**Annual Quality Report (CCT College Dublin)**

# Reporting Period 2021-2022

CCT College Dublin

2023

# Annual Quality Report (CCT College Dublin)
## PART A: INTERNAL QA SYSTEM
# Reporting Period 2021-2022

# 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

# 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 2021 – 31 August 2022.**

It is to be submitted by **Friday, 24 February 2023**.

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

The AQR working group is required to consider continuity from the previous AQR report and action plan and ensure matters are closed off or extended upon, year on year, as appropriate. Upon completion, the AQR is first considered by the Executive Leadership Team (ELT) to confirm the accuracy of the content, alignment of action plans with strategic objectives and to obtain commitment to investment and resources associated with any actions as may be required. Upon approval from the ELT, the AQR is submitted to the Academic Council. The Academic Council may make recommendations for edits or the inclusion or removal of material. In such cases ELT must also be notified and may request a subsequent review following the changes. Submission of the AQR to QQI can only take place when 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 2021 was operational in the year under review. The 2021 publication of the QA Manual including revisions and additions to the previous publication which can be summarised as follows:

- Revisions to reflect changes in roles and governance, including addition of Audit and Risk Committee as approved by College Board.
- Updates to the Academic Council Constitution
- Updating of Annual Monitoring Policy.
- Addition of a Posthumous Award Policy.
- Revisions to Feedback to Learners Policy
- Inclusion of the CCT records retention schedule.

## 1.1 Governance and Management of Quality

### Management and Governance

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

### Quality Assurance System

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

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

## 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. Section 5 includes the new Posthumous Award Policy and the revised Feedback to Learners policy.

## 3.0 Learner Resources and Support

CCT College Dublin has 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, virtual meeting, 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. However, in 2021 the college records retention schedule was added to this section for increased transparency.

# 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.

# 9.0 Details of Arrangements with Third Parties

## 9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies

| Type of arrangement | Total Number |
|---|---|
| PRSBs | 0 |
| Awarding bodies | 0 |
| QA bodies | 0 |

## 9.2 Collaborative Provision

Definitions:

QQI's Policy for Collaborative Programmes, Transnational Programmes, and Joint Awards, 2012 defines collaborative provision as a process that occurs where two or more providers are involved by formal agreement in the provision of a programme of higher education and training.

The Qualifications and Quality Assurance (Education and Training) Act 2012 (as amended) defines 'joint award' as a single award made jointly by two or more awarding bodies

The Qualifications and Quality Assurance (Education and Training) Act 2012 (as amended) defines 'linked provider' as a provider that is not a designated awarding body but enters into an arrangement with a designated awarding body under which arrangement the provider provides a programme of education and training that satisfies all or part of the prerequisites for an award of the designated awarding body.

| Type of arrangement | Total Number |
|---|---|
| Joint research degrees | 0 |
| Joint/double/multiple awards | 0 |
| Collaborative programmes | 0 |
| Franchise programmes | 0 |
| Linked providers (DABs only) | 0 |

## 9.3 Articulation Agreements

**Definition:**

Per the IHEQN Guidelines for the Approval, Monitoring and Review of Collaborative and Transnational Provision, an articulation agreement may be defined as a process whereby all students who satisfy academic criteria on one programme are automatically entitled (on academic grounds) to be admitted with advance standing to a subsequent stage of a programme of a degree awarding body. These arrangements are subject to a formal agreement between the parties.

| Articulation agreements - Total number | 0 |
|---|---|

CCT College Dublin

2023

# Annual Quality Report (CCT College Dublin)
## PART B: INTERNAL QUALITY ASSURANCE ENHANCEMENT & IMPACT
## Reporting Period 2021-2022

# PART B: INTERNAL QA SYSTEM

# 1.0 Quality Implementation and Developments

## 1.1 Strategic QA Updates

**Improvements Arising from Implementation of the Quality Improvement Plan**

The objectives documented within the 2022 AQR Quality Improvement Plan have been at the focus of enhancement activities throughout the year under review. A full update on the progression of each objective is documented in section 1.2 with some documented in greater detail in section 2.0 and 2.1. This section focuses on strategic updates.

**Audit, Risk and Strategy Committee**

The Audit, Review and Strategy Committee membership and terms of reference were approved in the last reporting period and the conduct of business commenced in the year under review. The College Board is constituted with directors which are limited to executive membership and a non-executive and independent Chair.  The Audit, Risk and Strategy Committee further embeds externality in the governance structure with the current membership comprising of two external members and the College President or nominee. This level of externality within the CCT governance structure remains compatible with options provided in the Code of Practice for the Governance of State Bodies (2016).

The Audit, Risk & Strategy Committee held its inaugural meeting on March 2nd, 2022, as a high level advisory committee, responsible to, and reporting directly to the Board. The committee's role is to:

1. Form an independent, objective and constructive view of the College's strategic ambitions and business operations to advise the Board on matters relating to all area of risk.

2. Provide independent assurance to the Board that CCT's risk management, governance and internal control processes are operating effectively, through the maintenance of the CCT Risk Register which is shared with the Board for decision-making and oversight.

3. Advise the Board on strategic developments and opportunities to grow the business.

The committee provides a forum and focus through which the College can assess risk pertaining to the sector and the institution. Organisational improvement is fundamental to the purpose of the Audit, Risk and Strategy committee. This is achieved by advising, coaching and facilitating at Board level.

In line with best practice in governance, the College Board ensures that the Audit, Risk and Strategy Committee membership, terms of reference and operation arrangements are suited to the particular circumstances and context of CCT, which may differ from other organisations, based on the scale, nature, scope of delivery, level of proposed provision and any other functions (national or international, collaborative) of the company.

The main impact of the Committee in the short period of operation has been a notable enhancement in the approach to risk management with the development and approval of a formal risk management policy and the replacement of departmental risk monitoring with an institution-wide fit-for-purpose risk register which categorises and evaluates risk across the full spectrum of CCT activities and operations as well as external societal, political and economic risks.  The ARSC has proven beneficial in supporting the College Board to

embed this revised and improved risk management and monitoring approach at a time of much global turbulence.

## Campus Enhancements

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

Continuing on from the significant programme of development of the physical and virtual campuses that commenced in the 2019/20 academic year and continued into 20/21, the college has undertaken notable refurbishment, driven by the ambition to further promote inclusion, particularly to become a neuro-diverse friendly campus, and to increase capacity for blended and technology enhanced teaching, learning, assessment, and learner support. Notable developments throughout the period of review (with some continuing on into the subsequent year) include:

a). The refurbishment of the basement level bank vault in the campus building to build and install a professional music recording and podcasting studio, with gaming capacity. This was done in conjunction with Smart Studio ltd and the studio will be managed by Dublin Studio Hub through a licence agreement (renewed annually), not a lease agreement.

b). Full refurbishment of the basement level of the campus building to provide a neuro-diverse friendly environment. This refurbishment work, approved and commenced in the year under review and continuing into the next review period, includes:

- Refurbishment of an old pump room (550 square feet) into a new student lounge

- Refurbishment of canteen area with new lighting and acoustic board ceilings and wall tiles, exhibiting Irish nature scenes, which reduce echo and noise and enhance heat temperature retention.

- Refurbishment of a study room (the Kavanagh room) with new furniture, lighting, and acoustic board ceilings and wall tiles exhibiting Irish nature scenes and which also reduce echo and noise and enhance heat temperature retention. This room will also house three state-of-the-art silent pod rooms (to fit 4 pax each) as comfortable isolated study spaces, drowning out noise from the wider room. The Kavanagh room will include lower level lighting and more comfortable furniture to help the room serve as a new student lounge which is more compatible and accessible for all students.

- Refurbishment of toilet spaces in the basement level.

