



College Dublin

Computing • IT • Business

Quality Assurance Manual Version 5.2



FOREWORD

This latest edition of the CCT College Quality Assurance Manual brings it in line with the Statutory Quality Assurance Guidelines developed by QQI for use by all Providers¹, the Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes² and the Sector Specific Quality Assurance Guidelines for Independent/Private Providers Who Come to QQI on a Voluntary Basis³, along with the Standards and Guidelines for Quality Assurance in the European Higher Education Area, May 2015⁴.

The edition takes into consideration the scope of programmes offered by CCT College Dublin leading to QQI awards, encompassing policies and procedures applicable to programmes leading to awards up to level 9 on the National Framework of Qualifications and delivered through blended learning. A major review of the QAM occurred in 2022-2023, and this was informed by consultation with key stakeholders of the College including students, staff and faculty and following engagement with the wider higher education community. The full updated manual was approved by the Academic Council and subsequently reviewed by an independent panel on behalf of QQI and approved as being appropriate for the scope of provision to which it applies. Prior to this latest revision, the manual underwent a significant review encompassing substantial changes in 2018. This manual only applies to policies and procedures approved by QQI in 2018 and thereafter. Legacy policies and procedures brought forward from previous editions of the QA manual and incorporated into this edition have been recalibrated to this date and numbered accordingly. Version 5.2 includes revisions to several key policies and involved a substantial review of the governance section of the manual.

The College was first established in 2005, and the first edition of the QA Manual was published in 2008, following agreement of the College's QA system by the Higher Education and Training Awards Council (HETAC), in Ireland. The original QA Manual was reviewed and revised at regular intervals, in accordance with good practice, reflecting institutional and sectoral change and ensuring continued alignment with QQI policies and the European Standards and Guidelines for Quality Assurance in Higher Education. The provision of high-quality higher education and professional programmes in ICT, Computing and Business, through a learner-oriented culture, remains at the heart of what we do at CCT. Effective and ongoing quality assurance procedures underpin and guide our efforts to ensure the consistent and superior delivery of education and training, and related academic support services.

Neil Gallagher
College President

¹ QQI's Core Statutory QA Guidelines

[https://www.qqi.ie/Downloads/Core%20Statutory%20Quality%20Assurance%20Guidelines.p](https://www.qqi.ie/Downloads/Core%20Statutory%20Quality%20Assurance%20Guidelines.pdf)

² QQI's Blended Learning Guidelines

<https://qaguidelines.qqi.ie/topic-spec-blended.html>

³ QQI's Sector Specific QA Guidelines

[http://www.qqi.ie/Downloads/Sector%20Specific%20Quality%20Assurance%20Guidelines%20V2.pd](http://www.qqi.ie/Downloads/Sector%20Specific%20Quality%20Assurance%20Guidelines%20V2.pdf)

⁴ European Standards and Guidelines (ESG) http://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf

Version Control Record

All policies and procedures are under continual review and may change from time to time. The following table summarises the revision history of the CCT QA Manual since QA procedures were approved by QQI through the re-engagement process in 2018. Although Quality Assurance policies and procedures have been codified and published since 2008, the legislation which underpinned the relationship between CCT and its accrediting body (then principally – HETAC) has changed. It is no longer the main requirement to **agree** QA policies and procedures with the requisite state agency in Ireland. Under the Quality and Qualifications Act 2012, it became necessary for Quality and Qualifications Ireland (QQI) to **approve** each voluntary education provider's QA policies and procedures. For this reason, version records have been reset to begin with the version of the QA procedures approved by QQI through the re-engagement process in 2018, including several policies which predate this manual, having been in operation in CCT as HETAC / FETAC provider.

Version numbers are revised in accordance with the following:

Minor edits to existing policies and procedures e.g. change in role / responsibility, addition of clarity etc. but the QA Manual remains substantially unchanged, resulting in the version number changing to the next decimal place.

Material changes to the manual, including the addition, removal or replacement of policies and procedures warrants the renumbering of the manual to the next whole number.

Revision History

Version	Approval Date	Revision Description	Approved By
5.2		<ul style="list-style-type: none">● General updates to remove references to obsolete roles or to remove named employees and replace them with higher level roles and emails.● Minor presentation updates● Section 2 Governance Replaced with Updated Governance Documents● Section 5 Marks and Standards Replaced with Updated Document<ul style="list-style-type: none">○ Removed CCTP502 Assessment Policy as content integrated with Marks & Standards Document○ Removed CCTP507 Writing Exams as content integrated with Revised Marks & Standards section.○ Removed CCTP509 Moderation as content now integrated with Revised Marks & Standards Doc○ Removed CCTP511 Academic Misconduct Policy and	

		<p>CCCTP511a Academic Integrity Policy and inserted newly amalgamated and reviewed CCTP508 Academic Integrity & Academic Misconduct Policy</p> <ul style="list-style-type: none"> ○ Reordered and renumbered Various Policies in Section 5 to account for overall changes to Marks & Standards ● Section 6 – RPEL Policy (CCTP602) replaced with a new version. 	
5.1	April 2023	<p>Replacement of CCTP401 Validation Policy with CCTP401 Validation Policy with Procedures for Managing Devolution of Responsibility for Arranging (Programme Validation Related) Independent Evaluation Reports at QQI's Request.</p> <p>Clarification of the President's right to attend all meetings of the Academic Council and its sub-committee.</p>	Academic Council following QQI approval of DR.
5	September 5 th 2022	<p>Addition of Risk Management Policy</p> <p>Addition of Academic Integrity Policy</p> <p>Addition of IP created by Students Policy</p> <p>Revised org chart, governance chart and role titles.</p> <p>Addition of Academic Integrity Committee to governance structure</p> <p>Policy edits and updates as documented on policy control sheets</p> <p>Changes to allocation of duties to reflect changes in governance and organisational structure</p>	Academic Council
4	July 1 st 2021	<p>Revisions to reflect changes in roles and governance, including addition of Audit and Risk Committee as approved by College Board.</p> <p>Updates to Academic Council Constitution</p> <p>Updating of Annual Monitoring Policy.</p> <p>Addition of Posthumous Award Policy.</p> <p>Revisions to Feedback to Learners Policy</p> <p>Inclusion of records retention schedule.</p>	Academic Council
3	Sept 2020	<p>Review and updating of policies.</p> <p>Revised to include Blended Learning Policy, as approved by QQI through extension of scope application.</p>	Academic Council (Extension of Scope approved by QQI, Sept 2020)

2.1	July 2020	Edits to data protection policies to reflect legal obligations on employers in respect of return-to-work protocols arising from COVID 19 pandemic.	Academic Council
2	Sept 2019	Revisions to reflect changes in organisational structure and amendments to policies to reflect approval of extension of scope up to level 9 taught Masters.	Academic Council (Extension of scope approved by QQI, April 2019)
1	Sept 2018	New publication to concisely document the governance and quality assurance arrangements, policies and procedures of the College and submitted to QQI for approval through re-engagement.	Academic Council (QQI through re-engagement, Dec 2018)

Contents

FOREWORD	1
CCT MISSION STATEMENT	9
CCT VISION	9
SECTION 1 - QUALITY CULTURE	10
1.0 Quality in CCT College Dublin	11
1.1 Principles of Quality Assurance at CCT	12
SECTION 2: GOVERNANCE AND DECISION-MAKING	14
2.0 Governance Structure	15
2.1 Corporate Governance	17
2.1.1 College Board Terms of Reference	17
2.1.2 Executive Leadership Team Terms of Reference	18
2.1.3 Audit, Risk and Strategy Committee Terms of Reference	19
2.1.4 Management Team Terms of Reference	21
2.2 Academic Governance	23
2.2.1 Academic Council Terms of Reference	23
2.2.2 Quality Enhancement Committee Terms of Reference	26
2.2.3 Student Services and Pastoral Care Committee Terms of Reference	28
2.2.4 Academic Integrity Committee Terms of Reference	29
2.2.5 Research Committee Terms of Reference	31
2.2.6 Appeals Board Terms of Reference	32
2.2.7 Academic Standards Board Terms of Reference	33
2.2.8 Programme Board Terms of Reference	35
2.2.9 Board of Examiners Terms of Reference	37
2.3 Roles and Responsibilities	36
2.3.1 Departmental Structure	37
2.3.2 Corporate Management Roles	38
2.3.3 Academic Management Roles	39
2.4 Governance Committee Meeting Conduct, Decision-making, Participation	42
2.5 Eligibility and Appointment of Elected Members of Governance Committee Members	45
CCTP201: Risk Management Policy	49

SECTION 3: POLICY FOR QUALITY ASSURANCE	58
3.0 Context.....	59
3.1 QA Policy Statement	59
SECTION 4: APPROVAL, DESIGN, MONITORING AND REVIEW OF PROGRAMMES	67
CCTP401: Validation Policy with Procedures for Managing Devolution of Responsibility	68
CCTP402: Programme Review and Revalidation Policy	85
CCTP403: Programme Management, Annual Monitoring and Changes to Validated Programmes.....	95
CCTP404: Blended Learning Policy.....	101
SECTION 5: STUDENT-CENTRED TEACHING, LEARNING AND ASSESSMENT	112
5.0 CCT Marks and Standards, Assessment and Grading Policy	113
5.1 Part A: Policy Overview.....	113
5.2 Part B: CCT Grading System.....	114
5.3 Part C: Module Results and Exam Board Classifications	123
5.4 Part D: Procedures for Assessment	125
5.5 Part E: Moderation Procedure.....	127
CCTP501: Group Assessment Policy	131
CCTP502: Repeat Assessment & Examinations	135
CCTP503: Feedback to Learners.....	140
CCTP504: Reasonable Accommodation Policy	146
CCTP505: Project Supervision	150
CCTP506: Exam Procedures and Exam Regulations	155
CCTP507: External Examiner Policy.....	163
CCTP508: Academic Integrity & Academic Misconduct Policy	171
CCTP509: Recheck, Review, Appeal Policy	185
CCTP510: Work Placement Allocation, Support and Quality Assurance.....	192
CCTP511: Ethical Practice in Research	198
CCTP512: Board of Examiners.....	204
CCTP513: Posthumous Award Policy	215
CCTP514: Intellectual Property Created by Students	219
SECTION 6: ADMISSIONS, ACCESS, TRANSFER, PROGRESSION RECOGNITION AND CERTIFICATION	223
CCTP601: Access, Transfer and Progression	224
CCTP602: Recognition of Prior Learning (RP(E)L), Admissions and Exemptions	231
CCTP603: Induction of New Learners.....	239

SECTION 7: PROTECTION OF ENROLLED LEARNERS – PUBLIC INFORMATION	243
CCTP701: Protection of Enrolled Learners (PEL) Policy	244
SECTION 8: QUALITY ASSURANCE OF TEACHING STAFF AND HUMAN RESOURCES	252
CCTP801: Recruitment, Selection and Probation	253
CCTP802: Induction of New Staff.....	259
CCTP803: Staff Code of Conduct	262
CCTP804: Performance Management Appraisal.....	271
CCTP805: Scholarship, Professional Development, Innovation and Research	275
CCTP806: Conflict of Interest	282
CCTP807: Mutual Respect	286
SECTION 9: LEARNING RESOURCE AND STUDENT SUPPORT	291
CCTP901: Academic Supports Policy	292
CCTP902: General Student Services, Pastoral, Disability, & International Learner Supports	297
CCTP903: Student Complaints Policy	306
CCTP904: Class Representative Policy.....	315
CCTP906: Student Code of Conduct and Disciplinary Procedure.....	325
CCTP907: Graduation Policy	338
CCTP908: Refund Policy.....	341
CCTP909: Personal Mitigating Circumstances Policy	345
CCTP910: Alumni Policy.....	350
CCTP911: Learning Environment Policy	352
CCTP912: Managing Learner Withdrawals	356
SECTION 10: INFORMATION MANAGEMENT	359
CCTP1001: Privacy Statement.....	360
CCTP1002: Data Protection Policy	371
CCTP1003: Data Access Request Policy	379
CCTP1004: CCTV Policy	384
CCTP1005: Information Management Policy.....	388
CCT College Dublin Records Retention Schedule	392
SECTION 11: PUBLIC INFORMATION	403
CCTP1101: Public Information Policy	404
POLICY CONTROL SHEET	409
SECTION 12: ONGOING MONITORING AND REVIEW.....	410

CCTP1201: Self-Evaluation, Monitoring and Review411
CCTP1202: External Cyclical Review Policy.....418

CCT MISSION STATEMENT

The Mission of the CCT College Dublin (CCT) is to provide learners with accessible and flexible education opportunities, and professional development programmes that reflect current and emerging knowledge and practices relevant to the learner and to employers. CCT specialises in provision of computing and business-related programmes of learning.

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

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

CCT VISION

CCT's Vision is to be a leading specialist college of teaching and learning excellence, inspiring individuals and transforming lives.

We will do this through:

- Inspiring a lifelong passion for learning, exploration and discovery that will ensure leadership with a global outlook and innovative approaches to sustainable economic, social, cultural and personal development.
- Embracing access, equality of opportunity and progression in order that our diverse learner population is empowered to succeed as citizens of a challenging world.
- Blending theory with applied enquiry, industry-aligned, scholarly, professional and vocational pursuits with scientific and creative expression in the broad disciplines of Business and Information Communications Technology. Through these we serve to improve our region, our country and our world.
- Championing a co-operative teaching and research culture that connects with other higher education institutions, schools, industry, local communities, government and non-governmental development agencies.
- Actively nurturing continuous enhancement of all of our relationships to progress excellence in innovation, knowledge transfer and reputation in an international higher education landscape.

SECTION 1 - QUALITY CULTURE

1.0 Quality in CCT College Dublin

CCT College Dublin (CCT) has committed itself to embracing an inclusive Quality Assurance (QA) culture.

As an independent, third-level educational institution, providing full-time and part-time ICT, Computing and Business programmes, CCT has ownership of its QA policies and procedures. CCT is conscious of its obligations, as a provider of programmes leading to Quality & Qualifications Ireland (QQI) awards, requiring it to have its policies and procedures for QA approved by QQI, to continuously improve its quality assurance instruments and to monitor and evaluate their effectiveness in order to for ensuring achieve National Standards in programmes and underpin a quality learning experience.

This Quality Manual describes the key structures, processes, policies, procedures, and quality assurance mechanisms that facilitate a systematic approach to embedding a continuous quality improvement ethos within CCT. This edition has been informed by feedback from internal and external sources over recent years. The CCT quality system is all encompassing, incorporating the academic and commercial activities of the College, including clearly defined roles and responsibilities. It is underpinned by a sound governance structure that clearly separates academic from commercial governance and values the input of all stakeholders. It provides for formal learner representation within the governance system.

CCT has invested substantial time and resources to ensure the quality system is tailored to the needs and activities of CCT and is reflective of the organisation's strategic objectives. Furthermore, the quality system integrates with CCT's legal obligations as a College and an employer in the areas of health and safety, data protection, immigration, and employment law.

The primary focus of CCT's quality assurance policies and practices is the maintenance of academic standards and relate to the direct activities of the College. The College is, however, mindful of the potential impact of peer relationships and external partnerships on academic standards and the quality of our graduates as well as the practice and reputation of CCT as a reputable education provider. CCT therefore ensures consideration is given by the governance structures of the College for any potential partnerships and peer relationships and the potential impact or influence on the College, its reputation, and stakeholders. The College does not presently engage in any collaborative provision or joint awards. Should it seek to do so in the future appropriate quality assurance procedures will be agreed with QQI. Existing partnerships and external relationships are with reputable bodies including:

- Quality and Qualifications Ireland (QQI)
- The Higher Education Authority (HEA)
- The Higher Education Colleges Association
- The National Forum for the Enhancement of Teaching and Learning
- The International College of Business
- International Conference on Engaging Pedagogy
- Edexcel – Pearson, UK
- Microsoft Academy
- The Irish Computer Society

1.1 Principles of Quality Assurance at CCT

The following principles underpin the college's Quality Assurance strategy.

- Transparency and Accountability
- Communications and Information
- Equality and Diversity
- Stakeholder engagement
- Learner Participation
- Access, Transfer and Progression
- Quality of our graduates
- Dynamic and Active Learning
- Learner Support
- Fair and Consistent Assessment
- Engaging and Innovative Teaching
- Programme Development, Delivery and Review
- Lifelong Learning
- Staff Development
- Campus Learning Environment
- Verifiable Data and Monitoring Mechanisms
- Provision and Maintenance of Resources
- Continuous Improvement
- Research, Development, and Innovation
- Quality and standards of QQI awards

Quality Assurance in CCT College draws on overarching principles, as set out in QQI Quality Assurance Guidelines and Criteria for Provider Access to Initial Validation of Programmes Leading to QQI Awards⁵:

- The Learning Outcome Principle*: Higher and Further Education and Training exists principally for the purpose of enabling people to learn and accordingly, provision should be designed, implemented and evaluated with learning outcomes in mind.
- The Implementation Principle*: Quality Assurance procedures should be fully implemented by providers.
- The Externality Principle*: A provider-owned quality assurance system makes appropriate use of external persons who are independent of the provider and who are expertly qualified to make national and international comparisons.

⁵ QQI Guidelines for Initial Access to Validation,
<http://www.qqi.ie/Publications/Publications/QA%20Guidelines%20and%20Criteria%20for%20Provider%20Access%20to%20Initial%20Validation%20of%20Programmes%20Leading%20to%20QQI%20Awards%20-%20HET.pdf#search=externality%20principle%2A>

a) The ESG Principles⁶

- Providers have the primary responsibility for the quality of their provision and its assurance
- The interests of society in the quality and standards of higher and further education, need to be safeguarded
- The quality of academic programmes needs to be developed and improved for students and other beneficiaries of education
- There needs to be efficient and effective organisational structures within which those academic programmes can be provided and supported
- Transparency and the use of external expertise in quality assurance processes are important
- There should be encouragement of a culture of quality within higher and further education institutions
- Processes should be developed through which institutions can demonstrate accountability, including accountability for the investment of money
- Quality assurance for accountability purposes is fully compatible with quality assurance for enhancement purposes
- Institutions should be able to demonstrate their quality at home and internationally
- Processes should not stifle diversity and innovation.

b) The Irish Higher Education Quality Network (IHEQN) Principles as outlined in the following documentation

- *IHEQN Principles of Good Practice in Quality Assurance / Quality Improvement for Irish Higher Education and Training 2005,*
- *IHEQN Principles for Reviewing Effectiveness of QA Procedures in Irish Higher Education and Training 2007,*
- *IHEQN Common Principles for Student Involvement in QA 2009*

⁶ ESG, http://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf

SECTION 2: GOVERNANCE AND DECISION-MAKING

2.0 Governance Structure

CCT's governance structure has been designed to ensure full corporate and legal compliance along with quality in the educational service provided to all learners, including mechanisms to encourage continuous improvement in the management of quality. The academic and corporate governance structure (Figure 1) underpins the college's approach to realise its commitment to quality. All staff members are key players in the development and implementation of quality assurance. Collective responsibility is achieved through this structure.

Students, staff and other stakeholders are represented on various committees and are a vital part of the quality assurance process of the College, ensuring externality, consideration and management of risk and avoidance of singular perspectives controlling decision-making. CCT recognises that the participation of students is a fundamental aspect of the quality assurance process and therefore promotes student engagement and partnership throughout the institution. The College values the student perspective as a means of facilitating the enhancement of the student experience and improving the quality of what we do.

Through a cycle of planning, implementation, monitoring and review, a process of continuous improvement is established across the institution. This process is interactive and collective, based upon a core structure of active committees and stakeholders (both internal and external) carrying out the procedures outlined by this manual.

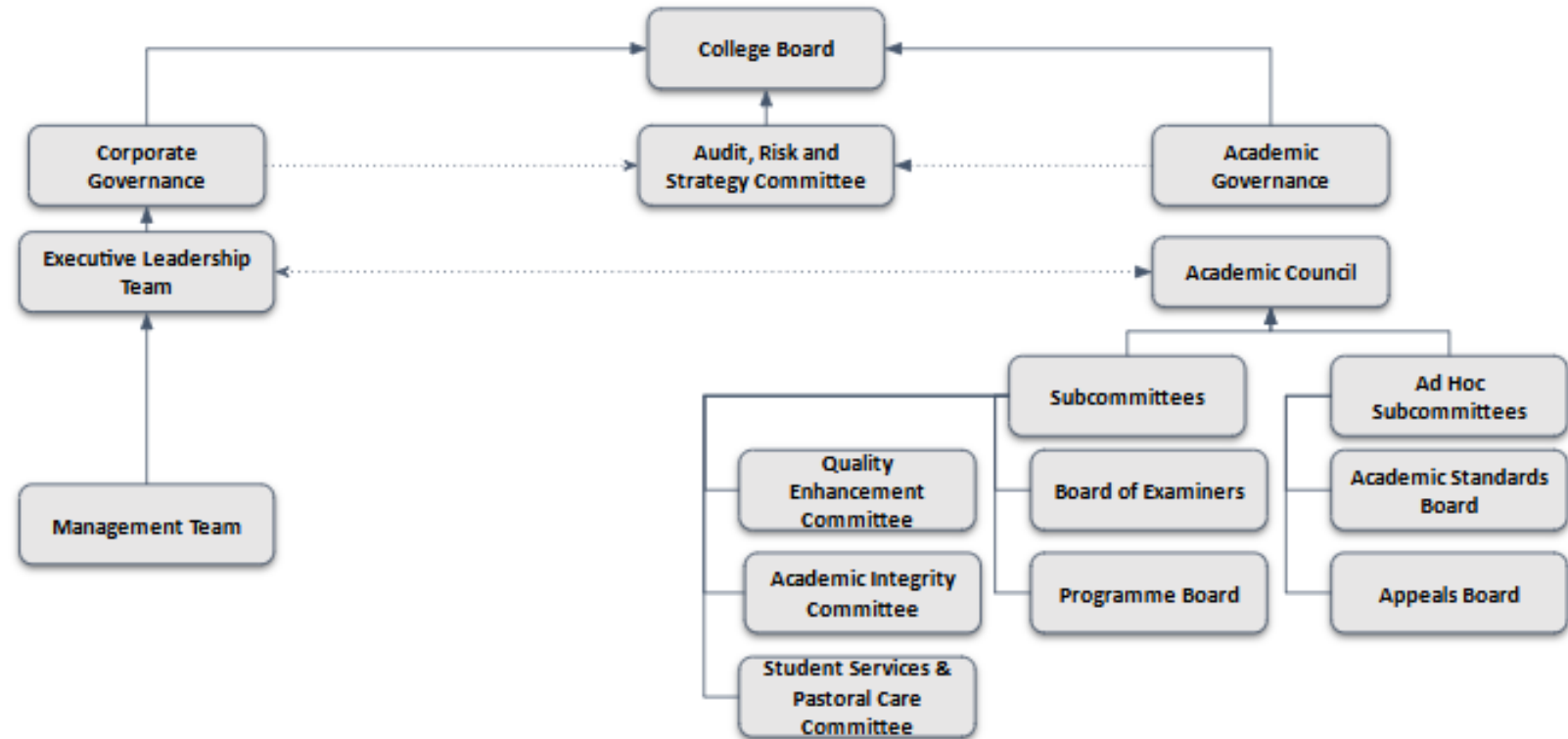
Accurate, effective and timely communication among all stakeholders of the college has been, and remains, central to the effective operation of CCT. Effective QA and organisational structures are at the heart of this.

The policies and procedures within this manual identify the individuals or bodies with specific responsibilities. CCT reserves the right to assign alternative individuals or amend committee membership where circumstances, including but not limited to organisational changes or conflict of interest, may necessitate it.

CCT's Academic and Corporate Governance Structure is illustrated in Figure 1 and is described in detail. The following subsections outline the role and responsibilities of each committee within the College's QA Structure. New subcommittees are created or retired over time in response to evolving needs of the College. It is College policy to ensure that committee and administrative functions are composed efficiently and discrete in function to ensure they promote effective and efficient operation of the College.

Figure 1 - CCT Academic and Corporate Governance Chart

CCT Academic and Corporate Governance Chart



2.1 Corporate Governance

CCT College is a registered company limited by guarantee in Ireland (company registration number 390136). The College Board has primary responsibility for corporate governance. Corporate governance is distinct from academic governance, typically dealing with matters related to finance, resources and company strategy.

The following are corporate governance subcommittees of the College Board:

- Executive Leadership Team
- Audit, Risk and Strategy Committee
- Management Team

2.1.1 College Board Terms of Reference

Element of ToR	Description
Purpose of Committee	The College Board governs the operation of the company as a commercial, for-profit organisation. The two company Directors of CCT are the College President (also Company Secretary), and the Dean for Administration and Finance. The Board also includes non-executive members, bringing specific expertise and externality to assist the College governance.
Status of Committee	<p>The College Board has primary responsibility for corporate governance.</p> <p>The Board delegates day to day management of the College to the Executive Leadership Team, supported by the Management Team. Academic Governance is delegated to the Academic Council. The Board receives reports from both committees via the respective Chairs or through the referral of matters for the Board to consider. The Board is further supported by the CCT Audit, Risk and Strategy Committee.</p>
Frequency of meetings	The Board meets three times per year.
Ex-officio members	<p>The ex-officio composition and membership of this committee is as follows:</p> <ul style="list-style-type: none">• Chair- Independent member• Vice-chair and Secretary – College President• Dean for Administration and Finance
Nominated, elected, or co-opted members	<p>Appointed or elected members of this committee is as follows:</p> <ul style="list-style-type: none">• Two independent non-executive members, one of whom is the Chair of the Board <p>Co-opted members</p> <p>The Chair has the authority to invite a relevant member from the College or an external party to join the Committee for a one-year term, subject to the approval of the majority of the Committee and the College Board.</p> <p>In attendance - by invitation</p> <p>The Chair may invite any party deemed relevant to the business of a meeting. Invited members do not hold voting rights.</p>

Roles and Responsibilities	<p>The main roles and responsibilities of the College Board are as follows:</p> <ul style="list-style-type: none"> ● to govern the college and the company, giving due consideration to risk, based on strategic goals and objectives ● to ensure the financial viability of the college from year to year ● to act in the most ethical interests of the college stakeholders, particularly with protection of enrolled learners' policy ● submitting final accounts for financial and performance audit on an annual basis ● approving annual financial budgets and setting salary levels on an annual basis ● appointing staff ● accounting to college stakeholders for annual performance ● maintaining corporate and legal responsibility of the college ● being informed in its deliberations by the advice of the committees it establishes <p>All committee meetings are conducted in accordance with the Governance Committee Meeting Conduct, Decision-Making and Participation Procedure.</p>
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2.1.2 Executive Leadership Team Terms of Reference

Element of ToR	Description
Purpose of Committee	The Executive Leadership Team (ELT) is comprised of the College President and the Deans. This team brings together senior academic, quality, and administrative expertise to underpin strategic leadership and decision-making for the College. The Executive Leadership Team is supported by the wider management team.
Status of Committee	The ELT is accountable to the College Board.
Frequency of meetings	Minimum four times per year.
Ex-officio members	<p>The ex-officio composition and membership of this committee is as follows:</p> <ul style="list-style-type: none"> ● Chair and Secretary- College President ● Vice-chair ● Dean for Administration and Finance ● Dean of Academic Affairs ● Dean of Faculty ● Dean of Teaching and Learning
Nominated, elected, or co-opted members	<p>There are no appointed or elected members of this committee.</p> <p>Co-opted members The Chair has the authority to invite a relevant member from the College or an external party to join the Committee for a one-year term, subject to the approval of the majority of the Committee and the College Board.</p> <p>In attendance - by invitation</p>

	The Chair may invite any party deemed relevant to the business of a meeting. Invited members do not hold voting rights.
Roles and Responsibilities	<p>The responsibilities of the Executive Leadership Team are:</p> <ul style="list-style-type: none"> • Recommending strategic plans to the Board for approval and development. • Ensuring adequate resources are available for the ongoing provision of quality and continuous improvement in all aspects of the College and recommending the acquisition of additional resources to the Board. • Monitoring progress against strategic goals and undertake annual reporting on same. • Overseeing the day-to-day management of the College. • Determining decisions in relation to strategic growth, investment, human resources and facilities • Ensuring the College operates in accordance with all legal and statutory obligations <p>All committee meetings are conducted in accordance with the Governance Committee Meeting Conduct, Decision-Making and Participation Procedure.</p>

2.1.3 Audit, Risk and Strategy Committee Terms of Reference

Element of ToR	Description
Purpose of Committee	<p>The Committee assumes an advisory role, using expertise from within its membership or invited attendees to:</p> <ul style="list-style-type: none"> • 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. • 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. • Advise the Board on strategic developments and opportunities to grow the business.
Status of Committee	<p>The Audit, Risk & Strategy Committee is a sub-committee of the College Board, appointed by and accountable to the Board.</p> <p>As an advisory committee, members are not required to vote on proposals or determine decisions. The role is to consider all information available to it and to utilise this to facilitate the College Board in making informed decisions to prevent, manage and or mitigate risk.</p>
Frequency of meetings	Normally three times per year.

Ex-officio members	<p>The ex-officio composition and membership of this committee is as follows:</p> <ul style="list-style-type: none"> • Chair- Independent Chair of the College Board • Vice-chair • Secretary • One Director of CCT, or nominee • Chair of CCT's Academic Council, or nominee
Nominated, elected, or co-opted members	<p>Nominated members of this committee must be approved by the College President.</p> <p>Co-opted members The Chair has the authority to invite a relevant member from the College or an external party to join the Committee for a one-year term, subject to the approval of the majority of the Committee and the College Board.</p> <p>In attendance - by invitation The Chair may invite any party deemed relevant to the business of a meeting. Invited members do not hold voting rights.</p>
Roles and Responsibilities	<p>The responsibilities of the Audit, Risk and Strategy Committee are:</p> <ul style="list-style-type: none"> • To identify risk and discuss and advise on mitigation strategies in relation to: <ul style="list-style-type: none"> ○ Governance and strategy ○ Academic provision, policies, scope, programme and institutional reviews ○ Student recruitment, management and support ○ Public perception and reputation ○ Health, safety, security and compliance ○ Financial sustainability and investment ○ Technology and data ○ Government initiatives, public policy and regulation ○ Human resources ○ Physical infrastructure and resourcing • To record and report on risks identified through the CCT Risk Register. The Risk Register will normally be compiled by ELT and/or Management teams. • To receive reports from the CCT management team, and external experts, to assist in risk identification. • Advise on the adequacy of the College response to matters identified through risk assessment, audits, evaluations or reviews. • Make recommendations to the College Board to improve the effectiveness of governance, risk management and control processes and contribute towards organisational improvement. • Provide an independent view of the College's strategic ambitions and business operations and identify and advise the Board of potential strategic developments and opportunities to help grow the institution. <p>All committee meetings are conducted in accordance with the Governance Committee Meeting Conduct, Decision-Making and Participation Procedure.</p>

2.1.4 Management Team Terms of Reference

Element of ToR	Description
Purpose of Committee	The Management Team comprises of the Executive Leadership Team, along with the Managers of CCT departments and functions and those in leadership roles. This team is responsible for the day to day running of the College, operationalising the Strategic Plan, works under the direction of the Executive Leadership Team and serves to complement the work of the Academic Council and QE Committee.
Status of Committee	This team is responsible for assisting the ELT with the day to day running of the College, implementation of the Strategic Plan and serves to complement the work of the Academic Council.
Frequency of meetings	At least three times per year.
Ex-officio members	<p>The ex-officio composition and membership of this committee is as follows:</p> <ul style="list-style-type: none"> • Chair- College President • Vice-chair • Secretary • Dean of Academic Affairs • Dean of Faculty • Dean for Administration and Finance • Dean of Teaching and Learning • Education Technology Manager • Head of Admissions • Head of Student Services • Head of Marketing • Admin & Operations Lead • QA Lead • College Librarian
Nominated, elected, or co-opted members	<p>There are no appointed or elected members of this committee.</p> <p>Co-opted members</p> <p>The Chair has the authority to invite a relevant member from the College or an external party to join the Committee for a one-year term, subject to the approval of the majority of the Committee and the College Board.</p> <p>In attendance - by invitation</p> <p>The Chair may invite any party deemed relevant to the business of a meeting. Invited members do not hold voting rights.</p>

Roles and Responsibilities	<p>The responsibilities of the Management Team are:</p> <ul style="list-style-type: none"> • To operationalise and report on implementation of strategic plans and attainment of strategic objectives • To ensure effective operational management of the college, based on strategic goals and objectives and decisions of the Executive Leadership Team and College Board. • To make recommendations to Academic Council or the Executive Leadership Team • Discuss and make decisions or recommendations on College management, communications and operations, as required by the Executive Leadership Team. • To encourage staff and stakeholders to contribute positively to the growth of the College. • To ensure a College wide approach to operations through effective communication and dissemination • Providing the Executive Leadership Team with progress reports on individual areas of leadership or management responsibility <p>All committee meetings are conducted in accordance with the Governance Committee Meeting Conduct, Decision-Making and Participation Procedure.</p>
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2.2 Academic Governance

The College Board delegates responsibility for academic governance to the Academic Council and its subcommittees to ensure separation of corporate and academic decision-making, and to uphold the integrity of academic decision-making across all areas of College life.

An independent chair (external) of Academic Council provides oversight to Academic Governance to facilitate the separation of Academic Governance from Corporate Governance, appointed and serving for a period of time as determined by the College President and Board.

The College Board, in devolving responsibility for academic matters to Academic Council, authorises the Council to establish such committees as deemed necessary to fulfil the duties and responsibilities of the Council. Such committees may comprise partly or entirely of persons who are not members of the Academic Council. Academic Council shall determine the membership, duties and responsibilities of such committees.

While some committees have some devolved responsibility from Academic Council, all committees are ultimately accountable to the Academic Council and all proposals and decisions of such committees are subject to approval of the Academic Council.

The following committees are constituted, in accordance with procedures documented in the QA manual, to assist the Council in fulfilment of its duties:

- Quality Enhancement Committee
- Student Services and Pastoral Care Committee
- Academic Integrity Committee
- Research Committee
- Appeals Board
- Academic Standards Board
- Programme Board
- Board of Examiners

2.2.1 Academic Council Terms of Reference

Element of ToR	Description
Purpose of Committee	The Academic Council serves to protect, maintain, and develop the academic standards of the programmes and the activities of the College. It is the authority responsible for protecting the academic reputation of the College, the programmes it offers and the awards to which they lead.
Status of Committee	<p>The College Board has devolved responsibility for academic matters to the Academic Council. The Board receives reports from the Academic Council, respecting the authority and academic freedom of members of the Council.</p> <p>The Council, through the Chair, may request approval from the College Board for changes to the Constitution to improve the workings of the Council. The Board provides a supporting role to the Academic Council, not a regulatory one.</p> <p>Academic Council membership shall at all times be reflective of the academic</p>

	<p>departments, services, student body and decision-making functions of the College.</p> <p>At any time, the membership of Academic Council shall not normally be less than 10 members, including an independent Chairperson, academic members of the Executive Leadership Team, the Chairpersons of the Academic Council sub-committees, and representatives of the college faculties and students/graduates.</p> <p>In response to college growth and diversification, changes in membership including the addition, removal or replacement of members, for a fixed term or otherwise, may be implemented with the approval of the College Board.</p>
Frequency of meetings	Minimum four times per year.
Ex-officio members	<p>The ex-officio composition and membership of this committee is as follows:</p> <ul style="list-style-type: none"> ● Chair- Independent Chair appointed by the College Board ● Vice-chair- Dean of Academic Affairs has authority to act on behalf of the Chair of Academic Council to progress any necessary business that is required to support the operation of the College if the Chair is not available for short periods of time. ● Secretary- QA Lead ● College President [Note -The President is entitled to preside at all meetings of the academic council or a committee of the council at which he or she is present, but if he or she at any time chooses not to so preside, he or she shall nominate a person to preside in his or her place.] ● Dean of Academic Affairs ● Dean of Faculty ● Chairpersons of Academic Council sub-committees ● QA Lead ● Ed Tech Manager ● College Librarian ● Admissions representative
Nominated, elected, or co-opted members	<p>Elected members of this committee is as follows:</p> <ul style="list-style-type: none"> ● Four faculty representatives, representative of all faculties ● Minimum two student / graduate representatives <p>Co-opted members</p> <p>The Chair has the authority to invite a relevant member from the College or an external party to join the Committee for a one-year term, subject to the approval of the majority of the Committee and the College Board.</p> <p>In attendance - by invitation</p> <p>The Chair may invite any party deemed relevant to the business of a meeting. Invited members do not hold voting rights.</p>
Roles and Responsibilities	The responsibilities of the Academic Council are to:

	<ul style="list-style-type: none"> • Review and recommend for approval or rejection proposals for the development of programmes or academic activities • Consider strategic development proposals in the context of the potential impact on existing provision, learners, staffing and resources and make appropriate recommendations in respect of same, to the Board, with a view to maintaining and protecting the academic reputation of the College and its integrity as a provider of academic programmes. • Approve and oversee design, development, and implementation of programmes of study in accordance with the budgets approved by the Board. • Make recommendations to the Executive Leadership Team and College Board for the establishment of appropriate structures to deliver programmes of study, and any academic development. • Make recommendations to the Board on programmes for the development of research • To facilitate decisions on the selection, admission, retention, and exclusion of students. • Be responsible, for making academic regulations for the college, and to agree and maintain regulations on assessment of learners and academic conduct, subject to the requirements of QQI or any other educational authority with which the College has agreements. • Manage relevant sub-committees related to academic redress, such as the Academic Standards Board (ASB), and Appeals Board. • Be responsible for procedures for appeals by students relating to the results of assessments. • Assign such responsibilities to the QE Committee as deemed appropriate and oversee the actions of the Committee accordingly. • Receive recommendations from the QE Committee in relation to annual monitoring and quality improvement planning and accept, reject or amend and approve recommendations as appropriate. • Oversee the assessment of learners and formally ratify decisions relating to progression and recommendation for award as determined by Boards of Examiners. • Manage and coordinate various sub-committees established by the Academic Council to carry out its work. The Academic Council can establish such and so many committees, as it sees fit to assist in the performance of its functions. The acts of all sub-committees and other academic committees at CCT shall be subject to confirmation by the Academic Council, unless the Academic Council with the approval of the Board dispenses with the necessity for such confirmation. • Formally assess and approve all validation, programme review, revalidation, and institutional review processes and documentation. • Contribute to the quality of all programmes of study and the institution itself. • Monitor the implementation of continuous improvement activities and contribute to the future operations and strategic development of the College.
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	<ul style="list-style-type: none"> Oversee the process of approval of public information, as delegated to the Dean of Academic Affairs in conjunction with relevant departmental heads. <p>All committee meetings are conducted in accordance with the Governance Committee Meeting Conduct, Decision-Making and Participation Procedure.</p>
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2.2.2 Quality Enhancement Committee Terms of Reference

Element of ToR	Description
Purpose of Committee	<p>The aims of the Committee are:</p> <ul style="list-style-type: none"> to work with the staff, management and other committees in CCT to implement a total quality culture throughout the College to maximise opportunities to promote excellence in teaching, learning, research, and the student experience through quality assurance mechanisms support Academic Council in developing systems, policies and procedures to quality assure and improve CCT services and programmes based on the outcomes of robust evaluation processes and analysis of quality indicators or impact assessments.
Status of Committee	<p>The QE Committee is a committee of, and accountable to, Academic Council.</p> <p>Membership of the QAEC shall be representative of the academic and academic support functions of the College. Membership may change or expand, temporarily or long term, in response to sectoral or institutional developments with the approval of the College President on receipt of a recommendation from the Chair of Academic Council.</p>
Frequency of meetings	Minimum four times per year.
Ex-officio members	<p>The ex-officio composition and membership of this committee is as follows:</p> <ul style="list-style-type: none"> Chair- QA Lead Vice-chair- Rotating Secretary- Chair fulfils role of secretary. Dean of Academic Affairs Dean of Teaching and Learning Head of Student Services Ed Tech Manager College Librarian
Nominated, elected, or co-opted members	<p>Appointed or elected members of this committee is as follows:</p> <ul style="list-style-type: none"> Appointed- One Faculty Coordinator per faculty Elected- Faculty representatives, at least one representing each faculty and no more than four. <p>Co-opted members</p> <p>The Chair has the authority to invite a relevant member from the College or</p>

	<p>an external party to join the Committee for a one-year term, subject to the approval of the majority of the Committee and the College Board.</p> <p>In attendance - by invitation</p> <p>The Chair may invite any party deemed relevant to the business of a meeting. Invited members do not hold voting rights.</p>
Roles and Responsibilities	<p>The responsibilities of the Quality Enhancement Committee are:</p> <ul style="list-style-type: none"> ● Help foster a quality culture throughout the College, supporting excellence in teaching and learning and supporting research, innovation, scholarship and professional development through implementation of effective QA mechanisms to inform, monitor, review and enhance. ● Facilitate the sharing of good practice in academic activities and student services ● Facilitate staff and student engagement in quality assurance and enhancement activities ● To oversee the annual review of the CCT QA system and make recommendations for the approval by Academic Council of QA policies, or changes to same, arising from monitoring and review activity or resulting from legislative or sectoral change ● To receive nominations for external examiner appointments and make a recommendation to Academic Council. ● To monitor programme development and review activity and report to Academic Council accordingly. ● Review and analyse the outcomes of quality processes and recommend to Academic Council actions, projects or developments to facilitate continued attainment of standards or to enhance standards, services or practice. As such, the Committee shall receive the following annual reports: <ul style="list-style-type: none"> ○ Programme reports ○ External Examiner Reports ○ Admissions audit report ○ Student satisfaction survey results ○ ASB report ○ Exam Board audit and monitoring report ○ Student Services report ○ Library Report ○ Report from Centre for Teaching and Learning ● To advise on matters relating to quality enhancement that the Academic Council may refer to the Quality Enhancement Committee. ● To formulate monitor a quality enhancement plan for the College, aligned to the strategic plan, and agreed by the Academic Council and to and report on its implementation and monitoring to Academic Council. <p>All committee meetings are conducted in accordance with the Governance Committee Meeting Conduct, Decision-Making and Participation Procedure.</p>

2.2.3 Student Services and Pastoral Care Committee Terms of Reference

Element of ToR	Description
Purpose of Committee	<p>The Student Services and Pastoral Care Committee provide a dedicated forum where class representatives and CCT staff meet to monitor the effectiveness of student supports and identify opportunities for the College to further enhance its services and pastoral care of students.</p> <p>Membership of this committee should reflect a student / staff partnership with representation of all CCT student services departments / functions and the class reps.</p>
Status of Committee	The Student Services and Pastoral Care is a subcommittee of the Academic Council.
Frequency of meetings	Minimum of three times per year.
Ex-officio members	<p>The ex-officio composition and membership of this committee is as follows:</p> <ul style="list-style-type: none"> • Chair- Head of Student Services • Vice-chair • Secretary - Chair fulfils role of secretary • Librarian • Faculty Coordinators • Head of Admissions • Admin and Operations Lead • Class reps The Student Services and Pastoral Care Committee requests the attendance of two class representatives (normally ultimate or penultimate year students for undergraduate programmes) at Committee meetings.
Nominated, elected, or co-opted members	<p>There are no appointed or elected members of this committee.</p> <p>Co-opted members The Chair has the authority to invite a relevant member from the College or an external party to join the Committee for a one-year term, subject to the approval of the majority of the Committee and the College Board.</p> <p>In attendance - by invitation The Chair may invite any party deemed relevant to the business of a meeting. Invited members do not hold voting rights.</p>

Roles and Responsibilities	<p>The responsibilities of the Student Services and Pastoral Care Committee are:</p> <ul style="list-style-type: none"> • To review and discuss formal and informal student feedback and make recommendations to other committees within the CCT QA structure where necessary. • To examine and review student body opinion on the general student welfare and support services, particularly those non-academic services provided by CCT and report on same to the Academic Council. • To review on an ongoing basis, the effectiveness of all mechanisms of student consultation and communications including the operation of all mechanisms through which students can evaluate CCT programme and services and report on same to the Academic Council. • The Student Services and Pastoral Care Committee (SS&PC) establishes a Student Class Representative system in each class at the beginning of each academic year. Each programme group nominates and elects one class representative • The Student Services and Pastoral Care Committee also establishes the Student Class Representatives sub-committee where all class representatives attend two meetings per year with the three staff members of the SS&PC Committee, to discuss in more detail how CCT can improve student services and pastoral care of students. <p>All committee meetings are conducted in accordance with the Governance Committee Meeting Conduct, Decision-Making and Participation Procedure.</p>
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2.2.4 *Academic Integrity Committee Terms of Reference*

Element of ToR	Description
Purpose of Committee	<p>The aim of the CCT 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 is a sub-committee of the Academic Council and will report and make recommendations to the Academic Council on key developments pertaining to academic integrity. The committee work is informed by an ethos of student partnership, institution-wide collaboration, 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, and equality, diversity and inclusion.</p>
Status of Committee	<p>This committee is a subcommittee of the Academic Council.</p>

Frequency of meetings	Minimum four times per year.
Ex-officio members	<p>The ex-officio composition and membership of this committee is as follows:</p> <ul style="list-style-type: none"> • Chair- CCT Representative of QQI's National Academic Integrity Network • Vice-chair- Alternate representative • Secretary- Chair fulfils role • College Librarian • Head of Student Services • Dean of Academic Affairs • Dean of Teaching & Learning
Nominated, elected, or co-opted members	<p>Elected members of this committee is as follows:</p> <ul style="list-style-type: none"> • At least two faculty representatives, minimum one representing each faculty • AT least two student representatives, minimum one representing each faculty <p>Co-opted members The Chair has the authority to invite a relevant member from the College or an external party to join the Committee for a one-year term, subject to the approval of the majority of the Committee and the College Board.</p> <p>In attendance - by invitation The Chair may invite any party deemed relevant to the business of a meeting. Invited members do not hold voting rights.</p>
Roles and Responsibilities	<p>The responsibilities of the Academic Integrity Committee are to:</p> <ul style="list-style-type: none"> • Promote, support and embed the highest standards of academic integrity in all aspects of teaching, learning, assessment, research and administration at CCT College Dublin. • Develop, implement, and monitor the effectiveness of policies, procedures and processes that support, promote and embed academic integrity. New policies to go through Academic Council for adoption and final sign off. Summary Monitoring Reports to be made available to the Academic Council. • Review, discuss and share international good practice pertaining to academic integrity practice, translating effective practice into recommendations and advice for all departments in the College. • Nurture academic integrity literacy and support all members of the College community to understand and embed their policy and procedure obligations.

