



Dearbhú Cáilíochta
agus Cáilíochtaí Éireann
Quality and
Qualifications Ireland



Higher Education Pathway Assessment Report: CCT College Dublin



About this assessment

This report details the findings of the assessment conducted by an Assessment Panel on behalf of Quality and Qualifications Ireland (QQI) of CCT College Dublin's IEM Application Statement (IEMAS), which was submitted to QQI as part of the provider's application for authorisation to use the TrustEd Ireland mark. The desk assessment was conducted by the following Assessment Panel:

Name	Role	Affiliation
Dr John Deane	Chairperson	Academic Dean, University of Wales Trinity Saint David, United Kingdom
Dr Margaret Fitzsimons	Report writer/Secretary	Dean and Chief Learning Officer, Institute of Banking, Ireland
Emmeline Searson-Power	International Education Expert	University of Limerick, Ireland
Lenka Vrancikova	Learner	Dundalk Institute of Technology, Ireland

Outcome of the assessment

This assessment evaluates the provider's compliance with the criteria set out in the Code of Practice for Provision of Programmes of Higher Education to International Learners (HE Code). From the evidence provided by the provider in the self-assessment document, the IEM Application Statement (IEMAS), the Assessment Panel concludes that the provider should be:

Outcome	Please tick
Authorised to use TrustEd Ireland Mark	✓
Not Authorised to use TrustEd Ireland Mark	

Please see below a summary of the outcome by HE Code principle (5.1-5.6)

5.1 Marketing and Recruitment:

Principle: HE providers recruit international learners in a transparent and ethical manner. In their marketing and promotional materials, they ensure that clear, accurate, transparent, accessible, relevant and up to date information is provided.

5.1.1 (a) HE providers shall endeavour proactively to understand the information needs of prospective international learners.

5.1.1 (b) HE providers shall ensure that information provided to potential international learners about the institution and its provision is clear, accurate, transparent, accessible, relevant and up to date. This shall include information about the intended purpose of the provision e.g., to prepare a learner for further study or specific employment. Where necessary, it should also include information on associated immigration requirements, including requirements for learners requiring entry visas and/or immigration permission.

5.1.1 (c) Where applicable, information should also be provided on the professional accreditation status of programmes.

5.1.1 (d) Where applicable, information on practice placement requirements, and how these may be fulfilled, should also be made be known to prospective international learners.

5.1.1 (e) HE providers shall be compliant with information for learner requirements, as set out in Section 67 of the 2012 Act as amended. They shall confirm:

- (i) whether or not the successful completion of the programme entitles the learner to an award;
- (ii) the awarding body making the award;
- (iii) the title of the award;
- (iv) whether the award is one that is included within the NFQ;
- (v) the level at which the award is included within the NFQ;
- (vi) whether the award is a major, minor, special purpose or supplemental award, as identified within the NFQ;
- (vii) the procedures for access, transfer and progression that are in place, including the pathways for international learners for further study, employment, and residency, where applicable (see also section 4.2 above);
- (viii) details, where appropriate, of the arrangements in place for the protection of enrolled learners under Section 65 of the 2012 Act as amended (see section 4.5.2 above and Appendix Two of this code).

5.1.1 (f) HE providers shall ensure that information is provided in a way that is accessible to international learners and assists them in making informed decisions. This information should support international learners in understanding all matters related to a programme prior to enrolment. If provided in a different language, it is the responsibility of the HE provider to ensure that the information is clear, accurate, transparent, accessible, relevant and up to date.

5.1.1 (g) HE providers shall accurately represent their organisation and facilities in all marketing and promotional materials and ensure that no false or misleading information is issued.

5.1.1 (h) HE providers shall provide appropriate contact details for an appropriate person or persons to provide assistance with queries from international learners prior to enrolment.

5.1.1 (i) HE providers shall state the commencement dates for all programmes.

5.1.2 (a) Prior to enrolment, HE providers shall ensure the availability and provision of relevant financial information pertaining to the study and average subsistence costs of their programme provision, from the period of enrolment through to graduation.

5.1.2 (b) Prior to enrolment, HE providers shall ensure that the learner is made aware of any insurance requirements, e.g., medical or travel insurance, and of the availability of accommodation, and any accommodation services provided.

5.1.2 (c) HE providers shall have a written agreement with each education agent, recruitment partner or consultant that formally represents their programme provision.

