

CCT College Dublin

2026

Annual Quality Report CCT College Dublin
Reporting Period 2024-2025

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PART A: INTERNAL QA SYSTEM

Reporting Period 2024-2025

PREFACE

The **Annual Quality Report (AQR)** forms part of Quality and Qualifications Ireland's (QQI) quality assurance (QA) framework of engagement with higher education institutions (HEIs). The AQR provides documentary evidence of the development and evolution of each institution's internal quality system. It provides QQI with assurance that internal QA procedures have been established and are being implemented consistent with regulatory requirements.

The AQR, particularly part A, should assist with **document management** in the institutional review process and will facilitate institutions in providing review teams with procedural QA documentation in preparation for the external review process. It is an important part of the evidence base considered by external **review teams** as part of QQI's CINNTE cycle of institutional reviews, demonstrating that the institution's internal QA system is aligned with QQI's Core and relevant Sector- and Topic-specific Statutory QA Guidelines, and with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area 2015 (ESG). It enables the review team to satisfy itself of compliance with these requirements for the purpose of the institutional review process.

Each AQR is **published in full on QQI's website**, providing transparency on the HEIs' assurance and enhancement of quality to external stakeholders. (As such, institutions should ensure that their submissions do not contain any data that they consider to be commercially sensitive.) Collectively, the AQRs comprise a single national repository of quality assurance practice in Irish higher education institutions.

Each year, QQI produces a synthesis report of the key themes highlighted across the AQRs, primarily arising from Part B of the reports

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Links to Reference Documents Cited in this Template¹

Legislation

- [Qualifications and Quality Assurance \(Education and Training\) Act 2012 \(as amended\)](#)
- [Regional Technical Colleges Act 1992 \(as amended\)](#)
- [Technological Universities Act 2018](#)
- [Universities Act 1997](#)

QQI Documents

Statutory QA Guidelines (QAG)

- [Core QAG](#)
- [Sector-specific QAG for Independent/Private Providers](#)
- [Sector-specific QAG for Designated Awarding Bodies](#)
- [Sector-specific QAG for Institutes of Technology](#)
- [Topic-specific QAG for Providers of Statutory Apprenticeship Programmes](#)
- [Topic-specific QAG for Providers of Research Degree Programmes](#)
- [Topic-specific QAG for Blended Learning](#)

Other QQI Policy Documents

- [QQI's Policy for Collaborative Programmes, Transnational Programmes, and Joint Awards, 2012](#)
- [QQI's Code of Practice for Provision of Programmes of Education and Training to International Learners, 2015](#)
- [QQI Policy Restatement on Access, Transfer and Progression, 2015](#)

Other National/International References

- [European Standards and Guidelines for Quality Assurance in the European Higher Education Area \(2015\)](#)
- [IHEQN Guidelines on Collaborative Provision](#)
- [National Policy Statement on Ensuring Research Integrity in Ireland](#)
- [Ireland's Framework of Good Practice for Research Degree Programmes, 2019](#)
- [HEA National Framework for Doctoral Education](#)
- [The Salzburg Principles](#)
- [The Salzburg II Recommendations](#)
- [SOLAS Code of Practice for Employers and Apprentices](#)
- [UN Sustainable Development Goals](#)

¹ These links will be updated as further guidance documents are published.

PART A: INTERNAL QA SYSTEM

Table 1 Mapping of ESG (2015) to QQI QA Guidelines (QAG)

AQR Part A Section	QQI QAG Core Sub-section No.	QAG Core Sub-section Title	ESG Standard No.	ESG Standard Title
1.0 – Internal QA Framework	2.1	Governance and Management of Quality	1.1	Policy for Quality Assurance
	2.2	Documented Approach to Quality Assurance		
2.0 – Programme Development and Delivery	2.3	Programmes of Education and Training	1.2	Design and Approval of Programmes
4.0 – QA of Research Activities and Programmes			1.9	On-going Monitoring and Periodic Review of Programmes
8.0 – Monitoring and Periodic Review				
5.0 – Staff Recruitment, Development and Support	2.4	Staff Recruitment, Management and Development	1.5	Teaching Staff
2.3 – Teaching, Learning and Assessment	2.5	Teaching and Learning	1.3	Student-centred Teaching, Learning and Assessment
	2.6	Assessment of Learners		
3.0 – Learner Resources and Supports	2.7	Supports for learners	1.6	Learning Resources and Student Support
6.0 – Information and Data Management	2.8	Information and Data Management	1.7	Information Management
7.0 – Public Information and Communication	2.9	Public Information and Communication	1.8	Public Information
8.0 – Monitoring and Periodic Review	2.10	Other Parties Involved in Education and Training	1.9	On-going Monitoring and Periodic Review of Programmes
9.0 – Details of Arrangements with Third Parties			1.2	Design and Approval of Programmes
2.0 – Programme Development and Delivery	2.11	Self-evaluation, Monitoring and Review	1.9	On-going Monitoring and Periodic Review of Programmes
8.0 – Monitoring and Periodic Review			1.10	Cyclical External Quality Assurance
4.0 – QA of Research Activities and Programmes	QAG for Providers of Research Degree Programmes			

Introduction and Overview of Institution

This is the AQR for CCT College Dublin for the reporting period **1 September 2024 – 31 August 2025**. It is to be submitted by **Friday, 27 February 2026**.

The AQR has been approved by the Academic Council of CCT College Dublin and is submitted by the Dean of Academic Affairs.

Institution Overview

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. The College was established in February 2005 and has a proven record in the delivery of further and higher education programmes as well as programmes of professional development. CCT has previously collaborated with a UK University in the delivery of programmes leading to awards of that University but since 2012 all academically accredited programmes of CCT have been awarded by QQI.

In 2018, CCT successfully re-engaged with QQI, securing approval of its QA procedures. As part of the re-engagement process the College outlined the intention to apply for extension of scope of provision up to level 9 taught master's programmes. This intention was realised in March 2019. More recently, during the academic period 2021-22, the College further extended its scope of provision to include blended learning provision. The intention to extend scope to include blended learning was reflected in the QA policies and procedures approved as part of the reengagement process. The current scope of provision therefore comprises of major and non-major awards, from level 6 to level 9 taught Masters, in the discipline areas of business, computing and IT, in full time, part time and blended learning modes. In April 2023, QQI approved CCT's application for 'Devolved Responsibility' in the organisation and facilitation of new programme validations. CCT operates exclusively in Ireland and is not engaged in any collaborative, transnational or joint award programmes.

The College attracts both domestic and international students and also provides access to its undergraduate programmes through the CAO. It is well regarded by employers, many of whom are represented on the CCT Industry Engagement Forum (IEF) which provides for varying degrees of engagement by employers up to and including strategic partnerships.

CCT College Dublin is a member of the Higher Education College's Association (HECA) and is represented on the HECA Board, the HECA Quality Assurance and Enhancement Forum (HAQEF), and the HECA Library Committee. The College is a member of the HECA PEL Scheme, enabling compliance with legal obligations in respect of the protection for enrolled learners.

Fit for purpose management and governance structures are in place to ensure there is no undue influence of commercial matters on academic decision-making. Further detail on management, governance and organisational structure and roles is documented in the QA manual.

Process for Development and Approval of the AQR.

The Dean of Academic Affairs leads the AQR working group comprising the QA Lead and the Head of Student Services. The Working Group ensures the AQR is representative of the wider institution and reflects the input of all relevant stakeholders. The AQR is primarily populated with information and data obtained from quality assurance, enhancement and monitoring activities and reports such as student satisfaction surveys, programme validation, external examiner reports, annual programme and departmental monitoring reports and evaluations of enhancement initiatives.

