, having reviewed the documentation presented by NCI and considered the responses of the programme team during the course of the site visit, recommend approval of the following programme:

- BA (Hons) in Business

To be validated for five years or until the next programmatic review whichever is soonest. There are 2 (two) commendations and 4 (four) recommendations.

1.4.3 Examination of Programmes

The panel met with staff of NCI involved in the design of the programme, to examine the programme submission against the criteria for the validation of programmes as stipulated by the QQI board. In this regard, the QQI's *Core Validation Policy and Criteria, 2010, revised 2013* was used by the Panel. The panel was presented with extensive and comprehensive documentation outlining proposed amendments arising from programmatic review. The meeting concentrated on Programme Learning Outcomes, the Curriculum, and Assessment Methodologies.

1.4.3.1 Programme Learning Outcomes

The Expert Panel used the opportunity of the meeting with the programme team to ask staff to consider how their Intended Module Learning Outcomes, Indicative Curriculum, and Module Assessment Strategy

relate back to Programme Learning Outcomes. In particular, the conversation focussed on 'Competence – Context' and 'Competence – Learning to Learn' to the satisfaction of the panel.

1.4.3.2 Curriculum

Each module was reviewed individually during the course of the review and, subject to the following commentary in relation to specific modules, were found to have appropriate learning outcomes, indicative content, and assessment strategies.

Global Competitiveness and the Multinational Environment – clarity is sought on whether this module's final name is actually *Global Competitiveness and the Multinational Enterprise*

Project Management – the alternative possibilities offered by PRINCE2 might readily be introduced to students

Capstone Project – greater clarity regarding progression would be welcome

In addition, even greater clarity regarding the various streams (e.g. clearer and consistent statements in the Status (M/E) section of module specifications) would be welcome.

1.4.3.3 Assessment Methodologies

The panel is satisfied that the learners will be appropriately assessed and underpins the achievement of the relevant standard of knowledge, know-how and skill, and competence; it commends the innovative assessment methods outlined in the programme as a whole, but encourages staff to keep these methods, as well as student performance, under review.

1.4.4 RECOMMENDATION/COMMENT

FOR THE ATTENTION OF THE ACADEMIC COMMITTEE

The panel of experts recommend the revalidation of the following programme:

NFQ Level	*Level 8*
Programme Title	**BA (Hons) in Business**
ECTS	*180 ECTS*
Award Type	*Major Award*

Subject to:
> Council's general conditions of approval

1.4.4.1 Commendations
- The documentation was generally of a high standard, though relatively minor amendments would be of benefit (e.g. streams could be more readily identifiable in relevant module specifications, Reading Lists might want to take account of later editions of textbooks, there could be greater clarity with regard to the award emanating from successful/unsuccessful completion of the *Capstone Project*, etc.
- The emphasis placed on graduate skills – as detailed in section '8.6 Transferrable Skills Matrix' (pp.49-50) – is to be applauded and should continue to inform student preparations for their employment, as well as their continuing professional development

1.4.4.2 Recommendations
R1. Student progression on this programme should continue to be monitored in terms of entry routes (e.g. comparing the outcomes of former Higher Certificate in Business students to those students entering via other access routes), Common First Year performance (i.e. comparing BA (Hons) in Business student outcomes to BA (Hons) in HRM), etc.
R2. Consideration should be given to the use of shared case studies across multiple modules, thereby enhancing module links with one another, while allowing for distinctive insights and perspectives to be generated and employed, as well as opportunities for cross-assessment
R3. The consistent articulation of software application skills developed at programme and module level – i.e. support for, and expected student use of, Excel, PowerPoint, etc., where appropriate – would benefit the students and lend ever greater coherence to the programme
R4. The advice offered to graduating students in terms of suitable future studies might be clearer

1.4.4.3 Conditions
- No conditions were attached by the panel.

.

1.5 Certificate in Financial Regulation

1.5.1 Details of Validation Event

PROVIDER	**National College of Ireland**
DATE OF VISIT	28th-29th October 2015
PROGRAMME(S) EVALUATED	Certificate in Financial Regulation
PROGRAMME (S) RECOMMENDED FOR APPROVAL	Certificate in Financial Regulation
PANEL OF EXPERTS	Mr Stephen McManus, former Registrar, Dundalk IT (*Chair*) Mr Michael Barrett, Head of Department of Business, Sligo IT Ms Maria Brosnan, HR and Operations Manager, Sungard Consulting Services Ms Orla Byrne, MRes student, Tallaght IT, & former BA (Hons) HRM student, NCI Mr Martin Meagher, Head of Department of Business, Carlow IT ***Also in attendance***: Ms Sinéad O'Sullivan, Director of Quality Assurance & Statistical Services, NCI (*Rapporteur*) Dr Maurice FitzGerald, Quality Assurance & Statistical Services Officer, NCI (*Rapporteur*)

1.5.2 Summary

The Expert Panel, having reviewed the documentation presented by NCI and considered the responses of the programme team during the course of the site visit; recommend approval of the following programme:

- Certificate in Financial Regulation

To be validated for five years or until the next programmatic review whichever is soonest. There are 2 (two) commendations and 1 (one) recommendation.

1.5.3 Examination of Programmes

The panel met with staff of NCI involved in the design of the programme, to examine the programme submission against the criteria for the validation of programmes as stipulated by the QQI board. In this regard, the QQI's *Core Validation Policy and Criteria, 2010, revised 2013* was used by the Panel. The panel was presented with extensive and comprehensive documentation outlining proposed amendments arising from programmatic review. The meeting concentrated on Programme Learning Outcomes, the Curriculum, and Assessment Methodologies.

1.5.3.1 Programme Learning Outcomes

The Expert Panel used the opportunity of the meeting to ask the main staff members concerned to consider how the Intended Module Learning Outcomes, Indicative Curriculum, and Module Assessment Strategy

relate back to Programme Learning Outcomes; this was achieved to the satisfaction of the panel. Indeed, the considered response regarding the lack of specific reference to individual pieces of legislation in the learning outcomes was well received.

1.5.3.2   Curriculum

The module which contributes directly to this Special Purpose Award was itself specifically reviewed and was found to have appropriate learning outcomes, indicative content, and assessment strategies.

1.5.3.3   Assessment Methodologies

The panel is satisfied that the learners will be appropriately assessed and underpins the achievement of the relevant standard of knowledge, know-how and skill, and competence; it encourages the staff members concerned to keep the methods employed, as well as student performance, under review.

1.5.4   RECOMMENDATION/COMMENT

FOR THE ATTENTION OF THE ACADEMIC COMMITTEE

The panel of experts recommend the revalidation of the following programme:

NFQ Level	*Level 8*
Programme Title	**Certificate in Financial Regulation**
ECTS	*10 ECTS*
Award Type	*Special Purpose Award*

Subject to:
> Council's general conditions of approval

1.5.4.1   Commendations
- The ongoing development of this programme – epitomised by amendments to the assessment regime, as well as updates to the learning outcomes, indicative content, etc. – mean that this programme continues to be fit for purpose
- The documentation supplied to the Expert Panel was of a high standard

1.5.4.2   Recommendations
R1. An even greater articulation of the technical skills developed at programme/module level – e.g. support for, and expected student use of, legal electronic databases – would benefit the students and lend coherence to this special purpose award

1.5.4.3   Conditions
- No conditions were attached by the panel.

1.6   BA (Hons) in Human Resource Management

1.6.1   Details of Validation Event

PROVIDER	**National College of Ireland**
DATE OF VISIT	28th-29th October 2015
PROGRAMME(S) EVALUATED	BA (Hons) in Human Resource Management
PROGRAMME (S) RECOMMENDED FOR APPROVAL	BA (Hons) in Human Resource Management
PANEL OF EXPERTS	Mr Stephen McManus, former Registrar, Dundalk IT (*Chair*) Mr Michael Barrett, Head of Department of Business, Sligo IT Ms Maria Brosnan, HR and Operations Manager, Sungard Consulting Services Ms Orla Byrne, MRes student, Tallaght IT, & former BA (Hons) HRM student, NCI Mr Martin Meagher, Head of Department of Business, Carlow IT ***Also in attendance**:* Ms Sinéad O'Sullivan, Director of Quality Assurance & Statistical Services, NCI (*Rapporteur*) Dr Maurice FitzGerald, Quality Assurance & Statistical Services Officer, NCI (*Rapporteur*)

1.6.2   Summary

The Expert Panel, having reviewed the documentation presented by NCI and considered the responses of the programme team during the course of the site visit; recommend approval of the following programme:

- BA (Hons) in Human Resource Management

To be validated for five years or until the next programmatic review whichever is soonest. There are 2 (two) commendations and 3 (three) recommendations.

