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Computing • IT • Business

ISER
Institutional Self
Evaluation Report for
the QQI CINNTE process
2025

Contents

Message from the College President

As CCT College Dublin celebrates its 20th anniversary, it is our honour to present this Institutional Self Evaluation Report (ISER) as part of the College's Institutional Review process over 2025 and 2026.

The CINNTE external quality review process is a wonderful opportunity for CCT to engage in a significant shared and collaborative reflection with all stakeholder cohorts on the College's journey over recent years.

Our collective aim with this Institutional Self Evaluation Report is to concisely present the output of an extensive self-evaluation process undertaken within the College across all stakeholder groups, reflecting on our evolution and achievements so far, and to reaffirm our commitment to continued enhancement and development for the future. This report mainly reflects a comprehensive and reflective evaluation of our governance, quality assurance systems, academic provision, and student and staff experience, undertaken in line with QQI's Statutory Quality Assurance Guidelines and the European Standards and Guidelines (ESG).

At CCT, quality and continuous improvement are central to our mission and core to what we do. As a privately funded higher education provider operating within Ireland's national and European quality frameworks, we recognise our responsibility to ensure that our programmes, supports, and academic standards meet the highest expectations of our whole college community including students, staff, alumni, industry collaborators and external stakeholders. The CINNTE process has provided a valuable opportunity to critically examine how effectively our policies and practices support this mission and how we can further strengthen a culture of quality enhancement across the institution.

The preparation of this ISER has been an inclusive and institution-wide endeavour. It draws on evidence from faculty, students, support, management, and admin staff along with many other stakeholder groups, ensuring that the report is both balanced and transparent. I wish to acknowledge and thank all those who contributed their time, expertise, and honest reflection to this process. Their engagement demonstrates a shared commitment to accountability, academic integrity, and student-centred provision.

This report does not merely document compliance; it also identifies areas for development and enhancement.

We welcome the opportunity that the CINNTE review presents to learn from external peer evaluation and to use the outcomes of the process to inform our strategic planning and future development. We view quality assurance not as a static exercise, but as a dynamic and evolving process that supports innovation, responsiveness, and sustainability.

We also warmly welcome the involvement of the external expert panel members in this process, and we look forward to their engagement and valuable experience and insight, which will help enhance, inform and guide the College's continued development.

I would like to thank all the staff, students, College Board, Academic Council, independent expert contributors, graduates and other stakeholders for their ongoing support, engagement and participation in this Review process and who have played an invaluable role in making our college a vibrant and inspiring place to learn and grow. The quality, passion, virtues and commitment of our incredible staff and whole college community, underpins the success of CCT.

I would also like to acknowledge the expert input of our Quality and Qualifications Ireland (QQI) colleagues, whose insights and expertise continue to inform and guide our rigorous academic standards and supportive learning environment, helping us to continually identify best practice and opportunities for enhancement.

Finally, I wish to express my heartfelt gratitude to our Management Team (ISER project team), led by our Dean of Academic Affairs, who supported the compilation of this report, and who worked tirelessly to capture, collate and present the views of the College's entire community in this ISER report during yet another busy year for CCT.

This document is presented in the spirit of openness, with a desire to embrace the positive change that a review process supports. CCT College Dublin is committed to listening, learning, and adapting where applicable opportunities for improvement are identified.

Taken in conjunction with the Institutional Profile (IP), and with all supporting documentation, we are confident that this ISER will provide the external expert Quality Review Panel convened by QQI, with the information they need to prepare for the Institutional Review process.

CCT College is more than just an institution of learning, it is a vibrant and diverse community which fosters growth, celebrates and facilitates difference, ignites passion, and forges friendship. In facing up to the challenges of an era of unprecedented change, we look forward to further collaborating through this Institutional Review process to advance our position and strengthen CCT as one of Ireland's most innovative, agile, responsive, accessible and student-centred higher education providers.

Yours in education,
Neil Gallagher
College President, CCT College Dublin

Introduction

CCT College Dublin (Hereafter CCT) hereby presents its report on the in-depth evaluation of its governance, activities, functions, and processes for self-monitoring and evaluation.

This Internal Self-Evaluation Report (ISER) was developed in line with QQI's CINNTE process to ensure institutional review of Irish Higher Education Providers. The purpose of the ISER is to evaluate the effectiveness of our existing QA policies and operational procedures as well as judiciously evaluate the quality of the programmes and teaching and learning environment at the College. CCT warmly welcomes the opportunity afforded by this rigorous, robust and enhancing process.

CCT has not previously undergone Institutional Review; however, we successfully navigated the original provider approval process with HETAC, and we were Ireland's first higher education institution to experience and successfully complete QQI Reengagement. We have a strong record of successful validation and revalidation of programmes with QQI as well as extension of scope of practice and approval of policies and procedures for Blended Learning. CCT has also, recently, achieved the TrustEd Ireland International Education Mark.

CCT welcomes the opportunity to systematically review our performance, strengths and areas for development and enhancement. A full 360-degree evaluation of a higher education institute requires engagement with all stakeholders including, inter alia, learners, staff, faculty, various academic and corporate governance bodies as well as external partners. This process has facilitated CCT in seeking, reflecting upon and implementing feedback from its stakeholders.

This review incorporates all college activities, from teaching and learning to research. Collaborative engagement with all stakeholders required a planned and iterative process, with many points of data collection, analysis, discussion and critical reflection. This was facilitated through both formal and informal methods. CCT has always approached QA and enhancement using a multi-modal approach, employing both quantitative and qualitative approaches.

This ISER has enabled the team to critically consider the strengths of the College as well as identify areas that require enhancement. As a team, we used a systematic approach to consider our performance in each of the ISER priority areas, as well as undertaking a SWOT analysis. Partnership with learners is a key strategic aim in CCT, and the inclusion of the student perspective was central to our approach.

At heart, our approach to the CINNTE process has been one of transparency, collaboration and consultation. In the ensuing sections of this document, we will present the general context of the college, its existing QA mechanisms and the overall methodology adopted for this process. Subsequently, we will showcase our critical reflections on the QA and enhancement of the three objectives: Governance and Management of Quality; Teaching, Learning and Assessment; and Self-Evaluating, Monitoring and Review. Under each of these objectives, we will detail areas of strength and success as well considerations for enhancement, improvement and development.

CCT Context

As detailed in our **Institutional Profile Document**, CCT College Dublin is the trading name of CCT Education Limited, an independent higher education institution with a city centre campus at 30-34 Westmoreland St., Dublin 2. We are a thriving, multi-cultural college, based in the heart of Dublin City, and we pride ourselves on ensuring that learners are supported, guided and encouraged throughout their learning journey.

Approach to the ISER

Values Underpinning the ISER Development

CCT's self-evaluation was underpinned and driven by the following values:

Value	Description
A universal design approach	Inclusivity at the core of all reflection and activities
Authentic Whole-of-institution approach	Staff engagement in multiple work streams
Student Partnership	Student partnership throughout CINNTE process
Transparent and Evidence-based	Self-evaluation is based on the availability of evidence
Digital collaboration	Leveraging technology to ensure efficiency of process

A Detailed Scoping Exercise

CCT informally launched preparations for the College's CINNTE process in September 2023 through the initiation of a series of desk-based reviews, stakeholder engagements and governance committee priorities. The key steps involved in initial preparations included:

- Creating a shared collaborative working space
- Gathering formal information and supporting resources
- Initial information requirements scoping and gathering
- Identifying an appropriate core group to lead overall College preparations

The College adopted a spirit of open curiosity and approached the review with the intent of examining all aspects of CCT College's activities. Therefore, the scope includes:

- Our QQI programmes from Level 7 to Level 9 on the NFQ.
- Our professional Diploma programmes.
- Our strategic partnerships.
- Our other educational activities (research, conferences etc.).

Review Process

The formal self-evaluation process, subsequent to engagement with QQI in early February 2025, commenced in March 2025 and involved the following core workstreams:

Project Management	Central management and oversight of all CINNTE preparation
Working Group	Establishing and maintaining working group comprised of key personnel
Document Management	Central management of all document versions and collaborative working documents
Feedback Mechanisms	Feedback mechanism established for engaging with all stakeholders including staff, students, and external stakeholders.
Evidence Gathering	Identifying and gathering relevant data to support evaluations.
Communication and Engagement	Building awareness of CINNTE and QA processes in general across the CCT community throughout the CINNTE process.

The Working Group ensured that the self-evaluation is representative of the wider institution and reflects the input of all relevant stakeholders. The self-evaluation is populated with information and data obtained from a variety of key sources including:

- The College's QA framework
- Internal and external College activities and published information
- Once-off internal and external programme and QA evaluations
- Review of Annual Departmental Monitoring Reports
- Review of Annual Programme Monitoring Reports
- Review of Module and Programme Feedback
- Interviews and Focus Groups with Learners
- Extensive feedback with internal and external College stakeholders
- Quantitative and Qualitative data

Although the CINNTE working group is a temporary group convened to address the College's application, it is required to consider consistency with, and build upon, previous College QA activities. Submission of any external QA application to QQI can only take place when both the Academic Council (hereafter AC) and the Executive Leadership Team (hereafter) ELT have approved and recommended the submission.

Upon completion, all documentation was first considered by the ELT to review and to confirm the accuracy of the content and alignment with current strategic objectives. Upon approval from the ELT, documents are submitted to the AC for approval. The AC may make recommendations for edits or the inclusion or removal of material. In such cases ELT must also be notified and may request a subsequent review following the changes.

Objective 1
Governance and Management of Quality

Objective 1
Governance and Management of Quality

1.1 CCT Mission and Strategy

» **Description**
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

1.1 **Description**

Strategic activities in the College are underpinned by three complementary strategies:
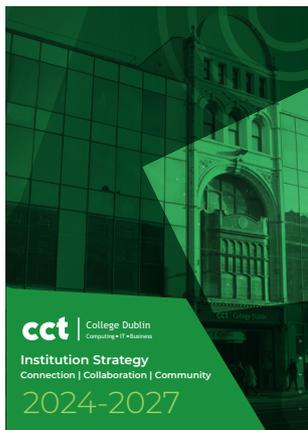
CCT College Dublin
*Institution Strategy:
Connection, Collaboration,
Community 2024-2027*
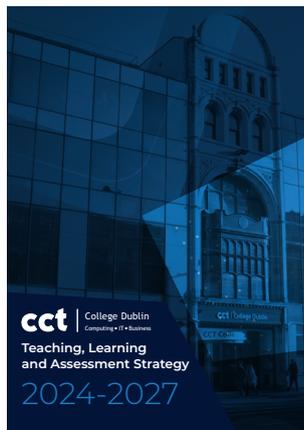
CCT College Dublin
*Teaching, Learning &
Assessment Strategy 2024-2027*
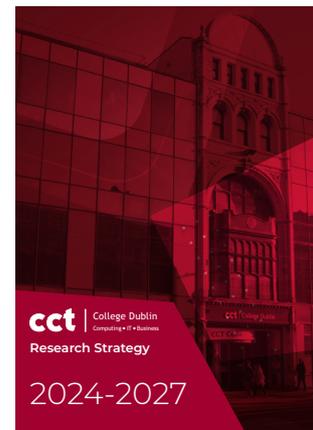
CCT College Dublin
*Research Strategy
2024-2027*

CCT College Dublin's Mission

Our aim is to provide learners with accessible and flexible higher education opportunities, and professional development programmes within the fields of Computing, IT, and Business, that reflect current and emerging knowledge and practices relevant to the learner and to employers.

Through a student-centred culture of inquiry, innovation and excellence, we challenge learners, staff, and other stakeholders to create, apply, and share knowledge and values in a supportive, responsive, caring, and vibrant learning environment.

CCT is committed to developing graduates with personal and professional knowledge and skills that will enable them to undertake the roles, responsibilities and challenges posed by business, industry, the professions, public service and society.

Objective 1
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CCT College Dublin's Vision
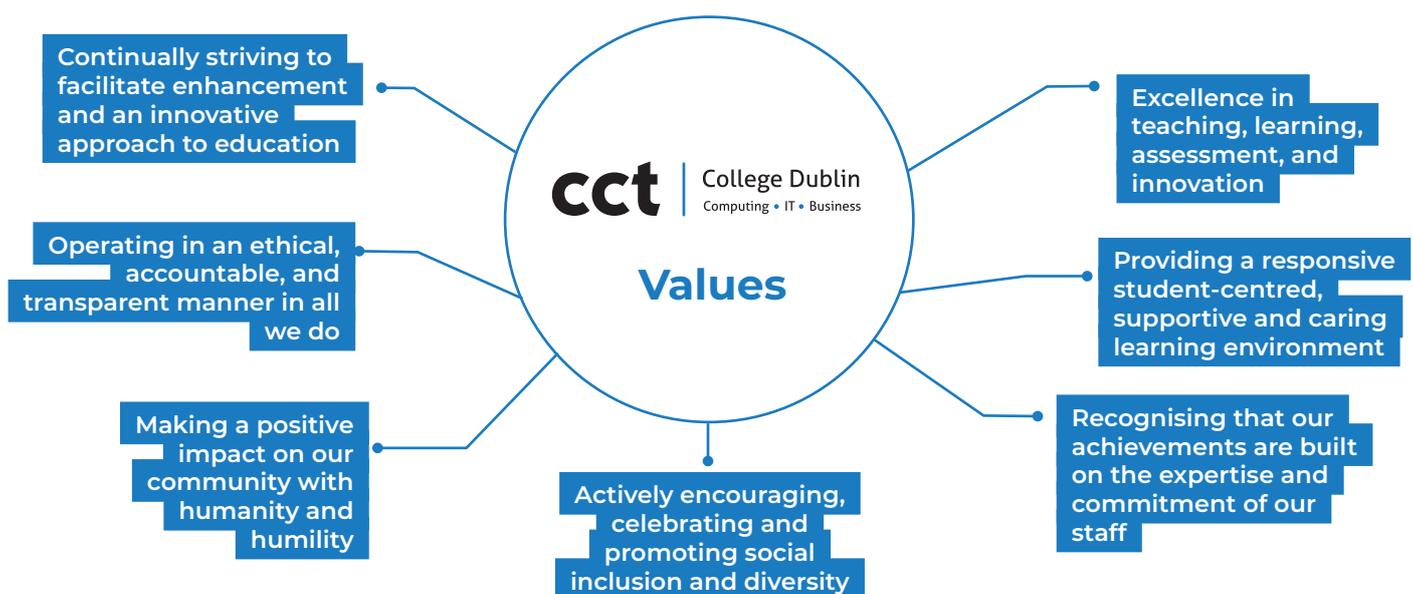
CCT's Vision as a leading-edge college of higher education, is to transform lives through excellence in teaching and learning and by inspiring our teachers, students, and graduates.

We will do this through:

- Inspiring a lifelong passion for learning, exploration and discovery that will foster leadership with a global outlook and innovative approaches to sustainable economic, social, cultural and personal development.
- Embracing access, equality and progression so that our diverse learner population is empowered to succeed.
- Blending theory with applied enquiry, that is industry-aligned, scholarly, professional and infusing vocational pursuits with scientific and creative expression in the broad disciplines of Business and ICT. Through these we serve to improve our region, our country and our world.
- Championing a connected teaching and research culture that links with other HEIs, schools, industry, communities, government and non-governmental development agencies.
- Actively nurturing continuous enhancement of our education, student support and our relationships to progress excellence in innovation, knowledge transfer and reputation in an international higher education landscape.

CCT College Dublin's Values

CCT is committed to the following values:

- Continually striving to facilitate enhancement and an innovative approach to education
- Operating in an ethical, accountable, and transparent manner in all we do
- Making a positive impact on our community with humanity and humility
- Actively encouraging, celebrating and promoting social inclusion and diversity
- Recognising that our achievements are built on the expertise and commitment of our staff
- Providing a responsive student-centred, supportive and caring learning environment
- Excellence in teaching, learning, assessment, and innovation

Values

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The mission and vision of CCT are fully supported by its **Quality Assurance Manual** (QAM). Likewise, the QAM supports the college's strategy and associated strategy documents. QA at CCT, as in other Higher Education provider, is an evolutionary process, involving ongoing review and development.
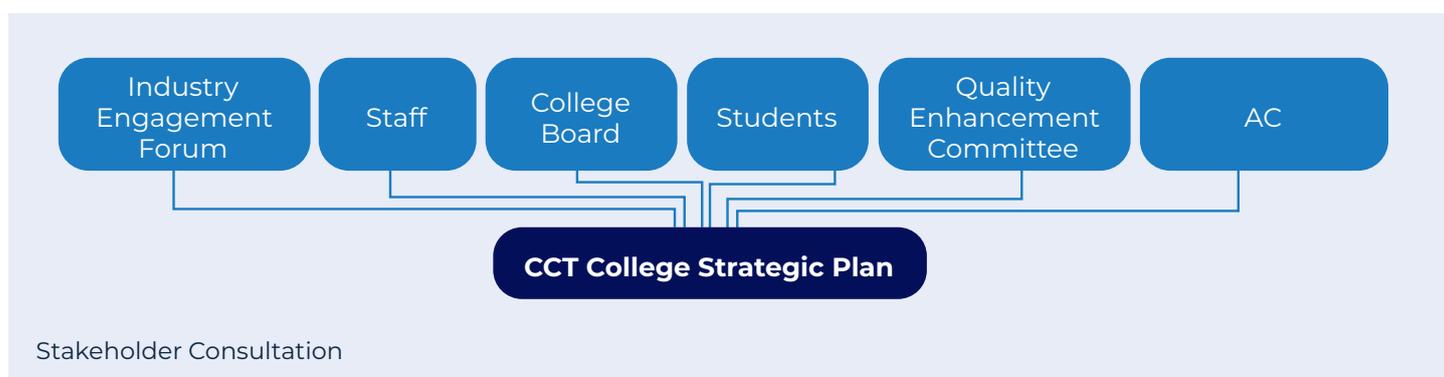
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Development of Strategic Plan

Throughout 2022 and 2023, CCT developed its fifth Institutional Strategic Plan, which built upon our previous strategies. Internal and external stakeholder feedback formed part of the developmental consultation process.

| Industry Engagement Forum | Staff | College Board | Students | Quality Enhancement Committee | AC |

CCT College Strategic Plan

Stakeholder Consultation

Five strategic priorities were identified as part of the 2024-2027 strategic plan.

Priority 1

Advancing Student Support, Partnership and Inclusion: Advancing student support, partnership and inclusion is a central tenet of all activities at CCT.

Priority 2

Enhancing the Quality of Education: This is underpinned by a whole-of-institution quality culture that is promoted and endorsed by the Executive Leadership and scaffolded through activities at all levels in the institution.

Priority 3

Connection & Collaboration: This focuses on strengthening the relationships within, and beyond the immediate CCT community, fostering a strong sense of belonging and commitment to the wider higher education community.

Priority 4

People & Organisational Culture: This priority focuses on fostering an inclusive, supportive, and high-performing environment for both students and staff at CCT.

Priority 5

Professional development and evidence based Scholarship of Teaching and Learning (SoTL)

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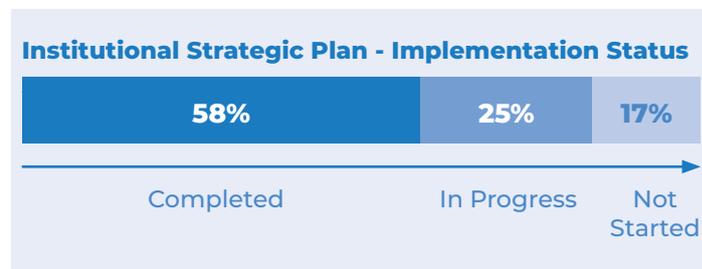» Case Study

1.1 Evaluation

Notwithstanding the fact that there is always room for improvement, we consider that our mission and strategy align well with our stakeholders needs. The strategic plan is ambitious, rooted in our values and mission and has considered the views of stakeholders in its development.

Mission and Values

To evaluate how successfully we are implementing our mission; we rely on our established QA policies and procedures. As our mission is to provide an excellent educational experience, our learners are best placed to evaluate how we are doing. Our QAM includes a range of policies that pertain to obtaining and utilising stakeholder feedback to enhance the quality of education provision at CCT. In practice, there are numerous points at which we gather and analyse stakeholder feedback and use it to inform our practice. Quantitatively, at modular level, learners complete a feedback survey that evaluates the content, teaching and learning, and assessment for each module. At year end, they complete an annual survey that assesses their perception of other aspects of college life (Library, student supports, technology etc.). We also have an annual graduate outcome survey which helps us understand where learners go after they graduate. Qualitative feedback is also important and is obtained from learners at various points. As part of our programme review and revalidation process, we undertake qualitative focus groups and/or one-to-one interviews with learners and graduates in order to understand what is going well and what needs improvement. Learner feedback is complemented by feedback provided by faculty, external examiners and our Industry Engagement Forum.

Strategy

High-level responsibility for achieving the vision of the strategic plan rests with the ELT, AC, Management Team, and ultimately with the College President. An action plan has been developed, with different action items assigned to different staff members and departments. A review of the Strategic Plan will occur annually. Following the development of the 2024-2027 Action Plan, the ELT, led by the President, developed a Strategic Action Plan. To evidence successful completion of all strategic priorities, the ELT developed 132 Strategic Implementation objectives. We are now halfway through the period in question, and the following graph details our progress thus far:

Institutional Strategic Plan - Implementation Status

58%	25%	17%
Completed	In Progress	Not Started

1.1 Effective Practice(s) Identified

At CCT, strategic priorities are rooted in the quality systems in place. Several effective practices are listed below, and we provide a more detailed case study of effective practice regarding our Mission and Strategy at the end of this chapter.

In the past five years, several initiatives have occurred with a view to enhancing how our QA policies interact with and support our strategic objectives.

Objective 1
Governance and Management of Quality

1.1 CCT Mission and Strategy

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» Case Study

These include:

- Review and Rewrite of Governance Section of QAM, including:
  - » Rewrite of Terms of Reference (ToR) for Quality Enhancement Committee (QEC)
  - » Development of ToR for Academic Integrity Committee (AIC)
  - » Development of a new Audit, Risk & Strategy Committee (ARSC)
  - » Development of ToR for ARSC
  - » Review and rewrite of ToR for Student Support & Pastoral Care Committee (SSPC)
- Regularisation of QEC and AIC meetings
- Increased frequency of review and updates to our Risk Register and Risk Implementation Plan
- Enhancements to our programme design and development process
- Development the Centre for Teaching & Learning
- Creation of a new and dedicated role at Executive level focussed on academic development and enhancements to teaching, learning and assessment at CCT
- Review and development of realistic strategic planning including aligned Institutional Strategy, Research Strategic Plan, and Teaching, Learning and Assessment Strategy for the period 2024-2027
- Successful approval of our QA policies for Blended Learning
- Successful application for Devolution of Responsibility

Regularisation of QEC and AIC Committees and Meetings

As part of our development, the Executive Leadership Team (ELT) requested the QA office to review the policies, procedures and operational functionality of the QEC and AIC. This involved the team reviewing and rewriting the Terms of Reference (ToR) for the QEC. At the AC meeting on 13 February 2024, the QA Lead was ratified as the chair of both committees. The QEC TOR were reviewed considering the work being done by other committees. There were no published TORs for the AIC. These were developed considering the content of a QQI White Paper on Academic Integrity and the National Academic Integrity Network (NAIN) guidelines. The ToR documents were reviewed and approved by the AC in May 2024. New operational procedures for both committees were established. These included:

- Creation of some new meeting record templates to ensure standardisation across committees in the College.
- Timetabling meetings as calendar entries in advance of each meeting.
- Development of reporting systems for outcomes of the QEC and AIC to feed into the AC and ELT.

The benefits of this have included:

- Enhanced collaboration and communication between AC subcommittees.
- Improvements in decision-making between committees.
- Formalisation of mechanisms to feed into QA policies and procedures
- Shared responsibility for QA reviews
- Strengthening College QA functions and enhanced understanding of same across departments

Objective 1
Governance and Management of Quality

1.1 CCT Mission and Strategy
» Description
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» Effective practice(s) identified
» **Areas for potential enhancement identified**
» Case Study

Centre for Teaching and Learning Developments

"Enhancing the quality of education" is the focus of Strategic Priority 2 in our Institutional strategy. This aligns with our Core Value of "Excellence in teaching, learning, assessment, and innovation" which in turn maps to our mission and vision statements around excellence in teaching. The review team considers we are achieving our strategic objective to enhance the quality education provision. This is, of course, an evolutionary journey, and there is ongoing improvement required. Central to this has been the development of our Centre for Teaching and Learning (CTL). When the CTL was initially established, we appointed a Head of Development; however, in the past three years, we redeveloped this role and appointed a Dean of Teaching & Learning, whose doctorate specialised in Teaching & Learning in Higher Education, and whose previous roles were in Teaching and Learning Departments in the private and public sectors. This has resulted in a huge drive for pedagogical professionalism alongside subject matter expertise. Some examples of this include:

- Establishment of the Conversation Series for Lecturer knowledge development
- Creation of the Playground Series for Faculty Skills development
- Redevelopment of Assessment Briefs and Rubrics
- Promotion and facilitation of National Forum Digital Badges
- Development of peer observation of teaching system
- Implementation of Programme Design and Development Workshops

While these things are highly practical and designed to enhance the knowledge, skills and competencies of our faculty, they also contribute to attainment of our strategic priorities and therefore our Mission and Values.

1.1 Areas for Potential Enhancement Identified

Ongoing Review:

As with any strategic plan, the College is cognisant that a busy academic community is often grappling with multiple concurrent tasks, responsibilities and projects. This necessitates ongoing review and management of tasks being prioritised via constant review and updating of the Implementation Plan. During particularly busy periods, there is a risk that this could be postponed, therefore it is vital that we timetable it early and regularly to ensure that there is frequent review and revision if necessary.

Implementation Plans for Other Strategies:

While we have a well-developed implementation plan for the College Strategy, a similar plan for our Teaching, Learning & Assessment Strategy and our Research Strategy would help us retain focus on outcomes and encourage us to push forward with key strategic objectives.

Objective 1
Governance and Management of Quality

1.1 CCT Mission and Strategy
» Description
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Strategic Case Study: AsIAm Higher Education Accreditation

Strategy

Policy

Practice

EDI & AsIAm

In 2021 CCT began exploring the possibility of applying for AsIAm accreditation as an 'Autism Friendly Higher Education Institute'. This student-centred voluntary project required alignment of our strategic priorities, our policies and our practice. This culminated in applying in 2022, and undertaking the panel visit in 2023. In 2024, we became an AsIAm Autism friendly institute. The table below details how strategy, policy and practice were considered and harnessed in this process.

Strategy	Policy	Practice
The area of EDI was further focused on in our 2024-2027 Institutional Strategy, under the following sections: • Strategic Priority 1: General • Strategic Priority 1.2 • Strategic Priority 1.8	• Updated CCTP902: General Student Services, Pastoral, Disability, & International Learner Supports • Updated CCTP504: Reasonable Accommodation Policy • Mapped policy and practice to AsIAm application	• Establishment of EDI Office • New 'EDI Officer' role established • Investment of €850k over several years aligned to global leading research on retrofitting our building to improve our learning environment to accommodate greater accessibility, inclusion, and diversity and to help provide same chance opportunity to neurodivergent students. • Development of UDL templates • Supporting and developing our staff in completing National Framework UDL and UDL Beyond the Classroom Digital Badges • Implementation of the Autisim&Uni toolkit initiative

Objective 1

Governance and Management of Quality

1.2 Structures and Terms of Reference for Governance and Management of Quality

» **Description**
» Evaluation
» Effective practice(s) identified
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» Case Study

1.2 Structures and Terms of Reference for Governance and Management of Quality

1.2 Description

Full details of the governance of the institution, including key points of decision-making, ToRs and representation of learners and external stakeholders are documented in the QAM, Section 2: Governance and Decision-Making.

The QA policies and procedures comprise of those approved by QQI through re-engagement in 2018, the amendments and additions approved in March 2019 as part of the extension of scope of provision to include Level 9 taught Masters programmes and those further approved following a virtual visit in July 2020 as part of the extension of scope application for blended learning provision. Section 2 of the QAM was fully reviewed again in 2024, and the changes approved by the AC in June 2025.

At an operational level, academic governance is overseen by the AC and Corporate Governance by the ELT. Both bodies report to the College Board.

CCT Academic and Corporate Governance Chart

Objective 1
Governance and Management of Quality

1.2 Structures and Terms of Reference for Governance and Management of Quality

» **Description**
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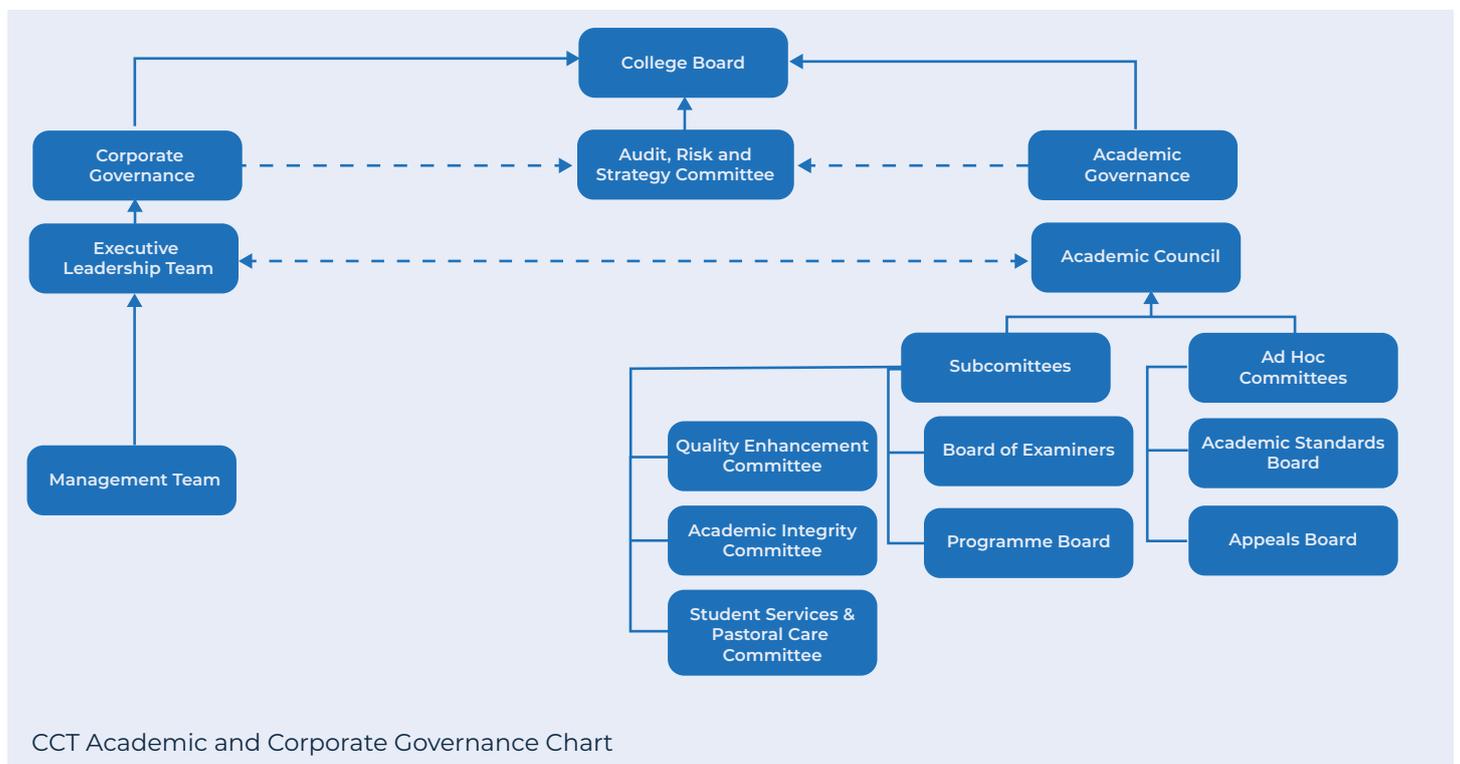» Areas for potential enhancement identified
» Case Study

College Board – Corporate Governance:

The Board governs the operation of the company as a commercial, for-profit organisation. The Board has primary responsibility for corporate governance. Day-to-day management of the college is delegated to the Executive Leadership Team (ELT), supported by the Management Team.

The Board Consists of:

- **Independent Chairperson**
  Dr. Tony O'Donnell

- **College President**
  Neil Gallagher

- **Independent Board Member**
  Maeve Clerkin

- **Independent Board Member**
  Dr. Terry McGuire

- **Dean for Administration and Finance**
  Karl Gallagher

- **Operations and Admin Lead**
  Jason Pollard

- **Independent Student Representative**
  Patricia Correia

The College Board is responsible for:

- Governing the college, giving due consideration to risk, based on strategic objectives
- Ensuring the financial viability from year-to-year
- Acting in the ethical interests of the college stakeholders, particularly regarding protection of enrolled learners
- Submitting annual accounts for audit
- Approving budgets and setting salary levels
- Appointing staff
- Accounting to stakeholders for annual performance
- Maintaining corporate and legal responsibility
- Being informed by the advice of the committees it establishes

As the Board is ultimately responsible for corporate governance, the following committees report to the Board:

- Executive Leadership Team
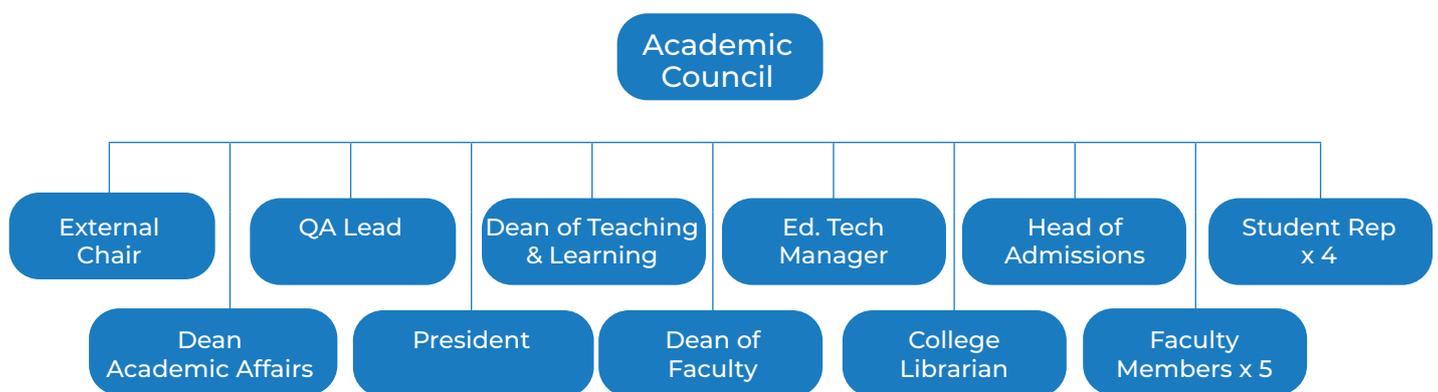- Audit Risk and Strategy Committee

Objective 1
Governance and Management of Quality

1.2 Structures and Terms of Reference for Governance and Management of Quality

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AC: Academic Governance

The College Board has devolved responsibility for academic matters to the AC. The Board receives reports from the AC, respecting the authority and academic freedom of the Council.

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                            Academic
                            Council
  ┌──────────┬──────────┬──────────┬──────────┬──────────┬──────────┐
External    QA Lead    Dean of    Ed. Tech   Head of    Student Rep
Chair                  Teaching   Manager    Admissions  x 4
                       & Learning

      Dean          President      Dean of      College      Faculty
   Academic Affairs               Faculty      Librarian    Members x 5
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The AC is responsible for:

- Recommend development of academic programmes.
- Consider proposals in the context of existing provision, learners, staffing and resources and make appropriate recommendations.
- Oversee design, development, and implementation of programmes in accordance with board approved budgets.
- Make recommendations for appropriate structures to deliver programmes.
- Facilitate decisions on selection, admission, and retention of students.
- Make and maintain regulations on assessment and academic conduct, subject to the requirements of QQI.
- Manage relevant sub-committees related to academic redress.
- Manage student appeals relating to assessment results.
- Assign responsibilities to the QEC and oversee this Committee.
- Receive recommendations regarding monitoring and quality improvement.
- Oversee assessment and ratify decisions as determined by exam board.
- Manage various sub-committees established by the AC.
- Formally assess and approve validation, programme review, revalidation, and institutional review processes and documentation.
- Contribute to the quality of programmes, and the institution itself.
- Monitor implementation of improvement activities and contribute to the future operations and strategic development of CCT.
- Oversee approval of public information, as delegated to the Dean of Academic Affairs in conjunction with relevant departmental heads.