5.1.2 (d) HE providers shall ensure that any contractual arrangements entered with an education agent, recruitment partner or consultant incorporate the principles of the London Statement. Existing contracts that do not incorporate these principles shall be amended appropriately within two years of the date of the HE provider's application for authorisation to use the IEM.

5.1.2 (e) The contract between the HE provider and education agent, recruitment partner or consultant shall include a termination clause in instances where the agent does not comply with the principles of the London Statement or is found to have acted in an unethical fashion to the detriment of international learners.

5.1.2 (f) HE providers shall conduct due diligence e.g., three reference checks, to verify the track record of education agents, recruitment partners or consultants, in relation to learner protection issues, prior to entering into a contractual agreement.

5.1.2 (g) HE providers shall ensure that all education agents, recruitment partners or consultants contracted to them are in possession of accurate and up to date information regarding the provider and its provision.

5.1.2 (h) HE providers shall have in place a transparent process for monitoring and reviewing the activities of education agents, recruitment partners or consultants including, where appropriate, feedback from applicants, to ensure that the education agent, recruitment partner or consultant is operating within the spirit of the HE Code and the London Statement.

5.1.2 (i) HE providers required to put in place arrangements for the protection of enrolled learners under Section 65 of the 2012 Act as amended shall do so prior to the recruitment of learners (see also section 4.5 and Appendix Two of this HE code).

Summary

16 of the 18 criteria here are applicable to CCT and they are compliant across all 16 criteria.

CCT in their submission outlined that they have a Placements and Careers Support Service. However, they clarified in documentation that they do not currently offer placements, so this support service is confusing for students. This has led to the panel making the recommendation below.

Recommendation 1

Section 5.1.1: The panel **recommends** that the provider rename the current Placements and Careers Support Service - Careers Support Service within 12 weeks of TrustEd Ireland authorisation.

Principle 5.2 Admissions and Qualifications' Recognition:

HE providers operate fair, transparent and consistent admission policies that support the successful participation of international learners in their chosen programmes

5.2 (a) HE providers shall clearly specify entry requirements for international learners that support the successful participation of the learners in their chosen programmes.

5.2 (b) HE providers' entry requirements shall clearly specify English language proficiency requirements for applicants whose first language is not English. These should include references to the benchmarks used in assessing proficiency requirements and, like other entry requirements, support the successful participation of international learners in their chosen programmes.

5.2 (c) HE providers shall adopt the principles, and follow the guidance, contained in the Lisbon Recognition Convention (LRC) and subsidiary texts in assessing the qualifications presented by international learners for the purpose of admission to their programmes. Qualifications should be assessed in an accessible and fair manner and within a reasonable timeframe.

5.2 (d) HE providers should recognise qualifications that are recognised for the purpose of access to programmes in an international applicant's own higher education system, unless a substantial difference can be demonstrated between the requirements for admission in the applicant's own higher education system and those of the Irish HE provider.

5.2 (e) HE providers shall provide a timely written response to international applicants who are refused admission.

5.2 (f) Where a HE provider decides to withhold recognition of a qualification from an international learner for the purpose of admission, the reasons for the refusal to grant recognition shall be stated, and information provided concerning possible measures the applicant may take to obtain recognition at a later stage. If a HE provider decides to withhold recognition of a qualification for the purpose of admission, or if no decision is taken, the applicant shall be able to make an appeal within a reasonable time limit.

5.2 (g) HE providers shall support QQI, as appropriate, in implementing its statutory function to facilitate the recognition outside the state of awards made in the state, including the home countries of their international learners.

Summary

7 of the 7 criteria here are applicable to CCT and they are compliant across 2 criteria and partially compliant across 5.

The panel concurs with CCT's assessment of full compliance with 5.2 (a) – (b) of applicable criteria.

The panel reviewed the evidence in the IEMAS and uploaded data, including Appendix A, Sample Marketing Material and Appendix D, Sample Admissions Material. Further examples include the provider's prospective student's sections of their website and contact details for the admissions team.

The panel therefore concludes that the provider is partially compliant with criteria 5.2 (a) – (b) and must review its admission policy and processes against the principles and guidance in the LRC and subsidiary texts, and against criteria 5.2 (c) –(f).

