

Annual Quality Report (NCI)
Reporting Period 2024-2025

NATIONAL COLLEGE OF IRELAND

2026

Annual Quality Report (NCI)
PART A: INTERNAL QA SYSTEM
Reporting Period 2024-2025

PREFACE

The **Annual Quality Report (AQR; formerly AIQR)** 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.

CONTENTS

PREFACE	3
Links to Reference Documents Cited in this Template	6
PART A: INTERNAL QA SYSTEM	7
Table 1 Mapping of ESG (2015) to QQI QA Guidelines (QAG)	7
Introduction and Overview of Institution	8
1.0 Internal QA Framework	9
1.1 Governance and Management of Quality	9
1.2 Linked Providers, Collaborative and Transnational Provision	10
2.0 Programme Development and Delivery	11
2.1 Programme Development and Approval	11
2.2 Admission, Progression, Recognition & Certification	13
2.3 Procedures for Making Awards	14
2.4 Teaching, Learning and Assessment	14
3.0 Learner Resources and Support	15
4.0 QA of Research Activities and Programmes	16
5.0 Staff Recruitment, Development and Support	16
6.0 Information and Data Management	17
7.0 Public Information and Communication	17
8.0 Monitoring and Periodic Review	18
Programme Review	18
Annual Programme Monitoring	19
9.0 Details of Arrangements with Third Parties	22
9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies	22
9.2 Collaborative Provision	25
9.3 Articulation Agreements	29
PART B: INTERNAL QUALITY ASSURANCE ENHANCEMENT & IMPACT	34
1.0 Quality Implementation and Developments	35
1.1 Strategic QA Updates	35
1.2 Update on Planned QA Objectives identified in Previous AQR	43

1.3 Governance and Management	45
1.3.1 QA Governance Meetings Schedule	45
1.3.2 QA Leadership and Management Structural Developments	45
1.4 Internal Monitoring and Review	47
1.4.1 Overview of Periodic Reviews	47
2.0 IQA System – Enhancement and Impacts	51
School Structure: School of Business & Social Sciences	55
Programme Development, Review and Revalidation	55
Staff Recruitment, Management and Development	56
Support Hub	57
Play Lab and Sanctuary Space	58
Self-evaluation, Monitoring and Review	58
2.1 Initiatives within the Institution related to Academic Integrity	62
3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period	65
3.1 QA and QE supporting the Achievement of Strategic Objectives	65
3.2 Reviews planned for Upcoming Reporting Periods	67
3.2.1 Reviews planned for Next Reporting Period	67
3.2.2 Reviews planned beyond Next Reporting Period	68
4.0 Additional Themes and Case Studies	70
LibMaps Library Mapping Project	70

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

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 **National College of Ireland** for the reporting period **1 September 2024 – 31 August 2025**.

The AQR was submitted to QQI on **Friday, 27 February 2026**.

The AQR has been approved by the NCI Academic Council and is submitted by Lori Johnston, Director of Quality and Institutional Effectiveness (QIE). The AQR was approved by Academic Council on 18 February 2026. It will also be submitted to the Governing Body on 6 March 2026, as the Annual Report of the Academic Council.

NCI is an independent, not-for-profit College; a HEA-funded institution and a registered charity. At the close of the 2024–25 reporting period, we recorded an enrolment total of 6,210 full and part-time students.

NCI's mission, since its foundation in 1951, is to *Change Lives through Education*. NCI has developed and evolved in anticipation of, as well as in response to, internal and external stimuli both in the city centre of Dublin, our home, and in Ireland more widely. NCI is always seeking to embrace and address global trends and challenges in education, skills and in research and innovation across our academic disciplines.

NCI has been committed to supporting the development of Irish society by promoting the principles of access, opportunity, and excellence in education. We are now at the mid-cycle point of our current **2022–27 NCI Strategic Plan** and we are reviewing our progress against the objectives and actions of that Plan, with a view to recalibration and renewal, as required, for the remainder of the period until the end of 2027.

The QQI CINNTE Institutional Review process was formally initiated in December 2023, with submission of documentation to QQI in Quarter 2 of 2024, and a panel site visit in December 2024. Following this the panel report was published in May 2025 with NCI's associated Implementation Plan submitted to QQI in August 2025.

Following the extensive self-evaluation exercise for development of the Institutional Self-Evaluation Report (ISER) for CINNTE, the College has undertaken a refresh of all policies and procedures under the Quality Assurance and Enhancement System (QAES) and this is reflected throughout Part A of this report.

The CINNTE review process has been a key focus during the reporting period and follow up actions are well advanced and on-going at the time of submitting this AQR. In addition to policy updates detailed in Part A, a status update on all identified actions is given in Part B Section 2.0.

1.0 Internal QA Framework

1.1 Governance and Management of Quality

Overarching Governance and Management Structures

NCI's governance and management structures, including committee roles, responsibilities and reporting lines, are set out in Chapter 2 of the Quality Assurance and Enhancement System (QAES). During the 2024–25 reporting period, NCI continued to operate under the structures approved in the **published QAES**, alongside a set of governance updates that were progressed throughout the year and formally <https://ncisupporthub.ncirl.ie/hc/en-ie/articles/21896304346652-Quality-Assurance-and-Enhancement-System-Governance-structures> approved by Academic Council in June 2025.

Executive and Corporate Governance Updates

As reflected in the updates to QAES Chapter 2, published in June 2025, a number of governance elements were updated to bring the documented QAES into alignment with structures that had evolved between 2019 and 2024. This included updated Terms of Reference and membership for the Senior Management Team (SMT) and the Executive Group (EG), which were approved in July 2024 and functioned during the reporting period. It also incorporated updated Terms of Reference for Academic Council and its sub-committees (Learning, Teaching & Assessment Committee, Research Committee, School Committees), reflecting decisions previously approved but not yet captured in the published QAES.

The published update also notes the establishment of the Academic Programmes & Quality Committee (APQC) as a formal committee of Academic Council. As the APQC was scheduled to commence from September 2025, it was not operational during the 2024–25 reporting period, and programme lifecycle governance continued to be carried out through the Programme Lifecycle Management Executive Sub-Group (PLM-ESG).

Corporate governance sections within Chapter 2 were not materially revised as part of this interim update; any future changes will follow the College's approved governance processes.

QA Policies and Procedures During the Reporting Period

The QAES continues to provide the documented backbone of NCI's internal QA framework, aligned to the ESG and QQI Core and Sector-Specific Guidelines. Since the 2019 Re-

Engagement process, NCI has added new QA chapters (e.g. Apprenticeships; Technology-Mediated Learning) and undertaken incremental policy revisions.

During 2024–25 Chapter 2 underwent its first formal update since 2019 to reflect governance changes made between 2020–2024.

Further updates (e.g., ongoing Terms of Reference reviews for the Learning, Teaching & Assessment Committee, Research Committee, Ethics Committee and Intellectual Property Committee) were initiated but not completed within the reporting year and were proposed to Academic Council in October 2025.

Any other material policy changes during the year are reported in the relevant sections of Part A.

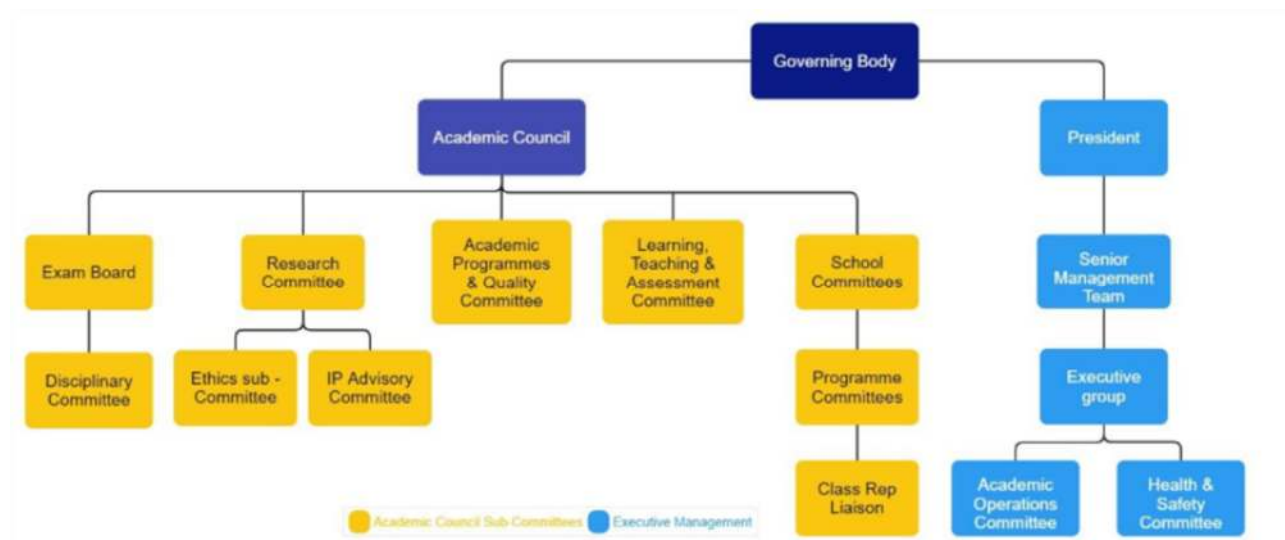


Figure 1: Academic Governance structure, linking to Executive Management structure.

1.2 Linked Providers, Collaborative and Transnational Provision

NCI is not a Designated Awarding Body (DAB) and does not have any Linked Providers under the definition set out in the Qualifications and Quality Assurance (Education and Training) Act 2012. NCI does not make joint award, and does not hold QQI-approved scope for transnational delivery.

NCI continues to engage in a range of collaborative and articulation arrangements, which are listed in Section 9 of this report. These include articulation agreements with Irish Further Education providers, co-operation agreements with international universities supporting mapped entry routes, apprenticeship consortium agreements, and collaborative MoAs supporting the delivery of specific programmes (e.g. P-Tech, and the BA (Hons) Digital and Business Skills with City of Dublin ETB).

During 2024–25, NCI introduced a new **Policy on Collaborative Provision and Academic Partnerships**, approved by Academic Council in June 2025. This policy replaces earlier QAES Chapter 3 content and consolidates requirements for collaborative provision, articulation and advanced standing routes, and programme-linked academic partnerships. It aligns institutional procedures with QQI's 2012 Policy for Collaborative and Transnational Programmes. The policy will guide the approval, monitoring and review of all academic partnerships going forward. The policy will undergo further review in the next reporting period under the Student Experience and Innovation Project (SEIP) which was initiated in 2025 and with workstreams continuing in 2026. (Detail of SEIP is given in Part B Section 1.1).

NCI's published Quality Assurance arrangements for collaborative provision did not otherwise materially change during the 2024–25 reporting period.

2.0 Programme Development and Delivery

2.1 Programme Development and Approval

NCI has a well-developed and continuously improving programme development and approval process which is grounded in a structured Programme Lifecycle framework, which consists of a series of internal stages for all new programme development and as well as required external evaluation of new and revised programmes under QQI. NCI has approval from QQI for Devolved Responsibility, which enables the College to organise external Independent Evaluation Panels for programme reviews and programme validations within the College's scope of provision, subject to approval by QQI. The combined internal and external review processes ensure rigorous evaluation of all new and revised programmes in line with QQI's Validation Policy and Criteria.

During the 2024–25 period, the four-stage Programme Lifecycle process continued to guide programme design and approval activity. Stage 1 development took place within the Schools, overseen by School Committees, Deans and Vice-Deans, with programme teams preparing Programme Opportunity Proposals (POPs), undertaking market and strategic analysis, and developing programme documentation and module descriptors.