1.2 Structures and Terms of Reference for Governance and Management of Quality

» **Description**
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Quality at CCT

The QA Office coordinates the day-to-day implementation of QA, enhancement and data management related to quality. Programmes at CCT are validated by QQI, and therefore, as detailed in Objective 1, we are subject to ongoing review and monitoring. We have established processes for internal quality review and analysis, as well as ongoing external processes with QQI.

Internal	External
Semester Level Module Feedback Processes	AQR Submitted to QQI Annually
Interviews & Focus Groups	Dialogue Meetings with QQI
Annual Student & Graduate Surveys	Programme Review & Revalidation Cycle
External Examination Process	Participation in Panels for QQI
Annual Monitoring Report (Programme)	Institutional Review Cycle
Annual Monitoring Report (Department)	QA Reviews (Blended Learning, IEM etc.)

1.2 Evaluation

QA and enhancement is an ongoing, evolving process at CCT. As part of our continual evaluation, over the past four years, we have:

- Rewritten the Governance section of the QAM to ensure all committees and sub-committees have updated and clearly established and communicated ToRs.
- With the growth of the College and the fact that we now have two facuties, membership of the AC has been reconstituted to increase the number of faculty members and students across faculties.
- In line with our strategic priority around student partnership, we have:
  » Reconstituted the Student Pastoral Committee
  » Formalised additional meetings with student representatives
  » Increased levels of student representation on key committees
- Developed a standard template for minutes for committees and sub-committees
- Increased visibility of the ASB by inviting faculty members to join on an ad-hoc basis.
- Engaged with QQI to obtain the TrustEd Ireland accreditation
- Engaged with QQI as Ireland's first HEI in relation to the Due Diligence Evaluation process to help ensure we have the capacity and capability to operate to a high standard from a corporate, governance financial and legal perspective.

Objective 1
Governance and Management of Quality

1.2 Structures and Terms of Reference for Governance and Management of Quality

» Description
» **Evaluation**
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

During the CINNTE preparation process, staff were surveyed to elicit their views on the governance structure and quality culture at CCT. As part of this survey, they considered whether we had a robust, comprehensive QA framework. 89% (n=24) of respondents indicated that they completely agreed that we do, 11% (n=3) somewhat agreed. Staff were asked to reflect on whether the governance and management structures at CCT were fit for purpose. 74% (n=20) completely agreed. A further 19% (n=5) selected 'somewhat agree.' 4% (n=1) each selected 'neutral' or 'somewhat disagree'. This suggests that staff, in general, are satisfied that we have appropriate governance structures and a suitable QA framework in place. The review process suggest that the staff of the College consider there is appropriate separation between academic and corporate governance, and that there is clarity of roles and responsibilities.

Respondents were asked to rate the user friendliness of our QAM. While no respondent rated it as poor, there was a spread of responses evident:

9% Acceptable
9% Good
26% Excellent
57% Very Good

User Friendliness of QA Manual
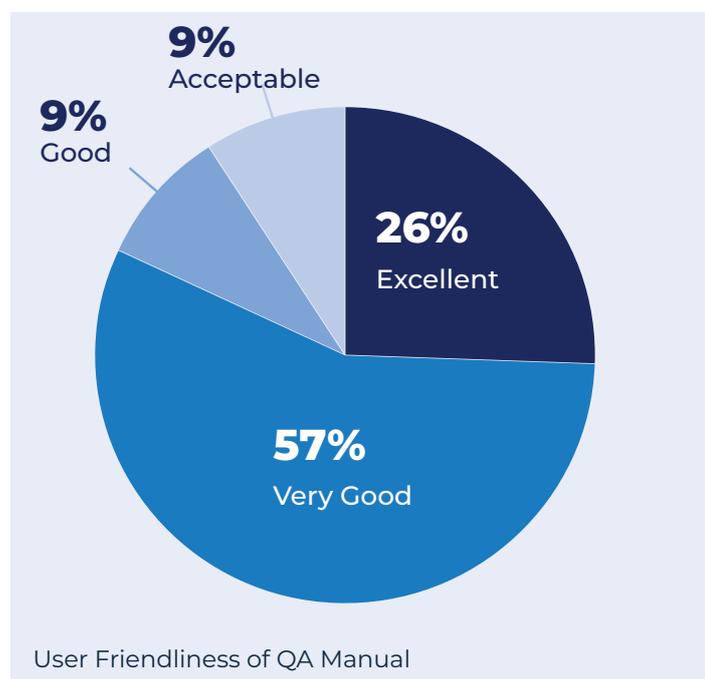
Staff were also invited to provide some qualitative feedback on the usability of the QAM, and there were definite suggestions for improvement. A key theme that emerged from the survey was that a searchable QAM would be preferable.

As part of the CINNTE process, students were interviewed to elicit their views on a range of college functions, including the governance and quality culture at CCT. Their responses suggest that while they may not utilise terminology such as QA, when it came down to needing information, they were able to obtain information. For instance, one student noted:

> Moodle had something about policies... I think when they explain about each assignment, I think there is a part where they say something about if you... if you submit, like, a few days late, you...I think there is this information from day one.... and if you have any questions, you could ask the professor

– Female, N

Another interviewee shared:

> Mmm, there's the second floor, so there's... Kind of department, which can navigate you and give you advice."

Male, I

He then proceeded to describe using the policy to make an appeal on a grade result:

> I don't think there was a problem with the navigation., I just came in the office and asked about the appeal, and after I got, like, the steps to do so

Male, I

The ease of accessing support was echoed by another interviewee who described having multiple introductions to the policies:

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> "I do remember meeting someone prior to starting... I know they feed you the information, but... Yeah. And I know that it's a... it's there on Moodle as well, you have your induction.... I know that's all there, you know, and they do tell you it's there. I'm sure if you're on Moodle, you're gonna see it, so..."

Female, E

1.2 Effective Practice(s) Identified

Viewing QA as an ongoing Process

As part of the evaluation, staff were asked to identify what works well. The qualitative feedback indicates that staff have an appreciation for QA as an evolutionary process. For instance, one member of the team wrote *"I believe the college has a structure that strives to deliver continuous improvements, so in that regard, I feel the college recognises there is always room for improvement."* This ongoing desire to enhance what we do was shared by another who noted *"What makes us great is that we constantly strive to be better."*

Student Partnership

A key priority for CCT is to enhance student partnership. We consider that this is an area where our practice has been effective. This is evidenced as follows:

- Learner representation on key boards including the two highest decision-making committees
- Peer Mentoring Academy.
- Learner participation in 'Ideas into Action' Academic Conferences.
- Learner participation in the AWS club at the College.
- Learner participation in the NStEP training we fund and deliver.
- Learner participation in programme review.

Dedicated QA Office

Having a dedicated QA office emerged from our evaluation as an effective process. Staff described the level of support they received from the QA team as being effective. There was a clear sense that faculty knew where to go, and who to speak to, if they had a query about any aspect of QA. Likewise, students described the accessibility of the QA office and detailed how they had received support around processes like mitigating circumstances, appeals, or extensions. There was good evidence to suggest that information was available from the outset and throughout the year.

Effectiveness of Class Representation System

Our ICT faculty has 39 class representatives, and our Business faculty has 25. Therefore, we are currently working with 64 representatives. CCT provides class representatives training through the Irish National Student Engagement Programme (NStEP). New class representatives complete the Introductory training course, while returning Class Reps are invited to complete the Advanced training. All Class Reps are enrolled on a Moodle module. This provides useful information about the role, opportunities for Class Reps, tips on providing effective feedback and a Discussion Forum where they can interact with other Class Reps. Class representatives attend formal meetings multiple times per semester with the Head of Student Services and sometimes with the College President to ensure open, transparent communication and to reassure that the student voice is heard and considered. The whole College has facilitated an open-door policy since its establishment (and has remained a limited size to facilitate this service as a crucial part of the CCT culture). This is mainly facilitated by an Admissions and Student Services office hub located on Floor 1 of the College building, but this practice is college-wide to deal with any student queries.

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These informal meetings offset difficulties and allow issues to be resolved effectively and efficiently, espousing a student-centred culture.

1.2 Areas for Potential Enhancement Identified

Universal Learner Representation

While we have made significant strides ensuring learner representation on the main governance bodies in the organisation, there are still some boards that do not yet have representation. Even where this exists, there may be difficulties in implementation. For example, our Research Subcommittee does not have a student member. The challenge here is that those who are most likely to be interested are those who are undertaking the capstone phase of their own studies and therefore have less availability to engage. One potential way forward is to invite recent graduates, who can bring the learner perspective, but who may have additional capacity to accompany their interest in research.

External Representation on the Research Ethics Committee

The College maintains that the principle of externality is vital to supporting governance. This is evidenced by an External Chair on our College Board and an External Chair for our AC. However, the review team notes that there is work to be done in enhancing externality on other boards. The team has identified several external academics that it plans to approach about joining the Faculty Research Ethics Committee [F-REC]. This will ensure greater impartiality and appropriate decision making related to faculty research proposals.

Ongoing Standardisation and Management of Governance Committee Records

The QA office has undertaken significant work regarding the systemisation of recording and storing minutes from various governance committees. A standard template has been developed and shared with chairs and secretaries, and they are now required to file and store these minutes on a centralised drive (with restricted access). This ensures that those who need them have access and enables the executive management of the college to retain oversight of all aspects of the operation of procedures. While substantial progress has been made with this project, a review to evaluate how fully it has been implemented is now required. Any gap that emerges from this review and analysis will then require follow-up and, if necessary, further awareness building.

In 2024, the QA Office created a schedule for all AC subcommittee meetings in that calendar year. The draft schedule was created and shared with each committee chair. When agreed this schedule was finalised by the QEC committee and presented to AC for final agreement. In November of each year the QEC agenda includes the drafting of an initial proposal of this schedule for the following calendar year. The December AC agenda includes signing off on the final, agreed, version of this schedule.

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1.2 Structures and Terms of Reference for Governance and Management of Quality

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» Areas for potential enhancement identified
» **Case Study**

1.2 Case Study

NAIN Implementation

CCT has worked closely with QQI around the implementation of the Irish National Academic Integrity Network (NAIN) guidelines. A whole institution approach to the adoption of NAIN guidelines was taken by CCT. This necessitated an interplay between our strategic priorities, our Quality Assurance policies and procedures, and the day-to-day practices at the college. This is detailed below:

Strategy	Policy	Practice
• **Institutional Strategy:** » Strategic Priority 1.5 » Strategic Priority 2.2 » Strategic Priority 2.4 » Strategic Priority 3.5 • **Teaching & Learning Strategy:** » Strategic Priority 1	• To ensure alignment, a complete review and rewriting of our Academic Integrity policies occurred in 2024. • This culminated in the approval and publication of *CCTP508: Academic Integrity & Academic Misconduct Policy in June 2025.*	• Dean of Teaching & Learning, Dean of Academic Affairs and QA Lead join NAIN • Dean of Academic Affairs appointed to NAIN Steering Committee in June 2025 • Dean of Teaching & Learning was asked to sit on the committee to design the new NAIN Strategy • Staff Training in the Use of GenAI (8 staff enrolled in Digital Badge) • Development and dissemination of CCT Document Integrity of Assessments and upholding academic Integrity • Development and dissemination *CCT Minimum Expectations for Assessment Design and Academic Integrity* • Annual Participation in Academic Integrity Week • Development of student 'Essentials' series workshops on *Academic Integrity* and *Ethical Use of AI*. • Inclusion of inputs on Academic Integrity and use of GenAI in lecturer conversation and playground series

Objective 1
Governance and Management of Quality

1.3 The Documentation of Quality Assurance Policy & Procedure
» **Description**
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

1.3 The Documentation of Quality Assurance Policy & Procedures

1.3 Description

CCT has an approved QA framework which details the policies, procedures and terms of reference that are used. Our first QAM was published in 2008 and was revised and updated on a number of occasions over subsequent years. Prior to 2013, all QA activities were managed by the Dean of Academic Affairs with input from other staff members. In 2013, a QA Office was established, and the role of QA Lead was appointed.

Version 1 of our current QAM was published in 2018. The purpose of this new publication was to concisely document the governance and QA arrangements, policies and procedures of the College. This was submitted to QQI for approval through re-engagement.

- In 2019, revisions were made to the QAM to reflect changes in the organisational structure and amendments to policies to reflect our approval of extension of scope up to Level 9.
- In July 2020, we edited data protection policies to reflect legal obligations on employers in respect of return-to-work protocols arising from the COVID 19 pandemic.
- In September 2020, we revised the QAM to include our Blended Learning Policy, as approved by QQI through the extension of scope application.
- In July 2021, revisions were made to reflect changes in roles and governance, including the addition of the Audit and Risk Committee. Furthermore, there were updates to the AC Constitution and Annual Monitoring Policy. This revision also included the addition of a Posthumous Award Policy and a Records Retention Schedule.

- In September 2022, several changes occurred:
  » Addition of Risk Management Policy
  » Addition of Academic Integrity Policy
  » Addition of Academic Misconduct Policy
  » Addition of IP created by Students Policy
  » Revised organisational chart, governance chart and role titles
  » Addition of Academic Integrity Committee
- In April 2023, we replaced CCTP401 Validation Policy with CCTP401 Validation Policy with Procedures for Managing Devolution of Responsibility for Arranging Independent Evaluation Reports at QQI's Request. In this revision, we also clarified the President's right to attend AC and sub-committee meetings.
- In June 2025, several adaptations occurred:
  » Section 2 Governance replaced with updated governance documents
  » Section 5 Marks and Standards replaced with updated document
  » Section 6 RPEL Policy (CCTP602) replaced with new version.
  » CCTP511: Academic Misconduct Policy and CCTP511A: Academic Integrity Policy amalgamated and replaced with CCTP508: Academic Integrity & Academic Misconduct Policy
- In November 2025, further changes were implemented to Section 10 following an external review of our Data Protection Policies

Objective 1
Governance and Management of Quality

1.3 The Documentation of Quality Assurance Policy & Procedure

» **Description**
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

The College aims to communicate clearly and frequently about policy and to involve the academic community in discourse around quality. QA policies are developed, reviewed and updated on an ongoing basis. Our QA Policies are informed by QQI requirements. Each policy is assigned an owner, who is responsible for ensuring it is reviewed on schedule. The policy control sheet at the end of each policy details the owner and the review schedule.

Policies require sign off from the appropriate governance body in the college i.e. AC, College Board etc.; however, before it gets to the approval stage, an ongoing iterative review and consultation process occurs:

1 Owner of Policy Redrafts

2 Relevant Working Group Consulted

3 Feedback from Working Group Implemented

6 Draft Sent to AC

5 Feeback from QEC Implemented

4 Agreed draft sent to QEC following consultation and iterative redrafting

7 AC Review and Provide Feedback

8 Feedback from AC Implemented

9 After AC Approval publication ensues

Objective 1
Governance and Management of Quality

1.3 The Documentation of Quality Assurance Policy & Procedure
» Description
» **Evaluation**
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

1.3 Evaluation

CCT has a strong history of successful approval of QA documents. We successfully reengaged with QQI in 2018, we effectively obtained QQI approval of our QA of Blended Learning, we were approved by QQI for Devolution of Responsibility, and we have never had a programme validation or revalidation process that wasn't approved.

As part of our evaluation processes, we conduct routine surveys with learners after our College Virtual Induction process. This allows us to understand learners' formative appreciation for our systems and structures, so that we can tailor information provision to their needs. As part of the induction, we present specific information on the QAM and there are questions in the survey related to this.

86.62% (n=667) confirmed that they had attended the 'Quality at CCT' part of the induction, which is heartening, as it suggests that our communication about our Quality Frameworks is working. While a high percentage of students attended this aspect, there is further work needed to reinforce this information. Later in the survey, when asked to reflect on the key benefits of completing the CCT induction, only 68% (n=530) noted that it helped them to find CCT policies. This suggests that approximately 18% (n=137) of those who attended the induction on policies did not fully grasp the information at the point of induction. That said, induction is only one point of information provision and signposting to the QA processes is provided in other ways. For instance, on Moodle, learners are enrolled into an Induction Moodle Course, and this includes a section on 'Quality at CCT'.

A structured communications framework ensures that students are consistently directed towards the policies and resources most relevant to their journey. The QA Lead, Head of Student Services, EDI Officer and Librarian worked collaboratively to design and implement a schedule of targeted communications, aligned with the academic calendar. This ensures that policy information is not only accessible but also delivered when it is most useful, thereby supporting transparency, compliance, and student engagement. For example, immediately following the release of examination results, students receive a communication directing them to the CCTP509: Recheck, Review, Appeal Policy and the process they must complete to request the appropriate element. Similar communications are issued at other critical junctures, with the intention of signposting appropriate regulations to students and summarising key elements in clear and accessible language.

Furthermore, an information strategy related to QA is currently being developed to ensure that Moodle updates about QA are as efficient and effective as possible. As part of the ISER development process, we surveyed staff regarding their perceptions of our QA frameworks and documentation. While staff and faculty were extremely positive about the QA systems and noted that significant improvement and development had occurred in recent years, a key theme that emerged was the desire to have the QAM presented in a more accessible format.

Objective 1

Governance and Management of Quality

1.3 The Documentation of Quality Assurance Policy & Procedure

» Description
» Evaluation
» **Effective practice(s) identified**
» **Areas for potential enhancement identified**
» Case Study

1.3 Effective Practice(s) Identified

A recent change made at the college was the centralisation of the QAM. This ensures that we no longer have multiple versions in existence. It has also ensured that our signposting is consistently up to date, as the links that are on Moodle etc., all point to the current, single, centralised version of the QAM.
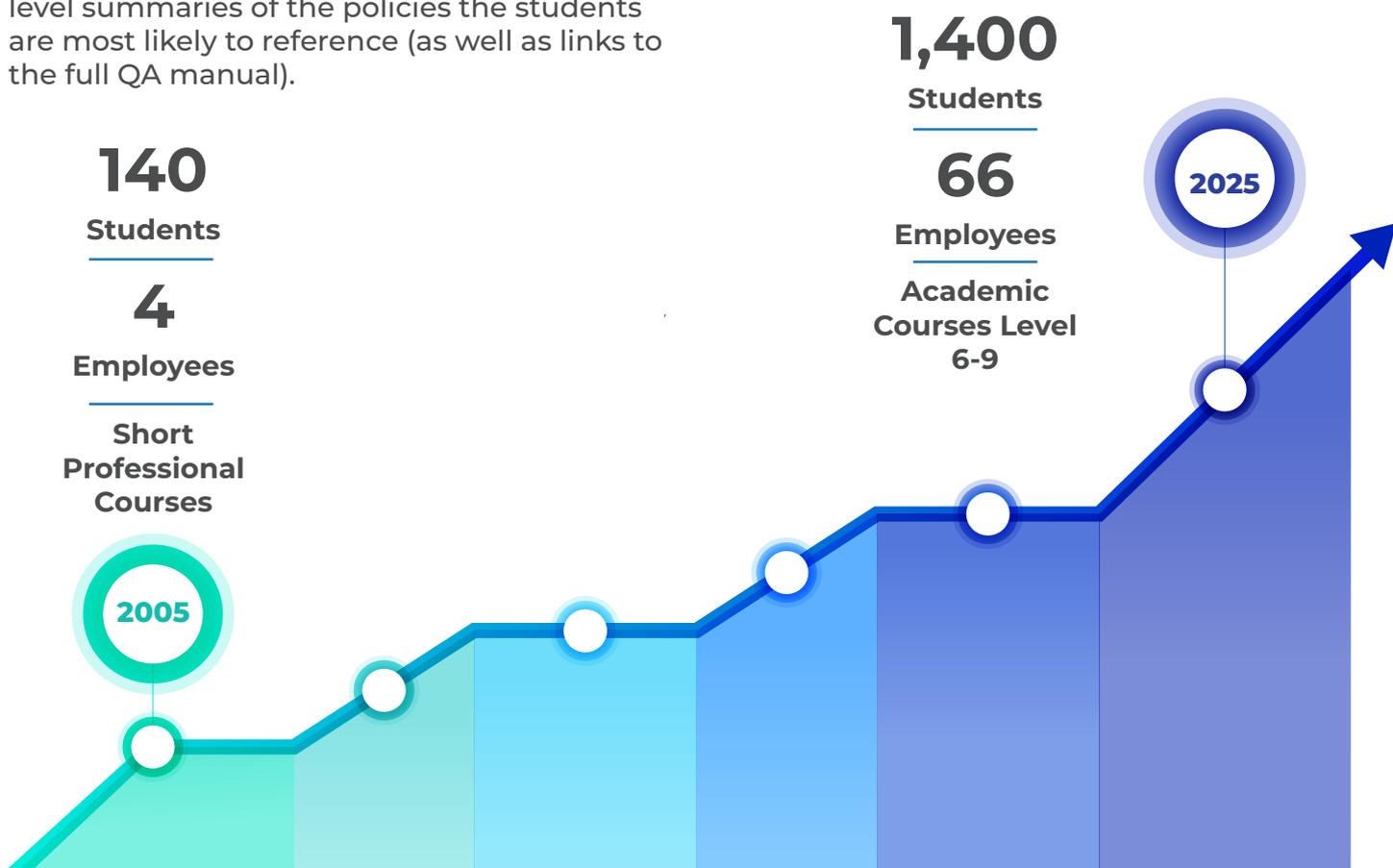
The inclusion of specific inputs on quality in the learner induction and in the online Moodle section on induction has supported learners in understanding where to look for information on policies and procedures that apply to them. That said, this is a process, and we can continually consider how to further enhance it. All students receive a Programme Handbook through Moodle. This signposts to The Student Handbook, which includes high level summaries of the policies the students are most likely to reference (as well as links to the full QA manual).

From a procedural perspective, we have created online forms for students who are applying for QA processes (i.e. Deferral, Recheck/Reviews and Appeals etc.). This means that data is better captured and can be actioned more effectively. It also ensures standardisation of information and ease of access for staff involved in the implementation of a given policy.

1.3 Areas for Potential Enhancement

Tracking QA Changes

When CCT first received Institutional Approval with HETAC, it was a much smaller endeavour in terms of student numbers, validated programmes and staffing numbers.

1,400
Students

66
Employees

Academic Courses Level 6-9

2025

140
Students

4
Employees

Short Professional Courses

2005

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1.3 The Documentation of Quality Assurance Policy & Procedure
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» **Areas for potential enhancement identified**
» Case Study

We have grown exponentially; and our QA frameworks and systems have served us well. However, to future-proof them, further development is important. A key area for enhancement is the redevelopment of our tracking tool for policy review. The need for a new tracking system has been identified as an area for potential enhancement of the QA documentation process. This will ensure that policy owners are supported in the timely and systematic reviewing and updating of relevant policies. A new 2025-2026 tracking system will be prepared.

Accessibility of the QA Manual Online

Another area identified in the evaluation was the need to enhance the format of the QAM. When considering our staff feedback, one respondent noted "*A manual that allowed you to send a link to a direct policy would be more user friendly*". This was echoed by another, who wrote "*I believe it should be broken down into sections for easier access.*" In a similar vein, another alluded to the need to make it more accessible for learners and asked us to consider '*A manual that allowed you to send a link to a direct policy*'. While we now have Lecturer Pre-Semester Conversation(s) with a specific 'conversation' on QA updates, the evaluation that occurred during the ISER signposted that further development of the presentation of the QAM is warranted.

Creation of a QA Hub for Students and Staff

To further enhance the information provision around QA, it would be useful to have a central QA hub with relevant information all in one place for both students and faculty. This is in development. This will contain information about QA policy and procedure information, e.g.:

- The College's QAM
- The Irish grading system
- Mitigating Circumstances
- Deferrals
- Assessment queries
- Academic Integrity and Misconduct
- Getting involved in Governance

The information provided will be tailored to the audience. For example, Academic Integrity information for students will include advice as to how to ensure work is developed honestly and within the rules of the College. It will also provide information about College supports to help students with the pressures of work that can sometimes lead to Academic Misconduct. The Academic Integrity information for faculty will include information about the types and definitions of Academic Misconduct and the procedures for investigation and reporting, including links to College supports and forms.

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1.3 The Documentation of Quality Assurance Policy & Procedure

» Description
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» **Case Study**

1.3 **Case Study**

Development of Online Form for Application for Rechecks, Reviews and Appeals

During training in UDL through a Digital Badge, our QA Lead evaluated that the current procedure for students applying for a recheck, review or appeal was at odds with UDL principles. This was a perfect opportunity to enhance the procedures learners use as part of this policy.

Strategy	Policy	Practice

• **Institutional Strategy:**
  » Strategic Priority 1.2
  » Strategic Priority 1.3
  » Strategic Priority 1.6
 	
This development focused on priorities around inclusivity, UDL, Student Success and Student Induction. Student partnership was also evident as learners' input was sought on the form.
	» **CCTP509:** Recheck, Review & Appeal
	» **CCTP603:** Induction of New Learners
	» **CCTP902:** General Student Services, Pastoral, Disability, & International Learner Supports
		• The old paper-based process for applications was abolished, and a new online form was proposed.
		• The redesign proposal was brought to the QEC and QEC members contributed to the development of the form.
		• Student input on the usability of the form was sought and acted upon.
		• A final agreed draft of the form was brought back to the QEC who ratified the change in procedure and reported on the same to the AC.
		• The revised draft was approved by AC.
		• The change in process was then updated across College platforms (i.e. Library hub, Moodle etc.).
		• The new procedure has been in use since June 2025.

Objective 1
Governance and Management of Quality

1.4 Staff Recruitment, Management and Development

» **Description**
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

1.4 Staff Recruitment, Management and Development

1.4 Description

Recruitment:

Staff recruitment is governed by **CCTP801: Recruitment, Selection and Probation**. The employees responsible for this policy are the College President and the Dean of Academic Affairs. As detailed in our Institutional Profile, CCT has generally maintained a positive staff retention rate, with many staff employed for multiple years (46% employed between 6-21 years). When a new role is required, or a current role needs to be filled, we follow our policies in terms of recruitment.

Onboarding:

When a new employee commences, we follow our probation procedures, which involve a structured plan and ongoing review. Our Staff Onboarding and Induction Programme spans three stages / phases: Pre-Induction, Induction (generally first four weeks of employment) and Post-Induction. We aim for bi-annual performance appraisal review meets thereafter, but all staff know that they can access the senior officer and employer (College President) at any appointed time or in emergencies to discuss any issues or clarifications required. We place a strong emphasis on onboarding and utilise both formal and informal mechanisms to support new staff in acclimating to the culture and functions of the organisation.

Work life Balance

The development of people is central to all current strategic documents at CCT. In our Institutional Strategy, Strategic Priority 4 contains several strategic objectives related to the management and development of staff. For instance, Strategic Priority 4.4 aims to Cultivate an attractive workplace for staff by further investing in their personal and professional development, and by maintaining a vibrant and supportive environment with a four-day working week along with other unique initiatives outside of the norm in Ireland. Since 2006, all full-time staff at CCT have been and are employed on a four-day / 32-hour week. This entails a reduction in working hours but maintaining sectoral benchmarked salaries over a typical five-day working week and with annual leave of at least 25 days per year (not including public holidays) which is generally 5 days more than Irish statutory annual leave entitlement. In a modern world, employees seek greater flexibility in terms of their working conditions. This is facilitated at CCT via a blend of onsite, remote working and hybrid working sustainable strategies as appropriate to a given role. Flexibility is also offered in terms of start and finish times for staff.

Staff Development:

The College takes a proactive approach to professional development, circulating a monthly professional development bulletin of events of interest, retaining a professional development register, providing time and financial support for staff wanting to complete additional qualifications or attend conferences and events, and arranging in-house development events to facilitate ease of engagement.

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1.4 Staff Recruitment, Management and Development

» **Description**
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

We have a range of activities and development initiatives:

Initiative	Description
CTL Conversation & Playground Series	• We have a dedicated Centre for Teaching and Learning, led by our Dean of Teaching & Learning. • The CTL conversation series and playground series promotes student engagement and partnership at every level and has been an excellent developmental space for faculty in particular
CCT Staff Training Plan	• The CTL delivers a twice-yearly lecturer induction seminar. • The ELT identifies whole college training requirements (i.e. GDPR, Cybersecurity, Health & Safety) and the College contracts in expertise to deliver same on an annual basis where possible.
Support for External Training	• CCT has always considered full funding for external education and training opportunities for staff, particularly where it is somewhat related to roles. For example, at the time of writing in late 2025, the College is fully funding 15% of its staff on Masters and PhD level education. • In the past 2 years, CCT has facilitated paid time off for staff members to undertake training relevant to their roles such as completion of Digital Badges etc.
Collaborative Research Initiatives	• The research strategy has a strategic objective for at least 2 collaborative research projects between 2024-2027. We are currently working on a study in the use of GenAI in teaching at CCT • In 2025 we redeveloped a staff research register to track staff research
Conferences	• A strategic goal is to have two CCT Conferences between 2024-2027. This allows staff to a) develop their conference organisational skills and b) present their research. • CCT will support staff attending relevant conferences where a need has been identified and it relates to their role.
Internal Development	• Academic staff are provided with opportunities to develop additional competencies i.e., participation in governance boards etc.
External Engagement	• Staff can engage with external bodies such as QQI, HEA, National Forum and develop additional skills and knowledge in this way. They are fully supported with time off work to engage in such initiatives.

Objective 1
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1.4 Staff Recruitment, Management and Development
» Description
» **Evaluation**
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

1.4 Evaluation

A range of training takes place regularly at CCT. Specific training areas are collaboratively identified, and training is arranged that covers these needs. For example, during the 2024-2025 academic term, all staff, administrative and academic, were enrolled in Cybersecurity Training essentials, GDPR Training and Health & Safety Training. Cognisant of the busyness of our team's working life, these training opportunities were offered online in an asynchronous manner. Completion rates were as follows:

Staff Training Completion rates

Cybersecurity	92%
GDPR	89%
Health & Safety	89%

In addition, several academic staff completed the National Forum Badge on UDL in the Classroom, whereas administrative staff undertook the UDL Beyond the Classroom version. Our Dean of Faculty took this one step further, undertaking the facilitators badge, with plans to roll this out to more staff in the coming year. Likewise, during the current year, 9 staff members have commenced/completed the GenAI digital badge, with plans to embed this badge in our VLE so that all academic staff can complete it over the coming year.

Staff Perceptions of Wellbeing, Retention and Development

As part of the CINNTE review process, the QA office surveyed full-time staff to ascertain how they perceived the college in terms of wellbeing, retention and development.

CCT & Work-life Balance:

Staff were surveyed about the four-day week and its impact on work-life balance. 88% (n=21) strongly agreed that it afforded them a greater work-life balance. 8% (n=2) neither agreed nor disagreed and 4% (n=1) strongly disagreed. As a four-day week is a benefit not afforded to most Irish workplaces, and therefore may serve as a retention strategy, staff were asked to rate how difficult it would be for them to revert to a five-day week. 33% (n=8) indicated it would be very difficult, 38% (n=9) indicated it would be difficult. A further 13% (n=3) suggested it would be neither difficult nor easy for them, 4% (n=1) selected 'Easy' and 13% (n=3) indicated it would be very easy. This suggests that for more than 70% of full-time staff, the four-day week is a key benefit. More than 90% of surveyed staff also noted that the culture at CCT allows flexibility in terms of remote working and/or flexible working times.

1.4 Staff Recruitment, Management and Development

» Description
» **Evaluation**
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

CCT & Opportunities for CPD:

Staff were asked to indicate to what degree they agreed that they had experienced opportunities for continuing professional development training. 63% (n=15) strongly agreed that they had, 25% (n=6) agreed that they had one respondent neither agreed nor disagreed, disagreed or strongly disagreed. What was interesting about this finding is that while 12% (n=3) indicated that they were neutral or in fact had not had the opportunity to engage in CPD, in the subsequent question, which asked staff to be specific about the type of CPD they'd had the opportunity to attend, only one said they had not had any. Furthermore, all staff who were sent the survey had been enrolled in the Cybersecurity, GDPR and Health & Safety Training courses, though a small minority are still due to complete it. 24 staff commented on the types of CPD they'd received at CCT College. Multiple respondents identified the CCT provided training on GDPR, Cybersecurity and Health & Safety and myriad respondents also referred to the National Forum Open Courses Digital Badges that have always been promoted at CCT College. Other staff indicated that attendance at Conferences and Networking events had been facilitated, which allowed them to develop points of contact and increase their knowledge in the sector.

Staff Perceptions of CTL Professional Development Activities

In August 2025, our Dean of Teaching and Learning surveyed faculty to see if the activities of the CTL could be improved to secure greater engagement for the following year. There was an equal number of responses from both full- and part-time employees. All lecturers cited time constraints and workload as challenges to professional development. However, there are some differences in the frequency and type of challenges mentioned. Full-time lecturers most frequently reported time constraints (3 mentions) and no barriers (3 mentions), indicating a mixed response within this group. Part-time lecturers overwhelmingly cited time constraints as the primary challenge, with 6 mentions. This suggests part-time lecturers may face more significant time-related challenges. Others noted that there may be greater engagement with more convenient scheduling times e.g. during break weeks (January), reading weeks or early September. However, many said the scheduling is generally convenient. This is difficult to get right, as there is no one-size-fits-all. There was a mix of feedback regarding duration, with many preferring the short (45 min - 1 hour) session, and others 0.5 day long.

The identified topics for future professional development included technology in teaching (n=1), and student engagement (n=8), and curriculum design (n=6). Additionally, faculty requested resources from the CTL, including examples of effective teaching practices from other institutions, online training, and support for collaborative pedagogy research. Specific training requests included AI assessment strategies and workshops on supporting international students, particularly focusing on psychological and cultural considerations.

Objective 1
Governance and Management of Quality

1.4 Staff Recruitment, Management and Development
» Description
» **Evaluation**
» **Effective practice(s) identified**
» Areas for potential enhancement identified
» Case Study

The feedback on the Lecturers' Handbook revealed several improvement areas: staff need better notification about changes, new lecturers require additional support in using the available resource, and CCT staff profiles should be more prominent. However, the handbook received positive feedback for being easily accessible through Moodle, well-organized, searchable, and user-friendly, with many respondents satisfied with its current state.

The most challenging teaching, learning, and assessment issues identified were AI and assessment concerns, particularly students' uncritical use of AI tools and the difficulty of creating AI-resistant evaluations for large groups. Other major challenges included low student engagement (due to external work commitments), heavy assessment workloads for part-time students, difficulties with group work management, and students lacking fundamental academic writing skills, like proper formatting and referencing. Finally, the CTL received positive feedback, with respondents calling it a "brilliant resource", acknowledging the "great work" being done, and praising its regular workshops for sharing teaching strategies. However, additional needs identified included more training for new lecturers, practical workshops focused on AI assessment management and online student engagement.

1.4 Effective Practice(s) Identified

4-Day Working Week:

Full-time staff at CCT work a four-day week. A decision to adopt a four-day week was taken in 2006 as a means of promoting staff wellbeing and a healthy work-life balance. Early research into a 4-day week finds it improves staff well-being and satisfaction[1]. Research in an Irish context[2] mirrored this, finding:

> ...a significant increase in physical and mental health, life and relationship satisfaction, and work-family balance. Conversely, stress, burnout, fatigue and work-family conflict significantly declined. Levels of sleep deprivation have also fallen dramatically."

Importantly, in this Irish pilot, there were no negative impacts on productivity; in fact, some employers noted improved productivity once the 4-day week was introduced. At CCT, staff select their preferred day off during the week. This is managed collaboratively so that all working days are adequately covered, and to ensure continuity of business. Meetings are managed efficiently, and collaborative working processes and systems are utilised to ensure adequate handover of information on staff days off. Staff view the four-day week as a key benefit in terms of working in CCT. Numerous team members reflected on the impact it has on their work-life balance:

> A four-day week gives me more time to go to the gym, rest and handle personal tasks without rushing. It helps reduce stress, improves my focus during the four working days and creates a better balance between my job and my personal life.