- The addition of a new sensory space zone. This was planned, during the review period, informed by expert guidance from 'thesensorypod.ie' and will support CCT's application to AsIAm to be recognised as an Autism Friendly higher education institution.

c). New wayfinding planned for whole building with Vision Branding company during the AQR period, with enhanced branding and signage, during the AQR period

d). Demolition works of a 1,200 square feet space on the top floor (floor 4) of the campus building undertaken during the AQR period. Plans in place for a significant development of 'The Loft' space to become a multi-purpose, flexi-learning space with glazing overlooking the city. Works to commence on this space in 2023.

e). The installation of new lecterns in all lecture rooms as provided by TopTech in the UK (who have served a number of UK and Irish universities). New audio tech has also been installed in all rooms which greatly enhances the teaching and learning experience, and importantly the live-streaming experience so any online participants can hear all interactions within a live onsite class setting.

f). CCT has a new relationship with Sensys Technology as a new Network Management Consultancy firm to enhance the College's approach to managing staff and student networks. Plans are ongoing to enhance the College's Wi-Fi network and IT services including enhanced cybersecurity provisions.

g). The College completed an extensive refurbishment of its five floor atrium and entrance hall in a large-scale refurbishment project over 2020, 2021 and very early part of 2022. This included stripping an old, noisy elevator and shaft which had been installed in 1979 when the building housed EBS Building Society HQ. It was replaced with a brand new glass elevator and shaft with noise kept to a minimum. Each atrium floor ceiling had cold steel grates removed to be replaced with acoustic shield finishes to increase heat retention in the atrium but mainly to vastly reduce echo and noise in the open atrium. LED stripped lighting of various colours, which can also be dimmed, have been installed on all floors of the atrium. Acoustic shields and large paned glass panels (originally black in colour) which surround the internal balcony areas of the atrium have been wrapped in a safety film with graphics and quotations designed per floor so that each floor is themed to the lifecycle of the student. Ground Floor is a Welcome floor, Floor 1 is all about Globalisation and Diversity, Floor 2 relates to Community & Friendship, Floor 3 is the struggle through adversity, and Floor 4 is all about successful completion of your studies, graduating, and being courageous to move on and make your contribution to the world.

h). Additional staff space provided in a refurbished room on Floor 3 called the Lafayette room which accommodates a comfortable number of hot desk areas with good privacy for faculty.

i). Refurbishment of several staff office spaces, including the updating of IT equipment.

### Update on collaboration with IT Sligo, now Atlantic Technological University

The college has opted not to progress this collaboration at this time. The primary rationale for selecting IT Sligo as a potential collaborating partner was focused on the expertise of ITS in the area of e-learning, and also the potential to support the development of CCT's business faculty provision. CCT rapidly evolved its capacity and capability in respect of blended and online learning, initially necessitated by the contingency arrangements employed in response to the pandemic and subsequently as part of planned strategic developments. This, along with the openness of the sector in the dissemination of good practice, provision of professional development and showcasing of tools and strategies, significantly reduces the need for CCT to secure a collaborative partner to support progress in this area. Over the same period the College has also grown its Business faculty provision, expanding into postgraduate offerings, and has planned developments to further strengthen this.

The College also recognises that during this period IT Sligo has been undergoing notable change and development of its own as part of the formation of the Atlantic Technological University.

There are therefore no plans to progress the collaboration at this time but the college remains open to a broad range of mutually beneficial partnership and collaboration opportunities with ATU, or other education providers.

## Contingency arrangements in 2021/22

The academic year 2021/2022 was a transitionary year in relation to continued implementation of contingency arrangements as the country was still dealing with high rates of covid infection while higher education was also attempting to transition back to on-campus teaching, learning and assessment. At the outset of the year the College took the decision that arrangements would reflect a cautious transition and return to on-campus provision so as to manage both the concerns and wellbeing of students and staff in a manner that facilitated each member of the CCT community to make the transition without undue stress. This also factored in that students may require time to make arrangements to return to Dublin, to implement childcare, to organise other commitments which would be impacted by returning to campus. The decision to retain alternative assessments arrangements was approved by the Academic Council on the basis that it was not possible to predict how Covid may once again disrupt on campus assessments such as exams and therefore to avoid potential disruption the arrangements that were applied from March 2020 would continue.

For the first semester of the 2021/22 academic year the College continued with remote delivery of programmes period from March 2020 to December, During this time, hybrid working arrangements were agreed for staff and faculty, reverting to remote working for a period over the winter as the virus numbers again increased. Campus was open to students to allow them to complete classes from the college building and access all support services and resources. This was of particular benefit to those students who had previously expressed difficulties in relation to reliable internet access and not having a home environment conducive to studying.

From February 2022, the college stepped up the transition towards traditional delivery with live in person classes returning for full-time students and the option to attend the class in person or online, with a hybrid delivery model being employed.  At this stage there was evidence of online fatigue in the student body but the increased use of technology in programme delivery was still a high priority. Faculty members outlined challenges in trying to manage student engagement when employing the hybrid approach.

Whilst the hybrid model was challenging, the cautious approach to the transition, including retaining alternative assessments, proved beneficial, particularly when covid cases increased and providers across Ireland found themselves having to replace on-campus exams at short notice. Staff, faculty and students appreciated the ability to psychologically prepare for a return to work and study where they would be spending time in close proximity to others.

## Programme Development

The academic year 2021/2022 was noteworthy for the extent of programme development, review, validation and revalidation that took place. These developments were informed by learnings from programme delivery, assessment and student engagement throughout the period of contingency arrangements, and the College's successful expansion into Masters and blended learning provision.

The CCT Strategic Plan outlines the following objectives:

*Develop new programmes within the areas of Computing and Business from levels 6 to 9 on the Irish NFQ which include interactive, real-world, industry informed, work-based and collaborative learning.*

*Prioritise Blended learning and microcredential modes, together with credit accumulation towards full awards, where appropriate for new curriculum development with a greater emphasis on practical application and closer alignment to industry needs and career development opportunities*

In partial fulfilment of the objectives, the College secured validation of the MSc and Postgraduate Diploma in Data Analytics with the embedded minor awards of the Certificate in Statistics for Data Analytics; the Certificate in Machine Learning for Data Analytics; and the Certificate in Data Preparation and Visualisation . Subsequent to this, in December 2021 the College was successful in validating the Master of Arts and Postgraduate Diploma in International Business.

In developing programmes CCT prioritises a student centred approach to the provision of teaching, learning and assessment that responds to the needs of industry. Both validation panels for the aforementioned programmes commended CCT on their commitment in this context. The MSc panel acknowledged CCT's strong level of industry engagement across the institution as well as the college's active involvement in and commitment to the NStEP project. The MA panel commended CCT's demonstrated commitment to supporting learners and ensuring the learner voice is facilitated.

During the academic year the College also completed its first programme review and revalidation. This was in respect of the Bachelor of Business Honours 60 ects add-on. Once again, the panel saw fit to commend CCT's ongoing engagement with industry, including the effective Industry Engagement Forum, and the student centredness of the College, specifically "*for the comprehensive pedagogical and technological support for online learning during COVID-19.*" Further to this, the Bachelor of Business Honours revalidation panel commended CCT for the integration of joint assessment across the programme. This was a welcome acknowledgement of some of the assessment innovation and enhancement activity that the College has been advocating and applying.

## Changes to Academic Governance

The College has operated an Academic Integrity Committee as a working group for many years. In 2021/22 a review of the role, purpose and objectives of the working group was undertaken. On completion of the review, it was recommended that the committee be formally embedded within the academic governance structure of the College.

The aim of the Academic Integrity Committee is to promote the highest standards of academic integrity in all aspects of teaching, learning, assessment and research at CCT College Dublin. The committee is responsible for the development and implementation of CCT's Academic Integrity initiatives arising from the Strategic Plan, QA process outcomes, national and international developments and good practice. The committee work's is informed by an ethos of student partnership, institution-wide collaboration, equality, diversity and inclusion, evidence-based practice, technology, engagement with the wider higher education sector and sectoral or national bodies such as HECA, QQI and the National Academic Integrity Network.

The Committee was approved as a sub-committee of Academic Council in 2021/22 to formally commence in September 2022. The committee reports, and make recommendations, to the Academic Council. The

membership of the Academic Integrity Committee is expected to reflect a joint staff/student initiative. As a committee tasked with promoting a culture of academic integrity it is a reasonable expectation that membership will include representation of those roles / departments or initiatives responsible for supporting the development of learners, in addition to students and teaching faculty. It is advocated that the combined potential membership of student and faculty representatives should not be less than the combined number of non-student and non-faculty representatives.

