[CCT College Dublin]

2022

Annual Quality Report (CCT College [
Reporting Period 2020-2021

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PART A: INTERNAL QA SYSTEM
Reporting Period 2020-2021

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

Guidelines on Completing the Report

The AQR is aligned with QQI's Core, Sector and Topic-specific Statutory Quality Assurance Guidelines and with the ESG (2015). A mapping of the ESG to QQI Core QA Guidelines is included in Table 1 below; the structure of Part A of this report template aligns with the first column of the table. Additional guidance on completing this template and reference material is included in each section. Institutions should adhere to this guidance and have regard to QQI Core, Sector and Topic-specific Statutory Quality Assurance Guidelines. **The guide text within each section should be deleted before submission of the report.**

Submission Process and Timeline

The deadline for submission of the AQR each year is in February of the relevant year, with the call for submission sent to institutions in November of the preceding year. Once the call for submission has been made, QQI will provide access to QQI's provider portal, QHub, to the designated institution contact(s) to facilitate submission of the report. Through QHub, each institution will have access to an editable version of its AQR for the previous reporting period. This document can then be amended/updated to reflect any changes or developments that occurred during the current reporting period before submitting the final report to QQI.

Completing the AQR

- When completing the AQR template, all relevant colleagues in the institution should be consulted.
- Consider whether external audiences will be able to understand the terminology used (particularly local abbreviations and acronyms); it may be helpful to include a glossary.
- Aim to avoid duplication in the report – where information is relevant to more than one section, the first mention may be referenced in subsequent sections.
- Provide reflections on what worked well, but also what may have been tried but did not work.

Report Structure

Part A: Internal QA System

Part A of the AQR comprises a record of each institution's current QA policies and procedures and should provide links to those policies and procedures. Private HEIs may provide links to the policies and procedures approved by QQI during initial access to validation (IAV) or reengagement. It is the responsibility of each HEI to ensure before submission of the AQR that all links are correct and functional, and that the policies and procedures referred to are the most up-to-date versions available. Given that the AQR is submitted in respect of a discrete reporting period, it may be helpful for institutions to establish a SharePoint/OneDrive folder (or similar) for each reporting period that contains the current versions of their policies and procedures, and that hyperlinks to these versions of the documents be provided in the AQR

Part A is to be completed only if there have been **material** changes to QA policies and procedures during the reporting period. Such changes may include the approval and implementation of new polices or procedures, or significant amendments to existing ones.

Part B: Quality Assurance (QA) and Quality Enhancement (QE)

Part B of the AQR documents and captures QA activities, developments and enhancements undertaken by institutions **during the reporting period** and their **impact**. Insofar as is possible, institutions should demonstrate in Part B how plans set out in the previous AQR were progressed during the reporting period – these may be plans linked to strategic objectives, to reengagement advices, or to institutional review recommendations.

Case Studies

In each reporting period, QQI may request updates on specific thematic areas or may invite the institution to submit case studies in response to specific topics. Further, institutions may include case studies to share good practice on topics of their choosing, demonstrating QA and QE in action. In formulating case studies, institutions are encouraged to reflect on and highlight areas that may be of interest to other institutions and would benefit from wider dissemination. Further guidance is provided in Part B.

Links to Reference Documents Cited in this Template[1]

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](#)

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[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*				
8.0 - *Monitoring and Periodic Review*			1.9	On-going Monitoring and Periodic Review of Programmes
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
2.0 - *Programme Delivery and Development*	2.10	Other Parties Involved in Education and Training	1.9	On-going Monitoring and Periodic Review of Programmes
8.0 - *Monitoring and Periodic Review*				
9.0 - *Details of Arrangements with Third Parties*			1.2	Design and Approval of Programmes
2.0 - *Programme Development and Delivery*	2.11	Self-evaluation, Monitoring and Review	1.9	On-going Monitoring and Periodic Review of Programmes
8.0 - *Monitoring and Periodic Review*			1.10	Cyclical External Quality Assurance
4.0 - *QA of Research Activities and Programmes*	QAG for Providers of Research Degree Programmes			

Introduction and Overview of Institution

This is the AQR for CCT College Dublin for the reporting period **1 September 2020 – 31 August 2021.**

It is to be submitted by **Friday, 25 February 202.**

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

Institution Overview

CCT College Dublin is the trading name of CCT Education Limited an independent higher education institution with a city centre campus at 30-34 Westmoreland St., Dublin 2. The College was established in February 2005 and has a proven record in the delivery of further and higher education programmes as well as programmes of professional development. CCT has previously collaborated with a UK University in the delivery of programmes leading to awards of that University but since 2012 all academically accredited programmes of CCT have been awarded by QQI.

In 2018, CCT successfully re-engaged with QQI, securing approval of its QA procedures. As part of the re-engagement process the College outlined the intention to apply for extension of scope of provision up to level 9 taught Masters programmes. This intention was realised in March 2019. More recently, during the year that is the focus of this report, the College has further extended its scope of provision to include blended learning provision. The intention to extend scope to include blended learning was reflected in the QA policies and procedures approved as part of the reengagement process. The current scope of provision therefore comprises of major and non-major awards, from level 6 to level 9 taught Masters, in the discipline areas of business, computing and IT, in full time, part time and blended learning modes.

CCT College operates exclusively in Ireland and is not engaged in any collaborative, transnational or joint award programmes.

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

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

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

Process for Development and Approval of the AQR.

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

The AQR working group is required to consider continuity from the previous AQR report and action plan and ensure matters are closed off or extended upon, year on year, as appropriate. Upon completion, the AQR is first considered by the Executive Leadership Team (ELT) to confirm the accuracy of the content, alignment of action plans with strategic objectives and to obtain commitment to investment and resources associated with any actions as may be required. Upon approval from the ELT, the AQR is submitted to the Academic Council. The Academic Council may make recommendations for edits or the inclusion or removal of material. In such cases ELT must also be notified and may request a subsequent review following the changes. Submission of the AQR to QQI can only take place when Academic Council has recommended submission, and this is supported by the ELT.

1.0 Internal QA Framework

The following section details the quality assurance policies and framework of CCT College Dublin. The CCT QA Manual 2020 was operational in the year under review.

1.1 Governance and Management of Quality

Management and Governance

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

In academic year 2020/2021 the Board of Directors was renamed as the College Board to more accurately reflect that not all members of the Board are directors of the College. The Board includes non-executive members in addition to directors.