	<ul style="list-style-type: none"> • Facilitate the development and maintenance of a robust internal detection, monitoring, recording and reporting processes to ensure that there is a centralised overview of academic misconduct across all College activities through the application of QA policies and procedures. • Contribute to internal monitoring and make recommendations to the Academic Council on how to contribute to national-level information sharing on academic integrity, academic misconduct and contract cheating. • Develop specific metrics to evaluate the effectiveness of assessment practices, such as student performance data, feedback surveys, and rates of academic misconduct. • Liaise with the Quality Enhancement Committee in relation to enhancement activities. <p>All committee meetings are conducted in accordance with the Governance Committee Meeting Conduct, Decision-Making and Participation Procedure.</p>
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2.2.5 Research Committee Terms of Reference

Element of ToR	Description
Purpose of Committee	The primary purpose of the Research Committee is to provide governance and oversight to the College's research activities including development of research strategies, research policies and research supports and ensuring that research complies with national and international ethical standards.
Status of Committee	This committee is a subcommittee of the Academic Council (AC) and therefore, the TOR for the RC must be approved by the AC.
Frequency of meetings	Minimum 3 times per year.
Ex-officio members	<ul style="list-style-type: none"> ▪ Dean of Faculty (Chair) ▪ Dean of Academic Affairs ▪ Dean of Teaching & Learning ▪ College Librarian
Nominated, elected, or co-opted members	<ul style="list-style-type: none"> ▪ Two members of research-active faculty per faculty-appointed by the Chair. ▪ One member of the research-active part-time faculty-appointed by the Chair. ▪ Two research-active student representatives appointed by the Committee. ▪ One member of Research active staff (i.e. not a faculty member)

	<p>Co-opted The Chair has the authority to invite a member from the College or an external party to join the Committee for a one-year term if their participation aids in fulfilling the Board's responsibilities, subject to the approval of the majority of the Committee and the College Board.</p> <p>In attendance - by invitation The Chair may invite any party deemed relevant to the business of a meeting.</p>
Roles and Responsibilities	<p>The responsibilities of the Research Committee are to:</p> <ul style="list-style-type: none"> • To promote a culture of research and scholarly activity within CCT College • Oversee the development and implementation of College Research Strategy. • Ongoing review of Research Strategy Priorities and Actions. • Define reasonable measurable targets for research activity within CCT College. • Ensure alignment of research activity with broader CCT strategic activity including Institutional Strategy and TLA Strategy. • Benchmark research and research funding activity against the private sector. • Establish policies and procedures for ethical approval of faculty and institutional research. • Periodically publish summaries of research output using agreed metrics. • Ensure Student led research projects are facilitated for publication or conference proceedings <p>All committee meetings are conducted in accordance with the Governance Committee Meeting Conduct, Decision-Making and Participation Procedure.</p>

2.2.6 Appeals Board Terms of Reference

Element of ToR	Description
Purpose of Committee	The Appeals Board is a sub-committee of Academic Council which is convened by the Dean of Academic Affairs in the event of an application for appeal against an academic judgement being deemed eligible.
Status of Committee	The Appeals Board is an ad hoc sub-committee of Academic

	Council.
Frequency of meetings	Convened as required.
Ex-officio members	<p>The ex-officio composition and membership of this committee is as follows:</p> <ul style="list-style-type: none"> • Chair- Chair of Academic Council • Secretary- QA Lead <p>Membership must only ever comprise of individuals with no previous involvement in the case. A minimum of 3 members should constitute an Appeals Board.</p>
Nominated, elected, or co-opted members	<p>Appointed or elected members of this committee is as follows:</p> <ul style="list-style-type: none"> • One additional member of the Academic Council. • An external academic
Roles and Responsibilities	<p>The responsibilities of the Appeals Board are:</p> <ul style="list-style-type: none"> • The role of the Appeals Board is to consider the case put forward by the appellant, including the findings of any investigatory process and to determine whether the appeal should be accepted or rejected. The finding of the Board is determined by majority vote. In the case of a tied decision, the Chair has the casting vote. • The Appeals Board may seek (through the Chair) such information or advice as it considers necessary and, in such manner, as it considers appropriate. • Where an appeal is accepted, the Appeals Board is required to determine the appropriate actions to be taken. • The QA Office will be notified of the decision of the Board and will arrange for reporting to the Academic Council and for completion of recommended actions, which are also reported to Academic Council. <p>The Composition and responsibilities of any Appeals Board must be in accordance with the Recheck, Review, Appeal Policy.</p>

2.2.7 Academic Standards Board Terms of Reference

Element of ToR	Description
Purpose of Committee	The Academic Standards Board deals with allegations of academic misconduct.
Status of Committee	The Academic Standards Board is an ad hoc sub-committee of Academic Council. Appeals against decisions of the ASB are heard by the Appeals Board.

Frequency of meetings	Convened as required.
Ex-officio members	<p>The ex-officio composition and membership of this committee is as follows:</p> <ul style="list-style-type: none"> • Chair- Dean of Faculty • Vice-chair- appointed as required • Secretary- QA Lead and full member • Member of teaching faculty • College Librarian when available <p>The membership of the Academic Standards Board must comprise of a minimum of three members who:</p> <ul style="list-style-type: none"> • have no prior involvement in a case being considered • have knowledge of assessment and regulations • are familiar with the CCT policy relating to Academic Misconduct • are knowledgeable of good practice in academic writing, referencing, research and scholarly activity. <p>Subject matter expertise is not a requirement.</p>
Nominated, elected, or co-opted members	<p>Nominees for any of the above ex-officio roles may be appointed where approved by the Dean of Academic Affairs.</p> <p>Co-opted members</p> <p>The Chair has the authority to invite a relevant member from the College or an external party to join the Committee for a one-year term, subject to the approval of the majority of the Committee and the College Board.</p> <p>In attendance - by invitation</p> <p>The Chair may invite any party deemed relevant to the business of a meeting. Invited members do not hold voting rights.</p>
Roles and Responsibilities	<p>The role of the ASB is to consider cases of alleged academic misconduct referred to it, including the outcome of any investigatory process.</p> <p>The Board can reach one of three outcomes:</p> <ul style="list-style-type: none"> - No case to answer - Case proven / admitted - Inconclusive <p>Where the ASB determines there is no case to answer, it must conclude the process at this point and communicate the requirement for all records of the allegation to be destroyed.</p> <p>Where ASB determines a case is proven or admitted, it must apply penalties in accordance with the misconduct policy approved by Academic Council.</p> <p>Where ASB determines the outcome as inconclusive, no penalty</p>

	<p>can be awarded, and no specific record of the allegation can be retained on the learner record. In such cases the learner must be reminded of their obligations in respect of academic conduct.</p> <p>The Chair of the ASB presents an annual report to the Academic Council, via the QE Committee summarising the number of cases considered, proven and inconclusive, the nature of the offences and the penalties applied.</p>
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2.2.8 Programme Board Terms of Reference

Element of ToR	Description
Purpose of Committee	Programme Leaders are responsible for chairing Programme Boards for each academic year. The Programme Board has the overriding responsibility for developing, continuously improving, and managing the effective delivery of programmes under CCT policy, within their respective Faculty. Programme Boards are also responsible for the conception, and initial planning of programme design and development, along with establishment of more specific Programme Development Teams (sub-committees) for full design and development of new programmes.
Status of Committee	Programme Boards, not to be confused with Programme Team Meetings, are the formal body responsible for the ongoing monitoring and development of a programme or suite of programmes.
Frequency of meetings	Programme Boards meet once per semester, and once after academic year end.
Ex-officio members	<p>The ex-officio composition and membership of this committee is as follows:</p> <ul style="list-style-type: none"> • Chair- Programme Leader • Vice-chair- Dean of Faculty • Secretary- Chair acts as secretary • Faculty Coordinator(s) • QA Office representative • Student representative • All teaching staff related to the programme. • Any employer representatives associated with the programme • Admissions representative • Library representative
Nominated, elected, or co-	There are no appointed or elected members of this committee.

<p>opted members</p>	<p>Co-opted members</p> <p>The Chair has the authority to invite a relevant member from the College or an external party to join the Committee for a one-year term, subject to the approval of the majority of the Committee and the College Board.</p> <p>In attendance - by invitation</p> <p>The Chair may invite any party deemed relevant to the business of a meeting. Invited members do not hold voting rights.</p>
<p>Roles and Responsibilities</p>	<p>The responsibilities of the Programme Board are:</p> <ul style="list-style-type: none"> • To monitor and manage the programme on an ongoing basis, in accordance with programme validation. • To ensure that the programme is kept up to date and relevant, and that the curriculum content and assessment is suitable for the learning outcomes. • To ensure that recommendations of external examiners, where possible, are actioned. • To address issues that may arise from time to time with student performance in individual modules or with the programme as a whole. • To implement action plans from annual monitoring reports and monitor impact of same. • To undertake development of new programmes, under the guidance of the Dean of Faculty, once approval has been received, and assist in the programme validation process. • To contribute to a self-evaluation report for the periodic evaluation of the programmes. • To monitor, evaluate and manage assessment practice, including ongoing coordinated planning of assessment, and regular assessment feedback to learners. • To identify and share good teaching, learning, and assessment practice between members of staff. • To review and act upon feedback from students as appropriate, and report to the QE Committee and Academic Council. • To monitor student attendance rates, student retention, progression and success rates, and make recommendations to the Academic Council based on these. <p>All committee meetings are conducted in accordance with the Governance Committee Meeting Conduct, Decision-Making and Participation Procedure.</p>

2.2.9 Board of Examiners Terms of Reference

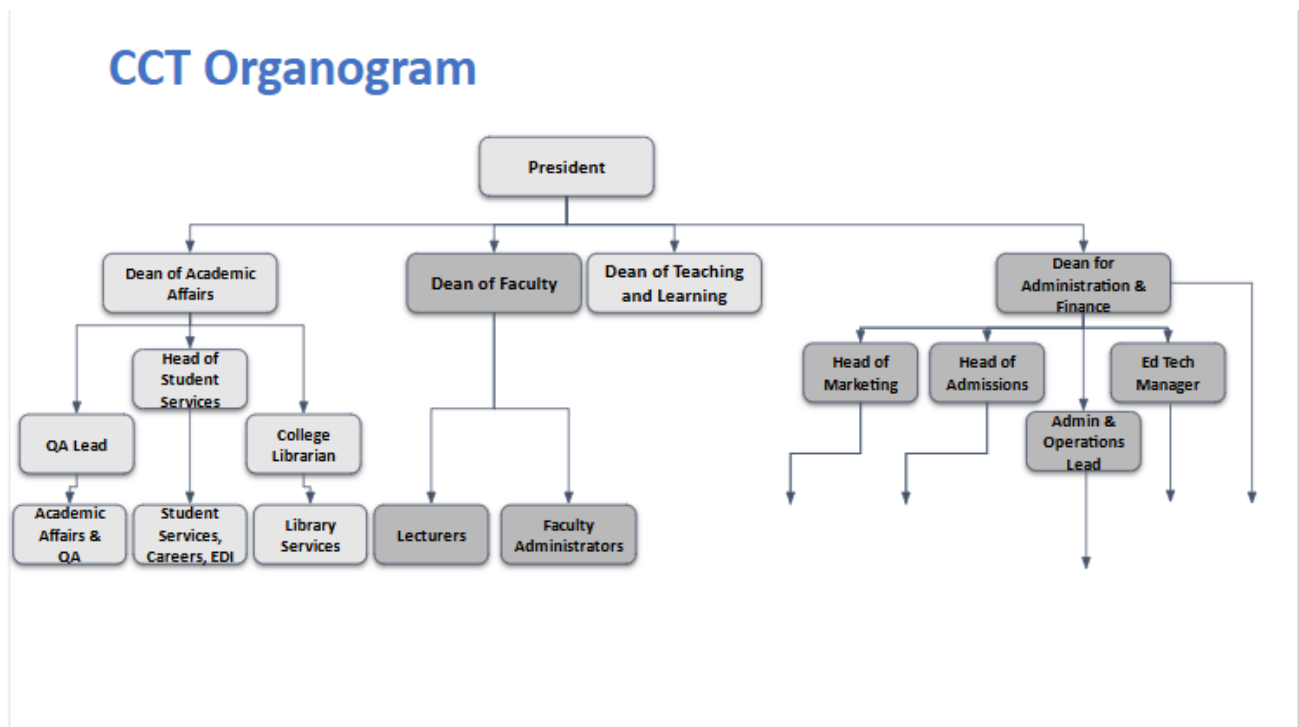
Element of ToR	Description
Purpose of Committee	The meeting of Internal and External Examiners is referred to as the meeting of the Board of Examiners.
Status of Committee	<p>The Board of Examiners is a subcommittee of the Academic Council with delegated responsibility for consideration of results and determination of decision relating to progression and awards.</p> <p>The proceedings and deliberations of the Board of Examiners are strictly confidential. The date of meeting of Board of Examiners shall be agreed annually by the External Examiner(s), Dean of Academic Affairs, Dean of Faculty, and the QA Lead.</p>
Frequency of meetings	Normally held after examination periods at the end of each semester.
Ex-officio members	<p>The ex-officio composition and membership of this committee is as follows:</p> <ul style="list-style-type: none"> • Chair- Dean of Faculty • Vice-chair- Dean of Academic Affairs when required • Secretary- Faculty Coordinator • Programme Leader • Academic faculty for all modules under consideration • External Examiners for each programme under consideration <p>Only those academic staff who participated in the assessment of learners for a given award (or stage leading to an award) together with the Chair, and such External Examiners appointed by CCT and notified to QQI, will participate in making recommendations in relation to award or stage progression.</p>
Nominated, elected, or co-opted members	<p>There are no appointed or elected members of this committee.</p> <p>Co-opted members The Chair has the authority to invite a relevant member from the College or an external party to join the Committee for a one-year term, subject to the approval of the majority of the Committee and the College Board.</p> <p>In attendance - by invitation The Chair may invite any party deemed relevant to the business of a meeting. Invited members do not hold voting rights.</p>
Roles and Responsibilities	Fuller information on the conduct and authority of Boards of Examiners is included in the Board of Examiners Policy in section 5 of the QA Manual.

2.3 Roles and Responsibilities

The College President is the principal officer of the college. The President's primary responsibility is to provide vision and continuous leadership for the College along with managing and directing the activities of the college and staff on a daily basis in an efficient way. At CCT, the President's role is that of a Managing Director, and it is ultimately accountable and responsible for all departments and affairs institution-wide.

The following sections out the departmental structures of CCT, core corporate and academic governance roles, and the functions related to each Executive Leadership role, as illustrated in Figures 2 and 3. All Executive Leadership roles report directly to the College President.

Figure 2. CCT Organogram Outlining College Roles and Reporting Lines

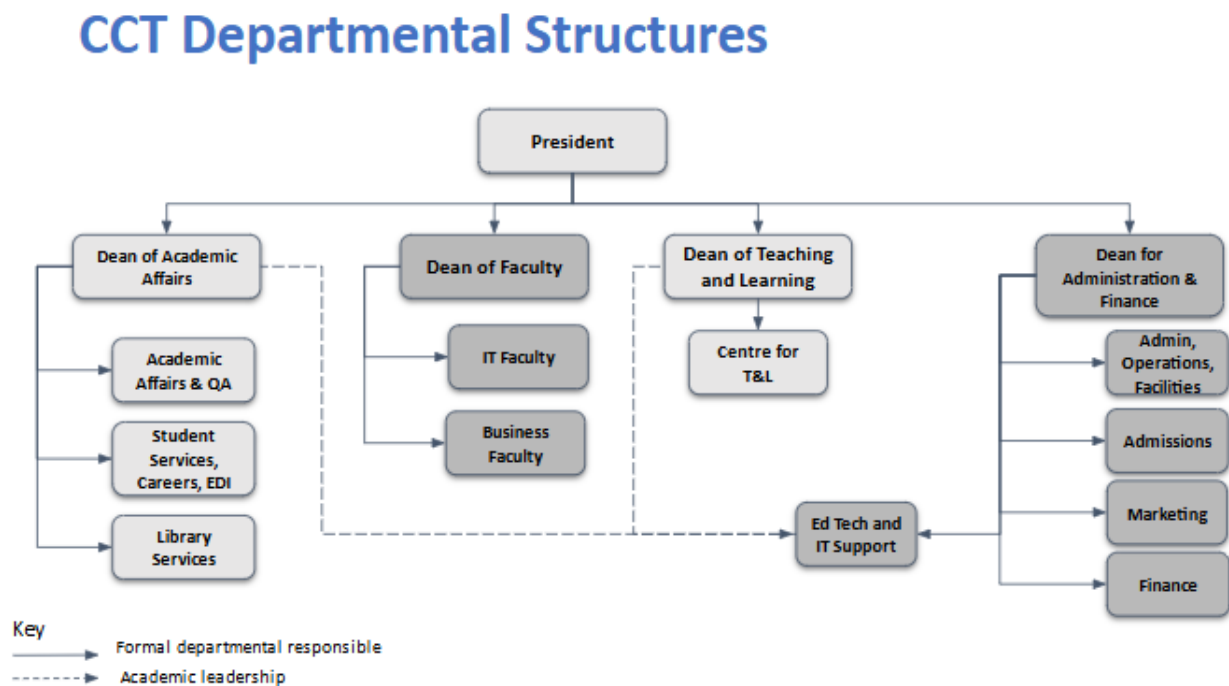


2.3.1 Departmental Structure

Members of the College's Executive Leadership Team (ELT) have distributed leadership responsibilities for each core area of activity in the College. All departments are ultimately accountable to the College President. The following four core areas of College activity are illustrated in Figure 3 and furthered outlined in management responsibilities described later in this section:

- Academic Affairs under the leadership of the Dean of Academic Affairs with overarching responsibility for academic affairs and quality assurance, student services, careers and equality, diversity and inclusion, and library services.
- Faculty under the leadership of the Dean of Faculty with overall responsibility for academic and operational activity within the College's two faculties.
- Teaching and Learning under leadership of Dean and Teaching and Learning, managing all activity within the Centre for Teaching and Learning.
- Administration and Finance under the leadership of the Dean for Administration and Finance with responsibility for Administration, Operations and Facilities, Admissions, Marketing and Finance.

Figure 3. CCT Departmental Structures



2.3.2 Corporate Management Roles

Dean for Administration & Finance

This role holds responsibility for the daily operation, effectiveness and continuous improvement of the admissions and marketing administration, the accounting and finance function of the College and the general administration of the College. The role also holds responsibility for the daily operation and running of the College in the President's absence. The Dean for Administration and Finance is a member of the Executive Leadership Team and the Management Team. The following management roles fall under the remit of the Dean for Administration and Finance:

- **Head of Admissions**

This role is responsible for the management and control of student recruitment and admittance of all full time and part time students to CCT College, in accordance with the programme entry requirements as confirmed in communication with the Dean of Faculty. This role is carried out in close and continual consultation with the lead academic personnel in the College and is responsible for ensuring compliance with the programme entry requirements as validated, and other applicable legislative requirements. The Head of Admissions presents an Admissions and Marketing Strategy in January of each year and strives to ensure that marketing targets are met. The Marketing Strategy of the College comprises national and international marketing. This role also involves promotion and awareness of the College nationally and internationally and takes responsibility for ensuring information to learners complies with statutory requirements.

- **Education Technology Manager**

The Ed Tech Manager manages the technology infrastructure of CCT College Dublin to ensure effective delivery of CCT programmes, supports for learners, access to and interaction with learning resources, staff and services. Working collaboratively with senior colleagues the Ed Tech Manager contributes to the design and implementation of technology-based supports to expand and enhance provision and strengthen student success. As a member of the Management Team the Ed Tech manager contributes to the day-to-day management and the strategic development of CCT, with a specific focus on the educational technology infrastructure and requirements of the College.

- **Head of Marketing**

The Head of Marketing reports to the Dean for Administration and Finance and works closely with the College President in a business development capacity. The Head of Marketing is responsible for building the CCT College brand and raising awareness of the programme offerings and academic activities of the College, its staff and students.

- **Admin and Operations Lead**

The Admin and Operations Lead works under the direction of the Dean for Administration and Finance to provide operational leadership relating to programme coordination and student services, for part time and government funded initiatives, in addition to coordinating and overseeing resources and facilities management matters.

2.3.3 Academic Management Roles

Dean of Academic Affairs

The Dean of Academic Affairs fulfils the role of College Registrar and is responsible for the academic standards, academic direction, quality assurance management, and educational development of the College. The management of student services and library services also come under this remit. The Dean of Academic Affairs, under the Academic Council, oversees validation and accreditation initiatives and works with other senior staff in managing QA, institutional and programme reviews. The person occupying this role serves as a key contact between the College and accrediting and regulatory bodies as well as other providers and external academic networks, groups and organisations. The Dean of Academic Affairs is a member of the Executive Leadership Team and Management Team works in close cooperation with all management team members.

The following management roles fall under the remit of the Dean of Academic Affairs:

- **Head of Student Services**

The Head of Student Services is responsible for the identification, development and implementation of services to students of CCT College Dublin. Student services includes social, pastoral, academic and personal supports as well as supports for international learners and for learners with additional needs. The Head of Student Services reports to the Dean of Academic Affairs and is a member of the Management Team of CCT College. As a relatively small-sized College, the Head of Student Services is expected to make contributions to all areas of the management of the institution. Striving to ensure the effective pastoral care of enrolled learners, within a positive learning experience and environment at CCT College, is core to this role.

- **Quality Assurance Lead**

The QA Lead is responsible for leading the implementation of QA policies and practice and supporting the management and operation of the assessment process, promotion of academic integrity and maintenance of academic standards. They also support programme teams in programme development, validation, annual monitoring, review and revalidation processes, and support CCT in annual institutional reporting to QQI, institutional review and external quality assurance processes. As a member of the Management Team, the QA Lead will provide leadership and support in relation to:

- a. the continuous improvement of CCT programmes, services, QA policies, procedures, and supports
- b. development and enhancement of staff understanding of quality assurance policies, processes and their implementation.
- c. supporting engagement in quality enhancement initiatives.
- d. promoting good practice in teaching, learning and assessment, programme management and student support.
- e. monitoring the implementation of strategic objectives and ensure continued alignment of quality assurance policies and practices with the strategic context and ambition of CCT College Dublin.

- **College Librarian**

The College Librarian is responsible for managing the physical and virtual collection of CCT College Dublin Library and the design, implementation and monitoring of library services to students and faculty. The College Librarian works in close conjunction with fellow members of the Management Team to ensure the effective resourcing, operation and enhancement of the College Library Service, its associated learning resources and digital platforms. The Librarian leads frontline Library services in CCT and plays a lead role in the development and delivery of Student Success initiatives as part of the implementation of the CCT Student Success Strategy, promoting academic integrity and academic skills development in the CCT community and contributing to the development of academic programmes.

Dean of Teaching and Learning

The Dean of Teaching and Learning is a member of the Executive Leadership Team and reports directly to the College President. The person occupying this role is accountable for academic development of CCT, providing strong academic leadership in the management and development of the College and its personnel, and the implementation of the College Strategic Plan. Along with the Dean of Faculty, the Dean of Teaching & Learning holds executive responsibility for the development of teaching, learning and assessment within CCT College and leads the enhancement of academic practice within the College informed by international good practice and in accordance with the policies and procedures of CCT College Dublin. The Dean of Teaching and Learning incorporates running the Centre for Teaching and Learning within the College.

Dean of Faculty

The Dean of Faculty is a member of the Executive Leadership Team and reports directly to the College President. This post manages the teaching faculty within CCT and takes management responsibility for the operation of the two faculties. Along with the Dean of Teaching & Learning, the Dean of Faculty holds executive responsibility for the development of teaching, learning and assessment within CCT College, alongside the College's research strategy. The person occupying this role also has operational responsibility for academic standards, academic direction and quality assurance management of programmes within both faculties and plays a leading role in the periodic review of existing programmes and development of new programmes with support from the Dean of Academic Affairs other members of the Executive Leadership Team.

The following management roles fall under the remit of the Dean of Faculty:

- **Programme Leader Role**

In CCT College a programme leader has responsibility for the management, delivery and academic integrity of the programme they lead. This includes but is not limited to ensuring fitness for purpose of all aspects of programme design, development, delivery and assessment, the quality of programme content and the learning experience.

A programme leader is required to be cognisant of QA policies and procedures and the parameters of the validation for the programme they lead.

Responsibilities include:

- Working with the Management Team in respect of recruitment and selection of faculty and the management and professional development of the programme team.
- Ensuring relevant, accurate and up to date information about the programme is made available for marketing purposes
- Ensuring an effective, relevant and fit-for-purpose induction programme is in place and provided for each intake.
- Providing support and guidance to the programme team as may be required, in conjunction with other senior academic personnel
- Providing academic and pastoral guidance to students and ensuring appropriate interventions where causes for concern are identified.
- Leading programme team meetings, including the Programme Board
- Management and oversight of the assessment process and ensuring all requirements are met within the specified timeframes
- Liaising with external examiners and providing a formal response to reports
- Ensuring adherence to internal and external QA and monitoring requirements and maintaining currency with developments in the field of study and the potential implications for the programme.
- Raising the profile of the programme through research, publications/presentations and networking
- Leading the review, evaluation and short, medium and long-term planning of the programme, including reporting to the Academic Council
- Liaising with the Academic Council and the Management Team in respect of programme planning, monitoring and enhancement.
- Fulfil obligations associated with their lecturer role

- **Lecturer Role**

All lecturers within CCT are required to work collaboratively with the Programme Team and wider members of the college to ensure a cohesive teaching, learning and assessment approach and a positive learner experience. Lecturer responsibilities include:

- To lecture on CCT College programmes within a weekly schedule and fixed period each semester
- To keep updated with the general course syllabi at CCT College
- To be aware of each semester and academic year schedule, including Assessment and Programme and Exam Board dates
- To administer and coordinate all module assessments as required in accordance with the agreed assessment schedule and in accordance with validation agreements
- To prepare in a timely manner module assessments (of which they are a Module Leader / Lecturer) which facilitate attainment of module learning outcomes
- To engage with internal moderation and external examiner processes as applicable.
- To prepare lessons efficiently in order to competently conduct a lesson.
- To employ a range of appropriate resources, materials and methodologies

- To employ a range of additional resources and supplement lessons where required
- To employ a range of appropriate teaching techniques and styles (where applicable)
- To report any concerns regarding student attendance, engagement, assessment performance to the Programme Leader and Faculty Office, or any Management Team member
- To report any student welfare problems to the Programme Leader, Head of Student Services, or any Management Team member
- To issue assessments and grade student submissions within the deadlines set by CCT College, employing applicable moderation and external examination arrangements
- Provide constructive feedback on student assessment to aid student understanding of the mark awarded and facilitate further development of the student
- To assist in general faculty administration work where required by the college
- To attend regular staff meetings and development sessions
- To liaise with other lecturers teaching on the same programme
- To keep accurate records of all lessons and file with the college
- To keep accurate records of student attendance
- To regularly provide feedback and contribute significantly to the continuous development of the college.
- To undertake evaluations of modules they teach and facilitate the evaluation of the programme and quality improvement planning on an ongoing basis

2.4 Governance Committee Meeting Conduct, Decision-making, Participation

Purpose of Procedure

This procedure sets out the minimum administrative, logistical and participation requirements for all governance committees except for the Board of Examiners, Appeals Board and Academic Standards Board whose specific functions are outlined in their respective Terms of Reference.

This document is to be read in parallel with the specific terms of reference for each committee.

Role of the Chair

The Chair of each governance committee is responsible for:

- The overall effective implementation of the Terms of Reference for the committee.
- Ensuring timely and collegiate conduct of meetings.
- Annually reviewing and updating membership as necessary.

Role of the Secretary

- The secretary is responsible for facilitating committee meetings such as scheduling meetings as agreed in the annual meeting schedule, booking meeting rooms and providing virtual meeting links as required.
- The secretary is responsible for minute taking and record-keeping for the relevant committee.

- The secretary provides general support to the Chair in the implementation of terms of references for each committee.

Meeting format

- Committee meetings are normally held in hybrid format, facilitating attendance in-person or via electronic means.

Meeting frequency

- Each Committee determines its meeting schedule annually.
- Meetings are held at least four times per year unless otherwise specified in the Terms of Reference.
- Additional meetings may be scheduled upon request to the Chair, when agreed by the Chair or by decision of the Committee during the course of a meeting.

Quorum

- The quorum for a committee meeting is 50% of the membership, plus one, and must include either the Chair or Vice-Chair.
- If a quorum is not established within 15 minutes of the scheduled start time of the meeting the Chair will confirm an alternative date for the meeting and all business will be deferred to the rescheduled meeting
- Every reasonable effort should be made to ensure the quorum includes at least one student representative unless otherwise specified in the Terms of Reference.

Committee member Preparation for meetings

- Committee members must be fully prepared for each meeting, read documents beforehand, and make every reasonable effort to attend each meeting
- If unable to attend, members should notify the secretary when the meeting agenda is circulated.
- Members must inform the Chair if they perceive themselves to have a conflict of interest regarding an agenda item or a student.
- If the Chair confirms a member's conflict of interest, the conflicted individual will be excused from the relevant section of the meeting and all decision making related to the agenda item and/or student.
- All members are given access to all resources and artefacts needed to fulfil their duties as members.

Decision-making

- Decisions are normally made by consensus but in the absence of consensus, by open vote.
- If there is a tied vote, the Chair has the deciding vote.

- Any dissenting opinion will be recorded in the minutes if a committee member specifically requests that it be noted.
- Decisions may be made at a scheduled meeting or through electronic means between meetings, approved in writing by at least a quorum of members.
- Decisions cannot be made if the meeting is inquorate. Any decisions discussed when a meeting is inquorate must be subsequently ratified at the next Committee meeting before those decisions can be actioned.
- A decision is only valid when it is formally recorded in meeting minutes. In the absence of a formal record, any decision is considered null and void.

Agenda

- The agenda lists topics to discuss at the meeting. New agenda items must be sent to the Secretary at least 10 working days before the meeting.
- The Secretary sends the proposed agenda to the Chair for approval before sharing it with members.
- At the beginning of the meeting, members can ask to remove or defer agenda items.
- Only urgent matters not known 10 working days before the meeting can be added to the agenda at short notice with the Chair's permission.
- "Any Other Business" on the agenda is for sharing future agenda items or important updates, it is not for the introduction of matters needing debate or decision.

Minutes

- Minutes are maintained for every meeting of governance committees that record attendance, apologies, and decisions made by the Council.
- Minutes are drafted by the Secretary and forwarded to the Chair for confirmation of accuracy and approval to circulate to the wider Committee.
- Minutes are formally officially approved by the Committee at the next scheduled meeting.

Reporting and Evaluation and Review

- Minutes of Committee meetings shall be circulated to all members, and to the Board via the College President.
- Copies of the minutes will be available to any member of College staff and will be stored on the shared drive.
- Every year, the Chair and Secretary lead the development of an annual work plan, which is then approved by Committee members
- Annual reports are given to the Board of Directors and the ELT detailing updates.
- The Committee undertakes a self-assessment of its performance against these terms of reference every three years.
- The Chair reviews these terms of reference every three years as part of its self-assessment, in conjunction with the Committee and amends as appropriate. Any amendments are included in the annual report to the Board of Directors.

2.5 Eligibility and Appointment of Elected Members of Governance Committee Members

Procedure and Criteria of Eligibility for Elected:

This procedure outlines the process for determining eligibility and managing the appointment of elected members to governance committees in CCT.

Eligibility:

In order to serve as a student / graduate member on a governance committee, nominees must be, or have been within the last two years, a registered student at the College, in good financial and academic standing, with no record of academic misconduct.

In order to serve as a faculty member, nominees must be current faculty members of the College in either full-time or part-time capacity.

Terms of Office:

Elected members of governance committees on a governance committee typically hold office for a term of three years and are eligible for reappointment. Membership is limited to two consecutive terms and such members may not be reappointed until at least one term has passed. An elected member can resign their membership at any time as there is not an imposed minimum term.

Timeline for Appointment of Elected:

As elected members may complete their term at different times throughout the academic year, the end of their term in office will vary, based on the individual representative. This creates multiple scenarios of when an election will be held. Ideally, replacement members will be appointed prior to the termination of the term of the current member. In this regard, elections will be held

- in the final semester of current member's term (should they not be seeking reappointment), or
- in advance of the termination of a current member's term in the event of notification of early resignation of the position.

Nominations:

The election of student/ graduate members will begin with a call of nominations from full and part- time, undergraduate and postgraduate learners. Students interested in the position will nominate themselves by providing the following information as requested on the nomination form:

- Current Programme
- Interest in the position
- Relevant experience
- Photo (optional)

Nominations will be accepted for a period of seven days.

The election of faculty members will begin with a call from full and part- time faculty members. Faculty members will nominate themselves and should provide evidence of a second faculty member supporting their nomination.

Nominations will be accepted for a period of seven days.

Notification of Nominations:

Once nominations have been received, the nominees' profiles will be circulated to the relevant committee's members for consideration, prior to election commencing. Following initial approval by the relevant committee, they are submitted for formal approval by Academic Council for academic governance committees or the College Board for corporate governance committees. This allows for overall oversight such as checking that there are no conflicts of interest in advance, suitability of content of election profiles, and prevention of ineligible nominations progressing, if applicable.

Election

Once the nominees have been approved, the election process will be opened for voting. This can take place online or on campus. Eligible nominees' profiles will be presented on the election ballot and each student or faculty member will have the opportunity to vote for their top nominee. Voting will remain open for seven days. At the conclusion of the voting period the nominee with the most votes will be appointed as the Academic Council member.

Action in the event of no nominations:

In the event no nominees are secured, the matter will be returned to Council for approval of the process for co-opting members.

Actions in the event of a tie:

In the event of a tie, the matter will be returned to Council.

Term of Office

Elected members of the Council hold office for a period of three years and are eligible for reappointment. Membership is limited to two consecutive terms and such members may not be reappointed until at least one term has passed. A student member may continue serving as a graduate in line with these maximum terms of office.

Resignation of Position

Elected members may resign their membership at any time through written notification to the Chair of the Council and the College Board.

Policy Control Sheet

Policy Title	Governance and Decision-Making
Responsible Officer(s)	Executive Leadership Team
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	August 2023
Supersedes	August 2023
Next Review Date	August 2028
Designated Reviewer(s)	Dean of Academic Affairs
Scope	All staff

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	April 2018	New policy to provide greater clarity on process and requirements as well as clarify the limitations in accordance with validation	QA Committee	Academic Council
V1.1	Sept 2019	Amended to reflect discontinuation of Advisory Board, changed membership of management team and creation of Executive Leadership Team. Retitling of QA Committee to Quality Enhancement Committee with broader terms of reference.	SMT	Academic Council
V1.2	January 2021	Updated to include the addition of Audit, Review and Assessment Committee, Admin and Operations Lead and Amendment of Programme Development Lead to ICT Programmes Lead. Updated Org Chart added to reflect same.	ELT	College Board
	July 2021	Revisions to Academic Council constitution to reflect potential co-opting of members and clarity re the election process.	Dean of Academic Affairs	Academic Council

V1.3	Sept 2022	Review and updating of committee membership, organisational and governance structure, and addition of Academic Integrity Committee	ELT	Academic Council
V.1.4	Aug 2023	Preliminary updating of the committee membership to reflect discontinuation of Head of Enhancement role and acknowledge addition of Dean of Development and Dean of Teaching and Learning commencing in academic year 2023/24.	College President	Academic Council and College Board
V2	June 2025	Revised Section 2: Governance and Decision-Making to increase clarity around governance and administrative structures in the College. This includes establishing distinct procedures for administrative management of governance committees and election of committee members.	Dean of Academic Affairs	ELT/Academic Council

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Section 2: Governance and Decision-Making			
Policy & Procedure Title:	CCTP201: Risk Management Policy	Policy Number: CCTP201	Version: 1.1
<p>The purpose of this policy is to:</p> <ul style="list-style-type: none"> document the procedure for risk management in CCT to ensure consistent implementation of this approach, provide assurance to stakeholders that CCT undertakes risk management in a transparent and rigorous manner, and inform staff development to enhance risk awareness and promote effective risk management. <p>Policy Statement</p> <p>Risk management is an essential business continuity strategy in CCT College Dublin and is a fundamental element of strategic decision-making. Effective identification and management of risk enhances the security of the College and provides confidence to stakeholders. Risk management in CCT is a transparent process, supporting the potential for attainment of organisational objectives, and therefore integral to core business processes including:</p> <ul style="list-style-type: none"> Strategic planning Financial planning Operational planning and scheduling Policy development and review Programme proposals, design, monitoring and review Service monitoring Human Resource planning and performance management Project management Collaboration activity <p>CCT considers effective risk management to be central to good governance and sound business practice. Since its establishment in 2005, the College has been proactive in identifying and mitigating potential risks at all levels of the organisation. With the growth of the College, the expansion of scope of provision and the development and enhancement of systems, processes and services the College established an Audit, Risk and Strategy Committee as an advisory body to the College Board to further strengthen the risk management process.</p> <p>The primary aim of the risk management process is to strengthen resilience and resistance to events or actions that could be detrimental to business growth, sustainability and continuity.</p> <p>The approach to risk management is based on the principle of proportionality in that mitigation measures or the decision of how to respond to a potential risk is no more excessive than necessary. This also means that the primary focus in risk management is on risks which are high.</p> <p>Risk management and business continuity go hand in hand in CCT. Business continuity refers to the systems, procedures, technology and resources the College implements to ensure the ongoing delivery of business operations, or mechanisms for recovery to facilitate this, with minimal interruption, in the instance of a significant event such as fire, flood, weather event, cyber-attack, or a major health incident.</p>			

Risk management is not considered in isolation within the parameters of this policy and procedure. The wider health and safety, HR and QA policies of the College play a role in risk identification, reduction, prevention or management. While responsibility for risk management primarily lies within the higher levels of the College governance structure, the College promotes a culture of risk awareness to maximise the potential for risk identification and reduction.

Categories of Risk

The categories of risk that are considered by an organisation are those which are of greatest significance and relevance to the nature of its business. As an independent higher education provider CCT has defined the following risk categories:

Risk Category	Description
Strategic	Occurrences which have the potential to prevent or delay the attainment of strategic objectives of the College or require greater investment than had been planned.
Financial	Events, processes, policies or systems that negatively impact on financial planning and budget or cause financial loss
Operational	Events, processes, policies or systems that disrupt business operations
Regulatory	Changes in or introduction of legislation or regulations that materially impact on college operations and activities
Reputational	The potential for negative perception of the College arising from internal events, decisions, communications, practices or actions, or the inability to satisfy stakeholder expectations or standards.

Risk Appetite

No business can operate without taking risk, but business continuity is ensured through the appropriate management of risk. To effectively manage risk, the extent of risk the organisation is willing to accept must be determined based upon the perceived benefits to the organisation in return. This is described as the risk appetite.

Risk appetite and tolerance is influenced by a range of internal and external factors and therefore is not a fixed state. The risk appetite can span a spectrum from risk-averse to risk-taking with the level of acceptable risk varying according to the different categories of risk or within different categories of risk.

In CCT the risk appetite is determined by the College Board. This is considered and agreed in respect of each reach category. The risk appetite is reviewed at each meeting of the Board to ensure the continued suitability for the climate in which the college is operating. The risk appetite is updated annually, or more frequently in exceptional circumstances.

The risk appetite informs action taken following a risk rating being assigned.

Following risk assessment, risks are rated as:

Risk Rating	Description
Negligible	An acceptable level of risk with no requirement for additional measures
Low	An acceptable level of risk with minimal or no additional measures required. Monitoring may be recommended.
Moderate	Normally considered an acceptable level of risk but mitigation measures and monitoring required.
High	An unacceptable risk. Detailed and significant mitigation measures and close monitoring required.
Extreme	An unacceptable risk. Terminate or transfer where possible.

Internal Risk Identification

Risk awareness and identification is part and parcel of the day-to-day activities of all staff in CCT College. However, there are specific cyclical activities which require staff to engage in evaluation and review of programmes, systems, policies and services. Self-evaluation, peer evaluation and quality improvement planning are integral to CCT quality assurance and enhancement processes. Risk awareness is embedded within this. When engaging in evaluation activities and goal setting as part of improvement planning all staff are encouraged to consider:

- What barrier(s) may prevent the attainment of each objective?
- For each identified barrier, how likely is it that it will occur?
- If it did occur, what might the impact be?
- What measures may reduce the likelihood or the impact?
- Is there more that can be done?
- Are these measures part of normal operational processes or does this risk require escalation?

Horizon Scanning Risk Identification

Horizon scanning Horizon scanning is typically undertaken by senior members of CCT but can also be undertaken by any staff member in respect of their area of expertise.

Horizon scanning is the act of reviewing internal activities and the wider sectoral, political, regulatory and economic landscape to identify potential developments and changes that may present potential risk or opportunity or influence the current approaches and activities of the College. Horizon scanning is most likely to highlight emerging risks but can also support strengthening knowledge and understanding, identification of good practice for benchmarking, inform strategy development, and contribute to ensuring resilience.

Scope

This policy applies to risk identification, assessment, management and monitoring in respect of all CCT College activities, systems and business functions, and is equally applicable across the corporate and academic governance structure.

Staff involved:

CCT College considers risk management to be a college wide responsibility. The following table summarises the responsibilities associated with different roles /bodies/ departments.

Role / Body / Department	Responsibilities
The College Board (the Board)	<ul style="list-style-type: none">● Overseeing the implementation of this policy● Setting the risk appetite and tolerance parameters of the organisation● The effective assessment, mitigation and monitoring of risks.● Evaluating the adequacy of the college risk management framework. <p>The Board includes Risk Management as a standing agenda item thus ensuring ongoing monitoring of the college's appetite for risk and internal and external factors that may impact this, continued consideration of the risk register and input into risk management.</p>
The Audit, Risk and Strategy Committee (ARSC)	Responsible for helping to evaluate the appropriateness of risk ratings and associate mitigation measures and advising the Board in respect of same. The Committee takes primary responsibility for considering the Risk Register with a view to making recommendations to the Board.
Academic Council	<ul style="list-style-type: none">● The identification of risks of an academic and regulatory nature,● Referral of such risks, through the chair of academic council, to the audit, risk and strategy committee,● Monitoring implementation of mitigation measures● Reporting on the adequacy and effectiveness of such measures and● Providing an update on any changes to the level of risk
Executive Leadership Team (ELT)	<ul style="list-style-type: none">● Developing the Risk Register on an annual basis and ensuring transfer of ongoing risks on to the subsequent year's register● Documenting and assessing risks and proposing the risk mitigation measures for referral to the Audit, Risk and Strategy Committee● The appropriate and timely allocation of resources to support risk management● Ensuring that proper controls are in place,● Monitoring implementation of risk management measures and the ongoing risk● Reporting to the ARSC and the Board in respect of same● The attainment of strategic and operational objectives
College President	Takes responsibility for identification of risk relating to legal, strategic and statutory obligations of the College, including but not limited to matters of health and safety and human resources, overseeing implementation of mitigation measures and reporting on adequacy and effective of same.