The Panel set the following conditions:

Condition 1

5.2 (c) - (f): CCT must review their admission policies and procedures and any other relevant policies and processes against the principles and guidance in the Lisbon Recognition Convention (LRC) and subsidiary texts, and against criteria 5.2 (c) - (f), to establish clearly where gaps exist in institutional policy and practice within one year of TrustEd Ireland authorisation.

Condition 2

5.2 (g): CCT must support QQI, as appropriate, in implementing its statutory function to facilitate the

recognition outside the state of awards made in the state, including the home countries of their international learners. A declaration must be made to QQI to this effect within 12 weeks of TrustEd Ireland authorisation.

Principle 5.3 Fees, Refunds and Subsistence:

HE providers provide all learners with clear, accurate, transparent, accessible, relevant and up to date information on all study costs, including subsistence and accommodation. HE providers shall inform learners about fees and other costs associated with undertaking a programme of study in Ireland

5.3.1 (a) HE providers shall provide information on compulsory fees for the full duration of the programme from registration and admission to graduation or exit from the programme. Where fees may change, this shall be clear to applicants in the information provided.

5.3.1 (b) HE providers shall provide information on the collection or payment of fees, including sanctions for late payment and debt collection for moneys owed.

5.3.1 (c) HE providers shall establish a fees structure that supports the mission of the organization and reflects the costs associated with quality provision.

5.3.1 (d) HE providers shall ensure that there are no additional fees or unexpected charges that international learners have not been made aware of.

5.3.1 (e) HE providers shall issue a receipt to international learners upon receipt of payment of fees which will include a breakdown of fees paid.

5.3.1 (f) HE providers shall establish and publish a procedure on full and partial refunds. This procedure shall outline the conditions under which a refund will be granted e.g., a refused entry visa application, in the case of a non-EU/EEA Swiss learner.

5.3.1 (g) HE providers shall provide information on any financial supports or resources that exist within the organisation, or nationally, for international learners.

5.3.2 (a) HE providers shall provide information on the indicative costs of studying on their programmes e.g., the costs of textbooks, electronic resources, computer requirements, protective equipment.

5.3.2 (b) HE providers shall furnish prospective learners with general advice regarding the average cost of living e.g., accommodation, food, transport and medical care, for the programme duration.

5.3.2(c) HE providers shall provide information on:

- (i) fees for accommodation services, if offered by the HE provider or other accommodation service providers;
- (ii) fees for complaints and appeals procedures as relevant e.g., rechecking of exam results.

5.3.2 (d) HE providers shall provide information on any other costs related to the provision of student services as considered relevant by the provider.

Summary

11 of the 11 criteria here are applicable to CCT and they are compliant across all 11 criteria.

The panel concurs with the provider's assessment of full compliance with 11 out of 11 applicable criteria for Principles 5.3 Fees, Refund and Subsistence.

The panel reviewed a range of evidence in relation to 5.3.1 (a) – (g) and 5.3.2 (a) – (d) that includes a range of clear information on the website and in documentation such as fee details and contact details.

Principle 5.4 Supports and Services for International Learners

HE providers shall foster a supportive environment which supports the wellbeing and integration of all learners into the student body and ensures a positive learning experience for all learners

5.4.1 (a) HE providers shall designate appropriate personnel to be responsible for inquiries about learner support issues from international learners e.g., course coordinator, counsellor, or international officer.

5.4.1 (b) HE providers shall offer information to international learners prior to their arrival to help them adjust to their new surroundings e.g., information on transport, banking, availability of accommodation and accommodation services.

5.4.1 (c) HE providers shall ensure that inductions offered to learners also meet the needs of international learners, including intercultural awareness. They should direct learners to services, supports and facilities relevant or appropriate to their programme of study. They should also remind international learners requiring entry visas and/or immigration permissions of their responsibilities under the Department of Justice's student immigration regime.

5.4.1 (d) The induction programme shall be provided to all cohorts of international learners who register or enrol at various times of the year, including learners who access programmes through advanced entry.

5.4.1 (e) HE providers shall provide information on appropriate learner supports and services to facilitate learner integration into the wider HE community.

5.4.1 (f) HE providers shall ensure that international learners are aware of opportunities to participate in, and be represented at, engagements between the provider and the learner body. Where possible, they should provide, in collaboration with learner representative bodies, information on national learner engagement initiatives and opportunities for international learners to avail of training opportunities.

5.4.1 (g) HE providers shall have mechanisms in place to support international learners financially in instances of personal or other emergency or hardship.