External Independent Evaluation Panels were convened during the reporting period in accordance with QQI's requirements for validation and revalidation. Panel findings and recommendations were considered through Academic Council and reported to the Governing Body.

Changes During the 2024–25 Reporting Period

As part of the broader refresh of the Quality Assurance and Enhancement System (QAES), content previously contained in Chapter 3: Programme Development, Validation and Evaluation was restructured and incorporated into the new Programmes Domain published on the NCI website. The Programmes Domain now presents programme development, validation, revalidation and related procedures as distinct policies, improving clarity and alignment with institutional governance.

The following changes were implemented and published during the period:

- Programme development and approval processes were reframed in a modular policy structure, providing clearer routes for programme initiation, modification, validation and review.
- The Programme Opportunity Proposal (POP) process was updated to ensure early identification of digital and online pedagogical considerations and earlier engagement with Teaching Enhancement and Digital Learning supports.
- Procedures for validation and revalidation were updated to reflect current QQI guidance and institutional practice.

A consolidated Summary of Changes was published as part of the Programmes Domain, documenting the updates made as of August 2025.

The Programmes Domain now provides a single source of truth for faculty on the end-to-end process for development and on-going monitoring of programmes.

Programme governance continued to be overseen during the reporting period by the Programme Lifecycle Management Executive Sub-Group (PLM-ESG). As outlined in the

governance updates (Section 1.1), new arrangements relating to the Academic Programmes & Quality Committee (APQC) were approved in June 2025 and will be fully operational during the next AQR reporting period.

Quality Assurance Documentation

The policies comprising the [Programmes Domain](#) are listed on NCI's website and include:

- Programme Development
- Programme Validation
- Programme Modification
- Programme Review

Related procedures supporting evaluation panel processes and programme lifecycle management

These policies replace and supersede the former QAES Chapter 3 and form the published basis for NCI's internal and external programme approval processes.

2.2 Admission, Progression, Recognition & Certification

NCI's policies and procedures relating to admission, progression, recognition and certification are published within the [Learners Domain](#) of the Quality Assurance and Enhancement System (QAES). These policies set out NCI's approach to access, transfer and progression (ATP) aligned with QQI's Policy Restatement on Access, Transfer and Progression (2015) and ESG 1.4, and include established procedures for Recognition of Prior Learning (RPL) and Recognition of Prior Experiential Learning (RPEL) for both admissions and exemption purposes.

During the 2024–25 reporting period, the underlying policies governing admissions, progression routes, RPL/RPEL decision-making and certification processes did not undergo material change. As part of the broader QAES refresh project, elements previously contained within the former Chapter 6 were reorganised and published in the updated Learners Domain to provide clearer separation between admissions, registration, progression and learner support policies. These updates improved accessibility of the documentation but did not alter the established procedural requirements.

NCI continues to provide clear information to applicants and learners regarding entry requirements, pathways for transfer and progression, and available mechanisms for credit

recognition. Certification processes operated in line with approved QQI procedures, with awards recommended by the appropriate Examination Boards and confirmed through Academic Council.

A [summary of updates to the Learners Domain](#) during the reporting period is published on NCI's website.

2.3 Procedures for Making Awards

NCI is not a Designated Awarding Body (DAB) and therefore does not maintain procedures for making awards as outlined in QQI's Sector-Specific Guidelines for DABs. All awards for NCI programmes are conferred by QQI, and QQI retains full awarding authority for all programmes delivered by the College.

NCI continues to operate under Devolved Responsibility from QQI for the arrangement of Independent Evaluation Panels for programme validation and revalidation (within scope); however, this arrangement does not extend to the making of awards.

2.4 Teaching, Learning and Assessment

NCI's approach to teaching, learning and assessment is supported by a comprehensive suite of policies housed within the Teaching Domain of the Quality Assurance and Enhancement System (QAES). These policies underpin the design and delivery of student-centred, evidence-informed teaching across face-to-face, blended and online environments, and ensure alignment with programme learning outcomes and QQI/ESG expectations.

During the 2024–25 reporting period, NCI undertook a significant restructuring of its QAES in this area. Policies previously contained in Chapters 4, 5 and 13 of the 2019 QA Handbook were reviewed, revised or reconfigured into a modular Teaching Domain, with the aim of improving clarity, accessibility and alignment with current QQI guidelines, particularly those relating to blended and online provision.

Changes During the 2024–25 Reporting Period

Several substantial updates were published during the period:

- The Policy on Blended and Online Learning Programmes fully replaced the former Chapter 13 (Programmes using Technology-Mediated Learning), aligning NCI's approach with QQI's 2023 blended/online standards and modernising guidance on curriculum design, delivery modes and digital pedagogy.

- A new Online Exams Policy was introduced, consolidating and replacing procedural content previously embedded within Chapter 13 and elements of Chapter 4, and formalising expectations for academic integrity and remote assessment processes.
- The Asynchronous Learning Development Policy was published, extending earlier guidance and formalising expectations for asynchronous learning design in response to programme panel feedback and sectoral developments.
- A new Policy on Timetabling and accompanying procedures were introduced, establishing clear principles for timetable design and academic prioritisation, to be more student-centric and ensuing the publication of annualised timetables for students and staff.
- A new Policy on Apprenticeships replaced the former QAES Chapter 12, aligning statutory apprenticeship provision with QQI, SOLAS and HEA requirements.

As part of the ongoing QAES refresh, selected sections of Chapters 4 (Assessment) and 5 (Learning and Teaching Environment) were superseded by these new policies. The remaining sections of these chapters remain in effect until fully reviewed and replaced, and this status is clearly indicated within the Teaching Domain.

Teaching, Learning and Assessment Practice

Across all modes of delivery, NCI continued to promote inclusive learning environments, informed by established pedagogical frameworks (e.g., Universal Design for Learning, Community of Inquiry). Teaching Enhancement and Digital Learning supports were engaged at earlier stages of programme design through updates to programme development procedures. Assessment practices continued to operate in accordance with institutional regulations and external examiner oversight. Further work on assessment and examination policies will be undertaken as part of the Student Experience and Innovation Project (SEIP) and reported in the next reporting period.

3.0 Learner Resources and Support

NCI provides a wide range of academic, pastoral and technical supports to learners, supported by the policies and procedures published in the **Learners Domain** of the Quality Assurance and Enhancement System (QAES). These arrangements encompass library and learning resources, IT systems, student services, academic skills development, wellbeing supports, and services tailored for international learners, in accordance with QQI Core and Topic-Specific QA Guidelines.

During the 2024–25 reporting period, the College continued to deliver its learner support services as set out in the existing QAES. While elements of the Learners Domain were restructured as part of the ongoing QAES refresh project, there were no material updates to the core policies governing learner resources and supports. Content from Chapter 7: Learner

Support and Guidance remains active pending full review and replacement, and this is clearly indicated on the QAES website.

Information on learner supports and associated policies is published through the QAES and through learner-facing platforms such as the Student Hub and programme handbooks. No changes to the underlying learner support framework took place during the 2024–25 reporting period. A [summary of updates to the Learners Domain](#) is published on NCI's website.

4.0 QA of Research Activities and Programmes

NCI's quality assurance framework for research activity and research programmes is set out in Chapter 11 of the QA Handbook, which remained in effect during the 2024–25 reporting period and is published within the [Research Domain](#) of the QAES. This framework governs the oversight of research activity, research student supervision, ethical approval processes, examination arrangements, and compliance with national and international research integrity standards.

During 2024–25, there were no material changes to the College's published QA policies and procedures for research. In accordance with the [Research Strategy \(2023–27\)](#), Chapter 11 is currently under review, with updates scheduled for completion in the 2025–26 academic year. These updates were not in place within the scope of this report.

NCI continues to operate research governance and assurance processes consistent with sectoral expectations, including the National Policy Statement on Ensuring Research Integrity in Ireland, and the principles underpinning the national frameworks for research degree provision. Research activity remains subject to established processes for ethical approval, external examination, and periodic monitoring and review through Academic Council and its subcommittees. A summary of updates to research-related QA documentation will be published through the Research Domain upon completion of the ongoing review.

5.0 Staff Recruitment, Development and Support

NCI's core policies and procedures for Staff Recruitment, Management and Development are published within the [Staff Domain](#) of the QAES. During 2024–25, there were no material changes. Chapter 8 is currently under review, with updates scheduled for completion in the 2025–26 academic year. These updates were not in place within the scope of this report. A key

focus arising from the CINNTE process is the faculty workload allocation model, which is being addressed as part of the CINNTE Implementation Plan in Quarter 1/2 of 2026.

6.0 Information and Data Management

NCI's core policies and procedures for Information and Data Governance are set out in Chapter 9 within the [Compliance Domain](#) of the QAES. As noted within the main domain page, a substantial number of standalone policies, procedures, and operational documents now govern areas previously covered in Chapters 9 and 10. A full cross-referencing and mapping exercise is underway as part of the QAES Refresh Project. Until this is complete, both chapters remain active in their entirety and should be consulted alongside relevant institutional policies. Chapter 9 itself is due for review in Quarter 3 of 2026.

Information on Annual Programme Monitoring, which includes monitoring student data and outcomes on an on-going basis, is included in the [Programmes Domain](#). Following the CINNTE Review, an agreed action was that the Management Information Systems data requirements gathering process be completed and duplications identified prior to a prioritisation list being agreed for 2025–2027. The data requirements process was completed in August 2025 and an IT Prioritisation Task Group has been established, led by the Registrar and Director of Finance. It will meet through 2026 to oversee and report progress on the implementation of IT integration and reporting priorities.

7.0 Public Information and Communication

NCI's core policies and procedures for Public Information provision are set out in Chapter 10 within the [Compliance Domain](#) of the QAES. As above and as noted within the main domain page, a substantial number of standalone policies, procedures, and operational documents now govern areas previously covered in Chapters 9 and 10. A full cross-referencing and mapping exercise is underway as part of the QAES Refresh Project. Until this is complete, both chapters remain active in their entirety and should be consulted alongside relevant institutional policies. Chapter 10 itself is due for review in Quarter 1 of 2026.

NCI publishes accurate information on its [programmes of education and training](#) to all prospective learner groups, through its website (course pages) and through printed prospectus materials. This is supplemented annually by multiple Open Days, for prospective learners and

information session for (secondary) School Guidance Teachers. Information is also published on admissions and fees policies, for domestic and international learners, and on NCI's Protection of Enrolled Learners (PEL) commitments to learners.

The College publishes up to date information online about our [Strategic Plan](#) (currently 2022–27), and any associated strategies such as the [Research Strategy](#) (currently 2023-27) and strategic Equality Diversity and Inclusion goals through the [Athena Swan Charter and Action Plans](#). Wider information about NCI's annual achievements is published online through Annual Reports.

NCI publishes information online on [our Corporate and Academic Governance structures](#), and the College's audited Financial Accounts

8.0 Monitoring and Periodic Review

The updated policies on Programme Monitoring is located within the [Programmes Domain](#) of the QAES. Updated in June 2025, this constitutes significant updates to the previous policies in Chapter 3, covering Programme Review, Annual Programme Monitoring, Minor and Major Changes to programmes, and programme closure and retirement decisions. The updated Chapter 3 on Programme Monitoring was approved by Academic Council in June 2025.

A significant piece of critical self-reflection underpinned the development of the CINNTE Institutional Self Evaluation Report. This included the identification of a large number of actions under our commitment to continuous quality improvement. These actions are reflected in the mapping document completed for CINNTE. The Student Experience and Innovation Project (SEIP), which was mobilised in 2025, and the associated workstreams, are reflective of the areas identified in the CINNTE ISER process and Annual Programme Monitoring process. More detail on the SEIP is given in Part B Section 1.1. below.