	The President is also responsible for ensuring that timely action is taken by the relevant parties in the case of an emerging risk arising that requires such action in advance of the next meeting of the Board. The response to the risk should be reported to the subsequent meeting of the ARSC and the Board.	
Dean for Administration and Finance	Responsible for the identification of financial risk and reporting on the effectiveness and adequacy of mitigation measures.	
Dean of Faculty	<ul style="list-style-type: none"> Ensuring effective risk identification, management and monitoring in respect of academic programmes, staffing, resource requirements, teaching, learning and assessment practice, and student retention and attainment. Monitoring and reporting on the adequacy and effectiveness of risk management measures in their area of responsibility Providing an update on any changes to the level of risk 	
Dean of Academic Affairs	<ul style="list-style-type: none"> Identification of risk relating to academic regulations, quality and standards Supporting the Academic Council in the oversight of academic risk management and monitoring Monitoring and reporting on the adequacy and effectiveness of risk management measures in their area of responsibility Providing an update on any changes to the level of risk 	
Managers	<ul style="list-style-type: none"> Alerting ELT to actual or potential risks, including emerging risk, in their area of responsibility The day-to-day management of risk in their areas of responsibility Monitoring and reporting on the adequacy and effectiveness of risk management measures in their area of responsibility 	
Academic Affairs and QA Office	<ul style="list-style-type: none"> Supporting the ELT in the population and maintenance of the Risk Register Supporting the development, monitoring and review of the Risk Register Supporting staff development and awareness raising in respect of the Risk Management policy, risk assessment and risk mitigation. Supporting the review and updating of the risk management policy. 	
All staff	<ul style="list-style-type: none"> Ensuring that they are aware of and comply with all applicable policies and procedures relating to risk management and business continuity Reporting potential or actual risks Reporting any incidents that increase the risk level to the college such as health and safety incidents, cyber-security concerns, data protection breaches, for example. Assisting with risk assessment and proposing mitigation measures Supporting the implementation of risk management measures and monitoring and reporting on adequacy and effectiveness of these 	

Procedure Outline / Method(s) used to carry out this procedure	Responsibility of	Evidence generated by this procedure to ensure its effectiveness
<p>CCT Risk Management Process</p> <p>Risk Management in CCT is a continual process which operates on an annual cycle. The Risk Register for the upcoming academic year is prepared immediately prior to the start of that academic cycle by the ELT with support from the QA and Academic Affairs Office.</p> <p>This register is compiled in consultation with managers and the Chair of the Academic Council and is informed by horizon scanning and the output of internal risk identification processes, reflecting both a top-down and a bottom-up approach.</p> <p>The ELT assesses the identified risks based on likelihood and impact and assigns a risk rating. This is undertaken in line with guidance provided as part of the risk register. This assessment takes into consideration any existing measures or controls in place and is therefore looking at residual risk i.e., the remaining risk with the existing measures in place.</p> <p>The risk rating, informed by the risk appetite approved by the Board, informs the ELT decision to recommend the risk be tolerated, treated, transferred or terminated (referred to as the “T decision”). The T decision recommended by the ELT will inform potential further actions which ELT will also identify and document on the risk register. An owner will then be assigned. The owner is responsible for overseeing the implementation of the further actions.</p> <p>Once the risks have been assessed and the register has been populated it is referred to the ARSC who will consider the risk rating and proposed actions, endorse or replace the T decision and advise on the suitability of further actions (including recommending additional actions as deemed necessary).</p> <p>The Risk Register and recommendations of the ARSC are forwarded to the Board for consideration. The Risk Register is revised to reflect any changes endorsed by the Board arising from the ARSC recommendations. The ELT oversees and reports on implementation of the agreed further actions.</p> <p>Throughout the academic year, risk reporting continues on a bottom-up basis and risk identification and horizon scanning planning takes place at least once per semester. Newly identified risks are referred to the ELT for assessment and referral.</p>	<p>ELT</p> <p>Academic Council</p> <p>ELT</p> <p>College Board</p> <p>ARSC</p> <p>College Board</p> <p>ELT / All staff</p> <p>ELT / ARSC</p>	<p>Risk Register</p> <p>Documented risk assessment ratings</p> <p>Risk Appetite Statement</p> <p>Minutes and recommendations / report</p> <p>Minutes</p> <p>Minutes of meetings / monitoring reports</p>

<ul style="list-style-type: none"> Identify any changes to risk likelihood or impact To ensure the continued suitability of the T decision <p>Monitoring of risk is encouraged at every level across the college. Staff are advised to consider:</p> <ul style="list-style-type: none"> Is the risk still present? Are there additional factors or changes that may have altered the likelihood or impact of the risk? Is the risk rating still accurate? Is the monitoring arrangement adequate and sufficient? Are mitigation measures adequate and effective/ showing signs of impact/ no longer required? Are objectives on target to be met? <p>Recommendations to increase or reduce mitigation measures or to change the T decision are determined by the ELT and referred to the Board via the ARSC. The Board reserves the right to delegate this responsibility to ELT for specified risks, categories or risk ratings as deemed appropriate.</p>	<p>ELT ARSC College Board</p>	<p>Risk register update Updated to appetite statement Minutes of meetings Communications</p>
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Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
ELT / Management Team / Programme and Departmental teams	Not less than once per semester	Risk review informed by stakeholder feedback, horizon scanning, analysis and evaluation of effectiveness of systems, policies and procedures, changes to regulations or legislation.
Programme Leaders / Department or Service Heads	Annually	Annual monitoring reports
College Board	Not less than once per year	Review of appetite statement

POLICY CONTROL SHEET

Policy Title	Risk Management Policy
Responsible Officer(s)	ELT, ARSC, College Board
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	September 2022
Supersedes	N/A
Next Review Date	July 2027
Designated Reviewer	ELT
Scope	All staff and activities of CCT

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
Version 1.1	June 2025	Minor updates for presentation purposes	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Governance and Decision-Making
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012. European Standards and Guidelines for QA in the European Higher Education Area. QQI Core Statutory Quality Assurance Guidelines. Statutory Quality Assurance Guidelines, developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis
Related CCT Policies / Forms	This policy integrates with all QA policies of CCT College Dublin along with the CCT Health and Safety Policies, Human Resources Policies and Policies on data protection and information management. The policy should be considered in conjunction with the CCT Risk Register and the approved CCT Risk Appetite Statement.

SECTION 3: POLICY FOR QUALITY ASSURANCE

3.0 Context

The quality assurance policies and procedures of CCT have evolved over the lifetime of the College and developed because of monitoring, review, feedback and consultation. The policies are underpinned by the principles of fairness and transparency and a commitment to equity and standards and provide an appropriate framework for the College to achieve its mission.

CCT is first and foremost, a teaching institution committed to excellence and quality in the design, development, and delivery of its academic programmes, its service provision in relation to those programmes, and research, scholarship, innovation and development activities in support of those programmes.

The College is committed to the ongoing review of effectiveness of the quality assurance system. The QE Committee on behalf of the Academic Council, monitors the effectiveness of policy implementation and incorporates findings into a College Quality Improvement Plan. All documented quality assurance policies are evaluated for their effectiveness and fitness for purpose on a cyclical basis with each section of the QA system being reviewed at least once in a five-year period. Under the direction of the QE Committee, each Departmental Head is responsible for the annual review of policies and procedures within their area of responsibility and proposing any updates.

The Academic Council has ultimate responsibility for the approval and oversight of the CCT quality assurance system and is supported in that by the Quality Enhancement Committee. The Dean of Academic Affairs has executive responsibility for the day-to-day management and oversight of Quality Assurance within the College. Departmental Heads have responsibilities delegated to them and the Programme Board is responsible for matters relating to academic programmes. Each staff member is responsible for ensuring compliance with the policies and procedures documented within the CCT QA system.

As an employer and an education and training provider, the College is required to satisfy a range of obligations under legislation. Satisfaction of these requirements is, in the main, documented throughout the Quality Assurance Manual under the relevant headings.

3.1 QA Policy Statement

CCT embraces a quality culture where quality assurance and enhancement activities are used to inform decision-making at all levels within the organisation. As stated in the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), 2015, *“At the heart of all quality assurance activities are the twin purposes of accountability and enhancement. Taken together, these create trust in the higher education institution’s performance.”*⁷

The CCT quality assurance system serves to set and monitor attainment and maintenance of minimum standards and facilitate enhancement of college programmes, services, and the learner experience. It is central to protecting the College’s academic reputation and ensuring the needs of all stakeholders are considered and responded to as appropriate. Quality enhancement is at the core of the quality assurance system, as exemplified through the required monitoring and review activities that encourage continual

⁷ http://www.engq.eu/wp-content/uploads/2015/11/ESG_2015.pdf, page 7

improvement. The system is also intended to provide guidance to stakeholders in relation to specific policies, procedures and regulations, in doing so, ensuring transparency and clarity around decision-making.

The QA system is the central operating system of the College, connecting all roles, departments and business activity. The QA Manual documents the system, but it is understood to be a live document that will be continually reviewed, revised and updated in response to business development, stakeholder feedback, and quality assurance activity outcomes. Within CCT, due to the integration of continual improvement and quality assurance, the term quality assurance is used as an all-encompassing reference to quality assurance and enhancement activities.

The quality assurance policies and procedures of CCT are guided by the following:

1. The Qualifications and Quality Act (Education and Training) 2012
2. Standards and Guidelines for Quality Assurance in the European Higher Education Area, 2015
3. All relevant QQI Policy and other such standards and guidelines as may be published from time to time.
4. The National Framework of Qualifications
5. Policies and Procedures formally approved and adopted through CCT processes.

CCT recognises that internal quality assurance and enhancement is the primary responsibility of CCT and that quality assurance and enhancement require planning, resources and commitment from the College and the inclusion of stakeholders. In order to ensure this, a quality-based organisation structure is implemented where the QA system spans both the administrative corporate domain and the academic domain, with stakeholder representation at all levels. CCT values the contribution of learners as partners in quality assurance and enhancement and seeks to encourage, enable and promote learner representation and the views of learners in quality assurance and enhancement activities. Based upon the same principle, the College engages an advisory Board with expertise in higher education, industry, quality assurance, and education guidance.

The QA system does not exist in isolation but moreover draws upon overarching principles, such as the externality principle and the learning outcomes principle, as well as the quality improvement principle as espoused by the IHEQN and QQI.

In recognition of the significance of the European Standards and Guidelines for Quality Assurance in Higher Education, both within QQI policy but also as a benchmark for good practice, CCT applies these standards as the framework for its internal quality assurance. The CCT QA process covers the 10 ESG standards as follows:

1. Policy for quality assurance

Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

The CCT policy for quality assurance is clearly articulated (this document) and details the approach for publication, revision and archiving. The policy statement accompanies the information of the governance structure within CCT and the principles for quality assurance. It reflects the overarching approach to quality assurance which is then exemplified through the detailed policies and procedures contained within the additional sections making up the QA Manual.

2. Design and approval of programmes

Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

CCT documents detailed procedures for the design and approval of programmes leading to QQI awards. These are available in section 4 of the QA manual.

In accordance with good practice and QQI policy, all programmes are designed to address specific award standards to determine appropriateness for the positioning of the programme leading to a stated award on the National Framework of Qualifications. The use of clearly articulated learning outcomes is applied consistently to demonstrate suitability of standards of knowledge, skill and competence. CCT implements appropriate monitoring and approval mechanisms through its governance structure to ensure no application for validation or revalidation is put forward to QQI unless the Academic Council is satisfied the required development and review processes have been satisfied and the appropriate award standards addressed.

3. Student-centred learning, teaching and assessment

Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

CCT identifies itself as a teaching and learning institution and has designed and implemented its teaching, learning and assessment strategy to reflect that. A full version of the strategy is available on the College website. A diverse range of teaching and learning modes, tools and approaches are utilised within the College, informed by the programme content, intended learning outcomes, learning group, delivery mode and mechanism. Teaching and learning is designed to ensure learners are enabled to acquire the specified knowledge, skill and competence and to facilitate them developing appropriate attributes specified in the award standards and those defined by CCT as graduate attributes.

Teaching and learning is planned carefully from the validation preparation stage and tested for its appropriateness through the validation process and subsequently through ongoing monitoring such as student satisfaction surveys and faculty self-evaluation reports. Data on student engagement, retention, progression and success is also used to inform decision-making in respect of teaching and learning.

Students as stakeholders are recognised as making a significant contribution to teaching and learning in the College.

Section 5 of the QA manual details the range of quality assurance policies and procedures in place to promote effective teaching and learning in the College. More recently CCT has looked to strengthen the relationship between teaching and research. This is articulated within the Teaching, Learning and Assessment Strategy and further reinforced within the QA policy for professional development, innovation, and research available in section 8 of the QA manual.

4. Student admission, progression, recognition and certification

Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g., student admission, progression, recognition and certification.

CCT College is a higher education institution that seeks to promote access and widen participation to facilitate progression for learners from diverse backgrounds. Section 6 of the QA manual documents the policies and procedures in place to ensure appropriate mechanisms are in place to support this ambition.

Access, transfer and progression proposals for individual programmes, including specific pre-requisite qualifications or statements of knowledge, skill and competence are proposed pre-validation and endorsed by Academic Council prior to being considered as part of the validation process. Suitability of approved arrangements are monitored on an ongoing basis through the completion of admissions audits and the analysis of learner retention, progression and completion data.

Certification for awards of QQI remains the statutory responsibility of QQI. CCT has documented, secure and reliable procedures in place to ensure the timely and accurate provision of data to QQI to facilitate monitoring and certification.

5. Teaching staff

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

CCT recognises that effective teaching and learning is not possible without assuring itself of the competence of its teaching staff and other personnel who contribute to the wider learning experience and the assurance of a quality. Section 8 of the QA manual documents policies and procedures for assuring the quality of teaching staff and other human resources.

Specifications of required personnel are put forward as part of any new programme proposal process. Where existing personnel are in place, consideration is given to their availability and workload capacity to determine realistic availability. Where there are limitations within existing capacity or where there is an absence of expertise, the Academic Council secures assurance from the College President of the College commitment to invest in the required resources, in a time appropriate way, prior to approving a programme proposal and validation application for submission to QQI.

Ongoing monitoring of teaching staff recruitment and development, along with deployment, is undertaken by the QE Committee, reporting to the Academic Council.

6. Learning resources and student support

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

CCT College commits to the ongoing funding for teaching and learning resources and student support services. It has a proven history of investment in this area with increasing expertise and facilities being made available year on year. Section 9 of the QA manual documents the policies and procedures relating to this area.

Where specialist resources and supports are required due to a particular discipline, mode of study, student demographic, these are given consideration by the ELT / Management Team and appropriate mechanisms and funds are made available, as part of the programme proposal process. Academic Council is notified of this commitment and proceeds on that basis. Monitoring of suitability and effectiveness of resources and supports is incorporated into the cyclical review process through student satisfaction surveys, learner exit interview data, learner progression and completion data analysis, and departmental and programme monitoring reports.

7. Information management

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

CCT utilises stakeholder feedback and learner data in respect of admissions, progression, retention and completion to inform decision-making relating to programme provision, resourcing, marketing, admissions requirements and processes, teaching, learning and assessment and the ongoing viability of programmes.

The College considers learner progression data as a strong indicator of supports for learners and suitability of teaching and learning within its programmes. This is on the premise that learners recruited presented genuine potential to succeed. Thus, admissions data monitoring is also undertaken.

The College operates in accordance with Data Protection Legislation and ensures all personnel are aware of their obligations and responsibilities in that regard. Section 10 of the QA manual provides the policies relating to information management within CCT.

8. Public information

Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

The CCT website is the main vehicle for the publication of information about CCT activities, including its programmes. The College is mindful of its publications obligations under the Qualifications and Quality Assurance (Education and Training) Act, 2012, and has introduced detailed procedures to ensure the accuracy, currency and accessibility of all information published. Section 11 of the QA Manual documents the policy for public information. The specific matter of Protection for Enrolled Learners is addressed within section 7.

9. On-going monitoring and peer review of programmes

Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

CCT College believes that the objective of providing high quality, effective teaching and learning and a positive learner experience cannot be fulfilled without the completion of ongoing monitoring and review.

Section 12 of the QA manual details the range of monitoring and review activities undertaken by the College. In summary, these comprise of:

- Student satisfaction surveys
- Faculty self-evaluation module reports
- External Examiner reports
- Departmental annual monitoring reports
- Exam Board Audits
- Admissions Audit
- Data monitoring
- Annual programme monitoring
- Programme review

Section 4 provides in greater detail the requirement for the annual monitoring of programmes and for the quinquennial review of programmes in preparation for revalidation. Academic Council receives the reports of all monitoring activity and also reviews learner data. Collectively the outcomes inform the College Quality Improvement Plan (QIP). The Academic Council monitors the implementation of the QIP by the QE Committee and receives reports on progress twice yearly.

10. Cyclical external quality assurance

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

As a provider of programmes leading to QQI awards, CCT is subject to QQI Policy for Cyclical Review of Higher Education Institutions, 2016, within which it is considered a voluntary provider. The College is aware of its obligations to QQI and commits to adhering to all such review requirements. The policy for cyclical external quality assurance is documented within Section 12 of the QA Manual.

It is CCT policy that it will maintain a virtual quality assurance manual, comprising of easily identifiable and navigable sections and component policies and procedures which are individually listed with hyperlinks to the relevant policy and accompanying procedures. The quality assurance manual will be publicly available on the College website. Policies and procedures will be drafted in a standard format and accompanied by a policy control document detailing historical revisions. Revised or replaced policies and procedures will be removed to an archive file, retained by the Office of the Dean of Academic Affairs, available on request. Individual policies and procedures will have hyperlinks to other relevant documents mentioned in the text to permit quick and accurate cross-referencing.

Official hard copy editions of the current version of the QA manual will only be printed when approval of quality assurance procedures is being renewed with QQI or the College is conducting Programme Validations and Programmatic or Institutional Reviews.

The web document will only be able to be changed with the express permission of Academic Council, normally on completion of the review process. This virtual manual will be reviewed and updated on an annual basis, to ensure currency of dates and references. It will incorporate all approved new policy and procedures (including version number and date). All stakeholders will have 'read only' access to the current QA manual.

In the event of a dispute, the current published web QA manual will be preeminent, over all printed versions.

SECTION 4: APPROVAL, DESIGN, MONITORING AND REVIEW OF PROGRAMMES

PROVIDER NAME: CCT College Dublin			
Policy Area: Standard 4: Approval, Design, Monitoring and Review of Programmes			
Procedure Title:	<i>CCTP401: Validation Policy with Procedures for Managing Devolution of Responsibility</i>	Policy Number: CCTP401	Version: 1.1
<p>Purpose: CCT's commitment to academic standards, quality teaching, learning and assessment, and national and international good practice in programme design and delivery is ensured through several quality assurance procedures but commences with the programme development and validation process and continues through the programme monitoring processes implemented within the College.</p> <p>The mission of CCT is to provide learners with accessible and flexible education opportunities, and professional development programmes that reflect current and emerging knowledge and practices relevant to the learner and to employers. To fulfil this mission CCT draws upon the expertise of its staff to identify new opportunities and monitor sectoral and industry developments for the College to respond to with the development and enhancement of programmes.</p> <p>CCT specialises in provision of computing and business-related programmes. The development of new programmes is vital to the growth and development of the College and its ability to fulfil its mission.</p> <p>New programme proposals are required to be evidence-based, including evidence of demand and details of similar provision available, including international comparators. The College considers proposals from a financial, resource, and risk basis as well as from an academic perspective. The ELT / Management team and the Academic Council take joint responsibility for the approval and monitoring of programme development.</p> <p>Programme development and validation is a multi-step process, and it is a requirement that all developments progress through the applicable steps specified within the procedures as documented, as applicable, determined by the nature of the programme being developed and whether devolution of responsibility applies. Programmes seeking validation from QQI require additional steps to professional programmes. In such cases, CCT will ensure it adheres to the QQI Core Validation Policy and Guidelines. Where this includes devolution of responsibility for arranging independent evaluation reports (panel reports) at QQI, this will be managed by the Academic Affairs and QA Office in accordance with approved procedures.</p> <p>This policy applies to the development of all programmes offered by CCT but includes a specific focus on programmes leading to QQI awards. This includes major, minor, special purpose and supplemental awards. Minor, Special Purpose and Supplemental awards may be incorporated into new programme validations and may be validated together with the major awards from which they are derived. Regardless of award type, the same development and validation process applies.</p> <p>In the case of programmes leading to QQI awards, it is understood that unless QQI approve otherwise, a validation process will always involve a panel visit.</p>			
<p>Scope: This policy applies to all programme developments in CCT College Dublin.</p>			

Those programmes which may be considered under devolution of responsibility for arranging independent evaluation reports at QQI's request are limited to major, minor, supplemental, special purpose awards and micro-credentials, up to level 9 (taught Masters only), in business and computing, offered through face to face or blended learning mode, as full or part time programmes. Such programmes shall be delivered at the CCT campus or at a venue for which CCT has approved QA procedures for the approval of such a venue. This is in keeping with CCT's approved scope of provision.

Devolved responsibility will not apply to programmes outside CCT's current scope of provision, and excludes:

- Transnational provision
- Collaborative or joint awards
- Apprenticeship programmes
- Research Masters programmes

Definitions:

The overall principles of programme validation are governed by the Qualifications and Quality Assurance (Education and Training) Act 2012. A number of QQI documents are critical to the design, institutional approval and QQI validation of programmes. Documents considered in the creation of any new programmes, and for guidance on monitoring and withdrawal are available at www.qqi.ie.

Major awards: Nationally and internationally recognised qualifications which satisfy the full requirements for a specific framework level on the National Framework of Qualifications NFQ. Major awards include Higher Certificate, Ordinary Degree, Honours Degree, Higher Diploma, Postgraduate Diploma, and Master's Degree.

Minor awards: Minor awards recognise attainment of part of a major award, and which have relevance as an award in their own right. All Min or Awards must be linked to a specified approved major award.

Supplemental awards: Supplemental awards are for learning which is additional to a previous award. Programmes leading to such awards may be described as refresher, updating or continuing education and training, with respect to an occupation or profession. Such supplemental awards are not at a higher level than the initial award.

Special-purpose awards: Special-purpose award-types are made for specific, relatively narrow, purposes. They may comprise learning outcomes that also form part of major awards. However, where there is a need for separate certification of a set of outcomes, there should be a separate award. For example, there may be a statutory obligation for certain workers to have certification of their competence in specific areas. Special-purpose awards need not be linked to a major award. Special purpose awards derive their currency from the particular context of their use, such as individual fields of employment. Special purpose awards may or may not be part of the learning outcomes for a major award.

Minor, Special Purpose and Supplemental awards may be devised for any level in the National Framework of Qualifications (NFQ). The named award may include learning outcomes from lower Levels than the level of the named award itself, where required and reasonable.

Independent Evaluator (panel member): A member of the review panel, appointed / approved by QQI for the purpose of evaluating an application to QQI from CCT College Dublin. Independent evaluators are appointed on the basis of their expertise and the relevance of this to the application in question.

Independent Evaluation Report (panel report): This is authored by the panel and is the formal record of evaluation against QQI criteria.

Panel Visit: A panel visit is the term used to refer to the live interaction between the panel and representatives of CCT College Dublin. This may take the form of a site visit or a virtual visit.

Desk review evaluation: evaluation without site visit or virtual visit, typically reserved for programmes with small credit amounts, or differential validations.

Staff Involved: Dean of Academic Affairs, Dean of Faculty, Academic Affairs and QA Office, Faculty Office, Lecturers, ELT / Management Team, Academic Council, QE Committee

[illegible]

<ul style="list-style-type: none"> Whether the proposed programme comes under the devolved responsibility procedures of CCT or whether it must be evaluated directly by QQI. <p>If the ELT approves the proposal, the Dean of Academic Affairs will submit it to Academic Council for noting and to advise on any academic or regulatory matter where ELT has requested such.</p> <p>Academic Council may consider the proposal at a scheduled meeting, at a special meeting for the purpose of the proposal, or via document circulation and discussion which is then noted at the next meeting of the Council. The Dean of Academic Affairs will notify the President of any recommendations of the Academic Council.</p> <p>Step 2: Commencement of Programme Development</p> <p>Where the ELT approve a programme proposal, a development team is identified to work under the direction of the Dean of Faculty.</p> <p>Where the programme development is following the review of a current validated programme and the intention is to seek revalidation, the programme team that delivers the current programme, along with the existing programme leader, will undertake the development, under the guidance of the Dean of Faculty. Additional subject matter expertise may also be assigned to the team to reflect findings from the review.</p> <p>Where the programme concerned is a new subject area for CCT, the College may opt to appoint a Programme Advisory Group comprised of subject and industry experts. The Programme Advisory Group will guide and advise the development team as appropriate.</p> <p>The Dean of Faculty will meet with the Dean of Academic Affairs to agree a development timeframe. For programmes that will be seeking validation from QQI the timeframe will be developed based upon the intended start date of the programme and tracked back from the target Programme and Awards Executive Committee (PAEC) meeting. Once the timeline is agreed, the Dean of Academic Affairs will notify QQI of the expected application date. For applications under devolution of responsibility, notification to QQI must always be not less than one month prior to the anticipated application.</p> <p>In the case of full-time programmes intended for direct entry post Leaving Certificate (or equivalent school leaving award), validation is required before the programme is notified to the Central Applications Office (CAO). It is necessary to inform the CAO by 31st March in the year proceeding the calendar year of commencement of the programme.</p>	<p>Dean of Academic Affairs</p> <p>Academic Council</p> <p>ELT</p> <p>Dean of Academic Affairs</p>	<p>Minutes of Academic Council meetings</p> <p>Advisory group minutes / reports</p> <p>Notification records</p>
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<p>The Dean of Faculty will work closely with the development team to devise a suitable curriculum considering:</p> <ul style="list-style-type: none"> • Award standards (as applicable) • The intended teaching and learning strategy. • Assessment methods and regulations • Programme structure and, where applicable, ECTS credit allocations <p>Comparisons with similar provision in Ireland and elsewhere must be undertaken. This includes the comparison of learning outcomes as well as broader comparisons. This is the responsibility of the development team. The Dean of Academic Affairs will aid and contact providers directly where a development team is having trouble in securing information.</p>	Dean of Faculty Development Team	
<p>The Dean of Faculty will also liaise with Departmental Heads to agree appropriate arrangements for</p> <ul style="list-style-type: none"> • Protection for Enrolled learners (where applicable) • Development of marketing materials • Entry requirements and admissions • Learner registration and induction • Learner support • Assessment scheduling 	Dean of Faculty Departmental Heads	
<p>In the case of programmes leading to QQI awards, the Dean of Faculty takes responsibility for the completion of the programme validation document and compilation of all supporting documentation. For programmes not requiring validation or accreditation, the programme leader will lead the completion of the required curriculum and programme documentation.</p>	Dean of Faculty	
<p>The completed programme documentation and any supporting documents must be submitted to the Dean of Academic Affairs who will plan for review and, in respect of programmes being submitted for validation from QQI, independent evaluation against the core validation criteria.</p>		
<p>Step 3: Internal Approval and Preparation for External Process</p> <p>Upon receipt of proposed programme documentation, including supporting appendices, the Dean of Academic Affairs will undertake an initial desk screening to determine the completeness of the submission. Any gaps or omissions will see the application referred to the Dean of Faculty. Once the Dean of Academic Affairs is satisfied the submission is formally complete, arrangements will be made for review and, where applicable, evaluation against QQI criteria.</p>	Dean of Academic Affairs	Records of review outcomes

<ul style="list-style-type: none">• a copy of the QQI publication “<i>Roles, Responsibilities and Code of Conduct for Reviewers And Evaluators</i>” with a request to review and familiarise themselves with requirements and expectations.• arrangements and limitations for fees and expenses, and confirmation that QQI has no liability towards the panel members.• the date of the panel evaluation (and whether this is desk review, virtual or site visit)• the anticipated timeline for pre-evaluation and post evaluation activities• the names and roles of fellow panel members <p>Communication with panel members in respect of the validation process is managed exclusively through the Academic Affairs and QA Office. In exceptional circumstances, the Dean of Academic Affairs or Chair of the Academic Council can approve an alternative point of contact.</p> <p>The Academic Affairs and QA Office will:</p> <ul style="list-style-type: none">• Agree the proposed agenda for the panel evaluation with the panel chair.• Provide a briefing to panel members.• Manage the distribution of the validation documents. This will normally be provided through secure online access and will comprise of:<ul style="list-style-type: none">➤ QQI Policies for Validation of Programmes of Education and Training➤ QQI Assessment and Standards (latest edition)➤ The relevant awards standards document➤ The QQI validation report template➤ CCT QA Manual➤ The agreed agenda for the panel evaluation➤ The validation application, as submitted to QQI. <p>The distribution of validation documents will take place not less than two weeks prior to the panel evaluation date. Panel members may request supplementary information. In such cases, this will be directed to the Academic Affairs and QA Office who will arrange for the provision of this information.</p> <p>In the case of a virtual visit, the Academic Affairs and QA Office will arrange for virtual meeting room invites to be issued to the panel and to all CCT participants. Private meeting rooms will be set up for panel deliberations before and during the panel evaluation.</p>		<p>Briefing arrangements Document access</p>
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Step 6: Expert Panel Evaluation

Expert panel evaluation takes place through either a panel visit (virtual or site visit) or desk review evaluation where the latter has been approved by QQI.

Desk Review Evaluation

The approved panel for a desk review operates in accordance with the following:

- The panel is expected to complete its evaluation within two weeks.
- By the end of week one, the panel members will have reviewed the application and shared observations with each other to inform the panel report and determine a validation recommendation, and any associated conditions or recommendations, as applicable.
- If at the end of week one, the panel is unable to determine a decision or requires clarification, they may use the Request for Further Information (RFI) form. This only applies in cases where they believe further information is necessary to
 - i. reach an agreed recommendation on validation and /or
 - ii. clarify an obvious issue / omission to remove the requirement for a condition of validation to be specified in the panel report
- Where the RFI form has been issued to CCT, a response should be issued to the panel within one week to enable panel members to review the additional information and forward their observations and recommendations to the panel chair.
- The panel chair will circulate a draft report for agreement by panel members and once the panel agree the draft report it will then be issued according to whether the process is being managed under devolved responsibility or not.

For desk review evaluations, typically panel members only communicate via email. However, if the panel wish, a private panel meeting (normally virtually) can be arranged to facilitate the panel's discussions. This meeting will be arranged by QQI for applications processed outside of devolved responsibility, and by CCT for applications processed under devolved responsibility.

Panel Evaluation

The panel evaluation is undertaken in accordance with QQI's procedures for programme validation. The Panel may be accompanied by an observer from QQI may attend all aspects of the visit, including private deliberations of the panel.

The primary purpose of the panel evaluation is to enable the panel to fully evaluate the programme against the validation criteria to make a recommendation to QQI. Where the evaluation is a virtual or site visit, the

Panel / CCT / QQI

RFI forms

Panel Chair / QQI

Panel report

QQI / Panel

Panel report

Panel / CCT
representatives

<p>panel will normally engage in discussion with CCT management, staff and stakeholders, as applicable to enable the panel to review the learning environment, investigate the application of quality assurance arrangements, and understand the proposed programme while assessing the suitability and fitness of purpose of resources and facilities.</p> <p>The typical format of the meetings will include:</p> <ul style="list-style-type: none"> • A meeting with representatives of the ELT / Management Team, normally the President and Deans, to determine the high-level support for the proposed programme and commitment to necessary investment as may be required. • Meetings with the programme development team to discuss the curriculum content, programme structure, PLOs, teaching, learning and assessment strategies and the rationale for these. A review of each module will also normally be undertaken. • Meetings with members of CCT administration and student support services to discuss access, transfer and progression, the wider student experience and the learning environment. <p>Where the proposal includes a change in scope of provision this will also be evaluated by the panel with a focus on specific QA policies and procedures, managerial support, and appropriate investment and development to ensure the change in scope is appropriate.</p> <p>A tour of facilities, both physical and virtual, may also form part of a panel visit. This is normally requested in advance and factored into the agenda, but where discussion leads to a request from a panel, this will be accommodated. For non-devolved responsibility collaborative programmes, each collaborating partner should be represented at the site visit. On conclusion of the site visit the panel will normally offer a summary of their recommendation to CCT and the rationale for this including commendations, recommendations and or conditions, as applicable. This is preliminary and should not be taken as conclusive. A comprehensive report from the panel will be issued in due course.</p> <p>Step 7: Panel Report and Response</p> <p>Arrangements for non-devolved responsibility applications</p> <p>The draft panel report will be issued by QQI to the Dean of Academic Affairs, and the College will be given the opportunity to revision on matters of factual inaccuracy. If accepted by the panel, the report will be revised and an updated final report issued by QQI with an invitation for CCT to respond to the report.</p>	<p>QQI</p>	<p>Panel report</p>
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<p>The factual accuracy response should be returned to facilitate the panel chair accepting or rejecting the proposed revisions and issuing the final draft report to the Dean of Academic Affairs to facilitate submission to QQI, normally within 3 weeks of the panel visit.</p> <p>QQI will review the report to ensure it is drafted in accordance with policy and requirements of QQI and that all recommendations and conditions are consistent with the requirements of the validation criteria.</p> <p>Once QQI confirms satisfaction with the report in writing, QQI will return the final report to the Dean of Academic Affairs with a request for CCT to proceed with the validation process and arrange with the panel Chair for the report to be finalised. A specified timeframe will normally be provided for this and the process of finalising the report will include CCT responding to any conditions and recommendations to the satisfaction of the panel.</p> <p>The programme development team is required to consider the final report and take the appropriate action to address any conditions, as applicable, and compose a written response to the panel. Actions and response to recommendations are at the discretion of the college but will always be addressed in the written response.</p> <p>The proposed response should be circulated to the Dean of Faculty and the Dean of Academic Affairs for review and subsequently to Academic Council to support the submission of the response and revised documents, as applicable.</p> <p>The response to the panel report is communicated through the Academic Affairs and QA Office, with the approval of Academic Council and the College President.</p> <p>The panel should be afforded not less than one week to review the revised application documents and the panel response. Once the panel is satisfied with the response to the report and any associated revisions to the validation application, the panel Chair will confirm approval in writing and issue this to the Dean of Academic Affairs. On receipt of the written approval, the Dean of Academic Affairs will arrange for the submission of the response to QQI, including evidence relating to any conditions or recommendations the team have addressed. This programme details will be updated on QHub to reflect any revisions to the application arising from the panel evaluation.</p>	<p>Dean of Academic Affairs</p> <p>QQI</p> <p>Programme Development Team</p> <p>Dean of Academic Affairs, Dean of Faculty</p> <p>Dean of Academic Affairs</p> <p>Dean of Academic Affairs</p>	<p>Revised application documents and proposed response.</p> <p>Application record</p>
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Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
Dean of Academic Affairs / QA Office	Per proposal	Completion of proposal process and monitoring of recommendations from Academic Council
Dean of Faculty	Per internal validation panel event	Internal panel report
Dean of Faculty	Per Panel Report	Review of recommendations and conditions, including any recurring matters from one validation to another
Dean of Academic Affairs	Per Panel	Review of effectiveness of, and adherence to, procedures for devolution

POLICY CONTROL SHEET

Policy Title	Validation Policy with Procedures for Managing Devolution of Responsibility for Arranging (Programme Validation Related) Independent Evaluation Reports at QQI's Request
Responsible Officer(s)	Dean of Academic Affairs, QA Lead
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	April 2023
Supersedes	Validation Policy Version 1.0
Next Review Date	July 2027
Designated Reviewer(s)	ELT
Scope	Academic Council, QE Committee, Academic Affairs and QA Office, Faculties.

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
Version 1.0	April 2023	New policy replacing previous validation policy, to reflect addition of devolution of responsibility procedures, as approved by QQI.	Academic Affairs and QA Office	Academic Council and QQI
Version 1.1	June 2023	Minor updates for presentation purposes	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based.

CCT Policy area	Approval Design Monitoring Review of Programmes
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Policies and Criteria for Validation of Programmes of Education and Training; QQI Validation Toolkit; QQI's Devolution of Responsibility for arranging (Programme Validation Related) Independent Evaluation Reports at QQI's request: Operational Procedures
Related CCT Policies / Forms	CCTP402 – Programme Review and Revalidation CCTP403 – Programme Management and Annual Monitoring CCTP404 – Blended Learning Policy

PROVIDER NAME: CCT College Dublin			
Policy Area: Standard 4: Approval, Design, Monitoring and Review of Programmes			
Procedure Title:	<i>CCTP402: Programme Review and Revalidation Policy</i>	Policy Number: CCTP402	Version: 1.1
<p>Policy</p> <p>As part of the monitoring and enhancement activity in CCT College, and in accordance with requirements from QQI, CCT undertakes ongoing reviews of programmes. This takes the form of annual review, and the more substantial programme review which normally occurs every 5 years. Programme review can occur earlier than the five-year validation period allows for when requested by QQI or when determined as appropriate by the College. Programme review can be undertaken for a programme in isolation or for a suite of related programmes.</p> <p>Programme review is intended as an opportunity to assess the ongoing suitability of a programme for its intended purpose and objectives, its continued relevance to industry or society, and its ongoing ability to provide a supportive and effective learning environment and an appropriate assessment strategy. Periodic programme review should be informed by the annual monitoring of the programme along with feedback from all key stakeholders and analysis of applicable data relating to enrolment, retention, progression and attainment.</p> <p>According to section 3.3 of QQI's <i>Core Statutory Quality Assurance (QA) Guidelines</i>, programme monitoring and review is taken as an opportunity to:</p> <ul style="list-style-type: none"> • Ensure that the programme remains appropriate, and to create a supportive and effective learning environment • Ensure that the programme achieves the objectives set for it and responds to the needs of learners and the changing needs of society • Review the learner workload • Review learner progression and completion rates • Review the effectiveness of procedures for the assessment of learners • Inform updates of the programme content; delivery modes; teaching and learning methods; learning supports and resources; and information provided to learners • Update third party, industry or other stakeholders relevant to the programme(s) • Review quality assurance arrangements that are specific to that programme <p>Regular programme monitoring provides information for periodic programme review. The information collected is analysed and the programme adapted to ensure it is up to date. Revised programme specifications are published. (pp 11-12).</p> <p>Programme review allows for the significant modification of a programme but where the outcome is the development of a new programme rather than the modification of an existing one, this must be addressed as a new validation as per the CCT validation policy and QQI policy for the validation of programmes.</p>			

Permitted modifications within programme review include new minor awards, new exit awards, new electives and streams, new locations for programme delivery, new assessment strategies and new programme content, for example. If such modifications are proposed, upon completion of the review process, revalidation of the programme must be sought.

Staff Involved: Dean of Academic Affairs, Dean of Faculty, QA Office, Faculty Office, Lecturers, Programme Leader

Method(s) used to carry out this procedure

Responsibility

Evidence generated by this procedure

The objectives of a programme review

Programme review is intended as a means of evaluating a programme, applying CCT College's experience of providing the programme to date with a view to determining:

- (1) What has been learned about the programme, as an evolving process (by which learners acquire knowledge, skill and competence), from the experience of providing it for the past five or so years?
- (2) What can be concluded from a quantitative analysis of admission data, attrition rates by stage, completion rates and grades achieved by module, stage and overall?
- (3) What reputation do the programme and provider have with stakeholders (learners, staff, funding agencies, regulatory bodies, professional bodies, communities of practice, employers, other education and training providers) and in particular what views do the stakeholders have about the strengths, weaknesses, opportunities and threats concerning the programme's history and its future?
- (4) What challenges and opportunities are likely to arise in the next five years and what modifications to the programme are required in light of these?
- (5) Whether the programme considering its stated objectives and intended learning outcomes demonstrably addresses explicit learning needs of target learners and society?
- (6) What other modifications need to be made to the programme and its awards to improve or reorient it?
- (7) Whether the programme (modified or unmodified) meets the current QQI validation criteria (and sub-criteria) or, if not, what modifications need to be made to the programme to meet the current criteria?
- (8) Whether the provider continues to have the capacity and capability to provide the programme as planned (considering, for example, historical and projected enrolment numbers and profile and availability and adequacy of physical, financial and human resources) without risk of

<p>The Dean of Faculty and Programme Leader along with the Dean of Academic Affairs are required to meet to determine the approach and timeline for programme review. This planning phase should culminate in the drafting of a proposed terms of reference by the Dean of Faculty. This would normally involve consultation with QQI. The Dean of Academic Affairs will write to QQI to arrange consultation at this stage. It is imperative that terms of reference fully document the key parameters of the review, so all parties are aware of the framework within which the review is being undertaken. Annual monitoring, sectoral change, legislative change and industry developments should be considered and utilised to inform this. Where there is the potential for additional minor or exit awards, this must be stipulated as an area for consideration within the terms of reference.</p> <p>QQI advise the terms of reference should:</p> <ol style="list-style-type: none"> (1) Identify the programme to be reviewed. (2) Set out the review leader and team. (3) Set out the timetable for the stages of the review up to the application for revalidation. (4) Specify detailed objectives, strategies and plans for: <ol style="list-style-type: none"> a. the Provider's Programme Review; and b. the Independent Programme Review. (5) Set out when, how and by whom the necessary programme documentation versions, reports and responses will be prepared and approved. (6) Identify the panel that will conduct the Independent Programme Review and (subject to QQI agreement) the Independent Evaluation Report following application to QQI for revalidation. <p>Any programme review should ask whether a programme should continue to be provided. Therefore, a programme review should always be planned to be capable of making and defending a recommendation to cease providing the programme in case this may prove necessary.</p> <p>The review process should be designed to ensure that conclusions and recommendations are always based on valid, reliable evidence including quantitative evidence.</p>	<p>Dean of Faculty, Programme Leader, Dean of Academic Affairs</p>	<p>+Terms of Reference</p>
<p>Approval of Terms of Reference</p> <p>On completion of the draft terms of reference, these are submitted to Academic Council for consideration. This may be done by email circulation where a meeting is not scheduled in the specified timeframe. Academic Council has the authority to approve or reject the terms of reference. Where they are rejected, specific feedback detailing concerns and requirements must be provided to allow for corrective action. Once terms of reference are approved by Academic Council, the Dean of Academic Affairs will submit them</p>	<p>Academic Council</p>	<p>Confirmation of approval</p>

<p>to QQI with a request for approval. QQI must formally agree (in writing) the Terms of Reference for the Programme Review before the review is started if it is proposed to use the same external panel for the Programme review phase and the revalidation phase.</p> <p>Self-Evaluation</p> <p>The self-evaluation is undertaken by the Dean of Faculty in conjunction with the Programme Development Team and departmental heads evaluating their areas of responsibility.</p> <p>The self-evaluation must include an in-depth analysis of all available data relating to the programme. Outcomes should not be pre-determined and must be evidence based. The continuation of a programme and approval to progress to re-validation will be determined by the evidence of ongoing demand by potential learners and by employers, the progression and success rates and factors that influence those, the financial viability of the programme and the ongoing availability of resources and any specialist regulatory or professional body requirements.</p> <p>The self-evaluation must take in the views of all stakeholders, internal and external, and should seek to include a representative sample. Records of all feedback sought must be retained and provided as supporting documentation. Stakeholder feedback can be obtained through any variety of means including surveys and focus groups. The self-evaluation should be recorded using the template provided by QQI and must include:</p> <ul style="list-style-type: none"> • Baseline qualitative and quantitative information on the previously validated programme • An evaluation of the programme management and evolution over the past five years including details of any specific QA policies applicable to the programme and the fitness for purpose of these. • A contemporary evaluation of the programme by stakeholders • An analysis of the programme in light of the findings • Documented revision of the programme and action plan <p>The self-evaluation report must also be accompanied by a proposed programme, documented using the QQI Validation Template, including an independent evaluation against the validation criteria. On completion the documents must be submitted to the Dean of Academic Affairs who will arrange for a review and evaluation against the core validation criteria. Normally this comprises a desk review by a QA expert and / or subject matter expert(s). The Dean of Academic Affairs and Dean of Faculty may also act as reviewers.</p> <p>On completion of the review and evaluation the Independent Evaluation Template must be completed in</p>	<p>Dean of Academic Affairs</p> <p>Dean of Faculty</p> <p>Dean of Faculty</p> <p>Dean of Faculty and</p>	<p>Self-evaluation records e.g. minutes of focus groups, survey outcomes, etc. and self-evaluation report</p> <p>SER and Programme Documents Submitted</p>
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<p>ensuring all required action is taken, except where the actions required fall within the authority of senior management.</p> <p>Once the proposed response and implementation plan is drafted this is submitted to the Dean of Academic Affairs for an initial review. The Dean of Academic Affairs may return the submission to the Programme Leader or submit it to Academic Council for review with a view to approving for submission to the review panel.</p> <p>Only when Academic Council is satisfied that the panel report has been responded to appropriately, including the provision of a realistic implementation plan, and the updated proposed programme documents, will it be approved for submission to the panel.</p> <p>The response and implementation plan will be sent, along with the modified programme documentation, to the independent panel for its response.</p> <p>On receipt of the response from the Independent Panel indicating satisfaction with the College response and implementation plan, the Provider's Evaluation Report will be compiled in preparation for revalidation. The Provider's Evaluation Report comprises:</p> <ul style="list-style-type: none"> (1) the finalised Provider's Programme Review Report. (2) the finalised Independent Programme Review Report. (3) the provider's formal response and implementation plan; and (4) the independent panel's response to (3). 	Academic Council	Minutes
<p>Stage 3: Revalidation</p> <p>Application to QQI for Revalidation</p> <p>The application to QQI will be submitted by the Dean of Academic Affairs. The application will comprise of:</p> <ul style="list-style-type: none"> - A formal request signed by the President - Evidence of PEL arrangements - QA procedures, as applicable - The terms of reference for the programme review - The Provider's Evaluation Report as referenced above - The updated programme and supporting documentation - The applicable revalidation fees <p>As part of the application process the letter from the President will request permission from QQI for CCT to arrange for the independent evaluation of the validation submission and production of the Independent Evaluation Panel Report for validation by the Independent Panel that undertook the programme review.</p>	Dean of Academic Affairs	Revalidation application

Where QQI grants permission for CCT to proceed in this manner, the Dean of Academic Affairs will liaise with the secretary to the Panel to arrange for the report. The report must be completed in the QQI template provided.