Quality Assurance System

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

The QA policies and procedures in operation comprise of those approved by QQI through re-engagement in 2018, the amendments and additions approved in March 2019 as part of the extension of scope of provision to include level 9 taught Masters programmes and those further approved following a virtual visit in July 2020 as part of the extension of scope application for blended learning provision.

1.2 Linked Providers, Collaborative and Transnational Provision

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

2.0 Programme Development and Delivery

2.1 Programme Development and Approval

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

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

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

2.2 Admission, Progression, Recognition & Certification

Section 6 of the CCT QA Manual deals with Access, Transfer and Progression. The policies in this section are as approved by QQI through re-engagement with the exception of a minor amendment to include the requirement to complete the RPL record for retention on an applicants' file in all instances of RPL applications. This amendment arose from completion of the annual admissions audit which recommended documentary evidence to support RPL admissions decisions should be included in the admissions file. This should include the recommendation from the academic staff member and a copy of records confirming satisfaction of award standard equivalence.

In addition to the above policies, section 11 deals with public information and includes the Policy – CCTP1101 – Public Information which outlines the information that must be made available to learners. Policy – CCTP404 – Blended Learning Policy, further details the additional specific requirements relating to blended learning programmes.

2.3 Procedures for Making Awards

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

2.4 Teaching, Learning and Assessment

In the 2018 / 19 AQR, CCT identified Teaching and Learning (including assessment within this) as a developmental theme of importance for future periodic review. The rationale for this was that the College had just completed extension of scope of provision to postgraduate programmes and had outlined its commitment to further increase its professional education programmes along with specialist, skills-based programmes responding to industry demand and Irish state initiatives. It was also noted that the College had established the

Centre for Teaching and Learning and launched its Teaching Excellence Seminar Series along with plans for a Certificate in Teaching and Learning. These developments along with the increased digitisation of the campus and the commitment to collaboration and partnership were deemed to be of significance in informing and influencing teaching and learning developments in CCT in the medium term. The College particularly noted intentions to maximise the use of technology to enable and enhance teaching and learning. Discussion of developments reflecting this core theme is reflected in later sections of this report.

Section 5 of the CCT QA Manual accommodates the policies pertaining to teaching, learning and assessment. These are considered in conjunction with policies in section 4 which relate to programme development.

3.0 Learner Resources and Support

CCT College Dublin has 29,000 square feet of campus space at its city centre site, 30-34 Westmoreland St., Dublin 2. It is fully Fire Safety Certified, has Disability Access Certification on the whole building and induction hearing loops for use with hearing aids fitted throughout the building.

The campus teaching spaces comprise of a combination of lecture rooms and interactive learning rooms each with Audio Visual display resources, including state of the art smart TVs, projection displays, and touch screen devices for lecturing purposes. In addition, the College has 2 fully sound proofed state of the art recording studios for live online lectures or recording of asynchronous content. There are 5 group-study and research areas and 3,000 square feet of library space and quiet study area. The library also includes an extensive online library catalogue of books and journals. Student printing facilities are available on campus, accessed through secure student login and a laptop loan scheme is also operated from the Library. Dedicated, fully accessible, office accommodation and lecture preparation areas are located throughout the building to facilitate lecturers being on campus and available to students outside of class times. Student lounge, kitchen and eating areas are available along with a games room and vending machines.

Student Services are located in the Main Office and are accessible to students by appointment or walk-in, by email and telephone. Supports include general guidance and information services, accommodation information supports, international learner supports including matters relating to visas, social supports, clubs and societies. The College also provides access to mental health supports and counselling services, available in multiple languages and paid for by the College. Student Success Classes are provided on campus and online through the Library Service either upon request or by referral. The College also operates a Student Mentoring Academy, an initiative of the Centre for Teaching and Learning which promotes student development through peer mentoring of small groups of students or on a one-to-one basis.

Section 9 of the CCT QA Manual addresses learning resources and student support. These remain without material change from those approved by QQI through the re-engagement process.

4.0 QA of Research Activities and Programmes

While CCT does not purport to be a research institution and nor is the provision of research Masters included in the approved scope of provision, it does nonetheless recognise the value of engagement in and with research for a higher education provider and therefore encourages and actively promotes research activity. This is a more recent strategic development in CCT and is therefore in its infancy strategically. The CCT Research Strategy provides the context for research activity and ambitions within the College. Further to this, policy CCTP514 – Ethical Practice in Research, and policy CCTP805 - Scholarship, Professional Development, Innovation and Research, in the QA manual sections 5 and 8 respectively, outline quality assurance practice in relation to research.

5.0 Staff Recruitment, Development and Support

Full details of the QQI approved policies relating to staff recruitment, development and support are contained within section 8 of the CCT QA manual – Quality Assurance of Teaching Staff and Human Resources. Staff recruitment in CCT is in accordance with policy CCTP801 – Recruitment Selection and Probation which outlines the minimum requirements in respect of qualifications and experience as well as the selection procedures for specific types of roles. The original policy was approved by QQI through the 2018 re-engagement process but has subsequently been amended to allow for the appointment of academic faculty to teach on Masters programmes in instances where specific specialist expertise was deemed an acceptable alternative to a Masters qualification. In such cases, the approval of Academic Council must be obtained. The rationale for the change arose from the validation of the Master of Science in Applied Software Development when CCT had the opportunity to secure faculty who were leading experts nationally and internationally in areas of ICT but did not have a Masters qualification, which had initially been identified as a pre-requisite to teach on Masters programmes. The individuals in question had highest level specialist industry endorsements and were published experts in their field. To require a Masters qualification would have been detrimental to the programme and the learners, potentially losing out on this specialist expertise. It was therefore proposed that the requirement to hold a Masters qualification would be deemed desirable and that Academic Council could approve proposed alternative evidence of equivalence.

All new staff are inducted into the College, as outlined in policy CCTP802 – Staff Induction, and are actively encouraged to engage in professional development as per policy – CCTP805 Scholarship, Professional Development, Innovation and Research. The College takes a proactive approach to professional development, circulating a monthly professional development bulletin of national and international events of interest, retaining a professional development register, providing time and financial support for staff wanting to complete additional qualifications or attend conferences and events, and arranging in-house development events to facilitate ease of engagement. Promoting and supporting staff development is a strategic priority of the College and policy CCTP804 – Performance Management Appraisal plays a role in the implementation of this priority. Publishing staff profiles as part of the CCT Expert Gallery provides a further incentive for staff to continue to engage in professional development, scholarship and research.