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1 Abrams, Z. (2025). The rise of the 4-day workweek. Monitor on Psychology. 56(1), p.26
2 Kelly et al. (2022) "The Four Day Week: Assessing global trials of reduced work time with no reduction in pay: Evidence from Ireland" University College Dublin, Press.

Objective 1
Governance and Management of Quality

1.4 Staff Recruitment, Management and Development

» Description
» Evaluation
» **Effective practice(s) identified**
» Areas for potential enhancement identified
» Case Study

> " ...... I am no longer exhausted by Friday as I used to be when I worked five days straight. I am actually more productive overall, and the change has boosted my morale and my energy.

> " ...... It is an amazing benefit to working at CCT College. I get to spend more time with my son or doing every day non-work-related tasks so that I can use the weekend for leisure and relaxation.

This suggests that the four-day week not only benefits staff well-being and work-life balance but also serves as a useful tool in terms of retention of staff.

Development of Centre for Teaching & Learning:

A key staff development initiative at CCT the creation and implementation of our CTL. While we have always encouraged our staff to engage in knowledge and skill acquisition related to pedagogical matters, having a dedicated unit to support their development has facilitated a unified approach to teaching and learning. This has enabled ongoing training and development via initiatives such as our Conversation Series, or our Playground Series, but it has also greatly enhanced the faculty's approach to assessment through the creation and utilisation of standardised rubrics and assessment briefs. Furthermore, the CTL has supported the team in developing a systematic approach to programme design and development.

Organisational Culture:

A key strength in terms of the recruitment, development and retention of staff is the organisational culture. Teamwork and collegiality emerged as one of the strongest themes, with multiple staff reflecting on this:

> " ...... The sense of family and being close to everyone plus the extra day off does help a lot."

> " ...... The welcoming atmosphere and the genuine sense of collegiality and mutual respect."

> " ...... We have a highly knowledgeable team who you can rely on to support you when needed and a wonderful all for one, one for all team spirit."

> " ...... It's a very supportive and collaborative organisation. The team are fantastic."

Likewise, the work itself, and the students came up as another central theme regarding what staff liked most about working in CCT:

> " ...... The feeling that you are making a difference to people's lives and future prospects."

> " ...... The interactions with students - helping them to achieve their goals."

> " ...... Trust and dedication to teaching to CCT students."

Objective 1
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1.4 Staff Recruitment, Management and Development
» Description
» Evaluation
» **Effective practice(s) identified**
» Areas for potential enhancement identified
» Case Study

Acceptance and diversity were mentioned by a number of staff, with one respondent noting:

> What I like most about the organisational culture at CCT is the team I work with. The staff are friendly and helpful with no discrimination toward anyone. It is a genuinely diverse and inclusive environment."

This sense of acceptance was echoed by another staff member who shared "I feel I can be myself, I can speak honestly and the culture is informal and I like that." This was further reinforced by another response, which stated:

> I feel valued as a professional at CCT and have never experienced any discrimination for being a foreigner. I feel fully accepted by the team and truly feel like a complete part of CCT."

Likewise, accessibility and support from senior management emerged as a key strength of the organisational culture.

> I have worked in a number of other organisations where there was internal politics, I don't find any of that here and every single employee has direct access to the president

> The open-door policy that exists throughout the team"

> Easy to speak with management."

The sense of team working and collaboration was once again strong in the responses to this question, with myriad responses referring to the 'Open, honest and supportive nature of the staff." Another staff member reinforced this, describing the culture as "Friendly, respectful, helpful, convivial. Everyone 'mucks' in."

Staff at CCT appear to feel valued as employees. Positive recognition was mentioned by multiple respondents:

> If you do your job well and help out when needed example if we're down staff etc, that always gets noticed which is good."

> Another small thing but I think it demonstrates the culture is that we each get a personal message from the president with your payslip each month"

> Likewise, the sense of support and flexibility experienced or witnessed by staff, especially in times of difficulty, helps them to feel valued as employees.

> Staff supports are excellent and I know of colleagues who for various reasons experienced personal issues when the college and the president showed great understanding. People are valued as individuals are there is recognition that we all experience issues at some times in our lives."

Objective 1
Governance and Management of Quality

1.4 Staff Recruitment, Management and Development
» Description
» Evaluation
» Effective practice(s) identified
» **Areas for potential enhancement identified**
» Case Study

1.4 Areas for Potential Enhancement Identified

Review and Line Management

A key strategic objective for the current institutional strategy is Strategic Objective is 4.5 which states that we aim to Improve on delivery of periodical staff appraisals and regular feedback reviews for professional enhancement. One area identified for potential enhancement relates to the enhancement of probation review and performance review of line management of staff. The ELT has identified the need to continue with the successful more formalised appraisal process but ensure it is at least bi-annual and annual where possible, which will assist in the standardisation of line management.

Formalisation of our Teaching & Learning Programme:

Academic staff training and development has been a key priority and, as evidenced by our current strategy documents, continues to be so. While we have ongoing professional development for staff in the form of the Conversation Series and Playground Series delivered through the CTL, one potential enhancement we are considering is the development of a Special Purpose Award in the form of a Certificate in Teaching & Learning in Higher Education. This would enable standardisation of the level of pedagogical knowledge across the faculties.

Further Training for Non-Academic Staff:

Feedback from non-academic staff suggests that there is further room to develop our training plans for non-academic staff. While we have a college wide training plan, and all staff academic and non-academic, have been enrolled in GDPR, Cybersecurity and Health & Safety Training, there is scope to develop department specific training plans. So, for example, the Admissions Team have recently enrolled, as a collective, in the RPL digital badge, which is targeted training towards admissions.

1.4 Staff Recruitment, Management and Development

» Description
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» **Case Study**

1.4 Case Study

Staff Training in Cybersecurity, GDPR & Health & Safety

As detailed in objective 1.4, CCT enrolled staff in online training for Cybersecurity, GDPR and Health & Safety. An initial 37 staff members enrolled in 2024, and their progress was tracked with reminders sent. This resulted in high completion, although some staff s did not complete all three licences. With staff changes plus growth in the team, we evaluated in 2025, and to ensure consistency of knowledge, skills and competencies, additional training licences were required to ensure that new staff obtained the training. The College purchased additional licences, meaning 42 licences were then available (for new staff, staff who had not and some additional spaces for staff who may join in the coming year).

Strategy	Policy	Practice

• **Institutional Strategy:**
   » Strategic Priority 4.2
   » Strategic Priority 4.4
 	
The overarching priority outcome under Strategic Priority 4 requires us to evidence, by 2027, Demonstrable investment in training and development. Along with other training and development initiatives in the college, this whole college offering ensures that all staff have received necessary training in these areas.
	• **CCTP802:** Induction of New Staff
	• **CCTP805:** Scholarship, Professional Development, Innovation and Research
	• **CCTP1002:** Data Protection Policy
	• **CCTP1003:** Data Access Request Policy
	• **CCTP1005:** Information Management Policy
		• In 2024, the College identified a need to upskill in the areas of Cybersecurity, GDPR and Health & Safety.
		• Research into available training occurred and Legal Island were identified as an appropriate provider of training.
		• An initial 37 staff members were enrolled, with the QA office managing the monitoring of progression.
		• A review took place in early 2025, and those who were not yet completed were followed up with.
		• Completion and non-completion data was collated in September 2025, one year after the initial enrolment.
		• Analysis of current staff vs. staff who completed the Legal Island Training occurred in October 2025, and a need for additional licences was identified. Said licences were purchased.
		• New licences were allocated to new staff members in November 2025 and an updated tracking system for completion was set up by the QA Office.

Objective 1
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1.5 Programme Development, Approval
and Submission for Validation
» **Description**
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

1.5 Programme Development, Approval and Submission for Validation

1.5 Description

The QA Office coordinates and, in collaboration with academic and administrative stakeholders, manages the programme development and approval process of the College's externally accredited programmes.

This requires the preparing of documentation to ensure that programmes comply with QQI's accreditation requirements for the following processes:

- **CCTP402: Programme Review and Revalidation Policy**
- **CCTP401: Validation Policy with Procedures for Managing Devolution of Responsibility**

In CCT, once a programme certificate of validation is received the details are entered onto the programme database retained by the QA Office, including the date of last intake. Except where QQI or CCT has determined an early programme review is required, the QA Office will notify the Dean of Academic Affairs, Dean of Faculty and Programme Leader of the imminent last validated date of intake, triggering the commencement of a programme review.

For new programmes, the College has Devolved Responsibility for the arrangement of the Independent Evaluation Review and Reports. At CCT, programme design and development is a multi-step collaborative process. Any proposed new programme will be considered by the two main decision-making bodies of the college; the Executive Leadership Team (ELT) and the AC (AC). At this stage, ELT will consider the proposal in terms of its consonance with the strategic plan, its suitability and feasibility as detailed in CCTP401. The AC will consider it in terms of any academic or regulatory matters. These ELT and AC reviews assist the college in determining:

- The rationale for the development of the programme
- Delivery modes and locations
- How it fits with CCT's Strategy and Mission
- Potential market demand for the programme
- Financial feasibility including resource implications
- Proposed structure, content, teaching and learning and assessment strategies

The QA Office creates a shared folder on Google Drive for each programme team undertaking a (re)validation process. All templates, process documents and support materials are shared with the programme team(s) and a meeting is held to introduce the documentation, timelines and requirements.

1.5 Programme Development, Approval and Submission for Validation

» **Description**
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

Programme Development and Approval

Where the programme development is following the review of a currently validated programme and the intention is to seek revalidation, the programme team that delivers the current programme, along with the existing programme leader, will undertake the development, under the guidance of the Dean of Faculty. Additional subject matter expertise may also be assigned to the team to reflect findings from the review. Where the programme concerned is a new subject area for CCT, the College may opt to appoint a Programme Advisory Group composed of subject and industry experts. The Programme Advisory Group will guide and advise the development team as appropriate. For programmes that will be seeking validation from QQI the timeframe will be developed based upon the intended start date of the programme and tracked back from the target QQI Programme and Awards Executive Committee (PAEC) meeting. Once the timeline is agreed, the Dean of Academic Affairs will notify QQI of the expected application date.

The Dean of Faculty will work closely with the development team to devise a suitable curriculum considering:

- Level on the NFQ
- Award standards (as applicable)
- The intended teaching and learning strategy
- Assessment methods and regulations
- Programme structure and, where applicable, ECTS credit allocations

Comparisons with similar provision in Ireland and elsewhere will be carried out.

The Dean of Faculty will also liaise with Departmental Heads to agree appropriate arrangements for:

- Protection for Enrolled learners (where applicable)
- Development of marketing materials
- Entry requirements and admissions
- Learner registration and induction
- Learner support
- Assessment scheduling

In the case of programmes leading to QQI awards, the Dean of Faculty, in collaboration with the Dean of Teaching and Learning, takes responsibility for the completion of the programme validation document and compilation of all supporting documentation. These are then submitted to the Dean of Academic Affairs who will plan for review and, in respect of programmes being submitted for validation from QQI, independent evaluation against the core validation criteria. The Dean of Academic Affairs arranges for AC to recommend the application proceeds. The College President is notified and the letter requesting validation is signed, authorising the Dean of Academic Affairs to submit to QQI.

Objective 1
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1.5 Programme Development, Approval
and Submission for Validation
» **Description**
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

Programme Validation under Devolved Responsibility

The QA Office, in co-operation with the Dean of Faculty and Programme Development team, will prepare nominations for members of the independent evaluation panel which are subject to approval by the ELT and the AC. Once approved, the Dean of Academic Affairs will put forward the nominations to QQI. A proposed panel typically comprises:

- Chair
- Secretary or report writer
- Normally a minimum of two academics
- An industry representative
- A learner representative – normally secured through NStEP.

For programmes evaluated by Desk Review, a proposed panel typically comprises:

- A chair, who may also have responsibility for writing the report.
- A minimum of two subject matter experts

Conflicts of interest will be declared through the panel member completing a declaration document provided by QQI.

An application to QQI requires the following documentation to be complete:

- The programme validation document and appendices,
- The completed independent evaluation against the validation criteria,
- A letter from the College President requesting validation,
- Evidence of arrangements for PEL,
- The completed validation fee cover note to QQI
- Any additional or specific QA arrangements, if applicable
- The proposed panel and validation timeline (for devolved responsibility applications only)

In all cases the application will be submitted to QQI using the process required by QQI. The panel are provided with the validation documents and will comprise of:

- QQI Policies and relevant standards
- The QQI validation report template
- CCT QAM
- The agreed agenda for the panel evaluation
- The validation application, as submitted to QQI.

The primary purpose of the panel evaluation to fully evaluate the programme against the validation criteria to make a recommendation to QQI. The panel will engage in discussion with CCT management, staff and stakeholders, as applicable to enable the panel to review the learning environment, investigate the application of QA arrangements, and understand the proposed programme while assessing the suitability and fitness of purpose of resources and facilities. A draft panel report is issued, and the College will be given the opportunity to revise on matters of factual inaccuracy. QQI will liaise with the Panel with a view to securing confirmation of the panel's recommendation for validation. When the panel chair confirms satisfaction of the validation criteria to support a recommendation to validate the programme(s), QQI will notify the Dean of Academic Affairs of this. QQI will then make arrangements for progressing the application through QQI's processes with final consideration by the PAEC.

Objective 1
Governance and Management of Quality

1.5 Programme Development, Approval and Submission for Validation

» Description
» **Evaluation**
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

1.5 Evaluation

In tandem with the CINNTE Review, the College was simultaneously engaged in several review and revalidations, including revalidation of two Level 8 Degrees in 2024-2025 and review and revalidation of an MSc programme in 2025-2026 . This enabled us to consult with faculty in a reflective process as we undertook the revalidation process. We utilise a few different methods to capture the inputs from faculty who had participated in these revalidation events including a Mentimeter Poll, email poll and short in person Q&As with faculty in the QA office. All three methods focused on two core questions. Firstly, faculty were invited to comment on what they found most helpful about how CCT approaches programme development. The first theme that emerged related to how collaborative the process of Programme Development is at CCT College. This collaboration was initially described as being at faculty level:

> It is the most collaborative approach I've seen. The workshop style means those who are teaching the programme have real ownership of it. It also means that every programme has the same approach used."

Moreover, there was also commentary about the collaboration between faculty and other staff involved in programme development:

> The team working approach between Dean of Teaching & Learning, QA Office and Faculty Team is very helpful."

A secondary theme of support and tracking also emerged from this evaluation. One participant noted that a helpful aspect of programme development was the *"ease of access to support"*. And another noted that the support from QA was particularly useful:

> It's very organized. We have master documents, with links. The tracking system used by QA helps me stay on track in terms of what I need to. The workshops allow us to talk, but they stay focused.

In the past 2 years, in line with our utilisation of Blended Learning for many programmes, the College has adopted a more formal approach to programme design, and programmes are developed using the ABC Approach. Utilising the six learning activity types proposed by Laurillard (2012), this approach offers an efficient and effective way for programme teams to collaborate on the design or redesign of modules or programmes. Therefore, as part of our evaluation, we also asked faculty to consider what has been the benefit of adopting the ABC approach to programme design at CCT College. The main theme that emerged from this question related to ensuring that all methods of learning were included in the design, with one faculty member noting it was *"an approach that covers all six methods of learning that are essential to learning"*. This was echoed by another lecturer who commented that it was a *"practical checklist to ensure an appropriate mix of learning and assessment methods."* Another faculty member described how the ABC workshop sense checked their work, and helped them ensure that all aspects were covered:

> For example, in a recent workshop, I noticed that I didn't have 'collaboration' anywhere, so it helped me to consider how I can bring it in now.

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1.5 Programme Development, Approval and Submission for Validation

» Description
» **Evaluation**
» **Effective practice(s) identified**
» Areas for potential enhancement identified
» Case Study

The confidence it gave faculty in their programme design also emerged as a theme from this faculty research, with one lecturer describing it as: "*...a useful framework that is well respected and researched, so I have confidence in using it to design my TLA.*" Likewise, another commented on its use *"as a standard approach that affords benchmarking against other providers and programmes"*.

From an evaluative perspective, perhaps the strongest indicator of how well we function in terms of programme development, approval and submission for validation is our approval for Devolution of Responsibility (DR) for the arrangement of the Independent Evaluation Reports. With regard to Programme Development, we consider this to be an area of significant strength in the college, as evidenced by QQI's approval of our application for Devolution of Responsibility (DR). Notably, in order to obtain DR:

> " QQI must be confident that the provider is competent, resourced and sufficiently trustworthy and reliable to manage such a process objectively and that it has the new programme development throughput to justify the establishment of the necessary procedures (QQI 2018).

Since our original engagement with HETAC and our subsequent reengagement with QQI, CCT has undertaken approximately 30 successful validations and/or revalidations. We have never once engaged with a panel that has not ultimately recommended validation/revalidation. Our programme review process allows us to systematically review our programmes and the peer review process enables a deeper review. In the past 12 months, we have further enhanced this by including qualitative interviews with graduates, who have had full visibility of the programme and its impact on their lives and careers. This demonstrates that we have developed, and continue to develop, an expertise in programme design, development and validation.

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1.5 Programme Development, Approval and Submission for Validation
» Description
» Evaluation
» **Effective practice(s) identified**
» **Areas for potential enhancement identified**
» Case Study

1.5 Effective Practice(s) Identified:

Collaborative Team Engagement:

- The collaborative nature of our programme development process has been identified as an effective practice at the College. Faculty describe feeling a sense of ownership over the final submitted programme, as they have been involved in all stages and aspects of its development.

- The manner in which we develop programmes offers the faculty the opportunity to work in partnership with non-teaching colleagues in the development of each programme. Our process involves input from all departments, from admissions to library to certification, so the development process is one which adds to strength of the academic community.

- The iterative workshop approach fosters creativity and criticality in the programme development process and allows for problem solving to be utilised to a fuller degree.

Governance:

- Programme design, development, approval and validation is underpinned by strong governance, with involvement from both academic and corporate governance bodies to ensure quality, feasibility and adherence to the College strategy.

- There are identified points of review and sign off, with externality offered by the Chair of the AC, which ensures adherence to our own policies and procedures, and offers input and objectivity from those who may not be directly involved in the programme development workshops.

- All programme development, be it new or existing programmes, require benchmarking against industry standards and comparable programmes.

Project Management

- Utilisation of our Validation Project Management Toolkit ensures that there is always a systematic approach to programme review and development.

- The use of structured workshops, with agreed agendas and planning tools enables the team to focus and ensures that all aspects of the validation criteria are effectively addressed in the programme documentation.

- The QA office lead out on the planning, tracking and timetabling of all validation activity, and will schedule ongoing reviews, check-ins and writing Worksop times.

- Each validation/revalidation event involves the setup of a dedicated digital working space, which is pre-populated with all templates, guidance documents and tracking tools.

Growing Expertise in Programme Development and Design:

- The College is proud to have its own dedicated Centre for Teaching and Learning, led by our Dean of Teaching & Learning. In addition, we have numerous faculty and staff colleagues who hold pedagogical qualifications as well as subject matter awards. This has facilitated a growing expertise in programme design and development across the College, through focused professional development training which includes a focus on programme design and development.

- Relevant staff are released to participate as panel members in QQI validation and revalidation events for other providers. CCT staff frequently undertake roles of Chair, Report Writer and Subject Matter Expert on such external panels, which further deepens and strengthens staff members knowledge, skills and competencies in assessing what makes a programme effective.

Objective 1
Governance and Management of Quality

1.5 Programme Development, Approval and Submission for Validation

» Description
» Evaluation
» Effective practice(s) identified
» **Areas for potential enhancement identified**
» Case Study

1.5 Areas for Potential Enhancement Identified:

Data Relevant to Programme Development

- Enhancing and improving our data collation and analysis and conducting such processes in a more systemic manner will facilitate greater efficiency. This will also allow us to ensure that all stakeholder feedback is available for programme teams during the earlier stages of the review and development processes.

- All programme design and development is underpinned by effective stakeholder feedback. As the college has grown, the data management systems previously used were highly manualised. In order to adapt to the growth and development at the college, we have begun the process of implementing a new student management system to support effective data processing, management and retention.

Industry Engagement in Programme Design and Development

- As outlined elsewhere in this document, we have a strong Industry Engagement Forum (IEF) drawn from professional networks in IT and Computing; however, further work is needed to develop a wider pool of members drawn from the Business sector.

- While we endeavour to always have stakeholder feedback from our IEF as part of our programme review and programme development process, this feedback often comes in the form of completed surveys or questionnaires. It would be very useful to have a member of the IEF participate in the programme development workshops to ensure we are addressing as many real-world industry issues as possible in the design and development of our programmes.
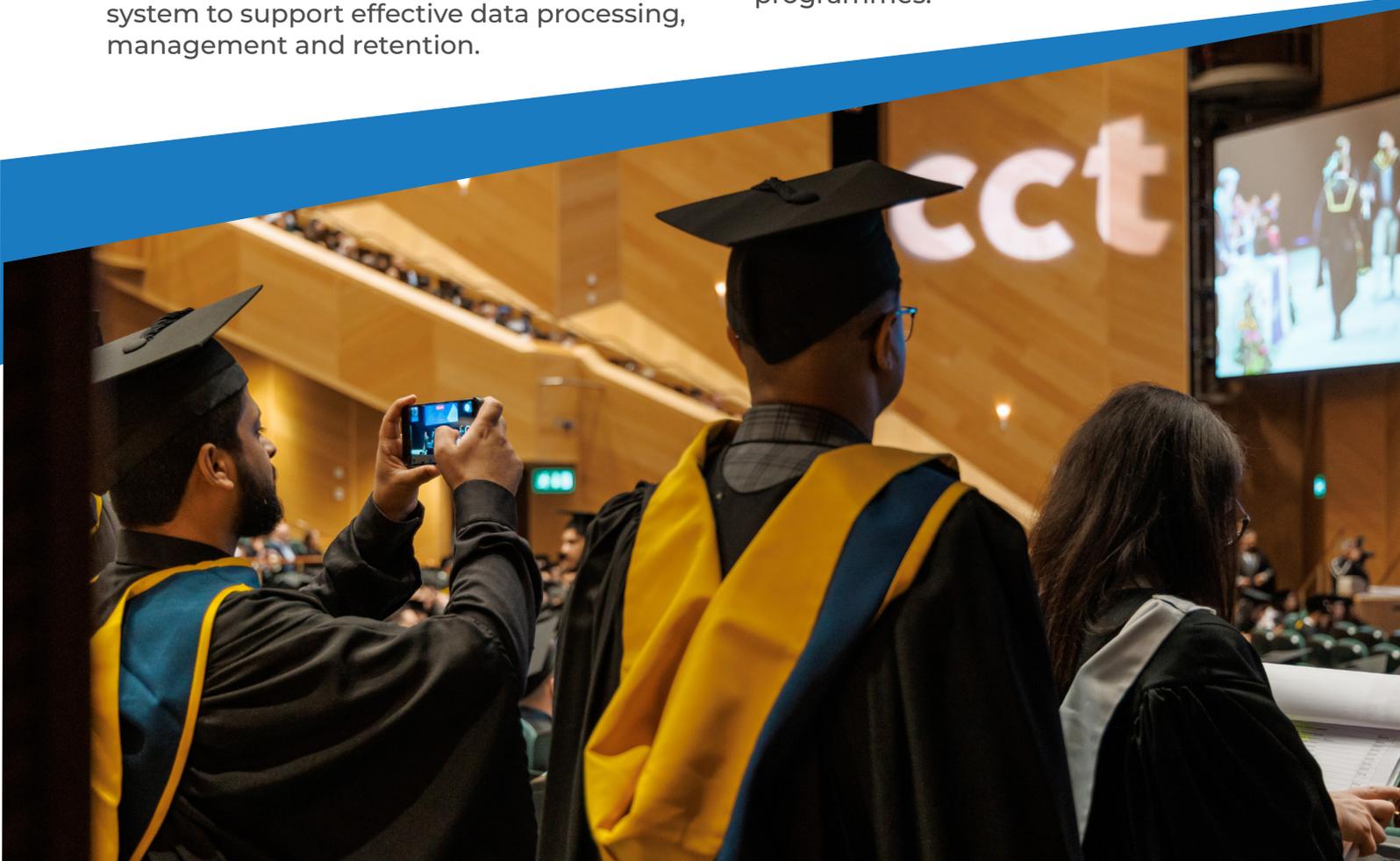
1.5 Case Study:

Programme Design Workshop Case Study

The following details the process used during the recent preparation for Programme Review and Revalidation of our MSc in Data Analytics. It highlights collaborative practice in terms of programme design and development at CCT College. The table details the alignment between institutional strategy, policy and practice in the College.

Strategy	Practice
Institutional Strategy: • Strategic Priority 3: Overarching Priority Outcome: "Continuing to engage in enhancement focused programme validation and revalidation of our QQI programmes" • Strategic Priority 3.2	1. **Initial Programme Analysis:** Each programme leader collaborates with the programme team to conduct a SWOT analysis. This analysis is conducted remotely and informed by annual programme reports, which incorporate feedback from students, industry partners, and external examiners. 2. **Programme Design Workshop:** The team convenes for a half-day in-person workshop to translate the SWOT analysis findings into programme redesign. The workshop encompasses: » Review and finalisation of the draft programme schedule » Development and design of Minimum Intended Programme Learning Outcomes (MIPLOs), informed by relevant QQI Award Standards to ensure alignment and compliance » Discussion and consensus-building regarding the overarching programme assessment strategy, which subsequently informs phases 3 and 4 » Assignment of module writing teams, comprising a lead academic and a supporting lecturer for each module 3. **Module Design Phase:** Module writing teams work asynchronously to design individual modules, utilising the CCT Module Design Handbook as a guiding framework.
Policy • **CCTP402:** Programme Review and Revalidation Policy • **CCTP401:** Validation Policy with Procedures for Managing Devolution of Responsibility.	4. **Module Descriptor Workshop:** A subsequent half-day workshop, typically delivered in hybrid format, provides a supported environment for module teams to complete module descriptors. The Dean of Academic Affairs, Dean of Faculty, and Dean of Teaching and Learning facilitate the workshop, offering guidance and input as required. 5. **Module Descriptor Review and Approval:** The three Deans involved in phase 4 provide individual written feedback on each module descriptor within approximately one week. Concurrently, the librarian reviews and provides input on module reading lists. Module descriptors, including Minimum Module Learning Outcomes (MIMLOs) aligned with MIPLOs, assessment strategies, teaching and learning activities, and reading lists, are finalised and approved. 6. **Programme Teaching Learning and Assessment Strategy (TLA) Development:** The Dean of Teaching and Learning, in consultation with the programme lead(s), develops the programme TLA strategy based on the work completed in previous phases. 7. **Constructive Alignment:** The Dean of Academic Affairs, with input from the Dean of Faculty, Dean of Teaching and Learning, and Programme Leads, ensures constructive alignment of all MIMLOs with each MIPLO. 8. **Process Management:** Throughout this process, the CCT QA Lead maintains responsibility for process management and documentation.

Objective 1
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1.6 Access, Transfer and Progression
» **Description**
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

1.6 Access, Transfer and Progression

1.6 Description

CCT has agreed QA policies and Procedures with QQI regarding Access, Transfer and Progression, including Recognition of Prior Learning. Accurate and effective information provision is central to this process. Key policies underpinning Access, Transfer and Progression include:

- **CCTP601: Access, Transfer and Progression**
- **CCTP602: Recognition of Prior Learning (RP(E)L), Admissions and Exemptions**
- Furthermore, as progression is intrinsically linked with results and examination board outcomes, **Marks and Standards, Assessment and Grading Policy** applies.

These policies set out to ensure that there is a fair and consistent approach to how learners are selected and entered onto any programme at the college.

Access:

Admissions at CCT is led by our Head of Admissions, who is supported by four full time admission administrators. We also have two full-time staff members who are responsible for admissions under the government Springboard and HCI schemes. CCT is committed to providing current and prospective learners with all the information necessary to allow them to make informed decisions regarding their chosen programme of study. At a minimum, course listings will have the following information:

- The minimum academic standard and those qualifications deemed to satisfy this
- Professional qualifications which may be accepted as an equivalent
- English language entry requirements
- Requirements for entry via RPL or RPEL.

Regarding entry requirements, in the case of international applicants and/or international qualifications, the equivalence of such awards is established utilising NARIC. Any applicant seeking entry onto a CCT programme can avail of a pre-application meeting with a member of the Admissions Team. CCT prides itself on the extensive admissions consultancy service provided to learners from the enquiry stage to successfully registering for a programme. Most full-time applications are made directly to the college. We have a standard application process where applicants apply via our student management system and as required, are interviewed. Each programme has a set number of places allocated, which is detailed in the approved validation document. Numbers will not exceed those approved through the validation process. For direct applicants, places are allocated on a first come basis, with a reserve number held for indicative CAO places. A waiting list will operate where demand exceeds the places available.

Transfer:

Transfer from one programme to another occurs on a case-by-case basis and involves assessment of the skills and competencies required for the transfer. Generally, internal transfers will only occur in the first couple of weeks of a programme and happen when the learner wants to change from one discipline/programme to another and they meet the entry requirements of said programme. For example, a learner who has entered the BSc in Computing may seek to transfer into the BA (Hons) in Business. Transfer from a CCT programme to an alternative institution will be facilitated through the provision of transcripts of results. Academic guidance will also be offered to assist the learner in making an informed decision.

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1.6 Access, Transfer and Progression
» **Description**
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
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Progression:

Progression from one stage to another occurs in the context of our Exam Board policy and procedures. A candidate who has successfully earned all required credits, i.e. passed all the modules in a stage of a multi-stage programme is eligible to progress to the next stage of the programme. In exceptional circumstances, there may be specific prerequisites between modules within the same stage that must be completed before a student can progress to the subsequent stage. In these instances, the requirements must be clearly outlined in the programme schedule. Subject to any special conditions, there are three exceptions to the general requirements in order to progress to the next stage. These are:

- Pass by compensation
- Exemption from part of the programme
- Progression with a Credit Deficit

Recognition of Prior (Experience) Learning (RP(E)L):

As detailed in Policy CCTP602, while the Head of Admissions (or nominee) acts as an RPEL advisor, the Dean of Faculty has responsibility for the operational implementation of RP(E)L. In line with QQI policy, CCT is committed to the recognition of a learner's prior learning in the context of:

- RP(E)L achieved through formal learning (e.g. certified, accredited).
- RP(E)L achieved through non-formal or informal learning (e.g. non-accredited) which can be evidenced.

RP(E)L can apply in any of the three contexts:

- **Admissions Requirements:** to gain entry to stage one of a programme where the standard programme entry requirements have not been met.
- **Advanced Entry:** to gain direct entry to an advanced stage of a programme.

- **Exemptions:** to gain exemptions from a module.

Procedural Matters around RP(E)L:

- The learner must complete the RP(E)L form developed by the College. In this form, the learner must set out their academic and experiential learning relevant to the application.
- The RP(E)L Form responses, along with copies of relevant transcripts and evidentiary documentation, is provided to the Dean of Faculty.
- The Dean of Faculty arranges an interview with the candidate and a subject matter expert, where the veracity of the experiential claims is explored.
- A decision is then forthcoming and communicated to the candidate. The possible outcomes of this process include:
  » **Partially successful -** the outcome of the application along with the limitations of that outcome is communicated, including the reason why part of the application is unsuccessful.
  » **Successful** - the outcome of the application is communicated to the student including any implications such as how their award will be calculated if an exemption is granted during an award stage.
  » **Unsuccessful -** if the application is unsuccessful (e.g. the applicant is not granted an exemption or accepted onto a programme through RPL), any available options or supports will be outlined. The applicant's right of appeal in line with the College's appeal policy will be communicated.

1.6 Access, Transfer and Progression

» **Description**
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

STAGE 1	**Information Provision**	• Applicant is provided with appropriate information about RPL and is signposted to relevant policies and procedures.
STAGE 2	**Indentification, Exploration & Suppprt**	• Applicant is linked in with RPL Advisor and is provided with information to explore RPL application, including what type of RPL may be possible.
STAGE 3A	**Documentation/ Evidence for Formal Learning**	• Applicant submits evidence of prior formal learning (certified documentation) • Mapping occurs against module learning outcomes for modular exemption(s) • Mapping occurs against award standards for RPL related to initial or advance entry
STAGE 3B	**Documentation/ Evidence for Experiential Learning**	• Applicant completes the RPEL Application Form and provides relevant evidence in support of same. This is a vital step in the process and requires learners to self-evaluate against the criteria on the form. This then acts as a discussion point during any admissions interview.
STAGE 4A	**Evaluation of Prior Formal Learning**	• A desk-based review of the evidence provided occurs using resources such as IRQ and NARIC • RPL Advisor confirms subject relevance with Dean of Faculty and Programme Leader
STAGE 4B	**Evaluation of Prior Experiential Learning**	• Evaluation is conducted by an assessment team (RPL Advisor, DoF and Subject Matter Experts) • Desk Based Review is followed by Competency-Based Interview • Assessment is made by the team based on both the Desk Review & Interview
STAGE 5	**Outcome**	• An outcome of Successful, Partially Successful or Unsucessful will be communicated to the learner • The learner has a right to appeal

Objective 1
Governance and Management of Quality

1.6 Access, Transfer and Progression
» Description
» **Evaluation**
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

1.6 Evaluation

We consider that our policies and procedures for Access, Transfer and Progression, including those for RPL, are fair, transparent and fit-for-purpose. We have a dedicated Head of Admissions who manages

the Admissions Office. Moreover, there has been a recent expansion of the admissions team, with an extra full-time admissions administrator appointed in 2025. This department is further supported by two additional team members who manage the Springboard and HCI admissions function as part of their core duties. In addition, we have recently developed a new 'International and Study Abroad Coordinator' role and appointed a new staff member who will commence this role in January 2026, adding an additional dimension to our Admissions Department.

The Admissions Office is in the main office of CCT and operates an open-door policy, ensuring that prospective students can avail of a one-to-one meeting with a member of the team to discuss the course they are interested in, ask any questions they may have about the application process, or indeed student life at CCT.

As the **National RPL in Higher Education Project** notes, "RPL is a critical enabler for lifelong learning", as well as "a driver for workforce development" and a support for "widening participation in the higher-education sector". In reviewing our Access, Transfer and Progression policies and operational procedures, the review team is satisfied that our processes are robust and, at the same time, flexible in terms of the mobility and transferability that they afford to learners.

A new procedure for RPL was piloted in 2024 and applied to subsequent intakes. This involves a structured and systematic process, using a suite of agreed standardised template documents for mapping and tracking each RPL application. CCT works hard to maintain the balance between ensuring that fair and transparent access is available under RP(E)L and ensuring that any learner who enters under RP(E)L exits with the same learning outcomes that a student who completed all elements of the programme would. For instance, in our 2025 intake, across both full-time and part-time programmes:

Category of RPL Application	Total Number of RPL Category Applications	Successful Applications	Unsuccessful Applications
RPEL for Direct Entry F/T	10	8	2
RPEL for Direct Entry P/T	22	12	10
RPL for Advanced Entry F/T	5	5	0
RPL for Advanced Entry P/T	0	0	0
TOTAL	**37**	**25**	**12**

Of the 37 applications received for RPEL Entry to a programme or RPL advanced entry:

» 32 applications were to the Faculty of IT and Computing, and 5 were to the Faculty of Business.

» 22 were for part-time programmes and 15 were applications to full-time programmes.

Objective 1
Governance and Management of Quality

1.6 Access, Transfer and Progression
» Description
» Evaluation
» **Effective practice(s) identified**
» Areas for potential enhancement identified
» Case Study

1.6 Effective Practice(s) Identified:

- The Admissions Office in the college remains agile, with the team expanding in 2025, and an additional resource due to commence in February2026.

- The College employs a dedicated Head of Marketing, whose role is to ensure effective and efficient information provision. This ensures that information on our website is accurate, current and clearly details the access requirements for a given course of study.

- A key strength of the admissions team is the open-door policy we operate. Interested candidates can meet a member of the admissions team well in advance of making any application. Faculty are also available to answer any questions that an admissions officer cannot. This affords prospective applicants with the opportunity to explore the programme requirements, the college culture, and have any queries answered in advance of making an application.