1.6.3   Examination of Programmes

The panel met with staff of NCI involved in the design of the programme, to examine the programme submission against the criteria for the validation of programmes as stipulated by the QQI board. In this regard, the QQI's *Core Validation Policy and Criteria, 2010, revised 2013* was used by the Panel. The panel was presented with extensive and comprehensive documentation outlining proposed amendments arising from programmatic review. The meeting concentrated on Programme Learning Outcomes, the Curriculum, and Assessment Methodologies.

1.6.3.1   *Programme Learning Outcomes*

The Expert Panel used the opportunity of the meeting with the programme team to ask staff to consider how their Intended Module Learning Outcomes, Indicative Curriculum, and Module Assessment Strategy

relate back to Programme Learning Outcomes; this was achieved to the satisfaction of the panel. The programme team noted that the review process had seen a reduced number of Programme Learning Outcomes when compared to the previous iteration, as well as a move away from over-complexity to a more user-friendly and accessible matrix.

1.6.3.2 Curriculum

Each module was reviewed individually during the course of the review and, subject to the following commentary in relation to specific modules, were found to have appropriate learning outcomes, indicative content, and assessment strategies.

Employment Law - Contracts – reassurance was sought that, when appropriate, issues such as zero-hours contracts are covered in the curriculum of modules such as this one and *Employment Law - Operation of Relationship, Equality and Breakdown*

Introduction to Industrial Relations – reassurance was sought that, when appropriate, issues such as the worker voice, consultation, etc., are covered in the curriculum of modules such as this one

Contemporary Issues in HRM – NCI colleagues were encouraged to invite external speakers to contribute to student learning in modules such as this one

Ethics and Social Responsibility – the team were invited to ensure that, where appropriate, this module links back to Programme Learning Outcomes and that the theme of ethical behaviour is echoed throughout the programme

Capstone Project – it was pointed out that a new edition of the main textbook is available, and that this might be listed in this module specification, as well as in other locations where this module is delivered

1.6.3.3 Assessment Methodologies

The panel is satisfied that the learners will be appropriately assessed and underpins the achievement of the relevant standard of knowledge, know-how and skill, and competence; it commends the innovative assessment methods outlined in the programme as a whole, but encourages staff to keep these methods, as well as student performance, under review.

1.6.4 RECOMMENDATION/COMMENT

FOR THE ATTENTION OF THE ACADEMIC COMMITTEE

The panel of experts recommend the revalidation of the following programme:

NFQ Level	*Level 8*
Programme Title	**BA (Hons) in Human Resources Management**
ECTS	*180 ECTS*
Award Type	*Major Award*

Subject to:
Council's general conditions of approval

1.6.4.1 Commendations

- The programme is not radically different to what has gone before, but the proposed changes reveal a concerted effort and considerable reflection by the programme team – typified by 'Figure 3: What do HR Managers do when they manage human resources' (p.26) – such that this qualification remains relevant and up-to-date in terms of graduate needs and employer expectations
- The documentation was generally of a high standard, though relatively minor amendments would be of benefit (e.g. the 'Transferrable Skills Matrix' (pp.40-41) could reflect communication skills in more detail, Reading Lists for modules such as the *Capstone Project* might want to take account of later editions of textbooks, there could be greater clarity with regard to the award emanating from successful/unsuccessful completion of the *Capstone Project*, etc.

1.6.4.2 Recommendations

R1. While stronger as a whole in the light of this review, the team is invited to keep future programme developments in mind, to include: support for *Career Management Skills* beyond the curriculum; ever greater consideration being given to 'outduction' (e.g. increasingly applying theory into practice); ethical and social responsibility reflections to be highlighted at various junctures throughout the curriculum; and possible initiatives such as a final year elective centred on business statistics to be considered
R2. The consistent articulation of software application skills developed at programme and module level – i.e. support for, and expected student use of, Excel, PowerPoint, etc., where appropriate – would benefit the students and lend ever greater coherence to the programme
R3. The advice offered to graduating students in terms of suitable future studies might be clearer

1.6.4.3 Conditions

- No conditions were attached by the panel.

1.7   BA (Hons) in Marketing Practice

1.7.1   Details of Validation Event

PROVIDER	**National College of Ireland**
DATE OF VISIT	28th-29th October 2015
PROGRAMME(S) EVALUATED	BA (Hons) in Marketing Practice
PROGRAMME (S) RECOMMENDED FOR APPROVAL	BA (Hons) in Marketing Practice
PANEL OF EXPERTS	Mr Stephen McManus, former Registrar, Dundalk IT (*Chair*) Mr Michael Barrett, Head of Department of Business, Sligo IT Ms Maria Brosnan, HR and Operations Manager, Sungard Consulting Services Ms Orla Byrne, MRes student, Tallaght IT, & former BA (Hons) HRM student, NCI Mr Martin Meagher, Head of Department of Business, Carlow IT ***Also in attendance***: Ms Sinéad O'Sullivan, Director of Quality Assurance & Statistical Services, NCI (*Rapporteur*) Dr Maurice FitzGerald, Quality Assurance & Statistical Services Officer, NCI (*Rapporteur*)

1.7.2   Summary

The Expert Panel, having reviewed the documentation presented by NCI and considered the responses of the programme team during the course of the site visit; recommend approval of the following programme:

- BA (Hons) in Marketing Practice

To be validated for five years or until the next programmatic review whichever is soonest. There is 1 (one) commendation and 3 (three) recommendations.

1.7.3   Examination of Programmes

The panel met with staff of NCI involved in the design of the programme, to examine the programme submission against the criteria for the validation of programmes as stipulated by the QQI board. In this regard, the QQI's *Core Validation Policy and Criteria, 2010, revised 2013* was used by the Panel. The panel was presented with extensive and comprehensive documentation outlining proposed amendments arising from programmatic review. The meeting concentrated on Programme Learning Outcomes, the Curriculum, and Assessment Methodologies.

1.7.3.1   *Programme Learning Outcomes*

The Expert Panel used the opportunity of the meeting with the programme team to ask staff to consider how their Intended Module Learning Outcomes, Indicative Curriculum, and Module Assessment Strategy

relate back to Programme Learning Outcomes; this was achieved to the satisfaction of the panel. As this programme was validated relatively recently, the advice of the panel was that an internal review panel should be convened to examine the programme as a whole within the next three years.

1.7.3.2   Curriculum

Each module was reviewed individually during the course of the review and, subject to the following commentary in relation to specific modules, were found to have appropriate learning outcomes, indicative content, and assessment strategies.

Distribution and Channel Management – the reference to Kotler & Keller should be to the latest edition

1.7.3.3   Assessment Methodologies

The panel is satisfied that the learners will be appropriately assessed and underpins the achievement of the relevant standard of knowledge, know-how and skill, and competence; it commends the innovative assessment methods outlined in the programme as a whole, but encourages staff to keep these methods, as well as student performance, under review.

