

**QQI**Quality and Qualifications Ireland  
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

# Independent Evaluation Report on an Application for Validation of a Programme of Education and Training

## Part 1

<b>Provider name</b>	National College of Ireland
<b>Date of site visit</b>	20 <sup>th</sup> May, 2020
<b>Date of report</b>	22 <sup>nd</sup> June 2020

## Overall recommendations

<b>Principal programme</b>	<b>Title</b>	Certificate in Business Analysis
	<b>Award</b>	Special Purpose
	<b>Credit</b>	15
	<b>Recommendation</b> <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory

## Evaluators

Evaluators		
Name	Role	Affiliation
Ronnie Harrison	Chair	Head of Quality and Academic Affairs, Open Training College
Dr Joe Fitzgerald	Recording Secretary	Former Registrar, Dorset College Assistant Lecturer, TU Dublin
Dr Roisin Lyons	Subject Matter Expert	Assistant Professor, DCU Business School
Geraldine Lavin	Subject Matter Expert	Lecturer, DCU, Maynooth, UCD, Institute of Banking Company Director, 3rdi
David Renshaw	Industry Representative	Company Director, Peritus IT Consulting
Yvana Mpressa	Learner Representative	Business & Law Student, Maynooth – NSTEP

## Principal Programme

Names of centres where the programmes are to be provided	Maximum number of learners ( <i>per centre</i> )	Minimum number of learners
National College of Ireland, Mayor Square, IFSC, Dublin 1	35	25
Irish Computer Society, Education Centre, Ballsbridge, Dublin 4	35	25

<b>Enrolment interval (<i>normally 5 years</i>)</b>	<b>Date of first intake</b>	September 2020
	<b>Date of last intake</b>	March 2025
<b>Maximum number of annual intakes</b>	4	
<b>Maximum total number of learners per intake</b>	35	
<b>Programme duration (months from start to completion)</b>	6 months	
<b>Target learner groups</b>	<p>This part-time course is for business analysts and those who aspire to work in the role. It is ideal for those currently working as business analysts, internal and external consultants and advisors, managers, team leaders and members of improvement teams.</p> <p>Applications will be assessed based on relevant experience by the Business Analysts Association of Ireland. Applicants from other areas will be expected to have a primary level 7 degree or proven work experience in the area.</p> <p>The College operates a Recognition of Prior Experiential Learning (RPEL) scheme meaning applicants who do not meet the normal academic requirements may be considered based on relevant</p>	

	work and other experience. This may be assessed using a written application or interview.	
<b>Approved countries for provision</b>	Republic of Ireland	
<b>Delivery mode: Full-time/Part-time</b>	Part Time (Day and/or Evening)	
<b>The teaching and learning modalities</b>	The teaching and learning modes on the programme include traditional classroom lectures, tutorials and seminars; flipped classroom; problem and project-based learning; team work and work-based learning.	
<b>Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)</b>	<p>The Certificate in Business Analysis has been developed in association with the Business Analysts Association of Ireland. The role of the business analyst is to identify the core business objectives of an organisation and its constituent parts. They also need to ensure that the processes, procedures, systems and structures that are in place are the most effective and efficient to enable it to achieve its core objectives.</p> <p>This professional course offers academic accreditation for business analysts and for those who play a leading role in improving business performance, either in their own company, or in a consultancy role to others, through the use of proven business analysis techniques.</p>	
<b>Summary of specifications for teaching staff</b>	<b>WTE</b>	<b>Qualifications and experience</b>
	1	Lecturers with a Masters or PhD level qualification in Computing, Business Management or a related discipline with academic experience delivering modules in Business Analysis, Change Management, Management Communications and Strategic Management.
	1	Programme Director who is responsible for the academic management of the programme and may also be a lecturer on the programme. The programme director will have at least a Masters or PhD qualification in Management or a related discipline.
	1	Programme Coordinator with experience in relationship management and programme coordination.
<b>Summary of specifications for the ratio of learners to teaching-staff</b>	<b>Staff to learner ratio</b>	<b>Learning activity type</b>
	1:35	Lectures
	1:35	In-class Group Work with formative feedback
<b>Overall WTE staff/learner ration</b>	1:35	

<b>Programmes being replaced (applicable to applications for revalidation)</b>		
<b>Code</b>	<b>Title</b>	<b>Last enrolment date</b>
PG22003	Certificate in Business Analysis	March2020

Other noteworthy features of the application

Not Applicable

Part 1A Evaluation of the Case for an Extension of the Approved Scope of Provision (where applicable).