The AQR working group is required to consider continuity from the previous AQR report and action plan and ensure matters are closed off or extended upon, year on year, as appropriate. Upon completion, the AQR is first considered by the Executive Leadership Team (ELT) to confirm the accuracy of the content, alignment of action plans with strategic objectives and to obtain commitment to investment and resources associated with any actions as may be required. Upon approval from the ELT, the AQR is submitted to the Academic Council. The Academic Council 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. Submission of the AQR to QQI can only take place when the Academic Council has recommended submission, and this is supported by the ELT.

1.0 Internal QA Framework

The following section details the quality assurance policies and framework of CCT College Dublin. The College's [Quality Assurance Manual](#) continued to be operational in the current year with a high-level review of QA implementation undertaken throughout the reporting period and working groups convened in several areas. In addition, during the year in question, we developed a specific [QA Policy](#) section of the website where policies could be accessed one by one.

1.1 Governance and Management of Quality

Management and Governance

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

Quality Assurance System

The CCT QA Manual, including the policy for Quality Assurance (in section 3), documents the quality assurance system of the College. The QA policies and procedures in operation 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.

- In June 2025, several adaptations to our QAM 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

- In December 2025, we employed a web designer to redevelop the QA section of our website, and to ensure that both a full version of our QAM was available, along with a section that allows stakeholders to obtain just the policy they need in a given moment.

1.2 Linked Providers, Collaborative and Transnational Provision

CCT is not currently a linked provider and does not engage in collaborative or transnational provision.

2.0 Programme Development and Delivery

2.1 Programme Development and Approval

Quality assurance policies and procedures (QAPs) for the development and approval of programmes in CCT College were approved by QQI through the re-engagement process completed in 2018. At the end of the 2018-19 academic year, a review of effectiveness of the QAPs identified changes required to better ensure the fitness for purpose of the QAPs relating to programme development and specifically to better ensure the responsiveness of the College to potential programme development opportunities. These changes were approved by the Academic Council.

The review identified that the programme proposal form submitted to secure initial approval for developing a programme was overly prescriptive and required a degree of detail that more reasonably becomes available at a later stage in the development of a programme. It was noted that the documented process was not easily applicable in practice and therefore the revisions were made to more accurately reflect practice. Notwithstanding this, the process continues to require the presentation of a proposal to Academic Council and the Executive Leadership Team (ELT) for approval prior to commencement of a programme development, as per the original approved procedure.

Section 4 of the CCT QA Manual includes the policies and procedures for programme development and approval, including programme revalidation and development of blended learning programmes.

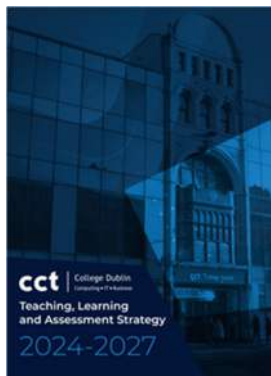
2.2 Admission, Progression, Recognition & Certification

Section 6 of the CCT QA Manual deals with Access, Transfer and Progression. The policies in this section are as approved by QQI through re-engagement with the exception of a minor amendment to include the requirement to complete the RPL record for retention on an applicants' file in all instances of RPL applications. This amendment arose from completion of the annual admissions audit which recommended documentary evidence to support RPL admissions decisions should be included in the admissions file. This should include the recommendation from the academic staff member and a copy of records confirming satisfaction of award standard equivalence. A working group was established during the reporting period 2023-24 to review processes and supporting resources underpinning recognition of prior learning and prior experiential learning. This resulted in a revised College RPL policy being published in 2025, with a suite of internal resources developed to support its ongoing implementation. In addition to the above policies, section 11 deals with public information and includes the Policy – CCTP1101 – Public Information which outlines the information that must be made available to learners. Policy – CCTP404 – Blended Learning Policy, further details the additional specific requirements relating to blended learning programmes.

2.3 Procedures for Making Awards

CCT is not a designated awarding body and therefore does not make awards. Programmes leading to CCT Certification are clearly marketed as not leading to a framework award.

2.4 Teaching, Learning and Assessment



Teaching, Learning and Assessment (TLA) continues to be a core focus on CCT business. It is addressed at many points of business including faculty and programme meetings, Academic Council, and Executive Leadership Team. As new challenges and initiatives continue to arise, TLA needs to be reflexive and agile, and able to respond to learner needs. Our new Teaching, Learning and Assessment Strategy (2024-2027) governed all teaching learning and assessment activities during this period.

The TLA strategy is implemented by the College Teaching and Learning (CTL) Working Group. The College TLA Strategy Priorities are:

Priority 1

Programme approach to embedding relevant knowledge, skills and competencies and upholding academic integrity

Priority 2

Enhanced physical and blended learning environment ensuring commitment to student participation, access, diversity and inclusion

Priority 3

Cultivating leading edge transversal skills, including a commitment to life-long learning

Priority 4

Students as partners across all aspects of their learning journey

Priority 5

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

The CTL Working Group is designed to enhance TLA at CCT, in a practical and immediate way to contribute to students' success. The CLT Working Group facilitates continuous reflection on TLA in the College, responding to the needs of each programme as they arise. The work of the Group is informed in many ways, including through:

- Programme annual reports (incl. external examiner, student and lecturer feedback and reflections);
- Academic Council (AC), and AC subcommittees as appropriate;
- Executive Leadership Team (ELT);
- Academic Integrity Working Group;
- International and national evidence based best practice (for example work of the National Forum for the Enhancement of Teaching and Learning in Higher Education (National Forum); Quality and Qualifications Ireland (QQI), including the work of National Academic Integrity Network (NAIN); National Student Engagement Programme (NStEP), HECA's HAQEF Committee; Irish Conference for Engaging Pedagogy (ICEP); European Network for Academic Integrity (ENAI); International Center for Academic Integrity (ICAI) and collaboration with Griffith University on Interactive Oral Assessment (IO).

CTL Working Group work is advanced through the CTL Framework, which includes, but is not restricted to:

- CTL Working Group Meetings (min. two per semester), with sub working groups as necessary. Much of the work in these meetings will be guided by the action points from annual programme reports, programme committee meetings and external examiner reports;
- CCT Conversation Series (incl. GenAI and Moodle playground sessions and Communities of Practice (CoP) as informed by the CTL working group is a focused form of CCT professional development driven by the needs of CCT students and lecturers;
- Professional Development opportunities, both internally and externally (for example peer observation of teaching, annual engaging pedagogy showcase event, UDL badge, ICEP Conference, and engagement with scholarship of teaching and learning (SoTL) through research papers, peer consultation etc)



The CTL Framework activities and initiatives are loosely aligned to the National Professional Development Framework in the following way:

Type of Activity	Description	Examples
Unstructured, non-accredited	These activities are independently led by the lecturer themselves.	Reading articles, following social media, self-study, watching video tutorials, keeping a reflective journal, scholarly publications (incl. AQR Case Studies).
Collaborative, non-accredited	Learning from these activities comes from their collaborative nature	The CTL Working Group, conversations with colleagues, peer observation sessions, peer networking, online blogs/discussion forums.

Structured, non-accredited	Organised activities by CCT with defined objectives.	Conversation series, playground sessions, showcase events (e.g. ICEP), professional development badges e.g. UDL badge.
Accredited	Accredited programmes of study with ECTS credits attached to them.	Professional qualification in teaching and learning, and/or policy in education.