5.4.1 (h) HE providers shall facilitate and encourage feedback from international learners on the delivery of any supports and services. This includes informing learners about complaints processes for these services.

5.4.1 (i) Institutional approaches to quality assuring learner services and supports will include all learners, including international learners.

5.4.2 (a) HE providers shall offer induction that is accessible to all learners and, where appropriate, tailored to the needs of international learners. They shall provide full information and advice on all relevant institutional and academic policies.

5.4.2 (b) Induction shall be provided to learners and cohorts who enrol at different points during the year, including those accessing programmes through advanced entry.

5.4.2 (c) HE providers shall ensure the information provided at induction is easily accessible throughout the academic year and shall offer reminders of this information at key points during the year e.g., in the lead-up to examinations or submission of assignments.

5.4.2 (d) HE providers will include academic integrity as a core component of induction for all learners, including international learners. Recognition will be given in inductions to the different education cultures of international learners, and the content, advice and support they impart will be relevant and specific to the Irish higher education context. Formal and informal conversations about academic integrity should be held on an ongoing basis throughout the period of enrolment of all learners, including international learners.

5.4.2 (e) HE providers shall endeavour to integrate their international learners, through their inductions and through their policies, procedures, and services, into the wider learner community.

5.4.2 (f) HE providers shall continue to provide staff with training and support to facilitate an appropriate and effective delivery of programmes and services to international learners. This should include, where appropriate, training in intercultural competence and support for the development of English language education competence.

Summary

15 of the 15 criteria here are applicable to CCT and they are compliant across 12 criteria, partially compliant across 2 and not compliant across 1. Conditions have been recommended.

The panel reviewed a range of evidence in relation to 5.4.1 (a) – (f) and 5.4.1 (h) that includes a range of supports and services for international learners, such as information on the website and a letter from the AsIAM Accreditation Panel. In documentation such as the International Student Handbook, much additional information is provided to outline the supports and services available to students to support them.

Based on the evidence submitted with the provider's TrustEd Ireland application, the panel is not satisfied that the provider has in place a Hardship Fund Policy. The panel therefore concludes that the provider is not compliant, and CCT must provide a Hardship Fund Policy.

Condition 3

5.4.1 (g): CCT must develop a Hardship Fund Policy within one year of TrustEd authorisation.

Based on the evidence submitted with provider's TrustEd Ireland application, the panel is not satisfied has had the QA Manual approved through governance structures (5.4.1 (g) - 5.4.1 (i)). The panel therefore finds the provider is partially compliant, and CCT must have the QA Manual approved through its governance structures.

Condition 4

5.4.1 (i): CCT must provide evidence of QA Manual current version being approved through the appropriate College Governance structures within 12 weeks from the date of TrustEd Ireland authorisation.

Based on the evidence submitted with the providers TrustEd Ireland application, the panel is not satisfied that the provider has evidence of the academic integrity policy getting approval through the appropriate College Governance structures. In addition, it was not clear that the academic integrity policy is covered in induction (5.4.2 (d)) Therefore, the panel concludes that the provider is partially compliant and CCT must ensure the Academic Integrity Policy is approved and include it in formal inductions.

Condition 5

5.4.1 (d) and 5.4.2 (d): CCT must provide evidence and date of the approval of the Academic Integrity Policy through the appropriate College Governance structures within 12 weeks of TrustEd Ireland authorisation. Furthermore, as part of Condition 5, CCT College must ensure they have a clear Academic Integrity Policy in place that is covered in the induction and evidence ongoing conversations about academic integrity throughout the period of enrolment of learners. This condition needs to be completed within one year of TrustEd Ireland authorisation.

Principle 5.5 English Language Policy Statement and International Foundation Year Programmes

The English language supports provided by HE providers to international learners, including through the provision of international foundation year programmes, are underpinned by a coherent and transparent institutional policy approach.