1.7.4   RECOMMENDATION/COMMENT

FOR THE ATTENTION OF THE ACADEMIC COMMITTEE

The panel of experts recommend the revalidation of the following programme:

NFQ Level	*Level 8*
Programme Title	**BA (Hons) in Marketing Practice**
ECTS	*180 ECTS*
Award Type	*Major Award*

Subject to:
Council's general conditions of approval

1.7.4.1   Commendations
- The documentation is generally of a high standard, though certain further clarifications in the paperwork would be welcome, including consistency in the entry requirements for this and comparable programmes, as well as greater clarity with regard to the award emanating from successful/unsuccessful completion of the *Capstone Project*

1.7.4.2   Recommendations
R1. As it has yet to have a graduating cohort, indeed it has only relatively recently been validated, NCI is invited to conduct an internal review panel for this programme within the next three years
R2. The consistent articulation of software application skills developed at programme and module level – i.e. support for, and expected student use of, Excel, PowerPoint, etc., where appropriate – would benefit the students and lend ever greater coherence to the programme
R3. The advice offered to graduating students in terms of suitable future studies might be clearer

1.7.4.3   Conditions
- No conditions were attached by the panel.

1.8   Appendices

1.8.1   List of NCI Staff Met

Morning Sessions – Self Evaluation Review

Vice President for Academic Affairs & Research/ Acting Dean School of Business	Prof Jimmy Hill
Registrar	Mr John McGarrigle
Vice Dean Undergraduate Programmes	Mr Colin Whitston
Vice Dean Postgraduate Programmes & Research	Dr Corina Sheerin
Programme Director and Marketing and Business Lecturer	Mr Michael Bane

Afternoon Sessions – Programme Validations

Vice President for Academic Affairs & Research/ Acting Dean School of Business	Prof Jimmy Hill
Registrar	Mr John McGarrigle
Vice Dean Undergraduate Programmes	Mr Colin Whitston
Vice Dean Postgraduate Programmes & Research	Dr Corina Sheerin
Programme Director and Marketing and Business Lecturer	Mr Michael Bane
Lecturer in Strategic Management	Mr Fabian Armendariz
Lecturer in Finance	Ms Deirdre Bane
Lecturer in Strategic Management and Entrepreneurship	Dr Rosalind Beere
Lecturer	Mr Jonathan Brittain
Lecturer	Mr Dave Cormack
Lecturer in Learning & Teaching	Dr Laura Costello
Lecturer	Dr Arlene Egan
Lecturer in Business Studies	Mr Des Gargan
Lecturer in Economics	Dr Paul Hanly
Lecturer	Dr Caitriona Hughes
Lecturer in Organisational Behaviour	Ms Michele Kehoe
Lecturer in Human Resource Management and Organisational Behaviour	Ms Bronwyn McFarlane
Lecturer	Ms Karen Murray BL
Lecturer (Associate Faculty)	Ms Ruth O'Leary

1.8.2 Programmatic Review Agenda

<p style="text-align:center">SCHOOL OF BUSINESS
PROGRAMMATIC REVIEW
LOCATION: EXECUTIVE 2, RESEARCH BUILDING</p>

Wednesday, 28th October 2015	6pm-7.30pm	Private meeting – Panel *followed by dinner at 8pm, Stir Restaurant, Clayton Hotel, Cardiff Lane, Dublin 2*
Thursday, 29th October	9am-9.30am	Private meeting – Panel
	9.30am-10.30am	Meeting with Dean of School, Vice Dean & Programme Directors and *other relevant staff* to discuss the self-evaluation document: Examination to include items: • Programmatic review process. • The objectives of the programmatic review including the specific objectives relevant to NCI. • Institutional strategic plan and its operation within the school. • Inputs from stake holders and from data analysis. • General conclusions of school review. • Structure, Aims, Objectives and Learning Outcomes of the programmes.
	10.30am-10.45am	COFFEE
	10.45am-11.45am	• Academic plan for next 5 years, including programmes and resourcing. • Staffing and staff development, research. • Programme management. • Continued rationale for the delivery of the programmes. • Entry requirements for the programmes. • 240 credit programmes rationale, titles and management.
	11.45am-12.30pm	Examination of **Higher Certificate in Business** Submission to include items: • Programme Learning Outcomes • Curriculum • Assessment Methodologies *NCI Staff –Programme Leader, Academic Staff*
	12.30-1.15pm	LUNCH

		AGENDA CONTINUED
	1.15pm-2.00pm	Examination of **BA (Hons) in Business** and associated minor award **Certificate in Financial Regulation** (10 ECTS, L8) Submission to include items: • Programme Learning Outcomes • Curriculum (*Stage 1 shared with BA Hons HRM*) • Assessment Methodologies *NCI Staff –Programme Leaders, Academic Staff*
	2pm-3pm	Examination of **BA (Hons) in Human Resource Management** Submission to include items: • Programme Learning Outcomes • Curriculum (*Stage 1 shared with BA Hons Business)* • Assessment Methodologies *NCI Staff –Programme Leader, Academic Staff*
	3pm-3.45pm	Examination of **BA (Hons) in Marketing Practice** Submission to include items: • Programme Learning Outcomes • Curriculum • Assessment Methodologies *NCI Staff –Programme Leaders, Academic Staff*
	3.45pm-4.30pm	Break and panel deliberation of Programmatic Review outcomes
	4.45pm-5.15pm	Oral Feedback

NB: Please note that the agenda may be subject to alteration on the day.

Panel Members

Chair:
Stephen McManus   former Registrar, Dundalk Institute of Technology

Subject Matter Experts
Michael Barrett   Head of Department of Business, Sligo Institute of Technology
Maria Brosnan   HR and Operations Manager, SunGard Consulting Services
Orla Byrne   MRes student, Tallaght Institute of Technology, & former BA (Hons) HRM
            student, National College of Ireland
Martin Meagher   Head of Department of Business, Carlow Institute of Technology

2   Programme Team Response

2.1   Introduction

The School of Business undergraduate programmatic review took place on 28th-29th October 2015.

On foot of both the self-evaluation and individual programme sessions, the programmatic review panel offered up a number of recommendations in relation to the programmes reviewed. The programme team have met and reviewed the report of the panel and are happy to respond to all of the recommendations as set forth below.

The panels highlighted a number of common recommendations across all of the undergraduate programmes, as well as recommendations related to individual programmes. The programme team have moved immediately on those recommendations which are actionable straight away, some have a longer term focus and so will remain as standing items on the programme committee agendas until such time as they too have been addressed.

The following sections highlight each recommendation and NCI's response to them.

2.1.1   Acknowledgements

The School of Business, and in particular the programme team, is grateful to the panels for their constructive engagement and helpful suggestions as to how the programmes we offer here at NCI might be improved. The process was very positive and the team wish to formally acknowledge this.

Self-Evaluation Panel

Mr Stephen McManus, former Registrar, Dundalk Institute of Technology (*Chair*)
Mr Michael Barrett, Head of Department of Business, Sligo Institute of Technology
Ms Maria Brosnan, HR and Operations Manager, SunGard Consulting Services
Ms Orla Byrne, MRes student, Tallaght Institute of Technology, & former BA (Hons) HRM student,
        National College of Ireland
Mr Martin Meagher, Head of Department of Business, Carlow Institute of Technology

Programme Panels

*Higher Certificate in Business/BA (Hons) in Business/Certificate in Financial Regulation/BA (Hons) in Human
        Resource Management/BA (Hons) in Marketing Practice*
Mr Stephen McManus, former Registrar, Dundalk Institute of Technology (*Chair*)
Mr Michael Barrett, Head of Department of Business, Sligo Institute of Technology
Ms Maria Brosnan, HR and Operations Manager, SunGard Consulting Services
Ms Orla Byrne, MRes student, Tallaght Institute of Technology, & former BA (Hons) HRM student,
        National College of Ireland
Mr Martin Meagher, Head of Department of Business, Carlow Institute of Technology