CTL membership is inclusive and welcomes contributions from all CCT College stakeholders. **CTL Working Group membership includes:**

- Dean of Teaching and Learning (Chair)
- Dean of Faculty
- CCT Programme Leaders
- Head of Student Services
- Librarian
- Quality Assurance Lead
- Student Representative(s)
- Dean of Academic Affairs

Contributions from other CCT stakeholders is encouraged, in particular from:

- College President
- Lecturing Team
- EDI Officer
- Careers Officer

Using the CTL Working Group in this manner ensures CCT TLA strategy and associated activities remain agile and flexible in order to efficiently and effectively respond to lecturer, student and programme needs. Section 5 of the CCT QA Manual accommodates the policies pertaining to teaching, learning and assessment. These are considered in conjunction with policies in section 4 which relate to programme development. Section 5 includes the new Posthumous Award Policy and the revised Feedback to Learners policy.

3.0 Learner Resources and Support

CCT College Dublin has approximately 32,000 square feet of campus space at its city centre site, 30-34 Westmoreland St., Dublin 2. It is fully Fire Safety Certified, has Disability Access Certification on the whole building and induction hearing loops for use with hearing aids fitted throughout the building. The campus building itself is owned by CCT College Dublin with a Starbucks Coffee House operating as a tenant within part of the Ground and Mezzanine floors of the premises.

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The College also provides access to mental health support and counselling services, available in multiple languages and paid for by the College, along with free access to skills-based executive education provided by the CCT Summer School. Student success classes are provided through the Essentials initiative on campus and online through the Library Service either upon request or by referral. The College also operates a Student Mentoring Academy, an initiative of the Centre for Teaching and Learning which promotes student development through peer mentoring of small groups of students or on a one-to-one basis. A campus building refurbishment programme has been ongoing with a number of notable advancements serving to enhance the student experience at the College. The Equity, Diversity, and Inclusion office is located on the second floor and offers a wide range of educational support including exam support, in class support, assistive technology access, and one to one support. Quiet spaces are available throughout the building including quiet pods, a sensory room, recreational quiet lounge and meeting spaces. CCT College Dublin was recognised as an Autism Friendly HEI by Ireland's national autism charity - AsIAm and committed to a further three-year Action plan to build and implement an institution-wide approach to Autism understanding and accessibility.

In February 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.

4.0 QA of Research Activities and Programmes

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 nor does it provide research master's programmes within its scope of provision. This is a more recent strategic development in CCT and is therefore in early development. The [CCT Research Strategy](#) provides the context for research activity and ambitions within the College. Further to this, policy CCTP514 – Ethical Practice in Research, and policy CCTP805 - Scholarship, Professional Development, Innovation and Research, in the QA manual sections 5 and 8 respectively, outline quality assurance practice in relation to research



CCT College has an overarching [Research Strategy](#), which governs all research activity at the College, and the following policies are those most related to research in CCT.

Name & Link to Research Policies
CCTP505: Project Supervision
CCTP511: Ethical Practice in Research
CCTP514: Intellectual Property Created by Students
CCTP805: Scholarship, Professional Development, Innovation and Research

As part of the research strategy, we have during the current reporting period engaged in a collaborative faculty research project on the use of GenAI at CCT. We hope to publish this in 2026.

5.0 Staff Recruitment, Development and Support

Full details of the QQI approved policies relating to staff recruitment, development and support are contained within section 8 of the CCT QA manual – Quality Assurance of Teaching Staff and Human Resources.

Staff recruitment in CCT is in accordance with policy CCTP801 – Recruitment Selection and Probation which outlines the minimum requirements in respect of qualifications and experience as well as the selection procedures for specific types of roles. The original policy was approved by QQI through the 2018 re-engagement process but has subsequently been amended to allow for the appointment of specialist academic faculty to teach on master's programmes in instances where specific specialist expertise was considered an acceptable alternative to the

candidate holding such a qualification. In all such cases, the approval of Academic Council must be obtained. The rationale for the change arose from the validation of the Master of Science in Applied Software Development when CCT had the opportunity to secure faculty who were leading experts nationally and internationally in areas of ICT but did not have a Masters qualification, which had initially been identified as a prerequisite to teach on Masters programmes. The individuals in question had highest level specialist industry endorsements and were published experts in their field. To require a master's qualification would have been detrimental to the programme and the learners, potentially losing out on this specialist expertise. It was therefore proposed that the requirement to hold a master's qualification would be deemed desirable, and that Academic Council could approve proposed alternative evidence of equivalence.

All new staff are inducted into the College, as outlined in policy CCTP802 – Staff Induction, and are actively encouraged to engage in professional development as per policy – CCTP805 Scholarship, Professional Development, Innovation and Research. The College takes a proactive approach to professional development, circulating a monthly professional development bulletin of national and international 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. Promoting and supporting staff development is a strategic priority of the College and policy CCTP804 – Performance Management Appraisal plays a role in the implementation of this priority.

6.0 Information and Data Management

QA Manual, section 10 - Information Management includes the policies which outline CCT's practice and procedures in respect of information management and data protection.

Information Systems and Processes

The College utilises externally hosted and managed information systems which include Google and Moodle for learner records, having previously used an internally designed and managed platform. A risk assessment undertaken by the College previously identified the risk of potential loss of essential knowledge and expertise, in the event of key personnel leaving, if this model was to continue. A decision was therefore taken to migrate to an externally hosted and managed platform. Fuller information on the information systems used and how data is used to inform decision-making is included in policy CCTP1005 – Information Management Policy.

Data Protection

Section 10 of the QA manual also includes the policies which address CCT's obligations in respect of data protection. These policies were approved by QQI through reengagement in 2018 but, as indicated in the 2018-19 AQR, as the GDPR was not finalised prior to completion of CCT's self-evaluation for re-engagement, the need to review the effectiveness and completeness of these was identified by the College. This was undertaken in the 2018-19 academic year, in conjunction with the College's legal team. In 2025, the College undertook an external review of its data protection policies, and these were updated based on the feedback from the external consultant. The following policies and procedures govern how student records are managed and protected at CCT College:

Name & Link to Policies
<u>CCTP1002 Data Protection Policy</u>
<u>CCTP1003 Data Access Request Policy</u>
<u>CCTP1004 CCTV Policy</u>
<u>CCTP1005 Information Management Policy</u>
<u>Records Retention Schedule</u>

7.0 Public Information and Communication

Section 11 of the QA Manual hosts the CCT policy on public information. This is further supplemented by information included in section 7 - policy CCTP701- Protection of Enrolled Learners – Public Information and policy. These policies address requirements in relation to validated programmes as well as validation and external quality assurance 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 has resulted in increased transparency relating to academic outputs of CCT staff, faculty and students.

8.0 Monitoring and Periodic Review

CCT QA Manual, Section 12: Ongoing Monitoring and Review includes policy CCTP1201 – Self-Evaluation Monitoring and Review and policy CCTP1202 – External Review. A range of self-evaluation monitoring and review activities take place at scheduled times throughout an academic year or a specific stage within a cycle, as documented within the policy. This includes annual monitoring of programmes, departments and support units. These are completed as standard and are considered through the governance framework and inform the ongoing enhancement and strategic development of the College. Actions are identified and monitored through the Quality Improvement Plan.

9.0 Details of Arrangements with Third Parties

9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies

Not currently applicable in CCT College Dublin.

9.2 Collaborative Provision

Not currently applicable in CCT College Dublin.

9.3 Articulation Agreements

Not currently applicable in CCT College Dublin.