Not Applicable

Comment on the case for extending the applicant's Approved Scope of Provision to enable provision of this programme.

Not Applicable

## Part 2 Evaluation against the validation criteria

QQI's validation criteria and sub-criteria are copied here in grey panels.

### Criterion 1

<b>The provider is eligible to apply for validation of the programme</b>	
<p>a) The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme.</p> <p>b) The application for validation is signed by the provider's chief executive (or equivalent) who confirms that the information provided is truthful and that all the applicable criteria have been addressed.</p> <p>c) The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements.</p>	
<b>Satisfactory (yes, no, partially)</b>	<b>Comment</b>
Yes	<p>NCI will deliver this programme under its approved Quality Assurance Policies and Procedures. NCI meets the pre-requisites under Section 44 (7) of the 2012 Act to apply for validation of the programme. This was confirmed to the panel during the site visit.</p> <p>The provider noted that it has a draft agreement ready for signing with its partners in the delivery of this programme. The panel recommends that this agreement be signed and in place prior to the start of this revalidated programme.</p>

## Criterion 2

### The programme objectives and outcomes are clear and consistent with the QQI awards sought

- a) The programme aims and objectives are expressed plainly.
- b) A QQI award is specified for those who complete the programme.
  - (i) Where applicable, a QQI award is specified for each embedded programme.
- c) There is a satisfactory rationale for the choice of QQI award(s).
- d) The award title(s) is consistent with unit 3.1 of QQI's *Policy and Criteria for Making Awards*.
- e) The award title(s) is otherwise legitimate for example it must comply with applicable statutory, regulatory and professional body requirements.
- f) The programme title and any embedded programme titles are
  - (i) Consistent with the title of the QQI award sought.
  - (ii) Clear, accurate, succinct and fit for the purpose of informing prospective learners and other stakeholders.
- g) For each programme and embedded programme
  - (i) The **minimum intended programme learning outcomes** and any other educational or training objectives of the programme are explicitly specified.
  - (ii) The minimum intended programme learning outcomes to qualify for the QQI award sought are **consistent with** the relevant QQI awards standards.
- h) Where applicable, the **minimum intended module learning outcomes** are explicitly specified for each of the programme's modules.
- i) Any QQI minor awards sought for those who complete the modules are specified, where applicable.

For each minor award specified, the minimum intended module learning outcomes to qualify for the award are consistent with relevant QQI minor awards standards.

Satisfactory (yes, no, partially)	Comment
Yes	<p>The aims and objectives of this programme are clearly stated in the programme document. These aims and objectives were consistent with the award specification and were cohesive with the overall programme.</p> <p>The panel deemed the programme title to be an accurate description with the intended programme and to be informative to potential learners.</p> <p>The panel noted the cohesion between the stated programme MIPLOs and the applicable award standards, which ensures the appropriate cohesion between these. The provider noted during the site visit that from the stakeholder engagement conducted, these MIPLOs were still deemed relevant to industry and related parties. The Panel is satisfied that the minimum intended programme learning outcomes outlined in the submission document qualify for the QQI award sought are consistent with the award standards that were used. The panel noted that the mapping of the MIPLOs to the QQI standards was excellent.</p>

### Criterion 3

**The programme concept, implementation strategy, and its interpretation of QQI awards standards are well informed and soundly based (considering social, cultural, educational, professional and employment objectives)**