2.2 Self-Evaluation

2.2.1 Response to Recommendations

Recommendation	NCI Response
R1. The online delivery policy could be better communicated in the documentation at institutional, school, programme and module level, as could the consistent articulation of software application skills to be developed by students	*Action* – • Inclusion of a new Appendix C in respect of guidance for incorporation of elements of blended learning in programmes. • Distinction between leveraging IT for pedagogy and use of industry standard software where appropriate. In the case of the latter swections have been added to theprogramme documents. • Commitment to better communicaiton through Programme and Module handbooks – Teaching & Learning committee to be tasked with developing an appropriate strategy and to monitor implementation.
R2. A more structured and formalised approach around industry representation and contribution, as well as more evidence of student input (both past and present), would be welcome	*Action* – A new section 5.2 has been introduced: Advancing Industry & Student Input in Developing Programmes which details improvements to be made in this respect.
R3. Care should be taken with the use of pre-requisites, thereby ensuring that module and programme specifications are operational (e.g. for prospective students seeking transfers to NCI programmes) AND R4. The entry requirements should be clearly stated, conform with sector norms and be consistent across analogous programmes	*Action* – New wording has been adopted in the sections of the Programme Documents entitled *Access Processes Including Recognition of Prior Learning* to standardise and clarify access criteria, as well as to ensure that pre-requisites do not needlessly disadvantage transfer students.
R5. Data should be updated to include 2013 and 2014 retention figures, while procedures should be adopted to monitor and consider retention rates accurately	*Action* – The relevant tables have been updated to include 2014 figures. Further, the College's Quality Assurance and Statistics Department will be tasked with improving the record and monitor rates accurately as this is a College-wide issue.
R6. The attendance monitoring system should be used to identify modules that are problematic	*Action* – This consideration is already in the document, but has been emphasised: 'While the principal focus of monitoring is the individual student, the data allows programme teams to assess both general levels of attendance and attendance in particular modules, and thus to address issues of general concern'.
R7. Additional further comments made during the course of the review could be usefully employed in the revised paperwork	*Action* – Team members liaised with the Quality Assurance & Statistical Services Department in making changes at all levels of the documentaiton.

2.3   Higher Certificate in Business

2.3.1   Response to Recommendations

Recommendation	NCI Response	
	Action	*Notes/Location*
R1. Consideration should continue to be given in terms of 'outduction' for this particular group of students: i.e. in terms of progression to further study, to employment etc.	A clearer articulation of the options for graduates of the programme has been included within the document. Specifically Further Study Paths and Employment Potential have been set out.	Section 4.1 Employment and Further Study Potential for the Programmes Graduates
R2. The documentation was generally of a good standard, though gaps, inconsistencies or typos would benefit from being addressed – e.g. the final name given to the project module needs to be consistently applied; module pre-requisites should be amended to enable more flexibility in terms of programme management; Section '3.1 Educational Objectives and their Assessment' (p.14) should be completed; Section '8.2 Programme Regulation' (p.22) needs to be clarified; etc.	The document was proof read for typos and inconsistencies. The following adjustments were made: Creativity and Teamwork module was revised and the assessment strategy updated and made more explicit Fundamentals of Management Status corrected from A to M (Section 9.6) Business Mathematics and Statistics- contact hours made explicit between practicals and lectures (Section 9.9) Business Mathematics and Statistics- typos corrected (weeks removed) (Section 9.9) Portfolio Project included in the main body of the document (9.16)	Creativity and Teamwork module (Section 9.3) Fundamentals of Management (Section 9.6) Business Mathematics and Statistics (Section 9.9) Portfolio Project included in the main body of the document (Section 9.16)
	The portfolio project title was consistently applied throughout the document The module pre-requisites for this module were prerequisites in light of programme management and in particular the issue of transfer in candidates	Section 1, Section 2.2, Section 7 was adjusted Portfolio Project revised with pre-requisites reconsidered (Section 9.16)
	The minimum intended programme learning outcomes and award standards were revised to include the Competence Insight standard. Modules level learning outcomes have been mapped to this standard where appropriate.	Educational Objectives and their Assessment (Section 3.1)
	There is no pass by compensation available for the portfolio project module. 40% is the pass mark.	Section 8.2 Programme Regulation

R3.	The consistent articulation of software application skills developed at programme and module level – i.e. support for, and expected student use of, Excel, PowerPoint, etc., where appropriate – would benefit the students and lend ever greater coherence to the programme as a whole	A new section has been introduced within Section 8.1. This new material describes at a programme and module level where software skills and applications are embedded within the programme. It also describes the broader use of technology across modules as well as outlining where supports are available.	Programme Software Skills (Section 8.1)
R4.	The rationale for a two-year programme and the continued relevance of this exit award (i.e. for students completing their Higher Certificate) might be made more explicit	The provision of this programme remains core to the mission of this institution, but the relevance of this award continues to be under review.	

Additional Panel Comments	NCI Response	
	Action	**Notes/Location**
Managing Your Learning – colleagues were invited to consider whether this, and subsequent modules, should contain more detail regarding the necessary software skills that would be acquired here and built upon	At a programme level the use of technology across the programme and within modules including Managing your Learning has been reconsidered and made more explicit. In addition within the module descriptor for Managing your Learning, the Teaching and Learning Strategy has been revised to include narrative concerning the use of technology	Programme Software Skills (Section 8.1) Managing your Learning (Section 9.1)
Creativity, Teamwork & Business Skills – greater clarity might be offered here regarding the % of total marks available for each component part of the assessment	The assessment methodology has been revised and now clearly reflects the % of total marks available for each assessment component as well as detailed narrative	Creativity, Teamwork and Business Skills (Section 9.3)
Fundamentals of Management – the specification needs to clarify the Status (M/E) of this module (the same applies to other modules including *Managing Your Learning, Creativity, Teamwork & Business Skills*, and *Work, business and society in Ireland*)	The Managing your Learning, Creativity, Teamwork and Business Skills, Fundamentals of Management, Work Business and Society in Ireland	Managing your Learning (Section 9.1) Creativity, Teamwork and Business Skills (Section 9.3) Fundamentals of Management (Section 9.6) Work, Business and Society in Ireland (Section 9.15)
Fundamentals of Irish Law – further consideration was to be given to the module title, with *Aspects of Business Law* offered as one alternative	The title of this module has been reconsidered and revised in line with the recommended title of Aspects of Business Law put forward by the panel. This has	Aspects of Business Law (Section 9.12)

	been retitled throughout the document.	
Brand Management – although already validated, teaching staff were invited to consider the use of the word 'comprehensive' in the Intended Module Learning Outcomes and how this might best be communicated to students, used in assessment, etc.	This learning outcome was reconsidered and the use of the word comprehensive removed.	Brand Management (Section 9.13)
Individual Behaviour in the Organisation – the programme team is invited to consider whether *Behaviour of an Individual in an Organisation* would be a more appropriate module title	The title of this module has been reconsidered by the module owner and revised to Individual Behaviour in the Organisation	Individual Behaviour in the Organisation (Section 9.14) Section 1, Section 2.2, and Section 7 have been updated to reflect this new title.
Capstone Project – clarification and consistency is needed regarding whether *Portfolio Project* is the final title for this module	The correct title for this module is the Portfolio Project. This has been revised throughout the document as outlined above.	Section 1, Section 2.2, Section 7 was adjusted and Section 9.16 included within Section 9.

2.4   BA (Hons) in Business

2.4.1   Response to Recommendations

Recommendation	NCI Response	
	Action	*Notes/Location*
R1. Student progression on this programme should continue to be monitored in terms of entry routes (e.g. comparing the outcomes of former Higher Certificate in Business students to those students entering via other access routes), Common First Year performance (i.e. comparing BA (Hons) in Business student outcomes to BA (Hons) in HRM), etc.	The programme team and wider school have committed to continue this practice as part of our annual quality assurance practices. Specifically these issues are addressed through the School and programme committee meetings as well as the programme and school annual monitoring reports.	
R2. Consideration should be given to the use of shared case studies across multiple modules, thereby enhancing module links with one another, while allowing for distinctive insights and perspectives to be generated and employed, as well as opportunities for cross-assessment	At the outset of each academic semester the programme team meet in order to discuss teaching and learning strategies as well as assessment methods and schedules. As part of this process each lecturer indicates what assessment approach is to be used. Where case studies are to be applied the team discuss where it can be used elsewhere in order to create linkage for learners and as the panel has highlighted such initiatives as well as creating linkage also allow distinctive insights and perspectives to be generated. Where common cases are used, cross assessment is considered by the team and implemented where appropriate.	
R3. The consistent articulation of software application skills developed at programme and module level – i.e. support for, and expected student use of, Excel, PowerPoint, etc., where appropriate – would benefit the students and lend ever greater coherence to the programme	A new section has been introduced within Section 8.1. This new material describes at a programme and module level where software skills and applications are embedded within the programme. It also describes the broader use of technology across modules as well as outlining where supports are available.	Programme Software Skills (Section 8.1)
R4. The advice offered to graduating students in terms of suitable future studies might be clearer	A clearer articulation of the options for graduates of the programme has been included within the document.	Section 4.1 Employment and Further Study Potential for the Programmes Graduates

	Specifically Further Study Paths and Employment Potential have been set out.	