From this point, the CCT validation policy step 6 onwards applies, recognising revalidation as a QQI owned process.

Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
Dean of Academic Affairs / QA Office	As per review schedule	Minutes of Academic Council Mock panel reports
Academic Council		Panel reports Response to panel Actions implementation

POLICY CONTROL SHEET

Policy Title	Programme Review and Revalidation Policy
Responsible Officer(s)	Dean of Academic Affairs, QA Office, Programme Leaders
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	July 2024
Supersedes	Version 1.1
Next Review Date	July 2027
Designated Reviewer(s)	Dean of Academic Affairs, QA Office
Scope	Dean of Academic Affairs, Dean of Faculty, QA Office,

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	April 2018	New policy to reflect the revised validation policy of QQI and to provide detailed guidance to staff	QA Committee	Academic Council
Version 1.1	September 2019	Update to reflect replacement of Head of Faculty with School Manager.	SMT	Academic Council
Version 1.2	June 2025	Minor updates for presentation purposes	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Student Centred Teaching, Learning and Assessment
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Assessment and Standards, Revised 2013
Related CCT Policies / Forms	CCTP401 – Validation Policy

PROVIDER NAME: CCT College Dublin			
Policy Area: Standard 4: Approval, Design, Monitoring and Review of Programmes			
Procedure Title:	<i>CCTP403: Programme Management, Annual Monitoring and Changes to Validated Programmes</i>	Policy Number: CCTP403	Version: 2.0
Policy CCT is committed to the ongoing monitoring and enhancement of programmes. The College commits to effective programme management through monitoring to retain the currency and suitability of the programme for its intended target market and purpose and to ensure a positive learner experience. Each programme is monitored on an annual basis, with oversight of the Programme Board accountable to the Academic Council via the QE Committee. An annual monitoring report is completed each year which captures all programme monitoring and management and informs future delivery. Programme monitoring is a continual process within CCT College to ensure the appropriate updating of programme content, the ongoing fitness for purpose of the teaching, learning and assessment strategies, and the suitability of the learner experience and learner supports. Programme monitoring activities also enable the identification of development requirements and areas of good practice for wider dissemination. The monitoring and review activities and overseen by the Programme Board, the QE Committee and Academic Council, as appropriate and provide information that aids strategic decision making at programme, faculty and institution level.			
Staff Involved: Dean of Academic Affairs, Dean of Faculty, QA Office, Faculty Office, Lecturers			
Method(s) used to carry out this procedure		Responsibility	Evidence generated by this procedure
Annual Monitoring of Programmes Following the summer Board of Examiners' meetings, the QA Office issues the programme monitoring report template to all programme leaders with a request for a completed and programme board approved report to be returned by a specified date in August. The annual monitoring report is authored utilising data and information from the following sources: <ul style="list-style-type: none"> • Programme Board minutes • External examiner reports • Lecturer feedback from module reports • Learner feedback through student surveys • Student intake, progression and award statistics • College alumni feedback and reports • Careers / employer / industry feedback 		QA Office	Report Template provided in a timely manner

<p>The Programme Leader is required to complete the report, arranging for receipt of all information and data as required, and submit it to the end of year meeting of the Programme Board. The Programme Board is tasked with determining the action plan for programme management and enhancement based upon the report. Both the report and the action plan are then submitted to the QE Committee for consideration and comment prior to submission to Academic Council. The report and action plan are considered at the August meetings of the QE Committee and Academic Council.</p> <p>The QE Committee will consider the completeness of the report and the data contributing to it and will highlight any areas for further consideration that the Programme Board may not have identified. The QE Committee is also required to debate the perceived strengths and weaknesses of the programme and the suitability of the action plan. Alternative or additional actions may be proposed at this stage. On completion of the review, the QE Committee is required to make a recommendation to Academic Council, including any additional requirements or actions proposed.</p> <p>Academic Council will consider the report and action plan along with the recommendations from the QE Committee. The Programme Leader shall present the report and be available to provide clarifications. The Academic Council is authorised to impose additional requirements and reject proposed actions. The Council ultimately approves the final report and action plan and clarifies the requirement for the Programme Board to implement the plan and report to the QE Committee.</p> <p>The Programme Board is responsible for overseeing the implementation of the Action Plan and the Programme Leader is required to report on progress to the QE Committee in February and May. A formal report on progress including confirmation of completed actions or explanation for non-completion is then submitted to the QE Committee in August. The QE Committee will advise on matters that are to be carried over as priority actions into the subsequent academic year. The Annual Monitoring Report informs the quinquennial review of the programme in preparation for revalidation, as applicable. The final approved copy is filed by the QA Office. Agreed actions are transferred into the College Quality Improvement Plan.</p> <p>Content Review and Updating CCT College recognises that validated programmes are not static entities and updating is required to ensure the ongoing relevance and currency of the programme during the validation period. However, the College is mindful that such updating cannot be so substantial, either in isolation or through cumulative change, that the programme no longer reflects that which was validated. To try preventing such a circumstance arising, CCT has a</p>	PL	
	QE Committee	Minutes
	Academic Council	
	Programme Board	Minutes
	QE Committee	QE Committee update to Academic Council

<p>formal approval process for proposed programme modifications. Typically, modifications will likely include minor changes to teaching and learning strategies, assessment strategies, reading lists and so on. Substantial or extensive change is a matter for expert judgement and includes the requirement for QQI approval and/or additional validation.</p> <p>Programme teams have both the discretion and obligation to update module content and recommended reading without the requirement for formal approval, if the proposed changes do not impact on the validated assessment strategy, the mode of delivery, the module learning outcomes, and the information contained with the approved programme schedule in respect of hours and credits. Changes that go beyond this standard updating are required to be submitted to the Programme Leader with a clear rationale. All such changes should be sought at the appropriate semester or year end and be considered in the context of all modules and the programme as a whole. Consideration should be given to the potential implications for other modules and the learner experience.</p> <p>Once the Programme Leader is satisfied with the proposal, a programme-wide modifications request should be submitted to the QE Committee. This may take place at different stages but should ideally accommodate the updating being completed at the end of the academic year and changes being implemented for the upcoming academic year.</p> <p>The QE Committee will review the request and the rationale and will consider the significance and impact of such a change. Where required, guidance may be sought from independent subject matter experts or from QQI. As part of the consideration by the QE Committee, a record of past modifications during the validation period will also be made available to the Committee by the QA Office.</p> <p>Any proposal is considered in the context of the programme's stated philosophy, aims, objectives and learning outcomes. The modification is considered in respect of the impact the change would have on the programme as a whole, the demands placed upon learners and the teaching, learning and assessment strategy for the module and programme.</p> <p>Where a proposal is deemed to be a substantial modification further discussion will take place with the Programme Leader to determine the immediacy of the change required and the potential of bringing forward the programmes review and revalidation timeline if required or the engagement in differential validation, as appropriate. The Dean of Academic Affairs will liaise with QQI on such matters.</p>	<p>Faculty</p> <p>Programme Leader</p> <p>QE Committee QA Office</p> <p>Dean of Academic Affairs</p>	<p>Proposals</p> <p>Minutes</p>
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<p>The QE Committee will consider the suitability of the proposed changes and will make recommendations to Academic Council. Academic Council oversees all such developments and updates and has the authority to request further information, impose monitoring mechanisms, or request subsequent evidence of impact.</p> <p>The Programme Leader should normally be available to present the proposal and the rationale to the QE Committee.</p> <p>In the case of collaborative provision, the procedure for identification of proposed modifications and process for approval of same and the responsibilities of collaborating parties will be agreed at the negotiation stage and clearly documented in the collaborative operations manual.</p> <p>Differential Validation</p> <p>There are limits as to the extent of changes that CCT is authorised to make to a programme. Validation of a revised programme is required where programme change:</p> <ul style="list-style-type: none"> • Undermines anything that was central to the original validation decision • Eliminates any of the core programme learning outcomes • Changes the pre-requisite learning for the programme • <p>The validation would focus on the modifications to the validated programme and their impact. This is referred to a differential validation.</p> <p>Substantial changes which may require differential validation include, but are not limited to:</p> <ul style="list-style-type: none"> • The addition of modules or changes to module titles • Changes to the programme title • Changes to the approved programme schedule • The addition of a new route/minor award/ exit award • Changes to programme learning outcomes • Change to credit weightings of modules or programmes <p>CCT College may also require differential validation for the delivery of a programme at a new location, or delivery of the programme in collaboration with another provider or organisation until such a time that QA procedures are approved for CCT College to assume responsibility for such matters. Where differential validation is required, the CCT validation policy applies.</p>	<p>QE Committee Academic Council</p>	<p>Minutes. Report to Council</p>
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Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
Programme Leader Programme Board QE Committee Academic Council	Annually	Minutes of Programme Board, QE Committee and Academic Council Annual Monitoring Reports Action plans and implementation updates

POLICY CONTROL SHEET

Policy Title	Programme Management, Annual Monitoring and Changes to Validated Programmes Policy
Responsible Officer(s)	Dean of Academic Affairs, QA Office, Programme Leaders
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	August 2024
Supersedes	V2.0
Next Review Date	August 2026
Designated Reviewer(s)	Dean of Academic Affairs, QA Office
Scope	Dean of Academic Affairs, Dean of Faculty, QA Office,

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	April 2018	New policy to provide greater clarity on process and requirements as well as clarify the limitations in accordance with validation	QA Committee	Academic Council
V1.1	Sept 2019	Revisions to reflect organisational change in roles and committee structure	SMT	Academic Council
V2.0	Sept 2022	Retitled. Old Title – Programme Management and Annual Monitoring Policy. New title: Programme Management, Annual Monitoring and Changes to Validated Programmes Policy.	QA Office	Academic Council
V2.1	June 2025	Reviewed and Minor Updates to Presentation. No substantial Change	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Student Centred Teaching, Learning and Assessment
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Assessment and Standards, Revised 2013
Related CCT Policies / Forms	CCTP401 – Validation Policy CCTP402 – Programme Review and Revalidation Policy

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Programme Validation, Monitoring and Review			
Policy and Procedure Title:	<i>CCTP404: Blended Learning Policy</i>	Document Number: CCTP404	Version: 1.1
<p>Purpose:</p> <p>This policy acts as an umbrella policy under which all CCT blended learning programmes leading to QQI awards will be developed, operated, managed and reviewed and their learners managed and supported. The purpose of the policy is to outline CCT College Dublin’s quality assurance arrangements specific to blended learning programmes leading to QQI awards, complementing CCT’s approved quality assurance policies and procedures, many of which include consideration of blended learning programmes. The policy operates in the context of the CCT Strategic Plan, the Teaching, Learning and Assessment Strategy and the Blended Learning Strategy.</p> <p>The policy applies to blended learning, including where:</p> <ul style="list-style-type: none"> • a full module or modules may be delivered wholly online within a blended learning programme. • where a module, modules or programmes may be delivered through a hybrid approach. 			

Definitions:

From first embarking on strategic developments to implement blended learning in CCT College, terminology has evolved from reference to flexible and distributed learning, e-learning, online learning and blended learning to more current terms of technology-enabled and technology-enhanced learning. For the purpose of clarity, the term blended learning is used by CCT in a quality assurance context to ensure consistency with terminology within QQI policy and guidelines. Alternative naming conventions may apply in other contexts or further evolve over the life of this policy. CCT relies upon Torrisi-Steele's definition of blended learning as *"enriched, student-centred learning experiences made possible by the harmonious integration of various strategies, achieved by combining F2F (face-to-face) interaction with ICT"* (2011). This aligns with Kanuka's definition incorporated into QQI's Blended Learning Guidelines which refers to *"the integration of classroom face-to-face learning experiences with online learning experiences"* (Kanuka, 2004 in QQI March 2018) but further reflects the potential that the blend can comprise of face-to-face learning interacting with technology outside of the online context also.

CCT uses the term "hybrid learning" to refer to the delivery of programmes, or components thereof, which rely upon the dual use of face to face and online delivery methods to accommodate specific needs of the discipline, the programme and the learner cohort. Hybrid delivery will normally include live streaming of face-to-face classes for participation remotely concurrently. CCT advocates the application of the pedagogy first approach to blended learning whereby the curriculum content and learning outcomes inform the choice of tools and the sequencing of these within a lesson or a module and not vice versa. Within this approach CCT encourages the use of the Flipped Classroom, explained within the EADTU publication "Quality Assessment for E-learning: a Benchmarking Approach, Third edition, 2016" as the situation where *"students no longer acquire content knowledge by attendance at a traditional lecture but through independent study, reserving teacher-student contact time for more interactive sessions such as seminar discussion or problem-solving classes. The flipped approach is a natural fit with blended learning, where the independent study can be online using the VLE or the internet (including OER and MOOCs) and the teacher-led sessions can be face to face."* (EADTU, 2016)

The use of the flipped classroom is advocated in CCT as a technique within the pedagogy first approach meaning it is a tool to support effective learning but is not the pedagogy itself.

Scope:

This policy applies to all CCT programmes leading to a QQI awards validated for delivery through blended learning.

The existing governance arrangements apply.

The Dean of Academic Affairs holds executive responsibility for quality assurance and academic standards in respect of blended learning programmes.

The Dean of Faculty holds executive responsibility for teaching, learning and assessment including in respect of blended learning programmes.

The Dean for Administration and Finance holds executive responsibility for the administration of the College including operations and facilities.

Programme Leaders are responsible for the management of programmes in accordance with validation requirements and monitoring the quality of teaching, learning and assessment and the learner experience on the programmes they lead.

Staff Involved:

All administrative, technical and academic staff, student support services, the Management Team and Executive Leadership Team.

Policy

All blended learning developments in CCT College will reflect the strategic intentions of the College at the given time and will naturally evolve within and alongside the strategic development of the College.

CCT blended learning programmes will satisfy the quality assurance guidelines of QQI and the policies and procedures of CCT College Dublin and in doing so shall satisfy the academic quality and standards required of all CCT programmes leading to QQI awards and reflect the underpinning concepts outlined within the CCT Teaching, Learning and Assessment Strategy.

CCT recognises the ever-evolving nature of technology and the continuum that is blended learning and thus does not specify the technologies, approaches or the blend applied to blended learning programmes, beyond the requirement for programmes to use CCT approved platforms and technologies only. The use of technologies within programme delivery are determined by programme development teams in the context of the best suited pedagogic approach for the discipline, programme level and award type, target learners and available technologies.

The existing quality assurance policies and procedures of CCT College, as approved by QQI, remain applicable in all instances and this policy seeks to supplement those with explicit requirements with regard to blended learning programmes. In the absence of explicit requirements being documented herein, the quality assurance policies, as published apply.

<p>2. Programme Development, Validation, Monitoring and Review</p> <p>The existing Programme Validation Policy, Programme Review and Revalidation Policy and the Programme Management and Annual Monitoring Policy apply. See QA Manual section 4.</p> <p>For the purpose of blended learning programmes, the programme proposer (in the case of new programmes) or programme leader (in the case of established programmes) is responsible for defining the technical resources and infrastructure requirements of the programme and identifying any specialist tools, hardware or software requirements. This is established in the curriculum planning stages when the nature of the blend is determined. CCT encourages the application of the ABC curriculum design model established by UCL.</p> <p>The ELT is responsible for undertaking budget planning and allocation of resources in accordance with requirements or advising where budget or resource constraints require consideration of alternative approaches.</p> <p>Workload considerations in blended learning programmes are determined on the basis of contact hours being defined as those hours which require student engagement with faculty, with other students or with content as part of a structured lesson / supervision / learning activity. This can include synchronous and asynchronous activity but excludes independent study required for assessment preparation or homework for example.</p> <p>Independent study is defined as the notional learning hours a student is required to employ to complete elements of the programme independently, including any revision or assessment preparation time.</p> <p>Programme development teams are required to be mindful of the potential for overload in blended learning programmes.</p> <p>Programme Development Teams are required to consult the CCT Standards and Guidelines for the Design and Development of Blended Learning Programmes, Materials and Learning Resources, available from the QA Office.</p> <p>3. Policies, Regulations and Processes</p> <p>The Dean of Academic Affairs is responsible for ensuring the continued relevance and fitness for purpose of quality assurance arrangements in the context of blended learning programmes. This will be managed through the annual QA monitoring processes, as reported to Academic Council, supported by the Quality Enhancement Committee. As the extent or nature of blended learning provision evolves within CCT, consideration will be given to continued suitability of policies, procedures and mechanisms for their implementation.</p> <p>The CCT Privacy Statement reflects the collection, processing, storage and sharing of personal data in the online environment, in accordance with GDPR, outlining the legal bases upon which it relies and the purpose for its collection and with whom it is shared.</p>	<p>Proposer</p> <p>ELT</p> <p>Programme development team</p> <p>Dean of Academic Affairs</p>	<p>Minutes of meetings Validation documents / programme documents</p> <p>Budget records</p> <p>Programme documents</p> <p>QA Manual, policies and procedures Annual review records</p> <p>Privacy Statement</p>
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<p>All remaining policies, procedures and regulations as published by CCT remain applicable to blended learning programmes. In the absence of a specific policy relating to blended learning provision, it is assumed that the mainstream policy applies along with any specific requirements within the policy as documented.</p> <p>The Centre for Teaching and Learning, under the direction of the Dean of Teaching & Learning, is responsible for the provision and maintenance of guidelines for blended learning to ensure satisfaction of CCT approved minimum requirements.</p> <p>4. Appointment, induction, training, professional development and appraisal arrangements The ELT in conjunction with Academic Council for academic staffing matters, is responsible for monitoring the suitability of minimum requirements of teaching and support staff, and arrangements for addressing these.</p> <p>In addition to the minimum requirements of academic staff as outlined in CCT's Recruitment, Selection and Probation Policy, those academic staff engaged in blended learning programmes will be required to evidence suitable technical competence and experience and a sound understanding and experience of facilitating learning through technology. Where this is not apparent, completion of specific induction and professional development programmes will be a mandatory requirement. The Centre for Teaching and Learning will facilitate access to the National Forum Digital Badges “Getting Started with Online Teaching” and “Teaching Strategies for [New] Lecturers” for which the Dean of Academic Affairs is an approved facilitator.</p> <p>Staff are encouraged to engage in CPD relating to pedagogic matters, this is not restricted to academic faculty and engagement in research and scholarship is actively encouraged.</p> <p>The appointment of specialist support staff to facilitate the delivery of the blended learning strategy will continue in accordance with existing policy and practices. The nature of appointments will reflect the requirement for academic, pedagogic, design, pastoral and technical support and the applicable criteria for selection and appointment will be determined accordingly. The sourcing of appropriate expertise can also include sub-contracting to third parties where specialist expertise is required. The ELT must approve any such proposal.</p> <p>See also Scholarship, Professional Development Innovation and Research Policy.</p> <p>5. Intellectual Property, copyright and data protection All staff involved in the provision of blended learning programmes are notified of the legal limitations and parameters associated with IP, copyright and data protection. Intellectual property rights associated with materials developed for CCT programmes is clearly articulated in staff contracts and the staff handbook.</p>	<p>CTL / Dean of Teaching & Learning</p> <p>ELT, Academic Council</p> <p>ELT</p> <p>ELT All staff</p>	<p>Learning space guides</p> <p>Recruitment and selection records</p> <p>Prof. Dev. Register</p> <p>CPD plans</p> <p>Approval records / contracts</p> <p>Staff contracts / handbook QA policy</p>
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<p>Support guides are issued to all staff designing materials for use on the VLE to assist in strengthening understanding of legal parameters and ensuring legal compliance.</p> <p>The CCT College Library and the Centre for Teaching and Learning provides additional support to staff on matters of copyright, IP, open source and creative commons licencing.</p> <p>See also Staff Code of Conduct Policy, Data Protection Policy and Privacy Statement.</p> <p>Matters of intellectual property created by students are addressed specifically in CCTP517: Intellectual Property Created by Students Policy</p> <p>6. Contingency Arrangements in the event of platform, hardware or software failure The College has a contract with a specialist E-Learning provider and Moodle certified services provider for the management, maintenance and back-up of learner records and the VLE. The service provider implements industry standard offsite security and back-up arrangements to facilitate continuity in the event of frontline technology failure. Network management and administration is undertaken in-house with the support of expert consultancy as required.</p> <p>7. Learning Resources, Materials and Delivery Mechanisms Programme and content developments will be a collaborative effort with input of discipline, technical and pedagogic expertise along with library and student services. The collaborative approach should seek to ensure appropriate arrangements to reduce the potential for overburdening the student in the online elements of the programme.</p> <p>All faculty are responsible for ensuring blended learning programmes for which they have responsibility will be delivered in the context of the learner centred approach advocated in the CCT Teaching, Learning and Assessment Strategy and in accordance with requirements outlined in “<i>Standards and Guidelines for the Design and Development of Blended Learning Programmes, Materials and Learning Resources</i>”</p> <p>Faculty are supported by the Centre for Teaching and Learning and IT Services to ensure the suitability of teaching materials and learning resources and ensure the use of CCT approved platforms and tools for the delivery of their modules. The fitness of purpose and functionality of uploaded content is reviewed prior to issuing it to learners. A peer process is implemented to support this and considers academic, technical and instructional design requirements / recommendations. Minimum standards are outlined in the CCT Standards and Guidelines for the Design and Development of Blended Learning Programmes, Materials and Learning Resources. Where lecturers are engaging in synchronous learning such as webinars or virtual classroom activities, or undertaking recording of asynchronous content for uploading they are required to:</p>	<p>CTL / Library</p> <p>Dean for Admin and Finance</p> <p>Dean of Faculty Programme Leaders</p> <p>Faculty</p> <p>CTL / IT Services / Ed Tech / Faculty</p>	<p>Learning space</p> <p>Contract</p> <p>Programme validation documents Annual monitoring reports</p> <p>Student feedback Annual monitoring reports</p> <p>Peer review Student feedback Monitoring outcomes</p>
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- Ensure they are in an environment free from potential interruptions / disruption or excessive background noise and
- Secure the use of CCT approved equipment to ensure sound and picture quality of recordings / broadcasts or
- Use CCT onsite facilities for recording / broadcasting

Lecturers are required to adhere to agreed timeframes for the upload of materials to facilitate effective application of the flipped classroom approach and completion of activities by learners without placing them under undue pressure in advance of the synchronous or on campus elements of the learning.

In designing blended learning lessons, faculty are advised to:

- Provide advance upload materials which include sufficient detail to adequately inform the learner of what is expected of them and what the purpose of the materials are
- Incorporate formative activities to enable the learner to determine their own progress and level of understanding and provide a bridge to the synchronous element of the learning
- Use the synchronous learning element to maximise opportunities for application, formative assessment activities, and clarification of challenging concepts, theories and approaches.
- Ensure the synchronous element is not simply a repeat of the asynchronous elements in a different format.

Technical support staff and the Centre for Teaching and Learning are available to provide instructional design and technical support as required. Programme leaders are responsible for the quality of the learning experience across the programme they lead and are accountable to Academic Council in this regard.

The Programme Leader, supported by the Faculty Office and the QA Office, monitors adherence to minimum requirements in respect of tools, technologies and learning resources, upload times and compliance with validated programme requirements. Ongoing monitoring and learner feedback mechanisms are in place. See CCT's [Ongoing Monitoring and Review Policy](#).

CCT uses the Moodle virtual learning environment (VLE). The Ed Tech Manager in conjunction with the Dean of Faculty, informed by faculty and student feedback, is responsible for monitoring the ongoing fitness for purpose of the VLE and existing processes for programme development, monitoring and review provide opportunity for proposing enhancements and upgrades as may be required.

The VLE is used to:

- Promote the development of communities of practice and enhance the learner community created on campus

Programme Leaders

Student feedback, external examiner feedback, annual monitoring reports, programme board minutes

Ed Tech Manager

Ed Tech Manager
Dean of Faculty

Network testing
VLE enhancement
reports

<p>9. Supports for Learners</p> <p>Academic, technical and support staff are responsible for the provision of and access to supports in the online environment.</p> <p>All learners are provided with a dedicated online induction programme which is scaffolded with a range of easy to access video and text support materials.</p> <p>CCT employs a range of digital support tools including online interactive guides, integrated online reading list software, library support classes, careers guidance support services and live chat and discussion forums across a range of departments. <i>“Communication and Interaction in the Online Environment: A Guide for Students”</i> outlines the expected standards and norms of behaviour and communication in the online environment.</p> <p>Faculty and staff are required to operate within the stated requirements of existing policies specific to student support. In addition, the quality standards documented in <i>“Standards and Guidelines for the Design and Development of Blended Learning Programmes, Materials and Learning Resources”</i> should be addressed.</p>	Head of Student Services	<p>Minutes of student services meetings</p> <p>Class rep feedback</p> <p>Student survey</p>
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Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
Academic Council / ELT	Annual	Annual Monitoring Reports VLE review for compliance with Quality Standards Annual Monitoring Report
QA Office	Annual	
Head of Student Services	Annual	

POLICY CONTROL SHEET

Policy Title	Blended Learning Policy
Responsible Officer(s)	Dean of Faculty, Dean of Academic Affairs
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	September 2021
Supersedes	Version 1.1
Next Review Date	August 2026
Designated Reviewer	QA Office with Dean of Faculty and Head of Student Services
Scope	All blended learning provision

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
1.0	March 2020	Pre- QQI draft for approval	ELT	Academic Council
1.1	Sept 2020	Edits to reflect changes arising from QQI Blended Learning approval panel report	Dean of Academic Affairs	Academic Council
1.2	June 2025	<ul style="list-style-type: none">Minor Presentation Revision and Amended responsibility of CTL to Dean of T&L.Included link to new Teaching and Learning strategy.	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Programme Validation, Monitoring and Review
Statutory & System Wide Basis	The Irish Qualifications and Quality Assurance (Education and Training) Act, 2012; QQI Core Statutory Guidelines for Quality Assurance QQI Statutory Guidelines for Providers of Blended Learning Programmes
Related CCT Policies / Forms	CCT Quality Assurance Manual CCT Standards and Guidelines for the Design and Development of Blended Learning Programmes, Materials and Learning Resources

SECTION 5: STUDENT-CENTRED TEACHING, LEARNING AND ASSESSMENT

5.0 CCT Marks and Standards, Assessment and Grading Policy

5.1 Part A: Policy Overview

5.1.1 Policy Purpose

The CCT College Dublin Marks and Standards document outlines the College's implementation of QQI's Assessment and Standards, Revised 2022 in assessment regulations and academic procedures, and specifically reflects QQI's Sectoral Conventions for Assessment. It outlines CCT's approach to assessment and grading and summarises how assessment regulations are applied.

5.1.2 Scope of Policy

The CCT Marks and Standards applies to all assessments on programmes leading to QQI awards.

5.1.3 Statutory and System Wide Basis (QQI, Legal, National & International Context)

The following key statutory and system wide information applies to this policy:

- CCT applies [QQI Assessment and Standards, Revised 2022](#) and associated sectoral standards as a provider of programmes leading to QQI awards.
- [National Framework of Qualifications \(NFQ\)](#)
- [Core Statutory Quality Assurance Guidelines and Sector Specific Independent/Private Statutory Quality Assurance Guidelines](#)
- [Policy and Criteria for Making Awards](#)
- [Policies and criteria for the validation of programmes of education and training](#)
- [Topic Specific Statutory Quality Assurance Guidelines for providers of blended and fully online programmes](#)
- [European Standards and Guidelines for Quality Assurance in the European Higher Education Area](#)
- [ECTS Users' Guide](#)

5.1.4 Responsibilities

- **Dean of Academic Affairs** - The Dean of Academic Affairs has overall responsibility for the conduct of assessments in the College.
- **Dean of Faculty** - The Dean of Faculty has operational responsibility for the implementation of Marks and Standards for the lifecycle of assessment.
- **Internal Examiners** - Faculty who undertake the assessment of learners are considered internal examiners and are responsible for familiarising themselves with, and applying, CCT Marks and Standards.
- **Dean of Teaching and Learning** - The Dean of Teaching and Learning is responsible for supporting faculty development and assuring the integrity of assessment.
- **External Examiners** - External Examiners provide external oversight to the College's assessment processes.
- **Academic Council** - Has oversight of the implementation of Marks and Standards across the College.
- **Learners** - Learners are responsible for familiarising themselves with CCT Marks and Standards and demonstrating their achievement of their learning outcomes. CCT will ensure learners have ample access to the relevant documents.

5.2 Part B: CCT Grading System

5.2.1 Principles for Assessment

The CCT Grading System and assessment of learner effort is underpinned by the following principles:

- **Fairness** - Assessment is just, unbiased, equitable, impartial; legitimate and conducted in accordance with the rules or standards. Assessment tasks and criteria should appropriately reflect the learning opportunities available to programme participants.
- **Consistency** - Consistency refers to the principle that assessment procedures and outcomes are compatible across different contexts and over time. While consistency is crucial, it should not prevent necessary changes or adaptations to assessment practices when they become invalid or unreliable.
- **Reliability** - Assessments are a genuine academic evaluation and judgement on a learner's achievement of the learning outcomes. Moderation and external examination are types of internal verification.
- **Validity** - Validity refers to the extent to which an assessment accurately measures what it is intended to measure. An assessment is valid if it effectively evaluates the intended learning outcomes, ensuring that the results reflect the true abilities or knowledge of the learners in relation to the specific goals of the programme or module.
- **Inclusivity** - Inclusivity in assessment means ensuring that assessment practices and procedures are accessible and fair to all learners, regardless of their backgrounds, abilities, or circumstances. Inclusive assessments accommodate the diverse needs of learners, allowing everyone an equal opportunity to demonstrate their knowledge and skills.
- **Transparency** - Transparency refers to the clarity and openness of the assessment process. It means that the criteria, methods, and purposes of assessment are clearly communicated to learners, ensuring they understand how they will be evaluated and on what basis their performance will be judged. Transparency helps build trust and fairness in the assessment process.
- **Student-centred** - Student-centred assessment focuses on the needs, experiences, and learning processes of the learners. It prioritises the development and achievement of the students, aligning assessments with their learning outcomes and providing opportunities for them to engage meaningfully in the assessment process.
- **Feedback** - Learners are entitled to receive qualitative feedback on their assessment effort. Feedback should be timely, individualised, related to the work presented, an aid to learning and written in Plain English.

5.2.2 Learning Outcomes, Summative and Formative Assessment

- A learner's knowledge, skill and competence change as a result of learning. Learning outcomes are documented as part of a programme development and approved through the validation process.
- Learners are assessed against documented learning outcomes. Programme learning outcomes reflect the minimum achievement (in terms of knowledge, skill and competence) that the learner is certified to have attained if they successfully complete a particular programme (i.e. passes all the required assessments).
- Assessment in CCT is learning outcomes focused with the learning outcomes having been interrogated for their suitability as part of the programme validation process.
- Learning outcomes are clear statements of the knowledge or skills a learner is required to demonstrate on completion of a specified block of learning. The learning outcomes for CCT programmes are documented at module and programme level, reflecting the framework level applicable.
- The summative assessments issued to learners as part of a programme of study are designed to test a learner's ability to attain the specified learning outcomes. Summative assessments can take the format of continuous assessments, projects, and examinations. As part of the assessment process learners are advised of which learning outcomes are being assessed by each assessment. This enables learners to make

a reasonable attempt to demonstrate this, and it also informs examiners, including external examiners, what is being assessed.

- Learning outcomes represent the threshold standard for a pass i.e. to be awarded a pass mark a learner must have evidenced attainment of the learning outcomes. Higher grades are awarded based upon how the learner exceeds the learning outcomes and to what extent. Assessment feedback provided to learners should be learning outcome focused indicating how the outcomes may be more fully addressed or how they may be exceeded.
- Summative Assessment aims to determine if (or sometimes the extent to which) a set of specified learning outcomes has been attained by a person and (typically) their entitlement to academic credit. It normally contributes to learner's results for a module or a programme. It includes results from continuous assessment, project work, oral assessment, written examinations etc.
- Formative Assessment: supports the learner in attaining specified learning outcomes. It does not normally penalise error, or credit achievement. 'Formative assessment is concerned with how judgements about the quality of learner responses (performances, pieces, or works) can be used to shape and improve the learner's competence by short-circuiting the randomness and inefficiency of trial-and-error learning. Formative assessment supports learning and should therefore involve formative feedback. It is an essential part of any programme of education and training.

5.2.3 Grading System

- **Criterion-Referenced Grading-** Grading of work is always criterion-referenced, based on learning outcome criteria, and not norm-referenced using criterion-referenced grading schemes (QQI Sectoral Convention 1). Assessment decisions are not based upon the comparison of one learner against others or by the requirement to have a specified number in any given mark band.
- **Marking schemes-** CCT requires each assessment to include a marking scheme that identifies how the marks are awarded and what is expected within each section. Marking schemes should be sufficiently detailed to enable different examiners to interpret and apply it consistently. Information within the marking scheme should relate to the learning outcomes being assessed.
- **Marking** - Marking learner's work is the making of a quality judgement against clearly defined criteria. It is greater than the mathematical totalling of marks for subsections and therefore examiners are required to make a final quality judgement, having totalled marks, to determine the final mark to be awarded. Examiners are free to add or deduct marks to reflect more accurately the standard of the overall piece of work assessed. Marking of assessments is based upon the extent to which learning outcomes have been attained or exceeded. There must be a clear, demonstrable relationship between the learning outcomes and the mark awarded.
- **Moderation-** Details of the allocation of marks, in line with the marking scheme, must be clearly apparent to second markers, external examiners and learners, as appropriate. Internal moderation and external examination of a sample of all assessments takes place as standard in CCT.
- **ECTS Credits-** As members of the European Higher Education Area (EHEA), Irish Higher Education Institutions use a credit system called the European Credit Transfer and Accumulation System (ECTS). Modules in CCT are normally made up of 5, 10 or 30 ECTS, indicating how much an individual module contributes to the relevant stage of a validated programme.

5.2.4 Marking and Calculating Marks

- **Grading system** - Programmes and modules in CCT use a percentage grading system (QQI Sectoral Convention 2).
- **Pass/Fail** - In some instances, a 'Pass/Fail' system might be used and will be specified within the programme specific regulations.
- **Board of Examiners** - All programme and module grades are provisional until agreed at a formal meeting of the Board of Examiners.
- **Calculating Assessment Component Marks**- All assessments are marked out of 100% and marks recorded as a percentage mark. The overall percentage mark for each module is calculated based on the weighted average of its component results.
- **Calculating Overall Module Mark**- The overall mark for the module is calculated from the sum of the weighted marks awarded in each component of assessment. The final grade on the Broadsheet of Results is the numerical percentage achieved.
- **Stage Outcome** - A learner's performance at a non-award stage is normally unclassified and recorded as a pass where the pass standard has been attained or exceeded. If a learner has not met all the requirements for a stage, their stage outcome will be 'incomplete'.
- **Overall Result** - The overall result for each stage of a programme is represented by the Percentage Point Average (PPA) achieved within the stage. The overall result is a credit-weighted average of marks across all modules contributing to the result in the relevant stage.
- **Calculating Repeat Module Mark** - Normally, only the marks from the repeat attempts shall be aggregated to determine the module mark. Notwithstanding this, the Board of Examiners has the discretion to consider and aggregate marks from a previous attempt, where that attempt resulted in a pass mark, when it is in the best interest of the student.

5.2.5 Minimum Pass Marks and Assessment Regulations

- **Minimum pass mark** - A grade of 40% is normally the minimum pass mark for assessment in CCT and indicates that the student's effort meets the minimum intended learning outcomes for the relevant assessment. In exceptional circumstances a passing grade of higher than 40% may be required and will be explicitly stated on the approved programme schedule and noted on the Broadsheet of Results.
- **A marginal fail** - A grade of 35-39% indicates that the student's effort either almost meets the minimum intended learning outcomes or that some but not all the learning outcomes were met. Students with a marginal fail grade for a module may be eligible to pass by compensation, subject to programme specific rules.
- **An outright fail** - A grade of less than 35% indicates that the minimum intended learning outcomes have not been met to any acceptable extent.
- **Repeat result capped grade** - Repeat module assessments are capped at a passing grade. This means the maximum grade a student can receive in a repeat assessment is 40%. Where a student has demonstrated exceptional mitigating circumstances, their repeat attempt may be treated as a first attempt.
- **Number of attempts** - Students normally receive a maximum of four attempts at any assessment- their initial attempt plus three repeat opportunities. Capstone assessments are limited to three attempts- the initial attempt plus two repeat opportunities. Any restrictions on the number of attempts are outlined on the programme schedule and communicated to learners.

5.2.6 Assessment Submission

Learners must submit their assessments via Moodle and the following conditions apply:

- All learners must submit their assignments through their personal Moodle log-in in the case of individual submissions. Or by a nominated group leader in group assignments.
- In the rare case of individual Moodle access problems, assignment submissions may be made to a valid lecturer's or administrator's cct.ie email address, at the discretion of the lecturer. Once Moodle access is restored the submission must be made to Moodle.

5.2.7 Assessment Attempts

- Assessment components- a module typically contains more than one assessment component, and students are expected to attempt all components. Typically, students are not required to pass all components in order to pass the module overall. Components are normally assessed independently, and the marks scored in the independent component parts are aggregated to determine the overall module mark.
- Assessment Attempt- an attempt is defined as the completion of an assessment component for an approved sitting of a module for which a student is registered.
- Non-submission- non-submission of an assessment is counted as an attempt and a mark of zero is awarded for that component unless the student has an approved PMC.
- Exhausted attempts - Any learner not achieving a pass within the maximum opportunities, under normal circumstances, will be withdrawn from the programme of study.

5.2.8 Assessment Penalties

- Word-count or equivalent penalty - unless otherwise stated in the assessment brief, a student failing to comply with a word-count or equivalent limit for a piece of work will have a penalty of 10% applied to their submission i.e. 10% of the final assessment mark will be deducted.
- Late submission - assessments (with the exception of real-time assessments) will be accepted as late submissions up to and including 5 calendar days after the submission deadline with a 10% penalty applied. A late submission of an assessment six days and beyond the deadline is counted as an attempt and given a mark of zero unless the student has an approved personal mitigating circumstance.

5.2.9 Repeat Assessments

- Repeating for credit - a student cannot reattempt a module for the purpose of earning a higher passing mark.
- Repeat assessment pass mark - Repeat module assessments are capped at a passing grade. This means the maximum grade a student can receive in a repeat assessment is 40%.
- Repeating a component - In the case of a learner repeating an assessed component within a module, pass marks awarded on the basis of other components within the module shall, normally, be carried forward from the original attempt. The repeat component mark will normally be aggregated with the previously attained pass marks from other assessed work within the module.
- Determining repeat with attendance - Should the Board of Examiners deem that the module learning outcomes cannot be satisfied through completion of the repeat assessment, or that a repeat assessment attempt is unacceptable, the Board shall determine repeat with attendance is required.
- Repeating with attendance- In the case of a learner repeating a module with attendance, the completion of the module in its entirety, including all assessments and examinations is required. Normally, only the marks from the repeat attempts shall be aggregated to determine the module mark. Notwithstanding this, the Board of Examiners has the discretion to consider and aggregate marks from a previous attempt, where that attempt resulted in a pass mark, when it is in the best interest of the student.

- Alternative assessment for repeats- Where the Board of Examiners, in considering progression and recommendation for awards, determines that a learner is required to repeat a module or components of it, the Board may devise alternative assessment arrangements in agreement with the External Examiner and having due regard for the approved programme schedule. In determining the assessment arrangements, the Board must agree how the overall module mark will be determined.
- Repeating assessment components- where the programme regulations require the independent passing of each component, repeat regulations apply to those components.

5.2.10 Borderline Results

- Borderline performance arises when a student's mark in a module lies close to the pass mark, or when the student's overall result lies close to the transition point between pass and fail or between award classification levels.
- CCT determines borderline cases to be any learner whose average mark across all modules is within 1% of any of a grade band classification (e.g. 39, 49, 59, 69 as relevant to the programme's award classifications). See Section 5.1.3 above for further guidance on marking.
- Assessors avoid issuing borderline module grades. Instead, a clear decision is made about the grade band into which a student's effort falls (i.e. assessors avoid 34, 39, 49, 59, 69 as relevant to the programme's award classifications).
- All borderline award results that sit at a 0.5 percentage point are automatically granted the next higher classification (i.e. a result of 69.5 would receive the award classification for the 70% boundary classification).
- All borderline cases are reviewed by the Board of Examiners to determine the final grade band classification where a combination of assessment marks result in an overall module borderline mark or an overall award stage borderline.
- When considering borderline cases, the Board of Examiners considers the learners' performance as a whole. That final decision is based on the cumulative evidence presented rather than on the view of one internal or external examiner. See Section 5.1.3 above for further guidance on marking.
- If more than half of the ECTS credits in the award stage fall within the higher award classification, the higher award classification is typically applied.
- When the decision is made to grant a higher award to the student, the final grade remains unchanged.

5.2.11 Requirements for Progression

- A candidate who has successfully earned all the credits, i.e. passed all the modules, in a stage of a multi-stage programme is eligible to progress to the next stage of the programme.
- In exceptional circumstances, there may be specific prerequisites between modules within the same stage that must be completed in a semester before a student can progress to the subsequent. In these instances, the requirements must be clearly outlined in the approved programme schedule.
- Subject to any special conditions of the programme, there are three exceptions to the general requirement of passing all the required modules in order to progress to the next stage. These are:
 - Pass by compensation
 - Exemption from part of the programme (with or without the allocation of a grade and credit)
 - Eligibility to progress carrying the failed modules to be passed during the subsequent stage (progression with a credit deficit)

5.2.12 Pass by Compensation

Students who receive a marginal failing mark of between 35%-39% in a module may be entitled to 'pass by compensation' subject to the following conditions:

- The learner has attempted the full module and marks of all modules in the stage are from first attempts
- No modules in the stage have been failed outright
- Compensation may be applied only to enable a student to pass a stage.
- The number of modules to be compensated does not exceed one-third of the credits for the stage (for example, no more than 20 ECTS in a 60 ECTS stage)
- Double the deficiency of marks is available within the remaining passed modules (for example, for a marginal fail of 36, twice the deficiency of four marks, 8 marks total, must be made up in passing marks of equivalent credit modules)
- Compensation does not change the result of the module, and the actual module result is used on all formal documentation along with an indication that the module Pass has been granted by compensation
- There are no programme or module specific regulations prohibiting pass-by-compensation.