- a) The development of the programme and the intended programme learning outcomes has sought out and taken into account the views of stakeholders such as learners, graduates, teachers, lecturers, education and training institutions, employers, statutory bodies, regulatory bodies, the international scientific and academic communities, professional bodies and equivalent associations, trades unions, and social and community representatives.
- b) The interpretation of awards standards has been adequately informed and researched; considering the programme aims and objectives and minimum intended programme (and, where applicable, modular) learning outcomes.
  - (i) There is a satisfactory rationale for providing the programme.
  - (ii) The proposed programme compares favourably with existing related (comparable) programmes in Ireland and beyond. Comparators should be as close as it is possible to find.
  - (iii) There is support for the introduction of the programme (such as from employers, or professional, regulatory or statutory bodies).
  - (iv) There is evidence of learner demand for the programme.
  - (v) There is evidence of employment opportunities for graduates where relevant.
  - (vi) The programme meets genuine education and training needs.
- c) There are mechanisms to keep the programme updated in consultation with internal and external stakeholders.
- d) Employers and practitioners in the cases of vocational and professional awards have been systematically involved in the programme design where the programme is vocationally or professionally oriented.
- e) The programme satisfies any validation-related criteria attaching to the applicable awards standards and QQI awards specifications.

Satisfactory (yes, no, partially)	Comment
Yes	<p>The provider detailed the programme review process well during the site visit, with details given of the stakeholder engagement and involvement in the review process. The provider engaged with internal stakeholders, such as its faculty and students, and external stakeholders such as employers of students on the programme. Further detail of stakeholder engagement is detailed in section 3.6 of the programme document. The panel was satisfied that this process was thorough and allowed for sufficiently broad input to be considered.</p> <p>The programme documentation provides evidence of anticipated learner demand (in Section 3.9), which the panel felt supported the viability of this programme. Section 3.13 also discusses the possibility of including this programme on the Springboard initiative. The panel recommends that consideration to be given to the ramifications if the programme became part of Springboard given that the programme has been tailored to the present target group (e.g. is the volume of content achievable with a different target group), as the rationale for the programme is currently to accredit practising</p>

	Business Analysts, whereas the rationale for putting this on Springboard would be to retrain people or equip them with the skills to be a Business Analysis
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## Criterion 4

### The programme's access, transfer and progression arrangements are satisfactory

- a) The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in QQI's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied.
- b) Programme information for learners is provided in plain language. This details what the programme expects of learners and what learners can expect of the programme and that there are procedures to ensure its availability in a range of accessible formats.
- c) If the programme leads to a higher education and training award and its duration is designed for native English speakers, then the level of proficiency in English language must be greater or equal to B2+ in the Common European Framework of Reference for Languages (CEFR) in order to enable learners to reach the required standard for the QQI award.
- d) The programme specifies the learning (knowledge, skill and competence) that **target learners** are expected to have achieved before they are enrolled in the programme and any other assumptions about enrolled learners (programme participants).
- e) The programme includes suitable procedures and criteria for the **recognition of prior learning** for the purposes of access and, where appropriate, for advanced entry to the programme and for exemptions.
- f) The programme title (the title used to refer to the programme):-
  - (i) Reflects the core *intended programme learning outcomes*, and is consistent with the standards and purposes of the QQI awards to which it leads, the award title(s) and their class(es).
  - (ii) Is learner focused and meaningful to the learners;
  - (iii) Has long-lasting significance.
- g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.

Satisfactory (yes, no, partially)	Comment
Yes	<p>Access Transfer and Progression criteria and arrangements for progression are outlined in Section 4 of the programme documentation and these procedures are consistent with QQI's policy and criteria. However, the panel does recommend that a review be conducted of the information about this programme on partner sites to ensure consistency and accuracy of content as some inconsistencies were noted by the panel in this regard.</p> <p>During the meetings with the provider, it was confirmed that there is a two-step entry process that involves Irish Computer Society screening applicants and then NCI screening applicants. However, RPL access on this programme is assessed through NCI's RPL policy and procedures that are in place.</p> <p>The transfer and progression options discussed in limited detail in the programme documentation. However, during the meetings with the provider it was noted that given that this is a 15 ECTS Special Purpose Award that such programmes are often highly specialised and can be viewed as 'standalone' programmes. Thus, formal progression routes are difficult. However, the provider does encourage learners to continue to a programme in a similar disciplinary area (Higher Diploma in Data Analytics).</p>