Additional Panel Comments	NCI Response	
	Action	*Notes/Location*
Global Competitiveness and the Multinational Environment – clarity is sought on whether this module's final name is actually Global Competitiveness and the Multinational Enterprise	The correct title is Global Competitiveness and the Multinational Environment. The document has been proofread and any reference to Global Competitiveness and the Multinational Enterprise removed and replaced with the correct title.	Global Competitiveness and the Multinational Environment (Section 9.20)
Project Management – the alternative possibilities offered by PRINCE2 might readily be introduced to students	The inclusion of specific reference to PMBoK will give learners an ideal preparation for Certified Associate in Project Management (CAPM) certification. This certification was chosen because it is theoretical in nature and covers a broad range of project management topics. The programme team have discussed the feedback from programmatic review and are of the opinion that CAPM is complimentary to the more practical PRINCE 2 certification and that the foundations laid through this module will serve well for those students wishing to pursue further studies towards PRINCE 2. During the course of the module learners will be made aware of PRINCE 2 and of its important place in the project management world.	
Capstone Project – greater clarity regarding progression would be welcome	The special regulation for the capstone project has been claried and standardised between the relevant programmes.	The core text for this module has been updated to the 2015 edition
Individual Behaviour in the Organisation – the HCBS programme team was invited to consider whether Behaviour of an Individual in an Organisation would be a more appropriate module title	The title of this module has been reconsidered by the module owner and revised to Individual Behaviour in the Organisation across all programmes in which the module runs	Individual Behaviour in the Organisation (Section 9.8) Section 1, Section 3.1, and Section 7 have been updated to reflect this new title.

In addition, even greater clarity regarding the various streams (e.g. clearer and consistent statements in the Status (M/E) section of module specifications) would be welcome.	All module specifications have been reviewed and M/E clearly articulated for each one. In the case of those modules which are attached to a stream this is also articulated at module level. The following modules have been amended and new narrative is indicated in italics: Social and Organisational Behaviour- *Mandatory* Technologies for Business – *Elective (For all learners)* Skills Development through Service Learning- *Elective (For all learners)* Global Business Environment- *Elective (For all learners)* Financial Management- Mandatory *(For all learners)* Business Economics- Mandatory *(For all learners)* Innovation and Creativity *Mandatory- Entrepreneurship stream Mandatory-Business stream* New Product Development *Elective- Entrepreneurship stream* Global Leadership and Talent Management *Mandatory - International Business stream* Global Competitiveness and the Multinational Environment- *Elective- International Business stream* Introduction to Industrial Relations *Elective- Business stream* Management Accounting *Elective- Business stream* Services Marketing Management *Elective- Business stream* Career Management Skills *Elective – Entrepreneurship stream Elective - Business stream Elective- International Business stream* Financial Management Tools for the Enterprise *Elective – Entrepreneurship stream Elective - Business stream Elective- International Business stream* Capstone Project Preparation *Elective – Entrepreneurship stream Elective - Business stream*	Social and Organisational Behaviour (Section 9.11) Technologies for Business (Section 9.12) Service Learning- Elective (Section 9.13) Global Business Environment (Section 9.14) Financial Management (Section 9.15) Business Economics (Section 9.16) Innovation and Creativity (Section 9.17) New Product Development (section 9.18) Global Leadership and Talent Management (Section 9.19) Global Competitiveness and the Multinational Environment (Section 9.20) Introduction to Industrial Relations (Section 9.21) Management Accounting (Section 9.22) Services Marketing Management (Section 9.23) Career Management Skills (9.24) Financial Management Tools for the Enterprise (Section 9.29) Capstone Project Preparation (Section 9.30) Event Management Planning (Section 9.31) Organisational Development (Section 9.32) Public Relations and Social Media (Section 9.33) Operations Planning and Design(Section 9.36) Capstone Project (Section 9.37) Sales Management (Section 9.38) Corporate Environmentalism (Section 9.39) Global Supply Chain Management (section 9.40)

| | *Elective- International Business stream*
Event Management Planning
Elective- Business stream
Organisational Development
Elective- Business stream
Public Relations and Social Media
Elective- Business stream
Operations Planning and Design
Elective-Entrepreneurship stream
Elective –Business stream
Capstone Project *Elective – Entrepreneurship stream*
Elective - Business stream
Elective- International Business stream
Sales Management
Elective- Entrepreneurship stream
Elective- Business stream
Corporate Environmentalism
Elective- International Business stream
Global Supply Chain Management
Elective- International Business stream
Event Management *Elective-Business stream*
Contemporary Issues in Finance and Accounting *Elective- Business stream*
Law and Regulation *Elective-Business stream*
Retirement Benefits *Elective-Business stream* | Event Management (Section 9.41)
Contemporary Issues in Finance and Accounting (Section 9.42)
Law and Regulation (Section 9.43)
Retirement Benefits (Section 9.44) |
| | | |

2.5 Certificate in Financial Regulation

2.5.1 Response to Recommendations

Recommendation	NCI Response
R1. An even greater articulation of the technical skills developed at programme/module level – e.g. support for, and expected student use of, legal electronic databases – would benefit the students and lend coherence to this special purpose award	*Action* – Given the nature of the subject matter and the necessity for students to keep their legal knowledge up to date, students will receive instruction on their first lecture as to how to undertake legal research. A comprehensive list of relevant websites and electronic databases will be distributed to students at the start of the module. Students will be shown how to access relevant databases and search for legislation, case law and journal articles from both subscription based services such as *Better Regulation, Westlaw and Justis,* and non-subscription services such as *bailii.org* and the *Irish Statute Book*.
	Action – The NCI library provides full information to students on how to access subscription based services. Students will be provided with full instructions on how to access relevant information from websites relevant to a particular topic and shown how to utilise and apply the information obtained. Students are expected to make full use of websites and databases identified by the lecturer.

2.6 BA (Hons) in Human Resource Management

2.6.1 Response to Recommendations

Recommendation	NCI Response	
	Action	*Notes/Location*
R1. While stronger as a whole in the light of this review, the team is invited to keep future programme developments in mind, to include: support for Career Management Skills beyond the curriculum; ever greater consideration being given to 'outduction' (e.g. increasingly applying theory into practice); ethical and social responsibility reflections to be highlighted at various junctures throughout the curriculum; and possible initiatives such as a final year elective centred on business statistics to be considered	The Business Statistics and Analytics module has been added as an elective in stage three of the degree. The section on careers in the programme document has been strengthened with reference to the Careers Service 'Employment Passport' initative and the programme team has committed to a closer liaison with the Careers Service.	
R2. The consistent articulation of software application skills developed at programme and module level – i.e. support for, and expected student use of, Excel, PowerPoint, etc., where appropriate – would benefit the students and lend ever greater coherence to the programme	A new section has been introduced within Section 8.1. This new material describes at a programme and module level where software skills and applications are embedded within the programme. It also describes the broader use of technology across modules as well as outlining where supports are available.	Programme Software Skills (Section 8.1)
R3. The advice offered to graduating students in terms of suitable future studies might be clearer	A clearer articulation of the options for graduates of the programme has been included within the document. Specifically Preparation for external accreditation and further study have been set out.	Section 5.2 Preparation for external accreditation and further study

Additional Panel Comments	NCI Response	
	Action	*Notes/Location*
Reading Lists for modules such as the Capstone Project might want to take account of later editions of textbooks, there could be greater clarity with regard to the award emanating from successful/unsuccessful	The Special Regulation for the Capstone Project has been clarified and standardised across relevant programmes. The standard text for business research has been updated to the 2015 edition.	Proposed schedule pg 5. Module descriptor pg 142

completion of the Capstone Project, etc.		
The 'Transferrable Skills Matrix' (pp.40-41) could reflect communication skills in more detail	The programme team considers that communication skills are inherent in most modules, but commit to making these more explicit in practice and as modules are adapted during reviews.	