6.0 Information and Data Management

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

Information Systems and Processes

The College utilises an externally hosted and managed information system for learner records having previously used an internally designed and managed platform. A risk assessment undertaken by the College previously identified the risk of potential loss of essential knowledge and expertise, in the event of key personnel leaving, if this model was to continue. A decision was therefore taken to migrate to an externally hosted and managed platform.

The College has also acquired a CRM which is hosted by a third party. Compliance with GDPR was evaluated as part of the acquisition process and the College assured itself of the requirements of the regulation being satisfied. A template data processing agreement was established, with legal support, for such circumstances. Fuller information on the information systems used and how data is used to inform decision-making is included in policy CCTP1005 – Information Management Policy.

Data Protection

Section 10 of the QA manual also includes the policies which address CCT's obligations in respect of data protection. These polices were approved by QQI through reengagement in 2018 but, as indicated in the 2018/19 AQR, as the GDPR was not finalised prior to completion of CCT's self-evaluation for re-engagement, the need to review the effectiveness and completeness of these was identified by the College. This was undertaken in the 18/19 academic year, in conjunction with the College's legal team. No material revisions have been made subsequent to this.

7.0 Public Information and Communication

Section 11 of the QA Manual hosts the CCT policy on public information. This is further supplemented by information included in section 7 - policy CCTP701- Protection of Enrolled Learners – Public Information and policy. These policies address requirements in relation to validated programmes as well as validation and external quality assurance reports and awards data, all of which are available via the CCT website, https://www.cct.ie/

CCT has notably increased and enhanced the information it makes publicly available since these policies were approved. This has largely stemmed from the natural maturing of the College but also as a direct result of strategic intentions. The acquisition of an institutional repository and the establishment of the Centre for Teaching and Learning has resulted in increased transparency relating to academic outputs of CCT staff, faculty and students. Staff and faculty profiles are also published on the College website.

8.0 Monitoring and Periodic Review

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

CCT College Dublin

2022

Annual Quality Report (CCT College Dublin)
PART B: INTERNAL QUALITY ASSURANCE
ENHANCEMENT & IMPACT
Reporting Period 2020-2021

PART B: INTERNAL QA SYSTEM

Guidelines on Completing Part B

As outlined in the general guidelines for this template (p.5), **Part B** of the AQR documents and captures QA activities, developments and enhancements undertaken by institutions **during the reporting period** and their **impact**.

Insofar as is possible, institutions should demonstrate in Part B how plans set out in the previous AQR submission were progressed during the reporting period – these may be plans linked to strategic objectives, to reengagement advices, or to institutional review recommendations.

Part B of the AQR is an opportunity for self-reflection and critical evaluation of the effectiveness of QA activities over the reporting period. Institutions are encouraged to reflect both on what worked well and what did not work well, and to consider impact measures, using both quantitative and qualitative evidence (metrics, benchmarks and feedback/judgement) in how they led to specific QA improvements and enhancement.

Part B provides evidence of quality improvement and enhancement and impact[2] of QA activities within the totality of an institution's QA system.

Section 1 pertains to internal quality assurance implementation and developments since the previous reporting period.

Section 2 deals with institutional analysis of IQA enhancements and impacts including activities undertaken in respect of academic integrity, and the enhancements and impacts resulting from same.

Section 3 relates to IQA developments and plans for the next reporting period.

Section 4 provides an opportunity for institutions to illustrate IQA in action through case studies in relevant thematic areas.

Institutions are invited, if they wish to do so, to use case studies to demonstrate quality in action and to highlight areas of practice for dissemination at any point in this part of the report.

Case Studies

QQI recommends that written case studies should:
- Be between half a page and two pages in length;
- Relate to a specific time- and subject-bound issue;
- Include an introduction that sets out a brief overview of contextual matters;
- Include any relevant supporting data and data analysis;
- Include links to any sources cited;
- Include a clear concluding paragraph with overview of key outcomes/learning.

Although case studies will generally be in written form, institutions may also provide links to audio-visual/multimedia case studies. QQI does not prescribe a format for case studies.

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[2] The National Forum for the Enhancement of Teaching and Learning in Higher Education have considered impact and measures leading to development and improvement specifically in terms of teaching and learning. See: https://www.teachingandlearning.ie/wp-content/uploads/NF-2020-Insights-from-Practice-About-Impact-in-Teaching-and-Learning-web-ready.pdf.This is a very useful reference, though impact in the context of this report should be considered

1.0 Quality Implementation and Developments

1.1 Strategic QA Updates

➢ Strategy Publications

Strategic Plan 2021-2023

In the period under review CCT published its Strategic Plan having made the decision not to delay the consultation process as strategy was considered to be of critical importance, particularly given the period of transition in higher education and uncertainty globally. The new Strategic Plan (2021-2023) presents a vision for the college to further strengthen its presence and positioning as a high quality, responsive, student-centred independent higher education provider of computing, business and ICT programmes in Ireland.

The plan outlines the five strategic priorities:

1. Strengthening Student Engagement, Partnership and Inclusion
2. Expansion of the Centre for Teaching and Learning
3. Global Connectivity, Brand Awareness and Reach of CCT
4. Development of our Staff and our College Community
5. Sustainable Growth of the College

The strategic plan remains an integral component of the quality assurance infrastructure in CCT College Dublin with clear alignment between the strategic priorities and objectives, and the academic and administrative practises and developments of the College.

Student Success Strategy 2021 - 2023

Aligning with the Strategic Plan, the College also approved and published its inaugural Student Success Strategy. Informed by internal and external stakeholders as well as sectoral research, the strategy clearly articulates the college's commitment to adding value for students and maximising opportunities for their success.