## 1.2 Update on Planned QA Objectives identified in Previous AQR

| No. | Strategic Priorities | Objectives / Indicators | Update |
|---|---|---|---|
| 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 | Contributing to the objective of enhance practice which further promotes inclusion, as detailed in section 1.1, throughout 2021/22 the college planned and commenced the implementation of an extensive programme of campus enhancement to establish the CCT campus as neurodiverse-friendly.<br><br>In partnership with NStEP, multiple Class Reps completed the Diversity training. This aids class rep understanding of the importance of representing and empowering students from all backgrounds.<br><br>Increased promotion of inclusive assessment practice and tackling barriers to student success:<br>- Growth in use of integrated assessment<br>- investigation into programme level assessment<br>- approval of assessment workload guidelines<br>- Initial draft of CCT UDL Handbook and checklist. Subsequent draft in progress<br>- Staff completion of Ahead/ National Forum UDL badge.<br>- CCT CPD session - "UDL in Practice: A Universal Design Workshop with Trevor Boland" took place in May 2022.<br><br>Moodle enhancements<br>The Moodle accessibility block allows users to customise the appearance of Moodle including the font size and colour and the overall colour scheme. This can be applied on a once off basis or can be set to apply to all pages accessed by the user. The AT (assistive technology) bar is also embedded in Moodle providing students with access to text-to-speech, Dictionary lookup, read-aloud and word prediction functionality.<br>The Moodle platform in CCT also includes a progress bar which facilitates self-regulation of learning. The progress bar is a time-management tool for students which visually shows what activities/resources a student should interact with. It is colour coded so students can quickly see what they have and have not completed. |

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| | | | Student Success Classes were reviewed and updated to strengthen focus on academic writing, information literacy and academic integrity. Classes continue to be delivered online for extended reach and inclusion.<br><br>This year, to augment the delivery of the student success classes, a student success page was established on Moodle with pre-class activities and class recordings. This approach was introduced to enhance the accessibility of the classes, supporting diverse learner needs, and to facilitate increased availability of the support resources. |
| | | b. Implementation of the Student Success Strategy objectives including the extension of current student success initiatives and the addition of new initiatives. | Induction remained online in September 2021 and February 2022. The online induction resources include welcome webinars localised to each programme, tutorials on the use of technology resources (Moodle, Zoom, Email, Netiquette) and the college expectations and netiquette. A combination of text, audio and video resources are also provided introducing QA Policies, Student Handbooks, Assessment Regulations, grading in CCT, grading in the international context, and requirements around academic integrity, An introduction to the Library Service and CTL, Student Services (Careers, Doctor, Learning Space Resource Toolkits, Peer Mentoring, Class Reps) also feature within the induction programme. There are also pre-recorded student and alumni testimonials. On completion of the induction Student feedback indicated the induction was effective in transitioning students into CCT College and cultivating belonging.<br>In 2021 /22 a pilot project focusing on the student's early experience on their programme through the First Six Weeks initiative was introduced, with Faculty and support staff monitoring student attendance and engagement with Moodle with the objective being early identification of 'at risk' students. The project proved effective, and plans are underway to roll this out across the College and continue the attendance and engagement monitoring at key points throughout the semester. It is proposed that in 2022/23 the policy and procedure underpinning this will be formalised. |
| | | c. Enhanced / extended student supports through technology | See 1.a. Moodle enhancements and 1.b Student Success Classes. In addition, 2021/22 saw the continued provision of the following supports through technology: |

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| | | | - CCT Learning Space: A virtual repository of CCT specific support guides in audio, video and text format in areas of academic, pastoral, and career development support.<br>- As standard, recording of all live lectures and webinars for playback with closed captions. Transcription functionality is also made available.<br>- The CCT induction programme includes a combination of synchronous and asynchronous activities and events along with learning objects available in text, audio and video format allowing for a self-paced schedule of activities and opportunity to revisit these at any time. The induction programme is further enhanced by live interaction with a member or members of the CCT induction programme team.<br>- The peer mentoring academy is available to all CCT students but is of particular benefit to those learners who benefit from:<br>    o 1:1 or small group interaction,<br>    o Revisiting or repeating learning activities<br>    o Alternative explanations and demonstrations<br>    o Practicing or applying learning in a low risk context<br><br>The peer mentoring academy offers mentoring sessions specific to the modules on offer as part of programmes in CCT.<br>- Teaching, Learning and Assessment accommodations service<br>- CCT Library and Library Services<br>- CCT Careers Service<br>- CCT Student Services<br>- CCT funded counselling service<br>- A virtual office function for real time access to CCT personnel. |
| | | d. Increased engagement of students as partners | CCT continues to encourage student partnership and is working in collaboration with NStEP to maximise opportunities for this. In addition to having student members of CCT academic governance committees, during 2021/22 students have engaged as partners in the review of programmes and modules, the provision of professional development, the development of student support sessions and resources. |

| | | | | Student partnership opportunities have been enhanced with the expansion of the Peer Mentoring programme in 2022 and the active participation of student reps on programme boards and through the student reps forum. Peer mentors are also now members of the Centre for Teaching and Learning (CTL) Forum to encourage a partnership approach in all CTL initiatives. Students have become co-creators in initiatives such as the Peer Mentoring academy and through their engagement with the CTL Forum, NStEP, NAIN and National Forum.<br>Formal communications channels such as module surveys and informal channels such as Zoom Chats, WhatsApp chat and the 'Point of View' Moodle Plugin have further developed student engagement.<br>All new class representatives are offered multiple opportunities to complete the NStEP Introductory training. Returning Class Reps participated in the Advanced Class rep Training for the first time learning further skills that contribute to effective leadership, communication, and partnership into their role.<br>Lastly, in completing these trainings, CCT has had several Class Reps earn the NStEP Digital Badge "Student Engagement Recognition Award" which is achieved by completing two trainings and writing a Reflective Report (submitted to NStEP). |
| 2. | Enhancing Teaching, Learning and Assessment | a. | Increased CTL activity and output, including collaborative initiatives with students, graduates and other education institutions. | The CTL programme of professional development in 2021/22 was expanded and now, in addition to the Excellence in Teaching Seminar Series, includes a Research Lunch and Learn series and a programme of Teach-meets. The CTL also progressed the development of the UDL Handbook and checklist; materials on collusion were added to the Learning Space; existing guides on referencing, critical thinking and evaluating information were updated; and a new 'quick referencing' guide was created and made available to students. |
| | | b. | Dissemination of resources and supports to promote equality, diversity and inclusion in teaching, learning and assessment practice. | The CCT Learning Space guides were further developed, and new ones added, throughout 2021/22, with a range of text, audio and video sources provided to promote inclusion through increasing accessibility of assessment, incorporating student agency in assessment design, and promoting UDL in practice. This was further supported by professional development workshops and technological enhancements as already outlined. 2021/22 saw a growth in the use of integrated assessment as well as new assessment approaches such as the use of e-portfolio and the assessment model outlined in the case study "*Authentic Assessment in Business Education - the Integrated* |

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| | | | *Case Study (a Capstone Project).*" By Sharon McGreevy, Conor Heagney and Siobhan Gallagher as published by IADT and UCD in the publication "*Inclusive Assessment & Feedback. Universal Design Case Studies from IADT and UCD*" 2019, released under Creative Commons Licensing. |
| | | 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. | Innovations and enhancements piloted throughout the period of contingency arrangements were further embedded to support student success in the hybrid environment. Student feedback firmly endorsed the use of the flipped classroom approach, recording and live streaming of classes, the use of H5P technology to promote interactivity and the use of apps such as padlet and mentimeter, for example, to maximise learner engagement in the class.<br>Promotion of academic integrity remains central to the work of CCT and is an area of continued focus. The College participated in the National Academic Integrity Week 2021 and provided a schedule of activities for staff and students.<br>The College also commenced research into strategies to deter and detect academic misconduct in ICT subjects. As part of this, Professor Thomas Lancaster of Imperial College London attended a meeting of the CCT Academic Integrity Committee where he encouraged a multi-faceted approach comprising assessment design, use of vivas, and use of detection software. The college shares the international concern associated with the growth of essay mills and the use of artificial intelligence in academic misconduct and will therefore continue to prioritise the promotion of academic integrity and the review and revision of assessment practice to minimise potential for misconduct. As an active member of NAIN, CCT will continue to work collaboratively |
| | | d. Growth in research and scholarly activity and output and implementation of the CCT Research Strategy | Implementation of the CCT Research Strategy for AY 2021/22 is evidenced by the following:<br>- The Academic Research Collection (ARC) (https://arc.cct.ie/) updated with collections created by staff and students. There have been 20,572 downloads in 2021/22 alone.<br>- Introduction of the CCT Research Lunch and Learn series, commencing with Dr James Brunton DCU delivering a webinar '*Creating and Sustaining High Quality Research Output as a Busy Lecturer*' |