Annual Quality Report (CCT College Dublin)
PART B: INTERNAL QUALITY ASSURANCE
ENHANCEMENT & IMPACT
Reporting Period 2024-2025

PART B: INTERNAL QA SYSTEM

1.0 Quality Implementation and Developments

1.1 Strategic QA Updates

Improvements Arising from Implementation of the Quality Improvement Plan

The objectives documented within the 2024 AQR Quality Improvement Plan have been at the focus of enhancement activities throughout the year under review. A full update on the progression of each objective is documented in section 1.2 with some documented in greater detail in section 2.0 and 2.1. This section focuses on strategic updates, including:

- College Validation Activity
- Campus Enhancements- Development of a Neuro-diverse friendly campus
- College strategies
- Blended Learning Action Plan
- International Education Mark
- Further QA Developments

College Validation Activity

The CCT Strategic Plan (2024-2027) outlines the following under Strategic Priority 2 - Enhancing the Quality of Education:

Enhancing Quality of Education in CCT is underpinned by a whole-of-institution quality culture that is promoted and endorsed from the Executive Leadership within the College and scaffolded through activities at all levels in the institution. We will continue to work collaboratively and collegially within and beyond CCT to ensure we are continuously enhancing our practices.

Building on these priorities, the academic year of 2024-2025 was noteworthy in terms of revalidation of the College's undergraduate programmes and associated embedded awards:

- Bachelor of Arts (Honours) in Business (PG23756)
- Bachelor of Science (Honours) in Computing and Information Technology (PG24244)
- Bachelor of Science in Computing and Information Technology (PG24245)
- Higher Certificate in Science in Computing and Information Technology (PG24246)

These programmes were validated by separate panels, meeting for one day each. This validation panels took place in March 2024, and both programmes were recommended for

approval by the panels. The validation panel for these programmes noted the following commendations across the programmes:

1. The college's commitment to the student experience and care provided to students including the range of academic and non-academic supports available to enrolled learners.
2. The quality of the documentation produced.
3. The open and constructive nature of CCT's engagement with the panel.
4. The positive attitude of the programme team and how they invested into this programme.
5. The college's clear commitment to provide particular support for those learners with diverse learning needs.
6. The knowledge and experience of staff involved in the provision and delivery of the programme.

Campus Enhancements- Development of a Neuro-diverse friendly campus

Campus enhancement is another area where CCT's continuous improvement mindset is evidenced. Prioritising the strategic commitment to student centredness and student success, the college continually reviews facilities, technical infrastructure and the virtual campus. Each year planned programme of development is agreed and implemented.

Continuing on from the significant programme of development of the physical and virtual campuses that has taken place since 2019, the College has undertaken notable refurbishment, driven by the ambition to further promote inclusion, particularly to become a neuro-diverse friendly campus, and to increase capacity for blended and technology enhanced teaching, learning, assessment, and learner support. CCT commenced a 3-year journey to become the fourth Irish HEI to achieve Autism Friendly status after DCU, NCI and ATU Sligo. We received this award in 2024 after we evidenced that we had achieved 10% of our new Action Plan. This action plan sets out our planned strategic activity under the nine principles required to become Autism Friendly.

Our Facilities and Resources Enhancement Action Plan is updated at least annually, and often two to three times per year as it is monitored and consulted on an ongoing basis with meetings of the Facilities team held on average monthly. Some pertinent updates over the reporting period are as follows:

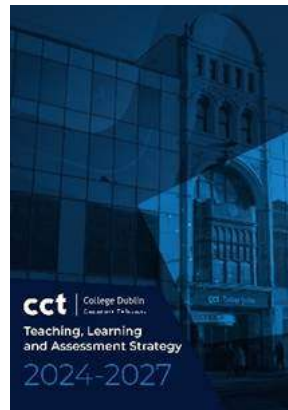
- Works were completed to transform an old plant room on the top floor (floor 4) into a new multi-purpose flexi meeting and training room called 'The Loft', with further renovations executed for the landing and stair core enhancements as well as fourth floor atrium level renovations

- A new on-campus universally accessible wayfinding system was implemented in 2025
- CCT is reviewing its on-campus phone system with Zoom phone or an alternate system planned
- A new Cybersecurity computing lab and lecture room was completed within our Boole room at basement level
- Refurbishment of a space called 'The Pump Room' at basement level has been completed to produce a new student, quiet relaxation space and study lounge. There is also a fitted kitchen for learners.
- Works have also been completed on our new 'Retreat room' at basement level. This is bookable room with passcode access for all students and staff, a private space to help manage stress, process, regulate, escape. The room is equipped with technology and space for movement, relaxation, along with very comfortable furniture, beanbag, weighted blankets, ear defenders, stress toys etc.
- CCT invested in a number of new improvements to enhance our blended delivery.
- Work has completed on V1 of our new 'CCT Student Hub', which is an online 'one stop / single sign-on' access to all critical information and resources at the College from Academic Year 2023/24. Students have easy and ready access through this new hub portal system to Moodle, their student email, a new Library website and all online library resources including EBSCO, along with careers info, student services information, academic integrity information, latest news and practical information regarding their assessment schedules, timetables etc.
- We have a new Moodle service provider called 'Catalyst' which has proven to be less transactional and more intuitive than our previous Moodle service provider. 'Catalyst' is focussed on enhancing and maximising the investment and resource that is Moodle which CCT employs as it's VLE and as an information system.

College Strategies

Strategic activities in the College are underpinned by three complementary strategies. Each of

these strategies have been published during the 2024-25 reporting cycle, representing a new strategic cycle for the College:



Institutional

Teaching & Learning

Research

Blended Learning Action Plan

In October 2023 QQI published new statutory QA Guidelines for Blended and Fully Online Learning. These guidelines are to assist QQI providers to develop or enhance their resources, teaching methods, QA and governance for blended and online programmes. QQI's PAEC directed at this time that the relevant scope ceiling for CCT College Dublin would be Blended programmes - Synchronous and Asynchronous, meaning that no formal QA evaluation was needed by QQI in relation to CCT's existing scope of provision. CCT College Dublin was therefore required to carry out the following steps to maintain its QA approval for blended learning by end August 2024:

- Conduct a gap analysis against the new guidelines using the self-evaluation tool provided.
- Develop an action plan to address any issues identified in relation to infrastructure, tutor / trainer CPD, academic integrity, learner engagement and supports, QA procedures, etc.
- Submit the action plan to QQI by the end of August 2024.
- Action plan was resubmitted to QQI in March 2025.

We contacted QQI in August 2025 to enquire whether QQI had reviewed the Action Plan, after which QQI contacted us to let us know that a full application was now required. This was developed over the latter half of 2025 and was submitted to QQI with a view to being considered in Tranch 2 of the Desk Review evaluation, which is due to take place in March 2026.

TrustEd International Education Mark

CCT College submitted its application for TrustEd in March 2025. In April 2025, we received an initial screening report with a request for further information from the review panel. We were required to submit the additional requested supplementary information to the panel within 15 working days. In October 2025, the Panel provided CCT with its report and evaluation, and in November 2025, CCT returned its response to the panel. We received notification at the end of the year that we would get formal notification in early 2026. The formal confirmation letter arrived in January 2026.

Further QA Developments

Improvements and enhancements arising from QA Objectives identified in Previous AQR are detailed in Section 1.2 of Part B. Specific changes to the QA system (policies and procedures) during the reporting period are outlined in Part A and described in more detail in section 2.

1.2 Update on Planned QA Objectives identified in Previous AQR

Guide:

An update should be provided on objectives/planned actions for the year as outlined in the last AQR. If these have not been completed or are no longer applicable this should be indicated.

The table is designed to assist in this process and should include headline information only.

Please delete guide text before submission.