The strategy outlines the following objectives:

1. Intensify early engagement with College supports and resources by students transitioning into CCT and cultivating belonging
2. Increase student progression and completion, leveraging data driven approaches underpinned by the use of technology
3. Enabling Institutional academic best practices to support student success
4. Expand use of Universal Design Methodologies to inform programme design to support and expand student diversity
5. Intensify student engagement, partnership and peer support activities
6. Continue to empower CCT graduates to be successful in the workplace

Teaching, Learning and Assessment Strategy 2021 - 2024

As with the Strategic Plan and the Student Success Strategy, the revised and updated TLA strategy emphasises a student-centred approach. The Strategy outlines 5 core priority areas:

1. Developing Knowledge, Skills, and Competencies
2. Enhancing the Learning Environment
3. Cultivating a Lifelong Learning Culture
4. Steps to Student Partnership in Decision Making
5. Enhancing Scholarly Activity and Evidenced Based Research

➤ **Campus Enhancements**

Campus enhancements, both physical and virtual, prioritise the student experience and seek to support the strategic commitment to student centredness and student success. Enhancements factor in the core learning environment for direct contact hours as well as continually improving the wider learning environment, resources, services and supports to promote student engagement.

Continuing on from the significant programme of development of the physical and virtual campuses that commenced in the 2019/20 academic year, the college has undertaken notable refurbishment, facilitated by the requirement for staff and students to engage remotely. The student-centred approach and commitment to student success articulated in strategic publications is exemplified in the refurbishment that provides a greatly enhanced learning environment which has also benefited from branding expertise to visually reflect the learner journey.

Continued investment in the digital infrastructure has focused on increasing opportunities for interactivity in synchronous and asynchronous learning and planning for effective hybrid delivery in the event of a partial return to campus, as was experienced. Lecture rooms have been redesigned and equipped to facilitate a dynamic active learning approach as articulated in the TLA strategy. The addition of state-of-the art technology including HD motion cameras and microphones, to accommodate a more dynamic, agile and interactive teaching experience will further support this in a hybrid learning scenario.

In support of the approved extension of scope for blended learning provision, the College has also added two state-of the art professional e-learning studios to facilitate the creation of high-quality online content and the delivery of live online classes. Plans are in place to add further studios in the coming academic year.

➤ **Strategic Partnerships**

In February 2020 CCT was notified that it had satisfied the due diligence requirements to become a potential linked provider of a state funded higher education provider with whom the college had been having collaboration discussions since 2019. While this was a positive outcome and indicative of the potential collaboration progressing, collaboration discussions were then placed on hold in March 2020 as a consequence of both institutions prioritising the continuation of provision during the pandemic.

CCT initially identified the partner institution in question as the collaborating partner of choice based upon the potential to support CCT in growing its business faculty provision and in providing support and mentorship that would be of benefit to CCT in developing digital capacity and blended learning capability. In April 2021 the potential partner approached CCT to recommence collaboration discussions. At this stage CCT had revised its strategic approach to ensure the fulfilment of strategic priorities relating to growth of the business faculty and increased capacity for blended learning, without the engagement of the potential partner, but was nonetheless open to progressing discussions. The College sought specific information from the potential partner at this stage. Once this is received, the College Board will review the revised proposal and evaluate the potential benefits of progressing the linked provider arrangement in the current context.

> ➢ **COVID-19 and Continuation of Contingency Arrangements**

The review of contingency arrangements implemented in the 19/20 academic year had identified the approach employed was effective and student success rates further supported this. It did also highlight that some students faced challenges arising from being frontline workers, family / home schooling commitments, living arrangements not conducive to engaging in online classes. As far as practicable, the contingency arrangements had made allowances for these circumstances through maximising the benefits of technology and through temporary revisions to QA policies.

Throughout the year under review, the approved contingency arrangements continued to apply, albeit with additional arrangements to reflect the potential for hybrid delivery where public health guidelines allowed for a return to campus.

The academic year for students was potentially one of uncertainty and frequent change from a public health perspective. The College was mindful of the need for change to be managed effectively and all stakeholders well informed. While operating on the basis of prioritising public health and ensuring maximum continuity and support for staff and students, changes such as returning to class were implemented with a planned communication programme and reflected a hybrid approach. This recognised that students and staff may not be able to return to campus due to underlying health conditions (their own or that of an immediate member of their household), home-schooling or childcare arising from school / creche closures, being a close contact or testing positive for Covid-19. On review, this approach proved effective in accommodating the different needs of individual staff and students while ensuring the continued delivery of classes and assessments. The college had invested in classroom technology to facilitate the hybrid model and this was welcomed by students. It is recognised that hybrid delivery is a unique approach and presents challenges for the lecturer in managing the online classroom and the physical classroom at the same time. Professional development programmes and professional practice experience proved invaluable in developing effective strategies for hybrid delivery.

> ➢ Despite the year incorporating greater in-person engagement, including access to campus facilities and some on-campus classes for a period, the college saw an increase in students whose studies and progression or achievement were directly impacted by the pandemic. This was not necessarily due to students having contracted COVID-19 but was more typically associated with the mental health impacts of isolation / separation from family and friends, concerns for family overseas, bereavements (particularly where this was overseas, and students were unable to join family for mourning), and overall pandemic fatigue. The online and on-campus student support services continued to be made available to learners and the College was proactive in introducing virtual social events to facilitate student networking and social support. Fully subsidised counselling continued to be provided to students who were referred / self-referred for access to these services. In addition, In the College engaged a Life Coach to deliver two Wellness Webinars with a focus on reintegration into daily life, and strategies to support wellness. These were provided free of charge to students, faculty and staff in recognition of the challenges experienced living through a prolonged period of public health restrictions.

➢ **Specific Changes to QA During the Reporting Period**

Changes to the Quality Assurance Procedures of CCT College in the year under review are summarised as follows:

- Updating of QA policies and procedures to reflect changes in roles and governance, including addition of Audit, Risk and Strategy Committee as approved by the College Board.
- Updates to the Academic Council Constitution to reflect
  - the potential for students to continue their role as a Council member as a recent graduate
  - the potential for members to be co-opted
  - the nomination and election process of elected members
  - limitations in respect of period of tenure for co-opted or elected members
- Updating of Annual Monitoring Policy to change the requirement for an annual Board of Examiners monitoring report and replace this with an arrangement for monitoring when specific circumstances arise.
- The addition of a Posthumous Award Policy.
- Revisions to Feedback to Learners Policy to provide greater clarity in respect of responsibilities of students and of faculty and to address potential for misunderstanding
- Addition of the records retention schedule, in accordance with Data Protection legislation requirements.

These changes will become operational in academic year 2021/22.