5.5 (a) HE providers shall have an English language policy statement for international learners that shall:

- (i) document the policy approach and process to the assessment of English language proficiency entry requirements;
- (ii) document, as appropriate, the institution's policy approach to the provision, support, and development of English for Academic Purposes;
- (iii) set out the institution's policy approach to the provision of English language supports to non-native English speakers prior to commencement and throughout the duration of their higher education programmes;
- (iv) document the arrangements, including, as appropriate, the quality assurance, credit and/or awarding arrangements, for different types of EAP programmes, such as:
 - pre-sessional programmes/modules,
 - in-sessional programmes/modules

5.5 (b) HE providers offering international foundation year programmes shall set out in their English language policy statement for international learners

- (i) the quality assurance, credit and/or awarding arrangements for these programmes,
- (ii) the corporate and academic governance arrangements in place where such programmes are provided in partnership with other entities e.g., a private English language education provider, other independent/private education provider or campus company.

5.5 (c) For compliance with this HE Code, an international foundation programme shall lead to one of the following awards included within the NFQ:

- (i) QQI preparation for undergraduate programmes, leading to NFQ Level 5 Special Purpose Award (foundation qualification)
- (ii) QQI preparation for postgraduate programme, leading to NFQ Level 8 Special Purpose Award (foundation qualification)
- (iii) equivalent programmes leading to awards that are included within the NFQ and validated by an Irish awarding body.

5.5 (d) Where HE providers currently offer international foundation year programmes that do not lead to awards that are included within the NFQ, they must secure programme validation/course approval for such programmes through an Irish awarding body within two years of the date on which they are authorised to use the IEM.

Summary

1 of the 4 criteria here are applicable to CCT and they are only partially compliant with this criterion. Conditions have been recommended.

Based on the evidence submitted with the provider's TrustEd Ireland application, the panel is not satisfied that the provider has a standalone fully developed English Language Policy Statement (ELPS) 5.5 (a). The panel therefore concludes that the provider is partially compliant and that CCT must provide a standalone ELPS. In addition, the provider should outline that the ELE provider CES is accredited by ACELS and not directly by QQI.

The Review Panel sets the following condition:

Condition 6

5.5 (a): CCT must ensure an English Language Policy Statement (ELPS) is fully developed as a distinct standalone policy document that is published, with details of English language proficiency entry requirements, including the internal English language test, quality assurance procedures and credit awarding arrangements, where applicable, and that the ELPS has been approved through the appropriate College Governance structures and published within 12 weeks of TrustEd Ireland authorisation.

The panel asks the provider to note that the IEMAS states that CCT College has an MOU with ELE provider CES and that CES is approved by QQI. CES is accredited by ACELS but not directly by QQI and CCT must change this information to ensure it is accurate.

As part of Condition 6, CCT must ensure that the following sentence is amended and that 'QQI' is deleted as CES is not directly approved by QQI:

"...the Centre of English Studies (CES), an ACELS/QQI approved English language school..."

This condition must be completed within 12 weeks of TrustEd Ireland authorisation.

Principle 5.6 International Learners outside the State

HE providers ensure that learners outside the state who are enrolled on their programmes receive quality learning experiences, where these programmes lead to awards that are included within the NFQ, and whether they are offered in transnational education settings and/or through remote, fully online modes of learning.

5.6.1 (a) HE providers, having regard to their statutory quality assurance obligations, shall ensure that the academic quality, standard and recognition of their transnational education programmes are equivalent to the academic quality, standard and recognition of the programmes they provide within the state.
5.6.1 (b) HE providers shall apply the principles and criteria set out in this HE Code in an equivalent manner in transnational education settings, including in relation to the provision of learner support services.
5.6.1 (c) HE providers shall support QQI, as appropriate, in implementing its statutory function to facilitate the recognition outside the state of awards made in the state. This facilitatory function extends to awards included within the NFQ, where the programmes leading to these awards are provided outside the state.
5.6.1 (d) Linked providers who intend to offer transnational education programmes that lead to awards within the NFQ shall only do so with the agreement of the designated awarding body or bodies making the awards.
5.6.2 (a) HE providers, having regard to their statutory quality assurance obligations, shall ensure that the academic quality, standard and recognition of their remote online programmes are equivalent to the academic quality, standard and recognition of the programmes they provide through other teaching and learning modes.
5.6.2 (b) HE providers shall apply the principles and criteria set out in this HE Code in an equivalent manner in relation to learners outside the state enrolled on remote online programmes that lead to awards included within the NFQ, including in relation to the provision of learner support services.
5.6.2 (c) HE providers shall support QQI, as appropriate, in implementing its statutory function to facilitate the recognition outside the state of awards made in the state. This facilitatory function extends to awards included within the NFQ, where the programmes leading to these awards are offered as remote online programmes.
5.6.2 (d) Linked providers who intend to offer remote online programmes to learners outside the state that lead to awards within the NFQ shall only do so with the agreement of the designated awarding body or bodies making the awards.
Summary
These criteria are not applicable to CCT as the provider does not offer online or transnational provision.