5.2.13 Module Exemptions

- A module exemption can be earned through successful completion of a module in one or more attempts, or through the College's Recognition of Prior Learning (RPL) process.
- Once the credits associated with a module have been awarded to a candidate, the candidate is exempt from any further assessment obligations for that module.
- This means that once a module is completed by the student, it is marked 'EXE' on any subsequent Broadsheets of Results considering assessment in the same stage.
- Marks are only applied to modules exempted through RPL with the approval of the Dean of Academic Affairs. When modules are exempted through RPL in an award year, the Dean of Academic Affairs will confirm how the award will be calculated and award classification assigned in line with the formal RPL process.
- Exempted modules will normally remain valid for the purposes of completing the programme requirements for an award, unless a programme review and revalidation affect the module's relevance to the programme and award.

5.2.14 Progression with Credit Deficit

- Within a programme, a student may be permitted to carry a maximum deficit of 10 ECTS credits from one stage into the subsequent stage on a case-by-case basis.
- The following conditions apply to carrying a credit deficit:
 - All other modules in the stage have been completed for the stage.
 - Any pre-requisite modules on the current stage leading to modules on the subsequent stage have been completed.
 - The deficit cannot be carried forward more than one stage (for example, a student cannot carry a failed module from stage 1 to stage 3)
 - The normal maximum missing credit shall be one sixth of the credit for the stage, e.g. 10 credits per 60-credit stage.

5.2.15 General Requirements for Awards

- Academic programmes in CCT are certified by its awarding body, QQI.
- A 'Pass' classification of an award is a positive statement of achievement.
- When a student fails a module that contributes to the award classification, the repeat module mark is capped at 40% but the award is not capped. (Prior to 2022, the overall award classification was capped at a Pass (QQI Sectoral Convention 4)).
- A module that is validated as being assessed as Pass or Fail only will not contribute to the award

calculation.

- Where the award classification is determined by performance in different stages of the programme, the award classification may not be considered until such a time as all contributing modules have been passed and all modules in the award influencing stages are passed or exempted.
- All students who have satisfactorily addressed the programme requirements on a programme of study leading to a QQI award, in line with CCT Marks and Standards, will be recommended to QQI for award purposes.
- Calculation of the final award classification is based on the credit-weighted mean value of the module grades contributing to the final award.
- Students are entitled to receive:
 - An award certificate when they have successfully completed all elements of a programme leading to an accredited award.
 - A transcript of results outlining all elements they have completed on their registered programme, regardless of whether they have successfully completed the programme overall.
 - A diploma supplement.
- The nature of non-academic programmes and certification of non-validated programmes is clearly communicated to students to ensure the nature of the programme they are undertaking.
- The majority of CCT Awards are classified in line with the table below. Special purpose awards or minor awards that are less than 60 credits are unclassified.

Percentage Point Average	Higher Certificates (Level 6), Special Purpose Awards, Diplomas (Level 7) and Ordinary Bachelor's Degrees (Level 7)	Honours Bachelor's Degrees (Level 8) and Higher Diplomas (Level 8)	Postgraduate Diploma (Level 9)	Master's Degrees (Level 9)
70% and above	Distinction	First-class honours	Distinction	First-class honours
60% - 69%	Merit Grade 1	Second-class honours Grade 1 (2:1)	Merit	Second-class honours
50% - 59%	Merit Grade 2	Second-class honours Grade 2 (2:2)	Pass	Pass
40% - 49%	Pass	Pass	Pass	Pass

5.2.16 Post Award Achievement

- QQI's Sectoral Convention number 5 addresses post-award achievement and stipulates that, subject to the following conditions, a graduate holding a higher education and training award may present for and, if successful, achieve a further major award at the same level within the same generic area of study. This must involve the attainment of new learning outcomes (i.e. post-award achievement).
- If the area of specialisation of the post-award achievement is not substantially different, and/or if the associated credit is insufficient for granting a new major award, the applicant may be granted a minor, special-purpose or supplemental award.
- The following table sets out the minimum volume of newly certified learning required of a learner who is seeking to qualify for an additional major award at the same level within the same generic area of study. Note that repeating learning that is substantially equivalent to previously certified learning is not included in the calculation of post-award credit in the following table.

Award Currently Held	Additional Award Sought	Post-award Credit for Newly Certified Learning
Higher Certificate	Higher Certificate	A minimum of 60 credits at L6
Ordinary Bachelor's Degree	Ordinary Bachelor's Degree	A minimum of 60 credits at L7
Honours Bachelor's Degree	Honours Bachelor's Degree	A minimum of 120 credits, at least 60 of which are at L8
Master's Degree	Master's Degree	A complete programme

5.2.17 Approved Programme Schedules and Modules

The type(s) of assessment employed and their contribution to the overall grade must be decided as part of the Programme Assessment Strategy during Programme Design and Validation. The Approved Programme Schedule forms part of the Marks and Standards applying to the programme, and outlines:

- The Modules and ECTS value of modules as validated by QQI in respect of each programme.
- Programme pathways, if any (e.g. embedded awards)
- Any programme specific regulations (e.g. programme specific progression requirements)
- The approved assessment methods and weightings for each module. A module may consist of one or more components of assessment.

Any special regulations outlined on the approved programme schedule must be communicated to learners at the outset of their studies and as part of the assessment brief.

5.2.18 Programme Assessment Plan

- All programmes are required to have an assessment plan for each stage of the programme that is reviewed and updated annually, aligned to the approved programme schedule.
- The programme assessment plan is agreed by the Programme Board in advance of the teaching semester beginning and is communicated to students within one week of teaching beginning.
- The assessment plan details the following information as it relates to every module on the programme:
 - The number of assessments (assessment components or instances)
 - The type of assessment (for example, written examination, practical examination, project, report, presentation, oral examination etc.)
 - The nature of each assessment (for example, individual assessment or group assessment)
 - The allocation of marks / weighting associated with each assessment component
 - The indicative dates for assessment
 - The arrangements for repeat assessment
 - It is expected that formative assessment takes place in the early stages of a module, normally within the first five weeks.
- The programme assessment plan considers programme level criteria including alignment to teaching and learning schedule, diversity of assessment methods, assessment burden and submission bottlenecks, use of authentic assessment, opportunities for knowledge transfer across modules and issues of upholding academic integrity across the programme.
- Faculty are expected to adhere to the agreed assessment schedule. In exceptional cases where a deviation is required this should only be done in consultation with the Programme Leader and Dean of Faculty.
- In all cases, learners must be made aware of the weighting of the assessment issued to them and the due date for the assessment must be communicated in writing as part of the assessment brief.

5.2.19 Moderation Principles

- Moderation is how examiners secure confirmation of their initial judgements and is concerned with the consistency, comparability and fairness of professional judgements about the levels demonstrated by students (Maxwell 2002).
- All summative assessment leading to QQI awards is internally and externally moderated to provide

assurance of the reliability and validity of assessment.

- Where alternative processes are employed, these must be documented, approved by the Dean of Faculty or Dean of Academic Affairs and communicated to the External Examiner in advance.
- For collaborative programmes, arrangements for the internal moderation of assessment will be agreed as part of the initial collaborative agreement and documented accordingly. CCT College expects an equivalent standard of moderation to that required by this policy. In the absence of a moderation policy the CCT policy will apply.
- In CCT, it is standard practice for sampling of graded assessments by an internal moderator for summative assessment tasks, including examinations. The specific moderation requirements of each module will be agreed at programme level and approved by the Programme Leader and Dean of Faculty.
- Moderation of graded work will cover the grading of both CA / project and examination, as applicable, for each faculty member. For capstone assessments at level 9 all assessments must be second marked and made available to the external examiner.
- The moderation sample size of student work normally includes 10% of the assessment submissions including samples from each grade band, all borderline grades, and all fail grades.

5.3 Part C: Module Results and Exam Board Classifications

5.3.1 Recording Module Results

The following table outlines results codes and descriptions for recording learner module results on Broadsheets of Results and statements of results as released to learners.

Result Code	Result Description	Credit Achieved	Effect on Number of Attempts
P	Pass	Yes	Counted as an attempt.
PBC	Passed by compensation	No	Counted as an attempt.
F	Fail	No	Counted as an attempt.
DEF	Deferral	No	Not counted as an attempt.
NP	Absent or Non-submission	No	Counted as an attempt.
WH	Withheld	No	Not counted as an attempt until a full learner profile is available.
EXE	Exemptions/ approved prior learning	Case-by-case basis.	Counted as an attempt.
RG	Review grade for compensation	No	Counted as an attempt- PBC withheld until full stage results are available.
PD	Approved to progress to next stage with deficit	No	Counted as an attempt.
W	Withdrawn (not counted as an attempt)	No	Not counted as an attempt.
WE	Withdrawn for non-engagement	No	Counted as an attempt.
AM	Academic Misconduct	Case-by-case basis.	Counted as an attempt.

5.3.2 Board of Examiner Decisions

The following table summarises key Board of Examiners decisions.

Exam Board Decision	Description
Capped grades	The final result for all modules passed on a repeat sitting is capped at 40%. Prior to March 2022, a module passed on a repeat sitting would result in a cap to the Award Classification.
Overall stage result	Stage outcome can either be 'Pass' or 'Incomplete'. A 'Pass' outcome indicates a learner has met all the requirements to complete the stage. This means they will progress to the next stage of their programme, or they will have been given a final award result and award classification. 'Incomplete' means they have not yet fulfilled all the requirements for a stage.
Review grade for compensation	A module result of 'RG', this means the learner might be eligible for pass by compensation at the end of the stage. If they successfully complete the rest of their stage and meet the requirements for pass by compensation, they will not have to repeat this module.
Progressing with deficit	A final module result of 'PD' means a learner has failed a module and therefore has a credit deficit for the stage. This means they have not fully met the requirements to Pass the stage, but have been approved to carry this credit deficit to the next stage. A credit deficit cannot be carried forward more than one stage i.e. if a learner carries a failed module from stage 1 to stage 2 of a programme, they will not be permitted to progress to stage 3 until they have passed the failed module from stage 1.
Credit deficit for masters progression to capstone	If a learner has a credit deficit of more than 15 credits at the end of semester 2 on a master's programme, the Board of Examiners will advise the learner to defer completion of their capstone module until they have successfully completed their failed modules to give them the best possible chance of success in their capstone module.
Calculating award	Final award results are calculated using a weighted average calculation. This is only completed when the full stage has been attempted. For a single-stage programme (e.g. Masters, Diplomas), all modules contribute to the learner's final result. For multi-stage programmes, the final result is calculated using final year modules only.
Exit Awards	Some programmes are validated with an 'Exit award'. This means a recognised qualification is embedded in the full programme. A learner who is unable to complete the full programme will be able to request an exit award if they have satisfied its requirements
Withheld	A result of 'withheld' means the Board of Examiner withheld decision-making on a learner's results, and their results will be issued later. Results can be withheld for a number of reasons including late submission of assessment, consideration of extenuating circumstances, or investigation of academic impropriety.
Withdrawn	A learner can receive an outcome of 'withdrawn' for two reasons as follows: <ul style="list-style-type: none"> • The has exhausted all of their attempts on the programme and therefore their 'result' will be marked as Withdrawn. • The learner chooses to discontinue their studies.
Withdrawn for non-engagement	If the College identifies a learner as not engaging in their programme (i.e. non-attendance, non-submission) and has made multiple failed attempts to get in contact with the learner,

Exam Board Decision	Description
	the learner will be withdrawn by the Board of Examiners for non-engagement on their programme.
Academic Misconduct	In some instances, an Academic Misconduct case proven may result in a notation on the learner's transcript.

5.4 Part D: Procedures for Assessment

5.4.1 Assessment Design

Internal examiners are responsible for ensuring that all assessment, is designed to adhere to the following:

- **CCT Marks and Standards and Quality Framework** - Is designed and conducted in line with CCT Marks and Standards and Quality Assurance policies and procedures in general, including use of up-to-date assessment templates.
- **Module and programme teaching learning and assessment strategies** - Aligns with programme and module content and teaching, learning and assessment strategies including consistency of assessment within a module and comparability of standards across modules within a subject area.
- **Learning outcomes and rubrics** - Meets module learning outcomes and the assessment grading mechanism is fair and transparent, and consistent with the level being assessed with an accompanying marking rubric.
- **Clarity of instruction** - Have assessment briefs providing clear instructions to learners, that the assessment allows the learner to demonstrate attainment of learning outcomes, and that assessment isn't requiring the learner to address requirements that are not aligned to the learning outcomes.
- **Assessment documentation** - Assignment briefs and examination templates include at a minimum:
 - Clear and concise instructions for learners
 - The learning outcomes being assessed
 - Marks awarded for each question
 - Submission deadline/Time allowed to complete the exam
 - Workload expectations/Number of pages in the exam paper
 - The marking rubric and a repeat examination and marking rubric
 - Any additional guidance and specifics related to the exam and or the format for completion should also be clearly articulated.
- **Assessment Workload** - Is designed and conducted in line with CCT guidelines for assessment workload giving due consideration to weighting of module and individual component assessments, avoiding over-assessment.

5.4.2 Academic Security

All internal assessors and administrators with responsibilities for assessment must apply the following guidance in relation to assessment security:

- **Security of assessment** - All reasonable efforts to protect the security of the assessment and particularly examination papers. They must not be shared with parties beyond those specified unless approved otherwise by the QA Office, in conjunction with the Dean of Academic Affairs. Digital access will normally be the provision of approved access to CCT platforms and not email. Where email is unavoidable it must be to authorised CCT accounts only (except for external examiners) and must be password protected.
- **Computer mediated assessment** - assessment that requires use of a computer and access to the internet (e.g. an online exam OR an in-person invigilated exam where students are using their laptops), must be designed and graded as an 'unrestricted resources exam' where students permitted and assumed to be able to access any available resource at their disposal.
- **Restricting access to resources in assessment** - if an assessment requires restricted access to resources (e.g. an exam where students are allowed to bring two pages of their own notes but cannot have unlimited access to resources including the internet), then it needs to be conducted as a paper based in-person assessment.

5.4.3 Academic Integrity and Assessment

- Assessment and grading is conducted in line with the Academic Integrity and Academic Misconduct policy and related procedures.
- Assessment is current and modifications are made regularly to uphold academic integrity. Examination papers should never be identical to a previous paper.
- Academic integrity is promoted across modules and programmes by proactively:
 - Setting clear expectations and providing clear information to students in Plain English and using multiple means (e.g. both in person and in writing)
 - Using Assignment Briefs and rubrics
 - Setting realistic expectations around the use of Artificial Intelligence
 - Ensuring we are using valid assessment instruments and not using high security assessment approaches at the expense of assessment validity
 - Balancing High and Low Security Assessment Approaches to ensure integrity of overall programme assessment approaches
 - Designing Unrestricted Resources Assessment
 - Designing Restricted Resources Assessment
 - Applying principles of universal design to promote inclusivity
 - Adhering to CCT Assessment Workload guidelines.

5.4.4 Grading of Student Work Conduct for Internal Assessors

Internal assessors are responsible for ensuring the following is applied in relation to the grading of student work:

- Proposed assessment briefs, repeat assessment briefs, and associated marking schemes for each assessment are submitted in a timely manner for internal and external moderation within the specified timeframe.
- All assessment briefs and results are issued electronically through Moodle. Assessment dates are released as early in the semester as possible and no later than two weeks in advance.
- Complete the grading of student work, and submission of results, and making them available for internal moderation and external examiner moderation within the specified timeframes.
- Where a late penalty is applied this must be clearly indicated to the learner and notified to the Faculty

Office. The Faculty Office will make a record of the penalty applied as well as the original result.

- to engage, and fulfil their responsibilities, in line with the internal and external moderation procedure
- Marks and formative feedback must be returned to learners within reasonable time (normally two weeks from the assessment submission date), and no less than one week before the exam period, and not before moderation is complete. In all cases marks are provisional until ratified at the Board of Examiners.
- To prepare, attend, engage with and generally fulfil their responsibilities regarding the meetings of the Board of Examiners in line with the related policy, and following the relevant process for appointing a nominee to fulfil their obligations in the event they
- To agree marks to be proposed for each learner, in consultation with the moderator and external examiner and submit final assessment results to the Faculty Office in the agreed timeframe in advance of Boards of Examiners.
- To prepare, attend, engage with and generally fulfil their responsibilities regarding the meetings of the Board of Examiners in line with the related policy.
- Updating and releasing results and feedback on Moodle after Boards of Examiners.

5.5 Part E: Moderation Procedure

5.5.1 Appointment of Moderators

The Dean of Faculty or Programme Lead are responsible for appointing and ensuring arrangements are made for the implementation of internal moderation with:

- Competent and experienced internal assessors as internal moderators.
- Independent internal assessors, within reason, who have not had previous involvement in grading the work to be moderated.
- An appropriate mentor for internal assessors who are new to moderation.

External Examiners are appointed in line with the External Examiner Policy.

5.5.2 Implementing Internal Moderation of Assessment Briefs

Internal moderation of assessment briefs (continuous assessment and exam papers) is completed within the faculty prior to progressing assessment documentation to the external moderation process. Each lecturer is responsible for ensuring their appointed internal moderator receives complete assessment documentation including the assessment brief/exam paper, any supporting material or instructions and the grading rubric to be applied.

The internal moderator acts as a critical friend to ensure that assessment documentation aligns with the overall principles for assessment with particular emphasis on:

- Issues of clarity, ambiguity and consistency of requirements between question and marking scheme, assessment format, structure and supporting materials for all assessments.
- Suitability of the task for the award level and for the potential to enable attainment of the learning outcomes specified
- Suitability of the size of the assessment for its weighting
- Relevance of the task(s) / questions to the learning outcomes, and specifically ensuring that additional unnecessary tasks or questions are not included
- Alignment with programme and module content and teaching, learning and assessment strategies
- Appropriateness of the marking scheme in ensuring consistency, fairness and standards and appropriate allocation of marks
- For online mediated assessment, the moderation should include reviewing the exam in the intended format to ensure full functionality and access.

The internal moderator will report their findings and observations to the internal assessor responsible for the assessment.

The internal assessor is responsible for liaising with the internal moderator in a timely manner to discuss their findings, observations and any potential changes, and for making any required amendments in a timely manner. Both parties should seek to reach agreement on any matters identified. Where agreement cannot be reached, the matter should be referred to the Programme Leader or Dean of Faculty for resolution. Where necessary a third party may be required to undertake further review.

5.5.3 Implementing External Moderation of Assessment Briefs

Following the Internal Moderation of Assessment Briefs, the Faculty Office arranges for all assessment documentation to be submitted to the external examiner for external moderation.

The external examiner:

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

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

5.5.4 Implementing Internal Moderation of Student Work

Following grading in line with the Marks and Standards, Assessment and Grading Policy, internal moderation of student work is conducted for all assessments within each faculty before progression of student work to the external moderation process. Each lecturer is responsible for ensuring their appointed internal moderator receives a complete package of graded student work. As the issuing of a mark / grade is a quality judgement, greater than the computation of marks from subsections, moderation should not normally result in the dispute over nominal differences. Internal moderators are required to:

- Review a sample of student work that includes, at a minimum, the following:
 - Between 15% and 20% of assessed work should be moderated:
 - For groups of less than 50 students, 20% of scripts should be moderated
 - For groups of more than 50 students, 15% of scripts should be moderated
 - A random and equal number of assessments for each grading band.
 - All borderline results, recognising that it is feasible for a learner to attain a standard that indicates they are close to moving into the next grade band and that raising the grade is not automatic.
 - All provisional fail grades.
 - Any assessment for which the original assessor has requested a second marker review for any assessment related concerns.
- Assure themselves that all student work has been marked in line with the grading rubric presented, that the grades awarded are reflective of the academic standard associated with that specific grade band and that students have been graded equitably.
- Reporting their findings and observations to the assessor responsible for the assessment. Both parties

should seek to reach agreement on any matters identified. Where agreement cannot be reached, the matter should be referred to the Dean of Faculty for resolution. Where necessary a third party may be required to undertake further moderation.

- Completing a report and submitting it to the Faculty Office, including clear identification of student work that has been subject to internal moderation.
- All forms are retained by the Faculty Office in accordance with the College Records Retention Schedule.

5.5.5 Implementing External Moderation of Student Work

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

- The Faculty Office provides External Examiners with a sample of student work that includes, at a minimum, the following:
 - Between 15% and 20% of assessed work:
 - For groups of less than 50 students, 20% of scripts should be moderated
 - For groups of more than 50 students, 15% of scripts should be moderated
 - A random and equal number of assessments for each grading band.
 - All borderline results, recognising that it is feasible for a learner to attain a standard that indicates they are close to moving into the next grade band and that raising the grade is not automatic.
 - All provisional fail grades.
 - Any assessment for which the original assessor has requested a second marker review for any assessment related concerns.
 - All capstone assessments in a level 9 programme.

5.5.6 Moderation of Student Work for Alternative Assessment Types

Programmes often incorporate assessments which are not paper or text based (e.g. presentations, role play, placement, simulations) requiring bespoke moderation processes.

In all cases where an alternative moderation method is to be employed, the Faculty member must ensure that:

- The assignment brief is subject to pre-release internal assessment review as normal
- The alternative moderation method must be documented (e.g. live attendance/moderation at the assessment event, video recording for future moderation, separate placement visits by assessor and moderator and discussion to determine suitability of grade to be awarded)
- The alternative moderation is formally approved by the Dean of Faculty or Dean of Academic Affairs and communicated to the External Examiner in advance.

POLICY CONTROL SHEET

Policy Title	Marks and Standards for CCT Programmes Leading to QQI Awards
Responsible Officer(s)	Dean of Academic Affairs, President
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	August 2022
Supersedes	V.1.2
Next Review Date	August 2027
Designated Reviewer(s)	Dean of Academic Affairs, QA Office
Scope	Internal Examiners, External Examiners, Boards of Examiners

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Publication	Sept 2018	New publication to concisely document the academic regulations and assessment procedures documented in the QA Manual, as applicable to CCT programmes leading to QQI awards.	Academic Council	Academic Council
Version 1.1	Sept 2019	Edits to reflect updates to policies following annual review of QA. Specifically, capping of overall module mark at 40% for any learner who fails a module at first attempt, except where PMC approved.	QA Committee	Academic Council
Version 1.2	August 2022	Updated to reflect access to award classifications higher than pass with repeat marks as per amended sectoral convention number 3.	QQI	Academic Council
Version 2.0	June 2025	New publication to concisely document the academic regulations and assessment procedures documented in the QA Manual, as applicable to CCT programmes leading to QQI awards.	Dean of Academic Affairs	Academic Council

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 5: Student-centred teaching, learning and assessment			
Policy and Procedure Title:	<i>CCTP501: Group Assessment Policy</i>	Policy No: CCTP501	Version: 2.2
Policy Statement It is CCT policy that Groupwork is both encouraged and assessed. It is utilised as a tool for assessment that enhances collaborative skills, conflict management and resolution, organisational skills, time management and teamwork, thereby providing a basis for enhancement of these transferable skills. Groupwork can be an opportunity to learn through peers, and offers, under ideal conditions, support for a learner within a group. However, group work can also be a vehicle for freeloading, conflict and stress. Issues include inequity of contribution and lack of clear objectives. Therefore, it is CCT policy that assessment of groupwork aims to measure the individual's contribution to the collective effort. CCT understands that assessment of learners is a judgement of individual performance against learning outcomes and therefore awards individual grades for each group member completing a group assessment. A group assessment still requires the individual review and grading of the submission of each individual learner. The grade or grades awarded to other individuals within a group is not an indication of entitlement to the same grade for other individuals within the same group.			
Staff Involved All full time and part time staff faculty within CCT, Dean of Faculty, QA Office, Faculty Office			
Procedure Outline / Method(s) used to carry out this procedure		Responsibility of	Evidence generated by this procedure to ensure its effectiveness
Overview <ul style="list-style-type: none"> ○ The frequency of the use of group work as an assessment strategy is determined at programme development stage and endorsed by programme validation. This is monitored on an ongoing annual basis through the annual review and Programme Board. ○ Group work is assigned with the overall programme in mind and not just the module. This will ensure that group work is a tool used to assess learner achievement of programme learning outcomes. ○ Where groupwork is the tool for assessment, consideration must be given to how an individual who fails the assessment can undertake a repeat assessment task that will allow them to evidence their groupwork capability. ○ Strategies for addressing conflict in groups should be considered as part of groupwork assessment planning and design 		Lecturers Dean of Faculty	Evidence of CA work Group Log E-mail communication Minutes from Programme Board Meetings Lecturer feedback (verbal / written) Work Diaries / Journals
Group Assessment (non-capstone) <ul style="list-style-type: none"> ● Where group work is used as a tool for assessment, the assessment brief will detail the specific requirements of the task and outline what marks will be awarded for in respect of group work and what marks are awarded for the individual element of the assessment. The individual component mark should not normally be less than 30% but can be much greater than this. ● Assessment of groupwork should, where applicable, allow for assessment of the process as well as the end product. ● When designing a group assessment, the faculty member should give consideration to: 			

- The size of the group
- Group formation strategies
- How/ when/ how frequently groups should meet
- How non-participation / non-contribution will be managed

This will normally be informed by the nature of the task and the learner group in question.

- A marking scheme detailing what marks will be awarded for (in the context of the learning outcomes being assessed) must be provided.

Group Project for Capstone Assessments

- Where the group assessment is a capstone project, or of comparable scale, a Group Project guideline will be provided in the class, by the assessor, to each learner in the group. This will outline the specifics of the group project including:
 - The nature of the project
 - The objectives of the project
 - Clear definition of why this group is being formed and what learning objectives are being assessed
 - Criteria for marking group projects will be clearly outlined as part of the assessment brief and will include not only the
 - end 'product' but also the 'process'
 - Guidelines for group behaviour will be provided
 - Group membership can depend on discipline and the framework level the learners are currently studying
 - Group formation may apply the following guidelines
 - For level 6 learners the assessor forms the groups,
 - For level 7 and upward, the assessor can choose to allow learners to form their own group.
 - Normally, the maximum group size is limited to 4 members
 - Where possible there should be a mix of gender, age and culture to enrich the learning experience
- The assessor should normally:
 - Ensure formative and summative assessment is provided in the group work
 - Ensure individual component mark is allocated and allowed for individual grading in the group
 - Allow time for group meetings
 - Allocate class time to group management skills
 - Ensure evidence in the form of a log or diary (reflective learning journal) is produced by each individual in the group
 - Request feedback to be provided once a week to ensure the group are functional as requested
 - Schedule meetings with learners during class to discuss progress. Records for these meetings are kept by the lecturer and the group members.

Marking scheme of the Group Project will normally include:

- Details of the learning outcomes being assessed
- The requirements and weighting for the individual component (not less than 30% of the marks available);

<ul style="list-style-type: none"> • The requirements and weighting for the group log (or equivalent tool) to inform the assessor of the group process, procedures and progress. • Allocation of marks for how each of the following are evidenced: <ul style="list-style-type: none"> ○ Ability to arrive at consensus. ○ Ability to overcome difficulties. ○ Attendance at and participation in group meetings. <p>Marking scheme of the Group Project will normally include:</p> <ul style="list-style-type: none"> • Attendance at meetings is vital for the successful dynamic of a group. Should a group member fail to contribute to the group effectively and miss three consecutive meetings without notification, the 'traffic light system' will be implemented. Traffic light system' or 'Three Strike' involves the group member getting three written warnings from the assessor. They are notified at each stage by the assessor and/or the group leader that they run the risk of being excluded from the group should they receive all three strikes. • Should the learner receive three written warnings they risk failing the group project and may be required to repeat CA in an individual capacity. The same learning outcomes of the group project must be met in the individual assessment. All repeat CA's are subject to the repeat assessment regulations see Policy on Repeat CA CCTP503 • Learners with grievances should first consult their assessor and if the issues prevail can refer to the complaints procedures policy CCTP903 • For some groups peer grading can be applied, this forms part of the grade for the group and the basis for marking grading decisions and the peer grade contribution will be provided by the assessor in the group project guidelines. This involves group peers grading each member and if applied will contribute to the final grade. 		
Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
Group Assessors/Lecturers Dean of Faculty	Ongoing reviews throughout the academic year After each examination period Annual review for full academic year	<ul style="list-style-type: none"> • Review of records of correspondence between assessor and group • Review of records of log between assessor and group • Review of minutes of Programme Board Meetings • Review of all written records from the lecturers, learners, being reported or highlighted, to how group conflict was resolved.

POLICY CONTROL SHEET

Policy Title	Group Assessment
Responsible Officer(s)	Dean of Faculty
Issuance Date	August 2017
Effective Date	August 2017
Last Review Date	July 2019
Supersedes	2.0
Next Review Date	August 2024
Designated Reviewer(s)	Dean of Faculty
Scope	Internal staff (full and part time); Learners; Programme Boards; Academic Standards Board; Appeals Board

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
Aug 2016	Aug 2016	Minor edits for clarity	QA Office	Dean of Academic Affairs & College Registrar
2.0	July 2017	Clarifications	Dean of Academic Affairs	Academic Council
2.0	May 2018	Renumbering. Previously CCTP502, now CCTP501	QA Committee	Academic Council
2.1	Sept 2019	Extended to reflect the use of non-capstone group assessment. Renamed Group Assessment Policy to reflect the broadened application.	QA Committee	Academic Council
2.2	June 2025	Minor edits for presentation and clarity	QA Office	Dean of Academic Affairs

References upon which the Policy section is based

CCT Policy area	Student centred teaching, learning, and assessment
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Assessment and Standards
Related CCT Policies / Forms	CCTP903 – Complaints Procedure CCTP502 – Repeat CA & Examinations

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 5: Student-centred teaching, learning and assessment			
Policy and Procedure Title:	<i>CCTP502: Repeat Assessment & Examinations</i>	Policy No: CCTP502	Version: 2.3
<p>Policy Statement</p> <p>Where a learner fails an assessment, or fails to avail of an assessment opportunity, they are normally afforded a maximum of 3 repeat attempts, except where the programme validation states otherwise. Masters' capstone assessments are restricted to a maximum of two repeat attempts.</p> <p>Any restrictions on the number of repeat attempts is agreed at validation and communicated to learners via the programme handbook or Moodle.</p> <p>Learners are advised that modules which are failed at the first attempt, except where PMCs apply, will have their repeat marks capped at 40% for the module. Modules that contribute to the award classification will have repeat marks capped but the award will not be capped.</p> <p>CCT applies the QQI sectoral convention "Determination of Award Classification". This specifies that when a module whose grade is designed to contribute to the determination of an award classification is failed on the first attempt, the maximum achievable grade shall be capped at Pass for any and all subsequent attempts and the capped grade shall be used in the determination of the award classification, which is not capped at Pass. Necessary procedures to allow consistent treatment of a repeat grade as a first attempt grade, where exceptional mitigating circumstances exist, shall not compromise this principle.</p> <p>Learners are required to attempt all assessments. Failure to submit an assessment or sit an examination will constitute an attempt and a mark of 0% will be awarded. This may have implications for their status on the programme or their final award.</p> <p>A learner who fails to secure a pass mark within the maximum number of repeat opportunities will be deemed to have failed the programme, subject to ratification by the Board of Examiners. Standard exceptions apply where the College learner has accepted and formally recognised PMCs. It is the learner's responsibility to familiarise themselves with the regulations relating to repeat assessments and the impact on their grades of failing to submit or pass assessments.</p>			

<p>The term assessment is taken to mean any formal activity utilised to determine a learner's capability to demonstrate attainment of learning outcomes. This includes all forms of continuous assessment, project, placement, and examinations. Students returning to complete repeat assessments / examinations outside of their enrolment period will be required to register with the college and pay any registration fees applicable.</p>		
<p>Staff Involved All full time and part time faculty within CCT, Lecturers, Dean of Academic Affairs, Dean of Faculty, Faculty Office, QA Office</p>		
Procedure Outline / Method(s) used to carry out this procedure	Responsibility of	Evidence generated by this procedure to ensure its effectiveness
<p>This policy on repeat assessment is developed to inform learners, lecturers and relevant staff of the procedures pertaining to repeat assessment.</p> <p>Assessments are designed for the programme in accordance with the approved programme schedule. The Programme Leader ensures all faculty lecturing on the programme are provided with a copy of this and are aware of their obligations in respect of same. The approved programme schedule must inform the development of a semesterised assessment schedule that informs learners when assessments are issued and due for submission, and the examination timetable.</p> <p>Faculty are required to develop their assessments sufficiently in advance to allow for internal moderation and, where applicable, review by the external examiner, prior to being issued to learners.</p> <p>Continuous Assessments Continuous assessments are summative assessments which take place during the semester or may be required to be submitted at the end of the semester after a specified period for completion has elapsed.</p> <p>The assessment brief must indicate the learning outcomes being assessed and the submission deadline. The submission deadline should normally be in accordance with the assessment schedule issued to learners at the start of the semester. It is the learner's responsibility to familiarise themselves with the submission deadline and to adhere to this.</p> <p>Learners will be subject to repeat assessment regulations in any instance where they fail a module, or in some instances an assessment within a module. A fail grade can result from:</p> <ul style="list-style-type: none"> • Unsatisfactory performance • Non-submission or non-participation (such as in real time assessments) • Late submission beyond 5 calendar days post submission date. 	Programme Leader	Assessment Schedules
	Faculty	Assessment briefs
	Lecturers	Assessment Schedule
	Learners	Submission records
	Lecturer	

Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
Lecturers Board of Examiners External Examiner	As scheduled Annually After each examination period Annual review for full academic year Programme Board	Board of Examiner meetings – consideration of results External Examiner reports Annual monitoring including stakeholder feedback and analysis of performance and progression data Review of all written records from the lecturers, learners, being reported or highlighted, to how the case was resolved

POLICY CONTROL SHEET

Policy Title	Repeat Assessment
Responsible Officer(s)	Dean of Academic Affairs
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	August 2022
Supersedes	Version 2.2
Next Review Date	August 2027
Designated Reviewer(s)	Dean of Academic Affairs
Scope	Internal lecturing staff (full and part time); Learners; Programme Board

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2016	New QA system	Senior Management Team	College Registrar
Version 2.0	August 2017	Updating to reflect responsibilities of organisational roles. Extending of policy to apply to repeat examinations. Amendment to current policy to reflect sectoral convention number 3 and remove capping of marks for repeating award bearing modules. Clarification of requirement to pass module overall, not components, except where special regulations are validated to specify otherwise.	Dean of Academic Affairs	Academic Council
Version 2.0	May 2018	Renumbered from CCTP504, now CCTP503	QA Committee	Academic Council
Version 2.1	Sept2019	Clarification – all repeat module marks capped at 40% (except where PMC applies) and impact on award classification for award stage modules. Edits to roles to reflect appointment of School Manager	Dean of Academic Affairs	Academic Council
Version 2.2	August 2022	Update to reflect change in sectoral convention 3 now permitting repeat for honours	QQI	Academic Council
Version 2.3	June 2025	Minor updates to reflect changes to Section 5 Marks and Standards Renumbered from CCTP503, now CCTP502 Removed incorrect reference in introduction	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Student centred teaching, learning, and assessment
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Assessment and Standards
Related CCT Policies / Forms	CCTP909 – Personal Mitigating Circumstances Policy

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 5: Student-centred teaching, learning and assessment			
Policy and Procedure Title:	<i>CCTP503: Feedback to Learners</i>	Policy No: CCTP503	Version: 2.3
Policy Statement Assessment feedback supports learning and is an essential part of any programme of education and training. It is CCT policy that all modules should include sufficient, timely, diverse and fit-for-purpose feedback on assessments that encourages effective learning; informs learner progress; and reflects progress towards the attainment of the intended programme learning outcomes. Regular progress feedback to learners by lecturers and other staff members, together with timely and appropriate responses to coursework, form a necessary backdrop to quality programme delivery. CCT has mechanisms in place to provide feedback to learners in respect of continuous assessment and also has a procedure for learners to seek additional feedback in relation to examination performance, upon request. This procedure is distinct from that of a formal review and is used as a means of providing formative feedback to the student for future benefit. It is not a means of seeking a grade change. The intention of this policy is to notify learners of their entitlement to feedback and the means of seeking additional feedback, and to provide faculty with clarification on their obligations in respect of providing feedback to learners.			
Definitions and Principles Feedback: communication to learner in respect of their performance in a formative assessment and in the context of the grade awarded in a summative assessment. Feedback allows the learner to see where they received a grade for assessment and where they can improve if necessary. It also allows them to appreciate their strengths and weaknesses in respect of their learning and development within a module.			
Staff Involved All full time and part time faculty within CCT, Lecturers, Dean of Academic Affairs & College Registrar, Faculty Office, QA Office			
Procedure Outline / Method(s) used to carry out this procedure		Responsibility of	Evidence generated by this procedure to ensure its effectiveness
Feedback Responsibilities Faculty and students have responsibilities in relation to assessment feedback. Students have the responsibility to:			

<ul style="list-style-type: none"> ● Attend all classes and fully engage in all learning activities, including homework / independent study activities, to support self and peer assessment and secure formative feedback that will support future assessment performance ● Make themselves aware of when, where and how feedback is provided. ● Develop their understanding and appreciation of assessment criteria and performance expectations. ● Use class notes, lesson materials, peer discussion and other resources available to them to assist understanding the feedback provided. ● Use the feedback provided to reflect on their learning and to avail of opportunities afforded to them to improve their performance. 	Students	Attendance / Moodle records
<p>Faculty have the responsibility to:</p> <ul style="list-style-type: none"> ● Design and schedule assessments to facilitate the provision of feedback ● Provide timely, informative and assessment specific feedback which incorporates clear actions a student can take to improve their work and or details of where and how the assessed work could have been improved. ● Direct students to additional supports and resources which may be of benefit to them. ● Inform students when, where and how feedback will be provided for each assessment. ● Make arrangements for the provision of additional feedback to students following the provision of initial assessment feedback. 	Lecturers	Assessment schedules Feedback records
<p>Feedback and Continuous Assessment</p> <p>Learners are entitled to assessment feedback in respect of each continuous assessment. Feedback may be automated, provided in written, audio, video format or verbally. Feedback can be individualised or provided to a small group or whole class. In some instances, sample answers may be provided but this is not a requirement nor is it relevant for each assessment.</p> <p>Feedback will normally be returned to learners not later than 4 weeks from the submission date. Exceptions apply in respect of late submissions. This timescale reflects the requirement for the work to be first marked, moderated and for discussion to take place between first marker and the moderator prior to provisional results and feedback being released to learners. In all instances, marks and feedback should be returned to learners not less than one week before a subsequent assessment deadline for that module.</p> <p>Assessment planning and scheduling should be undertaken collaboratively with the wider programme team to prevent and avoid bunching of assessments and to ensure effective workload management for both learners and faculty. Faculty are advised to consider the assessment submission date and the results and feedback date when drafting an assessment schedule and are encouraged to include this on the assessment brief.</p>	Lecturers	Results records
	Lecturers	Marking / moderation records Assessment schedules

<p>In accordance with QQI Assessment and Standards 2013, CCT affords learners the opportunity to seek feedback on their examination performance and discuss the examination script.</p> <p>The purpose of feedback on examination performance is to provide the learner with a greater understanding of the mark awarded and how their performance could be improved. The feedback session is of particular importance to those learners who are required to repeat. The meeting may take place with someone other than the original examiner.</p> <p>Arrangements for discussion of examination performance will be communicated to learner with the release of results. In instances where this is not the case, the learner should contact the QA Office or Main Office within 5 working days of the results being released.</p> <p>Where examination performance is discussed as part of a meeting, a learner may be accompanied to the meeting but is required to notify the College in advance of the details of the individual accompanying them. Any accompanying attendee cannot be a legal representative or legal advocate, and the learner and accompanying attendee will be asked to confirm that this is the case. The accompanying attendee is invited to attend in a supportive capacity but is not invited to contribute to the meeting or discussion. CCT reserves the right to terminate the discussion where this requirement is not adhered to. No further discussion will be arranged.</p> <p>Learners are advised that discussion of examination performance is intended as a feedback process to assist understanding and enhance future examination performance. It is not used as a means of identifying perceived errors in the assessment process or in the recording of results. Any learner wishing to seek a review or a recheck should follow the appropriate procedure to do so. Learners should not delay their application for a review or recheck until after the examination performance discussion as this delay may invalidate their entitlement to a review or recheck. For further information, please see policy CCTP512.</p> <p>Concerns Relating to Feedback</p> <p>Where the process identifies concerns relating to the provision of feedback and discussion of examination performance are identified this will be brought to the attention of the Programme Leader / Dean of Faculty by the QA Lead.</p> <p>Learners can highlight their concerns regarding feedback, through surveys or discussion with Class Reps, or discussion with academic or support staff.</p> <p>CCT will put appropriate measures in place to address concerns where learners highlight them in relation to the provision of feedback. Where relevant, the matter may be escalated to the Dean of Faculty and addressed as a priority.</p>	Learner QA Office	Written requests Meeting records
	Learner	Notification records Notes of meeting
	Learner	Review / recheck applications
	Programme Leader / Dean of Faculty / QA Lead Learners Dean of Faculty	Student satisfaction survey Class rep meetings

Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
Moderators	Ongoing reviews throughout the academic year	Assessment monitoring Moderation reports / feedback
External Examiner Programme Leader / Dean of Faculty	Annual review for full academic year Annually Semester / Annually	External Examiner reports Student satisfaction survey, class rep meetings Annual monitoring activities
Dean of Faculty	As required	Complaint investigation and reporting

POLICY CONTROL SHEET

Policy Title	Assessment Feedback
Responsible Officer(s)	Dean of Faculty, QA Lead
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	July 2021
Supersedes	Version 2.2
Next Review Date	August 2027
Designated Reviewer(s)	Dean of Faculty / QA Lead
Scope	Internal lecturing staff (full and part time); Learners; Programme Board, QA Office, Dean of Faculty

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
Aug 2016	August 2016	Edited for clarity	QA Office	Dean of Academic Affairs & College Registrar
Version 2.0	August 2017	Extended to include guidance on feedback requirements and the addition of the process for seeking feedback on examinations	Dean of Academic Affairs.	Academic Council
Version 2.0	May 2018	Renumbered. Previously CCTP505, now CCTP504	QA Committee	Dean of Academic Affairs
Version 2.1	Sept 2019	Edits to reflect role changes.	Dean of Academic Affairs	Academic Council
Version 2.2	July 2021	Further clarity to specify learner and faculty responsibilities and specify limitations to provision of feedback to better manage learner expectations	IT Faculty Review Meeting	Academic Council
Version 2.3	June 2025	Minor edits for clarity and presentation Renumbered. Previously CCTP504, now CCT503	QA Office	Dean of Academic Affairs

References upon which the Policy section is based

CCT Policy area	Student centred teaching, learning, and assessment
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Assessment and Standards
Related CCT Policies / Forms	CCTF122 – Student CA Feedback Form CCTP509– Recheck/ Review /Appeal Policy CCTF139 – Recheck / Review / Appeal Form

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 5: Student-centred teaching, learning and assessment			
Policy and Procedure Title:	<i>CCTP504: Reasonable Accommodation Policy</i>	Policy No: CCTP504	Version: 2.1
<p>Policy Statement</p> <p>CCT supports the implementation of the AHEAD Charter for Inclusive Teaching and Learning⁸ and reflects this in quality assurance policies and procedures and the teaching, learning and assessment practices of the College. In order to facilitate fair and accessible participation in assessment CCT will make reasonable accommodations for learners with disabilities and additional needs, as far as is reasonably practicable, and within any constraints laid down by QQI or relevant professional bodies.</p> <p>As CCT does not have the expertise to undertake medical or psychological assessments to determine the extent of impact of disabilities or determine the supports required to accommodate learning needs, it is therefore College policy to require learners furnish CCT with the appropriate documentation from either a medical consultant or educational psychologist. All such reports must:</p> <ul style="list-style-type: none"> • Be original • Be provided on headed paper • Be not more than three years old • Include recommendations of the accommodations required <p>This policy applies to learners with a disability or specific learning need who require reasonable accommodations to enable them to demonstrate their ability to attain the learning outcomes being assessed. It does not apply to those learners with a temporary illness or injury. In such cases learners should follow the procedure for Personal Mitigating Circumstances as outlined in the CCT Assessment Policy CCTP502.</p> <p>Where accommodations are deemed reasonable, they will be provided by the College and at no additional cost to the learner.</p> <p>CCT expects that learners will have notified the College of the disability or specific learning need at the point of application to study in CCT. It is the responsibility of the applicant learner to make such a disclosure. Only where such a disclosure is made pre-admission can CCT be held responsible for providing the accommodations required. Notwithstanding this, in all instances CCT will make every effort to support the learner concerned.</p> <p>CCT operates reasonable accommodations policy under the following principles:</p> <ul style="list-style-type: none"> • Reasonable accommodations will be made where feasible to enable participation in assessment • Changes or amendments to assessment activities to enable participation should be restricted to the minimum • Learners requiring reasonable accommodations must still demonstrate attainment of learning outcomes in order to pass. • Any provision of accommodations should not provide the learner with an unfair advantage over other learners. 			