In addition to the policy / procedural changes, QA practice enhancements in respect of student satisfaction surveys and graduate surveys were implemented. These changes arose from a review of practice within the college and research into sectoral practice in this area. As the revised approach to student surveys has only been employed in the online context due to ongoing contingency arrangements, monitoring of effectiveness and response rates will continue as on campus provision returns.

1.2   Update on Planned QA Objectives identified in Previous AQR

No.	Planned Objective	Update and Status
1	Investigate alternative models for risk management in governance structures. (Ref: Part B, 2.0, Risk Management and Mitigation)	**Status:** Action complete The review of alternative approaches resulted in the establishment of the CCT Audit, Review and Strategy Committee that comprises of representatives of the College Board and the Chair of the Academic Council. The committee is an advisory committee to the College Board.
2	Embed mechanisms which further promote diversity of provision and facilitate greater accessibility and inclusion within the College community. (Ref: Part B, 1.0, Strategic Partnerships)	**Status: Complete and continuing** In addition to commencing delivery of blended learning programmes following extension of scope approval, the College secured validation of additional programmes at postgraduate level that comprised of both major and special purpose awards. The special purpose awards were designed to support the engagement of professionals in relevant career development that could be built upon to secure a Masters qualification if so desired. This model of credential development remains a priority for the college as a means of addressing the needs of a wider target market. Diversification of provision and modes of delivery is intended to broaden the student demographic and make CCT programmes more accessible to a wider range of students. In addition to increasing the programme offering the College has implemented initiatives to promote a culture of equality, diversity and inclusion. Further details are contained in section 2 of this report.
3	Continue with existing stakeholder engagement activities and broaden participation in this to include a broader range of stakeholders for mutual benefit. (Ref: Part B, 2.0 Stakeholder Engagement)	**Status: Complete and continuing** Engagement with stakeholders has moved from that of consultative approach to that of a partnership approach with input into curriculum design, delivery and assessment along with strategic and operational decision-making input from stakeholders being secured through committee membership. The College has extended its engagement with and membership of external bodies of relevance to the college community and programme provision.

		Stakeholder feedback mechanisms which had been revised following evaluations of effectiveness were implemented during the year under review. While the review of implementation highlights further possible enhancements, the revised approaches were deemed to be a significant success with the production of data that was of notable value to the College.
4	Further progress implementation of the CCT Research Strategy. (Ref: Part A. 4.0 QA of Research Activities)	Status: ongoing This remains a priority for the College. The year under review saw progress in this area with increased publications and population of the CCT repository and wider sectoral engagement by staff and faculty research and scholarly activity. The continued challenges of operating through a global pandemic slowed some of the planned advancements in this area, including the implementation of a College Research Day and publication of a journal.
5	Continued expansion of activities to promote student success. (Part B. 2.0, Student Success)	Status: Complete and continuing The CCT Student Success Strategy was ratified and published, providing the framework for the expansion of a wide range of student success initiatives. Examples include the enhanced online induction programme, introduction of the online student support hub, growth of online support resources and extension of student success classes and the student mentoring academy.
6	Review effectiveness of blended learning policy and CCT standards. (Ref: Part B, 1.0, Extension of Scope)	Status: Deferred The College sought external peer expertise in relation to different aspects of the blended learning policy and CCT standards. Peer input indicated the fitness of purpose of the policy at present. The potential to implement alternative approaches and alignment of responsibilities in respect of different aspects of blended learning programmes was identified by the College. It was proposed that the full review be deferred for further consideration when the College reverts back to the validated blended learning programme delivery, rather than the current emergency remote learning model, when stakeholder would be able to contribute having experienced the application of the policy.
7	Strategic Planning and Implementation	Status: Complete

	(Ref: Part B: 1.1, QA Updates)	The College undertook wide consultation with internal and external stakeholders and utilised this to inform the development of the Strategic Plan, the Student Success Strategy, and the revised Teaching, Learning and Assessment Strategy.

1.3 Governance and Management
1.3.1 QA Governance Meetings Schedule

Body	Meeting dates
College Board	January 29th 2021
Executive Leadership Team	October 20th 2020 March 2nd 2021 August 20th 2021
Academic Council	September 8th 2020 November 26th 2020 March 16th 2021 July 1st 2021

1.3.2 QA Leadership and Management Structural Developments

The organisational structure and the academic governance structure remain consistent with that approved by QQI through re-engagement albeit the College established the Audit, Risk and Strategy Committee during the year under review, which will become operational in the 2021/22 academic year. The committee has an advisory role only and does not hold decision-making authority.

1.4   Internal Monitoring and Review

1.4.1 Overview of Periodic Reviews

No external reviews of CCT, its programmes, services or departments took place in the 2020/21 academic year. However, in accordance with CCT policy, the following annual monitoring activities were completed:

- Admissions audit
- Board of Examiners review
- Student satisfaction survey
- Graduate Outcomes Survey
- Staff survey
- Annual monitoring review of:
  - o   CCT Centre for Teaching and Learning and Library Services
  - o   Students Services and Careers
- Annual programme monitoring of all active validated programmes:

In addition to quality assurance reviews, annual financial auditing review, annual marketing and communications review, and monthly and annual facilities and resources reviews also took place, informing enhancement of the learning environment and student experience.

There were no programme reviews scheduled for the 2020/21 academic year. However, evaluation activity commenced in preparation for the programme review and revalidation of the Bachelor of Business Honours level 8 add-on which has a final intake date of August 31st, 2022.

1.4.2 Expert Review Teams/Panels[3] involved in IQA

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

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

Please use whole numbers rather than percentages.

	Total	Academic Schools/ Department	Professional Services/Support Unit	Approval/Review of Linked Provider	Programme Approval	Programme Review	Other QA approval
Number of review/ evaluation processes							
of those:							
On-site processes							
Desk reviews							
Virtual processes					1		
Average panel size for each process type*					6		

* excluding secretary if not a full panel member

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

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

As an independent provider CCT does not currently have responsibility for convening panels for validation or extension of scope of provision, which are the two types of evaluation activities undertaken in the 2019/20 academic year. The panels involved in these processes were convened by QQI who retains the information required in this section.

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

2.0 IQA System – Enhancement and Impacts

In the AQR for 2018/19 CCT identified 5 developmental themes of importance to the institution which will be relevant to periodic review:

1. Strategic Planning and Implementation
2. Quality Enhancement Culture
3. Partnership and Collaboration
4. Student Success
5. Teaching and Learning

It was not, and is not, the intention that subsequent AQRs would discuss these themes discretely but that the themes would be apparent to readers within the content of the AQRs submitted and supporting materials provided. The following section outlines a range of enhancement activities which relate to these developmental themes.