Summary of assessment outcomes

This section provides for the Assessment Panel findings and outcomes by principle and criterion
Overview of the provider’s international profile and activities
CCT is a specialist college provider of QQI validated programmes within the broad disciplines of Computing, ICT and Business from levels 6 to 9 sitting on the Irish National Framework of Qualifications (NFQ). CCT opened on 7th February 2005 as the ‘College of Computing Technology (CCT) welcoming 11 international learners, with 4 staff members for the first intake in February 2005. CCT has organically and steadily grown through to a HEI with approximately 1500 learners (as of October 2024) and 70 staff members. From the conception of CCT College, it was always a

main strategic aim to agree Quality Assurance policies and procedures with HETAC which was achieved in 2008, with their first HETAC validated programme at Level 6 in 2009. CCT built on this Level 6 achievement with additional programmes each year through to Level 7 and 8 by 2011.

In 2018, CCT successfully re-engaged with QQI, securing approval of its QA procedures. The current scope of provision therefore comprises major and non-major awards, from Level 6 to Level 9 taught Masters, in the discipline areas of business, computing and IT, in full-time, part-time and blended learning modes. In April 2023, QQI approved CCT's application for 'Devolved Responsibility' in the organisation and facilitation of new programme validations. CCT College operates exclusively in Ireland and is not engaged in any collaborative, transnational or joint award programmes. This means Section 5.6 International Learners Outside the State is not relevant to CCT.

CCT has an established and quality assured track record as a provider of international education. Their growth and maturity as a provider have been gradual and supported by investment in staffing and learning resources to support students.

Recommended condition(s) for authorisation:

Condition 1

5.2 (c) - (f): CCT must review their admission policies and procedures and any other relevant policies and processes against the principles and guidance in the Lisbon Recognition Convention (LRC) and subsidiary texts, and against criteria 5.2(c)-(f), to establish clearly where gaps exist in institutional policy and practice within one year of TrustEd Ireland authorisation.

Condition 2

5.2 (g): CCT must support QQI, as appropriate, in implementing its statutory function to facilitate the recognition outside the state of awards made in the state, including the home countries of their international learners. A declaration must be made to QQI to this effect within 12 weeks of TrustEd Ireland authorisation.

Condition 3

5.4.1 (g): CCT must develop a Hardship Fund Policy within one year of TrustEd Ireland authorisation.

Condition 4

5.4.1 (i): CCT must provide evidence of QA Manual current version being approved through the appropriate College Governance structures within 12 weeks from the date of TrustEd Ireland authorisation.

Condition 5

5.4.1 (d) and 5.4.2 (d): CCT must provide evidence and date of the approval of the Academic Integrity Policy through the appropriate College Governance structures within 12 weeks of TrustEd Ireland authorisation. Furthermore, as part of Condition 5, CCT College must ensure they have a clear Academic Integrity Policy in place that is covered in the induction and evidence ongoing conversations about academic integrity throughout the period of enrolment of learners. This condition needs to be completed within one year of TrustEd Ireland authorisation

Condition 6

5.5 (a): CCT must ensure an English Language Policy Statement (ELPS) is fully developed as a distinct standalone policy document that is published, with details of English language proficiency entry requirements, including the internal English language test, quality assurance procedures and credit awarding arrangements, where applicable, and that the ELPS has been approved through the appropriate College Governance structures and published within 12 weeks of TrustEd Ireland authorisation.

The panel asks the provider to note that the IEMAS states that CCT College has an MOU with ELE provider CES and that CES is approved by QQI. CES is accredited by ACELS but not directly by QQI and CCT must change this information to ensure it is accurate.

As part of Condition 6, CCT must ensure that the following sentence is amended and that 'QQI' is deleted as CES is not directly approved by QQI:

“...the Centre of English Studies (CES), an ACELS/QQI approved English language school...”

This condition must be completed within 12 weeks of TrustEd Ireland authorisation.

Commendations:

N/A

Recommendations:

Recommendation 1

Section 5.1.1: The panel recommends that the provider rename the current Placements and Careers Support Service - Careers Support Service within 12 weeks of TrustEd Ireland authorisation.