No.	Planned objectives (Previous AQR) Note: Include reference to the relevant section of the preceding AQR, where applicable	Update on Status Provide brief update on status, whether completed or in progress. If an action was planned in the previous AQR, but not completed, provide reasons/short reflections for the delay/non-completion.
1	Strengthening Student Engagement, Partnership and Inclusion <ul style="list-style-type: none"> ● To be recognised as an Autism Friendly HEI, by Ireland’s national autism charity - AsIAm. ● Integrate student engagement, partnership and inclusion priorities in next institutional and TLA strategies. This is led by the College President	<ul style="list-style-type: none"> ■ CCT College Dublin obtained Autism Friendly HEI Status in 2024. ■ Our new strategy documentation includes a focus on student partnership and inclusion. Examples of progress in 2024-2025 include: <ul style="list-style-type: none"> □ 4 new students reps on Academic Council □ 1 new student rep on College Board □ 3 new student reps on Programme Boards □ Ongoing investment in onsite NStEP training 2024-2025 □ Interviews with Graduates and Students (20+) as part of review and revalidation. □ Student participation in Cinnte Process across 2025
2	Enhancing Teaching, Learning and Assessment <ul style="list-style-type: none"> ● The development of new Teaching, Learning and Assessment (led by the Dean of Teaching and Learning) and Research (led by the interim Dean of Academic Affairs) strategies respectively will explore TLA at the strategic enhancement level in the College. 	<ul style="list-style-type: none"> ■ As per Section 1.1 of this AQR, a new Teaching, Learning and Assessment Strategy (2024-2027) was published during this reporting period.
3	CCT Institutional Strategic Plan <ul style="list-style-type: none"> ● A new Institutional Strategic Plan will be led to completion by the College president during this reporting period. 	<ul style="list-style-type: none"> ■ As per Section 1.1 of this AQR, a new Institutional Strategy (2024-2027) was published during this reporting period.

<p>4</p>	<p>Programme Re-Validation activity</p> <ul style="list-style-type: none"> Validation activity occurred as detailed in sections “3.2.1 Reviews planned for Next Reporting Period” <p>This process is led from the Academic Affairs and QA Office under the remit of the Dean of Academic Affairs.</p>	<ul style="list-style-type: none"> Successful Revalidation of our BSc (Hons) in Computing and IT occurred during this revalidation period. Successful Revalidation of our BA (Hons) in Business occurred during this revalidation period.
<p>5</p>	<p>Blended Learning Action Plan</p> <ul style="list-style-type: none"> Conduct and submit report on related action plan for gap analysis on QQI new statutory QA Guidelines for Blended and Fully Online Learning (2023) by the end of August 2024. 	<ul style="list-style-type: none"> While we submitted the BL Gap Analysis as planned, we were informed that a full application was now required. This has been submitted but will not be desk reviewed until after March 2026.
<p>6.</p>	<p>TrustEd Ireland is a new statutory quality mark and part of a suite of legislative measures designed to protect international learners</p> <ul style="list-style-type: none"> The College intends to engage with the process of applying for authorisation to use the International Education Mark (IEM) in 2025, with preparation throughout 2024-25. <p>The application and self-evaluation will be collaboratively led by the ELT.</p>	<ul style="list-style-type: none"> We submitted the TrustEd IEM application in March 2025 and engaged remotely with the panel from April to November 2025. We received notification that we had been awarded the TrustEd IEM Mark in January 2026.
<p>7.</p>	<p>CINNTE</p> <ul style="list-style-type: none"> The College intends to engage with the process of institutional review, CINNTE, in 2026 with preparation ongoing through 2023-2025. 	<ul style="list-style-type: none"> Work continued throughout 2024 and 2025 to prepare for the Cinnte process: <ul style="list-style-type: none"> <input type="checkbox"/> We submitted our Institutional Profile in October 2025 <input type="checkbox"/> We submitted our ISER document in January 2026. <input type="checkbox"/> The panel are due to attend in March 2026

	This process is led from the Academic Affairs and QA Office under the remit of the Dean of Academic Affairs.	
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1.3 Governance and Management

1.3.1 QA Governance Meetings Schedule

Guide:

Include the meeting schedules for all significant academic governance bodies, e.g. governing authority, academic council (or equivalent), quality committee, for the reporting period.

Please delete guide text before submission.

Body	Meeting dates
College Board	13 September 2024 28 February 2025 31 July 2025
Audit, Review and Strategy Committee	29 November 2024 28 February 2025 31 July 2025
Executive Leadership Team	15 October 2024 06 March 2025 14 May 2025
Academic Council	10 September 2024 04 December 2024 11 February 2025 10 April 2025

1.3.2 QA Leadership and Management Structural Developments

Leadership and Management Changes

During the academic year, changes in personnel prompted a review of roles and opportunities for enhancement of college structures, recognising the maturity of the College and its personnel. A summary of role changes is as follows:

- The incumbent Dean of Academic Affairs went on Maternity Leave in March 2025; an Interim Dean of Academic Affairs was appointed and commenced in February 2025, to allow for some crossover and handover.
- One admissions officer went on Maternity Leave in March 2025.

- The admissions team was expanded in 2025 with the appointment of two additional admissions officer. Both employees will be retained after our Admissions officer returns from Maternity Leave.
- A new 'International and Study Abroad Coordinator' was appointed in late 2025.

1.4 Internal Monitoring and Review

1.4.1 Overview of Periodic Reviews

Guide:

In this section include the reviews completed or in progress during the reporting period. (QOI acknowledges that the institutional review schedule may not be aligned with the AQR reporting period, and that reviews may be in progress and not completed at the point in time when the report is submitted.)

The unit of review may be a programme [private HEIs], faculty, department/school or service delivery unit.

Please include the schedule for reviews included in the previous AQR - this can be cut and pasted from previous report.

In the table below, indicate the academic and support units for which reviews **concluded** (i.e. the point at which the report associated with the review has been published) during the reporting period; the date of completion of review, the reason for conducting the review (if the review had not been planned) or the reason for non-completion (if the review had been planned for completion but was not conducted or concluded during the reporting period).

A link to the report or other relevant documentation arising out of the review should be provided in the third column.

Please delete guide text before submission.

Unit of review for which report has been published during reporting period	Date of completion/reason for conducting review (if not planned) or non-completion (if planned but not conducted)	Links to relevant publications
Bachelor of Arts (Honours) in Business (PG23756)	Scheduled programme review and revalidation with revalidation confirmed at PAEC meeting July 2025	Panel report
Bachelor of Science (Honours) in Computing and Information Technology (PG24244) Bachelor of Science in Computing and Information Technology (PG24245) Higher Certificate in Science in Computing and Information Technology (PG24246)	Scheduled programme review and revalidation with revalidation confirmed at PAEC meeting July 2025	Panel report
Submissions of application to obtain the TrustEd Mark (International Education Mark)	Confirmation received in January 2026	Panel report

1.4.2 Expert Review Teams/Panels² involved in IQA

Guide:

As the external QA agency responsible for oversight of institutional IQA system, QQI collects and makes a range of data available, including diverse data relating to internal QA processes through the AQR. The criteria for the engagement of peer reviewers (both internal and external) is part of the internal institutional-led QA process. The information in this section provides data and transparency in relation to peer reviewers/evaluators and their involvement in institutional-led internal QA systems.

Please delete guide text before submission.

(i) Expert Review Team/Panel Size and Related Processes

Guide

Details in respect of review/evaluation processes that concluded during the reporting period should be set out below.

Please use whole numbers rather than percentages.

	Total	Academic Schools/ Department	Professional Services/Support Unit	Approval/Review of Linked Provider	Programme Approval	Programme Review	Other
Number of review/ evaluation processes	2					2	
<i>of those:</i>							
On-site processes							
Desk reviews	1						IEM
Virtual processes							
Average panel size for each process type*	5						

* excluding secretary if not a full panel member

² QQI acknowledges that the terminology used to describe the groups of individuals that conduct peer review/evaluation varies from institution to institution.