➢ Risk Management and Mitigation

In the 2019/20 AQR the College summarised the Monitoring Review Team (MRT) that had been formed to identify and mitigate risk arising from the then anticipated pandemic. The review of the effectiveness of the MRT concluded that a body with specific responsibility for identification of risk, proposal of mitigating actions and oversight of implementation was highly effective, more time efficient, and enabled greater responsivity. The College outlined the intention to investigate the potential integration of a committee with specific responsibility for risk management and oversight into the existing governance structures of CCT. As outlined in part B section 1.2, arising from this the College has established the Audit, Risk and Strategy Committee, as an advisory committee to the College Board. Membership of the committee and full terms of references are included within the updated QA Manual.

➢ Diversity, inclusion and accessibility

Equality, Diversity and Inclusion in Higher Education in Ireland and Northern Ireland a discussion paper published in 2021, by the Royal Irish Academy Higher Education Futures Taskforce outlines a range of activities which indicate institutional effectiveness in terms of equality, diversity and inclusion practices. Key areas identified in the report in respect of programme provision include:

✓ **Multiple Pathways** are offered by higher education institutions which provide the learner with a range of access and transition pathways and include "multiple access and exit points." (RIA, 2021, p.6).
✓ **Lifelong opportunities** for updating and reskilling should be provided.
✓ **Flexibility of Delivery:** Online and blended learning delivery is highlighted in the report as ensuring that "doors are opened to a much wider range of students." (RIA, 2021, p.15)
✓ **Funding:** The report states that there is a need for "better and more flexible funding for HEIs and for individual students with equal recognition for funding purposes of part-time and full-time programmes and for undergraduate and postgraduate courses." (RIA, 2021, p.16)

During the academic year, 2020/21, CCT College commenced the delivery of the newly validated Higher Diploma in Artificial Intelligence Applications and Higher Diploma in Data Analytics for Business. These programmes were

validated as blended learning programmes, intended to upskill successful applicants into specialist areas of ICT. The programmes design and development facilitate entry from a more diverse range of students including lifelong learners as per the attributes of inclusive programme design outlined in the report by the Royal Irish Academy (2021). Having secured Springboard and HCI funding for these programmes further increased their accessibility. In addition to the Higher Diplomas, the College secured validation of the MSc in Data Analytics with a series of embedded awards, providing exit points as recommended in *Equality, Diversity and Inclusion in Higher Education in Ireland and Northern Ireland (*RIA, 2021) and offering microcredentials that can be built towards a major award. The report also highlights the importance of an institution wide culture of equality, diversity and inclusion. It advocates that:

- ✓ An inclusive institutional culture should be at the heart of all Equality, Diversity and Inclusion (EDI) initiatives.
- ✓ Inclusivity should not be solely the responsibility of the Access Office but should be a whole-institution responsibility
- ✓ Institutions should focus on building solutions into the mainstream and re-designing provision for all while addressing individual accommodations.
- ✓ An inclusive approach to curriculum, in terms of design, content and pedagogy
- ✓ Training and education in EDI should be obligatory for all staff and students both at entry level and as part of continuing professional development (CPD).

EDI is firmly embedded within the new Strategic Plan of the college with the strategic priority to strengthen student engagement, partnership and inclusion. The college has actively sought out partnerships and memberships that underpin the development of an EDI culture. Throughout the academic year, 2020/21, CCT College undertook a range of initiatives to further develop its institution-wide culture of inclusion and diversity. The College leveraged its institutional membership of Ahead, promoting and engaging with events and resources, including the Ahead conference and the National Forum / Ahead digital badge on Universal Design. Building upon the engagement with Ahead, the National Forum and other CCT partners including As I am and Not So Different, the CCT Universal Design toolkit was created for staff, to inform institutional universal design practice in the teaching and learning and student support context. The College also installed the Accessibility block on Moodle to enable students and staff to adjust Moodle to suit their accessibility requirements.

➢ Enhanced Student Induction Programme

With the College successfully securing extension of scope of provision to include blended learning programmes, and the ongoing delivery of programmes via emergency remote learning, the College introduced a virtual induction programme. This was designed to be a combination of synchronous and asynchronous activities that facilities students developing their understanding of the college, the resources at their disposal, the staff and services available to them, and getting to know their peers. The development of the virtual induction was a cross-college initiative, intended to be used as a standalone induction during the emergency remote learning period, and to be supplemented with the in-person induction when classes return to being campus based.

The virtual induction was launched in the year under review. Students were provided with access to the induction module ten days prior to the start of the semester. The module includes a combination of live streamed events, video recordings, interactive activities and information materials in different media.

Student engagement in the induction programme was monitored via Moodle metrics and enabled the college to follow up directly with those who were slow to participate.

Students were asked to complete a feedback survey on completion of the induction module. Feedback from the survey and data from Moodle is used to inform further enhancements to the module. Students gave the induction a star rating of 4.5 out of 5.

In addition to the Virtual Induction, Welcome Webinars were also created the week prior to class starting so incoming students could meet faculty and staff in the virtual classroom environment. This was also designed to afford students an opportunity to practice using the technology they would be using for classes, ask any last-minute questions and have the opportunity to meet students who would be in their classes.

> Graduate Outcomes and Graduate Engagement

As outlined in the previous AQR, 2019/20 saw the CCT Centre for Teaching and Learning design and launch the College's inaugural Graduate Outcomes survey. The Survey was adapted from the HEA's Survey. This remains an ongoing project and the college is actively tracking alumni career progression and seeking to enhance alumni engagement. In the year under review the evaluation of the 2020 Graduate Outcomes Survey was completed, confirming that CCT graduates are successfully securing employment in roles relevant to their area of study. The results are extremely positive but the response rate remains lower than the desired 30%. Following a review, the survey has been redesigned to reflect a pulse survey that reduces the length and speeds up completion time while still providing the valuable data being looked for. A programme has also been designed to enhance the promotion of the survey to graduates, including embedding this in graduation communications.