- Regarding Access, Transfer and Progression for International Students, CCT is selective in the agents that it works with. Our Head of Admissions attends ICEF conferences for this purpose, as agents who attend such events have already been vetted by ICEF. We then engage in a further selection process, based on set criteria, before arranging the meetings that will occur at such fairs/conferences. When an agreement is made with a new agent, a specific contract is signed.

- The College continues to successfully apply for Springboard Funding, ensuring that access to CCT programmes is flexible, and that candidates can avail of courses where there are employment opportunities in the economy.

- A key effective practice identified via this review process is the enhancements made to our RPL procedures in 2024. The current process is well documented, systematic and involves multiple points of evaluation. We are now using standardised template documents to track and complete each RPL application that is submitted to the college.

- With Access, Transfer and Progression, there is always a possibility of the College being presented with fraudulent qualifications. While 'offshore' learners are subject to verification by the Visa Office, there is a risk when prospective learners are applying as 'onshore' learners having already obtained a Visa. Likewise, an 'onshore' or EU learner can also engage in academic impropriety, and it is important to have the correct mitigation in place. At CCT, we ensure that we cross-check relevant institution's information, utilise NARIC to check the equivalency of the qualification and conduct an entrance interview where subject knowledge gained can assist in evidencing the veracity of the qualification.

Objective 1
Governance and Management of Quality

1.6 Access, Transfer and Progression
» Description
» Evaluation
» Effective practice(s) identified
» **Areas for potential enhancement identified**
» Case Study

1.6 Areas for Potential Enhancement Identified

- A key area for potential enhancement identified by the review team relates to staff training in RPL. RPL requires engagement with both the admissions department and the academic team so that each RPL application is given due consideration and is managed in accordance with our policies and procedures. With that in mind, the Admissions Department team members have recently enrolled in the National Forum Digital Badge on RPL to ensure that they are well informed and up to date with how RPL operates.

- Another potential area for enhancement relates to improving our tracking of outcomes for those who enter programmes under direct entry and those who enter under any of the RPL categories. The review team considers it would be useful to complete a comparative analysis of outcomes (retention, completion, grade distribution) for those who complete the programme under RPL and those who complete under Direct Entry.

Objective 1
Governance and Management of Quality

1.6 Access, Transfer and Progression
» Description
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» **Case Study**

1.6 Case Study

From Early School Leaving to Higher Education Success – A Case Study of RPEL in Action

Strategy	Policy	Practice

Institutional Strategy:
• Strategic Priority 1.6
• Strategic Priority 2.5
	• **CCTP601:** Access, Transfer & Progression
	• **CCTP602:** Recognition of Prior Learning (RP(E)L), Admissions and Exemptions
		• Applicant completed some secondary education, leaving school early before completing the Irish Leaving Certificate.
		• Entered the workforce at a young age, where they developed deep practical knowledge and leadership skills.
		• Applied to CCT's L7 Diploma in Data Analytics for Business.
		  » Submitted a detailed CV documenting 8+ years of progressive industry experience
		  » Evidence of leadership roles, project management and system experience
		  » Workplace training certificates in leadership, coaching, SAP, change management etc.

Student Applies without Minimum Entry Level → Initial Assessment by Admissions Indicates RPEL may be possible → Dean of Faculty has Initial Meeting with Prospective Learner → Applicant Completes RPEL Self-Reflection Document → RPEL Assessment Interview Occurs between Learner, Dean of Faculty & Faculty Member → Post-Interview Assessment Report Recommeends Admissions

• Student completed the L7 Diploma with high results and progressed into the Level 8 Higher Diploma in Data Analytics for Business. They have expressed a strong desire to subsequently progress to the MSc in Data Analytics.

This demonstrates how Recognition of Prior Experiential Learning can open doors to higher education for individuals with substantial work experience but no formal qualifications, enabling them to formalise their skills, grow academically, and advance their careers.

Objective 1
Governance and Management of Quality

1.7 Integrity & Approval of Learner Results

» **Description**
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

1.7 Integrity & Approval of Learner Results

1.7 Description

Section 5 of our QAM, which is entitled *Student Centred Teaching, Learning and Assessment,* sets out the guidelines, policies and procedures related to the integrity of assessments, grade approval measures and appeals mechanisms. In particular, the following policies apply:

- **Marks and Standards, Assessment and Grading Policy**
- **CCTP502: Repeat Assessments and Examinations**
- **CCTP506: Exam Procedures and Exam Regulations**
- **CCTP507: External Examiner Policy**
- **CCTP508: Academic Integrity and Academic Misconduct Policy**
- **CCTP509: Recheck, Review, Appeal Policy**
- **CCTP512: Board of Examiners**

Design Considerations:

Ensuring the integrity and approval of learner results commences with the design of constructively aligned assessments and assessment rubrics. These are designed by the faculty member involved in teaching a given module, who is supported by the Dean of Teaching and Learning. When designing an assessment strategy for a module, and setting out the assessment requirements for learners, faculty are required to consult with the following key CCT documents:

- CCT Integrity of Assessments for Promoting and Upholding Academic Integrity
- CCT Minimum Expectations for Assessment Design and Academic Integrity
- CCT Etiquette for Using Artificial Intelligence (AI) in Assessment
- CCT Assignment Cover Sheet with use of AI disclaimer
- CCT Assignment Brief Template with use of AI instructions

In addition, lecturers are directed to a range of open-source resources on Academic Integrity, for example:

- DCU Academic Integrity Principles for Assessment Design
- DCU Academic Integrity Checklist
- **ASU Library Guide GenAI**

As per the Minimum Expectations Document, when designing both programme and module level assessment strategies, faculty are asked to consider High, Medium and Low Security assessments, and to ensure an appropriate mix of same. In advance of the commencement of term, or the publication of assessment details for learners, assignments for a given module and programme are sent to the External Examiner for QA approval.

- The lecturer sends their proposed assignment to the Faculty Coordinator.
- The faculty coordinator populates the Assessment Tracker Spreadsheet with the confirmation that the assignment has been drafted and then sends the proposed assignment to the External Examiner.
- The External Examiner then provides feedback on the proposed assignment, and this is then sent individually to the lecturer for each module.

This means that each proposed module assessment is reviewed by:

a. The lecturer who designed it,

b. The Dean of Teaching & Learning and

c. The External Examiner for a particular programme.

Assignments are only published on student-facing systems once all checks have been completed.

Objective 1
Governance and Management of Quality

1.7 Integrity & Approval of Learner Results
» **Description**
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

Integrity Considerations

When a learner uploads their assignment on Moodle it will be submitted via Copyleaks and checked for any evidence that the work may have been plagiarised. Learners are also required to click a submission statement on Moodle confirming that the work is their own, designed and developed specifically for the current programme of study. Likewise, learners are required to explicitly state whether AI was utilised in the assignment, and this must align with the guidance provided by the lecturer as to whether AI is permitted or not for the assignment.

Exam Considerations

Exam considerations are outlined in CCTP506 Exam Procedures and Exam Regulations. The QA Office is responsible for the administration of the examinations process including timetabling, invigilation, management of exam papers etc.

The following steps are taken to ensure the integrity of the examinations:

- The final version of the approved examination is stored electronically and password protected with access restricted to the QA Office or the nominated Faculty Office.
- All printed exam papers are sealed in an envelope and located in secure storage.
- For printed exams, the exam paper along with answer booklets, copies of regulations, a sign in sheet, booklet collection cover sheets and blank incident report forms are released to the senior invigilator 30 minutes prior to the exam taking place.

- A colour rotation method is employed in respect of the exam answer booklets utilised for each examination. This is a random rotation, so it is not possible for a learner or invigilator to predict in advance the answer booklet colour to be utilised.
- Learners, without exception, are required to present their Student Identity Cards / verify their identity at all examinations. Learners may be prevented from sitting an examination without a valid identity card or verification of identity.
- All personal belongings such as phones (which must be switched off), bags, books, notes, files, cameras, equipment, smart watches, or any other unauthorised material, must be left in a designated area. All materials brought into an examination hall are subject to inspection by the invigilators.
- Only items that are approved or provided by the Invigilator are allowed into the exam room and candidates cannot borrow any material from each other.

Objective 1

Governance and Management of Quality

1.7 Integrity & Approval of Learner Results

» **Description**
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

- Candidates are permitted to use their own calculator once it is a silent, handheld, non-programmable calculator. Mobile Phone calculators may NOT be used.
- A candidate in the exam room who is found to have unauthorised materials in their possession, shall be deemed to be in breach of the examination rules and will forfeit their eligibility to complete the exam.
- Any candidate who is deemed to have committed (or attempted to commit) any act whereby a person may obtain, for them or for another, an advantage which may or may not lead to a higher mark or grade will forfeit their eligibility to complete the exam.
- Candidates are not allowed to communicate with anyone other than the Invigilator once the examination has commenced. Any candidate who continues to talk will forfeit their eligibility to complete that exam.
- The exam centre and the admissions area is monitored and always recorded.
- Candidates are not permitted to take any items or other material from the exam centre. These must be handed back to the Invigilator once the exam is completed.
- Any candidate who is deemed to be in breach of the exam rules will be subject to disciplinary procedures and may be barred from registration or de-registered (as applicable) with CCT.
- When all students have been permitted to the hall, the doors are closed and no late students permitted entry until the announcements are complete. No student is allowed to enter the exam hall after the first 30 minutes of the exam.
- Students are not permitted to leave the exam hall for the first 30 minutes of the exam or the last 15 minutes of the exam.

Moderation Considerations:

Internal Moderation:

At the start of each semester, the Senior Faculty Coordinator and the Dean of Faculty will assign a moderator to each module. This is recorded on the Moderator Tracker spreadsheet. When an assignment has been submitted, the module lecturer will do a first marking of all students' submissions. Once the initial marking has been completed, the second marker will moderate the initial grades. This involves sampling assignments from each grade bracket to ensure that grading has been fair, consistent and transparent. In the normal run of things, this process helps ensure that any trends and anomalies are noted and investigated. If a substantial anomaly is identified, the moderator will communicate any concern to the Dean of Faculty so that any necessary steps to ensure validity and reliability can occur. Internal moderators are required to:

- Review a sample of student work that includes, at a minimum, the following:
  » Between 15% and 20% of assessed work.
  » A random and equal number of assessments for each grading band.
  » All borderline results, recognising that it is feasible for a learner to attain a standard that indicates they are close to moving into the next grade band and that raising the grade is not automatic.
  » All provisional fail grades.
  » Any assessment for which the original assessor has requested a second marker review for any assessment related concerns.
- Assure themselves that all student work has been marked in line with the grading rubric presented, that the grades awarded are reflective of the academic standard associated with that specific grade band and that students have been graded equitably.

Objective 1
Governance and Management of Quality

1.7 Integrity & Approval of Learner Results

» **Description**
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

External Moderation:

Following the Internal Moderation of Student Work, the Faculty Office arranges for a sample of student work to be submitted to the external examiner for external moderation.

- The Faculty Office provides External Examiners with a sample of student work that includes, at a minimum, the following:
  - » 15%- 20% of assessed work
  - » A random and equal number of assessments for each grading band.
  - » All borderline results.
  - » All provisional fail grades.
  - » Any assessment for which the original assessor has requested a second review for assessment related concerns.
  - » All capstone assessments in a Level 9 programme.

Checking Results:

Lecturers utilise Moodle to note each learner's result for the assessment strategy. When provisional results are submitted for a particular module, the lecturer will extract the Gradebook from Moodle and upload this to the Google Drive, whereby the Faculty Coordinator will take the module grade and populate the broadsheet. The broadsheet of results is then shared at the Internal Exam Board, and a cross-check occurs to ensure that the grades are correct i.e. the lecturer will have their gradebook with them and as the provisional results are called out, they are checking errors. The internal exam board serves as a mechanism to double-check results on the Broadsheets are accurate and complete in advance of the External Exam Board. Results are then ratified at the External Exam Board. A further step in the sign-off process is where the Exam Board Report is sent to the AC for final ratification.

Releasing Results:

Once results have been ratified by the Exam Board and the AC, results are released to learners. A statement of results is sent to each learner's CCT email address. They are asked to review their statement and to revert within 5 working days should they have any queries about the grades. If they wish to apply for a recheck, review or appeal, they do so by following the agreed QA procedures.

Posting Results to QBS:

Results are then posted to QQI's QBS system by the Faculty Coordinators. The QA Lead then does a final check on the results. Confirmation that all is in order is sent to the Dean of Faculty, who approves submission for certification.

Objective 1

Governance and Management of Quality

1.7 Integrity & Approval of Learner Results

» Description
» **Evaluation**
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

1.7 Evaluation

As part of the CINNTE Review process we engaged in detailed and iterative reflective discussions with the teams responsible for the integrity of assessments and the integrity of learner results. The QA of learner results is vital as the ratified statement of results needs to be a full and final reflection of their actual attainment in the College. CCT endeavours to apply our assessment and exam guidelines in a consistent and systematic manner.

The College structures are such that learner results undergo multiple points of review and sign off. Internal and external moderation processes are in place and are, in the main, effective in ensuring the reliability of grades. We have both internal and external exam boards, and these occur at the end of each semester as well as each stage. The College has purposefully extended the exam boards beyond the threshold requirements to ensure the integrity of the results. That said, the review team are also cognisant of the onerous administration burden that the internal and external exam board processes create. Our new Student Management System, which is to be integrated with Moodle will create broadsheets automatically, reducing the manual nature of the current administration processes. Grade distribution data is collated in the Annual Monitoring Reports and is benchmarked against sectoral norms so that trends and anomalies can be considered and reflected upon.

External Examiner feedback is also a key mechanism utilised in the assurance of both the integrity of our assessments and the processing of learner results. As part of the CINNTE review process, our Faculty Coordinators and QA office conducted a review of a random selection of external examiners' reports. The aim of the review was to consider the integrity of the assessment strategy and how effectively the College is adapting to teaching and learning in the era of GenAI. A growing level of concern about the potential use of GenAI in students work was expressed by one Examiner, who described:

> …an increase signal that students are using Chat GPT and similar tools in undertaking assessments. This is a sectoral problem, but it cannot be ignored within individual institutions. I recommend that where usage of these technologies is strongly suspected that students be made to answer a case at the appropriate infringement boards." [PF, Exam Board, Feb 2024]

In a subsequent exam board, this same examiner noted that:

> assessment design should remain the primary focus, and CCT are commended for being ahead of the curve" [PF, Exam Board, Feb 2025]

The College is cognisant of that while GenAI offers many opportunities, significant concerns have been identified, such as over-reliance, issues with academic integrity, and a decline in critical thinking and problem-solving skills. To ensure that staff and faculty are prepared for the rapid and ubiquitous changes and challenges that GenAI presents, the College has endeavoured to support the team in upskilling.

Objective 1
Governance and Management of Quality

1.7 Integrity & Approval of Learner Results
» Description
» **Evaluation**
» **Effective practice(s) identified**
» Areas for potential enhancement identified
» Case Study

CCT has been heavily involved with the National Academic Integrity Network (NAIN).

- Our academic integrity and academic misconduct policies have been reviewed and are now aligned with current NAIN policies, procedures and guidelines.
- Our Dean of Academic Affair was appointed as a member of the NAIN Steering Committee in 2025
- Our Dean of Teaching and Learning is one of 8 academics invited recently to design the new NAIN Strategy. This strategy is being launched in October 2025, along with a discussion podcast in which our Dean will participate.
- Our Dean of Teaching & Learning was invited to collaborate with NAIN and University College Cork to deliver an Open Course digital Badge on 'Innovative Assessment Design to promote Academic Integrity'
- Our QA Lead was appointed to the NAIN Communications, Resource Dissemination and Outreaching Subcommittee
- We support the NAIN and ICAI Academic Integrity Awareness Campaigns when we deliver not one, but two, Academic Integrity weeks.

1.7 Effective Practice(s) Identified

Significant Focus on AI in Faculty Training

As mentioned, the College is committed to supporting faculty in upskilling around academic integrity, assessment integrity and the use of GenAI in Higher Education.

Over the past two years, the following actions have occurred:

2024-2025	In the 2024-2025 period, the Centre for Teaching and Learning Conversation Series has included multiple inputs in the areas of Assessment Integrity and GenAI.
Sept 2024	CCT hosted our inaugural 'Ideas into Action' Conference, which focused on Academic Integrity. This brought together academics from both the public and private sector, as well as delegates from key governance and regulatory bodies such as QQI and the HEA etc. Following this, we published the Conference Proceedings
2025 - 2026	Collaborative Faculty Research Project on GenAI has commenced with the aim to publish a paper based on this study.
March 2025	Commencement of our GenAI project. To assist faculty in becoming more familiar with various GenAI tools, and their strengths and weaknesses, CCT has fully funded the licences for a range of GenAI tools, in order to pilot different tools in an educational setting. 15 faculty members have engaged in the project.
May 2025	Initial Engagement in National Forum GenAI Digital Badge – Four staff members completed the badge.
Oct 2025	Second round of staff and faculty commenced National Forum GenAI Digital Badge – Eight staff members are currently completing the badge.

Objective 1
Governance and Management of Quality

1.7 Integrity & Approval of Learner Results
» Description
» Evaluation
» **Effective practice(s) identified**
» Areas for potential enhancement identified
» Case Study

Academic Integrity Week

- The International Center for Academic Integrity (ICAI) hosts an International Day of Action for Academic Integrity (IDOA) each year on the third Wednesday of October.
- The National Academic Integrity Network (NAIN) supports an annual National Academic Integrity Week which is planned around the IDOA.
- Academic Integrity Week at CCT comprises a week-long programme of events for staff and students, taking place both in-person and online. This include a range of workshops, information sessions and activities hosted by faculty, Library staff and Student Services to raise awareness of the importance of academic integrity in education and beyond.
- As a result of the success of the annual Academic Integrity Week, and in an effort to reiterate the messages of the importance of integrity, in 2025 CCT initiated having a second Academic Integrity Week to take place annually in March.
- Academic Standards Board
- The Academic Standards Board is a sub-committee of AC which deals with allegations of academic misconduct and is convened as required.
- Faculty are asked to familiarise themselves with our "SOP for Investigating Allegations of Academic Misconduct" to ensure they understand the process, the roles and responsibilities and how they should engage with potential misconduct.
- Programme Leads refer students to the ASB using an online form developed by the QA Office.
- The membership of the Academic Standards Board must comprise of a minimum of three members who:
  » Have no prior involvement in a case being considered

  » Have knowledge of assessment and regulations
  » Are familiar with the CCT policy relating to Academic Misconduct
  » Are knowledgeable of good practice in academic writing, referencing, research and scholarly activity.
  » Subject matter expertise is not a requirement.
- The role of the ASB is to consider cases of alleged academic misconduct referred to it, including the outcome of any investigatory process.
- The Board can reach one of three outcomes:
  » No case to answer
  » Case proven / admitted
  » Inconclusive
- Where the ASB determines there is no case to answer, it must conclude the process at this point and communicate the requirement for all records of the allegation to be destroyed.
- Where the ASB determines a case is proven or admitted, it must apply penalties in accordance with the misconduct policy approved by AC.
- Where the ASB determines the outcome as inconclusive, no penalty can be awarded, and no specific record of the allegation can be retained on the learner record. In such cases the learner must be reminded of their obligations in respect of academic conduct.
- The Chair of the ASB (Dean of Faculty) presents an annual report to the AC, via the QE Committee summarising the number of cases considered, proven and inconclusive, the nature of the offences and the penalties applied.

Objective 1
Governance and Management of Quality

1.7 Integrity & Approval of Learner Results
» Description
» Evaluation
» Effective practice(s) identified
» **Areas for potential enhancement identified**
» Case Study

1.7 Areas for Potential Enhancement Identified

QBS Management

As part of the review process, the faculty coordinators identified an area for potential enhancement regarding the processing of results on QBS. There is a manual process involved in results checking, which consists of storing all student award data in one long list prior to submission to QQI's QBS system. This tedious and time consuming to manage. A planned response is as follows:

- Adjust the process by separating all programmes into individual tabs within a Google Sheets workbook, including all previous submissions over the years

- Each separated list will be sorted by student number, this will make reviewing all awards data more efficient and will be easier to identify any invalid data, such as duplicates against previous submissions etc.

- If any duplicates are identified or any invalid data is found, they will be subsequently removed

- We then request our QA department to verify each entry made into the QBS system against this list for accuracy

Ongoing Response to the Impact of GenAI

The review team considers that a risk exists in terms of how we are managing assessments in the context of GenAI. The temptation might be to revert to old-style exams simply to mitigate the risk of GenAI; however, this may not be the best assessment strategy for certain learning outcomes. To prevent this, the review team considers it vital to:

- Continue to train faculty and staff in GenAI

- Ongoing dialogue and partnership with learners around academic integrity

- Team consideration of assessment strategies at both module and programme level to ensure an adequate mix of high, medium and lower security assessments.

Objective 1

Governance and Management of Quality

1.7 Integrity & Approval of Learner Results

» Description
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» **Case Study**

1.7 Case Study

CCT Swiss Cheese Model of Assessment Design to Promote Academic Integrity

CCT's approach to upholding the integrity of assessment is underpinned by an adapted version of Rundle and colleagues' Swiss Cheese Model of assessment design for academic integrity. The original layers in this model are environment, engineering, education, and enforcement. Notably:

- Some students are more vulnerable to academic misconduct than others. When student vulnerability is matched with academic integrity vulnerabilities, academic misconduct is most likely to occur.

- There is no single action that will assure academic integrity or prevent academic misconduct.

- Using different, layered actions reduces integrity vulnerabilities, and reduces academic misconduct.

- A holistic approach takes a whole-college commitment, with shared actions across the College community including senior management, academic and administrative staff.

- Authentic and robust assessment design is within our control and can both promote academic integrity and reduce academic misconduct significantly.

- We must educate students and staff on what academic integrity and academic misconduct are to ensure there is a shared understanding across the College

Considerations in adapting this model to the CCT context included:

- Addressing student and other vulnerabilities in the system;

- Use of student-centred language.

- Acknowledging our accountability as individual members of our institution.

- Ensuring consistency and continuity across the institution and

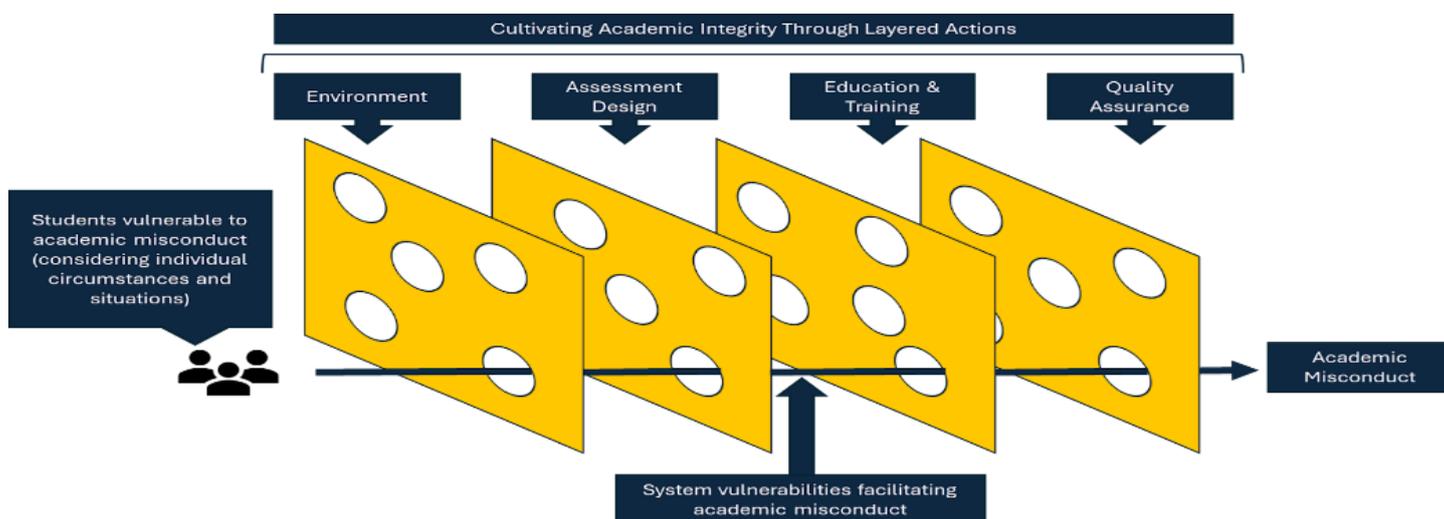- Equipping students to make good decisions.

Objective 1
Governance and Management of Quality

1.7 Integrity & Approval of Learner Results
» Description
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» **Case Study**

The layers of action in our adapted CCT Swiss Cheese Model are:

- Environment & Student Support: creating a learning environment where students see examples of good practice and the culture promotes good conduct across all areas of College life.
- Teaching, Learning and Assessment Design: designing robust, diverse and authentic assessments that reduce the likelihood of misconduct.
- Education & Training: ensuring staff and students have a shared understanding of what constitutes both academic good practice and academic misconduct, including College regulations.
- QA: Reviewing and Implementing QA policies and procedures and using various tools to support detection.
- Cultivating Academic Integrity Through Layered Actions

- Pressures for students can include financial, time, dissatisfaction with teaching quality, English is not their first language, and family or peer pressures (INQAAHE & TEQSA, 2020). The more pressures faced by students, the more at risk they are of engaging in academic misconduct. Experiencing one or more pressure while completing their studies creates a pressure cooker. It is important to consider where vulnerabilities lie in other parts of the system such as teaching staff who have a critical frontline role in promoting, upholding and detecting breaches of academic integrity. Each layer in the model aims to mitigate against vulnerabilities to promote and embed a strong culture of academic integrity that promotes good practice and prevents academic misconduct. Vulnerabilities in any component of the system can lead to breaches of academic integrity. Contrastingly, having strong support in each of these stages can catch vulnerabilities and mitigate against misconduct.

Objective 1
Governance and Management of Quality

1.8 Information and Data Management
» **Description**
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

1.8 Information and Data Management

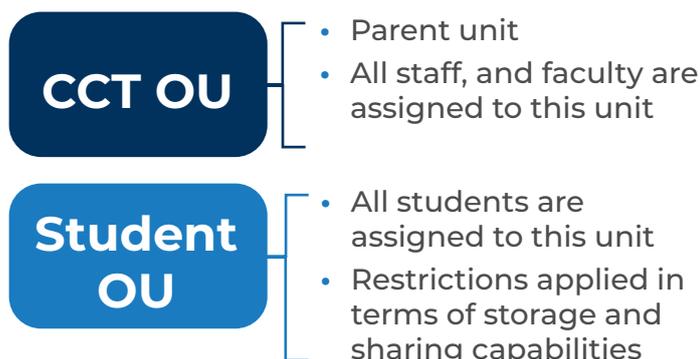**1.8 Description**

Management of Data

Section 10 of our QAM sets out the policies and procedures for Data Management at CCT College. In particular, the following policies and procedures apply to how we manage data:

- **CCTP1001 Privacy Statement**
- **CCTP1002 Data Protection Policy**
- **CCTP1003 Data Access Request Policy**
- **CCTP1004 CCTV Policy**
- **CCTP1005 Information Management Policy**
- **Records Retention Schedule**

Google Workspace

CCT endeavours to maintain strong standards regarding data and information management. The College utilises Google Education Fundamentals as our workspace plan, and this has been in place since 2013. There is a centralised Google Shared Drive for each function in the organisation where records, documents and relevant data is stored.

The Google Workspace Admin Console is administered by two Super Administrators (Dean of Administration & Finance and College President) and two User management Administrators (Education Technology Manager and IT Support). Google Workspace is configured into two organisational units (OU):

CCT OU
- Parent unit
- All staff, and faculty are assigned to this unit

Student OU
- All students are assigned to this unit
- Restrictions applied in terms of storage and sharing capabilities

Google workspace serves as the main email, storage and collaboration platform for the College. Staff / Faculty accounts are set up manually when a new staff member joins the college. Student accounts are created automatically when students officially enrol with the college. Student emails and accounts are deprovisioned 90 days after a learner has withdrawn or graduated from the College; however, staff accounts are deactivated but retained for approximately 1 year in case of the need to access any information. The following administrative controls are in place to prevent accidental or malicious loss of sensitive data:

- The college enforces a strong password policy.
- Users are not allowed to reuse passwords.
- MFA is required, either with a phone number or using the Authenticator App.
- We have user group management procedures in place.
- There are app download controls in place.
- We have data region settings in place.
- Users are not permitted to share CCT Shared Drives with external users. In instances where external collaboration is required (i.e. panel events), line managers will set up a dedicated drive for sharing based on the requirements of the particular project.

Objective 1
Governance and Management of Quality

1.8 Information and Data Management
» **Description**
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

Moodle

We utilise Moodle as our VLE, and this hosted by **Catalyst**. Catalyst utilise an AWS cloud system for our Data. This is stored in Ireland, with a backup hosted in Germany. We are currently utilising Version 4.5, and we are due for another upgrade in July 2026. Patch updates are carried out frequently by Catalyst. Moodle is not currently integrated with other systems; however, integration with Classter is currently underway. The following administrative controls are in place to ensure data management is robust and secure:

- The college enforces a strong password policy.
- Users are not allowed to reuse passwords.
- There are strict role management procedures in place to ensure that users only have access to data that they require for their role.
- Staff access to Moodle changes when a role changes or a staff member leaves employment.
- Student access to Moodle is suspended approximately 6 months after the end of the programme.
- Class recordings cannot be downloaded from Moodle, so sharing is not possible by this method.
-

Classter

The College is currently involved in a digital transformation programme regarding student records. We have invested in a new Student Management System, **Classter** and training and planning for migration to this system is underway. The aim of this is to allow us to manage student data more efficiently and effectively and to move away from a manualised approach to a more systematic, digitalised manner of processing data related to students.

Use of Data

Data is utilised in the College to help the teams monitor and critically evaluate performance and progress across work functions and education programmes. Each manager will complete an Annual Departmental Monitoring Report using a standardised template. This is sent to the QA Office in July of each year and feeds into the Annual Quality Report which is submitted to QQI on a yearly basis.

Likewise, data is considered at Programme level via the Programme Annual Monitoring Report (AMR). This involves collation and analysis of data related to Programme Level Progression, Completion and Attrition Data, as well as Grade Distribution Data at both module and programme level. Notably, programme level grade distribution data is benchmarked to QQI data on similar programmes at the same level. The programme AMR also includes collation and analysis of both quantitative and qualitative data gathered from learner module feedback. The AMR is sent to the programme leader each year, and they consult with their programme team to complete the reflective analysis of the programme, considering not only the completion, grade distribution and learner feedback data pre-populated in the report, but also external examiner feedback, data related to levels of engagement in the academic standards board, data derived from programme board minutes and, as obtained, industry feedback.

1.8 Information and Data Management

» **Description**
» **Evaluation**
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

Data is also vital to the programme review process. As part of this process, providers must systematically evaluate a programme across the previous validation period (which is 5 years). As part of any programme review and revalidation, CCT prepare the Provider Evaluation Report (PER), which utilises a broad range of both qualitative and quantitative data, that is collated and analysed with a few to enhancing the programme for the subsequent five-year iteration. Along with five years of data related to completion, attrition, retention, grade distribution and module level feedback, the PER also includes research and data analysis related to graduate experiences and outcomes, industry feedback and systematic review of all external examiners reports and reflections.

1.8 Evaluation

Data Protection

In common with all businesses and providers, in the run up to 2018, significant work was undertaken to prepare for the implementation of GDPR. As a higher education provider, there is regular and active exchange of personal data between CCT and its Data Subjects. In addition, CCT may exchange personal data with Data Processors and or Joint Data Controllers on the Data Subjects' behalf. At this present time, the Data Protection Contact for CCT is the Dean of Academic Affairs. That said, CCT is committed to ensuring that all staff have sufficient understanding of the GDPR to be able to identify and anticipate a Data Protection issue should it arise. As per the information detailed in Objective 1.4, we have mandatory staff training for all staff on GDPR and Cybersecurity.

External Review of Data Policies

As part of our review process, we contracted **Data Protection Services** to undertake a review of our data related policies and procedures. The review required minor adjustments to a number of policies. These changes were actioned in October 2025, approved by the AC in November 2025 and uploaded to our website subsequently.

Cybersecurity Assessment:

As part of the CINNTE Review Process, the College contracted **SheildIQ** to undertake a Cybersecurity Assessment at CCT. Key strengths identified as part of this review included:

- Comprehensive multi-factor authentication (MFA) in force for all users
- Strong password policies and access controls implemented
- Regular security updates and patch management procedures
- Appropriate data segregation between staff and student environments
- Robust cloud infrastructure with professional hosting arrangements
- GDPR measures actively implemented.

The overall rating in this external evaluation was 'Low to medium' risk, and while some areas for improvement were identified, overall, the report indicated:

> CCT demonstrates a fundamentally sound cybersecurity posture with strong technical controls and operational practices already in place. This assessment reveals that the college has implemented many cybersecurity best practices, particularly in authentication, access control, and system maintenance.

Objective 1
Governance and Management of Quality

1.8 Information and Data Management
» Description
» Evaluation
» **Effective practice(s) identified**
» Areas for potential enhancement identified
» Case Study

1.8 Effective Practice(s) Identified

Updates to AMRs

A key change implemented in the past 12-24 months involved the reconstitution of the Annual Monitoring Reports. This involved the redevelopment of the template, to ensure that all programme reports maintained the same level of data collation and analysis. Furthermore, in 2025, we commenced a new system whereby the QA office pre-populated the reports with relevant data prior to dissemination. This ensured that a) there was consistency in what information was included and b) there was streamlining of the process, as one department was responsible for preparing the early draft of the AMR with the relevant completion data, grade distribution data and learner feedback data. This allowed the programme lead and programme team to focus on the important action of evaluating what was working well and what needed enhancement regarding their specific programme.

Engagement of Classter

The College has undergone a period of exponential growth, which has necessitated a move away from highly manualised learner records to a more secure and centralised student management system. An extensive research process was undertaken, where executive management met with a range of service providers in student management systems, before Classter was contracted in 2025 to become CCT's new central student management system. The College has now commenced the transition to this system, which will allow far greater integration, automation and innovation in terms of workflow processes.

Consolidation of Data Protection and IT Security Focus

CCT has always maintained a strong focus on security and data protection; however, growth and development required us to reflect and reconsider how data is management and information is protection at the College. The principle of externality is central to our operations and with that in mind, we contracted an external review of our Cybersecurity and an external review of our Data Protection Policies. Two different companies were utilised for these reviews. While the College is not required to have a mandated Data Protection Officer, a decision was made to identify one key Data Protection Contact, and to create a new role of IT Security Officer, who will work with the rest of the CCT Team to ensure security of information and data.

Objective 1
Governance and Management of Quality

1.8 Information and Data Management
» Description
» Evaluation
» Effective practice(s) identified
» **Areas for potential enhancement identified**
» Case Study

1.8 Areas for Potential Enhancement Identified

Additional GDPR & Cybersecurity Training

As part of the Cybersecurity review, 'enhanced security awareness training' was noted as an area for improvement. We identified that staff changes had occurred in the past 18 months, which meant that not all current staff had completed the training. To ensure consistency of staff knowledge and awareness, the College purchased an additional batch of training licences and commenced an engagement process with 22 additional staff and faculty. This is currently being administered and managed by the QA office and training outcomes will be reported upon in the next Departmental AMR.

Other areas for potential enhancement in this area would include:

- As Classter becomes more embedded in the College, we need develop internal induction materials to ensure appropriate onboarding of new staff members.
- Development of internal training and standard operating procedures related to GDPR and Cybersecurity to ensure future staff are inducted appropriately as we develop further.
- As the College enhances its asynchronous offerings as part of the blended learning strategy, learning analytics from various platforms (e.g. Articulate 360) can inform teaching, learning and assessment.
- With the implementation of the new Data Protection Contact and IT Security Office, a new Annual Monitoring Report related to Data and Information Management should be created.

Objective 1
Governance and Management of Quality

1.8 Information and Data Management
» Description
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» **Case Study**

1.8 Case Study

Data Centralisation

CCT began using Google Drive cloud storage system across the institution in 2015. This aim of utilising this platform was to develop a central shared drive for all academic administrative files, records and data that could be edited collaboratively and viewed by the relevant members of the CCT community. This was an important evolution in our data management journey and facilitated collaborative working within teams; however, further enhancement was necessary. In 2024, a Data Centralisation project was commenced to collate all data and documentation using the College's Google Drive. This involved the creation of a core Google Drive File Management structure, the assigning of different access rights to different sections, and the training of all staff to ensure that there was a move away from using local storage for key data. Information stored in the shared drive is saved in one place to reduce the issues of replication of information and ensuring a 'single source of truth'.