## Criterion 5

### The programme's written curriculum is well structured and fit-for-purpose

- a) The programme is suitably structured and coherently oriented towards the achievement by learners of its intended programme learning outcomes. The programme (including any stages and modules) is integrated in all its dimensions.
- b) In so far as it is feasible the programme provides choice to enrolled learners so that they may align their learning opportunities towards their individual educational and training needs.
- c) Each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended *programme* learning outcomes.
- d) The objectives and purposes of each of the programme's elements are clear to learners and to the provider's staff.
- e) The programme is structured and scheduled realistically based on sound educational and training principles.
- f) The curriculum is comprehensively and systematically documented.
- g) The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes.
- h) The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes.
- i) Elements such as practice placement and work based phases are provided with the same rigour and attentiveness as other elements.
- j) The programme **duration** (expressed in terms of time from initial enrolment to completion) and its **fulltime equivalent contact time** (expressed in hours) are consistent with the difference between the minimum entry standard and award standard and with the credit allocation.

Satisfactory (yes, no, partially)	Comment
Yes	<p>The panel examined the programme's curriculum in detail at the site visit and is satisfied that the programme provides relevant academic content to enrolled learners. The programme submission document provides clear and detailed information about the programme's structure, MIPLOs and MIMLOs.</p> <p>The panel queried the rationale for the sequencing of modules and if there was a reason for this (i.e. do modules build on content from previous modules). During the meetings the provider did confirm that the scheduling of the modules is deliberate. Communication module is viewed as the foundation for the programme. This 'stands to them' when moving into the 'Management of Change' module and Analysis module. The provider further confirmed that having the Communications module first allows for the subsequent modules to focus on the technical content of later modules (e.g. Change Management). The panel was satisfied with this rationale but recommends that this rationale be included in the programme document.</p> <p>The panel met with graduates from this programme during the virtual site visit. The graduates were generally very complimentary of the programme, particularly its practical application and the lecturers on the programme. However, they did note that the programme covers a very broad array of content, which means that some topics cannot be covered in detail given the duration of the programme. Therefore, the panel recommends that the</p>

	provider consider reducing the volume of content or extending the length of the programme as graduates commented that there was a lot of content to get through.
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## Criterion 6

### **There are sufficient qualified and capable programme staff available to implement the programme as planned**

- a) The specification of the programme's staffing requirements (staff required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme and its defined purpose. The specifications include professional and educational qualifications, licences-to practise where applicable, experience and the staff/learner ratio requirements. See also criterion 12 c).
- b) The programme has an identified complement of staff (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments.
- c) The programme's complement of staff (or potential staff) (those who support learning including any employer-based personnel) are demonstrated to be competent to enable learners to achieve the intended programme learning outcomes and to assess learners' achievements as required.
- d) There are arrangements for the performance of the programme's staff to be managed to ensure continuing capability to fulfil their roles and there are staff development opportunities.
- e) There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance.
- f) Where the programme is to be provided by staff not already in post there are arrangements to ensure that the programme will not enrol learners unless a complement of staff meeting the specifications is in post.

Satisfactory (yes, no, partially)	Comment
Yes	The lecturers for this programme are all currently in place within the College's faculty. The panel meet with a number of the faculty during the site visit all of whom presented as professional and highly competent within their disciplinary areas. Furthermore, the programme document sets out clearly the criteria that the College requires of a new faculty member, should that be required. Thus, the panel were satisfied that there was sufficient qualified and capable programme staff to deliver this programme to a high level.

## Criterion 7

### **There are sufficient physical resources to implement the programme as planned**

- a) The specification of the programme's physical resource requirements (physical resources required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme, its defined purpose and its resource/learner-ratio requirements. See also criterion 12 d).
- b) The programme has an identified complement of supported physical resources (or potential supported physical resources) that are available in the context of existing commitments on these e.g. availability of:
  - (i) suitable premises and accommodation for the learning and human needs (comfort, safety, health, wellbeing) of learners (this applies to all of the programme's learning environments including the workplace learning environment)
  - (ii) suitable information technology and resources (including educational technology and any virtual learning environments provided)
  - (iii) printed and electronic material (including software) for teaching, learning and assessment
  - (iv) suitable specialist equipment (e.g. kitchen, laboratory, workshop, studio) – if applicable
  - (v) technical support
  - (vi) administrative support
  - (vii) company placements/internships – if applicable
- c) If versions of the programme are provided in parallel at more than one location each independently meets the location-sensitive validation criteria for each location (for example staffing, resources and the learning environment).
- d) There is a five-year plan for the programme. It should address
  - (i) Planned intake (first five years) and
  - (ii) The total costs and income over the five years based on the planned intake.
- e) The programme includes controls to ensure entitlement to use the property (including intellectual property, premises, materials and equipment) required.