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| | | | - Review and revision of Intellectual property protocols including the approval of the Policy "*Intellectual Property created by Students*".<br><br>In 2021/22 the college saw an increase in staff engagement in research and scholarly activity including staff enrolled on higher level studies, presenting at conferences and internal professional development webinars, and the publication of academic papers in journals.<br>A proposal for a CCT open access journal was sent to Academic Council by the CTL with the oversight and input of the Quality Enhancement Committee. The proposal stipulated that the journal's governance structures adhere to the requirements of the Directory of Open Access Journals which requires the journal to provide immediate open access to content without embargoes and implement robust peer review processes. Academic Council requested specifications for each role on the journal. The journal proposal was subsequently supported by Academic Council and a recommendation was forwarded to the ELT. Following extensive discussion, the College has put the development on hold while a similar HECA wide initiative is under consideration.<br><br>Student research activity was also highlighted for success in the year under review. In November 2021, the winners of the HECA Research Awards were announced with two CCT students winning first and third place. |
| 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 | The College has created the position of Education Technology Manager and appointed to the role. This role is significant in supporting the development of digital capacity within the staff and faculty as well as leading the identification and implementation of technology platforms and tools to further strengthen the college's capacity to provide blended learning programmes and embed technology to enhance on-campus programmes.<br>See response to objective 1.a. for information on Moodle enhancements<br>See section 1.1 for detail on investment and enhancement of technical infrastructure. |
| | | b. Growth in professional networking of CCT staff, students and graduates | While CCT continues to be represented on sectoral bodies and working groups, including NAIN, HECA, NStEP, the National Forum and NAIN, as well as professional bodies associated their discipline, as the college community grows there is a visible increase in non-management level staff attending sector events, |

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| | | | professional body meetings and networks, industry-related initiatives etc. In addition to this, the college has proactively encouraged student and graduate networking including, for example, engagement in the Women in Tech conference, the Programming Hack-a-thon, and the AWS challenge.<br>Events to maximise student and alumni exposure to industry are signposted weekly, promoted via the CCT and Alumni LinkedIn pages. The College also encourages professional networking of students through promoting engagement with graduates. Graduates frequently return to the College to give presentations to current students. Many graduates continue to inform CCT of potential graduate or internship roles within their organisations and in some cases offer to refer students. |
| | | c. Increased research / scholarly output from the CCT community | See update to objective 2.d. |
| | | d. Advancements in respect of education collaborations, industry engagement and relationships with sectoral bodies. | See section 1.1 for information on programme validations and the commendations for industry engagement as part of these developments. A key aspect of this industry engagement is the continuing collaboration with Microsoft Ireland.<br>Engagement with sectoral bodies is referenced in response to objective 1.d. and 3.b. |
| 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 | The Professional Development register for 2021/ 22 records 215 new instances of professional development and scholarly activities including webinars, seminars, workshops, conference papers, master classes, conference organiser/co-hosts and digital badges. |
| | | b. Development and implementation of a learning analytics policy, informing decision-making | Initial research of sectoral approaches to the learning analytics policies and their implementation commenced towards the end of academic year 2021/22. This initiative is being led by the Centre for Teaching and Learning in conjunction with Ed Tech and IT services. Investigation of a potential learning analytics dashboard for CCT's Moodle also commenced. This objective will continue as a priority for 2022/23. |
| | | c. Increased efficiency and effectiveness in CCT operations and QA processes through maximising technological infrastructure and capacity | Following contingency operation of QA policies and procedures utilising technology, the College formally adopted the use of technology within a number of QA processes and College operations including:<br>- Online English language assessments<br>- Virtual Programme Board meetings<br>- Virtual Academic Standards Board meetings |

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| | | | -   Virtual Boards of Examiners meetings and the use of the live digital broadsheet<br><br>Each semester, CCT issues a student module survey to obtain feedback in relation to academic programmes. This is now augmented by additional learner feedback with the launch of an Annual Student Engagement Survey in 2021/22 that seeks feedback on wider college services and the overall student experience.<br>A comprehensive review of the student module survey process was undertaken in 2020/21 and into 2021/22. During the academic year 2021/2022, the Student Module Survey was further streamlined to reduce time spent by students completing surveys and to facilitate the more ready analysis of feedback at programme as well as module level.<br>Towards the end of 2021/22 academic year a review of Exam Board administration, operation and associated processes commenced, continuing into 2022/23, giving consideration to increasing efficiency through use of technology.<br>  The college installed new lecturns in all lecture rooms as provided by TopTech in the UK.  New audio tech has also been installed in all rooms which greatly enhances the teaching and learning experience, and importantly the live-streaming experience so any online attendees can hear all interactions within a live onsite class setting.<br>The college also has a new relationship with Sensys Technology as a new Network Management Consultancy firm to enhance the College's approach to managing staff and student networks. Plans are ongoing to enhance the College's wifi network and IT services including enhanced cybersecurity provisions. |
| | | d.   Addition of infrastructure to support the growth and enhancement of blended learning delivery and technology enhanced teaching, learning and assessment | The Education Technology Manager post was created with a specific remit to support the delivery and growth of blended learning provision and the use of technology to enhance teaching, learning and assessment.<br>The campus enhancements and technical infrastructure investments which took place during the 2021/22 academic year are noted in section 1.1. |
| | | e.   Development of the CCT Alumni Office and engagement of alumni | Career Services continues to build alliances through our Alumni. Alumni progression is followed on LinkedIn and our alumni are contacted on an on-going basis with Career Services information. Careers Services are available to all CCT Alumni. |

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| | | | Events to maximize student and alumni exposure to industry are signposted weekly via CCT Learning Space and promoted via the CCT and Alumni LinkedIn pages.<br>Short employability videos have been created to encourage alumni to re-engage with Career Services for careers advice. In fact, many of our Alumni contact CCT to inform us of potential graduate or internship roles within their organisations and in some cases offer to refer students.<br>The Careers Service also leads on the implementation of the CCT Graduate Survey. See infographic that follows this table for 2021 graduate survey findings. |
| | | f. Increased initiatives, services and supports to promote staff and student wellbeing | CCT is a member of the Healthy Campus HECA Network working collaboratively to implement initiatives to promote the wellbeing of students and staff. |
| 5. | Sustainable Growth of the College | a. Continued management of contingency arrangements and effective return to campus strategies, supporting the retention, success and progression of students. | Throughout 2021/22, CCT continued the delivery of programmes through contingency arrangements with the use of alternative assessments to maximise student engagement and success in the hybrid programme delivery environment. |
| | | b. Continued diversification and growth of the CCT student community through:<br>• Expansion of part-time provision, blended learning programmes, and offering of microcredentials.<br>• Widening participation initiatives including increased application of RPL<br>• Responding to industry need through upskilling and re-skilling initiatives | 2021/22 saw revalidation and new validation activity taking place. In all instances the college continued to engage with the industry engagement forum to inform the programme design, curriculum, and assessment strategies.<br><br>New programme validations in the academic year are as follows:<br><br>- September 2021: MSc and PGDip in Data Analytics and the minor awards of:<br>   o Certificate in Statistics for Data Analytics<br>   o Certificate in Machine Learning for Data Analytics<br>   o Certificate in Data Preparation and Visualisation<br>- December 2021: MA and PGDip in International Business<br><br>Programme validations include major and minor awards with programmes offered full-time, part-time and through blended learning.<br>In June 2022, the Bachelor of Business Honours programme was successfully revalidated, embedding significant learnings from the delivery of the programme to date and particularly the delivery and assessment operating throughout the pandemic period.<br>Programme offerings throughout the year under review included undergraduate and postgraduate major awards, Higher diploma |

| | | | conversion programmes and a range of minor awards. The diversity of programme provision and the nature of the programmes, along with securing Springboard funding, contributed to the growth and diversification of the CCT student community with increased numbers of part time and domestic learners. |
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Infographic of CCT Graduate Student Survey findings 2021

## 1.3 Governance and Management

## 1.3.1 QA Governance Meetings Schedule

| Body | Meeting dates |
|------|---------------|
| College Board | 2nd March 2022<br>21st October 2022 |
| Audit, Review and Strategy Committee | 2nd March 2022 |
| Executive Leadership Team | 1st April 2022<br>July 8th 2022 |
| Academic Council | 15th November 2021<br>8th March 2022<br>13th June 2022 |

## 1.3.2 QA Leadership and Management Structural Developments

### Governance Changes

- Addition of Audit, Review and Strategy Committee

The academic year 2021/22 saw the formal commencement of the Audit, Review and Strategy Committee. The proposed membership and terms of reference of this advisory committee was approved by the College Board in January 2021 with the committee acting as an advisory body within the governance structure from September 2021

- Amendment to Academic Council Constitution

Following approval by the College Board, the constitution was revised to reflect potential co-opting of members and to include greater clarity in respect of the member election process.

- Approval of Academic Integrity Committee within Governance Structure

As indicated in section 1.1, the CCT Academic Integrity Working Group was reviewed and the role, purpose and membership of the committee was subsequently approved as a sub-committee of the Academic Council. The review concluded in the 2021/22 academic year with the committee due to commence work as a sub-committee in September 2022.