Engagement with CCT Alumni remains a strategic priority, with published objectives articulating intent to expand the Alumni Office, implement increased opportunities for alumni engagement, and develop annual events for alumni. It's envisaged that these will further support the improved response rates for the graduate survey. Graduate engagement increased in the year under review with graduates engaging with the college in the capacity of guest speakers, panel members for a student Q&A event, and as committee members.

2.1 Initiatives within the Institution related to Academic Integrity

Activities pertaining to academic integrity during the academic year 2020/21 encompassed four main areas:

1. Institutional committee work including the work of the Academic Standards Board and Academic Integrity Committee
2. The production of online guides for the CCT Learning Space (learningspace.cct.ie) using software such as Subjectsplus and Screencastomatic
3. The creation of interactive content for CCT's Academic Integrity page on Moodle using H5P
4. The expansion of academic integrity instruction via CCT's Student Success Classes

➢ Committee Work

The CCT Academic Integrity Committee promoted a range of initiatives to enhance the culture of academic integrity at CCT College Dublin. Institutional initiatives emanating from this Committee were also informed by the activities and publications of the National Academic Integrity Network (NAIN).

Key initiatives organised by the CCT Academic Integrity Committee included CCT's Academic Integrity Week, which coincided with NAIN's National Academic Integrity Week. This included library classes on academic integrity and referencing for students; the inclusion of talks from expert speakers for staff and students and a student video competition in which students described what academic integrity means to them.

A key priority for the CCT Academic Integrity Committee in the academic year was a focus on sharing resources and events created or organised by CCT by extending event registration to staff and students across the sector; via the use of Creative Commons licences and by depositing recordings of events via the College's open access repository Arc.cct.ie. In this way the CCT Academic Integrity Committee contributed to the sectoral as well as institutional culture of academic integrity. The CCT Academic Integrity Committee also extended the reach and interactivity of its academic integrity initiatives with CCT students by engaging technology such as H5P.

The Academic Integrity Week 2020 also featured:

- a webinar delivered by Dr Laura Costelloe, Educational Developer at Mary Immaculate College Limerick, on promoting academic integrity through robust assessment design. The webinar recording is available via CCT's institutional repository.

- A joint student/staff panel discussion on contract cheating, delivered in partnership with Athlone Institute of Technology. The discussion recording is available via CCT's institutional repository.

➢ Learning Space Guides

During the academic year a range of guides were produced on CCT's Learning Space to promote academic integrity.

CCT's Online Guide to Academic Integrity and Assessment Design
CCT's Online Guide to Avoiding Contract Cheating.
CCT's Online Guide to Zotero Reference Management Software

The learning guides were reviewed and updated throughout the year to include additional material and new publications, including those produced by the NAIN.
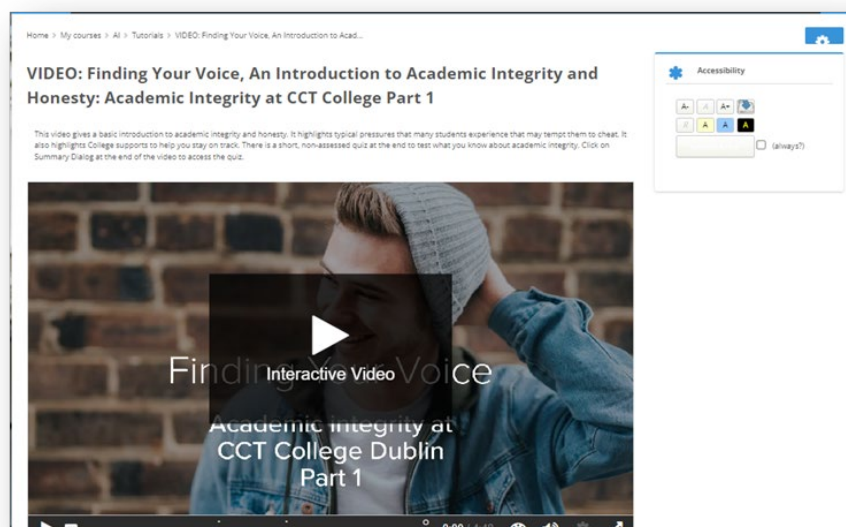
➢ H5P content on the Academic Integrity Page on CCT Moodle

Throughout the year under review the CCT Academic Integrity Moodle Page was further enhanced with the addition of resources and the integration of H5P technology to create interactive tutorials. H5P facilitates the embedding of quizzes, links and other interactive features into video content.

Academic Integrity page on CCT Moodle
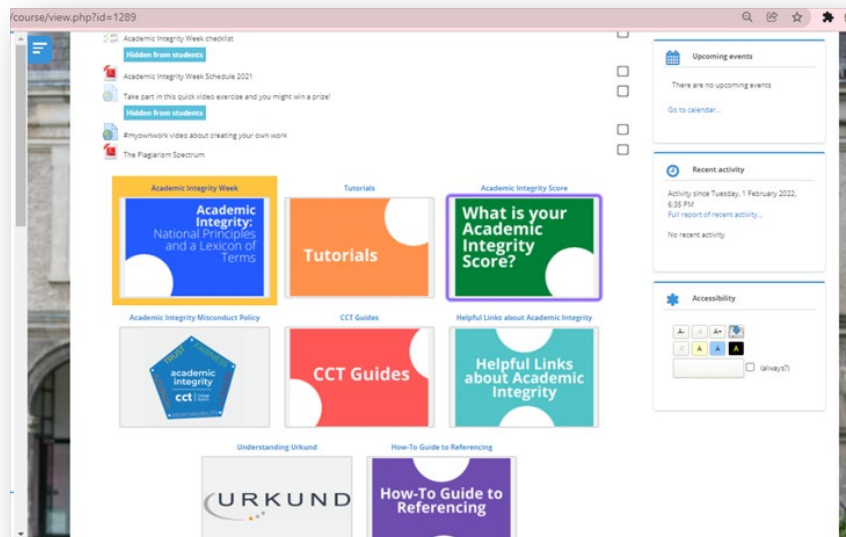
Interactive tutorial on academic integrity on the Academic Integrity page on CCT Moodle, created using H5P

Interactive guide on referencing on the CCT Academic Integrity page on Moodle, created using H5P

➢ <u>CCT Student Success Classes</u>

The College continued to offer student success classes with a strong focus on academic integrity. Academic integrity classes are offered alongside classes on academic writing and information seeking so that students can apply the knowledge that they have acquired effectively.