(ii) Composition of Expert Review Teams/Panels involved in IQA

Guide

Details in respect of the composition of the panels convened by the institution for review/evaluation/approval processes that concluded during the reporting period should be set out below. Panel composition should be represented as whole numbers rather than as percentages.

'Similar institution' denotes an institution with a similar scope and mission - for an IoT, this might be another IoT or a university of applied science, for example.

Please delete guide text before submission.

Type of Expert/ Role on Panel	Total	Gender			Internal	National	International			Institution Type	
		Male	Female	Other, or unspecified			UK, incl. NI	Other European	Outside of Europe	Similar	Different
Chair	3	3			1	2	1				3
Secretary	3	2	1								3
Academic/Discipline Specific	5	2	3		2	3	2			1	4
Student Representative	3		3								3
QA											
Teaching & Learning											
External Industry /Third Mission	2		2							N/A	N/A

2.0 IQA System – Enhancement and Impacts

A number of key developments and enhancements have occurred during the reporting period. Some of these include:

- Equality, Diversity, and Inclusion
- Enhancements to QA Policies and Procedures
- Careers
- Library Updates to Promote Student Engagement and Success
- Staff Professional Development
- Sectoral Engagements related to Quality Assurance

Equality, Diversity, and Inclusion

The Equality, Diversity, and Inclusion (EDI) Office continued to work with students on a weekly basis, providing support and guidance to learners as they navigated life at CCT College. The Essentials Classes (CCT's Student Support Workshops) continue to grow and are available online to be reviewed by students throughout their academic journey during their own time. New additions include Study Skills sessions on Presenting, Group Work, Interviewing - areas that can cause anxiety and stress amongst neurodivergent students, as well as a dedicated area on Mental Health & Suicide Prevention.

The College's accreditation process with AsIAM continued and resulted in CCT College Dublin becoming an official Autism Friendly Higher Education Institution, reflecting national standards for inclusivity and accessibility. Accreditation was awarded on 01 October 2024. A primary focus for the year was enhancing promotional efforts for EDI services, which aimed to increase student awareness and encourage disclosures to the College. For instance, the EDI office ensured the Autism Uni Toolkit was uploaded to the CCT Website in January 2025.

EDI Registered Students more than doubled last year.

- 26 Formal Registrations
- 28 Informal Registrations (pending or no diagnosis).
- 12 Registered students for the same period last year.
- 10 Students listed more than one disability, medical condition or specific learning need.
- 58% EDI registered students are diagnosed with ADD/ADHD
- 19% EDI registered students are diagnosed with Autism
- 42% EDI registered students are diagnosed with Mental Health Conditions
- The main non listed diagnosis was Anxiety / GAD (General Anxiety Disorder)- This has now been added to the list of common diagnoses.
- 62% of EDI registered students have a disability, medical condition or specific learning need that is ongoing,

The EDI Officer continued to promote inclusivity and well-being focused practices via various initiatives (Healthy Campus (HC), Sustainable Development Goals (SDGs), AsIAm Action Plan, Altitude Charter (AC) etc.)

- o 2025 campaigns covered all seven HC Health & Wellbeing Areas (Mental Health, Alcohol Use, Illicit Drug Use, Healthy Eating, Sexual Health & Positive Relationships, Tobacco Use and Vaping, Physical Activity).

Enhancements to QA Policies and Procedures

Ongoing review of QA Policies and Procedures is central to good governance. During the 2024-2025 period, a number of updates and reviews to policies occurred:

- o 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
- o In November 2025, further changes were implemented to Section 10 following an external review of our Data Protection Policies.
- o In December 2025, we contracted an external web developer to redevelop our QA section. This now consists of both the full QA Manual as well as a separate section where the policies were presented individually. This resulted from direct feedback from lecturers and students about the searchability of the QAM on the website. These are now presented as:
 - **QA Policies**
 - **QA Manual**

The 2024-2025 Academic Term was a very busy period in terms of Quality Assurance and Enhancement Activities. The following were a key focus during the reporting period.

Title	Type of Activity	Outcome	Body
Autism Friendly University Status	QA Review	Awarded	AsIAm
BA (Honours) in Business (PG23756)	Programme Review	Revalidated	QQI
BSc (Honours) in Computing & IT (PG24244)	Programme Review	Revalidated	QQI
Application for TrustEd International Education Mark	QA Review	Awarded	QQI
Due Diligence Application	QA Review (Corporate)	Pending	QQI
MSc in Data Analytics	Programme Review	Pending	QQI
PG Dip in Data Analytics	Programme Review	Pending	QQI
BL Gap Analysis	QA Review	Pending	QQI
Cinnte Institutional Review	QA Review (Academic)	Pending	QQI

Careers

In line with our new strategic plan, a key focus of the Careers Office was 'Advancing Student Support, Partnership and Inclusion. The Careers office maintained an open-door policy to support learners. Additional Careers Focused work occurred in terms of the Essentials Series. Specifically, 'Essentials 3 - Career Skills' underwent updates to the following sections: Job readiness; Interview skills; Industry Trends, Time Management plus a new section on Presentation Skills.

Enhanced employability training support across programmes by offering tailored services to lecturing staff. This resulted in an increase in specific employability skills training at key points for students, for example:

- o A short overview for penultimate and final year students on an action plan for attending the Grad Ireland Graduate Careers Fair held in Oct each year) and female engagement with Stem Women and Women in Tech events.
- o Mock Interviews conduction with all Final Year BSc in Computing in IT students 2025

This year there was a focus on expanding student and staff engagement in extracurricular activities in 6 key areas (as part of our commitment to the Healthy Campus Charter including promotions each semester on Student Mental Health & Wellbeing. Other Notable activities include:

- Ireland's first [AWS Club](#) was set up in collaboration with one of our students in June 2025
- Ongoing signposting each month to FREE recruitment, networking, academic and social events in Dublin
- Regular Careers Drop-in Clinics for both students and Alumni.
- Games Nights, Sensory Screenings and a dedicated Quiet Space set up this year.

Industry Engagement development in 2025 included strengthening our relationship with AWS and GagaMuller in terms of guest lectures, student opportunities and the ongoing support of AWS to engage more with CCT College generally.

Library Updates to Promote Student Engagement and Success

As per last year's report, the CCT library launched additional resources promoting academic integrity during the 2023-2024 term, and work in this area continued throughout the 2024-2025 reporting period. A new section on Academic Integrity and the Ethical Use of AI has been added to Essentials 1 to assist learners in navigating studying in the era of GenAI.

The library itself was updated, with Textbooks 10 years or older that have not been borrowed in the last two academic years being removed, ensuring the weeding of unused items. Likewise, the librarian worked with all programme teams to ensure that reading lists have been reviewed and updated to ensure that core textbooks were published after 2020 (with the exception of seminal texts). A comprehensive selection of open-access resources has been added to the library website, providing users with enhanced access to valuable academic materials. These carefully curated materials provide users with access to a diverse range of high-quality research, journals, and academic content, all freely available to support teaching, learning, and research endeavours. This enhancement reflects our ongoing commitment to fostering knowledge sharing, innovation, and accessibility for all users.