Satisfactory (yes, no, partially)	Comment
Yes	<p>The programme document details the physical resources that the provider has in place, which the panel were satisfied were sufficient for the successful delivery of this programme.</p> <p>During the provider meetings, the panel queried the availability of software licences and recommended texts to learners, as this information was not explicitly available in the programme document. The provider confirmed that when this programme is revalidated, then it has a systematic process that will ensure that any necessary textbooks are purchased if they are not already available in the College's library. Regarding the availability of licences, the provider confirmed that all of the College's licences are centralised through the College's IT department. A programme team puts forward what they need, and this gets approved by the relevant Dean of the appropriate School. The panel recommends that the availability of software to learners on this programme be explicitly stated in the programme document. This could be done within the reading lists of each module descriptor.</p>

## Criterion 8

### **The learning environment is consistent with the needs of the programme's learners**

- a) The programme's physical, social, cultural and intellectual environment (recognising that the environment may, for example, be partly virtual or involve the workplace) including resources and support systems are consistent with the intended programme learning outcomes.
- b) Learners can interact with, and are supported by, others in the programme's learning environments including peer learners, teachers, and where applicable supervisors, practitioners and mentors.
- c) The programme includes arrangements to ensure that the parts of the programme that occur in the workplace are subject to the same rigours as any other part of the programme while having regard to the different nature of the workplace.

**Satisfactory  
(yes, no,  
partially)**

**Comment**

**Yes**

The provider has committed considerable resources to ensure that the learning environment is consistent with the needs of its learners. The provider also has in place a process to approve off-site delivery. This is to ensure that there is a minimum level of standard delivery of the College's programme, regardless of where the programme is delivered. Furthermore, the provider confirmed that it has a virtual desktop experience, which is the same for students in all locations.

The provider also has extensive learner support mechanisms in place, which students are actively encouraged to avail of. Examples of these supports include include academic writing supports (available through the library) and career services.

## Criterion 9

### There are sound teaching and learning strategies

- a) The teaching strategies support achievement of the intended programme/module learning outcomes.
- b) The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes.
- c) The programme enables enrolled learners to attain (if reasonably diligent) the minimum intended programme learning outcomes reliably and efficiently (in terms of overall learner effort and a reasonably balanced workload).
- d) Learning is monitored/supervised.
- e) Individualised guidance, support and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.

Satisfactory (yes, no, partially)	Comment
Yes	<p>The provider confirmed that the programme will be delivered through a face-to-face delivery and the modules delivered over a 6 month period. The programme has a blend of theoretical and practical elements to each module. There are a variety of teaching and learning methodologies adopted for this programme – from self-directed, to problem based learning, to applied learning approaches. This blend ensures the learner will receive a rounded learning experience and that there is an appropriate degree of coherency between the theoretical and practical elements of the programme. Furthermore, the teaching and learning strategies ensure there is an appropriate level of oversight and management of delivery of the programme’s curriculum to ensure authentic learning experiences.</p> <p>Formative feedback is facilitated through in-class interactions and regular engagement between learners and lecturers.</p>

## Criterion 10

### There are sound assessment strategies

- a) All assessment is undertaken consistently with *Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards*
- b) The programme's assessment procedures interface effectively with the provider's QQI approved quality assurance procedures.
- c) The programme includes specific procedures that are fair and consistent for the assessment of enrolled learners to ensure the minimum intended programme/module learning outcomes are acquired by all who successfully complete the programme.
- d) The programme includes formative assessment to support learning.
- e) There is a satisfactory written **programme assessment strategy** for the programme as a whole and there are satisfactory module assessment strategies for any of its constituent modules.
- f) Sample assessment instruments, tasks, marking schemes and related evidence have been provided for each award-stage assessment and indicate that the assessment is likely to be valid and reliable.
- g) There are sound procedures for the moderation of summative assessment results.
- h) The provider only puts forward an enrolled learner for certification for a particular award for which a programme has been validated if they have been specifically assessed against the standard for that award.