Programme Review

[Programme Review](#) is conducted at least once every five years in accordance with QQI requirements. This process supports continuous enhancement by examining programme performance, completion and progression trends, award classifications, graduate outcomes, external examiner and stakeholder feedback, and the programme's relevance to national, professional, and sectoral needs.

Before a programme is submitted for revalidation, it must complete NCI's internal programme review process. This includes:

- Quantitative and qualitative analysis of data relating to enrolment, progression, completion, learner outcomes, and graduate destinations;
- A Critical Self-Evaluation Report (SER) based on the QQI validation criteria;
- Documentation of stakeholder engagement, including learners, graduates, employers, and staff;
- Completion of the Provider's Programme Review Report, which includes proposed modifications and rationale for continuation or discontinuation;
- Internal review and approval by the Programme Director, Dean, and QIE, confirming readiness for external evaluation.
- Submission of recommendations to the Academic Programmes & Quality Committee (APQC) for academic oversight and approval

Programmes may not proceed to panel review until all internal requirements have been met and documentation is deemed complete.

Annual Programme Monitoring

The Annual Programme Monitoring (APM) process is mandatory across both Schools and is designed to support Programme Teams, School Leadership, and relevant professional and business units in the effective oversight and management of academic programmes. Its purpose is to ensure that programmes continue to meet learner and industry needs, while demonstrating ongoing alignment with NCI's strategic objectives and quality assurance commitments.

Programmes are deemed to be in scope where they are not currently undergoing a Programme Review Process for revalidation, and where they have not completed a validation or revalidation process in the previous academic year. This ensures that the APM process complements, rather than duplicates, existing cyclical review activity.

The APM process comprises three interrelated stages: Programme Level Reports, School Level Reports, and the Institutional Level Report.

Programme Level Reports

The Programme Level Reports collate Programme Directors' structured reflections on key aspects of programme delivery and performance, including student engagement, the quality

and appropriateness of assessment, learner supports, curriculum relevance, enrolment trends, and overall programme design. Its purpose is to support annual programme monitoring by providing a coherent evidence base that highlights areas of good practice, identifies strengths, and flags aspects of provision that may require enhancement, in line with institutional and external quality assurance requirements.

The report draws on a range of qualitative and quantitative data sources, including class representative meeting records, external examiner reports, enrolment and student demographic data, graduate outcome surveys, and staff reflections. Taken together, these sources provide a rounded picture of the student experience and programme performance across the academic year.

Using this evidence, programme teams identify key strengths, emerging issues or risks, priority areas for action, and proposed improvements to be progressed through the quality enhancement process. This approach supports reflective, evidence-informed decision-making and aligns with the principles of continuous improvement.

School Level Reports

The School Level Report brings together the Vice Dean's and Dean's structured reflections on key aspects of provision across the School, including student engagement, the quality and effectiveness of assessment, learner supports, curriculum relevance, enrolment trends, and overall programme design. It supports annual monitoring by providing a School-level perspective on performance, highlighting areas of good practice and identifying aspects requiring enhancement in accordance with quality assurance requirements.

The Schools are required to complete a written report along with a Microsoft Form where they were asked to rate seven statements according to strength of agreement and rate six areas on perceived risk to the school, programmes or the College. Drawing on this reflective review, Schools identify their principal strengths as well as priority areas for action to be addressed through planned quality enhancement activities.

Institutional Level Report

The Institutional Level Report collates and synthesises the information provided by Schools to support an institution-wide assessment of priorities and risks affecting learners, programmes, staff, and the institution as a whole. It provides a consolidated overview of performance and emerging issues across the academic portfolio, enabling strategic oversight at institutional level. The report highlights common areas of strength as well as shared areas for improvement, supporting evidence-informed decision-making and quality enhancement. Its overarching aim is

to help ensure that NCI's programmes remain sustainable, of high quality, and responsive to both learner needs and relevant industry and sectoral demands, and compliance with institutional and QQI quality assurance requirements.

The Institutional Level Report proposes priority areas for action using an impact- and risk-based framework. In assessing issues raised at School level, consideration is given to the scale of impact (for example, whether an issue affects a single programme or cohort, or has wider institutional reach) and the level of risk posed to academic standards and compliance, including alignment with QQI validation documentation.

Findings are reported to the Academic Programmes & Quality Committee (APQC), and actions for the coming year determined

9.0 Details of Arrangements with Third Parties

9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies

Type of arrangement	Total Number
PRSBs	7
Awarding bodies	0
QA bodies	0
1. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Psychological Society of Ireland (PSI)
Programme titles and links to publications	Bachelor of Arts (Honours) in Psychology (PG24523)
Date of accreditation or last review	17/05/2024
Date of next review	16/05/2029

2. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Chartered Accountants Ireland
Programme titles and links to publications	Master of Science in Accounting (PG24979) Postgraduate Diploma in Business in Accounting (PG24980)
Date of accreditation or last review	22/09/2022
Date of next review	TBD by CAI

3. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	CIMA and AICPA (combined)
Programme titles and links to publications	Postgraduate Diploma in Business in Accounting (PG24980)
Date of accreditation or last review	22/09/2022
Date of next review	TBD by CIMA and AICPA

4. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	ACCA
Programme titles and links to publications	Postgraduate Diploma in Business in Accounting (PG24980)
Date of accreditation or last review	22/09/2022
Date of next review	TBD by ACCA

5. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Teaching Council
Programme titles and links to publications	Postgraduate Diploma in Arts in Educational Practice in Teaching for Further Education (PG24375)
Date of accreditation or last review	9/10/2020
Date of next review	TBC by the Teaching Council

6. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Chartered Institute of Personnel and Development (CIPD)
Programme titles and links to publications	Diploma in HRM Strategy and Practice (PG24941) Bachelor of Arts (Honours) in HRM Strategy and Practice (PG24940) Postgraduate Diploma in Arts in Human Resource Management (PG24931) Master of Arts in Human Resource Management (PG24917) Diploma and Certificate in Professional Human Resource Practice (PG25247) Diploma and Certificate in Professional Learning and Organizational Development (PG25250)
Date of accreditation or last review	02/04/2025
Date of next review	TBD by CIPD, on foot of any major changes to the NCI programmes (for example arising from QQI programme review and revalidation processes, scheduled for

	2026/27 (first four programmes, above) and 2027/28 (final two programmes listed above)
--	----------------------------------------------------------------------------------------

7. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	Qualifications Advisory Board
Programme titles and links to publications	Bachelor of Arts (Honours) in Early Childhood Education and Care (PG24368)
Date of accreditation or last review	16/07/2020
Date of next review	TBD by QAB, on foot of QAB government department re-structuring notification in 2024

9.2 Collaborative Provision

Type of arrangement	Total number
Joint research degrees	0
Joint/double/multiple awards	0
Collaborative programmes	12
Franchise programmes	0
Linked providers (DABs only)	0
1. Collaborative provision (Type of collaborative provision)	Memorandum of Agreement
Name of body (/bodies):	Financial Services Ireland (FSI)
Programme titles and links to publications	Higher Certificate in International Financial Services (IFS Associate Apprenticeship) (PG25774)
Date of last review	14/02/2024
Date of next review	13/02/2029

2. Collaborative provision (Type of collaborative provision)	Memorandum of Agreement (MOA)
Name of body (/bodies):	Financial Services Ireland (FSI)
Programme titles and links to publications	Higher Diploma in Financial Services Analytics (IFS Specialist Apprenticeship) (PG23405)
Date of last review	21/01/2026
Date of next review	20/01/2031
3. Collaborative provision (Type of collaborative provision)	Memorandum of Agreement (MOA)
Name of body (/bodies):	Employment and Recruitment Federation
Programme titles and links to publications	Bachelor of Arts (Honours) in Recruitment Practice (PG25965)
Date of last review	30/04/2024
Date of next review	30/03/2029 (as part of programme review and QQI revalidation)
4. Collaborative provision (Type of collaborative provision)	Memorandum of Agreement (MOA)
Name of body (/bodies):	Quality Matters and the Wheel

Programme titles and links to publications	Certificate in Non-Profit Leadership and Management (PG25495)
Date of last review	01/06/2023
Date of next review	31/05/2029 (in advance of programme review and QQI revalidation)
5. Collaborative provision (Type of collaborative provision)	
Name of body (/bodies):	Department of Education
Programme titles and links to publications	Certificate in P-Tech (Pathways in Technology) (PG24969)
Date of last review	02/05/2025
Date of next review	01/02/2030 (currently under review, aligned with programme review and revalidation in Spring 2025)
6. Collaborative provision (Type of collaborative provision)	
Name of body (/bodies):	Department of Social Protection (DSP)
Programme titles and links to publications	Certificate in Social Protection Studies (PG26101) Certificate in Social Protection Investigative Work (PG26100) Certificate in Public Employment Services Provision (PG26099) Certificate in Social Welfare Decision Making (PG26103) Certificate in Managing Social Protection Services (PG26098) Certificate in Community Welfare Service Provision (PG26097) Certificate in Social Welfare Appeals (PG26102) Certificate in Operations Management (PG25769)
Date of last review	16/09/2022
Date of next review	TBC (RFT Process)
7. Collaborative provision (Type of collaborative provision)	
	Co-Operation Agreement

Name of body (/bodies):	Hebei University
Programme titles and links to publications	Bachelor of Arts (Honours) in Human Resource Management 180 ECTS (PG25315) Bachelor of Arts (Honours) in Human Resource Management 240 ECTS (PG25323)
Date of last review	27/10/2021
Date of next review	26/10/2033
8. Collaborative provision (Type of collaborative provision)	
Name of body (/bodies):	Yunnan Normal University
Programme titles and links to publications	Bachelor of Arts (Honours) in Accounting and Finance 240 ECTS (PG24995) Bachelor of Arts (Honours) in Accounting and Finance 180 ECTS (PG24996)
Date of last review	07/07/2023
Date of next review	06/07/2031
9. Collaborative provision (Type of collaborative provision)	
Name of body (/bodies):	Nanchang Hangkong University
Programme titles and links to publications	Bachelor of Science (Honours) in Computing (PG24355)
Date of last review	17/04/2019
Date of next review	16/04/2028
10. Collaborative Provision	
Memorandum of Agreement	
Name of body (/bodies):	City of Dublin Education and Training Board (City of Dublin ETB)
Programme titles and links to publications	Bachelor of Arts (Honours) in Digital and Business Skills (PG25805) Bachelor of Arts in Digital and Business Skills (PG25812)

	Higher Certificate in Arts in Digital and Business Skills (PG25813)
Date of last review	26/08/2024
Date of next review	25/08/2029 (subject to renewal discussions as per MOA terms)
11. Collaborative Provision	
Collaborative Programme Agreement	
Name of body (/bodies):	SIPTU
Programme titles and links to publications	Certificate in Trade Union Studies (PG24390)
Date of last review	01/09/2020
Date of next review	19/03/2026
12. Collaborative Provision	
Memorandum of Agreement (MOA)	
Name of body (/bodies):	Politehnica Bucuresti and TU Wein
Programme titles and links to publications	Master of Science Open Data Practice (PG25329) Postgraduate Diploma Open Data Practice (PG25330) Certificate in Open Data Practice (PG25331)
Date of last review	11/04/2024
Date of next review	31/08/2029 (as part of programme review and QQI revalidation)

9.3 Articulation Agreements

Articulation agreements - Total number	10
-----------------------------------------------	----