The institutional repository, ARC, has undergone a comprehensive transformation. Below is a summary of the key improvements:

- o **Enhanced User Experience:** A redesigned page architecture now features advanced search functionality and streamlined classifications, making navigation more intuitive and user-friendly.
- o **Metadata Modernisation:** Metadata systems have been upgraded to comply with OpenAIRE 4.0 standards, ensuring seamless integration and interoperability with global research networks.
- o **Boosted Research Impact:** Digital Object Identifiers (DOIs) have been assigned to all submissions, enhancing citation potential and improving global discoverability of research outputs.
- o **Global Visibility:** Registration with OpenDOAR, a leading directory of open-access repositories, has elevated ARC's international profile, increasing accessibility and visibility for researchers worldwide.

Staff Professional Development

CCT College values its staff greatly and sees it as its key asset and resource. It recognises that professional development of its staff is crucial to the overall success of the College and critical to achieving its mission. In its latest Institutional Strategic Plan (2024-2027) CCT College has dedicated Strategic Priority 4 to People and Organisational Culture (See Appendix A). This priority focuses on fostering an inclusive, supportive, and high-performing environment for both learners and staff at CCT. It emphasises integrity, diversity and collaboration while promoting wellbeing, professional development, and work-life balance.

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. We have a range of activities and development initiatives:

Initiative	Description
CTL Conversation & Playground Series	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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 master's 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	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ Academic staff are provided with opportunities to develop additional competencies i.e., participation in governance boards etc.
External Engagement	<ul style="list-style-type: none"> ▪ 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.

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 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).

CCT College recognises that an important aspect of professional development of staff and Faculty is to engage with external sectoral and disciplinary organisations. CCT staff represent the College on organisations such as National Academic Integrity Network, National Forum for Teaching and Learning, Expert Group on Future Skills Needs (EGFSN), and HECA as well as participating in QQI working groups and validations. CCT maintains a register of all scholarly activity undertaken by staff to inform institutional research support. The register currently has more than 900 entries. A Professional Profile for each staff member is also maintained. Several Faculty are also pursuing master's and doctoral

degrees with full financial and other support from CCT College. CCT is committed to supporting learners from diverse backgrounds, including international learners. We recognise that designing inclusive learning environments (both within and beyond the classroom) benefits all learners. With this in mind, the College strives to implement the principles of Universal Design for Learning across all areas of college life. Implementing the three core tenets of UDL (multiple means of engagement, representation, and action and expression) provides multifaceted opportunities for international student to engage in College life, while accounting for the specific challenges they face that can impact their successful participation including English language competency as they continue to develop fluency and adapting to a new culture both educationally and living in Ireland. CCT College recognises that an important aspect of professional development of staff and Faculty is to engage with external sectoral and disciplinary organisations. CCT staff represent the College on organisations such as National Academic Integrity Network, National Forum for Teaching and Learning, HECA as well as participating QQI working groups and validations.

QQI and Other National Bodies

QQI Area	Type of Involvement
QQI Panels	<ul style="list-style-type: none"> ▪ CCT Staff have acted on QQI Panels for the following QA processes: <ul style="list-style-type: none"> <input type="checkbox"/> Validation and revalidation events <input type="checkbox"/> QA approval of blended learning and online learning <input type="checkbox"/> Desk review of micro-credentials
QQI Events	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ CCT staff routinely review and provide feedback on QQI green papers and white papers as they are released.

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

Organisation	Involvement
EDIN	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> CCT has two associate staff members on the National Forum
Student Mental Health Research Network	<ul style="list-style-type: none"> Our Dean of Academic Affairs is a member of the Student Mental Health Research Network
NStEP	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Our Dean of Teaching and Learning is one of 12 invited members of the HEA Recognition Framework Advisory Group. 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	<ul style="list-style-type: none"> CCT has been a HEI member institution of the Irish Council for International Students (ICOS) for over 8 years
CAO	<ul style="list-style-type: none"> CCT has been included on the Central Applications Office (CAO) scheme of Ireland since January 2013.
Future Skills	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> CCT is an institutional member of the Association of Higher Education Access and Disability (<u>AHEAD</u>). AHEAD is an independent non-profit organisation working with and for disabled people to shape inclusive and empowering environments in tertiary education and employment.
AsIAm	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Our College Librarian is a member of the Library Association of Ireland (LAI)
ILTA	<ul style="list-style-type: none"> Our Educational Technology Manager is a member of the Irish Learning Technologies Association
DAWN	<ul style="list-style-type: none"> We are a member of the Disability Advisors Working Network (DAWN). DAWN is a professional organisation for Disability Officers who support neurodiverse learners and learners with disabilities in higher education in Ireland.
Autism Acceptance Festival	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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)

2.1 Initiatives within the Institution related to Academic Integrity

CCT uses the structure of the NAIN Academic Integrity Guidelines to inform developments within the College. In that regard, developments are categorised under one of the four areas:

- Upholding Academic Integrity
- Preventing Academic Misconduct/ Protecting Academic Integrity
- Detecting Academic Misconduct
- Managing and Sanctioning Academic Misconduct

Each year the College seeks to introduce or promote projects, resources, strategies or policies and procedures that continue to strengthen work to date in these areas. The following provides a summary of the developments that took place during 2024-2025 acknowledging that more detail on some of these developments may have already been provided in earlier sections.

Involvement with NAIN:

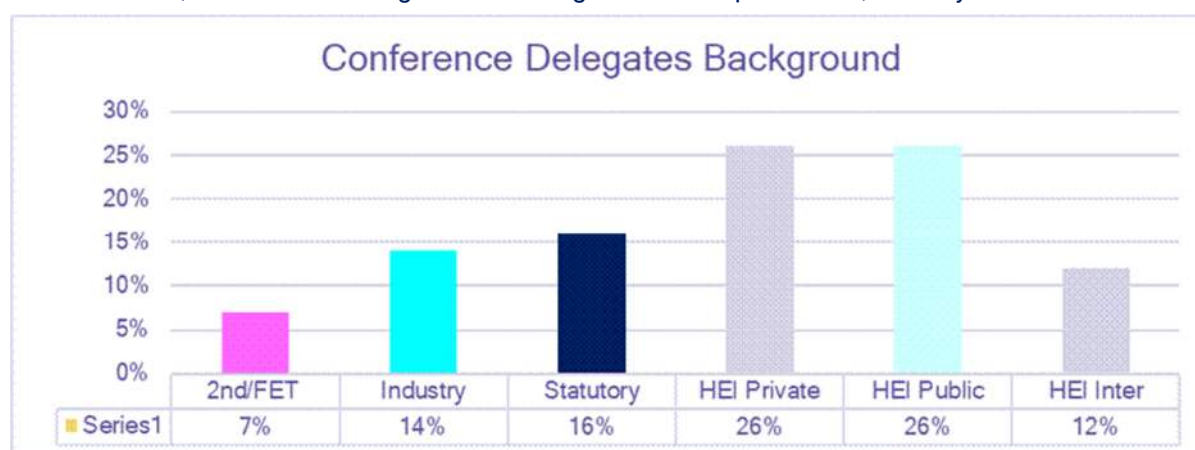
CCT has continued to be an active member of NAIN. Matters arising from NAIN meetings and QQI updates are disseminated to all staff as part of the monthly professional development bulletin and core developments are discussed in detail with plans for implementation proposed by the Academic Integrity Committee.

	Type of Involvement
QQI NAIN	<ul style="list-style-type: none"> ▪ Our Dean of Academic Affairs was appointed as a <u>member of the NAIN Steering Committee in 2025</u> ▪ 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'

CCT Conference - 'Academic Integrity: From Ideas to Action'

In September 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](#)

- 125 delegates attended the conference, and there were 20 presentations related to Academic Integrity at the event.
- Delegates and presenters were drawn from both the public and private higher education sector, international delegates and delegates from departmental, industry and service sectors.