Satisfactory (yes, no, partially)	Comment
Yes	<p>Overall, the panel was satisfied that these collective assessment practices and strategies ensure a robust system for fair, consistent and transparent assessment of learners.</p> <p>During the provider meetings, the College's faculty confirmed that learners typically get immediate feedback on verbal presentations and written feedback within 2 weeks of submission of written assessments.</p> <p>The panel noted that the programme document did not provide much information regarding Repeat Assessment. The provider confirmed that in the event of a learner failing an assessment, a new piece of coursework would be required for module assessment. For the capstone project, a new capstone project would be required.</p>

## Criterion 11

### Learners enrolled on the programme are well informed, guided and cared for

- a) There are arrangements to ensure that each enrolled learner is fully informed in a timely manner about the programme including the schedule of activities and assessments.
- b) Information is provided about learner supports that are available to learners enrolled on the programme.
- c) Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures.
- d) If the programme is modular, it includes arrangements for the provision of effective guidance services for learners on the selection of appropriate learning pathways.
- e) The programme takes into account and accommodates to the differences between enrolled learners, for example, in terms of their prior learning, maturity, and capabilities.
- f) There are arrangements to ensure that learners enrolled on the programme are supervised and individualised support and due care is targeted at those who need it.
- g) The programme provides supports for enrolled learners who have special education and training needs.
- h) The programme makes reasonable accommodations for learners with disabilities.
- i) If the programme aims to enrol international students it complies with the *Code of Practice for Provision of Programmes to International Students* and there are appropriate in-service supports in areas such as English language, learning skills, information technology skills and such like, to address the particular needs of international learners and enable such learners to successfully participate in the programme.
- j) The programme's learners will be well cared for and safe while participating in the programme, (e.g. while at the provider's premises or those of any collaborators involved in provision, the programme's locations of provision including any workplace locations or practice-placement locations).

Satisfactory (yes, no, partially)	Comment
Yes	<p>The provider detailed its current learner support provision, which ensures that its learners are well informed, guided, and cared for. The panel was satisfied with the level of learner support currently offered by the provider.</p> <p>The provider ensures that ample information is made available to potential learners to ensure that they are fully informed (e.g. brochure, website etc.). As noted previously, the panel recommends that this material is reviewed (especially the information provided by its partners) to ensure uniform information about the programme is being dispersed to potential learners.</p> <p>The provider has in place sufficient staffing to ensure strong pastoral care is offered to learners.</p>

## Criterion 12

### The programme is well managed

- a) The programme includes intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures that functionally interface with the provider's general or institutional procedures.
- b) The programme interfaces effectively with the provider's QQI approved quality assurance procedures. Any proposed incremental changes to the provider's QA procedures required by the programme or programme-specific QA procedures have been developed having regard to QQI's statutory QA guidelines. If the QA procedures allow the provider to approve the centres within the provider that may provide the programme, the procedures and criteria for this should be fit-for-the-purpose of identifying which centres are suited to provide the programme and which are not.
- c) There are explicit and suitable programme-specific criteria for selecting persons who meet the programme's staffing requirements and can be added to the programme's complement of staff.
- d) There are explicit and suitable programme-specific criteria for selecting physical resources that meet the programmes physical resource requirements, and can be added to the programme's complement of supported physical resources.
- e) Quality assurance is intrinsic to the programme's maintenance arrangements and addresses all aspects highlighted by the validation criteria.
- f) The programme-specific quality assurance arrangements are consistent with QQI's statutory QA guidelines and use continually monitored completion rates and other sources of information that may provide insight into the quality and standards achieved.
- g) The programme operation and management arrangements are coherently documented and suitable.
- h) There are sound procedures for interface with QQI certification.