1. Articulation agreement:	
Name of body (/bodies):	Coláiste Dhulaigh
Programme titles and links to publications	Bachelor of Science (Honours) in Computing (PG24355) Bachelor of Arts (Honours) in Early Childhood Education and Care (PG24368)
Date of agreement/arrangement or last review	January 2021 February 2022: Bachelor of Arts (Honours) in Early Childhood Education and Care
Date of next review	March -April 2025 in line with QQI revalidation
Detail of the agreement	Articulation agreement

2. Articulation agreement:	
Name of body (/bodies):	Dublin College Blackrock
Programme titles and links to publications	Bachelor of Arts (Honours) in Business (PG22721) Bachelor of Arts (Honours) in Human Resource Management (PG22723)
Date of agreement/arrangement or last review	January 2017
Date of next review	01/04/2027
Detail of the agreement	Articulation agreement

3. Articulation agreement:	
Name of body (/bodies):	Rathmines College
Programme titles and links to publications	Bachelor of Science (Honours) in Computing (PG24355) Bachelor of Arts (Honours) in Business (PG22721) Bachelor of Arts (Honours) in Marketing Practice (PG22899) Bachelor of Arts (Honours) in Human Resource Management (PG22723)
Date of agreement/arrangement or last review	January 2021
Date of next review	01/04/2027

Detail of the agreement	Articulation agreement
4. Articulation agreement:	
Name of body (/bodies):	Marino College
Programme titles and links to publications	Bachelor of Arts (Honours) in Early Childhood Education and Care (PG24368)
Date of agreement/arrangement or last review	February 2022
Date of next review	01/04/2026
Detail of the agreement	Articulation agreement

5. Articulation agreement:	
Name of body (/bodies):	Inchicore College
Programme titles and links to publications	Bachelor of Arts (Honours) in Business (PG22721) Bachelor of Arts (Honours) in Marketing Practice (PG22899) Bachelor of Arts (Honours) in Human Resource Management (PG22723) Bachelor of Arts (Honours) in Early Childhood Education and Care (PG24368)
Date of agreement/arrangement or last review	February 2021 February 2022: Bachelor of Arts (Honours) in Early Childhood Education and Care
Date of next review	01/04/2026
Detail of the agreement	Articulation agreement

6. Articulation agreement:	
Name of body (/bodies):	Liberties College
Programme titles and links to publications	Bachelor of Arts (Honours) in Early Childhood Education and Care (PG24368)
Date of agreement/arrangement or last review	February 2022
Date of next review	01/04/2026
Detail of the agreement	Articulation agreement

7. Articulation agreement:	
Name of body (/bodies):	Whitehall College
Programme titles and links to publications	Bachelor of Arts (Honours) in Early Childhood Education and Care (PG24368)
Date of agreement/arrangement or last review	February 2022
Date of next review	01/04/2026
Detail of the agreement	Articulation agreement

8. Articulation agreement:	
Name of body (/bodies):	The Open College
Programme titles and links to publications	Bachelor of Arts (Honours) in Early Childhood Education and Care (PG24368)
Date of agreement/arrangement or last review	March 2022
Date of next review	01/04/2026
Detail of the agreement	Articulation agreement

9. Articulation agreement:	
Name of body (/bodies):	Dundrum College
Programme titles and links to publications	Bachelor of Arts (Honours) in Early Childhood Education and Care (PG24368)
Date of agreement/arrangement or last review	February 2022
Date of next review	01/04/2026
Detail of the agreement	Articulation agreement

10. Articulation agreement:	
Name of body (/bodies):	Irish Life Plc
Programme titles and links to publications	Bachelor of Science (Honours) in Computing (PG24355) (Part-time)
Date of agreement/arrangement or last review	29 th May 2024
Date of next review	30 th November 2026
Detail of the agreement	Memorandum of Agreement to market and promote the part-time version of the BSc (Hons) Computing degree

to Irish Life Plc staff who meet the stated minimum entry requirements.

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

PART B: INTERNAL QUALITY ASSURANCE ENHANCEMENT & IMPACT

1.0 Quality Implementation and Developments

1.1 Strategic QA Updates

In February 2025, as part of the Governing Body's formal mid-plan review, a workshop was held with the Senior Leadership Team and all Governing Body members to review the organisation's Strategic Plan (2022–2027). The session focused on assessing progress on the strategy to date, highlighting key achievements, and agreeing on the priorities that would guide the final two years of the plan.

Achievements to date include:

- Acquisition of the Spencer Dock Campus
- Establishment of the Student Support Hub (described in Section 2.0 below)
- Play Lab and Sanctuary Space created (described in Section 2.0 below)
- Annual Programme Monitoring established (see also Part A Section 8.0)
- New partnership arrangements such as the programme launch of the BA (Hons) in Digital Business Skills with City of Dublin ETB
- Research Strategy approved
- Athena Swan Accreditation renewed (see below)

Key strategic areas of focus for the 2025–2027 period were agreed as follows:

- Development of new programmes
- A holistic approach to student engagement
- Data optimisation, automation and information management
- Staff performance management processes
- Research development
- Delegated Authority preparation

These priority projects are linked to both the Strategy and findings from the Institutional Self Evaluation Report (ISER) for CINNTE and CINNTE panel findings. The priorities identified were shared with all staff at the summer 2025 meeting.

Student Experience & Innovation Project (SEIP)

The Student Experience and Innovation Project (SEIP) was initiated arising from the CINNTE self-evaluation process and a general recognition that our process, policies and systems need to be transformed to support the desired growth of the College. SEIP is led by the Registrar to deliver

strategic plan priorities around student engagement, retention and success. It also is used to address the actions identified in the ISER for CINNTE and the outcomes of the 2023/24 Annual Programme Monitoring.

The project was divided into two themes, Student Lifecycle and Programme Lifecycle, and set out to review core areas of the College through a consultative approach, with the business leads of each workstream leading out on the change for each area. The SEIP sits alongside, and informs, the wider refresh of policies and procedures that is also on-going, but with a focus on key areas of priority identified by stakeholders as areas for improvements and transformation.

All workstreams identified in the project took a consultative approach to map the current processes and collate current policies, followed by a SWOT analysis and re-mapping processes. The methodology was highly iterative and involved extensive representation across staff and student stakeholders.

The following are the workstreams identified and addressed through the project in 2024/25, but the project is on-going, with workstreams on Student Work Placements and Academic Partnerships being initiated in early 2026.

Workstream 1 Timetabling, Scheduling and Room Bookings: January 2025–May 2025

The new timetabling policy and process was approved by the Academic Council at its June meeting. The new policy enables NCI to fully realise its commitments to publishing annualised timetables and demonstrates our commitments to EDI and Athena Swan principles, allowing staff and students to plan family, care and workload commitments in advance. It is based on the principles of:

- Completeness
- Consistency
- Communications

As such, a full annual timetable will be developed and published in July each year for the academic year. Internal non-academic unit stakeholders participate in the planning phase to ensure all stakeholder needs and commitments are built in.

Workstream 2 Assessment and Examinations: April 2025–December 2025

For this workstream extensive consultation was carried out through a range of initiatives including staff workshops, student surveys, executive level presentations and through School

meetings. The feedback received has been implemented, where appropriate, and reflected in a range of updated and new policies and procedures, which were approved at the December 2025 meeting of the Academic Council, as follows:

- Assessment Policy
- Assessment Resits Policy
- Extension of Coursework Policy
- External Examiner Policy
- External Examiner Procedure
- Late Submission of Coursework Policy
- Second Marking Policy
- Student Attendance and Engagement Policy
- Withdrawals Policy
- Withdrawals Procedure
- Procedure for Requesting and Implementing Reasonable Accommodations
- Reasonable Accommodations Policy

It is noted that this sits alongside and complements the refresh of policies and procedures in the Quality Assurance and Enhancement Systems (QAES) website under the ownership of the Quality and Institutional Effectiveness (QIE) Office, ensuring all policies and procedures are consistently presented and accessible from a 'single source of truth'.

Workstream 3 Attendance and Engagement: June 2025–December 2025

Workstream 3 specifically looked at the need to re-introduce an up-to-date, robust electronic student attendance tracking mechanism for the College. This is important for international students for whom evidence of attendance is required for purposes of fulfilling visa requirements, but also in the interests of identifying at-risk students early and ensuring appropriate interventions to mitigate for withdrawals or unnecessary deferrals, enabling us to target supports for international and domestic students to boost retention, engagement and success. As such, the updated attendance policy as aligned with the introduction of the new system notes:

'The intent is to enable NCI to apply early, supportive interventions that help enhance the quality of teaching, learning and assessment experiences for students and faculty/associate faculty within NCI.'

The system is non-punitive and '*emphasises support over sanctions*'.

Through the project, appropriate technology for the new system was identified and tested, as well as consultation with a range of stakeholders as above. Targeted roll out is January 2026 for the pilot project.

TrustedEd Ireland Application

In common with all Higher Education providers recruiting international students, NCI was required to make an application for the International Education Mark, TrustEd Ireland. A Steering Committee was established to prepare the documentation in consultation with key stakeholders across the College. The application along with associated policies on English Language requirements and Student Fees were presented to the Academic Council for approval at its meeting in February 2025, and following approval there, to the Governing Body in March 2025. The English Language Policy reaffirmed existing published English Language requirements, aligned with the sector. 'In-sessional' English language supports were also highlighted in the policy, including the range of academic integrity and writing skills supports delivered by the Library and English for academic purposes guidance provided by the Student Support and Welfare Team.

Following submission to QQI NCI received its report from the desk review in Quarter 4 of 2025, which found NCI to be compliant and making the recommendation that NCI be authorised to use TrustEd Ireland Mark. The panel commended NCI for its induction for international learners, noting:

'The institution's approach to welcoming and integrating international learners was noted as exceptional. The induction program is designed to be comprehensive, providing international students with essential information and support prior to their arrival and throughout their initial period at the college. This includes structured sessions that introduce academic expectations, cultural norms, and critical immigration responsibilities. Furthermore, distinct sessions on academic integrity are delivered as a core component of induction, fostering an understanding of ethical practices from the outset. Practical guidance is provided on a range of topics crucial for settling in, such as transport, banking, accommodation, and obtaining necessary identification.'

The panel made three recommendations to the College around updates to policy, definitions and further English language supports. An update on these will be provided in the next iteration of the Annual Quality Report.

Application for Extension of Scope for Fully Online Learning

During 2024/25 NCI engaged with QQI regarding extension of scope of provision for fully online learning, following the publication of QQI's Blended and Fully Online Learning Quality Assurance Guidelines in 2023 and initiation of the application process during 2024. In December 2024 NCI advised QQI of its intention to make an application and the categories of online learning for which it intended to apply. A Steering Committee was formed and then commenced the process of preparing the application, including carrying out work to develop new policies and procedures required and completion of the gap analysis and application form. Documentation included:

- Strategy for Online Learning
- Programme Feasibility Checklist
- Open Educational Resources Strategy
- Updated Chapter of the Quality Assurance Handbook on Blended and Online Learning Programmes.
- Online Exams Policy
- Asynchronous Learning and Development Policy
- Asynchronous Content Guidelines for Content Creators and Editors
- Guidelines for Designing Programme MIPOs and MIMLOs
- Netiquette Guidelines for Blended and Online Learners
- Open Education Resources Staff Guidance
- Reading List Selection for Online Programmes
- Modality Decision Framework

The application information was presented to the Academic Council in May 2025 and approved for submission to QQI in June 2025. An online panel review was then scheduled for November 2025. While this timeline is outside the reporting period of this current AQR, the panel recommended extension of scope of provision with no conditions and this was approved at the QQI PAEC meeting in February 2026.

Erasmus+ Mobilities

NCI applied for Erasmus+ funding for the first time in 2024 and received funding for both staff and student mobilities through the period 2024–2026.