Declarations of Assessment Panel

This report has been agreed by the Assessment Panel and is signed on their behalf by the Chairperson.

Assessment Panel Chairperson: Dr John Deane

Date: 6/10/25

Signed:





College Dublin

Computing • IT • Business

6th November 2025

RE: CCT College Dublin Response to the Expert Panel report on our IEM Application

Dear Dr. Deane,

I am writing with attached response to the Expert Panel report on our IEM Application submitted earlier this year.

We would like to extend our gratitude to you, as Chairperson, Dr. Fitzsimons as the Report Writer, Ms. Searson-Power as the International Expert and Ms. Vrancikova as the Learner Representative on our Panel.

We appreciate the volume of work, review, and due consideration that is involved in these processes. We recognise that the Panel's feedback will only serve to further enhance the work that we do here at the College.

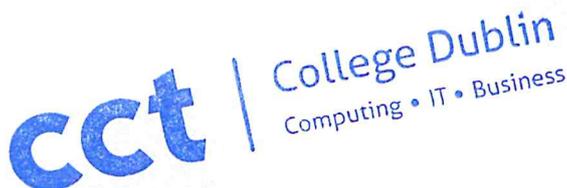
Our report sets out our commitment to follow the Panel's expert guidance and act on all identified conditions plus the recommendation within the permitted timelines.

Should you require any further information, please don't hesitate to contact me on Tel: 01-6333444, or by email neil@cct.ie, or our Dean of Academic Affairs – Triona Kearns on triona@cct.ie

Yours sincerely,



Neil Gallagher
College President



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Company Registration No. 390136. Registered Office: 30-34 Westmoreland St., Dublin 2, Ireland.

Directors: Neil Gallagher & Karl Gallagher.

<p>Recommendation: Section 5.1.1: The panel recommends that the provider rename the current Placements and Careers Support Service to Careers Support Service within 12 weeks of TrustEd Ireland Authorisation.</p>
<p>Response: CCT College Dublin takes on board the recommendation made by the panel and will action the following:</p> <ul style="list-style-type: none"> ○ Policy CCTP902 General Student Services, Pastoral, Disability & International Learners Supports will be reviewed and all references to 'Placements and Careers Supports Service' will be replaced by 'Careers Support Service'. These policies changes will be approved and signed off by the Academic Council in December 2025.
<p>Expected Action Timeline: December 31st 2025</p>
<p>Condition 1: 5.2(c)-(f) CCT must review their admission policies and procedures and any other relevant policies and processes against the principles and guidance in the Lisbon Recognition Convention (LRC) and subsidiary texts, and against criteria 5.2(c)-(f), to establish clearly where gaps exist in institutional policy and practice, within one year of TrustEd Ireland authorisation.</p>
<p>Response: CCT College Dublin confirms that it will:</p> <ul style="list-style-type: none"> ○ Review our admission policies and procedures and any other relevant policies and processes against the principles and guidance in the Lisbon Recognition Convention (LRC) and subsidiary texts, and against criteria 5.2(c)-(f), to establish clearly where gaps exist in institutional policy and practice, within one year of TrustEd Ireland authorisation. ○ Updates to our admissions policies and procedures will be approved by the Academic Council and Executive Leadership Team (ELT) and then updated in all relevant documentation.
<p>Expected Action Timeline: June 30th 2026</p>
<p>Condition 2: 5.2 (g) CCT must support QQI, as appropriate, in implementing its statutory function to facilitate the recognition outside the state of awards made in the state, including the home countries of their international learners. A declaration must be made to QQI to this effect within 12 weeks of TrustEd Ireland authorisation.</p>
<p>Response: CCT College Dublin confirms that it will:</p> <ul style="list-style-type: none"> ○ Continue to support QQI, as appropriate, in implementing its statutory function to facilitate the recognition outside the state of awards made in the state, including the home countries of their international learners. ○ Prepare and submit to QQI a declaration to this effect within 12 weeks of TrustEd Ireland authorisation.
<p>Expected Action Timeline: Declaration signed by the CCT College President with this response – November 2025</p>
<p>Condition 3: 5.4.1. (g) CCT must develop a Hardship Fund Policy within one year of TrustEd Ireland authorisation. Based on the evidence submitted with provider's TrustEd Ireland application, the panel is not satisfied has had the QA Manual approved through governance structures (5.4.1 g - 5.4.1.i). The panel therefore finds the provider is partially compliant, and CCT must have the QA Manual approved through its governance structures.</p>
<p>Response: CCT College Dublin confirms that it will:</p> <ul style="list-style-type: none"> ○ Develop a hardship fund policy and have said policy approved by governance structures within one year of TrustEd Ireland Authorisation. ○ Have updated QA Manual approved through our Governance Structures.
<p>Expected Action Timeline: June 30th 2026</p>