### Leadership and Management Changes

- Management Team Updates

During the academic year, changes is personnel provided an opportunity for a review of the distribution of leadership responsibilities, recognising the maturity of the College and its personnel. As a result of the review the distribution of academic leadership responsibilities was revised as follows:

- The Dean of School role was renamed as Dean of Faculty and was revised to reflect a senior management role and all teaching responsibilities were removed from this post.

- The School Manager role was discontinued. This change arose from the removal of teaching responsibilities from the Dean of Faculty role. The School Manager role was originally designed to provide support to the Dean in recognition of the Dean's teaching commitment.
- The replacement of the ICT Programmes Lead role with a number of new Programme Leader appointments for programmes in the ICT Faculty.
- The addition of the Education Technology Manager role. With the growth in blended learning and the increasing application of technology enhanced teaching, learning and assessment, recognising the College's strategic commitments to growing digital capacity and blended learning provision, the Education Technology Manager role was created.

## 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 |
|---|---|---|
| Bachelor of Business Honours, 60 ECTS add-on | Scheduled programme review and revalidation with revalidation confirmed at PAEC meeting June 2022 | Panel report available here |

## 1.4.2 Expert Review Teams/Panels[2] 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 |
|---|---|---|---|---|---|---|---|
| Number of review/ evaluation processes | 1 | | | | | 1 | |
| 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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[2] QQI acknowledges that the terminology used to describe the groups of individuals that conduct peer review/evaluation varies from institution to institution.

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

| 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 | 2 | | | | | | | | 3 |
| Secretary | 3 | | 3 | | | | | | | 1 | |
| Academic/Discipline Specific | 7 | 4 | 3 | | | 4 | 3 | | | 1 | 6 |
| Student Representative | 3 | 2 | 1 | | | 3 | | | | 2 | 1 |
| QA | | | | | | | | | | | |
| Teaching & Learning | | | | | | | | | | | |
| External Industry /Third Mission | 3 | 1 | 2 | | | 3 | | | | | |

# 2.0 IQA System – Enhancement and Impacts

## Enhancements to QA Policies and Procedures

In 2021/22 the college completed its annual review of quality assurance policies and procedures. While the college commits to reviewing QA policies within a 5 year period, practice reflects the implementation of an annual review process which considers the application of the policies and procedures in the year to date, any issues concerns or challenges experienced in implementing them, feedback from stakeholders regarding the suitability of the policies and procedures and any recommendations for improvement that may arise from that, and any sectoral developments nationally and internationally which may impact on the policies and procedures as documented.

The review conducted in 2021/22 involves the Academic Affairs and QA Office liaising with departments of the College to secure recommendations in respect of the QA policy areas which are proposed for revision or enhancement or proposals for new or alternative policies and procedures. Proposals are required to be evidence-based, either drawing on evidence of the effectiveness of a policy when implemented, or benchmarking against sectoral practice. Initial proposals for review are presented to the Academic Council for agreement in principle and then each departmental area secures stakeholder input and undertakes research to inform revisions. The draft documents are then submitted to the Academic Affairs and QA Office for a desk review. The desk review can result in referral back to the drafting department for further clarification, rejection of the proposed changes, normally due to absence of evidential basis for the proposed change, or a recommendation for consideration by Academic Council. Academic Council is informed of the proposed changes that are rejected / referred back to the drafting department and provided with the draft revisions with a view to approving the changes.

As part of the review, the College moved to make all policies gender neutral. Revisions also included changes to roles assigned specific responsibilities following governance and leadership changes. The more material changes approved in 2021/22 for implementation in 2022/23 are documented below:


- Governance and Management of Quality

As indicated in earlier sections, a number of changes to governance, leadership and management took place in 2021/22. Of particular note is the expansion of the Programme Leader role to members of teaching faculty. Prior to this, the programme leader responsibilities were primarily held by members of academic staff in management roles, although some exceptions were approved. The expertise and competence of teaching faculty has grown as the college has matured and the capability evident within the teaching faculty provides a sound rationale for extending this leadership opportunity.


In August 2022, following a positive recommendation from the Academic Council, the College Board approved the college's Risk Management Policy for inclusion in the QA Manual with effect from September 2022. The policy documents the college's approach to risk management and the process of populating and maintaining a risk register, with clearly designated roles and responsibilities including for the newly formed Audit, Risk and Strategy Committee.

- Programmes of Education and Training

Section 4 of the QA Manual includes four policies:

- Programme Validation Policy
- Programme Review and Revalidation Policy
- Programme Management and Annual Monitoring Policy
- Blended Learning Policy

The continued success of programme validation applications evidences the effectiveness of the programme validation policy. The Programme Review and Revalidation policy was implemented for the first time in 2021/22 and provided a sound structure and framework, assisting in a successful review and revalidation process. The Programme Management and Annual Monitoring was revisited as part of the review process as it was apparent from annual monitoring reports that there was a lack of clarity or understanding in respect of the changes that can be made to a validated programme and the process to be applied when wishing to propose a change. Upon review, it was established that the policy in its current format provided clear information in respect of this but that these could be better signposted. As a result the policy was renamed to Programme Management, Annual Monitoring and Changes to Validated Programmes Policy. The name change now alerts readers more easily to the programme modification and differential validation policy and procedures.

The Blended Learning Policy was originally identified for a comprehensive review after one year of implementation. This was subsequently deferred due to covid-related contingency arrangements resulting in the delivery of programmes fully online. In 2021/22 this online delivery continued, progressing to hybrid delivery. It is intended that 2022/23 will see programmes revert to their validated delivery mode. A review of the blended learning policy will therefore take place at the end of the 2022/23 academic year.

- Staff Recruitment, Management and Development

QA policies and procedures pertaining to staff recruitment, management and development remained largely unchanged. A minor revision to update matters of intellectual property was implemented.

The Scholarship, Professional Development, Innovation and Research Policy informs and guides the work of the CCT Centre for Teaching and Learning and promotes a culture of continuous improvement in professional practice. The impact of this is evidenced by the addition of a further 215 instances of professional development on the CCT Professional Development Register and an increase in the number of staff and faculty engaging in higher level study and or research activity during the year under review.

The impact of professional development activity is further apparent in enhancements such as:

- Use of new technologies in the classroom (including the virtual classroom)
- Innovative assessment approaches
- Increased evidence of inclusive practice
- Use of technology to support data informed decision-making

- Teaching, Learning and Assessment

A number of revisions took place to the policies within section 5 of the QA manual: Teaching, Learning and Assessment. The revisions primarily arose from

- Changes to the QQI Assessments and Standards re sectoral convention number 3
- The increased use of technology in assessment practice (e.g. online assessments) and assessment management (e.g. virtual Board of Examiner meetings) no longer viewed as only contingency arrangements

- Developments from NAIN in respect of academic integrity and academic misconduct
- Prioritising accessibility of policies to facilitate better understanding by stakeholders.

As part of the enhancements, a new Academic Integrity Policy was approved, This outlines the college's commitment to academic integrity and is intended to provide a balance to pre-existing Academic Misconduct Policy. The Academic Misconduct Policy was reviewed and revised significantly to change the emphasis from being overly focused on plagiarism. It was also presented in a question-and-answer format using more accessible terminology and removing the legalistic terms previously employed in an attempt to strengthen understanding of all parties that engage with the policy, Similarly, the wording of the grounds for review in the Recheck, Review and Appeal procedure were revised to make them more understandable to learners and provide an explanation of what a student must evidence.

Not unrelated to the policy revisions in respect of academic integrity and academic misconduct, in April 2022 the College approved the of Intellectual Property Created by Students Policy. The policy assigns intellectual property rights to CCT for student work which has been informed by or benefitted from CCT knowledge, supplies, equipment or assets. This recognises that the work would not be possible without the contribution from or on behalf of CCT. In all cases, the student retains the identity as creator or author. With the growth in file-sharing websites this public declaration of IP ownership becomes another tool in the armoury when educating students about sharing materials and also in tackling the file-sharing websites for the removal of CCT materials. The effectiveness of this is yet to be tested.

### Revisions, Innovations and Enhancements to Assessment Practice

During the academic year 2021/2022, further strides were made in relation to enhancing assessment literacy and practice to promote continuous enhancement, facilitate inclusion and improve student success. Following analysis of feedback obtained from student module surveys, Programme Boards, input from class reps, Exam Board monitoring, and sectoral developments, the College identified areas for continued enhancement in relation to assessment. Enhancements in relation to assessment practice since 2020, institutionally as well as on a sectoral level, had primarily been responsive to the pivot to emergency remote learning and, while this has brought much in terms of assessment innovation, alternative assessment processes, increased engagement in Boards of Examiners etc., potential developments were also identified outside of that scope.