Satisfactory (yes, no, partially)	Comment
Yes	<p>The provider demonstrated a well-developed management structure for its academic programmes, which also apply to this programme.</p> <p>The provider has an agreed quality assurance, which helps ensure the quality of its programme provision. In addition, the provider demonstrated a developed internal quality assurance check that provides an additional level of rigour for its QA processes.</p> <p>The provider confirmed that should the programme scale up as the document suggests, the College will then revert to their internal processes to allocate further human resources should this be necessary.</p>

## Overall recommendation to QQI

### Principal programme

Select one	
✓	Satisfactory (meaning that it recommends that QQI can be satisfied in the context of unit 2.3) of Core policies and criteria for the validation by QQI of programmes of education and training;
	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed ( <b>minor</b> ) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination);
	Not satisfactory.

### Reasons for the overall recommendation

The provider presented a thorough rationale for the continued relevance of this programme. The document is thorough, comprehensive and detailed. During the provider meetings, the provider presented as highly functional, organised and committed to providing a quality programme. Its QA structure was comprehensive and demonstrates both an ability to successfully operate this programme but also to grow this programme into the future.

### Summary of recommended special conditions of validation

n/a

### Summary of recommendations to the provider

n/a

## Declarations of Evaluators' Interests

No interests have been declared by members of the revalidation panel that would affect the impartiality of the panel and its ability to make a recommendation to QQI regarding the revalidation of the primary programme and the two embedded programmes.

This report has been agreed by the evaluation panel and is signed on their behalf by the chairperson.

Panel chairperson: Ronnie Harrison

Date: 22<sup>nd</sup> June 2020

Signed:

A handwritten signature in blue ink that reads "R. Harrison". The signature is written in a cursive style with a long, sweeping underline.

## Disclaimer

The Report of the External Review Panel contains no assurances, warranties or representations express or implied, regarding the aforesaid issues, or any other issues outside the Terms of Reference.

While QQI has endeavoured to ensure that the information contained in the Report is correct, complete and up-to-date, any reliance placed on such information is strictly at the reader's own risk, and in no event will QQI be liable for any loss or damage (including without limitation, indirect or consequential loss or damage) arising from, or in connection with, the use of the information contained in the Report of the External Evaluation Panel.

## Part 3: Proposed programme schedule

<b>Name of Provider:</b>		<b>National College of Ireland</b>												
<b>Programme Title</b>		<b>Certificate in Business Analysis</b>												
<b>Award Title</b>		Special Purpose												
<b>Stage Exit Award Title3</b>		N/A												
<b>Modes of Delivery (FT/PT):</b>		PT												
<b>Teaching and learning modalities</b>		Direct contact via lectures and demonstrations												
<b>Award Class<sup>4</sup></b>	<b>Award NFQ level</b>	<b>Award EQF Level</b>	<b>Stage 1</b>	<b>Stage NFQ Level<sup>2</sup></b>	<b>Stage EQF Level<sup>2</sup></b>	<b>Stage Credit (ECTS)</b>	<b>Date Effective</b>	<b>ISCED Subject code</b>						
Special Purpose	8	6	Award Stage			15	Sept 2020	0413						
<b>Module Title (Up to 70 characters including spaces)</b>		<b>Semester no where applicable. (Semester 1, Semester 2 or Semester 3)</b>	<b>Module</b>		<b>Credit Number<sup>5</sup></b>	<b>Total Student Effort Module (hours)</b>				<b>Allocation Of Marks (from the module assessment strategy)</b>				
			<b>Status</b>	<b>NFQ Level<sup>1</sup> where specified</b>	<b>Credit Units</b>	<b>Total Hours</b>	<b>Class (or equiv) Contact Hours</b>	<b>Directed e-learning</b>	<b>Hours of Independent Learning</b>	<b>Work-based learning effort</b>	<b>C.A. %</b>	<b>Supervised Project %</b>	<b>n % practical demonstration</b>	<b>Proctored written exam %</b>
<b>ECTS</b>														
Management of Change		N/A	M	8	5	125	21		104		40	60		
Business Systems Analysis		N/A	M	8	5	125	35		90		40	60		
Communication Dynamics - Maximise your Personal Effectiveness		N/A	M	8	5	125	28		97		40	60		
Special Regulations None														