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:



Responding to the Challenge of GenAI:

CCT College is committed to supporting faculty in upskilling around academic integrity, assessment integrity and the use of GenAI in Higher Education. During the reporting period, the following actions have occurred:

- o 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.
- o 2025-2026: Collaborative Faculty Research Project on GenAI has commenced with the aim to publish a paper based on this study.
- o 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.
- o May 2025: Initial Engagement in National Forum GenAI Digital Badge - Four staff members completed the badge.
- o October 2025: Second round of staff and faculty commenced National Forum GenAI Digital Badge - Eight staff members are currently completing the badge.

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 includes 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.

3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period

3.1 QA and QE supporting the Achievement of Strategic Objectives

Guide:

- This section should describe QA and QE activities for the upcoming reporting period and demonstrate how these are aligned to the institution's mission and strategic objectives. The congruency of QA procedures and enhancements with the institution's mission and goals should be evident in this section.
- Where an institutional review process has been completed, or reengagement process has occurred, planned objectives/actions to address review recommendations or reengagement advices may be included here. Alternatively, institutions may include links to where quality improvement plans, implementation plans, or follow-up reports produced post institutional review/reengagement are published on their websites.

Please include *inter alia*:

- a description of plans and preparations undertaken for annual monitoring and reporting;
- the plans and preparations for institutional review.

Please delete guide text before submission.

No.	Relevant objectives Note: Include reference to the relevant section of the preceding AQR, where applicable	Planned actions and indicators <i>Note: Include details of unit responsible, and how planned action will address the relevant strategic priority and/or reengagement advice/CINTE recommendation. If the institution is preparing for cyclical review, include how the planned actions will address the relevant review objective(s).</i>
1	Strengthening Student Engagement, Partnership and Inclusion	<ul style="list-style-type: none"> ▪ To continue to implement the AsIAm Action Plan and Altitude Charter in the College. ▪ To fund, host and continue to engage learners in the NStEP Class Representative training at CCT College. ▪ Implement new Student Management System across college ▪ Develop a student communication strategy to ensure information provision is timely and supportive. ▪ Develop an Asynchronous student induction to support and augment the existing induction processes
2	Enhancing Teaching, Learning and Assessment	<ul style="list-style-type: none"> ▪ Successfully obtain BL reapproval following the submission of the Gap Analysis. ▪ Embed a focus on the development of asynchronous teaching and learning artefacts into the Faculty Conversation and Playground Series

		<ul style="list-style-type: none"> Facilitate increased knowledge and skills in the use of GenAI in terms of Academic Integrity by supporting faculty to undertake GenAI Digital Badge
3	CCT Institutional Strategic Plan	<ul style="list-style-type: none"> Recruit for a dedicated role to support international elements of CCT College Dublin Provision Develop Study Abroad (Year and Semester) programme offerings in collaboration with overseas HEIs Deliver additional 'Ideas into Action' Conference Series at CCT College to continue our focus on Collaboration and Connection Development of a range of micro-credentials in preparation for potential 2026/2027 funded schemes
4	Programme Re-Validation activity	<ul style="list-style-type: none"> Validation activity occurred as detailed in sections "3.2.1 Reviews planned for Next Reporting Period" This process is led from the Academic Affairs and QA Office under the remit of the Dean of Academic Affairs.
5	CINNTE	<ul style="list-style-type: none"> The College intends to engage with the process of institutional review, CINNTE, in 2026 with the panel due to take place in March 2026. This process is led from the Academic Affairs and QA Office under the remit of the Dean of Academic Affairs.

3.2 Reviews planned for Upcoming Reporting Periods

Guide:

The unit of review may be a programme [private HEIs], department/school, professional support unit, school, or faculty.

Please delete guide text before submission.

3.2.1 Reviews planned for Next Reporting Period

The following programme related activities are scheduled for review during the 2025-26 review period:

- o Master of Science in Data Analytics (PG24480)
- o Postgraduate Diploma in Science in Data Analytics (PG24482)
- o Higher Diploma in Science in Data Analytics for Business (PG24349)
- o Higher Diploma in Science in Artificial Intelligence Applications (PG24350)

The following QA related activities are scheduled for review during the 2025-2026 review period:

- o Institutional Review 'CINNTE' - Panel Visit March 2026
- o Blended Learning Gap Analysis - Desk Review Q2 of 2026

3.2.2 Reviews planned beyond Next Reporting Period

Information on all reviews scheduled beyond the next reporting period is available on QHub. The following review activity is planned during the 2026-27 and will therefore be considered for review in the next reporting period:

- o Higher Diploma in Science in Computing (PG24970)
- o Bachelor of Business (Hons) (PG24944)
- o Master of Arts in International Business (PG24629)
- o Postgraduate Diploma in Arts in International Business (PG24630)

4.0 Additional Themes and Case Studies

CASE STUDY 1 - STEM Passport for Inclusion – Collaboration with Maynooth University

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.

Practice

- **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 Points of Contact 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.
- **December 2025:** Students complete the programme at CCT College.
- **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.
 - ❑ Students exit with a Level 6 Certificate focused on preparing for STEM

Case Study 2: Programme Design – A Collaborative Workshop Approach

<p>The <u>CCT College Teaching, Learning and Assessment Strategy 2024-2027</u>, priority one is ‘Programme approach to embedding relevant knowledge, skills and competencies, including upholding academic integrity’ (2025, p.7). Key action points required to achieve this priority include ‘Remain vigilant and agile to design programmes that meet current and emerging needs of students, society and the economy; Continue to design programmes that are student-centric (for all learners including blended and online learners), constructively aligned and informed by relevant <u>awards standards</u>; Maintain use of a <u>sustainability lens</u>, research and stakeholder engagement/feedback to inform programmes design; Use best practice models and research to design programmes such as ABC Learning Design (and informed by our Module Design Handbook) Remain forward thinking in terms of embedding leading edge transversal skills guided by best practice (Priority 3); Use a programme approach to assessment design that is authentic, inclusive, engaging and promotes <u>academic integrity</u>, and consistency across all modules on a programme; Involve students as partners in programme design and review to enhance engagement and integrity (Priority 4); and Allow feedback mechanisms (including learning analytics where appropriate) to inform programme design and review’ (2025, p.9). This priority is partially achieved by using a collaborative workshop approach to design and redesign QQI validated programmes. The programme design collaborative workshop approach is led by the Dean of Teaching and Learning, Dean of Academic Affairs and Dean of Faculty.</p>	<ol style="list-style-type: none"> 1. Initial Programme Analysis: Programme leader collaborates with the p team to conduct a SWOT analysis. This analysis is informed by annual programme reports, which incorporate feedback from students, industry, and external examiners. 2. Programme Design Workshop: The team convenes for a half-day in-person workshop to translate the SWOT analysis into programme redesign. The workshop encompasses: <ul style="list-style-type: none"> ➤ Review and finalisation of the draft programme schedule ➤ Develop 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 <u>CCT Module Design Handbook</u> as a guiding framework. 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.
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Case Study 3: International Business Walking Tour

International Business/Strategic Management Walking Tour conducted by Stephen Chandler and Alan Foran, Business Faculty Senior Lecturers

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.

Students' feedback includes how enjoyable and engaging this approach is; the value it has in bringing theory to life; and they welcome the opportunity to get to know each other and their lecturers better in a more informal and fun manner.

This authentic and interactive teaching and learning approach was shortlisted in 2025 for the ILTA Jennifer Burke Award.

Case Study 4: Authentic Assessment in a GenAI Era

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 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 assessments across QQI Levels 7, 8, and 9. (A) Poster presentation; (B) Video demonstration for the poster and artefact; (C) Collaborative or individual reflective report; and (D) 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](#)