Strategy	Policy	Practice
In terms of Our Institutional Strategy, the Overarching Priority Outcome for Priority 5 includes: "Continuous Management of all identified risk areas including development within our Cybersecurity and Data Protection" (2024, p, 20) This Data Centralisation Project was aligned with the Institutional Strategy creating a whole-of-institution quality culture that is promoted and endorsed from the ELT and scaffolded through activities at all levels in the institution ensuring consistency of good practice throughout the College's QA systems and day-to-day work.	This project works with cross College procedures. As policies come under review the procedural impacts on the principles of data centralisation are considered. In particular, it relates to: • **CCTP1001 Privacy Statement** • **CCTP1002 Data Protection Policy** • **CCTP1003 Data Access Request Policy** • **CCTP1005 Information Management Policy** • **CCT Records Retention Schedule**	• The QA office undertook the design and development of extensive folder and sub-folder structures in our existing Google Workspace. • Key ownership of data and data sources was established • Information and guidance provided to relevant administrative staff. • The Dean of Academic Affairs convened a Monthly Academic Admin meeting. Membership is made up of Faculty and Springboard Coordinators, QA Lead and the Dean of Faculty. • Uniform and standardised governance meeting templates were developed for Agenda and Minutes for all College Boards and Committees. • Ongoing 'Data Project' meetings are occurring to ensure that all key data is migrated to the appropriate section of our Google Workspace.

Objective 1
Governance and Management of Quality

1.9 Public Information and Communication

» **Description**
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

1.9 Description

The key policies related to Public Information and Communication include:

- **CCTP701 Protection of Enrolled Learners - Public Information**
- **CCTP1101 Public Information Policy**

These policies address requirements in relation to validated programmes as well as validation and external QA reports and awards data, all of which are available via the CCT Website.

CCT has notably increased and enhanced the information it makes publicly available since these policies were approved. This has largely stemmed from the natural maturing of the College but also as a direct result of strategic intentions. The acquisition of an institutional repository and the establishment of the Centre for Teaching and Learning have resulted in increased transparency relating to academic outputs of CCT staff, faculty and students. The College appreciates its requirement to ensure the accuracy of public information and communication. Information provision for learners is central to all that we do and there are myriad mechanisms for communication with stakeholders.

CCT Website

The College website is the first point of information provision for all stakeholders. CCT is committed to accurate information provision in line with our QA policies related to Public Information. Our Head of Marketing is responsible for the ongoing updating of the website. Information on our website includes:

- Contact details, location and 'About CCT' information
- Courses on offer
- QA Policy & Procedures
- Institutional Strategic Plans
- Academic Conferences
- College Library
- News and Events/Blog
- Application Information
- Programme Details
- Funding & Fees Information
- Details for Prospective Students
- Shared Student Experiences
- Student Supports
- Facilities
- Corporate Training

The College website adheres to QQI validation requirements regarding programme information for learners need to assist them in understanding the various offerings of the College.

Objective 1
Governance and Management of Quality

1.9 Public Information and Communication

» **Description**
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

Section of Website	Information Provided
Courses Section	Information related to the provision and delivery of each programme, modules, level, award title, awarding body and corresponding entry requirements.
Prospective Students	This is a landing page signposting information about a wide range of topics for prospective students
Course Fees	Information related to programme fees categorised by programme and type of application
Application Process	Information related to the application process and general requirements for entry to CCT programmes.
Visa Information	Information about the steps and processes involved in applying for a visa to study in Ireland and CCT
International Students	Information and resources, support and advice for international students
English Language Requirements	Information about accepted exam levels and equivalencies by programme level.
QA	QA documents are publicly accessible. They are reviewed annually and updated as required.

The website also signposts prospective learners to the various communication pathways available to them including:

- Engagement with online live chat function via our website
- Completing a course specific online enquiry form
- Commencing the application/admission process via Classter
- Email and phone details
- Virtual open evenings
- Application/Agent information sessions
- Appointments with a member of our admissions team
- News/Blog

Marketing Materials

The majority of marketing material produced by the College is in digital format. With a sustainability lens applied, a decision was made in 2018 to print prospectus or brochure style materials in markets or regions only where digital content was not widely consumed. In recent years most brand and course promotional content is produced online, with items such as flyers, pop up stands and College Summary documents printed for in person agent and student recruitment fairs, directing prospective students back to the College website as the primary information point.

Application Management System (AMS) - Classter

Classter is a Student Information System (SIS) in which the inbuilt Application Management System (AMS) allows the Admissions team to manage applicants, documents and communications for a more efficient admission and enrolment experience. It is linked from the CCT website at application stage.

Objective 1
Governance and Management of Quality

1.9 Public Information and Communication
» **Description**
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

Social Media

Our Head of Marketing is responsible for the ongoing updating of our social media platforms. Instagram, LinkedIn, Facebook and YouTube are predominantly used by CCT College Dublin to share information with prospective and current students, and these platforms are monitored and managed by the Marketing function in the College. For current students this involves the promotion of College activities like academic integrity week, career clinics, or clubs and societies e.g. soccer training, and events such as Games Night or walking tours for new students. For prospective students it involves posts and information on courses, or delivery modes and levels, that are available in specific disciplines along with intake dates and any application deadlines. The above-mentioned channels are also used to advertise to targeted demographics, promoting brand awareness and to increase enquiries and qualified applications for the various programmes on offer. The College also utilises its social media channels to share information and updates from stakeholders such as QQI, HECA, and the HEA.

Prospective students also communicate with CCT via the direct messaging function of the College social platforms to make in person and virtual appointments with the admissions team, request course specific information and ask general questions about College life. In order to maintain consistent communication of the mission, values and brand of the College, all promotional posts are approved by The Head of Marketing. In-built analytics functions of the channels and platforms utilised allow CCT to monitor and report as required on demographics of followers and engagement to inform student recruitment strategy. Currently, the College has a combined 21,900 followers/subscribers across Instagram, Facebook, LinkedIn and YouTube.

Moodle

All enrolled learners at CCT are enrolled in the Student Information section of Moodle. This is central repository of information and short online courses designed to help induct and orient learners to life as a CCT Student. This learner hub includes the following:

Induction
- Welcome Webinar Video
- Living & Studying in Ireland
- Studying at CCT
- Life at CCT
- CCT for All [EDI]
- Digital at CCT
- Quality at CCT

Class Representation
- Training Information
- Resources for Class Reps
- Opportunities for Class Reps
- Feedback & Questions Space

Student Handbook
- Link to online Student Handbook

Programme Handbook
- Link to online Programme Handbook

Essentials – Study Skills
- Starting to Research
- Data Base Searches
- Group Work
- Harvard Referencing
- Study Skills Resources
- Ethical Use of AI and Academic Integrity

Essentials – Research Skills
- Advanced Research Skills Top Tips
- Advanced Search Strategies
- Evaluating Information
- Academic Writing

Essentials – Career Skills
- CV & Cover Letter Essentials
- LinkedIn Essentials
- Interview Essentials
- Job Search Essentials
- Career Events & Networking Essentials
- Presenting Essentials

Objective 1
Governance and Management of Quality

1.9 Public Information and Communication

On Moodle, the landing page itself houses a 'Site Announcement' section, which is used to communicate with learners about College events, EDI and Careers office events, as well as key messages from the CCT Team to learners. Likewise at programme level, faculty will communicate with learners about a given module via the 'Announcements' section of a module or via a discussion forum in their Module hub. Moreover, although communication between faculty members and learners is generally conducted via College emails, there is also the functionality to message lecturers/students directly via Moodle.

Student Handbook

The student handbook is available to all registered students via Moodle. The student handbook is presented in a Google Site, making it navigable and accessible for learners. Our Head of Student Services coordinates the updating of the website and will liaise with the QA office and the academic team in advance of each term to ensure that the information on the Student Handbook is accurate and up to date. The student handbook transcends programme delivery and contains all the information learners will need to navigate college life.

Section of Student Handbook	Information Provided
Campus Life	• Starting at CCT • Information on the Learner Hub • Student Responsibilities • Equality, Diversity & Inclusion • Equality & Mutual Respect • Link to International Students Handbook • Fees and Grants • Academic Calendar
Student Experience	• Careers & Employability • Class Reps • Sports & Societies • Information on Accommodation in Dublin • Banking Services
Library Services	• Information on CCT's Hume Library
Computer Services	• Information on use of CCT Student Email
Assessments	• General Assessment information • Academic Integrity Information
Studying at CCT	• The Irish Grading System • The Essentials Series of Workshops • Library Resources • Information on Blended Learning
Student Policies	• Signposting to Relevant Policies for Learners • General Student Regulations

Objective 1
Governance and Management of Quality

1.9   Public Information and Communication
» **Description**
» **Evaluation**
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

Programme Handbook

Unlike the student handbook which is designed for information provision at a College level, the programme handbook offers learners information about the discrete programme that they are enrolled in. Usually, a programme handbook will have the following structure:

1. Programme Aims & Objectives
2. Outline (Schedule & Calendar)
3. Teaching, Learning & Assessment
4. Assessment Regulations
5. Signposting to Student Handbook
6. Academic Suppports
7. Useful Resources

This is updated on both a yearly basis and every five years at the point of programme review and revalidation.

Student Hub

Once learners are registered and have been provided with access to their Google Workspace, they can use their CCT email address to access the CCT Student Hub. The student hub acts as a central Single Sign on location for key student platforms:
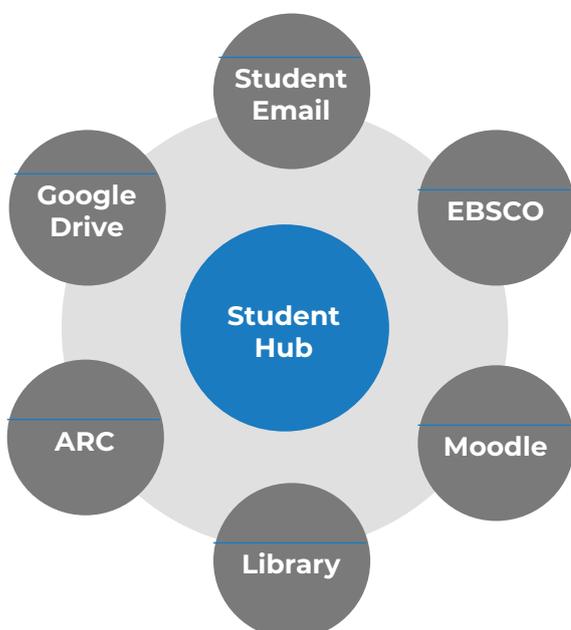
1.9   Evaluation

Review of 'Essentials Series'.

As the 'Essentials Series' is designed specifically to provide pertinent information to learners, the review team considered it important to conduct a detailed analysis on how it was perceived by learners. Therefore, as part of the CINNTE process, we collated the learner feedback on the past 3 years of Essentials workshops to ascertain how they perceived it in terms of informing and preparing them for studying at CCT. The Review Team systematically evaluated the feedback for the six main Essentials Induction inputs and learner feedback in the main was overwhelmingly positive.

Title of Essentials Series Induction	Overall Rating
Harvard Referencing	4.4 out of 5
Groupwork	4.2 out of 5
Research Skills	4.2 out of 5
Academic Writing	4.2 out of 5
Advanced Research	4.2 out of 5
Time Management	4.2 out of 5

Learners qualitative feedback on these inputs suggests the following benefits:

• Prepares them for study
• Prepares them for research
• Helps them understand referencing and academic writing
• Creates a sense of community
• Engenders a sense of trust in the CCT staff and faculty team

Objective 1
Governance and Management of Quality

1.9 Public Information and Communication

» Description
» **Evaluation**
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

CCT Website

The College website is the primary point of information relating to CCT programme offering. Although social media platforms are increasingly referral pathways for prospective students, employers, agents, parents and other stakeholders, it is crucial that the website is kept up to date, accurate and optimised for current SEO trends and generative AI search. As an academic institution the College website is where all policy and validated programme information is curated and presented.

Marketing Materials

Most material produced should continue to be in digital format (image, video, pdf) but all materials produced for both current and prospective students should be in line with the College brand look and feel but also tailored not just to course type but applicant type and where necessary, prospective student region.

Application Management System (AMS) - Classter

As a relatively new system adopted by the College in 2025, we are still in the rollout phase at time of writing and so will be evaluating Classter within the context of lead generation, application processing and enrolment in the coming months. It has already however proven to be a welcome administrative enhancement to the Admissions Office. Its implementation will greatly enhance the analytics and reporting capacity for CCT.

Social Media

As students communicate more via social platforms the enquiries which are received through the social channels have also increased significantly. It is also not always possible to accurately answer admission or entry requirement questions via these platforms directly with limited knowledge on the individual's background etc and during peak recruitment times it can be challenging to extract the required information from prospective students and check their eligibility and so delays in response time can occur.

Moodle

Having upgraded the Moodle interface to a better user experience and increased functionality in 2024, Moodle was upgraded to version 4.5 in 2025 which has also enhanced course organisation on the platform and provided additional options and enhancements for assignments and quizzes.

Objective 1
Governance and Management of Quality

1.9 Public Information and Communication
» Description
» Evaluation
» **Effective practice(s) identified**
» **Areas for potential enhancement identified**
» Case Study

1.9 Effective Practice(s) Identified

- The Student Hub allows a single sign on location for key student learning platforms. This, along with the student induction module on Moodle (in addition to live induction) has proven effective for new students to prepare and familiarise themselves with the College and successfully navigate the early days of their programme, allowing them to focus immediately on their learning and providing assurances of where they need to go and what they need to do at various stages throughout their student experience.

- The implementation of Classter has allowed the Admissions and Marketing team to access real-time insights and reports to optimise applicant journey. It also allows the team and admissions function to handle various admission intakes while keeping track of historical data. This is important as the College grows and the number of courses offered and number of applicants has increased and will allow for growth whilst ensuring the timely processing and communication with prospective students.

- With specific content sign off responsibilities among the management team in the QA and Marketing and Admissions functions within CCT, as well as limiting user access to the Content Management System (CMS) of the website the College effectively maintains accuracy of public information via communication and collaboration.

1.9 Areas for Potential Enhancement Identified

- Website monitoring and upgrades with AI Search in mind, including improved accessibility, focusing on structured, high-quality, user-intent-driven content to align with AI search trends and enhance overall efficiency and engagement.

- As part of ongoing adoption of Universal Design for Learning principles provide increased multiple means of representation of digital content, e.g. audio/video/explainers in addition to text heavy information.

- Further integration of Classter with the CRM function to scale and manage lead generation and conversion to applicant/admission stage.

- The College currently works with the Education in Ireland Student Ambassador Blog to collaborate on user generated content, as well as publishing its own Student and Alumni profiles and testimonials. This could be extended to other peer-based student recruitment complementary platforms such as Unibuddy or Campus Connect to support the admissions team via social media.

- Region specific social platforms could also be explored to enhance social engagement in countries where Instagram and LinkedIn are not as prevalent with the target audience.

- More country specific and market specific content could be produced as the College diversifies its applicant pool.

Objective 1
Governance and Management of Quality

1.10 Research, Enterprise & Innovation
» **Description**
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

1.10 Research, Enterprise & Innovation

1.10 Description

Research Engagement:

Research and scholarship are synonymous with higher education. CCT recognises the value of engagement in and with research for a higher education provider and therefore encourages and actively promotes research activity, although it is not defined as a research institution and does not provide research Masters programmes within its scope of provision. Strategic Priority 2.3 of our Institutional Strategy sets out our aim to:

"Develop, publish and implement a new Research Strategy (2024-2027) aligned to our Institutional Strategy for the same period, and following a comprehensive review of the previous Research Strategy at CCT, maintaining our focus on applied research output which has served us very well in terms of graduate progression and the relevance and quality of our student research."

The current 2024-2027 Research Strategy is our second such strategic document and, in this period, we aim to move from a position where our research activity involves embedding a research informed structure into our teaching and learning, to one that further builds capacity at staff and institutional level.

The current research strategy identified four key priorities:

A strategic implementation review for the Research Strategy has been commenced, and 31 discrete implementation objectives were identified. These will be reviewed and evaluated on a yearly basis and at the time of writing, progress with these objectives is as follows:

Completed	In Progress	Not Started
30%	33%	37%

Research Strategy Implementation Progress

Policies and procedures related to research at CCT include:

- **Section 2 Governance: Research Committee Terms of Reference**
- **CCTP505: Project Supervision**
- **CCTP511: Ethical Practice in Research**
- **CCTP805: Scholarship, Professional Development, Innovation and Research**

Objective 1
Governance and Management of Quality

1.10 Research, Enterprise & Innovation
» **Description**
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

When considering research at CCT, we set out to evaluate it at both a student and a faculty level. All research is overseen by the Research Committee, which is a sub-committee of the AC.

Student Research:

The College Librarian is a point of contact for all learners engaged in research at CCT College. They act as a key source of information and support, and learners can avail of one-to-one sessions specifically to support with issues such as:

- Research skills
- Defining research questions and objectives
- Writing a literature review
- Research methodologies

Programmes that have a research element will generally have designated research methods and ethics modules to support the learner in the acquisition of knowledge, skills and competencies related to conducting research. At CCT all research proposals must be submitted to the programme level Ethics Committee to ensure that the proposed project is suitable, ethical and feasible within the available time. Once approved, learners are further supported via:

- Each learner undertaking a capstone project will then be assigned a research supervisor.
- Throughout the capstone module, learners will be supported through one-to-one supervision sessions with their designated supervisor.
- In addition, as part of the capstone process, the college facilitates seminars and tutorials on research related topics designed to support the ongoing project development.
- As a student, learners have ongoing access to our asynchronous 'Research Skills' Essentials course on Moodle.

The Academic Research Collection ("ARC") is the College's online repository which captures, showcases and preserves the scholarly output, achievements, events and historic milestones of CCT's staff and students. It contains scholarly work from the CCT community including conference activity, staff publications and presentations, and student dissertations and capstone projects that achieved a 2:1 or higher in their final results. We have also recently set up a Student Research Register, to assist us in tracking learner and graduate engagement with research. We encourage learners to submit their capstone research for consideration at events such as the HECA Research Conference, and other relevant research events. Across the 2024-2025, the learner/graduate research output that we are aware of is as follows:

Type of Dissemination	Volume
Book Chapter	1
Journal Article	2
Conference Presentation	9

Faculty Research:

The current research strategy document sets out our aim and commitment to enhancing our research capacity and developing our people in this realm. As part of this ambition, in 2024 we established a Research Committee in the College and in 2025, we also approved Terms of Reference for a Faculty Research Ethics Committee with a view to encouraging faculty to engage in collaborative research, or to facilitate faculty who wish to conduct studies as individuals.

Objective 1
Governance and Management of Quality

1.10 Research, Enterprise & Innovation

» **Description**
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

The fruits of this labour are already evident, with an initial collaborative research study underway. Led by the Dean of Teaching and Learning, Dean of Academic Affairs and Dean of Faculty, a small research team is currently conducting research into the use of GenAI in teaching and learning at the College.

We have also reestablished a Research Register in order to capture and accurately report upon faculty research involvement. While the current iteration of the register in its early stages, we are heartened to see that during 2024-2025, following faculty research output has occurred:

Type of Dissemination	Volume
Book Chapter	2
Journal Article	3
Conference Presentation	13

CCT also supports faculty involvement in research in the following ways:

- Delivery of our 'Ideas into Action' conference series
- Funding toward postgraduate Masters and Doctoral training programmes for staff
- Funding toward and paid time off to attend and present at relevant conferences
- Access to relevant journal databases via our College Library

Sectoral Engagement:

CCT considers engagement with the wider sector to be essential, and we have engaged with various bodies aligned with the HEI Sector.

HECA Engagement:

CCT are members of the Higher Education Colleges Association (HECA), with our College President sitting as an active Board Member for HECA and various staff sitting on myriad sub-committees:

HECA Board/Sub-Committee	CCT Staff Member
HECA Board	College President
	Dean of Faculty [Alternate]
HECA PEL Sub-Committee	College President
	Dean of Faculty [Alternate]
HECA HAQEF Sub-Committee	QA Lead
HECA Library Committee	College Librarian
HECA Health Campus Committee	Head of Student Services
HECA Research Committee	College Librarian
	Dean of Academic Affairs
HECA Disability Group	EDI Officer

The College was part of the commencement of the HECA PEL Scheme in 2016 (HECA was chaired by CCT over 2015/2016) and led on the initial concept design and development of the group PEL Scheme using academic bonding arrangements underpinned by financial bonding, over 2015.

Objective 1
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1.10 Research, Enterprise & Innovation

» **Description**
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» Case Study

QQI Engagement:

As detailed in our Institutional Profile and in other parts of this document, we have well established links with QQI and endeavour to support QQI by engaging with various working groups, releasing staff to sit on various QQI panels, reviewing documentation and providing feedback and engaging with NAIN. The following details our sectoral activities that support QQI's work:

QQI Area	Type of Involvement
QQI NAIN	• Our Dean of Academic Affair was appointed **as a member of the NAIN Steering Committee in 2025** • Our Dean of Teaching and Learning is one of 8 academics invited recently to design the new NAIN Strategy. This strategy was launched in October 2025, along with a discussion podcast which our Dean was part of. • Our Dean of Teaching and Learning has also been invited to collaborate with NAIN and University College Cork to submit an application for funding to HEA for an Open Course digital Badge on 'Innovative Assessment Design to promote Academic Integrity' • Our QA Lead was appointed as a member of the NAIN 'Communications, Resource Dissemination and Outreaching Working Group'

QQI Panels	• CCT Staff have acted in the roles of Chair, Report Writer and subject Matter Experts on QQI Panels for the following QA processes:
	  » Validation and revalidation events
	  » QA approval of blended learning and online learning
	  » Desk review of micro-credentials

QQI Events	• Our Dean of Academic Affairs presented on "Navigating Dynamic Sectoral Change through Collaboration: An Independent Provider Perspective from CCT" at the QQI Leading and Learning in a Changing Landscape Conference, 2024 • Our Dean of Teaching & Learning presented on "Interactive Oral Assessment to Strengthen Academic Integrity" during NAIN's Academic Integrity Week in October 2025 • Our Dean of Academic Affairs presented on the "CCT Experience of Devolution of Responsibility" at the QQI Peer Sharing Event in October 2025.
QQI Papers	• CCT staff routinely review and provide feedback on QQI green papers and white papers as they are released.

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Governance and Management of Quality

1.10 Research, Enterprise & Innovation
» **Description**
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

Other Sectoral Engagement:

CCT is actively involved with a range of networks and organisations that support Higher Education in General. This involvement includes:

Network/Organisation	Involvement
EDIN	• Our Dean of Teaching & Learning is a member and secretary of EDIN, which is the network of Educational Developers in Ireland. • CCT hosted the EDIN Summer Event "Rewiring Teaching and Learning: Hope Circuits for a Just Academic Future" in June 2025
National Forum	• CCT has two associate staff members on the National Forum
Student Mental Health Research Network	• Our Dean of Academic Affairs is a member of the Student Mental Health Research Network
NStEP	• The College President is a member of the NStEP National Advisory Group. • The College funds and provides training space for NStEP class representative training each year

HEA	• Our Dean of Teaching and Learning is one of 12 invited members of the HEA Recognition Framework Advisory Group. This group meets monthly and are planning to pilot the Framework later this year.
	• Our Dean of Teaching & Learning is presenting at the HEA Annual Teaching & Learning Conference in December 2025.
	  » Our Dean of Teaching & Learning is part of two successful submission to the HEA Open Course
	    » Submission with NAIN, 14th October (successfully funded) - Academic Integrity & Innovation, Digital Badge
	    » Submission with University of Limerick, 30th October (successfully funded) - Use of Open-Source Material, Digital Badge

ICOS	• CCT has been a HEI member institution of the Irish Council for International Students (ICOS) for over 8 years
CAO	• CCT has been included on the Central Applications Office (CAO) scheme of Ireland since January 2013.
Future Skills	• Senior Faculty members participated in the Dept. Enterprise, Trade & Employment Expert Group on Future Skills Needs in 2024 and 2025 • The focus of this expert group was the Use of Artificial Intelligence, and we submitted our contribution in the form of a Report in January 2025
AHEAD	• CCT is an institutional member of the Association of Higher Education Access and Disability (AHEAD). AHEAD is an independent non-profit organisation working with and for disabled people to shape inclusive and empowering environments in tertiary education and employment.

Objective 1
Governance and Management of Quality

1.10 Research, Enterprise & Innovation
» **Description**
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

Other Sectoral Engagement: (cont.)

Network/Organisation	Involvement
AsIAm	• As detailed elsewhere, CCT have successfully obtained Accreditation as an Autism Friendly Higher Education Institution • We are members of the AsIAm Higher Education Institutes Network.
LAI	• Our College Librarian is a member of the Library Association of Ireland (LAI)
ILTA	• Our Educational Technology Manager is a member of the Irish Learning Technologies Association
DAWN	• Our EDI Officer is a member of the Disability Advisors Working Network (DAWN). DAWN is a professional organisation and a community of practice for Disability Officers who are responsible for supporting neurodiverse learners and learners with disabilities in higher education in Ireland.
Autism Acceptance Festival Committee (2024)	• CCT, along with five other higher education institutes hosted the Autism Acceptance Festival. Now in its 4th year, this festival hosts a series of public-facing events that centred autistic people and promoted autism acceptance.
Admissions Officers Association	• CCT is a member of the Admissions Officers Association. This professional body brings together Higher Education Admissions Officers. It is an organisation that works closely with both the Central Applications Office (CAO) and the Institute of Guidance Counsellors (IGC)

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1.10 Research, Enterprise & Innovation
» **Description**
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

Industry Engagement:

Our engagement and involvement with industry was documented in Section 11 of our Institutional Profile document. The following table summarises how we engage with industry to support teaching, learning and assessment here at the College.

Organisation	Type of Involvement
CCT Industry Engagement Forum (IEF)	• Regular interaction between CCT and IEF members • Conceptual idea generation such as the successful programme pathways from Levels 7 to 9 for Springboard funding from 2019, in specialist high-demand areas such as Data Analytics, Artificial Intelligence, and Cybersecurity • Central to all programme development, evaluation and re-validation in CCT • Provision of industry expert guest speakers • Access to field trips / virtual visits • Provides industry perspective within programme design and development process • Provides inspiration for real-world assessment and updated industry related problems which need to be solved • Partner promotes brand of CCT and its applied programmes across its ecosystem and client network
Strategic Partnership – Microsoft	• Vendor-neutral partnership • Provides industry perspective within programme design and development process • Provides inspiration for real-world assessment and updated industry related problems which need to be solved • Partner promotes brand of CCT and its applied programmes across its ecosystem and client network • Certification on various skills-based, specialist professional courses • Works with our Careers Office to visit campus
Strategic Partnership – Amazon	• Vendor-neutral partnership • Provides industry perspective within programme design and development process • Works with our Careers Office to visit campus • Provision of some tech and simulation software to enhance delivery at undergrad and postgrad level. • Supporting the development of AWS club on campus • Provides inspiration for real-world assessment and updated industry related problems which need to be solved • Partner promotes brand of CCT and its applied programmes across it's ecosystem and client network

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1.10 Research, Enterprise & Innovation
» **Description**
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

CCT has a dedicated Careers Office, and works with industry in the following ways:

- Ongoing signposting each month to recruitment, networking and academic events in Dublin.
- Regular online Careers Drop-in Clinics for students and online events for Alumni.
- Industry Engagement development in 2025 included strengthening our relationship with AWS, GagaMuller and other organisations within CCT's IEF in terms of guest lectures, student opportunities and looking at ways in which industry could engage more with CCT generally.
- Guest Lectures and Industry Invitations 2024-2025 included:

Date	Industry Representation	Focus
04/03/2025	**GagaMuller:** Jason Rymer Associate Director plus two CCT Alumni Michael Kenny and Diana Namaemba presented to CCT Students.	• Data Analytics • Business Overview • Open Roles • Life as a Graduate.
10/04/2025	**Amazon Webs Services:** Ronan O'Reilly Operations Manager at AWS with Cloud Support Engineers Ann Treesa Tom & Soujanya Sing presented to CCT Students	• Day in the life of an AWS Support Engineer • High Availability and Resiliency
27/06/2025	**Google Ireland:** June Hackathon event	• For students in Computer Science and related fields, who are currently studying in Ireland and are interested in preparing for the next potential stages of their career.
07/08/2025	**Amazon Tech Careers Day**	• Onsite Amazon event for Career Advisors
04/09/2025	**AWS:** Invite to Women Building AWS Data Centres	• Careers in Planning and Delivery • Real insights from a diverse and inspiring panel of leaders • Interactive Q&A session • Networking opportunities
25/09/2025	**Google:** CCT Alum Francisco Leite - SRE - Site Reliability Engineer Google.	• Career Insight Session

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Governance and Management of Quality

1.10 Research, Enterprise & Innovation
» **Description**
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

Social Engagement:

Again, our Institutional Profile sets out our recent social and community engagement activities. To summarise:

Social Engagement	Description
STEM Passport for Inclusion	• In 2025, CCT collaborated with Maynooth University to become the first private partner of the STEM Passport for Inclusion. • In September 2025, we welcomed our first group of 29 transition year students from a DEIS school in Kildare and commenced the Level 6 Certificate at CCT.
Scholarship Activity	• **Kellie Harrington Scholarship:** This scholarship award is tenured for five years, during which time the Scholar(s) are entitled to a waiver of their full programme fees (including all tuition and assessment fees). • **GOI-IES Scholarship:** The College is part of the Government of Ireland International Education Scholarship initiative, which is awarded by the President of Ireland and administered by the HEA. • **CCT Scholarships:** All international learners receive a partial scholarship on their first-year fees.
CCT 'From Ideas to Action' Conference Series	• A key strategic focus in terms of community engagement is the investment in the CCT Conference. • **2024 Conference – Enhancing Academic Integrity-From Ideas to Action**: 125 delegates, 20 presentations. • **2025 Conference – Mental Health in Higher Education-From Ideas to Action:** 125 delegates, 24 presentations.

On an annual basis, we confer the CCT Honorary Fellowship to an Irish recipient who has made a significant contribution to Irish Society and/or Education:

2019 Dr. Terry Maguire Former Director of the National Forum for Enhancement of Teaching & Learning

2020 Brother Kevin Crowley Founder of the Capuchin Centre for Homeless People

2021 Father Peter McVerry Founder of the Peter McVerry Trust

2022 Adam Harris CEO and Founder of AsIAm. In recognition of the significant impact AsIAm has made for neurodiverse learners.

2023 Dr. Dermot Douglas Celebrating an outstanding career in Irish Higher Education and notable contributor to the development of the NFQ

2024 Kellie Harrington Double Olympic boxing champion, celebrating community work, charitable endeavour and her selfless contribution to representing disadvantaged communities

2025 Dr. Katriona O'Sullivan Irish psychologist, academic and bestselling author of "Poor". In recognition of her significant work in highlighting educational disadvantage in Ireland.

Objective 1
Governance
and Management
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1.10 Research, Enterprise & Innovation
» Description
» **Evaluation**
» Effective practice(s) identified
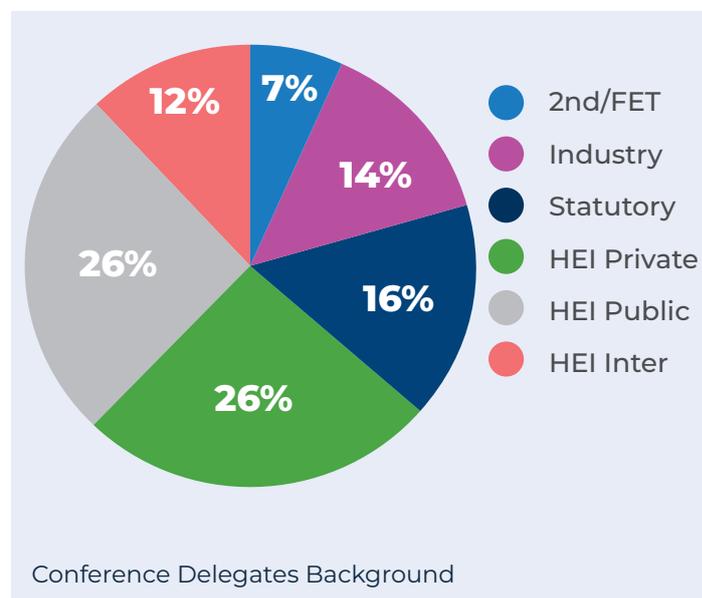» Areas for potential enhancement identified
» Case Study

1.10 Evaluation

CCT's first Research Strategy (2019-2024) focused on embedding research into the curriculum and ensuring all programmes were underpinned by a relevant evidence base. Building on this in the second Research Strategy (2024-2027), the College aims to foster a research ethos that ensures that teaching and learning is not only informed by research, but that the environment is one that attracts and maintains quality faculty and staff and contributes to knowledge at a wider level. Steady progress has been made in the past two years with the establishment of the CCT Research Committee and the redevelopment of our internal research register to collate and track both learner and faculty research outcomes. While we are in the early stages of building our research capacity and tracking our research outputs, already we have seen students' research involvement result in 12 publications or presentations across 2024-2025 and 18 faculty publications and presentations in the same timeframe. In addition, the development of research capacity is evidenced by the commencement of the research committee's first collaborative research study, which is currently underway.

Furthermore, our commitment to research, innovation and sectoral engagement is evident through the establishment and implementation of the CCT funded 'Ideas to Action' conference series. Staff and faculty members presented at both the 2024 (Academic Integrity) and 2025 (Mental Health in Higher Education) iterations of this conference. The Conferences have served, not only to facilitate staff engagement with research, but as a mechanism for wider sectoral engagement. Delegates and presenters were drawn from both the public and private higher education sector, international delegates and delegates from departmental, industry and service sectors.

Attendance at the conferences reached capacity for both events and delegate background can be broken down as follows:


2nd/FET	7%
Industry	14%
Statutory	16%
HEI Private	26%
HEI Public	26%
HEI Inter	12%

Conference Delegates Background

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» Description
» **Evaluation**
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

In terms of Irish delegates and presenters, we see an equal spread of 26% between representation from Public and Private HEIs. Feedback from delegates also suggests that they found attending to be of value. When asked to rate the Keynotes, Workshops, Parallels, Student Panel and Venue, there were high scores returned:

Delegate Ratings of Conference
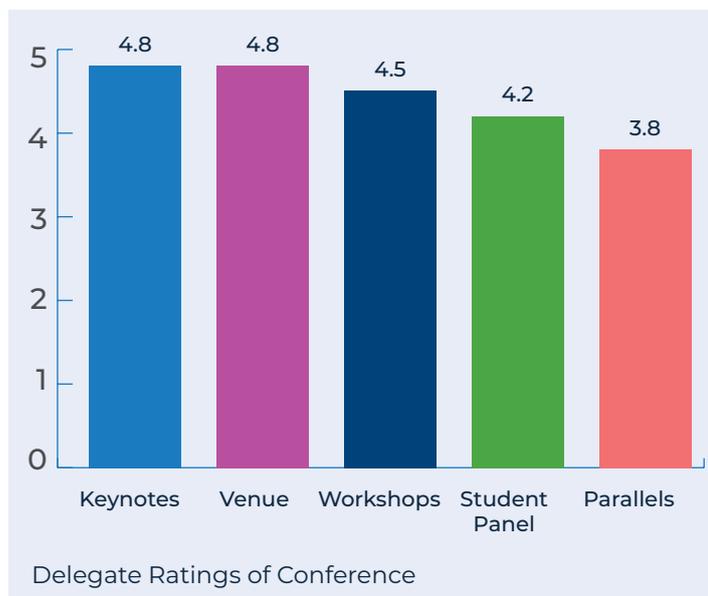
Notably, the parallel sessions scored lowest, but this was accompanied by feedback suggesting that there were clashes in sessions (i.e. delegates wanting to see presentations that were on at the same time).

The review team considers that our sectoral engagement with QQI and other relevant bodies is particularly strong considering our size and scope of provision. Understanding the value it offers, the College has a culture of releasing staff for networking, collaboration and engagement in peer review processes such as revalidation and QA approval panels for QQI.