- Assessment Literacy

The need to strengthen assessment literacy has been a central tenet of the work of the CCT Centre for Teaching and Learning in conjunction with the Academic Affairs and QA Office since the launch of the CTL in 2018. It was highlighted as a student success priority but also as an inclusion initiative. In recognising the diverse backgrounds of CCT students, assessment literacy is an important imperative for supporting learner development, retention and achievement. CCT considers assessment literacy to be the shared understanding of the different purposes of assessment, the assessment process,  and how assessment decisions are determined in the context of academic standards.

In 2020 / 21 CCT was proactive in developing resources to support learner understanding of technology enabled assessments. Alongside this, the College had introduced a virtual assessment helpdesk which enabled learners to have a live virtual conversation with a staff member to resolve any assessment related queries or concerns. By the end of the 2020/21 academic year, it was apparent learner understanding had been greatly strengthened

in relation to how to engage with assessments, what is required of them in the assessment process and how to finalise the submission of assessments. However, learner feedback, supported by input from faculty and staff, indicated that learners continued to demonstrate confusion or uncertainty in relation to the grading practice and regulations in CCT. For international learners there was further uncertainty in relation to understanding the comparability with grading systems that learners were familiar with.

In 2021/22 the College introduced three interactive video quick guides addressing CCT Assessment Regulations; How Student Assessment is Graded at CCT; and CCT Assessment Grading in the International Context. These were built into the CCT Online Induction programme and also embedded into programme Moodle pages for students to revisit at any time. Alongside this, the standardised assessment template that is used college-wide was further enhanced to ensure consistent presentation of assessments and uniformity of assessment language and terms.

- E-Portfolio Pilot

CCT scored highly in the Irish National Digital Experience (INDEx) Survey 2019 undertaken by the National Forum for the Enhancement of Teaching and Learning. Use of e-portfolio at CCT was lower than the sector average, however. During the academic year 2021/2022, the CTL promoted e-portfolio through a pilot approach.

After a peer consultation with sectoral experts, CCT decided to use Google Sites as an e-portfolio platform. Gmail is used institution wide for both staff and learners at CCT. Google Sites is user friendly, secure and customisable.

During the academic year 2021/22, an alternative assessment approach using e-portfolio was piloted on the Social Media Marketing module on the Bachelor of Business Honours programme. The e-portfolio assignment replaced a traditional essay assessment.

Students on the module were required to create a social media plan on Google Sites incorporating artifacts such as mood boards, links and written work. The e-portfolio pilot proved highly effective and was supported by faculty and students as a valuable alternative and authentic assessment, promoting student self-efficacy and digital literacy.

In a module survey on the pilot of Google Sites for eportfolio on the Social Media module the following feedback was provided:

- ✓ 80% of respondents agreed that e-portfolio made them a more effective learner
- ✓ 80% of respondents stated that e-portfolio is a more beneficial assessment than the traditional assessment
- ✓ 80% of respondents stated that e-portfolio was a good tool to showcase to employers
- ✓ 100% of respondents stated that Google Sites was an effective e-portfolio
- ✓ 100% of respondents stated that e-portfolio allowed them to record, evaluate and reflect on their learning experiences
- ✓ 90% of respondents stated that e-portfolio enhanced the teaching and learning experience
- ✓ 90% of respondents stated that e-portfolio allowed them to record, evaluate and reflect on my learning experience

Open ended feedback included comments such as:

"it's a different way of showing our business idea. Different from a word document, it allowed us to make the idea more realistic, by adding photos and even videos of our products."

- Approval of Assessment Workload Guidelines

In March 2022, the Academic Council of CCT approved the Assessment Workload Guidelines as part of a multi-prong approach to tackle over-assessment. The guidelines were developed following a period of research. The proposed assessment volumes within the guidelines have been informed by practice across higher education in Ireland and the UK. Research highlighted different strategies employed by Higher Education Institutions (HEIs).

The underpinning rationale for the development of the guidelines is to provide a framework for academic staff to work within in seeking to prevent, avoid or tackle over-assessment. The guidelines are intended to inform the development of assessment strategies at programme and module level. They extend beyond the traditional weighting indicators of word count or exam duration to recognise the diverse nature of assessments embraced by CCT College faculty, although it is recognised that further developments may be required.

Limiting summative assessments, and maximising opportunities for formative assessments is strongly encouraged. Faculty are also encouraged to promote inclusion and maximise the opportunities for students to demonstrate their knowledge, skill and competence through a diverse range of assessment tools, including allowing students the freedom to choose their preferred assessment format e.g., written, video, audio etc. where this can be applied within a module.

The assessment guidelines are not intended to be over-interpreted as a mathematical formula but considered as indicative guidance. The workload volumes provided reflect the upper limits of assessment volumes. These are not considered targets or absolute requirements. Where learning outcome attainment can be assessed through a lesser assessment volume this is encouraged.

As programmes progress through annual monitoring or review and revalidation it is expected that assessment strategies will be reviewed and revised giving consideration to the assessment workload guidelines. Similarly, as new programmes are proposed for validation, assessment strategies are expected to align with the guidelines.

- Moodle Audio Feedback

During the academic year CCT upgraded to version 3.9 of Moodle. The Moodle Audio Feedback Tool was adopted as part of this most recent update. This tool enables lecturers to provide a voice recording with feedback on any student work in the place of written text. This allows lecturers the option to go more in depth while taking less time. Using the tool is simple as there is a microphone icon to click which begins the recording and upon completion the audio feedback is saved directly to that students assessment and available for them to listen to when results are released. Like textual feedback, it stays on Moodle and is available for playback as required. This is a valuable tool in the context of universal design and inclusive practice, particularly when supporting international learners or learners with visual impairments or dyslexia, for example. Feedback from students indicates the audio feedback approach is welcomed. In particular, the ability to hear the lecturer's tone of voice was considered to be beneficial and potentially changes the receipt of the feedback from being perceived criticism to being encouragement.

## 2.1 Initiatives within the Institution related to Academic Integrity

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

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

Each year the College seeks to introduce or promote projects, resources, strategies or policies and procedures that continue to strengthen work to date in these areas. The following provides a summary of the developments that took place during 2021/22, acknowledging that more detail on some of these developments may have already been provided in earlier sections.

- **QQI and the National Academic Integrity Network**

In addition to CCT's aforementioned participation in the National Academic Integrity Week, CCT has continued to be an active member of NAIN. Matters arising from NAIN meetings and QQI updates are disseminated to all staff as part of the monthly professional development bulletin and core developments are discussed in detail with plans for implementation proposed by the Academic Integrity Committee. These proposals are subsequently referred to the Academic Council and, in some cases, the Executive Leadership Team.

Developments of note in 2021/22 which have arisen from participation in NAIN, from review of NAIN publications or participation in QQI / NAIN professional development workshops include:

- Continuation of the Academic Integrity Week project as a joint initiative between staff and students with a programme of activities taking place across the college as well as contributing to the National Academic Integrity Week programme.
- Enhancement of intellectual property protocols, including approval of the Policy "Intellectual Property created by Students", to strengthen the College position in requesting the removal of CCT IP from file sharing sites. This is yet to be tested, with final revisions and protocols still being finalised.
- Consultation and preliminary drafting of procedures in respect of monitoring file sharing websites and actions to be taken upon identifying CCT materials and CCT students engaging with these sites.
- Updating of the Academic Misconduct Policy to reflect the broader range of misconduct activities and to revise the terminology used so as not to be overly legalistic or punitive in the approach. This enhancement took place in conjunction with
- The development of an Academic Integrity Policy to reflect the proactive approach of the college in promoting integrity, rather than simply focusing on detection and case management of academic misconduct. This policy includes the procedure for whistleblowing.
- Updating of student resource guides related to academic integrity and the development of a Harvard referencing guide.

*Poster advertising CCT Academic Integrity Week Activities 2021*

● **Strengthening Student Awareness and Promoting Study Skills Development**

Having already increased the supports for students to develop their understanding of academic misconduct and strengthen their study skills through initiatives such as enhanced induction, student success classes, and interactive learning guides, in 2021/22 the college focused on the timing of communications as reminders about academic integrity and the accessibility of supports available to students.

The assessment template was updated to include reminders of minimum expectations and requirements and to incorporate live links to the interactive resources and where additional support can be secured. Student Success Classes were made openly available online for access at any time and a short video on contract cheating was embedded on Moodle to alert students to what constitutes contract cheating and the risks of engaging with filesharing websites.