Staff Mobilities

During the academic year 2024/25 six members of staff availed of Erasmus+ funding in the ‘Staff Mobility for Training’ category to the following institutions:

- European Institute for Academic and Professional Development, Germany
- Uniwersytet Warszawski, Poland
- Universidade Catolica Portuguesa, Portugal
- Aristotelio Panepistmio Thessalonikis, Greece
- Shipcon Formacion, Spain

Visits ranged from 2 to 5 days and included both academic and student support staff. As the funding is applicable up to the end of July 2026, further places will also be accommodated under this funding cycle.

Student Mobilities

In order to incorporate student mobilities into validated programmes, QQI advised that the expansion of scope should be through the programme validation process, supported by institutional policies associated. The existing BSc (Hons) in Computing and BSc (Hons) in Data Sciences programmes were therefore identified as candidates to introduce an Erasmus+ mobility option in Stage 3, Semester 2, as an alternative to the existing Work Placement or Academic Internship, via a Differential Validation process. Following successful completion of the process with the review panel recommending both the extension of scope and validation of the updated programmes to QQI this was approved by QQI at the September 2025 PAEC meeting. NCI commenced the process of communicating the opportunities to students in the new academic year 2025/2026. An update on uptake and progress with this will be provided in the next AQR.

This is a significant milestone for the College and NCI intends to grow the opportunities in this area to support students in availing of the experience to enhance their studies and outcomes.

Sustainability Strategy

In Quarter 4 of 2024 NCI’s Sustainability Strategy 2024–2029 was approved by the Academic Council.

The Sustainability Strategy sets out an ambitious vision to position the College as one of Ireland’s most sustainable HEIs, with sustainability as a defining characteristic shaping teaching, research, operations and community engagement. With the UN Sustainable

Development Goals serving as its foundation, the strategy seeks to embed sustainability across every layer of the institution.

The strategy marks a decisive step in shaping the College's identity over the coming years and reflects a shared recognition of the urgent need for collective, informed action. The published strategy can be found [here](#).

Athena Swan Bronze Renewal

NCI submitted its application for renewal of its Athena Swan Bronze Award in May 2024, with confirmation of renewal received in September 2024. The validation period is for 5 years, up to 2029. The cornerstone to NCI's submission for the [Athena Swan Bronze Award is the 2024–2029 Gender Equality Action Plan](#) which outlines measurable and impactful actions across the College.

The themes of the Action Plan are:

1. Leadership and Accountability
2. Data Capture, Analysis and Reporting
3. Positive culture, and eliminating discrimination and unfair treatment, including sexual violence and harassment
4. Staffing & Recruitment
5. Teaching and Research
6. Community and Outreach
7. Intersectionality & additional equality grounds

Gender Action priorities include the following initiatives:

- NCI EDI Policy Context
- Ending Sexual Violence and Harassment
- Departmental Athena Swan Applications
- Workload Allocation Model
- Timetabling

These are also aligned with other work on-going in the College, such as the Student Experience and Innovation Project.

Student Partnership Agreement & Student Charter

In October 2025, NCI and the NCI Student's Union signed an updated Partnership Agreement. An agreement with the College and its students was first established in 2022, and NCI was

among the first HEIs in Ireland to undertake such an agreement. The updated agreement reaffirms the commitment of the College to placing students at the centre of everything we do. It is benchmarked against NStEP guidelines and ensures that the student voice, student engagement and student partnerships are fundamental to the work of the College. In conjunction with this, the Student Charter was developed, setting out NCI's commitment to students and the ask for students' commitment to the College and their peers. The Partnership Agreement and Charter can be found [here](#).

1.2 Update on Planned QA Objectives identified in Previous AQR

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	Complete the CINNTE process to include the submission of an NCI Quality Improvement Plan to address CINNTE Panel recommendations* (Final Panel report due in March 2025; estimate QIP submission in June/July 2025).	Ongoing. NCI Implementation Plan submitted to QQI in July 2025 with follow-up report submitted in November 2025. Actions from plan have been progressed with 33 actions completed, 5 in progress and 1 action to commence at the time of this report. Progress is monitored by the Governing Body, Senior Leadership and the Academic Council.
2	Further embed the Annual Programme Monitoring process in 2024-25, with defined KPIs and MIS datasets.	Ongoing. Annual Programme Monitoring for the 2024/25 academic year was initiated by the QIE Team, led by the Programme Lifecycle Manager, in Quarter 4 of 2025, with programme data shared with programme teams across the School of Business & Social Sciences and the School of Computing. All reports were collated and shared with the Deans of the Schools to support the creation of Annual School Reports in December 2025, for submission to the first Academic Council meeting in 2026. The practice is thoroughly embedded with the process is subject to ongoing review and the QIE Team has sought feedback from programme teams and the Schools. The outputs of annual monitoring became workstreams for the Student Experience and Innovation Project (SEIP).
3	Secure the International Education Mark (TrustEd Ireland).	Complete. Following the application, feedback and response process with QQI, NCI received notification on 17 December 2025 that NCI is authorised to use the TrustEd Education Mark.
4	Submit NCI application for QQI Extension of QA Scope of Provision for	Complete. NCI applied to QQI for extension of scope of provision for national delivery of programmes online in

	fully online national and transnational programmes.	2025 Q2 and a panel was held on 5 November 2025. The panel recommended extension of scope with no Conditions. This was approved at the February 2026 QCI PAEC meeting.
5	Support Programme Teams and Schools' academic leadership to project-manage the successful validation and revalidation of programmes leading to QCI awards.	Ongoing. The Programme Lifecycle Manager and Director of QIE have reviewed the processes (November 2025) and set up centralised team repositories to assist the programme validation and revalidation process. Refined processes for programmes in the 2026/27 cycle are currently being implemented. Chapter 3 of the Quality Assurance and Enhancement System detailing the programme development, validation and review processes and was updated, approved and published.
6	Embed EDI principles and sustainability as core to NCI's programme design, approval and monitoring processes.	Ongoing. This is an objective within the updated processes. In addition, the Teaching Enhancement Unit, which has moved into the QIE Team as of December 2025, will have as part of its remit to strategically develop guidance and training on EDI and sustainability as aligned with programme development.

1.3 Governance and Management

1.3.1 QA Governance Meetings Schedule

Body	Meeting dates
Governing Body	Friday, 18 October 2024 Friday, 6 December 2024 Friday, 21 February 2025 (Additional) Friday, 7 March 2025 Friday, 23 May 2025 Wednesday, 16 July 2025 (Additional) Thursday, 14 August 2025 (Additional)
Academic Council	Wednesday, 16 October 2024 Wednesday, 11 December 2024 Wednesday, 26 February 2025 Wednesday, 14 May 2025 Wednesday, 18 June 2025
Learning, Teaching & Assessment Committee	Wednesday, 13 November 2024 Tuesday, 21 January 2025 Wednesday, 19 March 2025 Wednesday, 4 June 2025
Research Committee	Wednesday, 2 October 2024 Wednesday, 4 December 2024 Wednesday, 30 April 2025

1.3.2 QA Leadership and Management Structural Developments

From June 2025 there were changes in the Quality and Institutional Effectiveness Office with some personnel changes as well as an expanded team. The team now comprises:

Director of QIE – previously existing role but new appointment from October 2025

Management and oversight of the QIE Team with responsibility for programme validations, revalidations, the AQR, CINNTE Implementation Plan actions and reporting, policy oversight and

development and internal quality monitoring and review at programme and departmental level.

Administrator, Registry and QIE – new role from July 2025

This role provides governance and administrative supports to the Registrar, the Director of Student Registry and the QIE Team. This includes secretariate support for Academic Council and its sub-Committees, as well as support for work on the Support Hub, student complaints, appeals and academic integrity, managing purchase orders, stakeholder liaison, documentation, and outreach support for programme validation and revalidation panels.

Quality Assurance and Enhancement Specialist

The Quality Assurance and Enhancement Specialist carries responsibility for the coordination and maintenance of NCI's Quality Assurance and Enhancement System (QAES), ensuring that institutional policies, procedures and governance documentation align with QQI, ESG and statutory requirements. The post holder advises colleagues during the development of QA policies and processes, support institutional and committee-level review activities, and leads the publication and version control of approved QA documentation. A key area of focus is maintaining clarity, coherence and traceability across academic governance and quality decision-making structures.

Programme Lifecycle Manager – previously existing role but new appointment from June 2025 covering maternity leave

The Programme Lifecycle Manager coordinates and supports academic quality assurance processes across the programme lifecycle, including validation, monitoring, review, and revalidation. A key part of the role is reviewing and refining these processes so they are workable in the College context, while ensuring documentation and data meet QQI and institutional requirements and support academic decision-making.

Academic Partnerships Manager – new role from July 2025

The Academic Partnerships Manager oversees academic partnership agreements, including Erasmus student and staff mobility and collaboration programmes, ensuring compliance with quality assurance, and institutional requirements. They acts as a key liaison between academic staff, external partners, and senior leadership to support effective programme delivery and strategic initiatives.

1.4 Internal Monitoring and Review

1.4.1 Overview of Periodic Reviews

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
Certificate in Harnessing Neurodiversity in the Modern Workplace	September 2024	ProgID-43294_Validation_Report_PG25864_R.pdf
Bachelor of Arts (Honours) in Digital and Business Skills, Bachelor of Arts in Digital and Business Skills, Higher Certificate in Arts in Digital and Business Skills	September 2024	ProgID-43232_Validation_Report_FINAL_NCI Validation Report (Post-FAC) to provider_170624.pdf
Bachelor of Science (Honours) in Computing, Bachelor of Science in Computing, Higher Certificate in Science in Computing	November 2024	ProgID-43693_Validation_Report_PG26260_R.pdf
Bachelor of Science (Honours) in Data Science, Bachelor of Science in Data Science, Higher Certificate in Science in Data Science	November 2024	ProgID-43696_Validation_Report_PG26263_R.pdf
Certificate in Educational Practice for P-Tech	July 2025	ProgID-43955_Validation_Report_PG26516_R.pdf
Certificate in P-Tech (Future Pathways Programme)	July 2025	ProgID-42371_Validation_Report_PG24969_R.pdf
CINNTE Review	August 2025	<ul style="list-style-type: none"> • national-college-of-ireland-nci-cinnte-implementation-plan-2025.pdf • national-college-of-ireland-nci-cinnte-quality-review-report-2025.pdf

		<ul style="list-style-type: none">• <u>national-college-of-ireland-institutional-self-evaluation-report-iser-2024.pdf</u>• <u>national-college-of-ireland-nci-institutional-profile-2024_0.pdf</u>
--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

1.4.2 Expert Review Teams/Panels² involved in IQA

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

	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	1
<i>of those:</i>							
On-site processes							
Desk reviews							
Virtual processes					2	2	1
Average panel size for each process type*					6	7	6

* excluding secretary if not a full panel member

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

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	1			4					4
Secretary		2	1			3				1	2

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

Academic/Discipline Specific		5	2			4	3				7
Student Representative		1	3			3					3
QA											
Teaching & Learning											
External Industry /Third Mission		2	3			3		1	1		5

2.0 IQA System – Enhancement and Impacts

CINNTE Institutional Review

As referenced elsewhere, during 2024/2025 academic year the CINNTE Institutional Review process with QQI was on-going. The QQI CINNTE Institutional Review process was formally initiated in December 2023, and following this NCI submitted its Institutional Self Evaluation Report to QQI in August 2024, followed by the panel site visit in December 2024. Following this, the panel report was published in May 2025 with NCI's associated Implementation Plan submitted to QQI in August 2025. At the time of submitting the Implementation Plan, most key actions have already been initiated and advanced. The completion of the actions continues to be a key focus. An update report was submitted to QQI in November 2025.