⁸ <https://www.ahead.ie/userfiles/files/shop/free/Charter4InclusiveTeachingAndLearning.pdf>

Reasonable Accommodations are concerned with adapting the assessment approach, not with diluting the standard of learning to be attained, interfering with it or amending the intended learning outcomes.

Definitions

Reasonable Accommodation: the provision of additional supports, facilities, resources or amendments to assessment tasks and activities to enable a learner with a disability or specific learning need have a comparable opportunity to demonstrate attainment of learning outcomes as any other learner. Assessment: this should be taken to refer to any assessed activity undertaken as part of a programme of study including CA, projects, placements and examinations.

Staff Involved:

All lecturers, Dean of Academic Affairs, Faculty Office, QA Office, Dean for Administration and Finance

Procedure Outline / Method(s) used to carry out this procedure	Responsibility of	Evidence generated by this procedure to ensure its effectiveness
<ol style="list-style-type: none"> Reasonable accommodations may be sought and applied in respect of any assessment. Reasonable accommodations for any learner are normally identified well in advance of the assessment event through a needs assessment process. Request for reasonable accommodation: The learner fills in the Reasonable Accommodation form (CCTF140) and presents it along with all supporting documentation from qualified personnel to the QA Office, The QA Office will consider the recommendations identified within the report and determine the feasibility of making the accommodations required. Where the necessary accommodations result in additional costs, beyond those which are standard in assessment, the QA Office will consult the Dean for Administration and Finance for approval. Additional guidance may be sought from AHEAD or the National Learning Network. Where necessary, the QA Office may request the learner attends a meeting to agree the suitability of the accommodations available. The decision of the needs assessment is communicated to the learner in writing by the QA Office and the learner is required to confirm acceptance of the accommodations proposed. Upon receipt of the learner's acceptance, the QA Office will notify the only those lecturers who need to know the detail of the accommodations to be provided. At no point will personal, sensitive information relating to a disability or specific learning need be shared. 	<p>Learners Lecturers</p> <p>Dean for Administration and Finance</p> <p>QA Office</p> <p>QA Office</p> <p>QA Office</p> <p>QA Office Learner</p>	<p>Reasonable Accommodation Form</p> <p>-Supporting Documentation</p> <p>Notification from QA Office</p> <p>Cost approval records</p> <p>Records of communication</p> <p>Meeting records</p> <p>Communication records</p> <p>Notification</p>

<p>9. The CCT campus building is compliant with the Irish state standards and regulations on disability access, as certified by the Dublin City Council.</p> <p>10. Learners who are refused Reasonable Accommodations can appeal the decision by writing to the Dean of Academic Affairs within 5 calendar days from receipt of the decision, in accordance with the policy on Review, Recheck and Appeal.</p> <p>The QA Office will provide, to Academic Council, an anonymised summary report on reasonable accommodations granted. This will include the number of applications received, the basis of the application and the accommodations granted. This will be included as part of the annual report to the Council from the Chairs of Boards of Examiners.</p> <p>Accommodations available:</p> <ul style="list-style-type: none"> • Extra time A scribe • Taping (video or audio) • Computer for typing answers • Computer with spoken text and/or large text for visually impaired Voice to text facilities • Computer terminal with Braille keyboard • Spelling waiver 			<p>Dean of Academic Affairs</p> <p>QA Office</p> <p>Academic Council</p>	<p>Appeal applications</p> <p>Minutes of Meetings</p> <p>Exam Board report</p>
Monitoring				
Monitor (Job Title)	Frequency	Monitoring Method(s)		
QA Office	<p>Ongoing reviews throughout the academic year</p> <p>Annual review for full academic year</p> <p>Annually</p>	<p>- Review of completed forms</p> <p>- Minutes of Boards of Examiners</p> <p>- Exam Board report to Academic Council</p>		
External examiner Academic Council	Annually	<p>- External Examiner report</p> <p>- Annual report</p>		

POLICY CONTROL SHEET

Policy Title	Reasonable Accommodation
Responsible Officer(s)	QA Office
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	August 2024
Supersedes	Version 2.2
Next Review Date	August 2027
Designated Reviewer	Dean of Academic Affairs
Scope	Faculty (full and part time); External (Examiners & Consultants) QA Office, Learners

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
10.03.2015	TBC	Update from 2013	College Registrar	Academic Council
Aug 2016	Aug 2016	Edited for clarity Additional option for appealing outcome with Dean of Academic Affairs	QA Office	Dean of Academic Affairs & College Registrar
Version 2.0	Aug 2017	Extended to clarify process of application and decision- making reflecting current roles and responsibilities. Addition of extended policy statement and principles the policy operates under.	Dean of Academic Affairs	Academic Council
Version 2.1	January 2018	Extension to include reporting to Academic Council for monitoring and approval.	QA Committee	Academic Council
Version 2.1	May 2018	Renumbered, previously CCTP506, now CCTP505	QA Committee	Academic Council
Version 2.2	June 2025	Edited for clarity Renumbered, previously CCTP505, now CCTP504	QA Office	Dean of Academic Affairs

References upon which the Policy section is based

CCT Policy area	Assessment and Standards
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Assessment and Standards
Related CCT Policies / Forms	CCTP601 – Access, Transfer and Progression CCTP901 – Academic Supports CCTP902 – General Student Services

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 5: Student-centred teaching, learning and assessment			
Policy and Procedure Title:	<i>CCTP505: Project Supervision</i>	Policy No: CCTP505	Version: 2.2
Policy Statement It is CCT policy that, where programmes include a module that incorporates a project, the learner will be assigned a project supervisor. Supervisors are appointed according to their subject matter expertise, their research expertise, and their availability to support learners that may be assigned to them. The appointment of supervisors to a particular project is undertaken by the Dean of Faculty and Programme Leader. Supervisors are allocated to a project rather than a learner and therefore where group projects are undertaken one supervisor is allocated to the group and is responsible for supervising the group collectively. In such cases the learner group are responsible for fulfilling the learner's responsibilities collectively also. The Dean of Faculty maintains responsibility for the development of research in CCT and, in conjunction with the Centre for Teaching and Learning, provides support to the Programme Leaders and Supervisors in matters pertaining to project supervision, research ethics and practice.			
Definitions and Principles Supervisor: topic specific and academic mentor for learners undertaking project Project: capstone assessment meeting learning outcomes of module Research: investigation into and study of materials and sources to establish facts, reach new conclusions, create new artefacts or technologies.			
Staff Involved Project supervisors, full time and part time staff faculty within CCT, Dean of Academic Affairs, Faculty Office			
Procedure Outline / Method(s) used to carry out this procedure This procedure outlines the roles and responsibility of the supervisor and the learner with regard to project work.		Responsibility of	Evidence generated by this procedure to ensure its effectiveness
1. All learners are allocated a supervisor based on the supervisor's familiarity with, and expertise in, the subject area that is the focus of a student's work. Supervisor allocations are undertaken by the Programme Leader in conjunction with the Dean of Faculty. 2. The lecturer or Faculty Office will notify the learner of their nominated supervisor 3. The onus is on the learner to contact their supervisor. 4. Regular contact between supervisor and learner can vary depending on discipline but should be agreed between both parties and must be in accordance with any agreed arrangements in the programme validation document. 5. Meetings do not necessarily always have to be face-to-face, but can take some other format, for example via email, web conferencing/skype, Moodle, telephone 6. A record of all meetings will be taken by the supervisor and can be kept in an electronic learner file		Dean of Faculty / PL	

<p>Role and Responsibilities of the Supervisor</p> <p>The role of the Supervisor is to guide their learner(s) in a research topic and the development of their research questions and/or issues to be explored.</p> <p>Responsibilities:</p> <ul style="list-style-type: none"> • Provide the learner with adequate time to meet with them to discuss the project • Take reasonable steps to assure themselves that the learner's final product is the learner's own work. Seeking interim draft submissions to provide feedback on will assist with this. • Provide academic guidance and give the learner appropriate assistance identifying literature, material, equipment and other resources relevant to their research. • Discuss/debate theories, ideas, approaches, applications etc but under no circumstances is the supervisor to complete the actual writing of the research project or any part of it. • Monitor the learner's progress on all facets of their research work, through feedback and communication to the learner, either verbal or written. All communication is stored in an electronic learner file. • Be aware of any non-academic areas of concern which may affect the learner's progress and guide, as appropriate, the learner to available resources e.g. Head of Student Services, QA Office, Student Counselling etc. • Copy / retain all correspondence with learners. All meetings should be documented as evidence of progress. • Comment within a reasonable time on the learner's written work and offer constructive and critical feedback on this material. • Read and comment on the draft project, without providing an indication of possible grade, prior to submission if it is made available by the learner in reasonable time. • Advise the learner on the readiness of the project for submission, if so, requested by the learner. • Be available for marking of presentations at the end of the academic year, where applicable. Should the supervisor not be able to attend the presentation, the presentation will be recorded and reviewed at a later stage, or an alternative marker will be assigned. <p>Supervisors are not responsible for the learner's project. This responsibility rests solely with learner themselves.</p>	<p>Lecturer / Faculty Office Learner</p> <p>Project Supervisors</p>	
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<p>Role and Responsibilities of the Learner</p> <p>The learner maintains sole responsibility for the completion of their research project within the specified parameters. This responsibility includes satisfaction of the following:</p> <p>Responsibilities</p> <ul style="list-style-type: none"> • The formal completion of the project report and any associated presentation of material • The quality of work presented for examination • Meeting the standard at the level for which the project is submitted • Preparing, with guidance from the supervisor, an appropriate schedule of work for the project. • Preparing, with guidance from the supervisor, a schedule of meetings for the academic year. • Initiating contact with the supervisor • Presenting and discussing regularly, and in agreement with the supervisor, work relating to the research. • Being receptive to counsel from the supervisor. • Providing an agreed agenda as to the content of supervisory meetings so they are as productive as possible. • Abiding by ethical guidelines in the carrying out of all aspects of their research work, including referencing; acknowledge text/diagrams, material and ideas created by others. • Bringing to the attention of the supervisor as a matter of urgency any aspect of the research work that has or could potentially run counter to ethical guidelines (for example, problematic relations with gatekeepers, or key informants etc); • Informing the supervisor if they are unable to attend a scheduled meeting. • Contacting the supervisor regarding issues that may affect any aspects of the project work • Producing and writing the thesis / project report • Ensuring that an appropriate amount of time and effort is applied to the project report / dissertation / thesis <p>If for any reason the relationship with the supervisor becomes problematic, the learner(s) should immediately contact and subsequently discuss this with the Module Leader or Programme Leader. (CCTP903)</p> <p>Monitoring</p> <p>On completion of the project module all supervisors are required to provide feedback to the Programme Leader relating to the supervision process, experience, and success or otherwise, from their perspective. Learners will be surveyed to establish their views on project supervision. The external examiner is invited to review projects and asked to comment upon them. Information from each of these sources will be compiled, analysed, and used to inform the Annual Programme report, including identifying recommendations for enhancements. From time to time, focus groups of past project learners and supervisors may be set up to gather more in-depth feedback. Assessment data will be analysed as part of the annual monitoring process.</p>		<p>Learner satisfaction Module feedback</p> <p>External Examiner reports Records of supervision Annual programme report Records of complaints</p>
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Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
Project Supervisors Faculty Office Dean of Faculty	Ongoing reviews throughout the academic year After each examination period Annual review for full academic year	Review of records of correspondence and log between supervisor and learner Review of minutes of Programme Board Meetings Review of all written records from the lecturers, learners, being reported or highlighted, to how the case was resolved Learner satisfaction surveys Supervisor evaluations Assessment data monitoring

POLICY CONTROL SHEET

Policy Title	Project Supervision
Responsible Officer(s)	Programme Leaders, Dean of Faculty
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	Sept 2019
Supersedes	Version 2.1
Next Review Date	August 2027
Designated Reviewer(s)	Dean of Faculty,
Scope	Internal staff (full and part time); Learners; Programme Boards; Academic Standards Board; Appeals Board

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	March 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
Aug 2016	Aug 2016	Edited for clarity	QA Office	Dean of Academic Affairs & College Registrar
Version 2.0	Aug 2017	Expansion of the policy statement to outline appointment process and rationale upon which it is based.	Dean of Academic Affairs	Academic Council
Version 2.0	May 2018	Renumbered, was CCTP507, now CCTP506	QA Committee	Academic Council
Version 2.1	Sept 2019	Edit to reflect change in roles / responsibilities of staff	SMT	Academic Council
Version 2.2	June 2025	Renumbered, was CCTP506, now CCTP505	QA office	Dean of Academic Affairs

References upon which the Policy section is based

CCT Policy area	Student centred teaching, learning, and assessment
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Assessment and Standards
Related CCT Policies / Forms	CCTP903 – Student Complaints Policy

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 5: Procedures & Guidelines for the Assessment of Learners			
Policy and Procedure Title:	<i>CCTP506: Exam Procedures and Exam Regulations</i>	Policy Number: CCTP506	Version: 2.3
<p>Policy Statement</p> <p>The QA Office takes responsibility for the administration of the examination process. This work includes timetabling examinations, organisation of invigilation, centres and material for the examinations, provision of special facilities for learners with personal mitigating circumstances or reasonable accommodation needs, and overseeing the return of papers and marks, the compilation of results, organising Examination Board meetings, release of results, upload to QQI and the management of the review, recheck and appeal process.</p> <p>The procedures for examinations apply to all summative examinations undertaken as part of a CCT programme leading to a QQI award, on CCT premises or other location, including online, as deemed suitable by CCT in accordance with these procedures and the programme validation. These regulations are intended to supplement the academic regulations of CCT and those specific to any individual programme concerned. Should CCT validate a programme under collaborative provision procedures, the agreement on assessment, examinations and exam regulations will ensure that expected standards equivalent to those outlined hereunder. In the absence of an alternative policy, the CCT policy will apply. For examinations administered online, alternative but equivalent measures will be implemented.</p>			
<p>Definitions and Principles</p> <p>All modules are assessed in line with the approved programme schedule documented in the QQI Programme Validation Document and published on the QQI website. All students enrolled on a QQI programme are automatically registered to complete any exams applicable to their programme.</p>			
<p>Staff Involved</p> <p>QA Office, Faculty Co-Office, lecturing staff, invigilators</p>			
Procedure Outline / Method(s) used to carry out this procedure		Responsibility of	Evidence generated by this procedure to ensure its effectiveness
<p>1. <u>Scheduling and timetabling exams</u></p> <p>1.1 Learners are notified of the examination periods for the academic year ahead, including any repeat examination periods, at the start of the academic year and are advised to ensure their availability for the full duration of the examination period.</p> <p>1.2 CCT reserves the right to make amendments to the examination period and or schedule an examination outside of this examination period where circumstances require it.</p>		QA Office Faculty Office	Examination Schedule

<p>1.3 The QA Office will compile the examination schedule for all programmes in accordance with the academic calendar. Where there is a requirement for examinations to be scheduled in a particular order the Programme leader is responsible for communicating this to the QA Office at the outset of the academic year.</p> <p>1.4 As far as is practicable the QA Office will endeavour to schedule examinations, except repeat examinations, according to the following requirements:</p> <ul style="list-style-type: none"> • The examinations for a given cohort are distributed over the duration of the examination period, • The examinations for a given cohort will not be scheduled to include more than one examination in any given day • The availability of the module lecturer to be contactable for clarifications <p>1.5 The above requirements (1.4) apply only to cohorts following the programme as scheduled, based upon first sitting of the examination. Subsequent sittings of examinations cannot factor in the individual requirements of individual learners and therefore may result in more than one examination in a day or a more condensed examination schedule, and the requirement for an alternative faculty member to the module lecturer being in attendance.</p> <p>1.6 Having proposed the examination timetable, the QA Office will issue this to the Faculty Office and Dean of Faculty for review. Where the Programme Leader / Dean of Faculty feels the requirements at 1.4 have not been fully adhered to, they shall notify the QA Office of the required changes. Only changes based upon the specific requirements in 1.4 will normally be accommodated. For online examinations, the Ed Tech team may also be consulted, and scheduling will take into consideration platform capacity limitations.</p> <p>1.7 The QA Office will endeavour to publish the exam timetable to all relevant staff five weeks prior to the exam period. Allowing one week for the necessary amendments to be completed.</p> <p>1.8 Once finalised, the Faculty Office will upload the approved exam schedule to Moodle for the learners. It is expected learners are provided with the final timetable not later than 2 weeks prior to the commencement of the examination period.</p>	<p>QA Office Programme leader</p>	
<p>2. <u>Sourcing and Setting up Examination Venues</u></p> <p>2.1 The QA Office is responsible for sourcing and approving suitable examination venues and securing / scheduling these in accordance with the College requirements. This will be undertaken in conjunction with the Ed Tech team for online examinations.</p>	<p>QA Office / Programme Leader / Dean of Faculty Ed Tech</p>	<p>Draft Schedule</p> <p>Publication</p>
<p>A potential examination hall must be suitable for the intended purpose. In that regard, it is expected that the following minimum standards are satisfied:</p> <ul style="list-style-type: none"> • Appropriate lighting, in full working order • Proper ventilation and appropriate heating • Access for learners with a disability, in accordance with national legislation • Compliance with all health and safety legislation including notification of fire exits, first aiders, fire drills and action in event of an emergency. 	<p>QA Office</p> <p>Faculty Office</p> <p>QA Office / Ed Tech team</p>	<p>Venue Checklist</p>

<p>3.6 A countdown clock is displayed throughout the exams for learners. The QA Office ensures the equipment is made available to the invigilator for this. For online exams, the device the student is using displays the time.</p> <p>3.7 The senior invigilator collects in all exam scripts at the end of the examination and counts them before returning them to the QA Office for collection by the lecturer responsible for marking them. For online exams, submission is to Moodle or another CCT approved platform and access closes automatically.</p> <p>3.8 On completion of in-person exams, lecturers will collect the completed scripts from the QA Office. Lecturers, along with the QA Office (or nominee), are required to count and verify the number of scripts received and sign for receipt. This is countersigned by the QA Office to confirm date of receipt and number of scripts counted. For online exams, the lecturer directly accesses the platform.</p> <p>4. <u>Recruiting, training and managing invigilators</u></p> <p>4.1 Where possible, in-house staff will be utilised for invigilation, although no lecturer can invigilate their own subject. Should additional personnel be required this will be identified four weeks prior to the exams and invigilators will be recruited for the exam period.</p> <p>4.2 Induction training will be provided for invigilators to ensure they are comfortable with the rules and regulations guiding the examination process. In the case of return invigilators & CCT staff “top up” training will be provided.</p> <p>4.3 All invigilators will be provided with ID tags for the duration of the exams, so they are easily identifiable to learners and fellow invigilators. Invigilators will ensure learners follow the Rules of Conduct.</p> <p>4.4 Invigilators will run the exams in accordance with the Invigilator Guide available from the QA Office.</p> <p>5. <u>Managing Additional Needs</u></p> <p>5.1 Due care will be provided to any learner who requires special assistance during the exam period in accordance with the Reasonable Accommodation Policy (CCTP505)</p> <p>5.2 In the case of a short-term illness or injury, learners will be assessed on a case-by-case basis regarding their requirement for exam support e.g. a scribe will be provided for a learner with a certified arm injury that prevents the student from writing. In such cases an application must be submitted to the QA Office as per policy CCTP505</p> <p>6. <u>Management of Examination Boards</u></p>	<p>Senior invigilator</p> <p>Lecturer</p> <p>QA Office</p> <p>QA Office</p>	<p>Invigilators Guide</p> <p>PMC Form / reasonable accommodation application</p> <p>Exam Boards Schedule</p>
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<p>6.1 At the beginning of each Academic Year, the QA Office will liaise with the Faculty Office and Dean of Faculty, in order to schedule the Examination Boards.</p> <p>6.2 The QA Office works with the Faculty Office to ensure External Examiners have been provided with access to the required materials to fulfil their responsibilities in advance of the Exam Board meeting. This may include reviewing some sample materials on the day of the Board, as may be the examiner's preference.</p> <p>7. <u>Production of examination broadsheets for consideration by Examination Boards</u></p> <p>7.1 Within a specified timeframe which is communicated in advance, lecturers are required to return all Continuous Assessment results and Exam results to the Faculty Office.</p> <p>7.2 The Faculty Office are then responsible for the generation of broadsheets both prior to and post Exam Boards.</p> <p>8. <u>Results, Transcripts and Parchments</u></p> <p>8.1 Results are issued to learners via Moodle, normally within 5 working days of the Exam Board ratification.</p> <p>8.2 The Faculty Office issues all statements of results directly to the learner.</p> <p>8.3 Learners will receive their parchments at graduation. Those unable to attend graduation can make arrangements with the QA Office to have their parchments collected from the College, or sent via An Post.</p> <p>9. Examination Regulations</p> <p>The following regulations apply to all learners undertaking examinations as partial fulfilment of assessment requirements for a programme delivered by CCT.</p> <ul style="list-style-type: none"> ❖ Each learner is responsible for noting the correct date, time and location of each examination. ❖ Learners must present themselves in the examination centre / log in to the exam platform at least 15 minutes before the commencement of the examination. ❖ Learners, without exception, are required to present their Student Identity Cards / verify their identity at all examinations. Learners may be prevented from sitting an examination without a valid identity card or verification of identity. ❖ All examinations will commence on time. No extra time will be given to learners who arrive late to the examination. ❖ At all times, learners must comply with the instructions of the invigilator. ❖ It is the learner's responsibility to familiarise themselves with the examination regulations of the College copies of which will be displayed in or outside examination halls or made available online for online exams. 	Learner / QA Office	
	QA Office Faculty Office / Dean of Faculty	Results Broadsheets Statement of results
	Lecturers Faculty Office	Parchment release records
	Faculty Office QA Office Learners	

For on-site exams:

- learners must sit in any seat or area as allocated by the invigilator
- All personal belongings such as phones (must be switched off), bags, books, notes, files, cameras, equipment, smart watches, or any other unauthorised material, must be left in a designated area. All materials brought into an examination hall are subject to inspection by the invigilators.
- Unless expressly permitted otherwise, where medical circumstances require, food and drink, except bottled water, is not permitted in the examination hall.
- Learners are permitted to use their own calculator once it is a silent, handheld, solar or battery-operated non-programmable calculator (without paper tape-printing capabilities of alphabetic keypads). Mobile Phone calculators may NOT be used. The use of electronic calculators will only be permitted where the examiner has notified the QA Office in advance of the examination sitting.
- Learners are required to sign an attendance register for each examination.
- Strict silence must be observed in the examination centre.
- Learners must raise their hand and wait for the invigilator should they require assistance.
- Learners should remain in their seats, until authorised to leave the exam hall by the invigilator.
- Admission to the examination hall will not be permitted after 30 minutes has elapsed from the published start time of the examination. Any learner who attends for an examination more than 30 minutes late will not be permitted to take the examination.
- A learner that arrives during the first 30 minutes of the examination will be admitted to the examination hall at the earliest opportunity that causes least disruption to the learners undertaking the examination.
- Learners are not allowed to communicate with any person other than the Invigilator once the examination has commenced. Any learner who continues to talk will forfeit their eligibility to complete the exam.
- If a learner finishes the examination in less than the time allowed, they can hand in their answer book(s) and leave the examination centre quietly. Learners cannot leave the examination centre within the first half hour of the commencement of the examination or within the last 15 minutes of its conclusion.
- Any learner who wishes to leave the examination centre temporarily can do so only with the permission of, and if accompanied by, an invigilator. No additional time will be allowed for these temporary breaks. Any unaccompanied departure from the examination centre during the course of an examination will cause the learner to be disqualified.

<ul style="list-style-type: none"> At the end of the examination, each learner will be asked to remain seated until all answer books are collected. No answer books can be removed from the examination centre. It is the learner's responsibility to ensure that all answer books are handed to the invigilator and that the front page of each one is fully completed with the learner's details, including student number. A learner must not, under any circumstances, speak to or communicate with any other learner during the course of an examination. Any such communication will put the learner at risk of disqualification. A learner found to have unauthorised materials in their possession in the examination centre or during an accompanied absence from the examination will be deemed to be in breach of examination regulations and subject to disciplinary action. When a learner is found to be in breach of examination regulations, they will be allowed by the invigilator to finish the examination. The invigilator will complete an incident form and ask the learner to sign this prior to leaving the examination hall. The learner concerned will be contacted by the QA Office following the examination to commence proceedings under the academic misconduct regulations. <p>For online exams: Specific regulations will be published to learners in advance based upon the nature and format of the exam i.e. proctored / open book / MCQ etc.</p> <p>CCT College Dublin reserves the right to alter the rules governing exams.</p>				
Monitoring				
Monitor (Job Title)	Frequency	Monitoring Method(s)		
QA Office Dean of Faculty	Every Semester Annually	<ul style="list-style-type: none"> - Review Exam Document generated - Review of Exam Incident Reports - Review of Examination Board Minutes - Review of Programme Board Minutes 		
	Ongoing	- Review of complaints made to the examinations office by students, lecturers or invigilators.		

POLICY CONTROL SHEET

Policy Title	Exam Procedures and Regulations
Responsible Officer(s)	Dean of Academic Affairs, QA Office
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	August 2024
Supersedes	Version 2.2
Next Review Date	August 2027
Designated Reviewer(s)	QA Office
Scope	Internal staff (full and part time); Learners; External Stakeholders

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2016	New QA system	Senior Management Team	Head of Academics, College Registrar
Version 2.0	August 2017	Expansion of policy to incorporate exam regulations. Addition of further clarification on minimum standards and responsibilities.	Dean of Academic Affairs	Academic Council
Version 2.0	May 2018	Renumbered, was CCTP509, now CCTP508	QA Committee	Academic Council
Version 2.1	Sept 2019	Edited to reflect organisational structure change	SMT	Academic Council
Version 2.2	August 2022	Updated to reflect the potential for online exams	QA Office	Academic Council
Version 2,3	June 2025	Edited for presentation and clarity. Renumbered. Formerly CCTP508, now CCTP507	QA Office	Academic Policies

References upon which the Policy section is based

CCT Policy area	Student-centred learning, teaching and assessment
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Assessment and Standards
Related CCT Policies / Forms	CCTF111 – Personal Mitigating Circumstances Form CCTP504 – Reasonable Accommodation Policy

PROVIDER NAME: CCT College Dublin			
POLICY AREA: Standard 5: Student-centred learning, teaching and assessment			
Policy and Procedure Title:	<i>CCTP507: External Examiner Policy</i>	Policy No: CCTP507	Version: 2.2
<p>Policy Statement</p> <p>It is CCT policy that assessment contributing to the fulfilment of requirements for the attainment of higher education awards on the National Framework of Qualifications will be subject to independent external review. The external examining process is a quality assurance mechanism that supports the maintenance of academic standards, the fair and consistent assessment of learners, the equivalence of standards with other providers, and assists in providing the public confidence in programmes delivered by the College which lead to a framework award.</p> <p>CCT College Dublin is committed to full and proper implementation of the QQI publication <i>Effective Practice Guidelines for External Examining</i>. The following procedure outlines how this will be satisfied. In accordance with the QQI guidelines, ‘An external examiner’s functions can be discharged by an individual or by a team of external examiners...External examiners are often drawn from the higher education community. They can be drawn from other communities of practice provided they have the necessary competences (or acquire them prior to engagement).’</p> <p>In the case of collaborative provision, appropriate mechanisms and criteria for the appointment of External Examiners will be agreed in advance as part of the collaborative agreement. CCT College expects that the approval and appointment process will be equivalent to that outlined hereunder. In the absence of an alternative, the CCT policy and process will be applied.</p>			
<p>Definitions and Principles</p> <p>An external examiner is an independent expert who is a member of the broader community of practice within the programme’s field of learning and whose accomplishments attest to their likelihood of having the authority necessary to fulfil the responsibilities of the role</p>			
<p>Staff Involved</p> <p>QA Office, Dean of Academic Affairs, Programme Leaders, Dean of Faculty, QE Committee</p>			

<p>receive adequate documentation to enable them to understand the assessment systems and regulations operated by the college. Such documentation might include:</p> <ul style="list-style-type: none"> • Quality assurance policies and procedures • College academic and administrative structures and procedures • Programme/subject/module documentation • Assessment and examination procedures and schedules • Rules and regulations • Examination and award structures • Conflict of Interest <p>The Dean of Faculty is required to arrange an induction meeting with a newly appointed External Examiner where they are introduced to the College, faculty and staff, and the programme. Where the External Examiner is taking over from an outgoing post holder, where possible, arrangements should be made to allow for a handover meeting between the two parties. A new External Examiner should be provided with copies, where they exist, of the most recent External Examiner reports and responses from the programme team.</p> <p>3. Duties of External Examiners</p> <p>The primary role of an external examiner is to verify the academic standards achieved and ensure the programme and providers assessment regulations and practices are fit for purpose.</p> <p>As per QQI guidelines, the main functions of the external examiner (or external examiner team) are as follows:</p> <ul style="list-style-type: none"> • Review the appropriateness of the <i>minimum intended programme learning outcomes</i> (i.e. the programme's basic educational goal) and other programme objectives. • Probe the actual attainment of students (<i>actual</i> programme learning outcomes) using information agreed with and supplied by the College. • Compare and contrast both the <i>minimum intended programme learning outcomes</i> and the actual attainment of students with the relevant awards standards with the National Framework of Qualifications (NFQ) and with corresponding data from other programmes in the same discipline in other higher education institutions in Ireland and beyond. • Determine whether the applied procedures for assessment are <i>valid, reliable, fair and consistent</i>. • Review the appropriateness of the <i>programme assessment strategy</i> and the assessment procedures and, flowing from this, consider subsidiary module assessment strategies. • Review key assessment tasks prior to their assignment in light of the programme and module assessment strategies and students' prerequisite (prior) learning. Where key tasks include key continuous assessment tasks, it might not be feasible to review them prior to assignment, but they should still be reviewed by the external examiner. • Report findings and recommendations to the provider. 	<p>Dean of Faculty</p>	<p>Copies of welcome letter and induction materials</p>
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<p>With regards to the requirement to review key assessment tasks, the external examiner should normally be provided with access to all summative assessment tasks completed by learners and facilitated to review a sample of same. This access can include Moodle log in, invitation to attend student presentations, or access to videos of student work for example.</p> <p>While it is not a requirement for the External Examiner to review a sample of student work in respect of every assessment, all capstone assessments and terminal examinations along with a selection of continuous assessments should be reviewed. The size and breadth of the sample can be agreed at programme level but should enable the External Examiner to confirm academic standards and the accuracy of grading. Where modules are not capstone modules or do not include a terminal examination and are modules which contribute to the award classification, the student work in respect of at least one assessment within the module must be reviewed by the external examiner.</p> <p>All assessments provided to the external examiner should detail the learning outcomes being assessed and must be accompanied by a marking scheme.</p> <p>The external examiner will review the drafts of all examination question papers, marking schemes, worked solutions, etc. before the question papers are sent for printing, and the assessment briefs and marking schemes for agreed continuous assessments. External examiners shall have the right to make suggestions, criticisms, deletions, additions, and amendments as they deem appropriate.</p> <p>3.2 External Examiners will be provided with a representative sample of graded student work. The sample, which should be drawn on a basis agreed between the Internal and the External (examiners), should include sufficient material to enable the External Examiner to form a judgement as to the appropriateness of the marking at all levels of classifications. In this regard, assessments from modules contributing to the award classification are the priority for External Examiner review.</p> <p>3.3 All External Examiners will be required to visit the institution (virtually or on-campus) for at least ONE exam board in each academic year. See section 3 for remit of Exam Boards CCTP301-2.1.7</p> <p>3.4 External examiners will attend the College (virtually or on-campus) during the determination of results and at other times as determined by the College and the External Examiner for the purpose of assessing the standard of the programme and/or the standard of student performance.</p> <p>3.5 External examiners are responsible for determining, in their expert judgement, if the assessment procedures are fair and consistent and in accordance with the appropriate standards.</p>		<p>Feedback / recommendations on assessments</p>
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<p>At the outset of the final year of tenure, the QA Office will notify the Programme Leader and Dean of Faculty of the requirement to source a replacement examiner.</p> <p>Nominations are required to be submitted to allow for an appropriate handover period.</p> <p>In the event of the requirement to replace an external examiner suddenly or at short notice, the College will determine the most reasonable course of action based on the urgency of the situation, ensuring satisfaction of the principles of this policy and the competencies required of an external examiner as outlined. In exceptional circumstances, where it is not feasible to appoint a replacement at short notice, the College may request that a previous external examiner assumes duties for a specified period. Alternatively, an existing examiner may be requested to extend their duties to include the programme in question.</p> <p>An External Examiner may be reappointed for a second term, but must, thereafter, be replaced. Such an External Examiner may not be reconsidered for appointment for a minimum of six years.</p> <p>7. External Examiner and Student Interaction</p> <p>The External Examiner may request to meet with learners to discuss particular assessments or the assessment experience and practice at CCT College. Where this is the case, the College will accommodate such requests. It is not appropriate for learners to seek to contact External Examiners in relation to assessment disputes or assessment feedback. Such matters should be directed through the relevant College procedures.</p>			QA Office / PL / Dean	
Monitoring				
Monitor (Job Title)	Frequency	Monitoring Method(s)		
Dean of Academic Affairs QA Office	QE Committee Programme Board meeting Annual review for full academic year	External Examiner Register Minutes of QE Committee Review of records of correspondence between exams officer, registrar, lecturer and external examiner Review of records of external examiner reports Review of minutes of Exam Board meetings Review of actions taken in the past semester regarding recommendations from External Examiners		

POLICY CONTROL SHEET

Policy Title	External Examiner Policy
Responsible Officer(s)	QA Office
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	August 2024
Supersedes	Version 2.2
Next Review Date	August 2027
Designated Reviewer(s)	Dean of Academic Affairs, QA Office
Scope	Internal staff (full and part time); Learners; Program Boards; Academic Standards Board; Appeals Board, Board of Examiners, QE Committee

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
Version 2.0	August 2017	Expansion to more fully document appointment process and criteria and clarify the responsibilities of all parties.	Dean of Academic Affairs	Academic Council
Version 2.0	May 2018	Renumbered, was CCTP513, now CCTP510	QA Committee	Academic Council
Version 2.1	July 2019	Edit to reflect programme specific sampling arrangement and requirement for External Examiner to be capable of fulfilling duties through technology i.e. accessing Moodle to view student work.	Dean of Academic Affairs	Academic Council
Version 2.2	March 2020	Edit to include additional selection stage where multiple applications are received	QE Committee	Academic Council
Version 2.3	June 2025	Renumbered, was CCTP510, now CCTP507	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Student centred teaching, learning, and assessment
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Assessment and Standards
Related CCT Policies / Forms	CCTP806 – Conflict of Interest CCTP512 – Board of Examiners

PROVIDER NAME: CCT College Dublin			
POLICY AREA: Standard 5: Student-centred learning, teaching and assessment			
Policy and Procedure Title:	<i>CCTP508: Academic Integrity & Academic Misconduct Policy</i>	Policy No: CCTP508	Version: 1.0
<p><i>Purpose of the Policy</i></p> <p>The reputation of CCT College and of its graduates depends on upholding standards in teaching, learning, assessment, research and scholarly activity. The College recognises that a culture of academic integrity is dependent upon the demonstration of ethical practice in all areas of College life, not limited to academic and scholarly activity and prioritises academic integrity culture as an institutional strategic priority. CCT College recognises that embarking on third level education is a learning journey in terms of the subject matter but also the development of academic skills. A proactive, supportive and developmental approach to the cultivation of academic integrity and the prevention of academic misconduct is promoted. The purpose of this policy is to set clear expectations and requirements for all College stakeholders in upholding and promoting academic integrity and managing suspicions of academic misconduct in student work.</p> <p><i>Scope and Applicability</i></p> <p>This policy underpins all aspects of College life in terms of driving a culture of Academic Integrity in all areas of College life. It is particularly applicable in practice to all academic and scholarly activity in CCT College related to accredited programmes.</p> <p>Legal, Regulatory and Best Practice Context:</p> <p>The following key statutory and system wide information is particularly relevant:</p> <ul style="list-style-type: none"> • NAIN (2021) Academic Integrity Guidelines • Academic Integrity National Principles and Lexicon of Common Terms • NAIN Generative AI Guidelines for Educators • NAIN Framework for Academic Misconduct Investigation and Case Management • University at Buffalo Undergraduate Academic Integrity Policy and Procedures • Rules, access, familiarity, and trust – A practical approach to addressing generative AI in education <p>Key Terms</p> <p>CCT College adopts the following key definitions as defined in NAIN Academic Integrity Guidelines:</p> <ul style="list-style-type: none"> • Academic Integrity - Academic integrity is the commitment to and demonstration of honest and moral behaviour in an academic setting. • Academic Misconduct - Any action, or attempted action that undermines academic integrity and may result in an unfair advantage or disadvantage for any member of the academic community or wider society. 			

Types of Academic Misconduct:

CCT College has adapted definitions of Academic Misconduct from [Academic Integrity: National Principles and Lexicon of Common Terms \(NAIN, 2021\)](#) and [University at Buffalo Undergraduate Academic Integrity Policy and Procedures](#).

Types of academic misconduct include, but are not restricted, to:

- Advertising or selling cheating services (contract cheating) - Advertising the provision, or selling, assignments to learners where this has not been authorised by the provider.
- Aiding in academic dishonesty - Actions that allow another student to engage in an act of academic dishonesty, including completing an examination or assignment for another student, failing to protect academic work by leaving it unattended, or collaborating without instructor permission.
- Alteration or Misrepresenting documents - Altering, fabricating, forging, or submitting any official College documents.
- Cheating- Use of unauthorised resources, including sources not permitted by the course instructor, or tools such as calculators, artificial intelligence (e.g. GenAI tools), smart watches, phones, or other students' work.
- Falsifying academic material - Altering, fabricating, forging, or submitting: any course-related materials, including laboratory reports, notes, or any forms of data; an instructor's name or initials; an examination or assignment for re-evaluation; an assessment (in whole or in part) prepared by any person or technology (e.g., artificial intelligence) other than the student responsible.
- Impersonation - Undertaking in whole or in part any work required as part of a programme in the place of an enrolled learner, without permission from the provider; Sitting an exam, or having someone else sit an exam in place of an enrolled learner, without permission of the provider.
- Plagiarising - Representing the ideas or work (e.g., written text, computer code, artwork, audio, video) of another as one's own or improperly referencing original authors.
- Purchasing academic assignments (contract cheating) - Buying assignments intended for submission in fulfilment of any course or academic program requirement.
- Submitting previously submitted work (self-plagiarism) - Also called self-plagiarism, re-submitting academic material (in whole or in part) that has been previously submitted by the same student without prior and expressed consent of the instructor.
- Unauthorised collaboration (collusion)- Undisclosed collaboration of two or more people on an assignment or task, which is supposed to be completed individually
- Unauthorised dissemination of CCT materials - dissemination of official CCT College documents or assessment submissions to other students or third parties without explicit consent, directly or through third parties including file sharing websites.

Staff responsibilities:

- **All Staff and Faculty** - Familiarising themselves with the requirements and expectations of upholding academic integrity in CCT College, including employment of strategies to deter and identify academic misconduct and unethical practice in all areas of College life.
- **Academic Faculty Responsibilities** - Providing students with a right of response to an allegation.
- **Academic Standards Board** - Providing oversight of all academic misconduct processes, ensuring a fair, consistent and transparent investigation process is adhered to in all cases of suspected academic misconduct, including students' right of response to allegation.
- **Academic Integrity Committee** - Cultivating academic integrity culture across the College community.
- **Dean of Academic Affairs** - Educating staff and students in respect of academic standards and expectations.
- **Dean of Teaching and Learning** - Promoting and embedding institutional teaching, learning and assessment practices that uphold and promote academic integrity.

Student Responsibilities and Academic Integrity Code:

Students carry personal responsibility in relation to academic standards and Academic Integrity. Support information for students can be found in the Student Handbook and in this Quality Assurance Manual.

Each Student is Responsible for:

- Upholding academic integrity in and for CCT College.
- Familiarising themselves with the requirements and expectations of CCT College Dublin.
- Engaging with guidance, support and education in relation to academic integrity and the avoidance of academic misconduct.
- Taking responsibility for the integrity of their own work.
- Honestly and completely acknowledging the work of others or content produced by technology including generative artificial intelligence platforms within their work.
- Conducting themselves with respect and honesty in all academic activities.
- Ensuring all work submitted for assessment or for feedback is their own work or includes the appropriate citations, references or acknowledgments.
- Reporting activities within the CCT community which may compromise academic integrity, including approaches from outside parties.
- Acting legally, ethically and in accordance with CCT policies, code of conduct and academic regulations.

Policy Statements – Part A: Academic Integrity Principles***Academic Integrity Values***

CCT College adopts the six fundamental values of academic integrity defined by the International Centre for Academic Integrity (ICAI, 2021), recognising that the work of educators, learners, and researchers loses value and credibility without them.

These values must be demonstrated at the organisational level to all College stakeholders to set a tone of integrity throughout the College. The reputation of the College and all awards rely on shared commitment to these values that underpin academic integrity.

The six values are as follows:

- **Honesty**
- **Trust**
- **Fairness**
- **Respect**
- **Responsibility**
- **Courage**

Academic Integrity Principles

We adopt the following academic integrity principles to bring the six values of academic integrity into practice:

- **Academic integrity culture-** The College community is committed to fostering and upholding a culture in which academic integrity is valued and protected.
- **Prevention first approach-** This policy is built on the assumption that prevention of academic misconduct is always preferable to identifying and applying

penalties for academic misconduct.

- **Student-centred-** Poor academic practice can arise for a variety of reasons including lack of understanding of academic standards, external pressures and vulnerabilities faced by students in their studies. We are committed to maintaining both academic standards and pastoral care standards to all students.
- **Contribution to society-** When schools and other institutions are honest and ethical, they help build a stronger and more trustworthy society.
- **Assessment security-** Measures are taken to assure the security of assessment methods, always balancing with the need to have pedagogically sound assessment in all delivery modes including blended learning.

Principles of Education, Awareness and Upholding Academic Integrity

A robust system of education and awareness for both students and staff is critical to upholding academic integrity in CCT College and discouraging academic misconduct.

Training and awareness for both staff and students aims to sets clear expectations of:

- CCT College academic integrity policies, procedures and guidelines.
- What constitutes good academic practice and the kinds of poor practice that may lead to academic misconduct.
- Critical thinking and making good decisions.
- Sanctions that are applied to academic misconduct; and
- The implications of academic misconduct for both individuals and the College.

Upholding Academic Integrity Practices

Academic integrity is promoted and upheld through a range of activities including:

- Student introduction to academic integrity during induction, with further awareness building mid-semester.
- Ongoing student support resources for academic writing, referencing, and research skills.
- Promoting and raising awareness of key student supports for vulnerable students.
- Classroom-based academic integrity training.
- Implementing a Student Honour Code.
- Training and support for staff on preventing, detecting and managing academic misconduct.
- Academic professional development to support assessment design that promotes academic integrity.
- Frequent communication of updated policies and best practices in managing academic integrity and misconduct for staff.
- Staff support for academic integrity focused assessment design.