2.7   BA (Hons) in Marketing Practice

2.7.1   Response to Recommendations

Recommendation	NCI Response	
	Action	*Notes/Location*
R1. As it has yet to have a graduating cohort, indeed it has only relatively recently been validated, NCI is invited to conduct an internal review panel for this programme within the next three years	The School is committed to this timeline and in addition on an annual basis, in line with internal quality assurance procedures will be reviewing the programme in terms of content, reading lists, assessment tools etc.	
R2. The consistent articulation of software application skills developed at programme and module level – i.e. support for, and expected student use of, Excel, PowerPoint, etc., where appropriate – would benefit the students and lend ever greater coherence to the programme	A new section has been introduced within Section 8.1. This new material describes at a programme and module level where software skills and applications are embedded within the programme. It also describes the broader use of technology across modules as well as outlining where supports are available.	Programme Software Skills (Section 7.3)
R3. The advice offered to graduating students in terms of suitable future studies might be clearer	A clearer articulation of the options for graduates of the programme has been included within the document. Specifically Further Study Paths and Employment Potential have been set out.	Section 5.3 Employment and Further Study Potential for the Programmes Graduates

Additional Panel Comments	NCI Response	
	Action	*Notes/Location*
Distribution and Channel Management – the reference to Kotler & Keller should be to the latest edition	This textbook has been revised to the latest edition which is Kotler, P. and Keller, K. L. (2015) Marketing Management, 15th Edition. Pearson Education	Distribution and Channel Management (Section 8.22) Reading Lost and Other Resources (Section 8.22.4)

3   Panel Acceptance of Programme Team Response

I have read the responses and amended submission documents for the Undergraduate Programmes from the School of Business, and I have received feedback from the other members of the External Review Panel who have also received and reviewed the amended documentation, and I can state that that it addresses, in a satisfactory manner, all the conditions/recommendations set by the panel. Therefore, we recommend these programmes for revalidation to QQI.

Mr Stephen McManus *(Chair)*   Date: 18 / 01 / 16.

4   Programme Schedules

4.1   Higher Certificate in Business

Name of Provider			National College of Ireland								
Programme Title (i.e. named award)			Higher Certificate in Business								
Award Title (HETAC named award)			Higher Certificate in Business								
Stage Exit Award Title			n/a								
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc.)			Full Time, Part Time, Blended								
Award Class	Award NQF Level	Award EQF Level	Stage	Stage NQF Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective		ISCED Subject Code		
Higher Certificate	6	6	1	6	6	120					

Ref	Module Title	Semester	Module		ECTS Credit Number	Total Student Effort			Allocation of Marks		
			Status (M/E)	NQF Level		Total Hours	Contact Hours	Independent Learning	Coursework %	Final %	Total %
	Managing Your Learning	1	M	6	5	125	36	89	100	0	100
	Financial Accounting	1/2	M	6	10	250	72	178	30	70	100
	Creativity, Teamwork and Business Skills	1/2	M	6	10	250	60	190	100	0	100
	Human Resource Management	1/2	M	6	10	250	60	190	40	60	100
	Marketing in the Digital Age	1/2	M	6	10	250	60	190	50	50	100
	Fundamentals of Management	1	M	6	5	125	36	89	50	50	100
	Brand Management	2	M	6	5	125	48	77	100	0	100
	Academic Writing Skills	2	M	6	5	125	36	89	100	0	100

Name of Provider	National College of Ireland						
Programme Title (i.e. named award)	Higher Certificate in Business						
Award Title (HETAC named award)	Higher Certificate in Business						
Stage Exit Award Title	n/a						
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc.)	Full Time, Part Time, Blended						

Award Class	Award NQF Level	Award EQF Level	Stage	Stage NQF Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code
Higher Certificate	6	6	AWARD	6	6	120		

Ref	Module Title	Semester	Module Status (M/E)	NQF Level	ECTS Credit Number	Total Hours	Contact Hours	Independent Learning	Coursework	Final %	Total %
	Business Mathematics & Statistics	1/2	M	6	10	250	60	190	50	50	100
	Economics in the World	1/2	M	6	10	250	60	190	50	50	100
	Introduction to Entrepreneurship, Sales & Networking	1/2	M	6	10	250	60	190	100	0	100
	Aspects of Business Law	1	M	6	5	125	36	89	30	70	100
	Work, Business and Society in Ireland	1	M	6	5	125	36	89	100		100
	Individual Behaviour in the Organisation	2	M	6	5	125	36	89	30	70	100
	Software Applications for Business	2	M	6	5	125	36	89	100	0	100
	Portfolio Project	1/2	M	6	10	250	60	190	100	0	100

4.2   BA (Hons) in Business

Name of Provider			National College of Ireland							
Programme Title (i.e. named award)			Bachelor of Arts (Hons) in Business							
Award Title (HETAC named award)			Bachelor of Arts (Hons) in Business							
Stage Exit Award Title										
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc.)			Full Time, Part Time, Blended							

Award Class	Award NQF Level	Award EQF Level	Stage	Stage NQF Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective		ISCED Subject Code	
Major	8	6	1	6	5	60	1st September 2016			

Ref	Module Title		Semester	Module		ECTS Credit Number	Total Student Effort			Allocation of Marks		
				Status (M/E)	NQF Level		Total Hours	Contact Hours	Independent Learning	Coursework	End of Module Formal Exam	Total %
	Financial Accounting		1/2	M	6	10	250	72	178	30	70	100
	Economics in the World		1/2	M	6	10	250	60	190	50	50	100
	Managing Your Learning		1	M	6	5	125	36	89	100		100
	Human Resource Management		1	M	6	10	250	60	190	40	60	100
	Fundamentals of Irish Law		1	M	6	5	125	36	89	30	70	100
	Individual Behaviour in the Organisation		2	M	6	5	125	36	89	30	70	100
	Marketing in the Digital Age		2	M	6	10	250	60	190	50	50	100
	Quantitative Methods		2	M	6	5	125	48	77	50	50	100
Special Regulations:												

Name of Provider						National College of Ireland			
Programme Title (i.e. named award)						Bachelor of Arts (Hons) in Business			
Award Title (HETAC named award)						Bachelor of Arts (Hons) in Business			
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc.)						Full Time, Part Time, Blended			

Award Class	Award NQF Level	Award EQF Level	Stage	Stage NQF Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective		ISCED Subject Code
Major	8	6	2	7	6	60	1st September 2016		

Ref	Module Title	Sem	Module Status (M/E)	NQF Level	ECTS Credit Number	Total Hours	Contact Hours	Independent Learning	Coursework	Final %	Total %
	Social and Organisational Behaviour	1	M	7	5	125	36	89	30	70	100
	Management	1	M	7	10	250	48	202	40	60	100
	Entrepreneurship	1	M	7	10	250	48	202	100		100
	Technologies for Business	1	E	7	5	125	36	89	100		100
	Skills Development through Service Learning	1/2	E	7	5	125	36	89	100		100
	Global Business Environment	2	M	7	5	125	36	89	100		100
	Financial Management	2	M	7	5	125	36	89	30	70	
	Business Economics	2	M	7	5	125	36	89	40	60	100
	Innovation and Creativity	2	E	7	10	250	48	202	100		100
	New Product Development	2	E	7	5	125	36	89	50	50	100
	Global Leadership and Talent Management	2	E	7	10	250	48	202	100		100
	Global Competitiveness and the Multinational Environment	2	E	7	5	125	36	89	100		100
	Introduction to Industrial Relations	2	E	7	5	125	36	89	60	40	
	Management Accounting	2	E	7	5	125	36	89	30	70	100
	Services Marketing Management	2	E	7	5	125	36	89	50	50	100
	Career Management Skills	2	E	7	5	125	24	101	100		100

Special Regulations:

Semester 1: Learners must undertake 5 credits in Technologies for Business or Skills Development through Service Learning

Semester 2: Learners are required to undertake 15 credits from GE1 or GE2 or GE3, where GE1 represents the Entrepreneurship stream of the programme, GE2 represents the International Business stream of the programme, and GE3 represents the Business stream of the programme.