Self-Evaluation

The self-evaluation process undertaken by NCI as part of the preparation for institutional review was a significant, institution-wide exercise in critical self-reflection. Following initiation of the process in late 2023, a CINNTE Advisory Group was set up. Consultation with staff, students and industry took place throughout March and April 2024, through surveys and focus groups. The outcomes of this intensive consultation process informed the final ISER document, and crucially, 60 continuous quality improvement actions were identified within the document under the following headings:

- Mission and Strategy
- Governance & Management Structures
- QA Policy & Procedures
- Staff Recruitment & Development
- Programme Development & Approval
- Access, Transfer & Progression
- Learner Results
- Information & Data Management
- Public Information & Communications
- Other Parties
- Research
- Learning Environment
- Supporting Students
- Assessment Environment
- Self Evaluation & Review

The review team commended the College's commitment to reflection and enhancement as demonstrated through this self-evaluation review process.

Implementation Plan

The Implementation Plan developed in response to the panel recommendations can be found [here](#). The panel recommendations and associated actions were grouped (by NCI) by themes under the following headings:

- ISER Actions Monitoring
- Strategic Governance
- Academic Governance Structures
- Workforce Model and Resource Planning
- Work Placement Opportunities
- Data, Information and Digital Enhancement
- Assessment, External Examining, and Academic Integrity
- Public and Learner Information
- Research Strategy
- Students as Partners
- Academic Partnerships

At the time of completing this AQR, the status of all actions was as below.

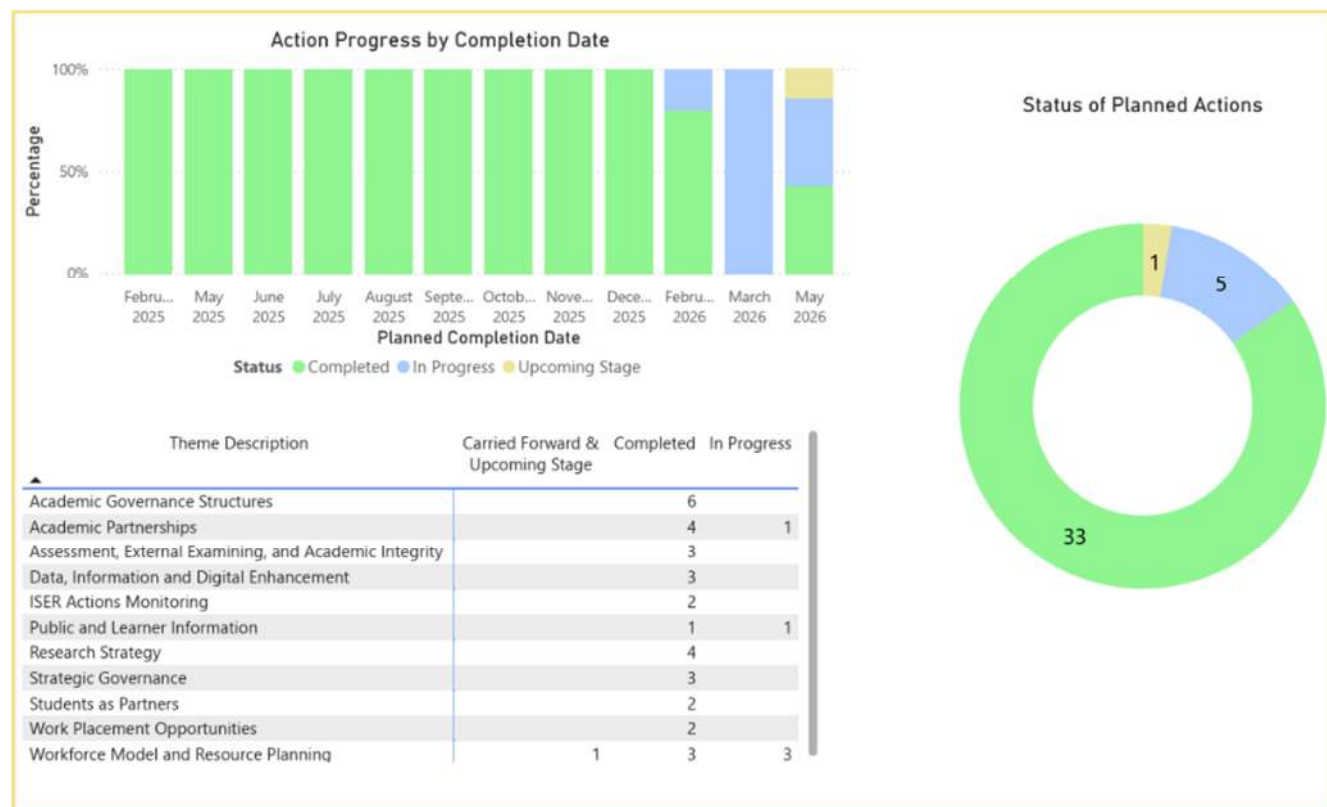


Figure 2: CINNTE Implementation Plan Actions Tracker

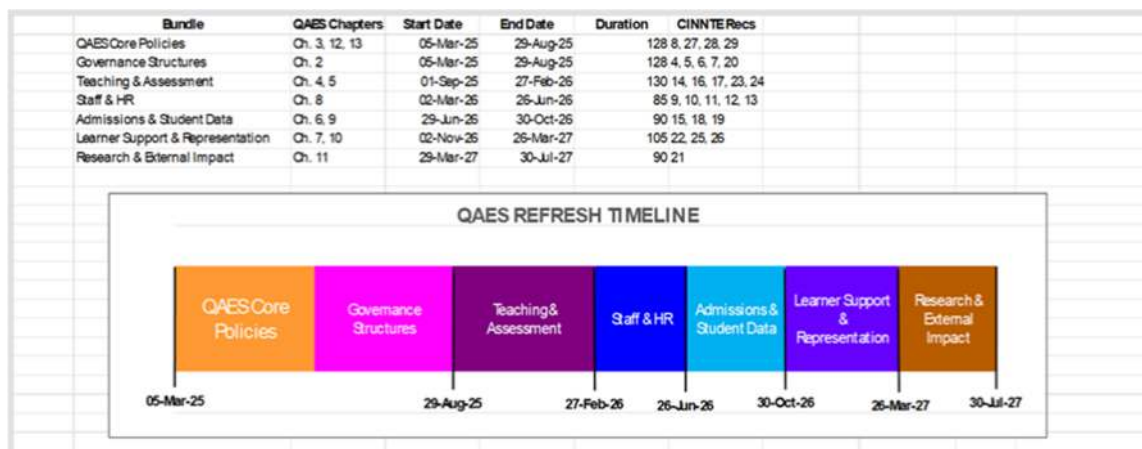
Review of Governance Structures

Core within the Implementation Plan, and as detailed above and in Part A, has been a review and refresh Academic Council and sub-committee membership. Specifically, the Programme Lifecycle Management Executive Sub-Group (PLM-ESG) has been replaced by the Academic Programmes & Quality Committee (APQC), with new Terms of Reference and membership set out. The Terms of Reference for the Learning, Teaching & Assessment Committee, including membership, have also been renewed. Associated with this, a large-scale refresh of the Quality Assurance and Enhancement

System (QAES) Chapter 2 and 3 was approved, incorporating the new Academic Programmes & Quality Committee (APQC), and revised programme lifecycle processes. Updated Governance structures and Terms of Reference for the sub-committees of the Academic Board can be found [here](#). Terms of Reference will be kept under review on an on-going basis.

Refresh of Policies & Procedures

Also core to the CINNTE Implementation Plan was a review of all academic policies and procedures across the Quality Assurance and Enhancement System (QAES). The timeline for this is set out below and runs up to June 2027. Updates to policies are reflected across Part A of this report. All policies are published on the NCI website, which serves as a central 'single source of truth' for policies and procedures, accessible to all staff, learners and stakeholders.



The list of all policies, procedures and processes refreshed so far as part of the project is given below:

- Programme Development Policy
- Programme Development Procedure
- Programme Lifecycle
- Guidelines on Programme & Module Structure
- Quick Reference Guide: Creating a Module (MIMLOs)
- Guidelines for Designing Programme (MIPLO) and Module (MIMLO) Learning Outcomes
- Assignment Length: Determining Learner Effort
- Programme Validation Policy
- Programme Validation Procedure
- QQI Submission and Validation Procedure
- Procedure for Handling Disputes & Failed Outcomes
- Policy on Programme Monitoring
- Annual Programme Monitoring Procedure
- Differential Validation Procedure
- Minor Module Change Procedure

- Major Programme Change Procedure
- Annual Programme Monitoring Key Dates AY 2526
- Programme Review Policy
- Programme Review Procedure
- Programme Extension Procedure
- Programme Suspension and Retirement Procedure
- Programme Lifecycle Management (PLM ESG)
- Programme Portfolio Overview
- Fees Policy
- NCI Fees Procedure
- Refund table International Students
- English Language Requirements
- English Language Entry Procedure
- Quality Assurance and Enhancement System (Governance structures)
- Policy on Blended and Online Learning Programmes
- Asynchronous Learning Development Policy
- Online Exams Policy
- Netiquette Guidelines for Blended and Online Learners at NCI
- Strategy for Online Learning 2025-27
- Policy on Timetabling
- Timetabling Procedure
- Annual Timetabling Schedule – Internal Planning Guide
- Post-Publication Change Request Quick Guide
- Emergency Timetable Change – Process Overview
- Room Booking Decision Tree
- How do I book a Student Hub meeting room?
- Policy on Collaborative Provision and Academic Partnerships
- Procedure for Escalation of Research or Strategic Partnerships to Academic Provision
- Erasmus Student Mobility Policy
- Procedure for Programme Validation and Major Changes
- Procedure for Establishing Erasmus+ Partnerships
- Procedure for Managing Erasmus+ Student Mobilities
- Procedure for Grading and Credit Recognition
- Procedure for Monitoring and Reviewing Erasmus+ Activities
- Procedure for Supporting Inclusivity and Accessibility
- Policy on Apprenticeships
- Employer & Industry Engagement Procedures for Apprenticeships
- Workplace Mentor Training Programme
- Consortium Steering Group Terms of Reference

- Policy on Policies
- Policy Development Procedure
- Policy & Document Indexing Style Guide
- Glossary of QAES Terms
- Policy Tracker
- Guide to the Quality Assurance and Enhancement System (QAES)
- Research Integrity Policy
- Research Misconduct Procedures
- Overarching Assessment and Examination Policy
- Assessment Resits Policy and Procedure
- External Examiner Policy
- External Examiner Procedure
- Policy on Second Marking
- Late Submission of Coursework Policy
- Extension of Coursework Policy and Procedures
- Student Attendance and Engagement Policy
- Student Attendance and Engagement Monitoring Procedure
- Withdrawals Policy
- Withdrawals Procedure
- Reasonable Accommodations Policy
- Procedure for Requesting and Implementing Reasonable Accommodations

In updating policies, all changes are tracked centrally, with the next review cycle also identified and tracked. All policies are approved through Academic Council.

School Structure: School of Business & Social Sciences

There have been some significant structural changes within the academic Schools. As of September 2025 the Centre for Education and Lifelong Learning (CELL) was incorporated the School of Business and the new School retitled as the School of Business and Social Sciences to reflect this. The portfolio now incorporates the Apprenticeship, P-Tech, and Early Childhood programmes previously under CELL as well as the existing suite of business programmes. This presents a more unified structure balanced between the School of Computing and School of Business and Social Sciences, with centralised oversight by the Dean and two Vice-Deans.