Policy Statements – Part B: Academic Misconduct Principles

Classifying Academic Misconduct

CCT recognises that the severity of academic misconduct infringements must be judged in consideration of a learner's individual circumstances. Factors that influence

the classification of academic misconduct include the nature of the offence, the stage a learner is at in a programme, the type of assessment undertaken, previous instances of academic misconduct, and any other relevant factors. The levels of academic misconduct are assigned on a case-by-case basis and are not necessarily sequential, i.e. a learner's first instance of academic misconduct could be at any level relative to the severity of the misconduct.

The levels of academic misconduct are as follows:

- **Level 1- Academic Naivety/ Poor Academic Practice** - academic misconduct arising from not having enough knowledge, good judgement or experience of academic practice. CCT College recognises this can and does arise, but the College provides initial and continuing guidance and educational supports to promote good academic practice and therefore will only accept misconduct as arising from naivety in limited cases where lack of knowledge and inexperience is easily identifiable. Repeated instances of academic naivety will automatically be classified as minor or major academic misconduct.
- **Level 2- Minor Academic Misconduct** - Minor Academic Misconduct refers to lower-level academic misconduct. A second minor academic misconduct infringement in the knowledge of a first infringement, or multiple concurrent minor academic misconduct infringements, will be treated as major academic misconduct. Minor academic misconduct may include plagiarism, self-plagiarism, cheating or unauthorised collaboration.
- **Level 3- Major Academic Misconduct:** Major Academic Misconduct refers to flagrant cases of any form of academic misconduct (even those occurring for the first time) including all cases of use of essay mills, contract cheating, fraud, impersonation, bringing unauthorised materials in any format (including digital) into an exam, and cheating.

Academic Misconduct Investigation Principles:

- **Right to be heard-** All individuals have the right to respond and be heard in relation to a suspicion of academic misconduct before any decisions are taken that could adversely impact them.
- **Communication of outcomes and implications-** All outcomes of academic misconduct processes must be communicated clearly including implications for future study and implications for future cases of academic misconduct if they arise.
- **Balance of probabilities-** In all cases of academic misconduct, the threshold for determining validity of evidence to prove a case of academic misconduct is made on the balance of probability. This means that the evidence must show it is more likely than not that academic misconduct took place.
- **Proportionality-** Penalties applied to cases of academic misconduct need to be proportionate to the severity (level of misconduct) of the offence as determined by the relevant decision-maker.
- **Remediation-** CCT College uses remedial approaches when academic misconduct is identified to support learner development and prevent future recurrence.

Identifying a Suspicion of Academic Misconduct

A suspected case may be identified through a variety of means and at any point, including after a learner has left the college or been issued with an award. In all cases an investigation will be undertaken.

An investigation will commence at any point where a suspicion of academic misconduct is identified. This may be during or after an assessment or examination, including after marks, credit or qualifications have been awarded.

In cases of suspected academic misconduct in real time during an examination, class or lab-based assessment, it is the responsibility of the faculty member / invigilator to:

- Immediately bring to the learner's attention the suspicion of academic misconduct and request the learner to sign the incident form which summarises the activity which has given cause for suspicion.
- Ensure that the learner is prevented from continuing the actions of concern by confiscating or removing access to any unauthorised materials or moving the learner to a different location in the exam venue.
- Permit the learner to complete the examination.
- In the case of an invigilator, the report must then be submitted to the Academic Affairs and QA Office who will forward this for the faculty member responsible for the examination to commence an investigation.

Evidencing a Suspicion of Academic Misconduct

Evidence of Academic Misconduct that can prompt further investigation ([adapted from NAIN Framework for Academic Misconduct Investigation and Case Management](#)) includes:

- Very low similarity score (e.g. text matching) on similarity detection tool (0 – 5%)
- High similarity score (e.g. text matching) on similarity detection tool (>30%)
- High similarity match (other learner's work)
- Document properties e.g. author / creation date / editing time / version number
- Not appropriate to discipline area
- Quality different to or above expectations
- Language use and ability
- Sources inappropriate/ irrelevant/ excluding key content
- References are falsified
- Unreadable language, including jargon-filled sentences and misuse of words
- Reference list anomalies (No in-text citations, Mismatch with in-text citations, Access dates for internet sources predate enrolment, References do not meet criteria/requirements, Min/max required references, Date range of references, Referencing style)
- Unable to speak about subject matter or address questions about work
- Text in a document that has been inserted as an image
- Anything else that seems unusual or concerning.

Evidence cannot include the use of AI detection tools, or other digital tools, that are not sanctioned by the College.

Sanctions for Academic Misconduct

The following sanctions can be applied to academic misconduct related to each level of academic misconduct.

Level of misconduct	Authority to Apply	Types of Sanctions
Academic naivety (1)	<p>Faculty for first instance or instances when occurring in the same semester.</p> <p>All instances should be notified to QA Office at the beginning of process.</p>	<p>Mandatory academic integrity training and a formally recorded warning kept on the learner's record for the duration of the learner's enrolment on the programme of study.</p> <p>One or more of the following sanctions is applied:</p> <p>a) Grade reduction – the work should be graded, but the mark may be reduced on either a section or entire piece of work.</p> <p>b) Mark of zero- a mark of zero may be applied to either a section or entire piece of work.</p>
Minor academic misconduct (2)	<p>Faculty for first instance only, or first instances if occurring concurrently in the same semester.</p> <p>All instances should be notified to QA Office at the beginning of process.</p>	<p>Mandatory academic integrity training and a formally recorded warning kept on the learner's record for the duration of the learner's enrolment on the programme of study.</p> <p>One or more of the following sanctions is applied:</p> <p>For assignments worth less than 50% of the total module marks:</p> <ul style="list-style-type: none">- Require re-examination/assessment within the semester as a first sitting if appropriate and feasible.- A mark of zero is applied to the relevant section of an assessment- A mark of zero is applied to the full assessment component. <p>For assignments worth greater than 50% of the total module marks</p> <ul style="list-style-type: none">- A mark of zero is applied to the component only requiring re-examination/assessment of the component within the repeat window with the original assessment counting as an attempt.● A mark of zero is applied to the full module requiring re-examination/assessment of all components within the repeat window with the original assessment counting as an attempt.

Major academic misconduct (3)– first, second, third incident	Academic Standards Board	<p>Mandatory academic integrity training and a formally recorded warning kept on the learner’s record for the duration of the learner’s enrolment on the programme of study.</p> <p>One or more of the following sanctions is applied:</p> <ul style="list-style-type: none"> - A mark of zero applied to the relevant module in the semester and required to resit within the next available sitting. - A mark of zero applied to all modules in the semester and requires re-examination/ assessment of all semester modules within the repeat window with module results capped at a pass result. - Award zero for the module mark and remove all credits achieved through illegitimate means - The learner is suspended from the programme but may be awarded a lower NFQ level award (e.g. an embedded award) in recognition of other learning outcomes achieved during the programme where such an option exists. - The learner is suspended from the programme until the next semester in which those modules are running. All future attempts at these modules and their components to be capped at a maximum mark of 40%. - Annotation of academic misconduct on transcript of results for relevant module(s) may also be applied. <p>One or more of the following, in addition to those listed previously, can be applied in severe cases of academic misconduct as identified by the Academic Standards Boards, including but not limited to the use of contract cheating services:</p> <ul style="list-style-type: none"> - Recession/withdrawal of award, in line with HEI policies – where an offence is proved after the conferring of the award. - The learner is expelled from the College and shall not be permitted to re-enrol for a five-year period (pending outcome of a re-entry admissions meeting between the learner, the programme leader, and Head of Admissions). A permanent record of the offence is placed on the learner's file and may be included on the statement of results and / or within any academic reference provided. <p>The ASB has the discretionary authority to impose a financial penalty up to €200.00 in addition to the sanctions specified for minor or major misconduct. In such cases the financial penalty must be settled before CCT will issue final results, transcripts, parchments or references.</p>
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Monitoring

- Central records are maintained by the Quality Assurance Office for all academic misconduct.
- The Academic Standards Boards maintains oversight of the implementation of academic misconduct processes and oversight of all academic misconduct investigation decisions and outcomes, including faculty-level investigations.
- The Academic Standards Boards is accountable to the Academic Council.

Right of Appeal

Students have the right to appeal a decision on an outcome of an academic misconduct process in line with the College's (CCTP509: Recheck, Review, Appeal Policy). The appeal must be submitted in writing to the Quality Assurance Office within 5 working days of communication of the outcome being communicated using the standard College form. The process is then conducted in line with the normal process for appeals.

Part C: Procedure for Managing Faculty-Level Investigation of Suspected Academic Misconduct in Student Work:

Responsibility for Investigation

- A desk-based investigation is normally undertaken by the faculty member responsible for the assessment in question.
- Where multiple assessments are involved, the investigation may be immediately assigned to the Programme Leader.
- In all other cases an investigator will be assigned by the Academic Affairs and QA Office.

Step 1 Faculty Member Identification and Informal Exploration of, Suspicion of Academic Misconduct

There are two key factors for faculty members to consider in identifying a suspicion of academic misconduct:

- Identify the type of suspected academic misconduct.
- Identify appropriate evidence to support the suspicion- Evidence may not be conclusive on its own, but sufficient to prompt further exploration with the relevant student.

The Faculty-level Investigator can determine one of two outcomes of an informal investigation:

- **No case to answer-** If at any stage in the desk-based investigation the faculty member is satisfied that there is no case to answer, the case can be dismissed at this point and no learner specific record is retained.
- **Refer to Programme Leader-** Refer the case, with summary of evidence, to the Programme Leader if the investigator believes there is a case to answer, or if it is not clear whether there is evidence to support the suspicion of academic misconduct.

Step 2 Referral to Programme Leader

On receipt of a case referral, the Programme Leader will determine whether there is potentially a case to answer and will either dismiss the case or proceed with it. The initial decision to be made is whether there is:

On receipt of a case referral, the Programme Leader will determine whether there is potentially a case to answer and will either dismiss the case or proceed with it. The initial decision to be made is whether there is:

- **No case to answer-** If the Programme Leader dismisses the case, all records are deleted, and no further action is required.
- **Sufficient evidence to proceed with investigation-** If proceeding, in the first instance, the Programme Leader must check the student record and notify the Academic Affairs and QA Office to determine whether there is a record of previous academic naivety or misconduct.
- **Previous academic misconduct-** Where a student has had a previous case upheld for academic misconduct, the Programme Lead immediately refers the case to the Academic Standards Board and the Faculty Level Investigation concludes.
- **No previous academic misconduct-** if it is the first investigation of academic misconduct for the student, the programme lead will proceed with the following:
 - **Student Notification and right to respond-** The student should be notified of the allegation and provided with or directed to the relevant policy. The Programme Leader will then contact the student and invite them to respond to the case. The student's right to respond can take place in writing through email, with the option to conduct an online or in-person meeting if deemed necessary by the Faculty Level Investigator or requested by the student. The Faculty Level Investigator may be invited to this meeting if it is requested. The right to respond process normally takes place within 5 working days barring exceptional circumstances.
 - **Student Notification of Viva/Interview/Q&A-** If a Programme Leader determines that a viva / interview / Q&A session with the student testing knowledge of the subject matter within the assessment is appropriate, it can be conducted as part of the meeting. The student must be informed in their meeting notification that this will constitute part of the session.

Step 3 Faculty Meeting with Student

Meetings regarding suspected academic misconduct are convened by the Programme Leader undertaking the following steps:

- At the start of the meeting, attendees are asked to introduce themselves.
- Attendees are advised that a written record of the meeting will be kept summarising the key points discussed.
- The Programme Leader, or nominee, summarises the allegation and the supporting evidence.
- The learner is invited to respond to the allegation.
- The Programme Leader facilitates a discussion to explore the matter raised and whether there is any additional information that the student can provide that would mitigate the allegation.
- A summary of the key points discussed will be read back to the learner at the end of the meeting and the Programme Leader will ask the learner to confirm the accuracy, completeness and any disputes of the record; and
- The learner is informed that the decision of the meeting will be communicated in writing, normally within 5 working days.

Step 4 Determining an Outcome of the Faculty Level Investigation

On conclusion of the right-to-respond process, the Programme Leader will consider the evidence and determine an outcome for the case.

The Programme Leader can determine one of three outcomes:

- **No case to answer-** the case is dismissed. The Programme Leader informs the relevant faculty member(s), deletes all student-specific records and informs the QA Office to ensure central repositories are up to date.
- **Inconclusive-** no penalty can be applied, and no specific record of the allegation is retained on the learner record. In such cases the learner must be reminded of their obligations in respect of academic conduct.
- **Case upheld-** student is advised of the concerns and referred to complete the library class on academic practice in all instances. Additional actions are taken and sanctions applied in accordance with the misconduct policy. Sanctions for different types of academic misconduct are outlined under 'Sanctions for Academic Misconduct' in Part B of this policy.

Step 5 Communicating the Outcome of the Faculty-Level Investigation

Within 5 working days of the meeting, the Programme Leader will:

- Write to the learner and advise them of the outcome of the meeting including:
 - Level of academic misconduct
 - Penalty applied if relevant
 - Referral of the case to the Academic Standards Board where there has been a finding of major academic misconduct, or where the student disputes the outcome of the meeting.
 - Consequences for assessment.
 - Future implications (e.g. all future suspicions of academic misconduct will be directed to the Academic Standards Board).
- Notify relevant faculty and other relevant parties in the College
- Inform the Academic Affairs and QA Office so that learner and College records can be updated.

Part D: Procedure for Managing Academic Standards Board Investigation of Suspected Academic Misconduct in Student Work

Step 1: Academic Misconduct Case Referral to Academic Standards Board

There are a number of reasons an academic misconduct case would be referred to the Academic Standards Board including:

- A student is under suspicion of a second or additional case of academic misconduct at any level.
- The suspected academic misconduct is major academic misconduct regardless of previous number of instances.
- There are multiple known first instance suspicions of academic misconduct relating to a student's work in the same semester.
- The complexity of the case is beyond the scope of the faculty-level investigation as determined by the Programme Lead in conjunction with the Chair of the ASB.

Step 2: Student Notification of ASB Meeting

When a case is referred to the ASB, the QA Lead will contact the student to advise them of:

- The details of the allegation and the evidence.
- The date and time of the ASB meeting, with not less than 5 working days' notice.
- Confirmation that the case will proceed even without learner attendance or input.
- The right to be accompanied in a supportive and non-participant capacity by another learner or independent person including a member of CCT staff (not a legal representative or advocate); no person attending in a supporting capacity is permitted to participate or act on behalf of the learner.
- The requirement to confirm attendance, and details of any accompanying party, not less than one day prior to the meeting; and
- The right to make a written submission instead of attending.

Step 3: ASB Meeting Conduct

Meetings of the ASB are facilitated by the Chair implementing the following steps:

- At the start of the ASB meeting, all attendees are asked to introduce themselves.
- Attendees are advised that a written record of the meeting will be kept summarising the key points discussed.
- The Chair, or nominee, summarises the allegation and the supporting evidence.
- The learner is invited to respond to the allegation.
- ASB members are invited to ask questions, and the learner is given an opportunity to respond.
- The learner is asked if they have any further information that they feel the ASB needs to be aware of.
- A summary of the key points discussed will be read back to the learner at the end of the meeting and the Chair will ask the learner to confirm the accuracy and completeness of the record by signing and dating the minute. The learner has the right to decline to do so. In this case it will be noted in the record that the student so declined; and
- The learner is informed that the decision of the ASB will be communicated in writing, normally within 5 working days.

Step 4: Determining an Outcome of the ASB

After the learner has left the meeting, the ASB members will consider the evidence and determine an outcome for the case in line with the agreed outcomes for the ASB.

The ASB can determine one of three outcomes:

- **No case to answer**- the case is dismissed. The ASB communicates the requirement for all records of the allegation to be destroyed.
- **Inconclusive**- no penalty can be applied, and no specific record of the allegation is retained on the learner record. In such cases the learner must be reminded of their obligations in respect of academic conduct.
- **Case upheld**- student is advised of the concerns and referred to complete the library class on academic practice in all instances. Additional actions are taken and sanctions applied in accordance with the misconduct policy and summarised in the following section.

Step 5: Communicating Outcomes of and Reporting on ASB

Within 5 working days of the meeting, the secretary of the ASB will:

- Write to the learner and advise them of the outcome:
 - Level of misconduct
 - Penalty applied
 - Consequences of penalty for programme
 - Future implications of outcome
 - Right of appeal
 - Timeframe within which the appeal must be made (normally 5 working days)
- Update the learner record in the Virtual Learning Environment
- Notify relevant parties in the College (e.g., Programme Lead, Faculty Coordinators, Librarian)

POLICY CONTROL SHEET

Policy Title	Academic Integrity and Academic Misconduct Policy
Responsible Officer(s)	Dean of Academic Affairs
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	New Policy
Supersedes	Replaces CCTP511 and CCPT 511A
Next Review Date	August 2024
Designated Reviewer(s)	Dean of Faculty
Scope	Internal staff (full and part time); Learners; Programme Boards; Academic Standards Board; Appeals Board

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	June 2025	Complete review and rewrite of CCTP511 and CCPT511A to amalgamate into one Policy	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Student centred teaching, learning, and assessment
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Assessment and Standards
Related CCT Policies / Forms	CCTP509 – Recheck, Review, Appeal Policy

PROVIDER NAME: CCT College Dublin			
POLICY AREA: Standard 5: Student-centred teaching, learning and assessment			
Policy and Procedure Title:	<i>CCTP509: Recheck, Review, Appeal Policy</i>	Policy No: CCTP509	Version: 2.3
<p>Policy Statement: CCT College understands that there are instances where students may wish to question the decisions of assessors or committees within CCT. In all cases, the College encourages the learner to request additional feedback or clarification from the decision-making body / individual in the first instance. Having secured additional feedback or clarification, if the learner feels there has been an error, the College has recheck, review and appeal procedures in place.</p> <p>For clarity, rechecks and review procedures apply to assessment decisions only i.e. assessment results, module results, Exam Board decisions. The appeal procedure applies to academic decisions arising from reviews or decisions of the Academic Standards Board. Appeals against decisions of complaint committees or disciplinary committees are not addressed by this policy (see applicable complaints procedure or disciplinary procedure).</p> <p>Assessment procedures including moderation and external examining of assessments and the operation of Boards of Examiners in CCT ensures the fairness, reliability and validity of assessment decisions. Similarly, the policy and procedure for Academic Misconduct and the operation of the Academic Standards Board ensure fairness and transparency in managing cases of suspected misconduct and the application of penalties. Notwithstanding this, CCT recognises that errors can occur and therefore offers opportunity for students to apply for a recheck, a review of an appeal of an assessment decision, as applicable.</p> <p>The right to a review or appeal is not automatic and is only granted in cases where there are grounds for such action. Reviews and appeals are not means of securing second opinion when a mark is disputed but the re-considering of a decision or procedure where it is evidenced that it was erroneous in some way. For this reason, CCT specifies the limited grounds upon which a review or appeal will be granted. Disagreement with a judgement (including an assessment decision) is not considered grounds for a review or an appeal.</p> <p>Grounds for A Review</p> <p>The grounds for a review are as follows:</p> <ol style="list-style-type: none"> the academic regulations of the College were not implemented correctly – the learner must specify which regulation(s) were not implemented correctly and provide evidence to support this. evidence of a procedural irregularity in the assessment process – the learner must specify which procedure and what the irregularity comprises of and the evidence to support this compassionate circumstances exist which may not have been known or considered by the college. Compassionate circumstances must be notified in writing to the QA Office when they occur. Where the learner delays notifying the College of any compassionate circumstances, the College is not obliged to take these into consideration. 			

In the case of compassionate circumstances relating to assessment performance, it is expected that evidence of compassionate circumstances is dated prior to, or on the date of, the assessment under consideration. Medical certification dated after the fact indicating the possibility of compassionate circumstances at an earlier date will not normally be accepted. Where compassionate circumstances result in a replacement assessment attempt being offered, the review fee will not normally be refunded in cases where the student could have notified the College when they occurred.

Grounds for Appeal

The learner can appeal the outcome of a review or a decision of the Board of Examiners or a decision of the Academic Standards Board on the following grounds:

- a) **The decision-making did not properly address the learner's case** – the learner must specify what aspects of the case were not properly addressed by the decision-making and evidence this.
- b) **Procedural irregularity in the completion of the decision-making** – the learner must specify which procedure, what the irregularity comprises of and the evidence to support this. For appeals against a review outcome, the procedural irregularity must relate to the review process and not the original assessment process.

The introduction of new material that could have been provided previously to inform decision-making will not normally be accepted as valid grounds for appeal. The appeal against a decision of a Board of Examiners cannot be used to secure further consideration of an assessment decision that has already been subject to a review and appeal.

Where a student feels an assessment outcome is erroneous in some way, the student should avail of the recheck, review or appeal of an assessment decision, as applicable to their case. All rechecks, reviews, appeals, (as defined below) and disputes will be addressed in a fair, transparent and timely fashion. A mark can go up, go down or remain unchanged as a result of a recheck, a review or an appeal.

This procedure provides an additional means for learners to be confident in the assessment tools, process and outcomes as applied to their individual case. The procedure promotes transparency. The College will not operate based on hearsay and all applications for review and appeal must be evidence based.

The policy allows for an appellant to be accompanied. Any party attending a meeting as part of the appeals procedure implementation has the right to be accompanied by a friend, family member, fellow learner or a colleague. In all instances, the accompanying party cannot be a legal advocate or representative and their role is to take notes and act as a support to the party engaged in the appeal. Discussions are between the appellant and the Board and do not involve accompanying parties. The intention to bring an accompanying party, the identity of the accompanying party and their relationship to the named party must be communicated in writing to the Dean of Academic Affairs not less than 24 hours prior to the meeting.

Definitions

Recheck: 'the administrative operation of checking (again) the recording and combination of component scores for a module or stage.' (QQI *Assessments and Standards*, Revised 2013, 4.10.3)

Review: According to QQI, 'Review means the re-consideration of the assessment decision, either by the original assessor or by other competent persons. Learners are required to state the grounds for the requested review. The grounds for review will normally be that the learner suspects that the assessment was erroneous in some

Appeal: a formal request that another body (the Appeals Board) re-examines the procedure or decision of decision-making committee. Disagreement with the decision in itself does not constitute grounds for appeal.

Staff Involved

Procedure Outline / Method(s) used to carry out this procedure

Evidence generated by this procedure to ensure its effectiveness

1. It is a requirement of CCT that any complaint or dispute arising in relation to any CA and/or Exam result for the purposes of an award of QQI shall be resolved as promptly as set out in the procedures set out below.
2. Decisions are taken in relation to learner's assessment performance at the following points: allocation of marks, ratification of results, recheck, review, and appeal.
3. These checkpoints create a hierarchy of decision-making where the decision taken at any level may be changed at the next level, without referring to the previous level. The decision-making entity at any particular level has full powers in relation to any decision that is brought before it.
4. A learner contemplating a recheck of an assessment result should contact the QA Office without delay, following publication of ratified results.
5. A learner considering a review application is advised to seek additional feedback from the lecturer / examiner in question but should not allow this to delay their review application which can be withdrawn at no cost.

Procedures to Request a Recheck

- Learner QA
Office

<p>4. The College will endeavour to complete all rechecks within twenty-one (21) calendar days where recheck requests have been accepted.</p> <p>5. As a recheck is an administrative checking of marks allocated and totalled, it is not necessary to be completed by a member of academic staff. However, the person undertaking the recheck is required to utilise the marking scheme to inform them of where marks should be allocated and what amount. The re-check may involve the check of all results for a module.</p> <p>6. The QA Office will inform the learner in writing of the outcome of the recheck</p> <p>7. Where a recheck results in an upgrade or a downgraded mark, the QA Office will notify the Faculty Office and the Dean of Academic Affairs for the purpose of amending the Broadsheet of results accordingly (including any necessary change in award classification) and notification to QQI.</p> <p>Review A learner is entitled to seek a review of:</p> <ul style="list-style-type: none"> • An assessment result • A module result • A decision of a Board of Examiners <p>A learner wishing to seek a review should do so using the specified form and within 5 working days of the ratified results being published. It is emphasised that disagreement with the judgement of the examiner(s) does not constitute grounds for a review.</p> <p>Procedures to Be Followed to Request a Review</p> <ol style="list-style-type: none"> 1 Only a written request for a review made to the QA Office and signed by the learner concerned will be considered. A request for a review must state the grounds upon which the review is sought, and the learner must supply evidence in support of the request. 2 Review applications must be received by the QA Office within five working days after the results have been returned to the learners. Requests made after that time will not normally be considered. 3 The QA Office will arrange for consideration of the application and a review of the grounds to determine whether there are grounds for review. 4 If a review is granted, the QA Office will determine the parameters of the review required. This may or may not be undertaken by the assessor who did the original assessment. A review does not automatically include re-assessing the work under review. Review can include, but is not limited to: <ul style="list-style-type: none"> • Reviewing the regulations applied and amending an assessment decision accordingly if an error is found, or re-assessing the work taking the error into account • Reviewing the assessment procedures followed and amending the assessment decision accordingly if an error is found, or re-assessing the work taking the error into account • Reviewing the assessment decision in the context of accepted PMCs or re-assessing the work taking the PMCs into account or extending a further opportunity to complete the assessment in question. In the case of the latter, the assessment attempt under review will be discounted and the new attempt will be accepted in its place. 	<p>Recheck personnel QA Office</p> <p>Faculty Office Dean of Academic Affairs</p> <p>Learner QA Office</p> <p>Independent examiner</p> <p>QA Office</p>	<p>Recheck applications</p> <p>Report of outcome of recheck Notification records</p> <p>Broadsheet</p>
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<p>5 The outcome of the review will supersede the decision of the original examiners. The learner will be informed by the QA Office in writing the outcome of the review. If the learner is dissatisfied with the outcome of a review, they may appeal the decision in accordance with the appeal section below.</p> <p>6 Where a review results in an upgrade, a downgraded mark, or a replacement assessment opportunity, the QA Office will notify the Faculty Office and Dean of Academic Affairs for the purpose of amending the Broadsheet of results accordingly (including any necessary change in award classification as a result of an upgrade) and notification to QQL.</p> <p>7 CCT endeavours to complete all reviews within twenty-one calendar days where review requests have been received and accepted.</p> <p>8 The fee for a review shall be €30, which will be refunded in the event of a review identifying the assessment decision was erroneous due to action or inaction on behalf of the College.</p>	<p>QA Office Faculty Office</p>	<p>Review application Decision records</p>
<p>Appeal Stage</p> <p>Procedure to Be Followed to Request an Appeal</p> <p>A request for an appeal must be received by the Dean of Academic Affairs no later than the date specified in correspondence, or within 5 working days where no date is specified of the publication of the results / decision.</p> <p>Only a written request for an appeal signed by the person concerned will be considered. The learner must supply evidence in support of their request.</p> <p>It is important that an appellant provides as full detail as possible in their appeal application. Failure to provide information at the appeal application stage may result in no further opportunity being provided to share this information. It is the responsibility of the learner to provide full details. The College and the Appeals Board is not required to consider any information not provided at the Appeal application stage.</p> <p>The fee for an appeal is €60, refundable where the appeal is successful.</p>	<p>Learner</p>	<p>Notification Broadsheets</p>
<p>Where the Dean of Academic Affairs believes there is evidence of grounds for an appeal, they will constitute an Appeals Board to consider the case.</p> <p>Attendance at the Appeals Board meeting by the learner is at the discretion of the Dean of Academic Affairs and may not be deemed necessary.</p> <p>Where an appeal rules in favour of the appellant all changes arising from that decision e.g. change in assessment result, award classification, entitlement to assessment attempt, removal of penalty the Dean of Academic Affairs will arrange for the appropriate communication of the decision and updating of records including, where applicable, amendment of the Broadsheet of results and notification to the Awarding Body.</p>	<p>Dean of Academic Affairs</p>	<p>Appeal application</p> <p>Broadsheet</p>

Membership and Function of the Appeals Board		
<ol style="list-style-type: none"> Membership of an Appeals Board <ul style="list-style-type: none"> Chair: Chair of Academic Council Two members of Academic Council, one of which must be an academic staff representative or the Dean of Faculty An external examiner or academic from outside the College. <p>The Appeals Board is considered quorate when the Chair and two others are present.</p> The Appeals Board will consider the report of the relevant decision-making authority. They are entitled to ask the learner to address circumstances on which they based the appeal. The learner may make a presentation at the Appeals Board and may be accompanied. Any party attending a meeting as part of the appeals procedure implementation has the right to be accompanied by a friend, family member, fellow learner or a colleague. In all instances, the accompanying party cannot be a legal advocate or representative and their role is to take notes and act as a support to the party engaged in the appeal. Discussions are between the appellant and the Board and do not involve accompanying parties. The intention to bring an accompanying party, the identity of the accompanying party and their relationship to the named party must be communicated in writing to the Dean of Academic Affairs not less than 24 hours prior to the meeting. The Appeals Board may seek (through the Chair) such information or advice as it considers necessary and, in such manner, as it considers appropriate. Having considered the circumstances, the Appeals Board will decide the outcome of the appeal. The College reserves the right to engage the services of any appropriate professionals that it deems necessary. All decisions of an Appeals Board shall be by majority vote. In the event of a tie, the Chairperson shall have a casting vote. The learner will be informed of the outcome of the appeal, in writing, by the Dean of Academic Affairs. Where appropriate, the Dean shall notify QQI of the outcome of the review. All necessary faculty and staff will be informed of the outcome of the appeal by the Dean of Academic Affairs 		
Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
Dean of Academic Affairs, QA Office	Ongoing reviews throughout the academic year After each ASB and Examination Period Annual review for full academic year	Analysis of applications and decisions on a programme / module basis Exam Board report Minutes of Appeals Board meetings

POLICY CONTROL SHEET

Policy Title	Recheck, Review, Appeal Policy
Responsible Officer(s)	Dean of Academic Affairs, QA Office
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	August 2022
Supersedes	Version 2.3
Next Review Date	August 2027
Designated Reviewer(s)	Dean of Academic Affairs, QA Office
Scope	Internal staff (full and part time); Learners; Academic Standards Board; Board of Examiners, Appeals Board

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
Version 2.0	August 2017	Updated to reflect changed organisational roles and responsibilities and to provide greater clarification.	Dean of Academic Affairs	QA Committee
Version 2.1	April 2018	Amendment to membership of the Appeals Board to reflect consistency with Academic Misconduct Policy. Clarification of right to appeal outcome of a review and of a decision of board of examiners	Dean of Academic Affairs	Academic Council
Version 2.1	May 2018	Renumbered, was CCTP516, now CCTP512	QA Committee	Academic Council
Version 2.2	August 2019	Clarification that reviews and rechecks apply to ratified results only.	Dean of Academic Affairs	Academic Council
Version 2.3	August 2022	Amendment to grounds for review, providing greater clarity on what the grounds are and what is required of an applicant when appealing on those grounds. Scope for a review to result in actions other than re-marking of the assessment. General updating and clarification. Integration of right to appeal against a decision of the ASB	QA Office	Academic Council
Version 2.4	June 2025	Renumbered, was CCTP512, now CCTP509	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Student centred teaching, learning, and assessment
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Assessment and Standards
Related CCT Policies / Forms	CCTF139 – Recheck / Review / Appeals Form CCTP508 – Academic Integrity and Academic Misconduct Policy

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 5: Student-centred teaching, learning and assessment			
Policy and Procedure Title:	<i>CCTP510: Work Placement Allocation, Support and Quality Assurance</i>	Policy No: CCTP510	Version: 1.2
<p>Policy Statement</p> <p>It is CCT policy that, where programmes include a work placement element the placement must satisfy the criteria determined by the programme team, provide an appropriate learning environment including the necessary supports, and where applicable, allow for the fair assessment of the learner. In all cases a CCT work placement supervisor will be assigned.</p> <p>The assessment of learners in work placement remains the responsibility of CCT and is conducted by CCT staff.</p>			
<p>Definitions and Principles</p> <p>Work placement: a paid or unpaid employment setting where a learner undertakes a period of practical training and experience relevant to the programme of study.</p> <p>Supervisor: CCT appointed member of academic staff with subject expertise and responsibility for visiting, supporting and assessing a learning during a work placement.</p> <p>Work placement mentor: member of staff of the work placement provider responsible for the day-to-day monitoring, guidance and support of the learner in the workplace and liaison with CCT in respect of the learner's work placement.</p>			
<p>Staff Involved</p> <p>Work placement supervisors, full time and part time staff faculty within CCT</p>			

<p>7. Learners are responsible for making initial contact with their placement and arranging an introductory meeting / phone call to confirm arrangements for their first day, which they must then communicate to their supervisor not later than one week prior to the placement commencement date.</p> <p>8. Where supervisors are not notified of first day arrangements, they must alert the Faculty Office who will arrange for following up with the learner.</p> <p>9. Ongoing monitoring of the suitability and effectiveness of placements is retained following feedback received from supervisors. Placements that are flagged as a cause for concern are removed from the approved list of placement providers for that programme or for the College, depending on the concerns, or the placement provider is informed of the concerns and afforded the opportunity to take corrective action. In the case of the latter, the Programme Leader or nominee will confirm when the required standards have been met.</p> <p>10. A report on the operation of work placements will be a component of the annual report submitted to Academic Council.</p>	<p>Faculty Office</p>	<p>Communication e-mail</p>
<p>Work Placement Support and Supervision</p> <p>Work placement support is provided in partnership by the work placement and the College. The placement nominates a mentor, and the College allocates a supervisor.</p> <p>Responsibilities of the Supervisor</p> <p>The role of the work placement supervisor is to advise, support (professionally), guide and, where applicable, assess the learner in the workplace. The Supervisor will assess, where applicable, assess the learner's attainment of the learning outcomes for the module / work placement block and make a qualitative professional judgement on their performance in the work placement.</p>	<p>Programme leader and Faculty Office</p>	<p>Communication to PL</p>
<p>A supervisor should:</p> <ul style="list-style-type: none"> • Ensure that the learner is aware of the college's work placement code of conduct and attendance policy. • Ensure there is adequate time available for meeting learners and mentors • Ensure the mentor has been provided with the relevant information about their role and the expectations of the learner during the placement. • Complete the specified number of visits for the placement block • Be available to the learner by email during the work placement block. • Make contact with the placement mentor on a regular basis as specified by the Programme Leader • Ensure that learner is complying with the requirements of the placement and the college. Supervisors provide professional guidance and give the learner assistance in identifying means of improving their work placement performance. • Monitor the learner's progress in placement and notify the learner and the Programme Leader of this. • Be aware of any areas of concern which may affect the learner's progress. Guide, as appropriate, the student to available resources e.g. Disability Services, Student Counselling etc. • Maintain records of all supervisory visits and communication 	<p>Supervisors, Programme Leader, Faculty Office</p>	<p>Placement allocation listing</p> <p>Confirmation of arrangements communicated to supervisor</p> <p>Communication</p> <p>Approved placements list</p>
	<p>Supervisor</p>	

<ul style="list-style-type: none"> ● Act as point of contact for the work placement mentor or provider and seek to address any concerns that may arise, referring them to the Programme Leader as may be required. ● Where applicable, undertake assessment of the learner and provide feedback within the specified timeframe ● Where required, provide a written report on the learner’s work placement performance. This should normally factor in the views of the placement mentor. <p>Responsibilities of the Mentor</p> <p>CCT will advise the placement of the specific requirements of the placement mentor at the point of sourcing and reviewing placements for suitability. A mentor is normally expected to be an experienced member of staff that will work alongside the learner or is responsible for the leadership / management of the team or department that the learner is placed in.</p> <p>A mentor should:</p> <ul style="list-style-type: none"> ● Be available to meet the learner in advance of the placement, on the first day, and at frequent intervals, including ● upon the learner’s reasonable request, throughout the duration of the placement ● Provide, or make arrangements for, the induction of the learner into the team / department / organisation including notifying them of necessary health and safety and workplace conduct requirements. ● Be available to meet with the placement supervisor when visiting or make alternative arrangements to make contact by telephone. ● Provide feedback to the learner on their progress throughout the placement ● Make immediate contact with the supervisor in the instance of any concern relating to the conduct or performance of the learner ● Provide written feedback to the learner and supervisor to contribute to the final placement report of the learner. In any instance of the supervisor becoming concerned about the learner and / or the mentor, they must notify the Programme Leader immediately. 	Mentor	Placement records and communication records
<p>Responsibilities of the Learner in Work Placement</p> <p>Throughout the work placement the learner is fully responsible for their own conduct and performance including ensuring full compliance with the code of conduct and attendance policy as well as the policies, procedures and regulations of the placement organisation.</p> <p>The learner should:</p> <ul style="list-style-type: none"> ● Always conduct themselves in a respectful and professional manner ● Fulfil the attendance requirements of the work placement ● Maintain communication with the mentor and their supervisor including notifying them of any unplanned absences ● Respect the time of their mentor and not make unreasonable demands on the mentor’s time ● Be receptive to constructive feedback and respond and react appropriately to feedback from their supervisor or mentor ● Maintain the required records for their work placement ● Follow the reasonable instruction and guidance of their supervisor, mentor or placement colleagues ● Complete the required assessment activities 	Learner	

Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
Supervisors Programme Leader Faculty Office Dean of Faculty	Ongoing reviews after each work placement period Annual review for full academic year	Review of records of approved work placement records Review of learner feedback on placements Review of placement suitability feedback from supervisors Placement providers / mentors feedback forum

POLICY CONTROL SHEET

Policy Title	Work Placement Allocation, Support and Quality Assurance
Responsible Officer(s)	Programme Leader, Supervisors
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	September 2019
Supersedes	Version 1.1
Next Review Date	August 2027
Designated Reviewer(s)	Dean of Faculty, Dean of Academic Affairs
Scope	Internal staff (full and part time); Learners; Programme Boards

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	July 2018	New QA system	Senior Management Team	Academic Council
Version 1.0	May 2018	Renumbered, was CCTP517, now CCTP513	QA Committee	Academic Council
Version 1.1	September 2019	Edited to reflect organisational structure change	SMT	Academic Council
Version 1.2	June 2025	Renumbered, was CCTP513, now CCTP510 Minor presentation updates	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Student centred teaching, learning, and assessment
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Core Statutory QA Guidelines, QQI Assessment and Standards
Related CCT Policies / Forms	

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 5: Student Centred Learning, Teaching and Assessment			
Policy and Procedure Title:	<i>CCTP511: Ethical Practice in Research</i>	Policy Number: CCTP511	Version: 1.2
<p>Policy Statement</p> <p>CCT is committed to promoting ethical practice in research proposed or undertaken by the College, its staff or students on behalf of the College or as a programme requirement. Consideration must be given to ethical implications and adherence to any relevant ethical practice guidelines should be satisfied.</p> <p>Students must be notified of minimum standards and expectations in relation to ethical practice in research activity. Programme Leaders are responsible for ensuring programme teams and students are aware of the policy and the implications for their research activity.</p> <p>Within CCT, the sole body with authority to approve a research proposal is the ethics committee. Ethics Committees can be established at programme or institution level.</p> <p>The Dean of Faculty is responsible for monitoring implementation of the ethical practice in research policy. Should the College, or its representatives, engage in collaborative research, the college expects an agreed equivalent procedure for the consideration and approval of research. Should the College engage in collaborative provision which include research by staff or students, mutually agreed ethical approval guidelines must be documented and complied with. CCT anticipates an appropriate equivalent minimum standard as that which it applies within the College. In the absence of an alternative procedure, the College will seek agreement on the implementation of this policy and associated procedure.</p> <p>Monitoring of approved research projects will be undertaken by designated supervisors who will monitor adherence to the approved proposal's parameters and ethical considerations.</p> <p>Any non-compliance with research approval may result in a range of sanctions including disciplinary action, termination of the research, allocation of a mark of zero and/or removal from the programme of study in the case of students. For faculty and staff, the matter may be dealt with under disciplinary procedures.</p>			
<p>Scope</p> <p>This policy applies to all staff and students engaged in research activity within or on behalf of CCT College or as part of a CCT programme of study.</p>			
Staff involved: Dean of Faculty, Faculty, Departmental Heads, academic faculty, supervisors			

Procedure Outline / Method(s) used to carry out this procedure	Responsibility of	Evidence generated by this procedure to ensure its effectiveness
<p>Procedure</p> <p>Membership and Conduct</p> <p>In CCT College those programmes that require students to undertake primary research must establish an ethics committee for the consideration of all research proposals.</p> <p>The committee must comprise a minimum of three members, all of whom have experience in undertaking and/or assessing research and research proposals.</p> <p>The Committee comprises:</p> <ul style="list-style-type: none"> • Dean of Faculty or nominee (Chair) • Module leader for the research project in question • A faculty member or • Additional subject-specific expertise may also be sought as deemed appropriate. • Faculty Office or nominee (secretary) <p>A committee can be established to consider proposals from more than one programme and the membership of the committee can be expanded as required.</p> <p>A minimum of three members must be present to be deemed quorate.</p> <p>Each academic member of the committee has equal voting rights, and a majority decision is required with any dissent being recorded.</p> <p>The secretary to the Committee is required to record the proposals received, the decision reached and any conditions or dissenting opinion as appropriate.</p> <p>The Committee is required to meet in a timely manner to facilitate students meeting deadlines, including allowance for resubmission of the proposal if required.</p> <p>Where ethical approval is not granted, the reasons for this must be provided to the researcher and an indication of whether a revised proposal would be welcomed by the committee.</p> <p>Matters to be Considered</p> <p>In considering a proposal for approval the impact on research participants is a core factor. Participants include representatives or legal guardians of participants who are not able to provide informed consent for themselves, for reasons including but not restricted to age or vulnerability.</p> <p>The student must consider the interest of the participants and in particular:</p>	<p>Programme leader Module leader Dean of Faculty Supervisors</p>	<p>Records of committee meetings and decisions Copy of research proposals Confirmation of adherence to approval</p>

<ul style="list-style-type: none"> • Ensure they are not negatively impacted as a result of participating and that specific consideration has been given to vulnerable groups. • Ensure that explicit informed consent in accordance with GDPR has been obtained. • Include appropriate arrangements for withdrawal from the project. • Ensure anonymity of participants and organisations and confidentiality of the information they may provide. • Detail appropriate intended research methodologies and rationale for the same. • Consider the health and safety of the student researcher and participants and how this will be ensured. <p>Confidentiality and Anonymity All information provided and published as part of the research project must ensure the anonymity of the participants and organisations and the confidentiality of information provided by them. The student researcher must take care to ensure that publishing information will not result in the identification of participants or organisations. All potential identifiers must be removed.</p> <p>Criteria for Approval To determine whether a research proposal meets the requirements for ethical approval the Committee will consider:</p> <ol style="list-style-type: none"> 1. Is the proposed project ethical? 2. Is the proposed method of investigation appropriate and ethical? <p>Ethical approval will only be granted where the answer to both questions is positive. The Committee reserves the right to specify a more ethical methodology and approval of the proposal subject to the specified methodology being implemented. Other considerations include the relevancy of the research to the investigation being carried out, and the timeframe of the proposed research.</p> <p>Post Approval Students are advised that they cannot make substantial or significant changes to an approved research proposal. In particular they must not change the topic, focus, purpose and proposed participant groups for the research. More minor changes may be permitted but only subject to supervisor approval.</p>		
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<p>Students must at all times ensure the integrity of their research and not seek to influence research outcomes, falsify, sensationalise or distort their findings. Students are advised to familiarise themselves with the BERA Guidelines (2011)</p> <p>Students must share final research findings with the Ethics Committee, and this must be made known to the research participants.</p> <p>Submitting a Proposal</p> <p>Unless directed otherwise as specific requirements of the module in question, when compiling a research proposal, students should address the following matters, as applicable:</p> <ol style="list-style-type: none"> 1. A statement of risk based on a completed risk assessment A risk assessment should consider risk to participants and the researcher. Potential assessment of risk might include: <ul style="list-style-type: none"> ○ Health-related issues such as physical or psychological harm and any discomfort or stress ○ Consideration of societal factors such as potential for harm to their reputation or professional standing ○ Personal matters such as risks to their privacy, personal values and beliefs, relations with family, friends and community. ○ Employment related risks ○ Legal risks – is there potential for breaching legislation? ○ Data protection risks 2. Confirmation of whether consent is required and, if so, who from, how this will be sought and a copy of the consent request. 3. Selection of Participants How will participants be identified and selected? How can the college be assured that this is voluntary? 4. Information to the Participant What information will be provided in advance to inform the participant and in what format will this be provided? A draft information sheet must be included in the application. 5. Consent How will informed consent be obtained? How will withdrawal of consent be managed? How has GDPR compliance been ensured? 6. Vulnerable Groups What specific considerations have been applied to research with children or vulnerable groups. 	<p>Students Supervisors</p>	
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<p>7. Confidentiality and Anonymity What mechanisms are proposed to ensure that participants and organisations are anonymised, and information provided or obtained will remain confidential? Are there potential identifiers that need to be considered?</p> <p>8. Design How has the project been designed, and the methodologies selected to ensure that the outcomes are not predetermined?</p> <p>9. Pre-existing relationships and conflict of interest Are there any pre-existing relationships between the student as researcher and any of the participants, organisations or potential beneficiaries of the research project? How will these be made known? Are there appropriate mechanisms in place to prevent issues of conflict of interest or undue influence?</p> <p>10. Data Protection Compliance How will compliance with data protection legislation be ensured? What arrangements are in place for storing and processing personal data, if applicable? Where relevant, what arrangements are in place to ensure compliance with copyright including intellectual copyright? Have relevant permissions been sought or will they be?</p> <p>11. Health and Safety Have health and safety factors been considered and appropriate advice been sought?</p>				
Monitoring				
Monitor (Job Title)	Frequency	Monitoring Method(s)		
Dean of Faculty Programme Leader	As required, per programme	Ethics Committee minutes Supervisor reports and feedback External Examiner reports		