We consider that we 'punch above our weight' in this regard, as evidenced by the fact that both our Dean of Teaching & Learning and our Dean of Academic Affairs have been appointed to high level committees within NAIN and the HEA and our College President has been a member of the Advisory Group for NSteP.

When considering innovation and enterprise engagement, the review team engaged with participants in our inaugural Level 6 STEM Passport for Inclusion group. Using a short feedback tool, the young people were asked if they believed the course had increased their understanding of STEM. 100% (n=25) stated that they believed it had. Likewise, we asked them if the course had increased their interest in studying a STEM subject. 96% (n=24) indicated that it had, and 4% (n=1) stated that it hadn't. The Students were asked to evaluate if doing the course had increased their confidence in general. Again, 96% (n=24) stated it had and 4% (n=1) stated it had not. Finally, the students were asked to state what they liked most about the course. Coding emerged as a strong theme in this short qualitative section. Students appeared to have enjoyed "learning how to code in python". One student described learning to code as feeling "very empowering and fun" and another noted that she "would even consider computer science as an extra leaving certificate subject now." A couple of respondents noted that the teamwork element of the course was also a key strength, with one noting that she enjoyed "working in a group I mightn't have worked with before." This was echoed by another peer, who shared that she'd "liked working as a team." One learner noted that a key outcome for her was the change of perspective in terms of coding. She described previously thinking that coding would be hard, and how the course had shown her it wasn't.

Objective 1
Governance and Management of Quality

1.10 Research, Enterprise & Innovation
» Description
» Evaluation
» **Effective practice(s) identified**
» Areas for potential enhancement identified
» Case Study

1.10 Effective Practice(s) Identified

Promotion of Collaborative Research

In the Research Strategy 2024-2027 a key priority is the promotion of collaborative research at faculty level. The idea was to bring together faculty who had previous research and publication experience with some of our early career researchers and engage in a collaborative research project. The first study was proposed in April 2025. Ethical approval was obtained in July 2025. As detailed in our research strategy. A growing body of research (Iqbal & Azhar, 2024; Kadikilo et al, 2024; Ryazanova & Jaskiene, 2022; Miller, 2019) indicates that a range of barriers exist to faculty involvement in research. The literature asserts that teaching load, administrative duties, lack of funding, lack of research skills, lack of support and lack of interest in research can all contribute to low research productivity. This study brings together 11 staff and faculty members and focuses on GenAI in Teaching, Learning and Assessment at CCT. The constitution of the research team means that confidence or competences issues can be navigated as we have a mix of experienced and novice researchers. Likewise, the size of the research team means a workload that is shared, which may mitigate the barriers raised by current workload burdens.

HECA Student Research Award Participation

Since its inception, CCT Students have been well represented at the annual HECA Student Research Awards. CCT learners won and placed 3rd in this sectoral annual HECA Student Research Awards competition in its inaugural year in 2021 and achieved third place in 2022. Learners from CCT won this competition again in 2024. Moreover, in 2025, CCT Students placed 3rd, with the submission of an additional BSc (Hons) graduate receiving a 'highly recommended' result. Across its five years of existence, students from CCT have won 33%, or 5 of the 15 prizes that were available. The College has gained a good reputation across the ICT industry particularly for high quality applied research output at undergraduate and postgraduate level.

Conference Proceedings from the 'Ideas to Action' Conferences

As detailed above, CCT delivered two fully funded Conferences in 2024 and 2025. These two events brought together researchers and academics from 58 Higher Education and Adult Education Institutions, as well as delegates from related bodies such as the HSE, QQI, HEA, Health Research Board and professional bodies. Across the two events approximately 250 delegates engaged in research, discourse and debate.

2024 was the inaugural CCT 'Ideas to Action' conference. A key strategic outcome of this conference was the publication of the *'Enhancing Academic Integrity: From Ideas to Action Conference Proceedings'.* All presenters at the conference were invited to submit their research, case study or practice example for publication. Nine presentations were submitted and published in April 2025. The conference proceedings for the second conference *'Mental Health in Higher Education From Ideas to Action Conference Proceedings'* are currently being collated with a view to publication in April 2026.

Objective 1
Governance and Management of Quality

1.10 Research, Enterprise & Innovation
» Description
» Evaluation
» Effective practice(s) identified
» **Areas for potential enhancement identified**
» Case Study

1.10 Areas for Potential Enhancement Identified

Promotion of HECA Research Awards in Business Faculty

As detailed above, CCT has performed exceptionally well in the HECA Student Research Awards. However, a review of the submissions and prize winners across the five years demonstrates that all have come from undergraduate and postgraduate students who are attending the ICT faculty. There is therefore a clear area for potential enhancement when it comes to promotion of learner research in the Business Faculty. Further research is warranted to more fully understand why learners from the Business Faculty are not submitting their capstone projects for consideration at research conferences.

Hardship Fund for International Students

During the CINNTE Review process, we received feedback on our TrustEd International Education Mark Application regarding the supports that are in place for international students. Students attending all public universities in Ireland can avail of the HEA Student Assistance Fund. At this time learners attending private Higher Education Institutes are not eligible to apply. While we offer a range of scholarships (President's Scholarship, Kellie Harrington Scholarship, GOI-IES Scholarship Participation), CCT has never distinguished between EU or Non-EU nationalities in terms of student fees, once the student is already resident in Ireland. This is quite unique to the higher education sector in Ireland as most Irish HEIs apply EU and Non-EU rated programme fees. One potential area for enhancement is to set up a designated hardship fund for international students, based on IEM Panel's feedback from the TrustEd International Education Mark application. CCT is committed to looking at the development of an international student hardship policy and the creation of a designated hardship fund and processes, within Irish Immigration regulations where applicable.

Objective 1
Governance
and Management
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1.10 Research, Enterprise & Innovation
» Description
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» **Case Study**

1.10 Case Study

Collaboration with Maynooth University on STEM Passport

A key priority in our Strategy for 2024-2027 was Connection and Collaboration and specifically to develop partnerships for the purpose of education and collaborative arrangements. In 2025, we began collaborating with Maynooth University and became the first Private HEI to deliver the STEM Passport for Inclusion. The overarching aim of the STEM Passport is to empower learners from working class communities with a STEM qualification at Level 6 on the NFQ while they are still in secondary school. This award has been linked to a reduction in points requirements for certain designated STEM college courses, and research into its outcomes demonstrates that graduates of the programme have increased awareness and increased confidence because of completing the programme. The STEM Passport Pilot at CCT is completely funded and resourced by CCT.

Strategy	Policy	Practice

• **Strategic Priority 3:** Connection & Collaboration
• **Strategic Priority Objective 3.7** Extend the reach of the College nationally and internationally by establishing alliances with carefully selected partner HEIs for the purpose of education and collaborative arrangements in areas such as shared experience and practice, research, student exchange, new programme design, academic development etc.
	• CCTP805: Scholarship, Professional Development, Innovation and Research	• **March 2025:** Opened communication with Dr. Katriona O'Sullivan, Director of the Centre for Inclusive Higher Education in Maynooth University.
		• **April 2025-May 2025:** Worked with staff in STEM Passport for Inclusion Team to prepare for engagement in STEM Passport Project
		  » Identified PoC in Maynooth & CCT
		  » Evaluation of Resources (Training rooms, equipment)
		  » Identification of appropriate facilitator
		  » Identification DEIS School to Participate
		• **June-August 2025:** Ongoing Liaising with Maynooth University Regarding Logistics.
		• **September 2025:** Welcomed first group of 29 female Transition Year students to CCT to commence STEM Passport.

Outcome: 100% of the transition year students who participated in the pilot stated it increased their understanding of STEM, 96% stated it increased their interest in studying a STEM subject and 96% stated it increased their confidence.

Objective

2

Teaching, Learning and Assessment

Objective 2
Teaching, Learning and Assessment

2.1 The Learning Environment

» **Description**
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

2.1 Description:

The Learning Environment in CCT is led by the Teaching, Learning and Assessment Strategy 2024-2027 (2025), and underpinned by two other complementary strategies:

- **Institutional Strategy 2024-2027**
- **Research Strategy 2024-2027**

The Policies informing the College Learning Environment:

- Blended Learning (CCTP404)
- Induction of New Staff (CCTP802)
- Staff Code of Conduct (CCTP803)
- Scholarship, Professional Development, Innovation and Research (CCTP805)
- Academic Supports Policy (CCT901)
- Learning Environment Policy (CCTP911)
- Self-Evaluation, Monitoring and Review (CCTP1201)

The Learning Environment incorporates the physical and virtual environments, the teaching and learning strategies across all programmes, and student support services. Student support services are discussed in detail under section two. This section discusses CCT's learning environment in the context of Teaching and Learning - including academic staff professional development and support.

Physical Learning Environment

The College offers a mix of large-scale lecture theatres and smaller active learning spaces, all equipped with moveable furniture to support group-work and interactivity. Lecture rooms feature state-of-the-art technology, including electronic whiteboards, Smart TVs and audio-visual display resources. The building is fully wireless enabled with a 1GB internet connection, and learners have access to Google Education Tools and printing facilities. The College has invested in global leading plasma nanotechnology Novaerus devices that are already fitted in lecture rooms and designed to kill 99.97% of all known viruses and bacteria. A dedicated library resource room, along with quiet study areas and an extensive online library, supports student research and independent learning. Additionally, learners can reserve small study rooms to facilitate group work and collaborative study outside of classroom hours. The College operates a 'bring your own device' policy but provides a laptop loan scheme for on-campus use, as well as on-premises access to networked PCs. Printing facilities are available in the library. Student support and recreational facilities are a key part of the campus environment. A recently refurbished student lounge incorporates silent study pods, and additional spaces include a student kitchen (equipped with kitchenettes, multiple microwaves and refrigeration facilities for student use), vending machines, a canteen and a quiet recreational lounge called 'The Pump Room'. A sensory room, 'The Retreat' provides a calming environment for learners who may require it. On the top floor of the building is 'The Loft', a meeting space. The College has also invested considerably in a high standard recording studio (mainly used for music, podcasting, and development of asynchronous material), located at Basement Level called 'The Vault'. The main campus building at 30-34 Westmoreland St., Dublin 2 is city-centre located with excellent public transport links, and spans six floors of learning space and meets disability access certification standards. In January 2026, CCT will open a new second campus space located at Astor Hall, 4-8 Eden Quay, Dublin 1, approximately one minute walk from CCT's building on Westmoreland St. This additional overflow education space will house an open plan Faculty Office, Reception, Student Lounge and Eating Area, Study Spaces, and three new lecture and lab rooms.

Objective 2
Teaching, Learning and Assessment

2.1 The Learning Environment

» **Description**
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

Virtual Campus

Our VLE, Moodle, serves as the main communication mechanism for any cohort, programme or college-wide announcements. Moodle is also used for provision of programme information, managing assessment lifecycles including submission, grading and release of feedback to learners, access to online classroom and discussion forums, text-matching software and engagement monitoring. The site 'News' feature also provides a central place for announcements and information about activities and events happening outside of class. The use of 'Zoom' supports the delivery of the programme. Other elements of the virtual campus include the online CCT Student Hub and **Library website**. The Hub provides a 'one stop / single sign-on' access to all critical information and resources at the College. Learners use the CCT Student Hub and the Library website to access Moodle, student

email, all online resources including EBSCO, along with careers information, student services information, disability services, academic integrity information, latest news and practical information regarding their assessment schedules, and timetables.

Teaching & Learning Environment:

CCT places students at the centre of all their endeavours and strives to continuously enhance the teaching and learning environment. National and international best practice informs our Teaching, Learning and Assessment (TLA) Strategy. We are centrally engaged and committed to national and international agencies and stakeholders, thus contributing to, and learning from colleagues and stakeholders.

CCT recently launched a new Teaching, Learning and Assessment (TLA) strategy (CCT College, 2025). This new strategy was in development throughout 2024:

1 TLA Strategy 2021 - 2024 Comprehensive Review	**2** National & international literature and policy review	**3** TAL Strategy 2024 - 2027 v.1 out for consultation	**4** TAL Strategy 2024 - 2027 v.2 for APC approval & launch/ socialisation
Jan - Mar 2024	Apr - Jun 2024	Sept - Nov 2024	Dec 2024

Objective 2
Teaching, Learning and Assessment

2.1 The Learning Environment

» **Description**
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

Following extensive review, consultation and academic council approval the strategy was launched in December 2024. There are five key priorities in the strategy:

Priority **1**	Priority **2**	Priority **3**	Priority **4**	Priority **5**
Programme approach to embedding relevant knowledge, skills and competencies and upholding academic integrity	Enhanced physical and blended learning environment ensuring commitment to student participation, access, diversity and inclusion	Cultivating leading edge transversal skills, including a commitment to life-long learning	Students as partners across all aspects of their learning journey	Professional development and evidence based Scholarship of Teaching and Learning (SoTL)

CCT College TLA Priorities

Each of these priorities have a set of action points and expected outcomes. These are further explained in our Priorities Document or the full Teaching, Learning and Assessment Strategy. Teaching, learning and assessment strategies are the main driver for programme and module design (MacNeill & Beetham, 2022). At CCT we use the ABC Learning Design, with embedded UDL principles, to systematically design programme and module teaching, learning and assessment strategies. Programme learning outcomes are carefully designed to align with relevant QQI Award Standards and to support attainment of our **Transversal Skills**. The newly designed and approved transversal skills facilitate students to think, perform and thrive in an advanced, professional and agile manner. Furthermore, in establishing the learning environment, there is a commitment to cultivating a shared culture of academic integrity and ethical conduct, a fundamental requirement for both society and industry during this period of heightened geopolitical volatility. CCT is committed to caring for students through a range of different interventions, policies and resources. The dedication to being student-centric is evident in everything we do. Students' needs' drive all aspects of the business operations. As such we see students as partners. Partnering students in CCT is informed through our active participation with the National Student Engagement Programme (NStEP). In addition to embedding students as partners across the governance, and QAE domains, CCT provides other opportunities to create meaningful student partnerships in the teaching and learning environment through collaborative student-led discussions and engagement. Some examples of students as partners within our learning environment include student-led sessions; choice scenarios or data sets; choice on assessment methods e.g. poster or video; negotiated assessment brief to suit areas of expertise or interest; students inputting to marking criteria; Work in Progress (WIP) with peer feedback etc.
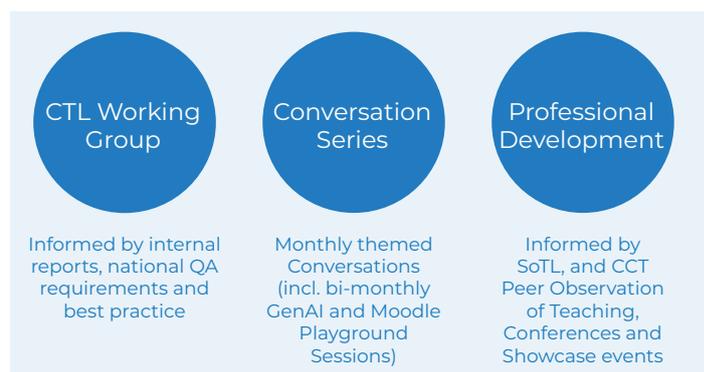
Objective 2
Teaching, Learning and Assessment

2.1 The Learning Environment

» **Description**
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

As CCT continues to enhance the learning environment through innovative and leading-edge teaching and learning, we recognise the value in investing in professional development and supporting evidence-based practice. Much of the literature cites academic development among one of three key concerns for teachers in higher education, workload and reward structure being the others (MacNeill & Beethan, 2022). Lecturers need professional development to support programme design (National Forum, 2016), create engaging environments, and teach transversal skills (Tangney et al, 2023). CCT's work in driving this priority is informed by our association with the National Forum and facilitated by the Research Strategy. CCT is committed to supporting academic staff disseminate and publish their SoTL research. An example of this is the recent publication of our Enhancing Academic Integrity Conference Proceedings. Three of the lecturing team have papers in this publication, and CCT hosted and fully funded the conference in 2024. More recently, this conference series 'From Ideas to Action' was hosted and funded by CCT in 2025, with the theme of Mental Health in Higher Education.

The Dean of Teaching and Learning leads the CCT Teaching and Learning (CTL) Working Group which in turn informs all aspects of professional development support, resources and guidance for lecturers.

The CTL Framework that guides and supports the CCT CTL is outlined below:

CTL Working Group
Informed by internal reports, national QA requirements and best practice

Conversation Series
Monthly themed Conversations (incl. bi-monthly GenAI and Moodle Playground Sessions)

Professional Development
Informed by SoTL, and CCT Peer Observation of Teaching, Conferences and Showcase events

We maintain a tracker of teaching and learning initiatives and activities that the CTL provide for the staff and faculty. These are divided into monthly focused conversations (Conversation Series) and led by the current needs of lecturers and students informed by the CTL Working Group. For new lecturers, following best practice, and informed by CCT QA policy (CCTP803), we provide an induction process. This includes one-to-one meetings with the Dean of Teaching and Learning; provision of support through a digital **Lecturer Handbook** that signposts lecturers to all relevant supports and resources. In addition, through the CTL, we ask new lecturers to avail of the Peer Observation of Teaching Process (including Assessment). Finally, the CTL facilitates National Forum Open Courses such as GenAI for Teaching and Learning, and UDL badges.

Three key lecturer support resources designed and maintained by the CTL include:

- The CTL Moodle Hub, which contains extensive supports, guides and resources for lecturers to enhance their learning environment.
- The Lecturer Handbook is a one-stop-shop for lecturers to dip in and out of throughout the semester. It mirrors some of what is in the CTL Hub, but with less detail.
- The **CTL Webpage** is designed to showcase best TLA practice in CCT.

Objective 2

Teaching, Learning and Assessment

2.1 The Learning Environment

» Description
» **Evaluation**
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

2.1 **Evaluation:**

When evaluating our performance in terms of our teaching, learning and assessment, the review team considered where we are currently in terms of achieving the strategic objectives set out in the 2024-2027 Teaching, Learning and Assessment Strategy, with a significant number of actions in place for several years and continually enhanced.

Priority 1: Programme approach to embedding relevant knowledge, skills and competencies and upholding academic integrity		
Expected Outcome	**Success will look like…**	**Evaluation – What have we achieved thus far?**
Programme approach to embedding relevant knowledge, skills and competencies and upholding academic integrity	Evidence of enhanced approaches to promoting and upholding academic integrity in all TLA activities	• Updated Assignment Template and Cover Sheet • GenAI Project and Research Group • Monthly Assessment CoP • Active involvement with NAIN Strategy development and NAIN Working Group 1, which looks after Assessment Integrity and Innovation.
	Our graduates are prepared for industry and attain good employment and/or advance to further studies	• Graduate feedback indicates graduate success in obtaining internships, graduate roles and full-time positions across all sectors of the economy, which have become increasingly technology driven. • Graduates cite their assignments and projects as practical talking points at interview stage.
	Internal and external QA processes consistently convey high quality programme design (e.g. via peer review during programme validation)	• Case Study on Programme Design Process - see Objective 1.5 Case Study. • CCT has a 100% validation and revalidation record with QQI. • Feedback from faculty indicates that the process is supportive of their development.
	External examiner, industry feedback, and feedback from lecturers and students, is largely positive across all programmes	• Thematic analysis of External Examiner reports indicates that they view the College Programmes positively. • Thematic analysis of learners' feedback is largely positive, although there is also useful feedback on how to further enhance delivery.

Objective 2
Teaching, Learning and Assessment

2.1 The Learning Environment
» Description
» **Evaluation**
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

Priority 2: Enhanced physical and blended learning environment ensuring commitment to student participation, access, diversity and inclusion.		
Expected Outcome	**Success will look like...**	**Evaluation – What have we achieved thus far?**
CCT is recognised by students and the HE sector for having a flexible, inclusive and accessible learning environment.	Students feel welcome, nurtured and supported in CCT	• College wide delivery of 'Welcome Webinar' • Constant updating and enhancement of the 'Virtual Student Induction' space on Moodle • College President and Dean of Faculty meet with each cohort of students each semester • Implementation of the 'Student Mentoring Academy' • Ongoing roll out of Class Representative Training (NStEP) and prioritisation of the learner voice.
	Year on year enhancements in the physical and virtual learning environment	• 2024 saw major physical enhancements to ensure compliance with AsIAm • Implementation of new Wayfinder System in 2025 • Expansion to second campus in early 2026
	All programmes are consistently developed and enhanced in line with best practice for inclusivity.	• Use of ABC Model embedded in all programme design processes. • Training staff and faculty in UDL. • Development of 'Module Design Handbook'

Objective 2
Teaching, Learning and Assessment

2.1 The Learning Environment
» Description
» **Evaluation**
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

Priority 3: Cultivating leading edge transversal skills, including a commitment to life-long learning		
Expected Outcome	**Success will look like...**	**Evaluation – What have we achieved thus far?**
Graduates that are valued in the workplace and society because of their advanced and maintained transversal skills.	Reviewed graduate attributes that reflect valuable transversal skills and are embedded across all programmes (evident in Minimum Intended Programme and Module Learning Outcomes)	• Graduate attributes reviewed. Literature and policy review conducted to see what skills are required for industry and society. • A new set of CCT Transversal Skills were designed, approved and published in April 2025.
	Ongoing provision of relevant free summer Professional Diploma programmes to all current and former students;	• Seven programmes offered during Summer 2025. Successful completion rate of 55% (n=218). This offered learners: • Additional qualifications to add to CV, LinkedIn etc. • Skills based certificates • Bootcamp programme to reinforce learning
	Enhanced suite of online self-paced Essential Programmes (currently Essentials 1 Study Skills; Essentials 2 Research Skills; and Essentials 3 Career Skills) embedded into programmes	• The Essentials programmes are currently being used, in part, in the following modules: • Career Skills (Essentials 3) in Professional Development module in BSc in IT (Year 4) • Research Skills (Essentials 2) for both IT and Business modules, specifically the content on academic sources, evaluating information etc.
	Recognition from industry and the wider community that our graduates are valued due to their advanced transversal skills and commitment to lifelong learning.	• Analysis from the 2024 Graduate Destination survey shows graduates feel well prepared for industry across technical and business skills, communication, time and project management, and general business acumen. • Some cited career services, guest lecturers and job search support as crucial in securing suitable employment.

Objective 2
Teaching, Learning and Assessment

2.1 The Learning Environment
» Description
» **Evaluation**
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

Priority 4: Students as partners across all aspects of their learning journey		
Expected Outcome	**Success will look like...**	**Evaluation – What have we achieved thus far?**
Student partnership is clearly evident in all aspects of CCT's activities.	Student voice is evident in programme design, TLA strategies, QAE policies and procedures and college decision making.	• Increased student participation in programme review and design in 2025 • Student focus groups and survey analysis informs programme design and the learning environment • Students appointed to Programme Board, AC and College Board during 2024 and 2025
	Students have agency and feel like active participants in their learning journey.	• This is an ongoing commitment. We seek student feedback on an annual basis to see if they feel they have agency on their learning journey.
	Students are co-creating aspects of their TLA.	• We are finding opportunities in our TLA to partner students but certainly room to work with students as co-creators

Priority 5: Professional development and evidence-based Scholarship of Teaching and Learning (SoTL)		
Expected Outcome	**Success will look like...**	**Evaluation – What have we achieved thus far?**
An academic community that is engaged in professional development and using evidence to inform advanced TLA practice to ensure a flexible, inclusive and accessible learning experience for students.	Academic staff are research active in the SoTL area.	• Examples of current SoTL activity can be found on the CTL Webpage and on our Research Register • Publication of our 'Academic Integrity: From Ideas to Action' conference proceedings
	Academic staff are actively participating in, and driving, professional development activities.	• We completed a Lecturer Survey to ascertain what lecturers want from a prof. development perspective in the 2025-2026 year • CTL Working Group established and meeting regularly • Assessment CoP established and meeting regularly • Conversation Series is running routinely

	Stronger national and international relationships and associations with the SoTL research community.	• Dean of Teaching and Learning has a wide network of associations and membership including:
		  » Member of NAIN
		  » Invited expert to NAIN sub-group to redesign NAIN strategy
		  » Invited expert on HEA National Forum advisory group to design a National Recognition Framework
		  » Invited speaker to HEA Teaching and Learning Conference 2025
		  » Invited keynote Speaker to 2025 NAIN Academic Integrity Week

Objective 2
Teaching, Learning and Assessment

2.1 The Learning Environment
» Description
» **Evaluation**
» **Effective practice(s) identified**
» Areas for potential enhancement identified
» Case Study

In terms of practical guidelines and resources regarding teaching responsibilities, we ask new lecturers to engage with the Lecturer Induction Interactive Resources on Moodle, and we provide them with the 'Tips for getting started' document. We also strongly encourage new lecturers to avail of our Peer Observation of Teaching, Learning and Assessment.

For new, and all other lecturers, we provide access to the following to support them in their roles:

- Our 'Quick Start Guide to Faculty QA Responsibilities' to support them in understanding their role in greater detail.
- Our 'Assessment Brief Template' to ensure that they present the module assessments in a standardised manner.
- Our 'Assessments & Grading in CCT' Presentation to help orient them to our assessment practices.
- Our 'Assessment Workload Guidelines' document to support them in the design of effective assessment strategies for their module.
- Our Module Design Handbook to support them in using appropriate module learning outcomes to design effective module level teaching, learning and assessment strategies.
- Our 'Teachers' Toolkit to encourage active participation and discussion in the classroom.
- Our 'How to make your CCT Classroom Inclusive' to help lecturers to foster a collaborative, accessible and inclusive learning environment.
- Access to a range of Moodle guides to support their effective use of Moodle

As many of the programmes at CCT are delivered via Blended Learning, we recognise that online elements of teaching and learning are quite different from an in-person experience. For this reason, we have created a set of Online Teaching and Learning Guidelines for both lecturers and students. We also have an Online Student Netiquette Document which is shared with all students during induction. We ask those teaching online to become familiar with these documents and reference them in class.

2.1 Effective Practice(s) Identified

Some examples of effective practice include:

- Programmes are designed in a collaborative way, using structured workshops to guide the process. In this way programme design is not only a process, but it is a form of professional development. Best practice models and frameworks are used to guide programme design discussions and ultimately the final programme, including a well thought out and justified TLA strategy (see case study 1.5).

- CCT is committed to ongoing investment into the virtual and physical learning environment. This commitment extends to ensuring the highest level of investment in resources that support an inclusive, accessible and flexible learning environment for all students. This is at the heart of all College endeavours.

- The College provides many additional resources and supports, beyond the structured well-designed programmes, to help ensure students are equipped for the world they will enter. Included in this is a commitment to lifelong learning through the free summer professional programmes they offer to students and alumni.

Objective 2
Teaching, Learning and Assessment

2.1 The Learning Environment
» Description
» Evaluation
» **Effective practice(s) identified**
» **Areas for potential enhancement identified**
» Case Study

- Student participation is key to CCT across all areas of their practice. In particular, there is a constant focus on creating opportunities for students to partner in the TLA practice across modules and programmes. CCT allows best practice through NStEP and SaPiA to inform these initiatives.

- CCT's commitment and investment in their lecturing staff is impressive. Moreover, the dynamic engagement and commitment of lecturing staff to professional development is exciting and has tangible benefits for both staff and students. Examples of this include the use of the CTL Working Group to guide provision, the comprehensive suite of Conversations and other initiatives run across each semester, and the interesting project and research groups that are forming.

2.1 Areas for Potential Enhancement Identified

As the landscape for those teaching in higher education is changing, particularly with the advent of the National Professional Recognition Framework, there is opportunity for CCT to embed some of the professional development into Special Purpose Awards in Teaching and Learning. This could be through a 20 ECTS credit programme in TLA and with additional elective modules around emerging issues that allow lecturers to commit to their professional development journey in a bespoke manner. Mapping professional development on to the HEA National Professional Recognition Framework is important to us as we wish to acknowledge and celebrate lecturers' commitment to their professional development. This approach may have the added benefit of securing greater traction from part-time lecturing staff.

There is also an opportunity to develop greater student partnership in teaching and learning, moving towards a model of co-creation, particularly among more mature learners e.g. final year and postgraduate students. Furthermore, there is potential to work with the Research Committee to embed the impact of TLA initiatives on student engagement and success.

Finally, like most of the HE sector globally, CCT needs to further focus on professional development, training, research and collaboration opportunities around the impact of GenAI on teaching, learning and assessment, developing and trialling new, authentic and innovative methods around teaching and assessment while upholding academic integrity and standards. One target here is an applied research conference for the sector nationally and internationally, which would be our third 'Ideas to Action Series' in three years. This conference is currently being planned and scheduled for September 2026.

Objective 2
Teaching, Learning and Assessment

2.1 The Learning Environment
» Description
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» **Case Study**
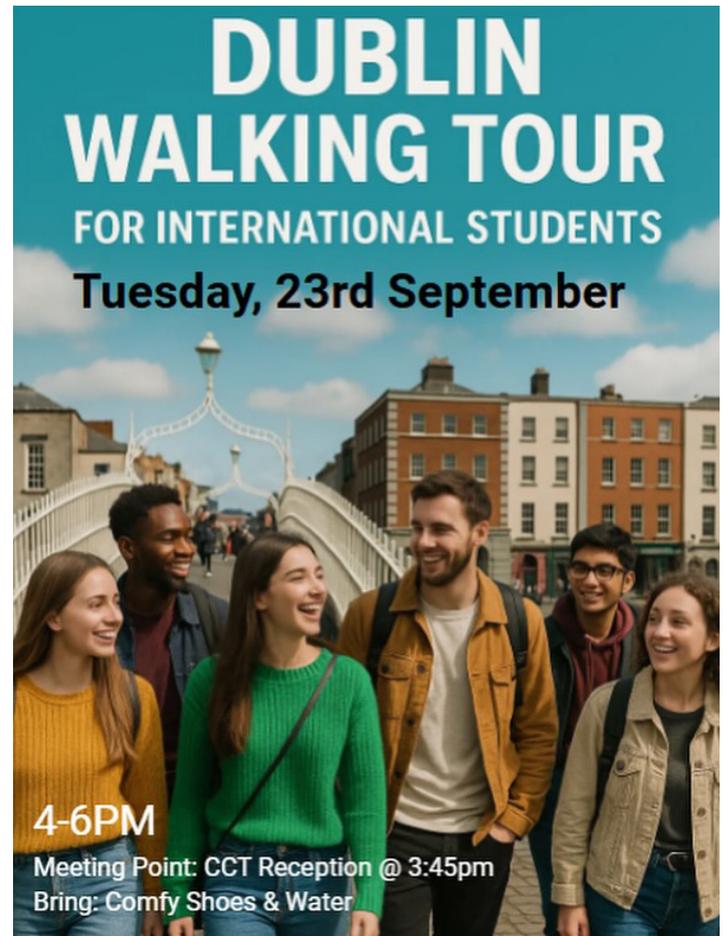
2.1 | Case Study

International Business / Strategic Management Walking Tour

Stephen Chandler and Alan Foran, Business Faculty

The International Business / Strategic Management Walking Tour at CCT Dublin takes the students into a different learning environment where they can see and experience business operations and strategies. Historical, social, economic, political, and legal aspects provide a framework to examine both Irish and foreign business activities in Dublin. Mini case studies looked at through the tour include the Lego Store, Ellisor-Luxottica, LVMH, Qualtrics, The Irish Famine, 1916 Rising and Independence, Anglo Irish Bank, Intercom, International Financial Services Centre (IFSC), Se7en Wonders Cafe, Windmill Lane Studios & U2, Tenable, Carlyle Aviation Partners, Industrial Development Authority (IDA), Marker Hotel and Apartments.

The first walking tour was aimed at International Business students, in the final year of the BA in Business programme. After some discussion, the Strategic Management Module was added. Showing how an original well-conceived and well executed vision, or business idea comes to being, creates this connection between concepts and models looked at in the class and how it translates into the physical business reality.

At the River Liffey students can contemplate the history of Dublin as a port. We also point out some of the Multinational Companies (MNCs) in Dublin. The tour also passes MNCs that are tucked away, such as Qualtrics on Clarendon Row and Tenable on the Quays. We focus on the IDA's strategy of attracting the EMEA headquarters of the MNCs to Ireland, bringing the companies into Ireland when they are small and growing them organically with encouragement from the Irish government. Seeing these MNCs in Ireland gives the students a sense of the opportunities open to them.

The Walking Tour has been adapted to The Global Economy module on the MA in International Business programme, and there are plans to provide similar Walking Tours in other modules. The potential for this approach is endless. It's a very exciting way to work with students, taking them out of the theoretical space and into the real space makes it more authentic.

The International Business/Strategic Management Walking Tour at CCT takes the students into a different learning environment where they can see and experience business operations and strategies in Dublin. This is a very exciting way to work with students, taking them out of the theoretical space and into the real space makes it more authentic.

Objective 2
Teaching,
Learning and
Assessment

2.2 Assessment of Learners
» **Description**
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

2.2 Assessment of Learners

2.2 Description

Section 5 of the QAM includes all policies and procedures related to Marks and Standards, TLA, Assessment and Grading. Policies and procedures related to internal and external moderation of assessment are also in Section 5.

The programme assessment strategy is designed to engage learners and help them consolidate their learning. Core to programme assessment strategies is a commitment to designing assessment that is authentic (National Forum, 2021), combines assessment of learning (AoL), for learning (AfL) and as learning (AaL) (National Forum, 2017a) with multiple feedback loops (Henderson et al, 2018). AoL, or summative assessment as it is often referred to, is traditionally associated with certifying and assuring the learning, whereas AfL and AaL, or formative assessment, focus on progressing the learning, and learning for transformation (Forde-Leaves et al, 2023). We design programme assessment strategies that are scaffolded, integrated, and include horizontal and vertical components (National Forum, 2017b). An important consideration is assessment design that promotes academic integrity (DCU, 2021, NAIN, n.d) and reflects on the role of artificial intelligence in assessment (NAIN, 2023). The assessment strategy is designed to authentically assess students' skills and competencies and ensure they are professionally prepared for industry and society. Programme assessment strategy is promoted where and when it is appropriate. Assessment strategies are designed to create some real take-away value that students can showcase to potential employers. Rubrics are a core aspect of the assessment design.

The following key principles are applied in developing rubrics:

- Rubrics should be provided to learners when they receive their assessment brief/instructions. At this point they help learners understand the expectations and the criteria that will be used to grade them (increasing transparency). The rubrics are used as a discussion tool during class, to help provide guidance and clarity to students regarding assessment expectations.

- After the task is completed, they are used to grade learners' work efficiently and fairly, and help marking teams to grade consistently. At this stage they are also used to moderate assessment results.

- Within two weeks of submitting their work, the grades are returned to learners with a copy of the rubric, which provides them with high-level feedback indicating their individual performance level against the criteria and descriptors.

As discussed in Objective 2.1, CCT is committed to partnering students in all aspects of their learning journey. This includes assessment. We are guided by the Students as Partners in Assessment (SaPiA) project to engage students as partners in teaching, learning and assessment. The Dean of Teaching and Learning was co-lead on this funded project during her tenure with DCU.

Objective 2
Teaching, Learning and Assessment

2.2 Assessment of Learners
» **Description**
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

Lecturers are advised that their minimum assessment responsibilities include:

- Using the CCT Assignment Brief Template to clearly communicate assessment criteria and grading rubrics to students.
- Reminding students to use the CCT Assignment Cover sheet.
- Providing constructive feedback on assignments and assessments using the pre-designed and discussed rubric.
- Grading assignments and exams fairly and impartially.
- Engaging with moderation process.
- Adhering to the college's policies on grading deadlines and academic appeals.
- Designing assessment strategies that are authentic, engaging and promote academic integrity
- Clearly defining expectations regarding plagiarism and cheating (including use of Gen AI tools).
- Reporting any suspected instances of academic misconduct to the appropriate authorities.
- Including repeat assessments when submitting the main assessments at the beginning of each semester (to send to External Examiner); and
- Ensuring they meet the deadline in submitting results.
- Preparing for Exam Boards.
- Applying the CCT Assessment Workload Guidelines.

Information provision is central to the assessment procedures in CCT. It is vital that learners understand the 'what', 'when' and 'how' of the assessment strategies for their modules and programme. The academic team therefore provides the information on what should be included in the assessment via the Module Assessment Brief, the deadlines for each assessment must be communicated clearly and in a timeline manner.