Name of Provider	National College of Ireland							
Programme Title (i.e. named award)	Bachelor of Arts (Hons) in Business							
Award Title (HETAC named award)	Bachelor of Arts (Hons) in Business							
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc.)	Full Time, Part Time, Blended							

Award Class	Award NQF Level	Award EQF Level	Stage	Stage NQF Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code
Major	8	6	Award	8	6	60	1/9/2016	342

Ref	Module Title	Semester	Module Status (M/E)	NQF Level	ECTS Credit Number	Total Hours	Contact Hours	Independent Learning	Coursework	Final %	Total %
	Economic and Social Policy	1	M	8	10	250	48	202	50	50	100
	Marketing Management	1	M	8	10	250	48	202	50	50	100
	Business Statistics and Analytics	1	M	8	5	125	48	77	100		100
	Financial Management Tools for the Enterprise	1	E	8	5	125	36	89	50	50	100
	Capstone Project Preparation	1	E	8	5	125	36	89	100		100
	Event Management Planning	1	E	8	5	125	36	89	100		100
	Organisational Development	1	E	8	5	125	36	89	40	60	100
	Public Relations and Social Media	2	E	8	5	125	36	89	100		100
	Strategic Management	2	M	8	10	250	48	202	50	50	100
	Project Management	2	M	8	5	125	36	89	50	50	100
	Operations Planning and Design	2	E	8	10	250	48	202	50	50	100
	Capstone Project	2	E	8	10	250	36	89	100		100
	Sales Management	2	E	8	5	125	36	89	100		100
	Corporate Environmentalism	2	E	8	10	250	48	202	100		100
	Global Supply Chain Management	2	E	8	5	125	36	89	50	50	100
	Event Management	2	E	8	5	125	36	89	100		100
	Contemporary Issues in Finance and Accounting	2	E	8	5	125	36	89	100		100

	Law and Regulation	2	E	8	5	125	36	89	30	70	100
	Retirement Benefits	2	E	8	10	250	48	202	40	60	100

Special Regulations:

Semester 1: Learners must undertake 5 credits from GE1, GE2 <u>or</u> GE3

Semester 2: Learners must undertake 15 credits from GE1, GE2 <u>or</u> GE3

1. **Normally, learners may undertake the Capstone Preparation Module and the Capstone Project only if an average mark of 60% or more has been obtained overall in Stage Two. Where this is not the case learners with an average mark between 60% and 55% may apply to the Vice Dean for Undergraduate Studies (or another nominated staff member by the Dean) for admission to these modules where the project envisaged can be shown to be related to modules studied where the average mark is above 60%.**
2. **Whereas the Capstone Preparation module may be passed by compensation this shall not apply to the Capstone Project itself where a minimum mark of 40% is required.**

4.3   Certificate in Financial Regulation

Name of Provider	National College of Ireland							
Programme Title (i.e. named award)	Certificate in Financial Regulation							
Award Title (HETAC named award)	Certificate in Financial Regulation							
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc.)	PT, OC, BLOCK							

Award Class	Award NQF Level	Award EQF Level	Stage	Stage NQF Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject Code
Special Purpose	8	6	AWARD	8	6	10	January 2016	

Ref	Module Title	Semester	Module		ECTS	Total Student Effort			Allocation of Marks				
			Status (M/E)	NQF Level	Credit Number	Total Hours	Contact Hours	Independent Learning	CA %	Project %	Practical %	Final %	Total %
`	Law and Governance		M	8	10	250	39	211	40			60	100

Special Regulations:

4.4   BA (Hons) in Human Resource Management

Name of Provider			National College of Ireland						
Programme Title (i.e. named award)			Bachelor of Arts (Hons) in Human Resource Management						
Award Title (HETAC named award)			Bachelor of Arts (Hons) in Human Resource Management						
Stage Exit Award Title									
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc.)			Full Time, Part Time, Blended						

Award Class	Award NQF Level	Award EQF Level	Stage	Stage NQF Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective		ISCED Subject Code
Major	8	6	1	6	5	60	1st September 2016		

R ef	Module Title	Semester	Module		ECTS	Total Student Effort			Allocation of Marks		
			Status (M/E)	NQF Level	Credit Number	Total Hours	Contact Hours	Independent Learning	Coursework	End of Module Formal Exam	Total %
	Financial Accounting	1/2	M	6	10	250	72	178	30	70	100
	Economics in the World	1/2	M	6	10	250	60	190	50	50	100
	Managing Your Learning	1	M	6	5	125	36	89	100		100
	Human Resource Management	1	M	6	10	250	60	190	40	60	100
	Fundamentals of Irish Law	1	M	6	5	125	36	89	30	70	100
	Individual Organisational Behaviour	2	M	6	5	125	36	89	30	70	100
	Marketing in the Digital Age	2	M	6	10	250	60	190	50	50	100
	Quantitative Methods	2	M	6	5	125	48	77	50	50	100
Special Regulations:											

Name of Provider				National College of Ireland							
Programme Title (i.e. named award)				Bachelor of Arts (Hons) in Human Resource Management							
Award Title (HETAC named award)				Bachelor of Arts (Hons) in Human Resource Management							
Stage Exit Award Title											
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc.)				Full Time, Part Time, Blended							

Award Class	Award NQF Level	Award EQF Level	Stage	Stage NQF Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective		ISCED Subject Code		
Major	8	6	2	7	5	60	1st September 2016				

Ref	Module Title	Semester	Module Status (M/E)	NQF Level	ECTS Credit Number	Total Student Effort			Allocation of Marks		
						Total Hours	Contact Hours	Independent Learning	Coursework	End of Module Formal Exam	Total %
	Entrepreneurship	1	M	7	10	250	48	202	100	0	100
	Employment Law - Contracts	1	M	7	5	125	36	89	30	70	100
	Learning and Change in Organisations	1	M	7	10	250	48	202	100	0	100
	Social and Organisational Behaviour	1	M	7	5	125	36	89	30	70	100
	Performance and Reward Management	2	M	7	10	250	48	202	40	60	100
	Business Economics	2	M	7	5	125	36	89	40	60	100
	Industrial Relations	2	M	7	5	125	36	89	60	40	100
	Employment Law - Operation of Relationship, Equality and Breakdown	2	M	7	5	125	36	89	30	70	100
	New Product Development	2	E	7	5	125	36	89	50	50	100
	Services Marketing Management	2	E	7	5	125	36	89	50	50	100
	Career Management Skills	2	E	7	5	125	24	101	100	0	100
	Health and Safety	2	E	7	5	125	36	89	100	0	100
	Technologies for Business	2	E	7	5	125	36	89	100	0	100

Special Regulations:

Name of Provider	National College of Ireland										
Programme Title (i.e. named award)	Bachelor of Arts (Hons) in Human Resource Management										
Award Title (HETAC named award)	Bachelor of Arts (Hons) in Human Resource Management										
Stage Exit Award Title											
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc.)	Full Time, Part Time, Blended										

Award Class	Award NQF Level	Award EQF Level	Stage	Stage NQF Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective		ISCED Subject Code	
Major	8	6	Award	8	6	60	1st September 2016			