Programme Development, Review and Revalidation

As set out in Section 1.4 above, programme reviews and revalidations were on-going within the reporting period. NCI remains cognisant that the process and timelines remain challenging. This is especially the case for more complex programmes where there are partners or multiple stakeholders. As part of the refresh of policies and procedures, and as noted elsewhere in this report, significant focus has been the policy and processes for programme development, review and revalidation, to

ensure each stage in the process is clearly defined with clear timelines. However, it remains the case that the end-to-end validation process, including the required milestones and lead-in times associated with QQI procedures, is very lengthy. This can create difficulties in bringing programmes to market within the timeframes needed by industry and learners. An example of this was the new version of the Higher Diploma in Financial Services, which experienced delays during the validation process, resulting in a delayed intake.

Staff Recruitment, Management and Development

Teaching Enhancement Unit Activities

In previous academic years, the Teaching Enhancement Unit was situated within the Centre for Education and Lifelong Learning (CELL). Following institutional restructuring in Spring 2025, CELL was incorporated into the School of Business, later renamed the School of Business and Social Sciences. As a result, the Teaching Enhancement Unit also moved into the School of Business and Social Sciences.

This relocation was understood to be transitional in nature. The longer-term intention remains to position the Teaching Enhancement Unit within a central institutional structure, enabling it to support both Schools equitably and to contribute more directly to college-wide quality enhancement, digital learning strategy, and programme development initiatives.

Role and Core Duties of the Teaching Enhancement Unit

The Teaching Enhancement Unit plays a central role in supporting learning, teaching, assessment, and digital delivery across the College. The Unit's core responsibilities include:

- Supporting programme teams in curriculum design, validation, and revalidation processes;
- Advising on the alignment of learning outcomes, assessment strategies, and teaching approaches;
- Supporting compliance with Chapter 13 QA requirements and online/blended delivery standards;
- Developing asynchronous learning materials and digital assets for fully online and blended programmes
- Supporting academic integrity processes in relation to assessment design and AI use;
- Providing pedagogical guidance grounded in frameworks such as Universal Design for Learning (UDL) and the Community of Inquiry (CoI);
- Supporting institutional strategic initiatives related to online learning and digital transformation;
- Contributing to policy development relating to learning, teaching, assessment, and digital education.

The Unit works collaboratively with Schools, the Registrar's Office, Quality and Institutional Effectiveness, IT Services, and other central functions to ensure academic provision is pedagogically robust, compliant, and strategically aligned.

The full-time staffing complement remained unchanged and consists of:

- Head of Teaching Enhancement and Digital Learning
- Digital Learning Specialist

Staff Training and Development Provision

A core function of the Teaching Enhancement Unit is the provision of structured and responsive staff development in learning, teaching, assessment, and digital delivery.

During the year, the Unit delivered and supported training in areas including:

- Designing for online and blended learning
- Assessment design and academic integrity
- Effective use of Moodle and MS Teams for teaching
- Universal Design for Learning (UDL) principles
- Application of the Community of Inquiry (CoI) framework
- AI in learning and teaching, including appropriate and responsible use
- Development of asynchronous content for fully online programmes

Training was delivered through a combination of workshops, webinars, small-group consultations, validation support sessions, and one-to-one advisory meetings. The Unit also provided embedded support within programme development and validation cycles to ensure pedagogical considerations were integrated at design stage rather than retrofitted later.

This staff development activity forms a key component of the College's quality enhancement agenda and supports the implementation of the Online Learning Strategy 2025–2027.

Support Hub

September 2024 saw the launch of NCI's physical Support Hub. This was a consolidation of student-facing administrative departments on the ground floor of the Mayor Square Building, allowing students and staff to benefit from a one-stop location where they can access multiple services without needing to navigate separate offices or departments. Similarly, staff within the departments now have enhanced visibility into shared student issues, better communication across teams, and more opportunities to triage and resolve queries collaboratively.

The Hub is managed by the Student Experience & Engagement Officer and incorporates Academic Operations, Student Support, Timetabling, Registrations, Exams, Student Services, Registry, the International Office and Fees. Learners still have access to the digital support hub also, and the online ticketing system, providing the option to engage with the College both virtually and in-person, with maximum flexibility.

The data and feedback to date reflects positive trends in terms of query resolution rates and highlights departments that have made significant progress. Key highlights from the 2024/25 academic year include:

- High resolution rates across both physical and digital channels.
- Strong first-response times and rapid query handling.
- Positive outcomes linked to the co-location of services, particularly in improving cross-departmental efficiency.

Feedback from students highlights the value of being able to speak to someone in person and receive help without being passed between different departments, floors or buildings.

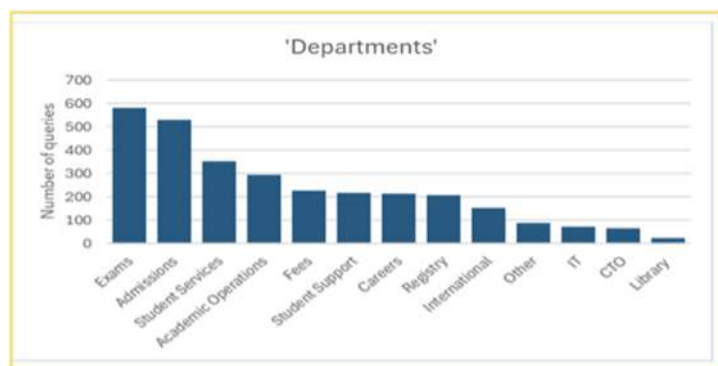


Figure3: Number of Physical Support Hub Queries per Department (September 2024–May 2025)
The Support Hub continues to develop.

Play Lab and Sanctuary Space

Formally launched in February 2025, the PlayLab provides a child-friendly educational space for baby massage, toddler groups and storytelling sessions, for use by Early Learning Initiative (ELI) and local ABC (Area Based Childhood) partners, including PHNs, Tusla Family Support, ECEC services, MDTs etc. - 80+ groups in Dublin's inner-city Area Based Childhood Programmes. The Sanctuary space provides a child-friendly consultation room for families, a purpose-built sensory room and a sensory pod to aid emotional regulation.

Both spaces will enable NCI students completing the BA Hons degree in Early Childhood Education & Care (ECEC) to engage in valuable 'hands-on learning' to support them to develop the knowledge, skills and competences for leading learning through play for young children.

Self-evaluation, Monitoring and Review

Institutional Review

The CINNTE institutional review process was underpinned by a significant body of work of critical self-assessment as an institution. A CINNTE Advisory Group was established in November 2023. Through the Director of QIE or the Registrar, this group reported to each scheduled Executive Group meeting

on the progress of the work. It sought direction/instruction from EG on specific aspects of the work, as needed, and proposed draft versions of individual chapters or sections within the above documents for review and approval. It advised on how best to undertake consultation with staff, students, and external stakeholders. Students, staff, and stakeholders were encouraged to participate in the process within their faculty/department and were encouraged to contribute through surveys, workshops, and the submission of case studies. The project required consultation with staff, students, and other stakeholders and the drafting of document chapters and case studies prior to GB approval and submission of the documents to QQI. NCI staff had the opportunity to directly inform NCI's Institutional Self-Evaluation Report during the CINNTE Staff Consultation Fortnight, from 11t to 24th April 2024, through a series of in-person and on-campus focus groups. In compiling the ISER, 60actions were identified, which were mapped back against the strategic plan.

Annual Programme Monitoring

As referenced in Part A Section 8.0, the Annual Programme Monitoring (APM) process is mandatory across both Schools and supports Programme Teams, School Leadership, and relevant professional and business units in overseeing and managing academic programmes. Its purpose is to ensure programmes continue to meet learner and industry needs while aligning with NCI's strategic objectives and quality assurance commitments.

Programmes fall within scope when they are not undergoing revalidation and have not completed validation or revalidation in the previous academic year. This ensures that APM complements, rather than duplicates, cyclical review processes.

The APM process involves three interconnected stages: Programme Level Reports, School Level Reports, and the Institutional Level Report. Programme and School Level Reports are collated in Semester 1 for the previous academic year. As such, this reporting period covers the 2023/24 APM process and actions arising, as well as the 2024/25 APM cycle whereby actions arising from the process are currently being identified and which will be reported on in the next cycle.

APM 2023/24

Annual Programme Monitoring for 2023/24 was an item at the December 2024 Academic Council meeting, with the Student Experience and Innovation Project (SEIP) and associated workstreams arising from this in order to bring identified actions forward.

APM 2024/2025

A summary of findings from the 2024/25 APM given below. The full report is presented to the Academic Programmes & Quality Committee, including the risk analysis, and follow-up actions will be identified in 2026 Q1.

1. Student Engagement

- Attendance patterns: Engagement is generally positive when students attend, but attendance often declines mid-semester, especially after key calendar points.

- Timetabling and preparedness are contributing factors, particularly where module content is challenging for less-prepared learners.
- Recruitment patterns show strong demand in some areas, but changes to external funding streams are creating risks for part-time and certain postgraduate enrolments.

2. Resources and Support

- Academic, library, and student support services are a significant strength. Students consistently value responsive staff, targeted academic supports, and an open-door approach to problem-solving.
- Facilities and digital infrastructure require improvement. Issues include room suitability (size, acoustics, power supply), IT response times on some campuses, navigation challenges with digital platforms.
- Flexible and online delivery models are highly valued, especially by adult learners and those returning to education.
- Changes to external funding pose risks to future enrolment in some part-time pathways.

3. Programme Design

- Responsiveness of teaching teams is widely acknowledged, but programmes cannot rely solely on reactive support—more proactive planning is needed.
- Assessment methods with frequent feedback are valued but create heavy workload demands and are not always sustainable.
- Curriculum relevance is strong, particularly where aligned with current industry tools and standards.
- Flexible learning pathways support a broader range of learners and improve accessibility.
- Foundational knowledge gaps exist—especially in technical, quantitative, or academic English skills—which can impact engagement and performance, calling for improved scaffolding, early interventions, and recalibrated entry requirements.
- Work-integrated learning (internships, projects, placements) is highly valued but increasingly difficult to secure due to market shifts. Students would welcome more structured industry engagement.

4. Assessment

- Academic integrity concerns are rising, especially related to AI misuse.
- Staff report challenges with detection, inconsistent processes, and a need for:
 - clearer institutional guidance,
 - better trend data,
 - more AI-resilient assessment design,
 - consistent use of AI declarations and cover-sheet guidance.
- External stakeholders affirm strong academic standards overall but highlight workload peaks and a need for consistent assessment documentation and scheduling.

5. Quality Assurance

- Knowledge gaps in quality assurance processes are leading to errors, inconsistencies, and risks to programme oversight.

2.1 Initiatives within the Institution related to Academic Integrity

Academic integrity remains a cornerstone of teaching and learning at NCI, particularly as the student body continues to grow and diversify. With increasing use of digital tools, including AI-based technologies, the National College of Ireland Library identified the need for clear guidance, proactive education, and institution-wide collaboration to support ethical academic behaviour.

Between 1 July 2024 and 30 June 2025, therefore, the NCI Library led a comprehensive institutional initiative to enhance awareness, understanding, and practice of academic integrity among students and staff. Through workshops, online learning tools, awareness events, policy development, and new resources, the Library positioned itself as a key driver of academic integrity culture within the institution.

Key Interventions

1. Workshops and Direct Student Support

The Library's Academic Support Centre delivered academic integrity workshops to incoming international students on 6 September 2024 and 8 January 2025.

To accompany these workshops, staff developed:

- *Understanding Your Turnitin Similarity Report*
- *Ethical AI Use Checklist*

Physical copies were placed in the Library alongside [Library Referencing & Quick Guides](#).