Recheck, Review & Appeal:

Learners may request a recheck or review of their ratified results. As a recheck is an administrative checking of marks allocated and totalled, it is not necessary to be completed by a member of academic staff. However, the person undertaking the recheck is required to utilise the marking scheme to inform them of where marks should be allocated and what amount. The re-check may involve the check of all results for a module. A request for a recheck must be received by the QA Office within five working days after the ratified results have been returned to the learners. The College is not obliged to undertake a recheck for any application received outside of this timeframe. The College will endeavour to complete all rechecks within 21 calendar days where recheck requests have been accepted. The QA Office will inform the learner in writing of the outcome of the recheck.

According to QQI, 'Review means the re-consideration of the assessment decision, either by the original assessor or by other competent persons. Learners are required to state the grounds for the requested review. The grounds for review will normally be that the learner suspects that the assessment was erroneous in some respect.' CCT applies this definition and recognises that re-consideration of the assessment decision does not always require a re-assessment of the work that is subject to a review. A learner wishing to seek a review should do so using the specified form and within 5 working days of the ratified results being published. It is emphasised that disagreement with the judgement of the examiner(s) does not constitute grounds for a review.

Objective 2
Teaching, Learning and Assessment

2.2 Assessment of Learners
» **Description**
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

On receipt of a review request the QA Office will arrange for consideration of the application and a review of the grounds to determine whether there are grounds for review. If a review is granted, the QA Office will determine the parameters of the review required. The outcome of the review will supersede the decision of the original examiners. The learner will be informed by the QA Office the outcome of the review. Where a recheck or review results in an upgrade, a downgraded mark, or a replacement assessment opportunity, the QA Office will notify the Faculty Office and Dean of Academic Affairs for the purpose of amending the Broadsheet of results accordingly (including any necessary change in award classification as a result of an upgrade) and notification to QQI.

If the learner is dissatisfied with the outcome of a review, they may appeal the decision. An appeal is a formal request that another body (the Appeals Board) re-examines the procedure or decision of a decision-making committee. Disagreement with the decision in itself does not constitute grounds for appeal. A request for an appeal must be received by the Dean of Academic Affairs no later than the date specified in correspondence, or within 5 working days where no date is specified of the publication of the results / decision. The learner must supply evidence in support of their request. Where the Dean of Academic Affairs believes there is evidence of grounds for an appeal, they will constitute an Appeals Board to consider the case. The membership of this board is the Chair of AC, two members of AC, one of which must be an academic staff representative or the Dean of Faculty and an external examiner or academic from outside the College. Attendance at the Appeals Board meeting by the learner is at the discretion of the Dean of Academic Affairs and may not be deemed necessary.

Where an appeal rules in favour of the appellant all changes arising from that decision e.g. change in assessment result, award classification, entitlement to assessment attempt, removal of penalty the Dean of Academic Affairs will arrange for the appropriate communication of the decision and updating of records including, where applicable, amendment of the Broadsheet of results and notification to the Awarding Body.

Moderation
CCT implements both Internal and External moderation procedures. Internal moderation of assessment briefs (continuous assessment and exam papers) is completed within the faculty prior to progressing assessment documentation to the external moderation process. Each lecturer is responsible for ensuring their appointed internal moderator receives complete assessment documentation including the assessment brief/exam paper, any supporting material or instructions and the grading rubric to be applied. The internal moderator acts as a critical friend to ensure that assessment documentation aligns with the overall principles for assessment. The internal moderator will report their findings and observations to the internal assessor responsible for the assessment. Following the Internal Moderation of Assessment Briefs, the Faculty Office arranges for all assessment documentation to be submitted to the external examiner for external moderation. The external examiner:

- Reviews the drafts of all assessment briefs and examination papers, marking schemes, worked solutions, etc. External examiners
- Have the right to make suggestions, criticisms, deletions, additions, and amendments as they deem appropriate.

The internal assessor is responsible for taking account of all suggestions, criticisms, deletions, additions and amendments proposed by the External Examiner(s).

Objective 2
Teaching, Learning and Assessment

2.2 Assessment of Learners
» **Description**
» **Evaluation**
» **Effective practice(s) identified**
» Areas for potential enhancement identified
» Case Study

Following grading in line with the Marks and Standards, Assessment and Grading Policy, internal moderation of student work is conducted for all assessments within each faculty before progression of student work to the external moderation process. Each lecturer is responsible for ensuring their appointed internal moderator receives a complete package of graded student work. Following the Internal Moderation of Student Work, the Faculty Office arranges for a sample of student work to be submitted to the external examiner for external moderation.

2.2 Evaluation

In any higher education programme assessment is central, and the CCT team considers that the processes and procedures in place are effective. In terms of evaluating support and resources offered to lecturers to help them with assessment, the two main instruments used to inform professional development in this area are the annual lecturer survey, and the monthly CTL Working Group meetings. As discussed earlier in this section, the CTL Working Group informs all professional development initiatives and takes input from programme leads, external examiners, industry and students.

When considering the efficacy of our Assessment Strategy, we consider annual data such as the grade distribution for a given module and programme, the feedback from learners, and faculty input into the how effective the assessment tool was in practice. On a yearly basis, annual monitoring reports provide overall grade averages, and the programme team is required to reflect on how this compares to sectoral and national norms, whether any trends or anomalies are present, and what may explain any present anomalies. On a cyclical basis, the QQI programme review process requires us to evaluate a programme's grade distribution over a five-year period, and we undertake this at both programme and

module level. Such analysis and evaluation assist in identifying patterns related to assessment that may need to be considered in the subsequent version of the programme. CCT also conducts a monthly Assessment Community of Practice via our Centre for Teaching and Learning.

2.2 Effective Practice(s) Identified

CCT's ongoing commitment to supporting students throughout their studies and the assessment of learning is evidenced through the information and guidance provided to students. Programme Handbooks, the Student Handbook, and online resources all include information about teaching, learning, assessment and process and procedures to support students, e.g. information and forms replated to recheck, review and appeal requests.

Some other examples of effective practice include the Current CTL Activities, consisting of monthly professional development discussions, with a minimum of half all Conversations over the last three years focusing on assessment. In addition, we have monthly Assessment Communities of Practice (CoP). These are very valuable and are led by the lecturers. Each month lecturers join the CoP with their current assessment challenges and the community, led by the Dean of Teaching and Learning, support each other resolving their difficulties. We all learn from each other. When lecturers were asked if they wished to continue these Assessment CoPs over the summer, they insisted it was vital in helping them design their assessment strategies for the upcoming academic year. A final example of effective assessment practice in CCT, is the workshop approach to programme design where programme assessment strategy design is embedded across all workshops (see Case Study 1.5).

Objective 2
Teaching, Learning and Assessment

2.2 Assessment of Learners
» Description
» Evaluation
» Effective practice(s) identified
» **Areas for potential enhancement identified**
» **Case Study**

2.2 Areas for Potential Enhancement Identified

The CTL areas for enhancement include designing more programme and/or stage assessments outside the programme design process outlined in case study 1.5. This could be done through taking the last hour of programme boards or having a programme lead workshop on this topic. When looking at programme and stage assessment strategies we could enhance assessment by including more structural or process changes rather than discursive changes. Discursive change in assessment design requires outlining how the assessment should be completed regarding use or non-use of GenAI. Discursive changes rely on compliance, which is always challenging. Structural or process changes focus on changes to the assessment strategy to ensure greater security and validity (see case study 2.2). Another area for enhancement during our focus on assessment redesign, is to design in more opportunities for student partnership, with a view to moving towards assessment co-design with more mature students e.g. final year and postgraduate students.

A key area of assessment enhancement is more interactive and creative use of the Virtual Learning Environment, Moodle. CCT are always seeking to enhance the VLE and recently commissioned an external analysis of our use of Moodle. The Learning Technology Manager is working closely with the Executive Leadership Team (ELT) to implement the recommendations outlined in this report. More recently the Dean of Teaching and Learning is in discussion with our Moodle partner, Catalyst, on working through the six areas of the **maturity framework** to evaluate our current use of Moodle and areas for improvement, particularly around formative and summative assessment, and use of learning analytics.

82% of students have come from educational backgrounds outside of Ireland. One of the implications of this is that they have experience of grading systems different to that used in CCT. This can lead to students gaining good grades but being disappointed as they are comparing these to the system(s) they have experienced previously. This can lead to recheck and review requests that do not meet the acceptance threshold for these procedures. Information about the Irish grading system has been included in the Student Handbook. Further information and guidance on this issue will be included in the Student QA Hub which is in development.

2.2 Case Study

Authentic Assessment Strategies to Enhance Academic Integrity in the Era of Generative AI: A Four-Dimensional Approach

Dr Muhammad Iqbal, Computing Faculty

Generative Artificial Intelligence (GenAI) tools, such as ChatGPT, Copilot, DALL·E 3, etc., present major challenges for educators to maintain academic integrity for continuous authentic assessments. Generative AI tools, while powerful, can undermine the learning process by oversimplifying assessment tasks and diminishing students' reliance on deeper inquiry skills traditionally fostered through books, academic literature and online search engines (Gruenhagen et al., 2024). However, it is crucial to guide students for the ethical use of this technology in order to maintain academic integrity for assessments. In response to these advancements, educational institutions have redesigned their assessment including a process-oriented approach to verify the progress and authenticity of continuous assessment for an individual or group-based work (Ajjawi et al., 2023; Beckingham et al., 2024). We introduced a four-dimensional approach to evaluate student contribution and verify individual effort in continuous

Objective 2
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2.2 Assessment of Learners
» Description
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» **Case Study**

assessments across QQI Levels 7, 8, and 9, as outlined below.

- Poster presentation
- Video demonstration for the poster and artefact
- Collaborative or individual reflective report
- Use of Version Control system

These four dimensions provide a structured and professional basis for evaluating student performance in individual or group-based continuous assessments. We can maintain the academic integrity in the continuous assessment through a four-dimensional approach, while simultaneously enhancing key graduate attributes such as conceptual understanding, critical thinking, problem-solving, collaborative learning and programming proficiency. Poster presentations, grounded in accurate citations, cultivate respect for intellectual property and strengthen communication of technical concepts. Video demonstrations helped us to check the clarity in explanation and understanding in conveying knowledge thus validating that it is the students own work. The reflective journal captured the details of peer learning, critical thinking and self-evaluation in order to ensure the meaningful engagement of students to achieve module learning outcomes. The progressive development is monitored using a version control system, like Github, GitBucket by introducing a specific number of commits based on the duration of the assignment to safeguard transparency and originality. This approach uses multiple modes to assess the same learning outcomes without constituting over-assessment. As a whole, the four-dimensional, process-oriented approach in continuous authentic assessment serves as an effective framework for integrating critical thinking, problem-solving, innovation and programming practice, thereby reinforcing academic integrity in the era of generative AI (Iqbal & McQuaid,

2025). In particular, we have introduced a process-oriented approach to monitor the work of continuous authentic assessments in computing and data analytics domains. In cases of any suspicious work or inconsistencies observed during marking of these continuous assessments, an oral Q and A session has been called for the pair/ group. This has been clearly instructed to the students in the assignment description to ensure transparency and shared understanding of academic expectations. This additional check allows the lecturers to verify the authenticity of continuous assessments in any specific cases ensuring transparency and fairness to retain the quality and academic integrity of the continuous assessment. The Q and A process serves as a verification process, reinforcing academic integrity and validating that submitted assessment work reflects the learners' own conceptual understanding, critical thinking and effort.

Source: HEA National Forum, Mapping GenAI in Higher Education Hub

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2.3 Support for Learners
» **Description**
» Evaluation
» Effective practice(s) identified
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» Case Study

2.3 Support for Learners

2.3 | Description

The College has a wide range of student support initiatives in place. CCT acknowledges the challenges faced by learners completing a programme of study and the specific challenges faced by different groups of learners as outlined in our QAM. The following policies specifically relate to supporting learners:

- **CCTP901: Academic Supports Policy**
- **CCTP902: General Student Services, Pastoral, Disability & International Student Support**
- **CCTP903: Student Complaints Policy**
- **CCTP904: Class Representative Policy**
- **CCTP910: Personal Mitigating Circumstances Policy**
- **CCTP911: Learning Environment Policy**

As the College has evolved it has increased investment in learner support services annually. Roles dedicated to the provision of student support in CCT to all learners fall under the overall remit of the Dean of Academic Affairs. Student services are managed by our Head of Student Services, who holds responsibility for the management, implementation, monitoring and enhancement of learning support services and promoting the development of a rich learning community within CCT. The college Librarian is responsible for managing the physical and virtual library and for the design, implementation and monitoring of library services. In addition, learners obtain support from our Faculty Coordinators, who are a primary point of contact for students and provide administrative support to faculty. Furthermore, each programme has a Programme Lead who is responsible for the management, delivery and academic integrity of the programme they lead. They are also a key, and often first-point of, contact for learners on their programmes seeking academic and/or pastoral support.

CCT prides itself as being an inclusive education provider offering higher education opportunities to adult learners from diverse backgrounds. The provision of services to support learners reflects the diversity of the student body and the specific needs of individuals and groups.

Learner Support Services in CCT can be summarised as follows:

- Physical Learning Environment
- Virtual Campus
- Student Supports (Well-being and Other Academic Supports)
- Student Counselling Service
- Guidance and Careers Support Service
- Supporting Students with Diverse Needs
- Support for International Learners

Objective 2
Teaching, Learning and Assessment

2.3 Support for Learners
» **Description**
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

Student Supports (Well-being and Other Academic Supports)

The College operates an open-door policy that encourages learners to interact with their lecturers and administrative staff outside of class time. Universal accessibility is a priority in CCT, recent evidence of which is the College's designation as an Autism Friendly HEI, by Ireland's national autism charity – AsIAm in October 2024. Learners are encouraged to avail of the following support services, available on campus and online:

- **Library Services**: the College has recently extended and upgraded the library with dedicated bookable group study rooms for learners to use, and accessible online resources via the library website.
- **The Centre for Teaching and Learning**: The college has a dedicated centre for teaching and learning, which supports faculty and learners in all aspects of teaching and learning.
- **Academic Integrity classes and dedicated one-to-one research support sessions:** learners are supported - individually and in groups - to develop the requisite knowledge and skills to ensure the academic integrity of their work.
- **The Essentials**: CCT's Essentials programme is open to all learners. The Essentials are synchronous and asynchronous resources that are split into three areas that progress with the journey of the student: Study Skills, Research Skills and Career Skills.
- **The Peer Mentoring Academy**: for provision of subject specific support provided through peer-to-peer tutoring offering both group and one to one sessions on Zoom and in person.
- **Programming Bootcamp**: prior to the start of the semester, postgraduate IT learners are enrolled in a free programming bootcamp to provide programming foundational skills

- **Careers Support Service** - a dedicated Careers Advisor provides workshops and one to one meetings throughout the semester on CVs, Interview skills, LinkedIn profiles and other career related information.
- **Class Representative Forum** - each cohort elects a minimum of two Class Representatives to act as a liaison between their classmates and the CCT staff and administration. The Class Reps are advised by the Head of Student Services and complete NStEP training as part of their role.
- **Health service** - learners experiencing illness or health related difficulties can avail of our Health Services information that includes details of local GPs that offer provides access to local medical services with student rates.
- **Counselling service** - CCT provides fully subsidised options for learners seeking to attend counselling.

Student Counselling Service

Although College life is a positive and beneficial experience, learners can sometimes experience stress, pressure and personal difficulties. CCT offers a confidential counselling service where learners can explore personal issues that may impede their ability to succeed in an academic setting. CCT has an established agreement with professionally registered counsellors who provide fully subsidised therapy sessions for learners. The College has two partnerships we maintain with the **Elmwood Centre for Counselling & Psychotherapy** and **mymind.org**. There is also access to multilingual counsellors providing international learners the option to attend counselling sessions in their first language.

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» **Description**
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Careers Support Service

The Careers Officer aims to enhance the career opportunities for all learners at the College. The service delivers a range of career preparation workshops and individual meetings. These are designed to support learners in finding, applying and securing internships, graduate programmes and employment. The Careers Officer liaises with relevant employers and recruitment consultants outside the College in monitoring full-time and part-time job and career opportunities within the IT and Business industries.

Supporting Students with Diverse Needs

CCT strives to provide a fully inclusive learning environment and is committed to ensuring learners with diverse needs, including disability, medical conditions, and specific learning needs have as complete and equitable access to all areas of college life as can reasonably be provided. The College has adopted a Code of Practice for Supporting Students with Diverse Needs which is applicable to all students studying in CCT. This is in accordance with the Disability Act 2005, the Equal Status Acts 2000 (as amended) and the University Act 1997. Students are encouraged to register with the Equality, Diversity and Inclusion (EDI) Office to seek supports where their ability to participate fully in all aspects of the course and College life could be negatively impacted. CCT is responsible for providing an inclusive environment where all policies, procedures, courses and facilities should adhere to inclusive Teaching, Learning and Assessment principles, such as Universal Design for Learning, to ensure that they are accessible to the greatest number of learners possible, without the need for adaptation or additional supports for particular groups.

Support for International Learners

In advance of arrival, the Head of Admissions takes lead responsibility for ensuring international learners are fully informed about the programme, visa and insurance matters, accommodation and cost of living information, and matters pertaining to Dublin and its transport network. Once learners arrive at CCT, the Head of Student Services is the point of contact for all pastoral support matters. Additional support in relation to visa, financial and legal matters is provided via the Head of Admissions, the Dean of Administration and Finance and the support staff located in the Main Office.

The Student Services and Admissions office work with current learners who have volunteered to be paired with new learners. These learners are matched by their country of origin and/or course of interest to share their experience. These learners provide a level of friendly support that helps the new student adjust to both CCT and Ireland.

The induction programme for all learners is tailored to meet the needs of learners. Learners are also informed about extracurricular activities that can help them understand Irish culture. Additionally, the Head of Student Services collaborates with Class Representatives to encourage the formation of student groups and societies, some of which focus on particular cultural interests. Throughout the semester, various events are scheduled to showcase the diversity of our learners. Information about cultural activities and groups in Dublin is shared with learners through Moodle, notice boards and social media.

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2.3 Support for Learners

» **Description**
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» Case Study

Academic Supports

All learners are provided with an extended orientation programme, consisting of a Virtual Student Induction online through Moodle and on campus induction activities, where they meet faculty and staff. They are introduced to the Head of Student Services, Librarian, EDI Officer, Careers Advisor, Programme leader, Ed Tech manager and other relevant members of staff. Such staff provide an overview of their positions and how their roles support student success. These orientations introduce the physical, virtual, social and academic facilities to the learners. The learners also receive live tutorials on the various learning platforms and tools like, including inputs on Moodle, QA, Pastoral Care etc. The virtual induction has multiple resources for learners under these headings:

- **Welcome Webinar recordings** - welcome sessions are recorded and made available for learners to refer to and also for those who are unable to attend or arrive late.
- **Living and Studying in Ireland** - introduces the Irish Education System, shares an International student perspective, and information for those studying in Ireland.
- **Studying at CCT** - provides information about academic writing, accessing library databases, booking study rooms, and Harvard referencing
- **Life at CCT**- shares information about student services, counselling, health practitioners, career services, building spaces, Class Representatives, sports and societies, and the Student Mentoring programme
- **CCT for All** - introduction to the Equity, Diversity and Inclusion office, how to access disability services, assistive technology services, and the EDI calendar

- **Digital at CCT** - tutorials on how to use Moodle, the CCT student email address, and guide to using Zoom
- **Quality at CCT** - Access to the QAM, resources on Academic Integrity, links to Student and Programme handbooks.
- **Feedback Survey** - link to a feedback survey to gather the student feedback on the virtual induction and asking for any additional information they would like to see included.

The College President meets and welcomes each starting cohort individually as part of the extended orientation programme.

Policy and Procedure Information

CCT has committed itself to embracing an inclusive QA culture. Learners, staff and other stakeholders are represented on various committees and are a vital part of the QA process of the College. CCT recognises that the participation of learners is a fundamental aspect of the QA process and therefore promotes student engagement and partnership throughout the institution. It is CCT policy that all new learners will receive an induction to CCT and their chosen programme of study. The purpose of induction is to familiarise learners with all aspects of the college and their new environment, raise awareness of academic regulations and their location. New learners will be briefed on college procedures, policies, information, assessments, and code of conduct. Information provided at induction is reinforced throughout the academic year and an online orientation programme remains available to learners throughout their studies.

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2.3 Support for Learners
» Description
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» Areas for potential enhancement identified
» Case Study

2.3 Evaluation

Support via Counselling

As part of our ISER development process, we engaged with learners who had been referred to counselling to understand their experience. 100% (n=6) described the ease of accessing the service as very accessible. 83% (n=5) of these students rated the service they received from the counsellor as 'Excellent' with 17% (n=1) describing it as 'Very Good.' These students were asked to describe the benefits of engaging in counselling. All students detailed ways in which this service supported them:

> It was more possible to focus with course content, thanks to have an outlet for anxieties, preexisting conditions which might have otherwise interfered or disrupted my participation. Engaging with the counselling allowed me to feel at times I might otherwise be overwhelmed, that I could continue.

> It was really helpful for a student who is not financially struggling to have free counselling.

> .. I was in my lowest point in life, and I got help straight away thanks to [Staff Member's Name], the whole board and my therapist [Counsellor's Name].

The value of the counselling services also came up via interviews we conducted with graduates, with one Higher Diploma graduate describing the death of a classmate and noting that the College's response was immediate, supportive and comprehensive.

Support via EDI Office

Central to any review undertaken at CCT is stakeholder involvement and as part of this process, we surveyed current learners who were engaging with our EDI officer. 11 students responded. Being cognisant that such learners can struggle with lengthy surveys or indeed find reading and writing tasks more difficult, we endeavoured to keep the survey brief, with two quantitative and three qualitative questions.

Learners' Perspectives on Accesing the EDI Office
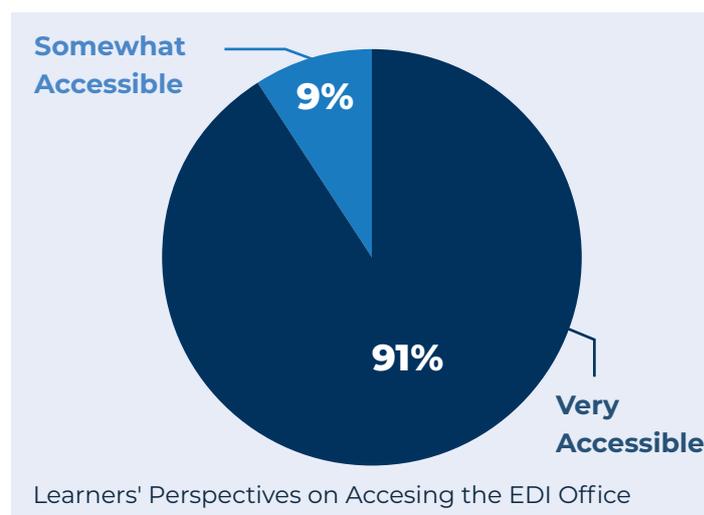
The first question focused on ease of access to the EDI office. 91% (n=10) indicated that the EDI office was very accessible, with 9% (n=1) selecting 'Somewhat Accessible' as their answser.

No learner indicated that it was not easy to access.

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Teaching, Learning and Assessment

2.3 Support for Learners
» Description
» **Evaluation**
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» Areas for potential enhancement identified
» Case Study

Learners Ratings of the Service they Received

Learners were then invited to rate the service they received from the EDI Office in the College. Again, 11 responses were returned. 82% (n=9) selected 'Excellent' and 18% (n=2) selected 'Very Good'.

No learner selected 'Good', 'Fair' or 'Poor' in this question. The results of this survey suggest that those who attended rated the service as being of high quality.

As part of this question, learners also had the opportunity to leave an additional comment if they wished to do so. One respondent noted that:

> The EDI department and the college staff gave me excellent help and were very welcoming. They were responsible to make sure I got everything I need as a student with visual impairment (bilateral cataract 6/57). The resources are very important for my studies
>
> *– P1*

The third question on the survey related to the perceived benefits of engaging with the EDI service at the College. A key theme that emerged was that of academic accommodation. Multiple participants detailed how it has eased exam pressure and/or stress around assignments for them. For example, one respondent noted:

> I've been getting close support from [name], which made things much easier. It helps to know there's someone who understands my situation and can guide me through what's needed. It also takes off a lot of pressure around exams and coursework. The support CCT has been giving me it's a surprise, a great one, actually. I didn't expect to come across departments like this. It's heart-warming
>
> *– P1*

Another aspect noted by respondents was how linking in with the EDI office helped in terms of inclusivity, with one learner stating that it *"is very helpful because they provide clear guidance, answer questions, and offer ongoing support. They also have supportive groups and initiatives that promote inclusion, making it easier for everyone to feel heard and represented."*

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» Case Study

As part of the survey, we invited learners to comment on what we could do to improve the service. While some respondents noted that there was nothing they could add, one provided some concrete feedback for us to consider:

> " I have ADHD, which makes it difficult for me to follow instructions on assignments. My course topics are interconnected, so separate assignments confuse me, even though they complement each other. The EDI office can assist by discussing with course instructors the use of simple, step-by-step guides on how to complete the assignments and by sharing overview spreadsheets that illustrate how assignments fit into the data analysis – P1

The other common feedback that emerged in this question related to communication and promotion of the service.

> " The service could be improved by increasing visibility around campus and online — for example, through regular awareness emails, short videos explaining what EDI offers, or workshops highlighting how students can benefit from engaging with the office – P3

Class Representation as a Support

As student partnership is a key strategic priority for the college, and as Class Representation is a proven way to ensure learners receive timely support and resolution, when necessary, the team considered it vital to involve class representatives in the review process. As part of the CINNTE Review, we surveyed class representatives to elicit their views on the class rep function at CCT.

Perceived Level of Support in Role as Class Rep
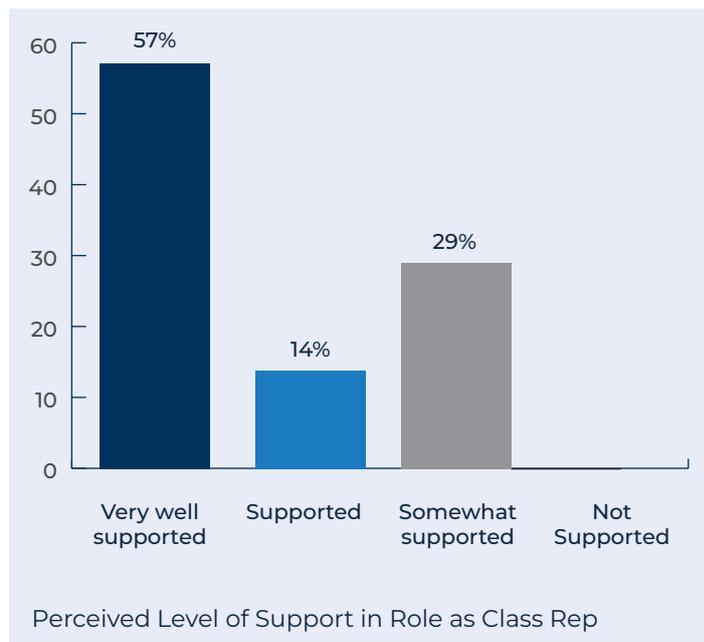
In the main, class appear to have felt supported by the College in both adapting to the role and implementing it in the College. All class reps participate in the NSTEP Class Rep training which we facilitate in CCT's Campus.

Student Mentoring Academy

The CCT Student Mentoring Academy is a collaborative initiative of the college's academic faculty and Student Services Department in partnership with experienced student mentors. Peer mentors deliver sessions in person and online. When considering anxieties that students may experience as they transition into a student/faculty partnership space, peer mentor engagement with pastoral care from the Student Services Department is integral to the success of the initiative. There is college wide support for the activities of the Student Mentoring Academy and its promotion of peer learning and student partnership. The College President particularly "welcomes the presence of student mentors on a number of College committees, further amplifying the student voice and strengthening student partnership."

Objective 2
Teaching, Learning and Assessment

2.3 Support for Learners
» Description
» Evaluation
» **Effective practice(s) identified**
» Areas for potential enhancement identified
» Case Study

2.3 Effective Practice(s) Identified

Induction of Learners as a Key Support

An effective practice that emerged from our review of student support in the college relates to our induction process. CCT considers Induction of Learners to be central to setting the scene to college life, to our programmes and to the supports available to learners in the college. Like many initiatives at CTT College, induction is a multi-department affair and includes multiple points of contact and information.

- The live induction meetings are attended by management, faculty, the Head of Student Services, the QA Lead, our EDI and Careers Officer, who all present and engage with learners during these meetings.
- There is a dedicated induction course on Moodle, which houses information on all aspects of the induction and of college life itself.
- There is a concentrated communication schedule during the first term, with QA and Student Services working in tandem to ensure ongoing connection and induction with learners.
- Planned events and information days occur throughout the year on topics such as Mental Health, Neurodivergence, Health and Wellness and, as always, learners are signposted to the available supports.
- Walking tour of Dublin: At the beginning of each semester, CCT hosts a Dublin walking tour highlighting practical and interesting places in the city that are relevant to students.

The Social Aspect of Support

The College endeavours to create a vibrant and thriving student community. This involves a social aspect to learner support. Examples of the social activities in the college include:

- Weekly soccer club: Taking place every Tuesday at 7pm in Larkin Community College. The soccer team is coached by a former League of Ireland professional.
- HECA cup: CCT conceived of, organised, hosted and funded, the HECA Cup for 2023 and 2024 (has not yet taken place for 2025) which is a 1-day football tournament catering to 200 students approx. and staff celebrating the end of the Annual Year and bringing colleges and students together. Over the past couple of years, this event has included Hibernia College, CCT, DBS, Griffith College Dublin, NCI and Trinity College Dublin.
- Games Night: Our Student Services team run a weekly games night at the college, where students socialise over board games and puzzles.
- Relaxed Movie screenings - several times throughout the semester, CCT hosts students for a neurodivergent friendly movie screening
- Special events: Previous social events have included paintballing, greyhound racing, cultural outings etc.
- City walks and tours of Dublin
- Coding Club for students

Objective 2
Teaching, Learning and Assessment

2.3 Support for Learners
» Description
» Evaluation
» **Effective practice(s) identified**
» **Areas for potential enhancement identified**
» Case Study

Student Partnership:

CCT considers that our ethos of student partnership is a key strength. This is enacted in the following ways:

- Class Representative Training (N-StEP) and ongoing meetings and communication with our Student Services Team.
- Student Mentoring Academy: Collaboration with students and faculty to enable Students to mentor other Students.
- Student Representation on key Governance Boards:
  » AC
  » College Board
  » Programme Boards
  » Student Pastoral Care Committee

2.3 Areas for Potential Enhancement Identified

Data Collation & Accurate Capturing of Student Participation in Support Activities

The CINNTE Review Team considers that Student Care and Support is a key strength of the College; however, as part of the review process, the need to enhance our documentation and tracking of student activities in the realm of support was identified. For instance, we invest a significant level of time into social activities, but do not always record participation. When participation is recorded, the record may be housed in different departments. The College is in the process of implementing a new student management system, Classter, and we plan to commence formally recording all college activities that are participated in against each learner's records. This will include:

- General class attendance
- Attendance at EDI office
- Attendance at Counselling
- Attendance at Careers Office
- Attendance at Social Events
- Attendance at Meetings with Faculty and/or Staff

This will assist the college in a) ensuring that students who are at risk are identified quickly in order that we can respond effectively from an early intervention perspective and b) facilitate us to report more efficiently on all college activities.

Objective 2
Teaching, Learning and Assessment

2.3 Support for Learners
» Description
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» **Case Study**

2.3 Case Study

Case Study: Student Mentoring Academy

The CCT Student Mentoring Academy is a key student engagement and success initiative in which students provide peer guidance and support in the context of challenging IT and business subjects. Student mentoring activities traditionally focus on first year transitions, student acculturation and creating a sense of belonging. Whilst CCT Student Mentors contribute to these activities, the predominant focus of the Academy is to provide peer support to students in the teaching and learning context.

Strategy	Policy	Practice
• **Strategic Priority 1.1:** Continue to provide and invest in a caring, responsive and inclusive open-door student support service with appropriate and expanding supports reflective of the needs of a diverse and growing student community. • **Strategic Priority 1.3:** Advance our whole-institution approach to student success, ensuring that all students are supported, engaged, and empowered through evidence-based policies, inclusive practices, and meaningful partnerships that foster learning, belonging, and achievement. • **Strategic Priority 1.7:** Increase student partnership opportunities and initiatives to further expand on CCT's culture of collaboration, collegiality and shared responsibility between students and staff	• CCTP901 – Academic Supports • CCTP902 – General Student Supports, Pastoral, Disability and International Learner Support Services • CCTP911 – Learning Environment Policy	• The CCT Student Mentoring Academy is managed by one member of faculty and the Head of Student Services in partnership with experienced student mentors. • Peer mentors deliver tutorial sessions in partnership with faculty. The Student Mentoring Academy supports a culture of peer learning across academic programmes by providing peer learning and support opportunities in relation to course content that students find particularly challenging. • Training is provided to peer mentors by staff. • A Student Mentoring Academy page on Moodle is also available with useful resources and information for peer mentors. • Discussion forum for those involved in mentoring that requests that mentors: » Share mentoring experiences that might be valuable for other mentors » Ask various questions about the dynamic of mentoring sessions / content / exercises / group work » Share relevant information about the college / mentoring program

Objective 3 | Self-Evaluation, Monitoring and Review

Objective 3
Self-Evaluation, Monitoring and Review

3.1 Self-Evaluation, Monitoring and Review
» **Description**
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

3.1 Self-Evaluation, Monitoring and Review

3.1 Description

Self-evaluation, monitoring and review is central to all that we do at CCT. Collation and analysis of key data, seeking feedback from stakeholders, and utilising the collective criticality of our teams helps us to evaluate the quality of our programmes and our service, and to focus on continual enhancement and improvement. Ongoing Monitoring and Review is covered in section 12 of our QAM, and the following two policies apply:

- **CCTP1201 - Self-Evaluation, Monitoring and Review**
- **CCTP1202 - External Cyclical Review**

Monitoring and evaluation are crucial to programme success, the enhancement of the learner experience, and are essential to continual quality enhancement. The on-going monitoring reports created provide information for the evaluation of programmes, services and policies and procedures, as part of internal and external processes and ultimately contributes to the strategic success of CCT.

Annual Programme Monitoring – Departmental Level:

While programme level monitoring will be discussed in detail in Objective 3.2, CCT operates as a system and therefore conducts annual QA and enhancement reviews on an annual basis. This involves creation of an annual monitoring report for each college function. In 2024, a review occurred, and a new Annual Monitoring Report was created for collation and analysis of data related to various college departments. On an annual basis, each department submits an Annual Monitoring Report. This provides the College with high level quality data, transcending programme level. The following departments are required to submit a report each year:

- Student Services
- Careers and Alumni
- EDI Office
- Library Services
- Academic Standards
- Programme Development

Objective 3
Self-Evaluation, Monitoring and Review

3.1 Self-Evaluation, Monitoring and Review

» **Description**
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

The departmental annual report allows the manager of each department/function to self-evaluate as to what has gone well, what needs enhancement, and to situate these evaluations in the evidence gathered from stakeholders. Each departmental AMR consists of the same reporting requirements, with managers required to present information on:

General Overview & Strategic Context	• Describe the service areas or departments, the departmental structures, the stakeholders and which other departments they integrate with, as applicable. • Outline the strategic context of the operations and objectives of the service areas under review, making explicit reference to strategic objectives. • This should include reference to any key structural changes to the department e.g. if there has been changes to roles/introduction of roles etc.
Progress Update on Last Year's Action Plan	• This should include updates on progress including rationale for any changes or postponements
Developments in the Academic Year	• Please outline key changes and developments that happened, and why they happened, in your department during the reporting period.
Stakeholder Engagement / Feedback	• High level bullet points summarising feedback received from different sources and any actions arising from Feedback
Objectives for the Coming Year/ Improvement Plan	• Based upon the evidence-based reflections, stakeholder feedback and other evidence sources, outline the priority enhancements for the upcoming academic year.

These reports are then sent to the QA office for collation, and from a governance perspective are brought to the AC for review and discussion. The information gathered and analysed in the AMRs also feeds into the Annual Quality Report we submit to QQI.