Ref	Module Title	Semester	Module Status (M/E)	NQF Level	ECTS Credit Number	Total Student Effort			Allocation of Marks		
						Total Hours	Contact Hours	Independent Learning	Coursework	End of Module Formal Exam	Total %
	Strategic HRM	1	M	8	10	250	48	202	40	60	100
	Economic and Social Policy	1	M	8	10	250	48	202	50	50	100
	Organisational Development	1	M	8	5	125	36	89	40	60	100
	Capstone Project Preparation	1	E	8	5	125	36	89	100	0	100
	Event management Planning	1	E	8	5	125	36	89	100	0	100
	Public Relations and Social Media	1	E	8	5	125	36	89	100	0	100
	Contemporary Issues in HRM	2	M	8	10	250	48	202	50	50	100
	Contemporary Issues in IR	2	M	8	10	250	48	202	50	50	100
	Capstone Project	2	E	8	10	250	0	250	100	0	100
	Strategic Management	2	E	8	10	250	48	202	50	50	100
	International Human Resource Management	2	E	8	5	125	36	89	40	60	100
	Contemporary Issues in Reward Management	2	E	8	5	125	36	89	40	60	100
	Sales Management	2	E	8	5	125	36	89	100	0	100
	Project Management	2	E	8	5	125	36	89	50	50	100
	Business Statistics and Analytics	1	E	8	5	125	48	77	100		100
	Ethics and Social Responsibility	2	E	8	5	125	36	89	100	0	100

Special Regulations:

3. Normally, learners may undertake the Capstone Preparation Module and the Capstone Project only if an average mark of 60% or more has been obtained overall in Stage Two. Where this is not the case learners with an average mark between 60% and 55% may apply to the Vice Dean for Undergraduate Studies (or another nominated staff member by the Dean) for admission to these modules where the project envisaged can be shown to be related to modules studied where the average mark is above 60%.

4. Whereas the Capstone Preparation module may be passed by compensation this shall not apply to the Capstone Project itself where a minimum mark of 40% is required.

4.5   BA (Hons) in Marketing Practice

Name of Provider	National College of Ireland												
Programme Title (i.e. named award)	Bachelor of Arts (Hons) in Marketing Practice												
Award Title (HETAC named award)	Bachelor of Arts (Hons) in Marketing Practice												
Stage Exit Award Title													
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc.)	Full Time, Part Time, Blended												

Award Class	Award NQF Level	Award EQF Level	Stage	Stage NQF Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective		ISCED Subject Code				
Major	8	6	1	6	5	60	1st Sept 2012		342				

Ref	Module Title	Semester	Module Status (M/E)	NQF Level	ECTS Credit Number	Total Hours	Contact Hours	Independent Learning	CA %	Project %	Practical %	Final %	Total %
	Fundamentals of Marketing	1	M	6	10	250	60	190	20	30		50	100
	Brand Management	1	M	6	5	125	48	77	100				100
	Economic & Market Practice	1	M	6	5	125	48	77	50			50	100
	Management & the Organisation	1	M	6	10	250	60	190		40		60	100
	Emerging Technologies for Business	2	M	6	10	250	60	190		50		50	100
	Entrepreneurship	2	M	6	10	250	60	190		50	50		100
	Financial Analysis & Reporting	2	M	6	5	125	48	77	30			70	100
	Innovation & Creativity in Business	2	M	6	5	125	48	77		70	30		100

Special Regulations:

Name of Provider			National College of Ireland							
Programme Title (i.e. named award)			Bachelor of Arts (Hons) in Marketing Practice							
Award Title (HETAC named award)			Bachelor of Arts (Hons) in Marketing Practice							
Stage Exit Award Title										
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc.)			Full Time, Part Time, Blended							

Award Class	Award NQF Level	Award EQF Level	Stage	Stage NQF Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective		ISCED Subject Code	
Major	8	6	2	7	6	60	1/9/2012		342	

Ref	Module Title	Semester	Module Status (M/E)	NQF Level	ECTS Credit Number	Total Student Effort			Allocation of Marks				
						Total Hours	Contact Hours	Independent Learning	CA %	Project %	Practical %	Final %	Total %
	Consumer Behaviour	1	M	7	10	250	48	202	80	20			100
	Marketing Research	1	M	7	10	250	48	202		50		50	100
	Business Intelligence & Statistics	1	M	7	10	250	48	202	50	50			100
	Digital Marketing	2	M	7	10	250	48	202		35	15	50	100
	Integrated Marketing Communications	2	M	7	10	250	48	202	50	50			100
	Advanced Financial Analysis	2	E	7	5	125	36	89	50			50	100
	Digital Technologies for Business	2	E	7	5	125	36	89		50		50	100
	New Product Development	2	E	7	5	125	36	89		50		50	100
	Services Marketing Management	2	E	7	5	125	36	89	50			50	100

Name of Provider			National College of Ireland									
Programme Title (i.e. named award)			Bachelor of Arts (Hons) in Marketing Practice									
Award Title (HETAC named award)			Bachelor of Arts (Hons) in Marketing Practice									
Stage Exit Award Title												
Modes of Delivery (FT/PT/ACCS/BLENDED/OC etc.)			Full Time, Part Time, Blended									
Award Class	Award NQF Level	Award EQF Level	Stage	Stage NQF Level	Stage EQF Level	Stage Credit (ECTS)		Date Effective			ISCED Subject Code	
Major	8	6	Award	8	6	60		1/9/2012			342	

Ref	Module Title		Semester	Module		ECTS	Total Student Effort			Allocation of Marks				
				Status (M/E)	NQF Level	Credit Number	Total Hours	Contact Hours	Independent Learning	CA %	Project %	Practical %	Final %	Total %
	Marketing Law		1	M	8	10	250	48	202	30			70	100
	Marketing Strategy		1	M	8	10	250	48	202	50	50			100
	Project Mgmt.		1	M	8	10	250	48	202	100				100
	Distribution Channel Mgmt.		2	M	8	5	125	36	89		50		50	100
	Sales Mgmt.		2	M	8	5	125	36	89	40		60		100
	Capstone Project		2	M	8	20	400	28	372		100			100

Special Regulations:
All learners must pass the capstone project

5   Memo on context of revalidation

This programmatic review was evaluated using QQI's policy for devolution of validation sub-processes. The programmes were submitted to QQI in January 2016.

Membership of the Expert Panel was agreed with QQI's Programme Accreditation Unit. As evidenced in the Addendum which follows, and as pointed out in the External Panel Report, one member of the panel indicated a potential conflict of interest just as the panel was about to convene. Efforts were made to contact QQI and it was decided by the Panel Chair to continue with the panel.

The panel considered the programmes' submission documents, self-evaluation report. This event took place in the context of the programmatic review of the College's portfolio of programmes. Evaluation panels were held earlier in the year at undergraduate and postgraduate levels which reviewed quality assurance, student supports and research. These panels had student representation and met with students.

The final report was agreed by the panel. The programme team's response to the Expert Panel's agreed report has been considered by the panel and the Chair has indicated in the final report that the panel is happy that the conditions of the report have been fulfilled and that the programmes should be recommended to QQI for approval.

_____
John McGarrigle
Registrar & Company Secretary

19th January 2016

5.1   Addendum

Good morning Peter

At the pre-meeting of our programmatic review panel last evening, we discovered that one of our panel members Martin Meagher, Carlow IT, is an existing external examiner at NCI albeit not on the programmes being reviewed. His appointment commenced in Sept 2014. This should have been picked up by my office but it hadn't been. Although it was noted by some of the School faculty, as this was a programmatic review rather than new programme validation, they didn't raise it. Neither did Mr Meagher in any correspondence to date.

Stephen McManus is chairing and is happy for Mr Meagher to contribute to the proceedings subject to your approval. I don't have your direct line – if you are in the office, could you call me please on 4498632. Otherwise I will phone at 9.
Kind regards
Sinéad

Sinéad O'Sullivan
Director of Quality Assurance & Statistical Services
National College of Ireland
Mayor Street, IFSC, Dublin 1

Tel (Direct): + 353 1 4498632
Tel (Reception): + 353 1 4498500
Fax: + 353 1 4972200
Email:sinead.osullivan@ncirl.ie
Web: www.ncirl.ie