Condition 4: 5.4.1 (i) CCT must provide evidence of the current version of the QA Manual being approved through the appropriate College Governance structures within 12 weeks of TrustEd Ireland authorisation. Based on the evidence submitted with the provider's TrustEd Ireland application, the panel is not satisfied that the provider has evidence of the academic integrity policy obtaining approval through the appropriate College Governance structures. In addition, it was not clear that the academic integrity policy is covered in induction (5.4.2 d). Therefore, the panel finds that the provider is partially compliant and CCT must ensure the Academic Integrity Policy is approved and included in formal inductions.

Response: CCT College Dublin confirms that it will:

- Provide evidence of the current version of the QA Manual, including the Academic Integrity Policy, being approved through the appropriate College Governance structures within 12 weeks of TrustEd Ireland authorisation.
- Provide evidence that the Academic Integrity Policy is included on formal inductions.

Expected Action Timeline: December 31st 2025

Condition 5: 5.4.1 (d) and 5.4.2 (d) CCT must provide evidence and date of the approval of the Academic Integrity Policy through the appropriate College Governance structures within 12 weeks of TrustEd Ireland authorisation. Furthermore, as part of Condition 5, CCT College must ensure they have a clear Academic Integrity Policy in place that is covered in the induction and evidence ongoing conversations about academic integrity throughout the period of enrolment of learners. This condition needs to be completed within one year of TrustEd Ireland authorisation.

Response: CCT College Dublin confirms that it will:

- Provide evidence of the current version of the QA Manual, including the Academic Integrity Policy, being approved through the appropriate College Governance structures within 12 weeks of TrustEd Ireland authorisation.
- Evidence ongoing conversations about academic integrity throughout the period of enrolment of learners. This condition needs to be completed within one year of TrustEd Ireland Authorisation.

Expected Action Timeline: June 30th 2026

Condition 6: 5.5 (a) CCT must ensure an English Language Policy Statement (ELPS) is fully developed as a distinct standalone policy document that is published, with details of English language proficiency entry requirements, including the internal English language test, quality assurance procedures and credit awarding arrangements, where applicable, and that the ELPS has been approved through the appropriate College Governance structures and published within 12 weeks of TrustEd Ireland authorisation. The panel asks the provider to note that the IEMAS states that CCT College has an MOU with ELE provider CES and that CES is approved by QQI. CES is accredited by ACELS but not directly by QQI and CCT must change this information to ensure it is accurate. As part of Condition 6, CCT must ensure that the following sentence is amended and that 'QQI' is deleted as CES is not directly approved by QQI:

Response: CCT College Dublin confirms that it will:

- Develop a standalone English Language Policy Statement as a distinct standalone policy document that is published following approval by the appropriate governance structures. This policy will reflect current and past practice at CCT which has always been stringent and aligned with national and international best practice. This policy will include details of English language proficiency entry requirements, including our internal English language test, quality assurance procedures and credit awarding arrangements, where applicable. This will be approved, in place and published within 12 weeks of TrustEd Ireland Authorisation.

Expected Action Timeline: December 31st 2025

- The reference to QQI regarding CES in policy number CCTP902 and in the CCT IEMAS document is an error, which will be updated by CCT without delay. CCT and CES once had an MOU a number of years ago related to room hire over summer periods (late June – mid August) when CCT had rooms free. This arrangement lasted between the years of 2012 and 2015. CCT has not hired rooms to any EL provider since, and CCT arranges its own English Language support classes options to qualified international learners who have met CCT's English Language requirements for any of its undergrad or postgrad level programmes of higher education. CCT is committed to reviewing and having approved via the suitable Governance Structures the requisite updates to our CCTP902 policy, and deleting any reference to an

arrangement with CES currently and the inaccurate mistaken reference that CCT is directly approved by QQI.

Expected Action Timeline: November 14th 2025