- **Academic Integrity in IT Subjects.**

Within CCT, academic integrity in IT subjects gained traction with the move to blended learning provision and the implementation of alternative assessments (where previously proctored examinations took place) due to contingency arrangements arising from the pandemic. As part of these developments, in designing and approving IT assessments consideration continues to be given to the measures to promote integrity and the tools and strategies to detect potential misconduct. In 2020/21 the College investigated the use of MOSS code matching software as an additional tool for identifying potential misconduct and determined that it didn't meet the requirements of the college. In 2021/22 investigation of code matching software continued, with discussions planned with Copyleaks. This approach was endorsed by Professor Thomas Lancaster of Imperial College London, at a meeting of the CCT Academic Integrity Committee, who recommended the adoption of a multi-prong approach to promoting academic integrity in computing which includes assessment design, vivas and the use of detection software. The growth in filesharing websites and contract cheating is influencing the approach taken by the college. The use of code matching software is not likely to be effective against contract cheating and therefore and the primary focus remains on the assessment design, the inclusion of checkpoints or version control measures, the use of in-class activities, incorporating presentation and the use of vivas, but nonetheless, the College hopes to add code matching software as an additional detection tool.

- **HAQEF Series on Unintentional Academic Integrity**

CCT as a member of HECA's Academic Quality Enhancement Forum (HAQEF) actively contributed to the proposal and implementation of a seminar series on unintentional academic impropriety as part of the National Forum Seminar Series. CCT delivered the session on programme focused assessment and academic integrity on the 2nd December 2021 and a CCT representative chaired the final learner panel in March 2022. Recordings from the series are available here. Engagement in collaborative initiatives such as this has proven to raise awareness across the CCT community and has also contributed to the introduction of assessments that deter or reduce the potential for misconduct.

# 3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period

## 3.1   QA and QE supporting the Achievement of Strategic Objectives

| No. | Strategic Priorities | Relevant Objectives | Planned Actions / 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 | ELT to lead to ongoing campus enhancements, policy developments and staff recruitment and professional development activity to support securing recognition from AsIAm as an autism friendly campus. |
| | | b.  Implementation of the final phase of the Student Success Strategy including the following objectives: - | Dean of Faculty to lead the final phase of implementation of the Student Success Strategy 2021 - 23, working with the Ed Tech Manager, Student Services, Careers Service, the CTL and Faculty Coordinators / Administration to oversee: <br> - Successful expansion of CCT's First Six Weeks Initiative and the attendance and engagement monitoring <br> - Expansion of widening participation, recognition of prior learning (RPL) and bridging programmes <br> - Full implementation of the CCT Learning Analytics Policy <br> - Completion of student engagement dashboards analysis <br> - Expansion of the use of Universal Design methodologies within the faculties to inform programme design and delivery |
| | | c.   Review of Student Success Strategy Implementation and preparation for development of replacement strategy | Dean of Faculty to lead an all-stakeholder review of the Student Success Strategy 2021-23 and commence research informed development of a replacement strategy for sign-off by December 2023 to commence implementation in January 2024. |
| | | d.  Expand upon student supports to support widening participation and student success | CTL to drive initiatives to promote inclusion in teaching, learning and assessment, including the launch of UDL resources and the early implementation of UDL practice. |
| | | e.  Expand opportunities for students as partners in CCT's governance and decision-making. | Student co-chairing of CCT Academic Integrity Committee to be piloted with a view to increasing student membership of committees and working groups to include positions of authority / decision-making. |
| | | f.   Encourage and facilitate students to become co-creators in initiatives to support learners and learning across the institution. | CTL to strengthen student partnership initiatives to include piloting co-creation of student support resources, partnership in provision of professional development, and co-creation of assessment. |

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| 2. | Enhancing Teaching, Learning and Assessment | a. | Employ the intelligence gained from Learning Analytics to review the current teaching, learning and assessment approaches and strategies of all programmes to ensure that they are coordinated, suitable, inclusive and equitable to students | Dean of Faculty to lead a data-informed review of teaching, learning and assessment in conjunction with Programme Leaders and Programme Boards considering data collected through a variety of mechanisms including the recently revised student survey and the newly introduced module review report as well as input from External Examiners and other stakeholders as applicable. |
| | | b. | Develop new programmes within the areas of Computing and Business from levels 6 to 9 on the Irish NFQ which include interactive, real-world, industry informed, work-based and collaborative learning | Faculty from both business and IT to contribute to the expansion of the CCT portfolio of programmes with a view to programmes commencing in academic year 2023.24. |
| | | c. | Further expand the research output of CCT | Dean of Faculty to lead the implementation of the CCT Research Strategy and specifically the implementation of initiatives and activities that further support the growth in research output of the wider CCT community. |
| | | d. | Increase supports to academic faculty to facilitate change in assessment practice which promote academic integrity and reduce the potential for engagement of contract cheating services or use of artificial intelligence. | The Dean of Academic Affairs in conjunction with the Academic Integrity Committee and the CTL to introduce interactive professional development opportunity, develop resources and provide guidance and information services to support teaching faculty in assessment design, implementation and grading practice. |
| 3. | Global Connectivity, Brand Awareness and Reach of CCT | a. | Increase the output of pedagogically relevant knowledge, experience, dissemination of good practice, and innovations across the wider education sector | CTL to lead on publication and dissemination of good practice and innovations in teaching, learning and assessment through a range of initiatives including, but not limited to CCT Teaching Excellence Seminars / Webinars, HECA Research Conference. HEQEF events, and discipline specific events and publications. |
| | | b. | Initiate discussions with QQI in respect of gaining Devolution of Responsibility for validation sub-processes | Dean of Academic Affairs to lead the development of devolution policy and procedures with a view to approval for academic year 2023/24 |
| | | c. | Evaluate satisfaction of requirements for International Education Mark approval. | Dean of Academic Affairs to lead self-evaluation against IEM approval criteria and guidelines. |
| | | d. | Increase the number of industry field trips, guest lectures, industry led webinars, and feedback on typical industry-based problems which can inform assessment | Dean of Faculty to lead on initiatives to promote increased industry engagement in CCT programme provision. Dean of Faculty to establish and implement system for working with members of the industry engagement forum to design a catalogue of authentic assessment scenarios for application in CCT programmes and specifically those which provide opportunities for Masters level research projects. |
| | | e. | Revive the CCT led industry fairs or exhibitions (previously in place pre-COVID) to facilitate connections between CCT graduates and current students with employers and recruitment organisations | Dean of Faculty in conjunction with Student Services and the Careers Service to plan for and implement careers days in CCT (or virtually). |

| | | | |
|---|---|---|---|
| | | | Programme teams to investigate opportunities for end of year exhibitions of student research or projects to increase connections with employers and raise the profile of CCT students and graduates. |
| 4. | Development of our Staff and our College Community | a. Complete a review of the CCT Professional Development Register to establish currency, relevance and fitness for purpose | To ensure the register continues to serve the college and individual staff members as a record of professional development, research and scholarly activity completed and facilitates the ELT to monitor engagement in professional development, levels of uptake, areas of interest and confirmation of development aligned with strategic objectives, the format, accessibility, currency, and design of the current register should be reviewed by a group of stakeholder representatives, led by the Dean of Faculty as the owner of the register. Recommendations for revisions should be submitted to the ELT by academic year end 2022/23. |
| | | b. Strengthen induction arrangements  (for staff and students) and development a programme of activities, resources and initiatives with a specific focus on promoting academic integrity and tackling myths, misunderstanding and misinformation about academic misconduct. | CCT Academic Integrity Committee to lead on the development of awareness raising initiatives to help generate a shared understanding and strengthen a culture of academic integrity. . |
| | | c. Invest in technology to support all our activities and services and protect the security of CCT systems and data. | IT and Network Services team to implement plans to strengthen the digital capacity of the college through further investment in the IT network and infrastructure including strengthening of the Wi-Fi service.

Avail of external expertise the evaluate the security and contingency arrangements in place to protect against potential cyberattacks or ensure continuity of service in the event of an attack. |
| | | d. Utilise Software solutions to further enhance and/or automate administrative practices and introduce greater efficiencies, to support and improve critical practice such as assessment feedback for students | Dean of Academic Affairs to oversee the review of Exam Board processes and revise policies, procedures and working practices to reflect the recommendations from the review.

ELT to research, with a view to implementing, a new Portal system to enhance accessibility of all digital services and resources  for learners. |

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

There are no reviews planned for 2022/23. The BA Honours in Business was originally validated with a last intake date of August 28th, 2023, but an application for extension of validation was approved at the February 2023 PAEC meeting, extending the validation to a last intake date of August 28th 2024.