Annual Quality Report:
This annual review of academic and operational functions in the College enables us to complete the Annual Quality Report (AQR) each year. In order to prepare this, a range of stakeholder feedback is sought from relevant stakeholders.

The AQR serves to demonstrate the evolution and implementation of our internal quality systems in the College. Submitted to QQI each year, the AQR, along with biennial quality dialogue meetings, serves as an institutional quality monitoring mechanism. Comprised of both quantitative and qualitative data, along with case studies, these are published on QQI's website here:

• **AQR - 2020-2021**
• **AQR - 2021-2022**
• **AQR – 2022-2023**
• **AQR - 2023-2024**

Objective 3
Self-Evaluation, Monitoring and Review

3.1 Self-Evaluation, Monitoring and Review
» **Description**
» **Evaluation**
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

Ongoing Internal Review

Objective 6.2 details how monitoring and review occurs at programme level, but at this stage it is worth reiterating that CCT has a rigorous and robust approach to gathering feedback from stakeholders. From induction to graduation, learner input is sought both formally via surveys and informally via meetings and discussions. We have a substantial class representation process, which includes NStEP training and ongoing meetings between class representatives and staff, which allows for immediacy in terms of enhancing the quality of current programmes.

External Review Processes

In order to enhance quality, CCT will, as necessary, engage external third parties to review certain aspects of delivery, operations and systems to assist us in ensuring we remain as high functioning as possible. Examples of recent external reviews include:

2024

- Programme Review and Revalidation of 4 Level 7 Diplomas
- External Review of CCT's Application for Accreditation as an Autism Friendly College

2025

- External review of Moodle by External Educational Technologist
- External review of Cybersecurity function by External Specialist Service
- External Review of Data Protection Policies by External Specialist Service
- Programme Review and Revalidation of BSc (Hons)
- Programme Review and Revalidation of BA (Hons)
- Application for TrustEd IEM by External Panel appointed by QQI
- Application for Due Diligence Process with QQI [Underway]

- Blended Learning Gap Analysis Process with QQI [Underway]
- 2025 Programme Review and Revalidation of MSc in Data Analytics [Underway]

For each of these reports, the various College Teams will evaluate what actions are required and develop an implementation strategy for same. For some processes, these reviews are to enable strategic enhancement over time, and for others the review and revalidation require an immediate response i.e. validation activity with QQI. For instance, the recent application for IEM TrustEd required ongoing and efficient engagement between provider and panel:

3.1 Evaluation

Self-Evaluation, Monitoring and Review at CCT

The CINNTE Process itself is the epitome of self-evaluation, monitoring, and review. It is the largest self-evaluation process CCT has undertaken in its 20-year existence. That said, we have amassed significant experience in undertaking reviews at different levels including:

- Original institutional approval with HETAC
- Reengagement with QQI
- Approval of our Original Application for Approval of our QA for Blended Learning
- 30+ Validation and revalidation applications
- Application for Devolution of Responsibility with QQI
- Application for TrustEd International Education Mark

Objective 3
Self-Evaluation, Monitoring and Review

3.1 Self-Evaluation, Monitoring and Review
» Description
» **Evaluation**
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

The systematic review for CINNTE involved engagement with all stakeholders and as well as an iterative process in terms of documentation development. This ensured our self-evaluation was robust, involved many minds, and considered the views of all stakeholders and relevant governance structures. The College's Board Academic Council, Executive Leadership Team, Management Team, Admissions Team, Faculty Coordination Team, Operations Team, Centre for Teaching and Learning and QA office were all instrumental to the review and creation of the Self-Evaluation for this and other reviews we have undertaken.

The Value of The AQR in Self-Evaluation, Monitoring and Review

As detailed above, the College engages in the production of its Annual Quality Report, which is submitted on a yearly basis to QQI. While the QA Office holds the pen on the production of the AQR document, it is, unequivocally, a College-wide endeavour. While a mandatory QQI requirement, CCT recognises the unquestionable value of the collaborative self-evaluative process involved in compiling the AQR. It enables us to reflect on year-on-year growth and development, to assess areas of strength and areas for enhancement, and it is a key communication mechanism in terms of our monitoring relationship with QQI.

Thematic Analysis of Validation/Revalidation Reports

As part of our CINNTE process, we conducted a review of 9 revalidation/validation reports that occurred in recent years with a view to identifying specific themes that emerged from these processes. QQI Revalidation and validation reports ultimately propose Commendations, Conditions of Validation and Recommendations to enhance the programme. These processes provide an opportunity to showcase how review and monitoring can inform quality enhancement. The examples below drawn from the thematic analysis demonstrate how monitoring and review is acted upon in CCT:

Condition of Validation [Assessment theme]
Of the 28 conditions that were proposed by the 9 panels in 2022-2025, 9 related to the need to enhance clarity in terms of assessment strategies.
The fact that this emerged as a condition in subsequent years meant it required strategic consideration,
The CTL led by the Dean of Teaching & Learning, initiated a systematic review of the assessment briefs and rubrics used by faculty.
New Templates for Assessment Briefs and Grading Rubrics were developed, and training was provided to faculty with regard to the new templates.
A review step has been built into future validation and revalidation events, whereby the Deans will review Assessment Briefs and Rubrics as part of the Programme Design workshops that form the revalidation and validation preparation.

Objective 3
Self-Evaluation, Monitoring and Review

3.1 Self-Evaluation, Monitoring and Review
» Description
» Evaluation
» **Effective practice(s) identified**
» Areas for potential enhancement identified
» Case Study

Recommendation [External Examination Theme]

In 2025, two panels recommended that we redevelop the form used by external examiners post exam board. As it was a recommendation that emerged twice, we initiated a review.

External Examiner reports for the past 12-24 months were reviewed. Some external examiners were not submitting on the QQI template. This led to limitations in the feedback received.
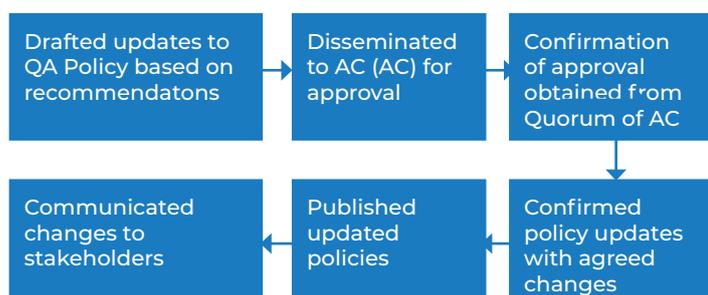
The QQI template was reviewed and disseminated to external examiners as well as Faculty Coordinators.

A training plan for new external examiners was developed.

An online asynchronous training course was developed for external examiners to support them in the production of an appropriate external examiner's report.

Data Protection Review:

As detailed above, during the review period, CCT contracted an external company to undertake a review of our Data Protection and related policies. In the main, the review found that our policies were robust and appropriate, but some recommendations were made and acted upon, resulting in minor policy change. As with any external review, we processed the recommendations via our own Governance Structures using the following format:

Drafted updates to QA Policy based on recommendatons → Disseminated to AC (AC) for approval → Confirmation of approval obtained from Quorum of AC

Communicated changes to stakeholders ← Published updated policies ← Confirmed policy updates with agreed changes

3.1 Effective Practice(s) Identified

Externality in Evaluation

A key strength of the College is our committed to ensuring that there is an external perspective sought and utilised in all evaluation at the College. We recognise the value in bringing an unbiased and objective perspective to any evaluation process. This is evident in:

- External chairs on the highest two decision making governance structures
- External members on other committees and sub-committees
- Industry Engagement Forum that feeds into programme design and delivery
- Contracting external services to review internal processes and systems, for example:
  » Independent expert Cybersecurity Review
  » Independent expert Data Protection Policy Review
  » Independent expert Moodle System Review

For every external review that occurs in the College, recommendations and/or required actions are extracted, assessed by the relevant governance body, and a documented response or implementation plan is developed.

Collaborative Evaluation

Perhaps the College's greatest strength when it comes to self-evaluation, monitoring and review rests in the collaborative and iterative approach adopted by the team when it comes to evaluation our activities. While one department may hold the pen on a given review process, nothing occurs in isolation. To illustrate, the following details the evidence gathering, preparation, research, meetings, write up and review of one objective, Objective 1.6

Objective 3
Self-Evaluation, Monitoring and Review

3.1 Self-Evaluation, Monitoring and Review
» Description
» Evaluation
» **Effective practice(s) identified**
» Areas for potential enhancement identified
» Case Study

Collaborative Approach to Self-Evaluation – Case Example Using Objective 1.6

June 2025
Early Preparation

- The Dean of Academic Affairs reviewed the relevant policies and procedures related to Access, Transfer and Progression and Recognition of Prior Learning.

- Meeting occurred between the Head of Admissions (HoA) and Dean of Academic Affairs (DoAA) for information gathering related to international students as well as the general admissions procedures used.

- Ongoing email communication and outline drafting

October 2025
Final Preparation and Drafting

- Ongoing evidence gathering occurs, with DoAA collating all RPL templates utilised by Admissions team and Dean of Faculty (DoF) and reviewing examples of completed assessments.

- Two further meetings occurred between HoA and DoAA to ensure all aspects of RPL and RPEL were accurately covered.

- Ongoing drafting of response to Objective 1.6 to include required elements.

- Ongoing email communication between DoAA and HoA.

November 2025

Final Drafting, Iterative Review and Sign Off

- Meeting with full Admissions team regarding Access, Transfer and Progression including RPL and RPEL.

- Meeting with HoA, DoF and DoAA to discuss progress with Objective 1.6 and to agree case study.

- Ongoing emails between DoAA, DoF and HoA regarding statistics related to RPL and RPEL.

- V1 of Objective 1.6 shared to Google Workspace.

- Feedback provided, using Collaborative function of Google Workspace. Suggestions made by the following staff:
  - Dean of Faculty
  - Head of Admissions
  - QA Lead
  - Head of Operations (With responsibility for Springboard Admissions)
  - Head of Student Services (With responsibility for Springboard Admissions)

- Feedback actioned by Dean of Academic Affairs

- V2 of Objective 1.6 uploaded to Google Workspace by DoAA

- Team confirm readiness for ISER inclusion.

Objective 3
Self-Evaluation, Monitoring and Review

3.1 Self-Evaluation, Monitoring and Review
» Description
» Evaluation
» Effective practice(s) identified
» **Areas for potential enhancement identified**
» Case Study

2.1 Areas for Potential Enhancement Identified

Application of More Systematic Tracking

A key reflection that emerged from this CINNTE review is that, oftentimes, valuable work is done but is not systematically tracked. For instance, CCT pays fully for any student or staff psychotherapy needs; however, due to the manualised nature of our records system, this was tracked purely from an administrative perspective (i.e. we know how many learners/staff engaged because we receive and pay invoices routinely). In conducting this review, we were able to track back the number of sessions that occurred, but this was laborious and unnecessarily overly manual. The new Student Management System which is being implemented allows us to record specific activities against students on the system and to create and run reports based on said activities. This will allow us to more robustly report upon rates of engagement in ancillary services, and indeed, there may be potential to conduct deeper analysis in terms of potential links between supports and completion rates etc.

Closing the Lecturer Feedback Loop

A key learning that emerged from the CINNTE preparation process related to the need to close the feedback loop on module feedback. While lecturers receive a link to the results of their survey, it is not until later in the year that they reflect on the module feedback. When we consider the literature on feedback itself, we know that there are positive links between the immediacy of feedback and performance[34]. This suggests that provision of more direct and immediate line management and feedback, post student surveys, may assist in further enhancement of the teaching and learning quality at CCT.

3 Kuvaas, B., Buch, R., & Dysvik, A. (2017). Constructive Supervisor Feedback is not Sufficient: Immediacy and Frequency is Essential. Human Resource Management, 56(3), 519-531. doi:10.1002/hrm.21785

4 Fajfar, P., Campitelli, G., & Lanollita, M. (2012), Effects of immediacy of feedback on estimations of performance. Australian Journal of Psychology. 64, pp.169-177

Objective 3

Self-Evaluation,
Monitoring and
Review

3.2 Programme Monitoring and Review

» **Description**
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

3.2 Programme Monitoring and Review
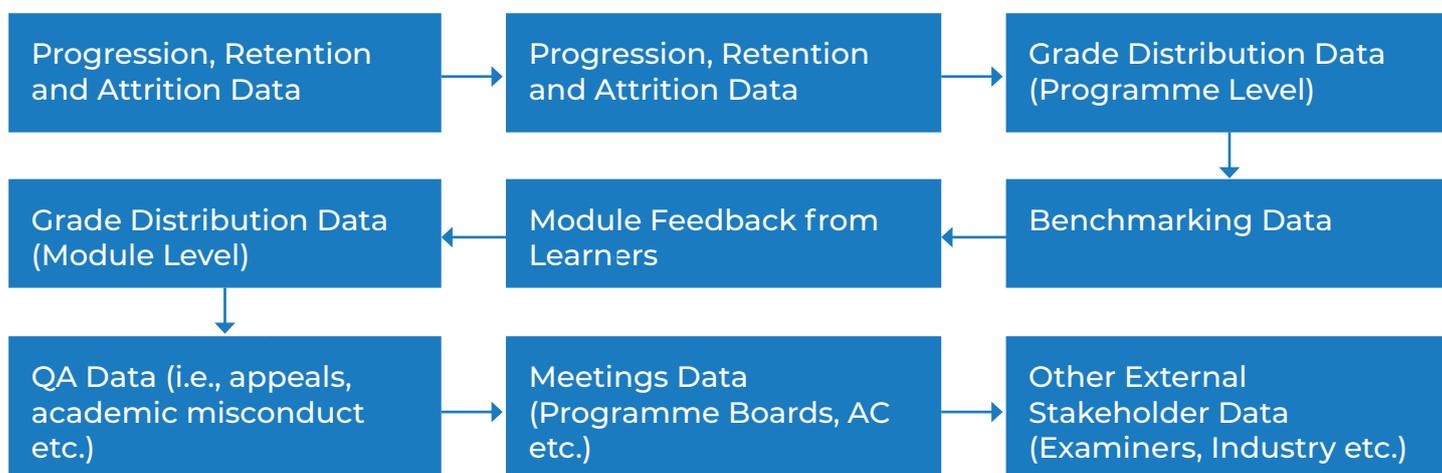
3.2 Description

Our QAM details how programmes are monitored and reviewed. In particular, the following policies are considered:

- **CCTP401:** Validation Policy with Procedures for Managing Devolution of Responsibility
- **CCTP402:** Programme Review and Revalidation Policy
- **CCTP403:** Programme Management, Annual Monitoring & Changes to Validated Programmes
- **CCTP1201:** Self-Evaluation, Monitoring and Review

All College activities and actions are subject to ongoing review and monitoring. The QA office lead out on the collation and preparation of data related to review processes.

Annual Programme Monitoring – Programme Level

In 2025, the college implemented a new Programme Annual Monitoring Report (AMR). Cognisant of the administrative burden faculty grapple with, the form was pre-populated by the QA office. The new Programme AMR includes the following data for each cohort on each programme:

Progression, Retention and Attrition Data	→	Progression, Retention and Attrition Data	→	Grade Distribution Data (Programme Level)

Grade Distribution Data (Module Level)	←	Module Feedback from Learners	←	Benchmarking Data

QA Data (i.e., appeals, academic misconduct etc.)	→	Meetings Data (Programme Boards, AC etc.)	→	Other External Stakeholder Data (Examiners, Industry etc.)

This updated AMR is sent to the Programme Leader for each course, and they in turn discuss and reflect upon same with their programme team. Analysis of the data on the form results in a team led narrative discussion about trends and anomalies and potential enhancements for future iterations of the programme.

Module Level Student Feedback Surveys:

Module level feedback is sought from learners at the end of each semester. Learners are asked to quantitatively rate a) the content of the module, b) the teaching and learning

used to deliver the module, c) the assessment methods used in the module and d) provide an overall 'star' rating out of 5 for the module. In addition, learners are asked to provide qualitative data on the aspects of the module that made it a positive learning experience, as well as what could be changed in terms of content, teaching and learning or assessment to enhance the module. Learners' feedback is gathered via SurveyMonkey, and the data is analysed and integrated into various QA processes such as the Annual Monitoring Report and Programme Review Documents.

Objective 3
Self-Evaluation, Monitoring and Review

3.2 Programme Monitoring and Review
» **Description**
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

Annual College Surveys

On a yearly basis, we conduct a College-wide survey. Learners are asked to provide an overall rating of their experience at CCT, as well as rate how well they feel their course prepares them for employment. Learners are asked to self-assess how well they are engaging in the programme (i.e. attendance, participation, studying etc.), before the focus of the survey turns to evaluating the services in the college. Learners rate the services and supports they receive from the library, student services, digital resources and services and student success initiatives. We also ask learners to provide qualitative feedback related to what we can do to improve the student experience at the college.

Graduate Outcome Surveys

Annually, we utilise SurveyMonkey to conduct our Graduate Outcomes Survey. This survey asks graduates to detail current employment, where they are working, what their role is and whether their employment situation has changed since completing their course. We encourage them to comment on their salary and the type of contract they have in their employment. Moreover, with a quality enhancement lens, graduates consider whether the course they undertook prepared them for their job, and specifically what aspects of the training was helpful in this regard. Furthermore, we invite graduates to reflect on the career services they engaged with at CCT as well as commenting on what more we could have done to prepare them for employment. As graduates indicate what course they undertook, we can analyse this data in a course specific context, therefore if feeds into our review and evaluation of programmes.

5 Year Programme Review in Line with Revalidations

In line with QQI policy and our own QAM, all programmes are subject to the 5-year cyclical programme review process. This requires strategic engagement with myriad stakeholders and a range of datasets to conduct a comprehensive evaluation of the programme. We adopt a whole-college approach to programme review. While faculty are integral to the review, in addition, we consider support staff to possess vital information. For example, the QA lead will possess data related to the number of appeals, mitigating circumstances and academic standards matters that occurred in a specific programme during the period under review. Likewise, the head of student services will be able to reflect on pastoral care considerations. Programme Review requires us to conduct a 360-degree evaluation of the programme.

Quantitative Data	Qualitative Data
• Analysis of Learner and graduate surveys	• Interviews with Graduates
• Analysis of completion and attribution rates	• Focus Groups with Current Students
• Analysis of grade distribution data	• Workshops with Faculty
• Analysis of Annual Monitoring Reports	• Consultation with Support Staff
• Analysis of External Examiner Reports	• Consultation with AC
• Analysis of Governance Meeting Minutes	• Consultation with Industry Forum

The value of a review and revalidation process is that it entails external peer review from a panel of experts. The feedback provided from such panels is subsequently integrated into the programme, ensuring a robust internal and external evaluation of the programme.

Objective 3
Self-Evaluation, Monitoring and Review

3.2 Programme Monitoring and Review

» Description
» **Evaluation**
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

3.2 Evaluation

CCT has worked hard over the past few years to enhance our programme monitoring and review. This was supported by the development of the new Programme and Department Level Annual Monitoring Reports. The implementation of these new documents has enabled us to better evaluate and reflect upon our performance, our strengths and our areas for improvement. While developing this ISER, programme leaders were consulted to ascertain how helpful/unhelpful the new AMR were in reflecting and evaluating on the programme's performance in a given year. Programme Leaders were invited to provide feedback on the new AMR templates, and they indicated that it was extremely useful to have the forms pre-populated and ready for analysis and reflection. A key issue identified over the past few years related to the need to ensure correct and complete data collection. As we have developed as an institution, the volume of data requiring collation and analysis has naturally expanded exponentially. We have now outgrown the manual systems that we have used since our inception, and a reliance on excel spreadsheets is no longer adequate. With that in mind, we have contracted with Classter to develop a student management system which will capture and make accessible some of the data in a more automated manner. We are currently in the implementation stage of this process and are due to pilot its use during our Spring 2026 intake.

As part of our ongoing enhancement, this year, we developed a census database, which will be used to help us collate pertinent programme data on an annual basis. This will subsequently be utilised for various programme and QA reviews. The team is confident that we will be able to export data from Classter, making this process even more efficient soon. We are hopeful that the 'learner feedback' module on the system will assist us in ensuring that ongoing feedback about modules is obtained in a timely manner.

The systematic and ongoing engagement with stakeholders including students, graduates, administration staff, faculty, industry experts and external examiners means that we routinely and effectively evaluate the programmes and the functions of the college. The adopting of a mixed methods approach to such evaluation enables us to examine not only the outcomes in terms of quantitative data but also enables an exploration of the lived experiences and narrative perspective of stakeholders.

Regarding stakeholder input into our quality reviews, we have an established industry Engagement Forum. Established some years ago, there is an excellent array of senior management from various multi-national tech companies involved. We utilise their input to ensure that we keep programmes up-to-date and rooted in the needs of industry. However, it must be noted that this Industry Engagement Forum consists, primarily of experts drawn from the ICT sectors, and further work is necessary to expand its membership to include experts from the business sectors outside of ICT.

Objective 3
Self-Evaluation, Monitoring and Review

3.2 Programme Monitoring and Review
» Description
» Evaluation
» **Effective practice(s) identified**
» **Areas for potential enhancement identified**
» Case Study

3.2 Effective Practice(s) Identified

Proven history of Review and Revalidation

In 2018 we were the first private Irish HEI to reengage with QQI and in the six years since then we have successfully navigated the following 28 programme monitoring and review QA process:

- 19 New Validation events for programmes on Levels 6-9 on the NFQ
- 8 Revalidation events for programmes on Levels 6-8 on the NFQ
- Successful application to QQI for Devolution of Responsibility

CCT has developed significant experience and expertise in programme review, and faculty and administration staff collaborate to review and evaluate the efficacy of a given programme as part of the programme review and development processes. The fact that CCT has never had a programme validation refused is a testament to this, as are the various commendations offered by external panel review members.

360-degree Evaluation

A key strength of the College's approach to programme monitoring and review processes is the fact that CCT utilises a 360-degree approach. As detailed above, we engage with students, graduates, faculty and industry representatives to get feedback/input, and we undertake systematic review of learner feedback, external examiner feedback, grade distribution, attendance and programme completion to understand how the programme is performing. Furthermore, the review process is brought into the programme development workshop to ensure that the feedback and evaluation informs the redevelopment of the programme.

3.2 Areas for Potential Enhancement Identified

Enhancing Collection of Learner Feedback

Recently there has been substantial QA and external review activity, as we have been involved in multiple QA processes including CINNTE, revalidation of two undergraduate programmes, preparation for revalidation of one of our postgraduate programmes, application for the International Education Mark and a gap analysis application of our Blended Learning QA. This has necessitated the collation of a range of datasets. While undergoing these processes, we identified that a key area for improvement centres on the collection student module feedback. Analysis of data suggests that the methods for collecting feedback should be reconsidered to enhance response rates. While Semester 1 feedback has generally had a solid response rate, in Semester 2, there is a much lower response rate. As it stands, faculty are responsible for sharing the feedback surveys, and it is possible that transferring responsibility for the dissemination of surveys to an administrative function may enhance the effective roll out of the surveys. That said, the lower response rate in Semester 2 may also reflect the fact that learners are engaged in course/year completion requirements and therefore have less time for administrative activities.

Closing the Learner Feedback Loop

While CCT works hard to engage learners in a feedback process (surveys, focus groups, interviews, class representatives etc.), there is scope to enhance how we feed back to learners how they have been heard. While changes are implemented year-on-year based on learner feedback, the review team considers that there is scope to formerly respond to learner feedback. The implementation of the new student management system, which contains a learner feedback module, should

Objective 3
Self-Evaluation, Monitoring and Review

3.2 Programme Monitoring and Review
» Description
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» **Case Study**

enable more automated and efficient gathering and analysis of learner feedback. This in turn should provide the team with additional time to develop a response mechanism to close the feedback loop.

3.2 Case Study

Redevelopment and Redesign of our Departmental and Programme Annual Monitoring Reports

Based on feedback from the AC about the importance of accurately tracking programmes and quality from year to year, a complete redesign and redevelopment of our Departmental and Programme Level Annual Monitoring Reports occurred over 2024 and 2025.

Strategy	Policy	Practice

• **Institutional Strategy:**
  » Strategic Priority 3.3
  » Strategic Priority 3.4
• **Teaching & Learning Strategy:**
  » Strategic Priority 4
	• CCTP401: Validation Policy with Procedures for Managing Devolution of Responsibility
	• CCTP402: Programme Review and Revalidation
	• CCTP403: Programme Management, Annual Monitoring & Changes to Validated Programmes
	• CCTP1201: Self-Evaluation, Monitoring and Review
		• Standardisation of Departmental Reports so that all departments are reporting on the same metrics.
		• Standardisation of Programme Reports.
		• Pre-Population of Programmes AMRs with key data so that programme teams can effectively analyse trends and anomalies and reflect on necessary changes to include in the next review and revalidation cycle.

This change has resulted in a more detailed and comprehensive annual review process, which allows us to better evaluate what is going well and what needs improvement at both programme and departmental level.

Objective 3
Self-Evaluation, Monitoring and Review

3.3 Oversight, Monitoring and Review of Relationships with External Third Parties
» **Description**
» Evaluation
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

3.3 Oversight, Monitoring and Review of Relationships with External Third Parties

3.3 Description

CCT does not currently offer any linked provision programmes, nor are the programmes delivered at the College subject to professional body requirements. QQI is our academic validating body, and our engagement with them has been detailed elsewhere in this document. While we do not have linked provision or professional body accreditation, it is worth reflecting on two external relationships of a different kind that we do have.

HECA PEL Scheme

With regard to other types of third-party relationships, we are members of the Higher Education Colleges Association (HECA) Protection for Enrolled Learners (PEL) scheme. The HECA PEL Scheme consists of eight members of HECA and is fully approved by Quality and Qualifications Ireland (QQI). This scheme provides that in the event of CCT ceasing to provide a programme before completion, for any reason, enrolled learners can transfer to a similar programme at another HECA provider, or, if this is not practicable, the fees most recently paid will be refunded. In accordance with Section 65 of the Act. Arrangements are in place with at least two providers for each programme offered in the college.

From a practical perspective, the HECA PEL Scheme operates with both financial and academic facets. Each provider pays 2% of annual learner fees related to non-HEA funded QQI validated programmes, into the scheme each year. This builds up over time and acts in a manner akin to an insurance bond, thus protecting learners. In addition, there is an academic bonding element to the scheme, with each provider requiring two bonders for each programme that it offers. CCT established its HECA PEL Trust in 2016 and has transferred 2% of its annual fees each year since the establishment of its trust. Furthermore, CCT has ensured that every QQI award is academically bonded with two other members of the HECA PEL Scheme since 2016. The HECA PEL Scheme is managed by the HECA PEL Oversight Committee, and the Colleges are subject to the Protecting College's obligations.

For every new programme or programme undergoing revalidation, CCT will obtain a Letter of Intent from our Academic Bonders, and once the programme has been approved, we will either update our Action Plan with an Addendum or prepare a new Action Plan. Copies of these are sent to HECA. We are also required to submit a range of documentation to HECA to remain compliant with the scheme each year (i.e. PEL Grid detailing our programmes and number of enrolled learners, annual audited financial accounts etc.). Furthermore, to remain compliant with the scheme, we are required to provide access to the protecting colleges in the event of a PEL Trigger Event. This is done by providing access to all systems and data required for programme delivery. We submit this on a routine basis to a solicitor who have been instructed to release the data to our protecting colleges should a PEL event occur.

Objective 3
Self-Evaluation, Monitoring and Review

3.3 Oversight, Monitoring and Review of Relationships with External Third Parties

» Description
» **Evaluation**
» Effective practice(s) identified
» Areas for potential enhancement identified
» Case Study

TrustEd International Education Mark

QQI define TrustEd Ireland as a new statutory quality mark and part of a suite of legislative measures designed to protect international learners. CCT submitted its application in 2025 and has received a positive response from the panel who reviewed our application. The College has received the initial report from the assessment panel, which included six conditions and one recommendation, which are currently being action in the College.

3.3 Evaluation

While relationships with third parties is not a major element of our day-to-day work at the College, the review team is satisfied that we are compliant with all elements of the HECA PEL Scheme and have been instrumental in its success since its inception almost a decade ago. Likewise, while TrustEd is a new QA process, we are satisfied with the outcome of our application and are currently in the process of actioning the conditions and recommendations that were made by the panel.

Overall Conclusions

Key Strengths Identified

Having addressed all objectives as rigorously and robustly as possible, the review team identified the following themes, related to good practice identified, which emerged from our ISER:

Theme	Supporting Statement
Collaborative Culture & Teamwork	CCT emphasises partnership across all levels - between departments, with students, among faculty, and with external stakeholders. Staff consistently describe a supportive, collegial environment with phrases like "family," "all for one, one for all," and genuine collaboration in processes from programme development to evaluation.
Student Partnership & Voice	CCT demonstrates a commitment to treating students as active partners rather than passive recipients. This manifests through representation on governance boards, class representative systems, peer mentoring, conference participation, and an "open-door policy." Student engagement is central to quality enhancement.
Quality as Continuous Improvement	At CCT, QA is framed as an "evolutionary process" rather than a compliance exercise. Staff articulate that "there is always room for improvement" and "we constantly strive to be better." This growth mindset permeates our approach to QA systems, governance structures, and programme development.
Staff Wellbeing & Work-Life Balance	Free access to independent counselling for staff along with our four-day work week stand out as a distinctive practice tied to staff retention and productivity. Staff testimonials emphasise reduced stress, better focus, and improved work-life balance. We consider that our culture values employees as whole people, with management showing understanding during personal difficulties and seeking to support staff development.

Theme	Supporting Statement
Pedagogical Professionalism	This ISER identified significant investment in teaching and learning expertise through the CTL, professional development initiatives (Conversation/Playground Series), and emphasis on pedagogical qualifications alongside subject expertise, alongside the creation of a role in 2023 at ELT level exclusively focussed on academic development – Dean of Teaching and Learning. Our ambition is to move beyond content delivery toward sophisticated educational design.
Systematic & Structured Processes	We continue to improve our documentation, templates, project management toolkits, and standardised procedures across validation, programme development, RPL, academic misconduct, and monitoring. This systematic approach provides consistency while maintaining and enhancing quality standards.
Externality & Objectivity	We strive for consistent use of external perspectives through committee chairs, independent reviews (cybersecurity, data protection, Moodle), industry engagement, and external panel participation, based on the externality principle. CCT recognises the value of unbiased viewpoints in evaluation and decision-making.
Technology & Innovation	We improve performance through adoption of new systems (Classter), centralized digital resources (QAM, Student Hub), online forms, and engagement with AI/GenAI. We seek to balance innovation with maintaining accessible, user-friendly systems.
Academic Integrity	This review identified a substantial focus on promoting integrity through dedicated weeks, faculty training on GenAI, publication of conference proceedings, research projects, and formal Academic Standards Board processes. We are satisfied that this reflects both proactive education and responsive governance structures.
Inclusivity & Diversity	We believe the ISER showcases a meaningful focus on respect, acceptance, and accessibility. CCT constantly strives to provide a learning environment which accommodates inclusivity, difference and neurodivergence, different thinking styles and different ways of processing information. It is on us as a college and indeed on broader society to change to be inclusive and to facilitate all students and ensure our college is a safe space where members of our college community can 'be themselves'.
Evidence Based Decision Making	The ISER demonstrates our extensive use of data (grade distribution, completion rates, learner feedback), formal evaluation processes, and documentation of outcomes. Decisions are grounded in systematic evidence gathering and multi-stakeholder input.

Key Enhancement Areas Identified

The table below details themes emerging in the areas identified as warranting improvement. Notably, the team recognises that enhancement areas don't contradict the good practices - instead they show that CCT wants to systematise and scale what works informally, and address gaps in otherwise strong frameworks.

Theme	Supporting Statement
Further Systemisation	A recurring theme identified during this ISER is that we need to continue moving away from using certain manual processes to systematic tracking systems. Examples identified include policy review tracking, student activity participation recording, psychotherapy session data, RPL outcome tracking, and module feedback analysis. We recognise that some valuable work is happening which is not being captured effectively or efficiently for analysis or reporting.
Closing Feedback Loops	As part of the review process, we identified that while we gather and use learner feedback well, there is room for improvement for closing feedback loops both with students (not hearing how their input was acted upon) and lecturers (delayed reflection on module feedback).
Scaling Professional Development	CCT considers that we have strong informal professional development (Conversation Series, Playground Series), and we are extremely supportive of staff in external education and training opportunities (whether professional, training based or academic programmes at Level 9 and Level 10). However, we have identified an opportunity to formalise some of the work of the CTL by creating an accredited teaching and learning training pathway aligned to the NFQ (i.e. creation of a QQI special purpose award in teaching and learning).

Theme	Supporting Statement
Technology Implementation Challenges	Classter as our new student information system emerges as both a solution and ongoing project requiring further development as the number of programmes increases at the College. We are in a place of transition from more manual to automated systems (while maintaining our open-door policy and strong culture of student support), and we recognise that this requires a sustained investment and effort. We are also in the process of developing and expanding our Learning Technology department and our online education capability and capacity.
Universal Representation	Despite strong student partnership, some committees lack student representation (Research Subcommittee) or external members (Research Ethics Committee).
GenAI as an Ongoing Challenge	CCT recognises that managing the risks and opportunities posed by GenAI requires continuous response - ongoing faculty training, dialogue with students, strategic assessment design balancing security with learning outcomes, and avoiding reversion to "safe" but pedagogically inferior assessment methods.
Industry Engagement Depth	We recognise that while the Industry Engagement Forum exists strongly for ICT, it needs further expansion to better support the Business Faculty. More importantly, the ISER process has identified a strategic intention to move beyond surveying IEF members to having industry representatives actively participate in programme development workshops.
Data for Decision-Making	Multiple references in our ISER related to needing better data collation and analysis - for programme development, RPL outcomes comparison, student support participation, assessment strategies at programme level. While Classter will assist with this, the review team recognise the need to keep this at the forefront of planning.
Information Accessibility	A vital area for improvement identified in this review related to the QA Manual. We noted that while centralised, it required better formatting - direct linking to specific policies, section breakdowns, and creation of a dedicated QA Hub with audience-tailored information.
Supporting Learner Understanding of Context	The ISER process acknowledged that 82% of students come from non-Irish educational backgrounds, which can create challenges - particularly around grading systems where students compare to their previous experience rather than Irish standards. This leads to unnecessary recheck/review requests. Ongoing support of learners in this regard is therefore warranted.

General Conclusions

CCT welcomed the opportunity to engage in the Institutional Review process and considers that there is immense learning that emerges from a 360-degree systematic evaluation of this nature. The entire process has been collaborative and iterative, with ongoing discourse, debate, reflection, participation and engagement from all departments and stakeholders engaged in the delivery of the College's mission.

Unequivocally, there is always room for improvement and enhancement, but our Review Team considers that the process has evidenced how CCT holds, at its core, a student-centred approach. These words are often used and can be cliched, but we truly consider that our greatest strength lies in this core value of putting our students first. Another key strength of the College is its engagement with the wider Higher Education community, from our participation in HECA and our commitment to working with and supporting QQI endeavours such as NAIN, to our community and social engagement evidenced in our work with Maynooth University's Centre for Inclusion and STEM Passport for Inclusion and AsIAm (as just three of many examples).

Perfection is an almost unattainable goal and all systems and indeed all humans are prone to error. However, as Nathaniel Branden once reflected, 'The first step to change is awareness'. This process, by its nature has facilitated us by shining a light on what we do well and where there is a need for improvement. As a College, we were heartened by the genuine engagement of stakeholders in the collation, analysis and reflection of data that emerged from the process. We aim to address all such matters efficiently and effectively in the coming months, and work on some identified areas for development has already commenced.

CCT is committed to listening, learning, and adapting where opportunities for improvement are identified. Equally, we are committed to sharing our best practices with others to ensure the Irish higher education system continues to develop for the benefit of all learners.

As we complete this ISER Document, we would like to extend our deepest appreciation to all learners, staff, faculty and external stakeholders who gave freely and openly of their time, energy and insight. Furthermore, we wish to express our warmest thanks to the staff of QQI's Tertiary Education Monitoring and Review Unit, who guided and encouraged us as we navigated this substantial review process alongside the related TrustEd IEM application and the QQI Due Diligence Evaluation during 2025.