Student Success Classes Schedule for October/November 2020.

DATE	SESSION
Tue 13 Oct @ 2pm	Starting Your Research: Getting the most out of library resources
Thu 15 Oct @2 pm	CV Workshop: Create a CV for the job you want in today's market
Tue 20 Oct @ 2 pm	Using Academic Sources Responsibly: Establishing Trust and Demonstrating Academic Integrity
Thu 22 Oct @ 2pm	The Importance of Referencing and the Harvard Style: Academic Integrity in Action
Tue 27 Oct @ 2 pm	Linked-In Workshop: Using Linked-In and other Social Media platforms for job-hunting and networking
Thu 29 Oct @ 2 pm	Academic Writing Skills I: Planning and Structure
Tue 3 Nov @ 2pm	Effective Group-work: The challenges and rewards of working together – even virtually!
Thu 5 Nov @ 2 pm	Interview Skills Workshop: Dealing with the challenges of interviews in an online environment
Tue 10 Nov @ 2 pm	Academic Writing Skills II: Quotation, Paraphrase, Summary and Synthesis
Thu 12 Nov @ 2pm	Cover Letters and CV Tailoring: How to avoid generic CVs and target the job you want
Tue 17 Nov @ 2 pm	Academic Writing Skills III: Writing with confidence and being yourself
Thu 19 Nov @ 2 pm	Academic Writing Skills IV: Evaluating Sources, Spotting Fake News and Shaping Your Arguments

3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period

3.1   QA and QE supporting the Achievement of Strategic Objectives

Number	Strategic Priorities	Objectives / Indicators
1.	Strengthening Student Engagement, Partnership and Inclusion	a. Enhance practice and develop and implement policies which further promote equality, diversity and inclusion, strengthening a culture of access, engagement and success for all b. Implementation of the Student Success Strategy objectives including the extension of current student success initiatives and the addition of new initiatives. c. Enhanced / extended student supports through technology d. Increased engagement of students as partners
2.	Enhancing Teaching, Learning and Assessment	a. Increased CTL activity and output, including collaborative initiatives with students, graduates and other education institutions. b. Dissemination of resources and supports to promote equality, diversity and inclusion in teaching, learning and assessment practice. c. Teaching, learning and assessment revisions, innovations and enhancements to further promote student success, academic integrity, and academic standards in both face-to-face and technology enabled / enhanced practice. d. Growth in research and scholarly activity and output and implementation of the CCT Research Strategy
3.	Global Connectivity, Brand Awareness and Reach of CCT	a. Enhanced digital capacity of the college through development of staff and investment and enhancement of technical infrastructure b. Growth in professional networking of CCT staff, students and graduates c. Increased research / scholarly output from the CCT community d. Advancements in respect of education collaborations, industry engagement and relationships with sectoral bodies.
4.	Development of our Staff and our College Community	a. Increased staff and faculty engagement in professional development initiatives aligned to strategic objectives and building digital capacity b. Development and implementation of a learning analytics policy, informing decision-making c. Increased efficiency and effectiveness in CCT operations and QA processes through maximising technological infrastructure and capacity

		d. Addition of infrastructure to support the growth and enhancement of blended learning delivery and technology enhanced teaching, learning and assessment e. Development of the CCT Alumni Office and engagement of alumni f. Increased initiatives, services and supports to promote staff and student wellbeing
5.	Sustainable Growth of the College	a. Continued management of contingency arrangements and effective return to campus strategies, supported the retention, success and progression of students. b. Continued diversification and growth of the CCT student community through: • Expansion of part-time provision, blended learning programmes, and offering of microcredentials. • Widening participation initiatives including increased application of RPL • Responding to industry need through upskilling and re-skilling initiatives

3.2   Reviews planned for Upcoming Reporting Periods
3.2.1   Reviews planned for Next Reporting Period

Objectives arising from the re-engagement in 2018 informed the quality improvement plan of the College and have been subsequently addressed, as discussed in the 2018/19 AIQR and the recent quality dialogue meeting with QQI.

No further reviews took place in the 2019/20 academic year or the 2020/21 academic year, but review activity commenced for the Bachelor of Business Honours 1 year add-on programme. The programme has a last validated intake of August 2022.

Unit to be reviewed.	Date of planned review	Date of last review
Programme review and revalidation of Bachelor of Business Honours	March 2022	N/A

3.2.2   Reviews planned beyond Next Reporting Period

Programmatic reviews are determined by the dates of validation indicated on the QQI Certificates of Validation available here.

At the time of writing, no information has been provided to indicate the timeframe for Institutional Review.

4.0   Additional Themes and Case Studies

Three case studies are being provided to further evidence practice in CCT College Dublin during the period of review.

> ➢   Case Study 1 - CCT Student Mentoring Academy

The CCT Student Mentoring Academy is a key institutional student success and student partnership initiative. In the Academy, students work in partnership with faculty to provide peer support opportunities across the college as well as structured support and guidance for peer mentors. The College's Student Success Strategy 2021-23 states: "CCT will continue to grow and expand its CCT Student Mentoring Academy through faculty supervised peer support. Programmes such as these will continue to prioritize working in partnership with students to optimise the learning environment." (2021, p.8)
This case study outlines the activities and impact of the Student Mentoring Academy along with its migration to the online environment.

> ➢   Case Study 2 - Implementing the CCT Research Strategy

Since its foundation in 2005, CCT College has had a central focus on research activity. CCT College's Strategic Plan 2018-2020 (2018, p.5) articulated a strategic aim of "Championing a co-operative teaching and research culture that connects with other higher education institutions, schools, industry, local communities, government and non-governmental development agencies." CCT College's new strategic plan (2021-23) published during the academic year 2021/22, reinforces an institutional commitment, "to increase investment in time and resources for the College to realise the strategic goals laid out in the first Institutional Research Strategy…. to enable teaching and learning which is research informed, research-oriented, research-based, and research-led." (2021 p.17). This case study looks at the initiatives to advance the Research Strategy in academic year 2020 / 21.

> ➢   Case Study 3 - Implementing a Virtual Induction Programme for Students

The virtual induction has been designed and set up in the CCT Moodle platform and is intended to supplement the face-to-face induction when campus-based classes return while also being effective as a standalone induction programme for programmes delivered online or through blended learning. This case study outlines the planning, implementation and impact of the Virtual Induction programme.