In addition to scheduled sessions, Library staff provided ongoing support through:

- In-person queries at the information desk
- Libchat
- Email and telephone
- Website help resources

This ensured students received timely guidance on referencing, citation, and avoiding plagiarism.

2. Online Resources and Training

- The Library maintained a suite of Academic Integrity online resources, including [Academic Integrity LibGuide](#) – information on AI use in teaching and learning Moodle Academic Integrity Hub, where a previous referencing tutorial was replaced in 2024–25 with links to Epigeum Academic Integrity training.

This ensured up-to-date support on ethical research practices and evolving digital tools.

3. Epigeum Academic Integrity Programme

The Library implemented institution-wide access to Epigeum Online Academic Integrity Training, available to all staff and students from the start of the 2024/25 academic year.

Key features included:

- Separate self-directed learning pathways for staff and students
- Assessment-based certification
- Mandatory completion for students found in breach of Academic Integrity regulations.

To support this rollout, the Library:

- Produced online navigation guides
- Updated Moodle Hub materials
- Delivered a staff training session on 10 December 2024
- To promote engagement, a student raffle was held, with €50 and €100 One4All voucher prizes awarded.

4. Awareness Campaigns and National Academic Integrity Week

The Library delivered highly visible awareness initiatives, including stands in the Atrium on:

- 18 October 2024
- 15 April 2025

These stands showcased library-created materials, promoted Epigeum, and provided guidance to students. The April stand also featured the prize-giving for Epigeum competition winners.

During National Academic Integrity Week (14–18 October 2024):

- A special “Academic Integrity Edition” of *NCI Library News* was circulated to staff.
- A College-wide email campaign promoted student engagement with academic integrity resources.

5. Academic Integrity Starter Guide

In November 2024, the Library launched the [Academic Integrity Starter Guide](#), a 48-page book designed for students new to the concept. It includes:

- Clear explanations of integrity principles
- Real student and staff perspectives
- Example scenarios
- A glossary

Both physical and PDF copies were made available through the Library.

6. Turnitin Support

The Library maintained a comprehensive guide to Turnitin and Turnitin Draft Coach, including:

- Step-by-step instructions
- FAQs
- Advice on reading Similarity Reports
- Regular updates as Turnitin software evolved This helped demystify plagiarism detection tools for students and faculty alike.

7. Academic Integrity Policy Development

Working collaboratively with the Registrar's Office, Assessment and Examinations, and the Teaching Enhancement Unit, Library staff contributed significantly to creating an updated institution-wide Academic Integrity Policy and Procedures.

Key milestones:

- Work began: March 2024
- Policy approved by Academic Council: June 2024
- Roll-out: September 2024

The rollout included:

- Faculty briefings
- Integration into 25+ orientation sessions
- Publication on the NCI Support Hub
- A new referral form for integrity breaches

In December 2024, this cross-departmental group received the NCI President's Excellence in Education Award.

Impact

The Library's leadership in academic integrity during 2024–25 resulted in:

- Increased awareness among both new and returning students
- More accessible and structured support resources
- Stronger integration of integrity principles across teaching and assessment
- Institution-wide training through Epigeum
- Improved clarity and consistency in policy and procedures
- Visible promotion of ethical academic practice across campus

These efforts significantly strengthened NCI's academic culture and contributed to an environment where integrity is understood, valued, and supported institution-wide.

3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period

3.1 QA and QE supporting the Achievement of Strategic Objectives

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/CINNTE recommendation.</i> <i>If the institution is preparing for cyclical review, include how the planned actions will address the relevant review objective(s).</i>
1	Completion of all CINNTE Implementation Plan actions	As per CINNTE Implementation Plan. Director of Quality & Institutional Effectiveness carries responsibility to ensure all actions are completed by May 2026, with follow up actions arising identified and mapped. A follow up report will be completed and submitted to QQI for publication at this time.
2	Student Experience and Innovation Project Workstream 4: Student Work Placements	Review of all types, stakeholder consultation and SWOT analysis, review and update of policies, procedures and processes associated. This sits under the Registrar
3	Student Experience and Innovation Project Workstream 4: Academic Partnerships	Review of all types, stakeholder consultation and SWOT analysis, review and update of policies, procedures and processes associated. This sits under the Registrar.
4	IT Prioritisation Task Group	Oversee existing IT projects, data needs and student records integrations as well as initiation of reviews for any new systems or system upgrades. This is led by the Registrar and the Director of Finance.
5	Annual Programme Monitoring process improvements	Following completion of the Annual Programme Monitoring process, undertake a review and feedback exercise with Schools to identify strengths and areas of improvement. The Director of Quality & Institutional

		Effectiveness and Programme Lifecycle Manager will lead this, working with Schools.
6	Annual Programme Monitoring Actions	Arising from the Institutional Report created by the Programme Lifecycle Manager based on programme and School reports, identify actions and create an action plan. This will sit under the remit of the Academic Programmes & Quality Committee to agree and monitor actions.
7	QIE Quality Assurance Training	Develop and rollout a sustained programme of training to faculty and other staff members on core quality assurance concepts to support programme development, delivery and on-going compliance across the institution. This is owned by the Director of Quality & Institutional Effectiveness along with members of the QIE team, including the Programme Lifecycle Manager, Quality Assurance and Enhancement Specialist, Teaching Enhancement Unit.
8	Review of Programme Development Process and QIE Supports	Review and develop programme development and review process guides to support programme teams, including a centralised repository, training and automated tools where possible. This is owned by the Director of Quality & Institutional Effectiveness and Programme Lifecycle Manager in conjunction with Head of Teaching Enhancement Unit.
9	Library Departmental Review	Initiate, plan and carry out a review of professional services starting with the Library. This is owned by the Head Librarian and Library Team but under direction and support of Quality & Institutional Effectiveness Office.

3.2 Reviews planned for Upcoming Reporting Periods

3.2.1 Reviews planned for Next Reporting Period

Unit to be reviewed	Date of planned review	Date of last review
Higher Diploma in Business in International Financial Services	January 2026	2017
PG24368 BA (Hons) in Early Childhood Education PG24372 Bachelor of Arts in Early Childhood Education and Care (exit) PG24373 Higher Certificate in Arts in Early Childhood Education and Care (exit) PG24374 Certificate in Early Childhood Education and Care (exit)	March 2026	2020
PG24572 Certificate in Curriculum and Pedagogical Practice for Early Childhood Home Visiting (SPA)	March 2026	2021
PG24571 Certificate in Leadership, Governance and Change Management for Early Childhood Home Visiting (SPA)	March 2026	2021
PG24392 Certificate in Emerging Digital Technologies	March 2026	2020
PG24375 Postgraduate Diploma in Arts in Educational Practice in Teaching for Further Education	March 2026	2020
PG24390 Certificate in Trade Union Studies	March 2026	2020
PG24337 Master of Science in Cloud Computing / PG24338 Postgraduate Diploma in Science in Cloud Computing	March 2026	2020
PG24514 Higher Diploma in Science in Data Analytics / PG24515 Certificate in Data Analytics (exit)	March 2026	2021
PG24672 Master of Science in AI for Business	March 2026	2022

PG24694 Postgraduate Diploma in Science in AI for Business (FT exit; PT embedded)		
PG24671 Master of Science in Artificial Intelligence / PG24693 Postgraduate Diploma in Science in Artificial Intelligence (FT exit; PT embedded)	March 2026	2022
PG25254 Bachelor of Arts (Honours) in Business / PG25255 Bachelor of Arts (Honours) in Business (Differential Validation)	March 2026	2023
Library Departmental Review (internal)	June 2026–December 2026	2011
Annual Programme Monitoring (internal)	November 2026–February 2027	2025/2026

3.2.2 Reviews planned beyond Next Reporting Period

Programme Reviews for the following programmes are due in the 2026/2027 academic year:

- PG24995/PG24996 Bachelor of Arts (Honours) in Accounting and Finance/Bachelor of Arts (Honours) in Accounting and Finance (WP)
- PG24981 Master of Science in Finance & PG24982 Postgraduate Diploma in Science in Finance
- PG24940 Bachelor of Arts (Honours) in HRM Strategy and Practice & PG24941 Diploma in HRM Strategy and Practice
- PG24917 Master of Arts in Human Resource Management & PG24931 Postgraduate Diploma in Arts in Human Resource Management
- PG24755 Higher Diploma in Science in Computing& PG24756 Certificate in Science in Computing
- PG24883 Master of Science in International Business & PG24884 Postgraduate Diploma in Business in International Business
- PG24881 Master of Business Administration & PG24946 Postgraduate Diploma in Business in Administration
- PG24948 Certificate in Business Intelligence
- Certificate in the Science of Decision Making
- PG24950 Certificate in Sustainable Business Leadership

- PG24880 Master of Science in Entrepreneurship & PG24886 Postgraduate Diploma in Business in Entrepreneurship
- PG24932 Master of Science in Management & PG24939 Postgraduate Diploma in Business in Management

Initial engagement forms were sent out to programme teams in January 2025 in preparation. Initial feedback will include proposals to retire any programmes, so the full list may not be brought forward.

4.0 Additional Themes and Case Studies

LibMaps Library Mapping Project

NCI's Norma Smurfit Library's goal is to ensure that all learners can access the information they need in the right form. Crucial to every student's academic journey, the Library and Information Service provides access to a wide range of resources consisting of books (print and electronic), journals (print and electronic), case studies, training videos, guides, reference materials, study areas, computers, internet access, printing, and photocopying. It also offers research assistance, and information literacy to students and academic staff through the Library Help Centre. Seeking to bridge a traditional library service with online information sources, and with accessibility and diverse user needs in mind, NCI's Library is always striving to ensure the resources and online materials always keep the user in mind, making the library experience as accessible as possible for all learners.

LibMaps: What is it?

LibMaps is a new Library Mapping Project, initiated and successfully completed between May and September 2025. Using LibMaps, a new Springshare/LibMaps product, interactive maps illustrating both library floors were created by the Online Virtual Support Librarian. These maps contain clickable 'hotspots' which lead library users to further information, e.g., about printing and photocopying services and how to find and borrow the books they are looking for. The library website, communications (email, instant chat, and website query), and space booking and appointment systems are all delivered via Springshare products, so the map has easily integrated with all of these.

There is potential for the tool to be rolled out as part of future campus-wide mapping activities. These new library maps allow for a more seamless space booking process, which was key going into the 2025/26 academic year as study rooms have been in very high demand during the past year, and queries as to how to find and book study rooms are among the most frequently received.

The "Why?" behind LibMaps

At NCI, student experience is always a top priority. These maps allow students who are new to NCI/the Library to gain some familiarity with the layout of the space before first arriving, which can often be reassuring, particularly for neurodivergent individuals. Colour and font choices were made with accessibility in mind; images and text are clearly legible but in more muted tones to reduce sensory overwhelm. Sensory overwhelm is also reduced by ensuring the maps look clean and simplified. The ability for students to check which study rooms are currently

available, or where to find printers (for example), will be helpful to those with social anxiety who may feel nervous approaching members of staff.

Celebrating success and looking ahead

LibMaps has successfully been implemented at NCI's Norma Smurfit Library.

Conversations with Springshare staff during the initial design and implementation of LibMaps revealed that NCI Library is among their first Irish LibMaps customers and at the time of those conversations, there were no other examples of LibMaps integrations from Irish institutions.

The maps can be viewed [here](#).

Moving forward, up-to-date photographs of library areas are to be added to the map, which will hopefully further help students to navigate the space. Work will also be done to progress to the development of a widget displaying the maps embedded in the library website homepage. We will also gather statistics showing user engagement, which will be helpful when considering how LibMaps may be rolled out across the entirety of NCI.