### 3.2.2        Reviews planned beyond Next Reporting Period

Information on all reviews scheduled beyond the next reporting period is available on QHub. The following programmes all have a last intake date in the academic year 2023/24 and will therefore be considered for review:

BA Honours Business

MSc Applied Software Development

PG Diploma Applied Software Development

Diploma in Applied Software Development

Diploma in Data Analytics for Business

Diploma in Networking and Systems Security

Diploma in Artificial Intelligence and Working into the Future

Certificate in Digital Transversal Skills

# 4.0   Additional Themes and Case Studies

## E-Portfolio Pilot Using Google Sites at CCT College Dublin

**What was the nature of the project and when did it take place?**

As part of an on-going focus on digital innovation in teaching, learning and assessment, CCT College Dublin decided to conduct a pilot in relation to e-portfolio for assessment using Google Sites during the academic year 2021/22. In the National Forum for the Enhancement of Teaching and Learning's INDEx Survey, CCT scored highly in relation to digital teaching, learning and assessment approaches except for e-portfolio use which was lower than the sectoral average. CCT subsequently consulted with the Head of Lifelong Learning at the Technological University Dublin in relation to a suitable e-portfolio platform. Google Sites was recommended for its flexibility and ease of use.

JISC (2019) describes e-portfolio as "digital presentations of student's experiences, achievements and aspirations for a particular audience." JISC also states that "Creating an e-portfolio involves skills essential for 21st century learning – organising and planning material, giving and receiving feedback, reflecting, selecting and arranging content to communicate with a particular audience in the most effective way." JISC (2019) also describes the various approaches to and benefits of e-portfolio such as:

- ✓ Assessing learning in a more authentic way
- ✓ Making sense of learning and achievements across different parts of the curriculum
- ✓ Achieving deeper learning through reflection and dialogue
- ✓ Understanding links between different stages of learning
- ✓ Evidencing employability skills and graduate attributes
- ✓ Engaging with personal and continuing professional development
- ✓ Developing lifelong learning skills

**Which department(s) and/or role(s) managed the project? Which other staff roles were involved in the project / initiative?**

This project involved the Centre for Teaching and Learning and members of the business faculty.

**Describe the aim(s) of the project?**

The aim of the project was to
- Encourage innovation in assessment approaches reducing reliance on traditional assessment approaches such as examinations.
- To promote assessment approaches that enhance digital literacy and encourage reflection
- To promote inclusive assessment approaches as part of an institution wide focus on universal design

## What were the intended learning outcomes or objectives of the project?

- To replace a written essay for the Social Media Marketing Module on the BA Honours in Business at CCT College Dublin with an e-portfolio assessment using Google Sites
- To gather feedback as part of the e-portfolio pilot process to inform the wider adoption of e-portfolio institution wide.
- To create support resources for faculty and students to inform more widespread engagement with e-portfolio at the College.

## Describe the project / initiative

During the academic year 2021/2022, the written essay for the Social Media Marketing module on the BA Honours in Business was replaced by an e-portfolio assessment as part of an institutional pilot project. Google Sites is particularly advantageous as all CCT students and staff have a GMAIL account.

The advantages of using Google Sites to create an e-portfolio include:
- ✓ Free to use
- ✓ User-friendly software
- ✓ Easy to customise. Google Sites also contains a template gallery)
- ✓ Content can be embedded from other sources
- ✓ Ownership of the e-portfolio is retained by the owner
- ✓ Secure (the owner controls user permissions)
- ✓ Google Sites facilitates interactivity. You can collaborate with other editors for example.

A guide for staff and students was placed on CCT's Learning Space to support staff and learners.
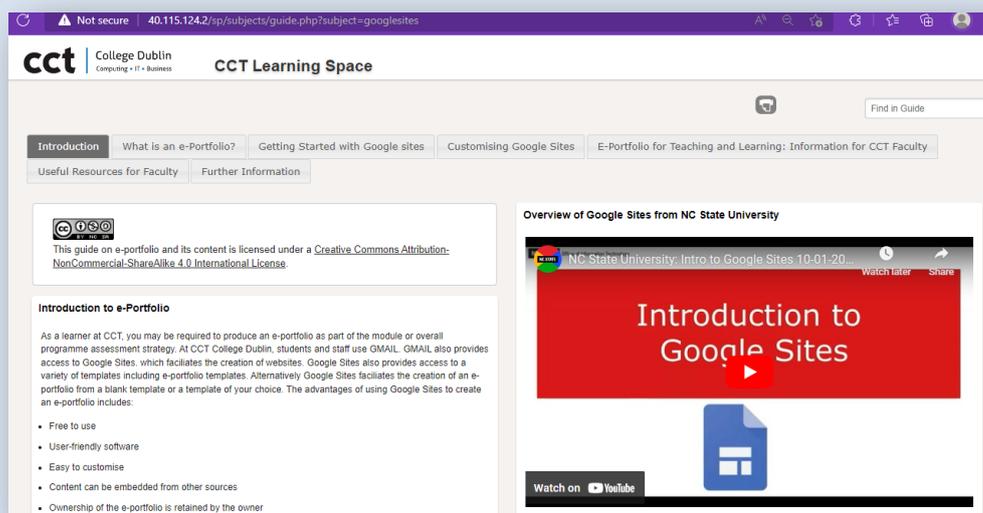


**CCT Learning Space Guide to e-Portfolio**

## What data was collected during this project / initiative?

A survey tool was created informed by the questionnaire in E-Portfolio's hub's article entitled 'Awareness and Usage of ePortfolios by Students in Higher Education in Ireland: Findings from a Student Survey.'

## What insights were gleaned from the project data?

The survey tool was administered late in the semester. Consequently, the response rate was relatively small with ten respondents. Going forward, the survey will be administered earlier in the semester to maximise the response rate. Despite this, student feedback is overwhelmingly positive.

- ✓ 80% of respondents agreed and 20% strongly agreed that 'e-portfolio allowed me to record, evaluate and reflect on my learning experience'
- ✓ 60% of respondents agreed and 20% of respondents strongly agreed that 'e-portfolio is a more beneficial assessment than exams or a traditional essay'
- ✓ 70% agreed and 20% strongly agreed that 'e-portfolio helped me to produce a more effective assignment.'
- ✓ 50% agreed and 30% agreed that' e-portfolio effectively showcased my learning to employers'
- ✓ 50% agreed and 50% strongly agreed that 'Google Sites is an effective e-portfolio platform'
- ✓ 100% agreed that 'there are benefits to e-portfolio'
- ✓ 70% agreed and 20% strongly agreed that 'e-portfolio enhances the learning experience'
- ✓ 70% agreed and 10% strongly agreed that they were given clear guidelines in relation to what should be put into the e-portfolio.
- ✓ 70% agreed and 10% strongly agreed that they received help with their e-portfolio

Open ended comments included:

*Using the e-portfolio was interesting because it helped me to showcase my work in a different way. I had to learn how to use Google Sites, and although it's not difficult, it demands time. I think depending on the subject it would be possible to show the eportfolio to employers, but mostly I'd say it's a good tool to save all the work that was done and have it in an easy way to access.*

*Because it's a different way of showing our business idea. Different from a word document, it allowed us to make the idea more realistic, by adding photos and even videos of our products.*

*I think is a great tool to visualize the entire project as a summary of your work. It is easy to navigate, although it could have more features and options. The creativity to build the page is based on the limited options of the template. But, I totally enjoyed it and i'm already using it to create more portfolios of my work life, also personal live. It is very useful in a professional and personal way. Thank you for suggesting.*

*Perhaps showing past students' work in the future so they have a better idea of what to do*

*More videos*

*Nothing to add, to be honest. I believe that college did its part. The Video… and the explanations… were enough to cover the insecurities of using a new tool.*

View full survey results at: https://www.surveymonkey.com/results/SM-v9XsXxcO3xjAP3S2uF_2FK3A_3D_3D/

## How has practice changed on the ground at CCT as a result of the project?

1. Institutional Resources and insights to support e-portfolio practice at CCT have expanded
2. The culture of e-portfolio is expanding with more modules investigating use of e-portfolio. It is also hoped to conduct a pilot of e-portfolio in an ICT subject.
3. E-Portfolio use has increased institutional confidence in relation to technology enhanced learning and assessment with staff who are driving e-portfolio now also investigating podcasting as an assessment approach and using audio assessment feedback.
4. Institutional scholarly activity has expanded in relation to e-portfolio with the Head of the Centre for Teaching and Learning publishing in a special issue of the Irish Journal of Technology Enhanced Learning and CCT faculty also presenting on e-portfolio as part of QQI's 10th anniversary Conference within an overall presentation on digital transformation in programme delivery.

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