POLICY CONTROL SHEET

Policy Title	Ethical Practice in Research Policy
Responsible Officer(s)	Dean of Faculty
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	September 2019
Supersedes	Version 1.1
Next Review Date	August 2027
Designated Reviewer	Dean of Faculty
Scope	All faculty and students engaged in research

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	March 2018	Introduction of a policy and procedure for formalising the approval of research proposals.	Dean of Faculty	Academic Council
Version 1.0	May 2018	Renumbered, was CCTP518, now CCTP514	QA Committee	Academic Council
Version 1.1	September 2019	Edits to reflect changes in organisational structure and roles	SMT	Academic Council
Version 1.2	June 2025	Renumbered, was CCTP514, now CCTP511	QA Office	Academic Council

References upon which the Policy section is based

CCT Policy area	Quality Assurance of Teaching Staff and Human Resources
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; QQI Core Statutory Guidelines for Quality Assurance
Related CCT Policies /Forms	CCTP906 – General Misconduct and Learner Code of Conduct

PROVIDER NAME:		CCT College Dublin	
Policy Area:		Standard 5: Student Centred Teaching, Learning and Assessment	
Policy and Procedure Title:	<i>CCTP512: Board of Examiners</i>	Policy Number: CCTP512	Version: 1.4
<p>Policy A meeting of internal and external examiners to consider the assessment performance of students on a programme is termed a Board of Examiners. A Board of Examiners meeting is normally established after each examination period or semester end to consider all assessment findings and determine assessment results for each of the learners presented. The responsibilities of the Board may include consideration of:</p> <ul style="list-style-type: none"> • Grades for assessment tasks • Grades for modules • Eligibility to progress from one stage in a programme to the next • Eligibility for awards, and • Award classification, where applicable. <p>Matters relating to individual students and Examiners during the assessment procedure must be treated as strictly confidential by all Assessors. In CCT College the Board of Examiners is accountable to, and a sub-committee of, the Academic Council. The Academic Council receives a report of each exam Board Meeting, External Examiner Reports and Assessment Trend Analysis for each programme. The Academic Council devolves responsibility to the Board of Examiners for the confirmation of results and recommendation of awards to QQI, subject to the Board satisfying the CCT College policy for the proper convening and conduct of a Board of Examiners. The Board of Examiners is the only body with the authority to make summative assessment decisions i.e. those decisions that determine a student's entitlement to progress or to an award. The Board is authorised to permit Chair's Action outside the formal Board.</p> <p>Academic Council receives a report from the Board of Examiners for the ratification of results and recommendation of awards to QQI, subject to the Board satisfying the CCT College policy for the proper convening and conduct of a Board of Examiners. The Board of Examiners and the Appeals Board are the only body with the authority to make summative assessment decisions, i.e. those decisions that determine a student's entitlement to progress or to an award. The Board is authorised to permit Chair's Action outside the formal Board. A Board of Examiners considers the marks achieved by individual learners registered for one or more specific programmes of study with a view to determining eligibility for progression or award. In making its decision on a learner's progress or award, a Board of Examiners shall consider the recommendations of the Internal Exam Board, CCT policy, programme regulations, and QQI Assessment and Standards. A Board of Examiners can accept or reject the recommendations of an Internal Exam Board in respect of recommendations for progression or award. Board of Examiner meetings and Internal Board Meetings can be held in person, online, or hybrid. Where online attendance is facilitated, the signing of the Broadsheet by Examiners / External Examiners will be replaced with the printing of names by the Secretary, and this will be noted in the minutes. For online attendance, Exam Board papers will not be distributed but access will be facilitated online.</p>			
Staff Involved: Dean of Academic Affairs, Dean of Faculty, QA Office, Faculty Office, Lecturers			

Method(s) used to carry out this procedure	Responsibility	Evidence generated by this procedure
<p>Membership, Roles and Responsibilities</p> <p>A Board of Examiners is established for each programme that CCT College holds responsibility for the assessment of learners. The QA Office takes responsibility for scheduling Boards of Examiners in liaison with the Faculty Office, Programme Leader, Dean of Faculty and External Examiners.</p> <p>The composition of a Board of Examiners is normally as follows:</p> <ul style="list-style-type: none"> - Dean of Faculty, or nominee (Chair) - Secretary, (Faculty Office rep) - Programme Leader - Programme examiners / assessors for all modules under consideration - External Examiners for each programme under consideration <p>In the interests of impartiality, the Programme Leader of the programmes under consideration should not normally Chair the Board of Examiners, except where approval of the Dean of Academic Affairs has been granted.</p> <p>Chair: The Chair is responsible for ensuring the convening, conduct and deliberations of the Board of Examiners are in accordance with CCT Policy and regulations and QQI Assessment and Standards. This includes directing the Board appropriately where misinterpretation, misunderstanding or incorrect application of regulations is apparent. It is essential, therefore, that the Chair has sufficient knowledge of programme regulations, CCT policy and regulations, and QQI Assessment and Standards. In addition, a Chair should normally have completed the CCT College Board of Examiners training for Chairs and Secretaries.</p> <p>The Chair is responsible for:</p> <ul style="list-style-type: none"> ● Confirming the Board is quorate in accordance with CCT policy ● Informing the Board of the decisions available to them ● Notifying the Board of the confidentiality of proceedings ● Advising of the requirement to declare interest and determining any appropriate action in such cases ● Ensuring the correct application of and adherence to regulations ● Determining the final decision in instances of non-consensus ● Ensuring any Chair's Actions undertaken post Board are within the parameters agreed by the Board 	<p>Faculty Office, QA Office,</p>	<p>Appropriate and timely Board scheduling</p>

<p>Secretary: The secretary to the Board is responsible for the following:</p> <ul style="list-style-type: none"> • Ensuring all materials required by the Board are available for the start of the meeting. As a minimum this should include: <ul style="list-style-type: none"> - Minutes of the last meeting - Minutes of the internal exam board - A draft Broadsheet of results for each programme, stage and module being considered - The approved programme schedule for each programme being considered - Data trend analysis • Taking minutes of the meeting. Minutes should record the outcome of all deliberations in relation to assessment results and Board decisions • Ensuring there is a full record on the Broadsheet of all members of the Board in attendance and agreeing the results as recorded (signing the Broadsheet if attending in person) • Ensuring the collection from each Board member and secure disposal or retention of Board papers were issued in hard copy. Electronic access will be facilitated through screensharing. • Typing and circulating minutes of the meeting for approval • Uploading agreed results to the QQI QBS system and undertaking an accuracy check with the QA Office prior to submission • Submitting the final broadsheet, minutes, and records of Chair's Actions completed to the QA Office and deleting any local copies. <p>External Examiners: The External Examiner is required to conduct their duties in accordance with CCT College External Examiner policy and the QQI Guidelines for Good Practice in External Examining. External Examiners are invited to attend all Board of Examiners for the programme(s) for which they are responsible where progression or award decisions are made. Attendance at interim Boards is recommended but not essential. External Examiners participate in all deliberations of the Board and confirm their agreement or dissent with Board decisions. Any dissenting opinion must be fully recorded in the minutes and should be reflected in the External Examiner Report. As part of Board proceedings, the External Examiner is required to:</p> <ul style="list-style-type: none"> • Confirm that processes for assessment and examination have been conducted in accordance with CCT policies and procedures • Confirm that the eligibility for awards has been determined fairly and in accordance with QQI sectoral conventions and policy and the policies and regulations of CCT. • Comment on performance of learners 	<p>Dean of Academic Affairs</p>	
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<p>Examiners / Assessors: All examiners are required to ensure they are adequately prepared for a Board of Examiners, including having participated in the process of confirming the accuracy of marks for modules / assessments they have responsibility for. Examiners should participate in deliberations fully and ensure any dissenting opinion is recorded. They should also be able to respond to any comments or questions from the Chair or the External Examiner in respect of their marking. All examiners should have sufficient knowledge of the assessment strategy for their module and the regulations governing the modules and the programme of which it is a part.</p> <p>No learner of the College may participate in or observe a Board of Examiners meeting except where a faculty member is a learner on a CCT College programme that is not being considered. Where the programme upon which they are a learner is also being considered, they must remove themselves from that part of the meeting and only return when invited by the Chair.</p> <p>Quorum at Boards of Examiners To be deemed quorate, a Board of Examiners must include:</p> <ul style="list-style-type: none"> • A Chair, • A secretary, • The programme leader • And at least 50% of the lead examiners / assessors for the modules being considered for each programme. <p>Where an examiner is unable to attend, they must arrange for an alternative examiner from the programme to represent their modules and marking. In doing so, the examiner must ensure the alternative examiner has full access to all records to facilitate full consideration of each learner's performance.</p> <p>Programme External Examiner attendance is required at Boards of Examiners considering progression and award for learners. If Programme External Examiner attendance cannot be secured, the approval of the Dean of Academic Affairs must be given for the Board to proceed. In such cases, the concurrence of the absent External Examiner(s) with the outcomes of the meeting of the Board of Examiners must be secured prior to the publication of marks.</p>	Examiners	Complete and timely submission of marks to Faculty Office
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<ul style="list-style-type: none"> • In cases where a validated programme includes embedded awards, confirm the entitlement to the embedded award for those learners who have completed the applicable modules or stage(s) within the parent programme should a learner wishes to exit at that point. • Exercise discretion to recommend that a learner repeat a module with attendance or an equivalent module and all the assessments of the module. • Amend an award classification, on a case-by-case basis, by taking into account the totality of the learner's performance and any formal recommendation for Mitigating Circumstances as advised by Office of the Dean of Academic Affairs at the Board. • Hold full and frank discussion in respect of each borderline case, considering the learner's performance as a whole against the minimum intended learning outcomes. In the absence of bias, it is to be expected that as many borderline grades will be reduced as will be increased. • Recommend that a learner repeat a module with attendance or an equivalent module and all the assessments of the module. <p>Changing Marks Notwithstanding instances of clerical / administrative error or borderlines, a Board of Examiners should not normally change any of the module marks awarded to a learner by the Internal Exam Board, except where personal mitigating circumstances have become known and in which case the examiner responsible must be involved in deliberation on the mark. Any dissent must be recorded.</p> <p>Dissent In the event of the Board of Examiners being unable to reach a consensus regarding an individual's mark, progression or award, the Chair of the Board, with the consent of the External Examiner(s) present, should determine the final result. This is normally done through majority opinion with the Chair having a deciding vote if required. Once confirmed, the secretary should formally read the decision of the Board and ask for any dissent to be communicated at that point. Non-disclosure of dissent at this stage will be deemed agreement. Any dissent must be recorded in the minutes and brought to the attention of the Dean of Academic Affairs and, subsequently, the Academic Council. Where dissent is that of the External Examiner, this should also be included in the External Examiner's Report and communicated to QQI by the Dean of Academic Affairs or nominee.</p> <p>Where dissent, anomalies, or errors are frequent in occurrence this should be formally recorded and drawn to the attention of the Academic Council as part of the Board of Examiners Report.</p> <p>Communication of Results Examiners are required to delete any locally stored assessment records and cannot communicate results to students. Results from Board of Examiners meetings are published by the Faculty Office only. Publication of results is normally within 5 working days of the Board of Examiners meeting, following ratification by Academic Council.</p>		
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<p>Chair's Action</p> <p>Where full information is not available to the Board to enable a decision, but the information is due imminently, the Board may agree on actions the Chair may take post Board and the recommendations available to the Chair within specified parameters. These will be referred to as Chair's Actions.</p> <p>Chair's Actions must be as specific as possible detailing the Board's agreement to the Chair making a specific recommendation based upon particular circumstances e.g. where a pass mark is subsequently issued a recommendation for award or progression may be approved by the Chair.</p> <p>Once the required information has become available by the specified the Chair will determine the final recommendation to Academic Council for ratification prior to publication to students.</p> <p>Ratification of Results</p> <p>Within 2 working days of the sign-off of Chair's Action or the Board of Examiners meeting, except where issues are identified, a Standing Committee of the Academic Council, comprising of the Chair and not less than two additional members of the Council, excluding the Chair of the Board of Examiners, will consider the Chair's sign-off or Board of Examiners' results and recommendations with a view to ratifying them. In the case of issues arising during Chair's Action, at the Board of Examiners meeting or identified by the Standing Committee, the Dean of Academic Affairs will convene a full meeting of the Academic Council. This will be held within 3 working days.</p> <p>Where a full meeting of Academic Council is already scheduled within 3 working days of Chair's Actions sign-off or a Board of Examiners, a Standing Committee is not required and the Chair's Actions sign-off and Board of Examiners' results and recommendations will be considered by the Council at the scheduled meeting. Recommendations ratified by a Standing Committee will be formally recorded at the subsequent meeting of the Academic Council.</p> <p>Meetings for the purpose of considering Board of Examiners' recommendations may be held virtually.</p> <p>Internal Exam Board and Preparation for Board of Examiners' Meetings</p> <p>Within CCT College, to ensure full and proper preparation for a Board of Examiners, an Internal Exam Board takes place. This is normally held not less than 1 week prior to the Board of Examiners to allow sufficient time for any corrective action, administration and formalising of the minutes prior to the Board of Examiners' Meeting. The purpose of the Internal Exam Board is to ensure the accuracy of the data to be presented to the Board of Examiners and to make recommendations to the Board of Examiners as appropriate.</p> <p>Membership and Quorum</p>		
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<p>The composition of an Internal Board of Examiners is as follows:</p> <ul style="list-style-type: none"> • Dean of Faculty (Chair) • Secretary (Faculty Office rep) • Programme Leader • Programme examiners / assessors for all modules under consideration <p>External Examiners may attend but are not required.</p> <p>To be deemed quorate, an Internal Exam Board must include,</p> <ul style="list-style-type: none"> • a Chair, • a secretary, • the programme leader and • the lead examiners / assessors (or a representative of) for the modules being considered <p>In exceptional circumstances where the Dean of Faculty is not available, the Dean of Academic Affairs must approve the Chair.</p> <p>Programme Examiners should attend all Internal Exam Boards considering marks for assessments for which they are responsible. If any Programme Examiner(s) cannot attend, an alternative representative must be identified from within the programme team. The representative must be in a position to discuss the module and the marks and propose / agree any changes.</p> <p>Attendance must be recorded and retained with the records of the meeting.</p> <p>Authority</p> <p>An Internal Exam Board has the authority to amend individual assessment or module marks where there is clear justification for this in respect of a specific assessment or module. This is normally in response to feedback from External Examiners, in the case of incomplete marks, to correct an error, or where computation of marks requires further consideration.</p> <p>The Internal Exam Board <u>does not</u> have the authority to:</p> <ul style="list-style-type: none"> • change borderline awards (a module examiner <u>can</u> change a borderline module mark) • determine pass by compensation • fail and withdraw a learner • progress a learner to a subsequent stage • permit progression with failed credit • determine an award classification <p>In each of the scenarios above, the Internal Board should consider the individual cases and <u>make a recommendation</u> to the Board of Examiners.</p>		
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Changing Marks

The Internal Exam Board cannot compel an examiner to change a mark. Responsibility for the marks awarded for an assessment / module remain with the examiner. A mark should not be changed without the agreement of the examiner concerned (or their representative where they have assigned a nominee). In some instances, arrangements can be in place to consult the examiner and take Chair's Action. Where agreement is not reached, the matter should be recorded in the minutes and drawn to the attention of the Board of Examiners for further deliberation.

Minutes are recorded at the meeting and are presented to the Board of Examiners. The results of the meeting ensure complete and accurate information for presentation to the Examination Board.

Broadsheet of Results

Following the Internal Exam Board, the secretary should amend the draft Broadsheet of Results to reflect any agreed changes and highlight any proposed changes / recommendations. This should be prepared along with the minutes of the meeting for the Board of Examiners' Meeting.

In preparing for the Board of Examiners' meeting, the secretary should highlight, for ease of reference and consideration, those learners who are to be reviewed under special consideration as per the agenda.

Action Post Board of Examiners

On completion of the Board of Examiners, the secretary is required to produce a preliminary report summarising the decisions reached at the Board and the comments of the External Examiner. Any matters of dissent should also be recorded. This report must be signed off by the Chair to confirm accuracy. This must take place within a maximum of two working days, and it is then forwarded to the Dean of Academic Affairs who will arrange for the ratification of results by the Academic Council. Results cannot be released to learners until ratification has been confirmed.

The secretary to the Board will produce the minutes of the meeting and circulate them to the Chair for preliminary review and agreement. They are subsequently approved in full by wider circulation to all members of the Board. The minutes are submitted to the QA Office along with a scanned copy of the final signed broadsheet of results. The QA Office will file them centrally where they are retained securely in accordance with CCT College records retention policy.

Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
Dean of Academic Affairs / QA Office Academic Council	Annually	Minutes of Board of Examiner Meetings External Examiner reports Board of Examiner Report Chairs Actions summary – number of actions and reason for same

POLICY CONTROL SHEET

Policy Title	Board of Examiners Policy
Responsible Officer(s)	Dean of Academic Affairs, QA Office, Faculty Office
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	August 2022
Supersedes	Version 1.3
Next Review Date	August 2024
Designated Reviewer(s)	Dean of Academic Affairs, QA Office
Scope	Examiners (internal and external), Dean of Academic Affairs, Dean of Faculty, QA Office, Faculty Office

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	April 2018	New policy to reflect the requirements of providers as per QQI Assessment and Standards 2013, and to detail the internal management of the process to inform all staff concerned.	QA Committee	Academic Council
Version 1.0	May 2018	Renumbered, was CCTP519, now CCTP515	QA Committee	Academic Council
Version 1.1	September 2019	Revised to reflect organisational structure change and remove academic advisor role.	SMT	Academic Council
Version 1.2	March 2019	Edit to membership	Dean of Academic Affairs	Academic Council
Version 1.3	August 2022	Updating to reflect potential for virtual / hybrid meetings. Removal of reference to overall BoE report as this data is captured in annual programme reports.	QA Office	Academic Council
Version 1.4	June 2025	Minor updates to Policy Statement. Included headings in main policy document for clarity. Renumbered, was CCTP15, now CCTP12	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Student Centred Teaching, Learning and Assessment
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Assessment and Standards, Revised 2013
Related CCT Policies / Forms	Section 5 – Marks and Standards, Assessment and Grading Policy Policy – CCTP506 – Exam Procedures and Exam Regulations Policy – CCTP507– External Examiner Policy Policy – CCTP508 – Academic Integrity and Academic Misconduct Policy – CCTP509 – Recheck Review Appeal

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 5: Student-centred teaching, learning and assessment			
Policy and Procedure Title:	<i>CCTP513: Posthumous Award Policy</i>	Policy No: CCTP513	Version: 1.1
<p>Policy Statement</p> <p>A posthumous award may be recommended for CCT students on programmes leading to a QQI award in either of the following circumstances:</p> <ol style="list-style-type: none"> When a student dies having completed their studies but prior to the conferral of the award, or When a student dies prior to the completion of their studies. <p>The recommendation for a posthumous award must be proposed to the Academic Council to determine the recommendation to QQI.</p> <p>When a student dies having completed their studies but prior to the conferral of the award the recommendation for award will be reflective of the student's performance and includes the potential for a classified award.</p> <p>When a student dies prior to the completion of their studies, the recommendation for an award will be determined by</p> <ul style="list-style-type: none"> The stage of the programme the student was most recently undertaking. The number of credits completed. The performance of the student in the credits completed and any additional evidence that demonstrates that, but for their death, the student would have attained the standard required for the award. <p>Where the requirements for an award have not been attained prior to death of the student, the award recommended shall be unclassified.</p> <p>To be eligible for the full award, the student will normally have been registered in the award stage of the programme and have completed the majority of the programme (normally not less than 70% of the programme, with a minimum of 50% of credit attained). Where the student was not registered in the award stage or where the proportion of the programme completed is less than that required to be eligible for the full award, a validated exit award will be recommended. This includes instances where a student had attained the requirements for the exit award and progressed but had not progressed sufficiently to satisfy the requirement to be recommended for the full award. In such cases the award classification will be determined by the learner's actual attainment. Where no validated exit award option is available a CCT Certificate of Attainment will be recommended.</p> <p>In all instances a posthumous award recommendation will be progressed in consultation with the next-of-kin and only with their agreement.</p> <p>Posthumous awards may be presented to the next-of-kin or nominee at the conferral ceremony for the cohort the student was registered in, in a private presentation at the request of the next-of-kin, or in absentia.</p> <p>The recommendation to propose a deceased student for an award will originate from the Chair of the Board of Examiners who will contact the Dean of Academic Affairs to determine satisfaction of criteria for an award and inform the proposal to Academic Council. Consultation with the next-of-kin will be undertaken by, or on behalf of, the College President.</p> <p>Where a post-humous award is made this will be recorded on the student record.</p>			
<p>Definitions: Full award – the major award upon which the learner is registered</p> <p>Exit award – an embedded award, major or minor, that is validated within a major award.</p>			
Staff Involved: Board of Examiners, Chair of the Board of Examiners, Dean of Academic Affairs, College President, Academic Council, Faculty Office, QA Office			

Procedure Outline / Method(s) used to carry out this procedure	Responsibility of	Evidence generated by this procedure to ensure its effectiveness
<p>Consideration of Attainment</p> <p>In the event of a student death, the Board of Examiners will consider the student's attainment as per approved practice. The Faculty Office will withhold the student's results following the Board.</p> <p>Recommendation for A Posthumous Award</p> <p>The Chair of the Board of Examiners will contact the Dean of Academic Affairs to determine the eligibility for a posthumous award (full, exit, or CCT Certificate).</p> <p>The Chair of the Board of Examiners will draft the proposal for consideration by the Academic Council. The proposal must detail:</p> <ul style="list-style-type: none"> • The full award and programme title on which the student is registered. • The stage of the programme the student is currently registered on. • The number of credits attained in the current stage. • The number of credits attained in previous stages or if an advanced entry student, that fact should be stated. • The percentage point average for any exit award requirements satisfied by the student. • Evidence demonstrating the student's potential to have completed the award (grades attained in the incomplete stage) • The proposed posthumous award being recommended. <p>The proposal should be submitted to the QA Office for consideration by Academic Council only once this has been discussed and agreed by the Executive Leadership Team. The Academic Council will consider the proposal and determine the award to be recommended to QQI / the requirement for a CCT Certificate. The Dean of Academic Affairs will liaise with QQI Certification Services for the award to be made, advising of the recommendation from Academic Council. The Faculty Office / QA Office will note the award on the learner record.</p> <p>Consultation with Next-of-Kin</p> <p>The College President will consult with the next-of-kin to determine their preference in respect of a posthumous award being made. Circumstances may result in the award recommendation being submitted to QQI prior to consultation with next-of-kin</p>	<p>Board of Examiners Faculty Office</p> <p>Dean of Academic Affairs Chair of BoE</p> <p>Chair of BoE QA Office Academic Council</p> <p>Dean of Academic Affairs Faculty Office / QA Office</p>	<p>Broadsheet of results</p> <p>Proposal Minutes of Academic Council meeting</p> <p>Learner record</p>

<p>being completed. In such cases the parchment will be retained by the College until such a time as the preference of the next- of- kin has been determined.</p> <p>Presentation of a Posthumous Award</p> <p>The College President will agree the process for presentation of a posthumous award with the next-of-kin.</p> <p>Where the presentation takes place as part of the CCT Conferring Ceremony, this will be the ceremony the student's cohort are conferred at. The award may be presented to the next-of-kin or a nominee at their discretion. Alternatively, the award may be presented in absentia.</p> <p>Should it be the preference of the next-of-kin, a private presentation ceremony may be arranged with the College, or the award can be issued to the next-of-kin by post / courier.</p>			College President or nominee	Conferral records
Monitoring				
Monitor (Job Title)	Frequency	Monitoring Method(s)		
QA Office Academic Council	Annual As arises	Certification records Review of proposals from Chair of Board of Examiners		

POLICY CONTROL SHEET

Policy Title	Posthumous Award Policy
Responsible Officer(s)	Chair of Board of Examiners, Dean of Academic Affairs
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	July 2021
Supersedes	1.0
Next Review Date	August 2024
Designated Reviewer(s)	Dean of Academic Affairs
Scope	Boards of Examiners, ELT, President, Academic Council, Dean of Academic Affairs, QA Office, Faculty Office

Revision History

Version	Approval Date	Revision Description	Originator	Approved By
1.0	July 1 st 2021	First formal recording of posthumous award policy	ELT	Academic Council
1.1	June 2025	Renumbered, was CCTP16, now CCTP13	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based.

CCT Policy area	Student centred teaching, learning, and assessment.
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Assessment and Standards
Related CCT Policies / Forms	CCTP507: Board of Examiners Policy

PROVIDER NAME: CCT College Dublin			
Policy Area: Standard 5: Student Centred Teaching, Learning and Assessment			
Policy Title:	<i>CCTP514: Intellectual Property Created by Students</i>	Policy Number: CCTP514	Version: 1.0
<p>Purpose</p> <p>CCT College Dublin fosters a culture of research for the benefit of the College, members of the college community and for wider society. This policy reflects the College's commitment to research and innovation and the development of high-quality Intellectual Property (IP).</p> <p>The policy recognises the role of CCT College Dublin in supporting the creation of Intellectual Property. This support includes but is not limited to, provision of research ideas, data sets, and proposals, research proposal development, provision of physical and human resource supports including access to CCT assets, research supervision, mentorship and expertise to facilitate research, innovation and scholarly activity.</p> <p>The policy aligns with the CCT Strategic Plan 2021-2023 which emphasises a commitment to the CCT Research Strategy, the development of Innovation Learning Spaces, and increasing and strengthening research and publication capacity within CCT. Further to this, the policy is intended to align with the National IP Protocol, "Inspiring Partnership" (2016), and good practice as outlined by Knowledge Transfer Ireland (KTI).</p> <p>The objectives of this policy are to:</p> <ul style="list-style-type: none"> • Clearly articulate IP ownership rights in respect of IP created by students, and • Raise awareness of the implications and obligations associated with intellectual property ownership 			
<p>Scope:</p> <p>This policy applies to all students on CCT programmes and covers all Intellectual Property (IP) created by students as part of their programme of study or using the resources (human, virtual and physical), assets knowledge or existing IP of CCT College Dublin.</p> <p>The Policy applies to all IP created by students, and all decisions taken in respect of IP created by students, on or after the date that this policy is approved. CCT reserves the right to amend, update or modify any of the terms of this policy as it may determine from time to time, and additional guidelines may also be developed and issued from time to time as necessary for implementing this policy.</p>			

Policy:**Who Owns IP created by Students?**

Where a student creates intellectual property, they will always retain the identity as creator or author, but the IP is owned by CCT when it is created by a CCT College student:

- as part of completing College work, assessments or projects related to their programme of study.
- when using CCT equipment, supplies or facilities, assets; or
- when using CCT's confidential information (including trade secrets, and know-how) or any of the IP of CCT

IP created by CCT College students under these conditions is the sole and absolute property of CCT College Dublin unless any of the following exceptions apply:

- CCT will not assert any rights to IP created by a student in a project that is entirely initiated by the student and completed without any input from CCT staff or lecturers and without the use of CCT equipment, supplies or facilities, assets. For the avoidance of doubt, the approval of a research proposal, provision of a research supervisor and access to research supervision in respect of a student-initiated project, is considered input from CCT and therefore the IP will be owned by CCT.
- CCT will not assert any rights to IP created by a student as part of their studies where the creation is initiated by a student in conjunction with their employer, and / or is using/ building upon employer owned IP. As a matter of general law, employers own the Intellectual Property rights created by their employees.

CCT reserves the right to reject a research proposal / potential IP creation where it is felt approval would warrant an unreasonable exploitation of CCT resources, know- how and assets or where such a proposal goes against the ethos, ethics and principles of CCT College Dublin.

Assignment (transfer) of IP Ownership

If CCT decides not to commercialise or maintain an interest in any CCT IP, it will, upon request, consider the assignment of IP rights back to the creator(s) by entering into an agreement with the creator(s). A request for assignment of ownership must originate from the creator(s) to the Dean of Faculty and will be considered by the Executive Leadership Team.

Confidentiality and the Publication of Research

CCT encourages the publication of research through journals, conference presentations or submission to the CCT Research Repository – ARC. However, it is recognised that from time-to-time student created IP may need to be subject to a non-disclosure agreement (NDA). The College will consider NDAs from students completing research on behalf of or using existing IP or data of third parties, normally their employer. Where a student requires CCT to sign an NDA, it must be forwarded to the Dean of Faculty at the earliest convenience. The Dean of Faculty, or nominee assigned by the College President, is the authorised signatory of NDAs in respect of student IP creation. A copy of the NDA will be retained by the Dean.

Student research projects subject to an NDA must clearly identify this on the cover page of the project. Such works will not be placed in the CCT Research Repository (ARC).

Respecting IP Rights of Others

Students are reminded to respect the Intellectual Property rights of others. This means not knowingly claiming rights in work created by others, whether academics, students or third parties, or copying such work, or sections thereof, without the owner's written permission.

Policy Exceptions

From time to time, it may be in the best interests of CCT to enter into agreements with members of the CCT Community and/or third parties that are exceptions to the principles reflected in this policy. Exceptions will be made after consultation with the Executive Leadership Team and only by written agreements signed by the Dean of Faculty on the recommendation of the Chair of Academic Council.

Definitions:

Assignment: An agreement transferring ownership of Intellectual Property (IP) rights from one party to another.

CCT College / CCT College Dublin (CCT): the legal entity that is trading as CCT College Dublin CCT

College Community: is the collective term for:

- All CCT employees, part time or full time, permanent or temporary including contractors.
- All registered students of CCT.
- All parties who use CCT funds, facilities or other resources, including the College's name and reputation, to carry out teaching and/or research innovation or developments. This includes guest speakers/lecturers/presenters, members of boards, committees and working groups.
- All persons conducting teaching and/or research at or on behalf of CCT College Dublin.

CCT IP: Means IP which is created by any member(s) of the CCT Community as defined above.

Creator: the term used to describe the individual(s) who developed the product concerned. Alternative terms may be designer, developer, author, inventor, among others.

Intellectual Property (IP): Intellectual property (IP) means copyright and related rights including, without limitation, rights in drawings, plans, specifications, software (including source code, object code and user interfaces), data, databases, pedagogical works, video, audio, scholarly publications, books, artistic works, apps, or any other rights affording equivalent protection to copyright, patents, trademarks (registered or unregistered), database rights, rights in designs (registered and unregistered, including industrial designs), semiconductor topography rights, and rights to use and protect confidential/proprietary information including trade secrets and know-how whether registered or unregistered or capable of being registered, tangible or intangible and any rights to improvements, developments, inventions, innovations and discoveries thereto.

Staff Involved: Dean of Academic Affairs, Dean of Faculty, Ed Tech, QA Office, Faculty Office, Lecturers, ELT / Management Team, admin and support staff

Policy Control Sheet

Policy Title	Intellectual Property Created by Students
Responsible Officer(s)	Dean of Faculty
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	N/A
Supersedes	Version 1.00
Next Review Date	July 2027
Designated Reviewer(s)	Dean of Faculty
Scope	Internal staff (full and part time);

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	April 2022	New policy to replace IP statement in recognition of stand-alone policy on student created IP.	ELT	Academic Council
1.1	June 2025	Renumbered. Was CCTP517, now CCTP514	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Student Centred Teaching, Learning and Assessment
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Validation Policy and Criteria, QQI Validation template
Related CCT Policies / Forms	CCTP404: Blended Learning Policy CCTP511: Ethical Practice in Research CCTP803: Staff Code of Conduct

SECTION 6: ADMISSIONS, ACCESS, TRANSFER, PROGRESSION RECOGNITION AND CERTIFICATION

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 6: Admissions, Access, Transfer, Progression Recognition and Certification			
Policy and Procedure Title:	<i>CCTP601: Access, Transfer and Progression</i>	Policy No: CCTP601	Version: 2.1
<p>Policy Statement</p> <p>CCT policy in this area is informed by QQI's policy restatement Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training [NQAI 2003, Restated 2015]. CCT is committed to structuring its procedures to facilitate learner entry and to promote transfer and progression</p> <p>CCT is committed to providing current and prospective learners with all the information necessary to allow them to make informed decisions regarding their chosen programme of study. CCT will evaluate a student's prior learning in accordance with CCT policy and any relevant accrediting body requirements, making every effort to promote an equitable and fair admission process, whilst also providing programmes of study with clear progression criteria and which facilitate learners who wish to transfer or progress to other programmes leading to recognised awards or to transfer between institutions.</p>			
<p>Definitions and Principles</p> <p>This procedure seeks to ensure that there is a fair and consistent approach to how learners are selected and entered onto any programme at CCT. To this end, CCT is committed to making the following available to prospective learners:</p> <ul style="list-style-type: none"> • Statement of the entry requirements for every programme • Details as to how admission decisions are made regarding allocation of places • Programme details • Advice / Guidance for learners to assist them to make informed choices in programme selection, based on a fair and consistent approach • Details of learning supports available • An appeals mechanism for learners refused access to a programme • Published Assessment and Standards Criteria to permit progression through a programme • Annual transcripts of performance to facilitate transfer to other programmes or institutions • The European Diploma Supplement – to enable graduates demonstrate performance to employers or to transfer credit between institutions and/or jurisdictions 			
<p>Staff Involved</p> <p>Head of Admissions, Programme Leaders, Admissions staff</p>			

Procedure Outline / Method(s) used to carry out this procedure	Responsibility of	Evidence generated by this procedure to ensure its effectiveness
<ol style="list-style-type: none"> 1. Every programme at CCT will have clear entry requirements provided for it. These will be documented and approved as part of the validation process. Published entry requirements will be as per the validated programme. 2. Entry requirements, as a general rule, will specify: <ul style="list-style-type: none"> ● The minimum academic standard and those qualifications deemed to satisfy this ● Professional qualifications which may be accepted as an equivalent ● English language entry requirements ● Requirements for entry via RPL or RPEL. 3. Mature students (those at the age of 23 or higher on January 1st of the year of the course of entry) apply directly to CCT and will be required to successfully complete an interview process, with Admissions personnel and the Programme Leader to determine their suitability for the chosen programme, their motivation for the subject discipline and for the chosen mode of study, and to assess their potential to succeed. The interview will look to assess their understanding of the programme they have applied to, their foundational knowledge of the subject discipline, their career aspirations, their English language ability, competence and understanding. Mature students do not need to fulfil minimum academic requirements. 4. Applicants with any disability which requires special assistance by the College, should meet the minimum entry requirements for their chosen programme. Direct applications to the College should include documentation relating to the disability. The applicant will be requested to attend an interview to determine the level of assistance required by the College and the viability of the learner's participation in the programme which will be determined by the ability of the College to provide specific accommodations as required, and the extent to which the applicant can fulfil the requirements of the programme independently or with reasonable accommodations. Applications through CAO should disclose a disability through ticking the relevant box. CCT will always make every effort to ensure that any applicant (having met the course entry requirements) with a disability can participate in the programme, as far as is reasonably possible, and as the College facilities and resources permit. Where an applicant fails to disclose a disability prior to being offered a place on a programme, the College cannot guarantee providing the accommodations required. 	Head of Admissions Dean of Faculty	E-mail communication Admission form Learner academic records Identification documents

<p>5. International learners are required to present evidence of equivalent entry qualifications. If necessary, consultation on international equivalency levels will be sought by CCT Admissions personnel with the NARIC.</p> <p>Where studies have not been completed through the language of English, English language competency must be evidenced in accordance with the requirements of the validated programme. CCT accept the following:</p> <ul style="list-style-type: none"> a) IELTS (International English Language Testing System), or equivalent score of TOEFL (Test of English as a Foreign Language) normally IELTS 6, except where otherwise stated in validation documents. b) Successful completion of major award at level 5 or higher mapped to the NFQ completed through English c) Successful completion of CCT in-house competency English examination <p>Requirements for successful participation in a programme will be based on the nature of the application but will adhere to the validated entry requirements. The College provides advice and guidance to applicants, parents and other individuals seeking information on the College's programmes.</p> <p>Applicants who are considering an application to CCT can avail of a meeting with admissions staff to take the opportunity to discuss their plans with staff before making a formal application. Strict admission guidelines are adhered to. Where possible, applicants are interviewed before receiving admission to the College.</p> <p>At present for all undergraduate courses students are required to apply through the Central Applications Office (CAO) system or direct to the College. All non-EU applications must be made directly to the College. Postgraduate applications are made directly to the College. For CAO applicants, entry will be based on leaving certificate point scores with offers and acceptances being managed directly by the CAO. This process always occurs following the declaration of leaving certificate results in early August.</p> <p>Mature applicants are required to complete the College application form, attach copies of all relevant secondary or third level qualification certificates and transcripts and/or training certificates and submit along with a summary of previous work experience.</p> <p>International applications are made directly to the College or through Educational Consultants representing the College in their country of origin. The fully completed application form should be accompanied by attested copies of second or third level qualifications. As far as possible all applicants will be interviewed directly by CCT personnel in their country of origin. CCT representatives travel regularly to the College's international market sources to conduct face to face interviews candidates. Criteria and procedures are in place for the approval of consultants to ensure only College approved Educational Consultants represent CCT overseas.</p> <p>When deemed necessary telephone interviews are conducted to ascertain the candidate's suitability for the programme.</p> <p>Advice/Guidance for Applicants</p> <p>CCT prides itself on the extensive Admissions consultancy service provided to learners from the enquiry stage to registering for a programme. The majority of applications are currently made directly to the college. As a result, prospective learners are naturally</p>	<p>Applicants Admissions staff</p>	<p>Learner records</p> <p>Agent Registration Form Representatio n Agreement Learner records</p>
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<p>in touch with the admissions staff from the first point of contact with the College. This stage is particularly important for international students or students requiring any special assistance.</p> <p>The College realises that registering for a new programme is a big commitment and prospective learners should have all the course information required, and information on the college, Dublin, Ireland, and student services and supports they can expect throughout the programme. CCT provides advice and guidance to the best of its ability on any reasonable request from any prospective learner. The more general requests from international students are related to: accommodation available in Dublin, health insurance for the duration of the programme, medical assistance / service provided by the college, information about part-time work and Dublin in general, all of which the College responds to in as much detail as is available at the time.</p> <p>All information provided to potential learners must be approved in advance of publication or issue through the approval process that requires the sign off from the Dean of Academic Affairs following confirmation of accuracy from the Dean of Faculty or Programme Leader.</p> <p>Allocation of places</p> <p>CCT will limit recruitment numbers for the programme for any one intake, to accommodate building space capacity at CCT Westmoreland St., and optimum numbers per class given the fact that practical demonstrations are an inherent part of class delivery at CCT. Numbers will not exceed those approved through the validation process. For direct applicants, places are allocated on a first come basis, with a reserve number held for indicative CAO places. A waiting list will operate where demand exceeds the places available.</p> <p>Appeal</p> <p>Applicants applying through CAO are advised to use the CAO appeal process.</p> <p>For Direct applicants, applications are made directly to the Admissions Office of CCT.</p> <p>Applications may be rejected for the following reasons:</p> <ul style="list-style-type: none"> ● Failure to provide application information in time and/or proof thereof. ● Inadequate fulfilment of requirements. ● Inadequate English language score or failure during interview to convince CCT admissions officers and faculty staff of meeting the English language proficiency level for the programme. <p>The applicant would be informed as soon as possible after a rejection for application on a programme, and the reasons for the rejection.</p> <p>Should the applicant wish to appeal they may do so in writing to the Head of Admissions with any additional evidence that may support the application. Every appeal will be assessed by the Admissions Officers concerned, and the applicant will be informed of the outcome within the appropriate time scale. This time frame can vary depending on each individual case.</p>	<p>Dean of Academic Affairs, Programme Leader</p> <p>College President</p>	<p>Approval record</p> <p>CCT e-mail to international learner or verbal response to local learner followed by e-mail if required.</p>
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<p>If the application is rejected a second time, the reasons will be communicated in writing to the applicant. The applicant will then have an opportunity for a final appeal, which must be made in writing to the College President.</p> <p>CCT frequently holds application evaluation meetings before final offers are made prior to the beginning of each semester and it is standard practice to review application appeals. It is the objective of CCT that transparency is maintained in all communication between the College and applicants.</p> <p>Transfer</p> <p>Transfer or Advanced entry into Programmes in CCT will be judged on a case-by-case basis, taking into account the knowledge, skill and competence required for successful participation in the later stages of CCT programmes and any specified advanced entry requirements documented as part of the validation of the programme in question.</p> <p>Transfer from one programme to another (other than progression programmes) in CCT will be judged on a case-by-case basis, taking into account required knowledge, skill and competence required for successful participation in the new programmes. Internal programme transfers are only permitted in limited circumstances. Normally, this is during the first weeks of the programme and when the student wishes to change academic discipline or switch mode of study between full time and part time, where applicable. Late transfer requests are not normally considered. Transfers must be requested in the early weeks of the programme to reduce the potential for failure and allow for a natural transfer opportunity. In exceptional cases where a late transfer is approved by the College this would normally take place at a future point where a natural transfer opportunity arises i.e. end of stage. Backwards or downwards transfers are not permitted except where there is a change of discipline.</p> <p>Any learner wishing to discuss an internal transfer should, in the first instance, raise the matter with the Faculty Office who will outline the options and process to them. Should they wish to proceed with a transfer application this should be put in writing to the Head of Admissions who will determine the suitability of the request in conjunction with the relevant Programme Leaders. Late transfer requests must be approved by the Dean of Academic Affairs.</p> <p>Transfer from a CCT programme to an alternative institution will be facilitated though the provision of transcripts of results. Academic guidance will also be offered to assist the learner in making an informed decision.</p> <p>Monitoring</p> <p>An admissions audit is undertaken annually by the QA Office to confirm compliance with access, transfer and progression policy and validated programme entry requirements. A report is compiled and presented to the QE Committee for discussion and to make recommendations to Academic Council.</p>	<p>Head of Admissions Programme Leader</p> <p>Dean of Academic Affairs</p>	<p>Appeal submission</p>
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Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
Head of Admissions Dean of Academic Affairs	Annual	Record of minutes from Programme board Record of minutes from Operations Record of minutes from Academic Council Admissions Audit

POLICY CONTROL SHEET

Policy Title	Access Transfer and Progression
Responsible Officer(s)	Dean of Academic Affairs
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	September 2019
Supersedes	Version 2.2
Next Review Date	August 2027
Designated Reviewer(s)	Dean of Academic Affairs
Scope	Internal staff (full and part time);

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
Revision	March 2018	Update to reflect change in validation policy from QQI and impact on ATP	Dean of Academic Affairs	Academic Council
2.1	September 2019	Edits to reflect organisational change	SMT	Academic Council
2.2	June 2025	Minor updates to Policy for clarity and presentation	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Access Transfer and Progression
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, Relevant QQI Standards and Guidelines QQI restatement Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training [NQAI 2003, Restated 2015] QQI Assessment and Standards, Revised 2022
Related CCT Policies / Forms	CCTF132 – Admissions Rationale Form

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 6: Admissions, Access, Transfer, Progression Recognition and Certification			
Policy and Procedure Title:	<i>CCTP602: Recognition of Prior Learning (RP(E)L), Admissions and Exemptions</i>	Policy No: CCTP602	Version: 3.0
Section 1: Introduction & Context			
<p>Purpose of Policy: This policy is part of the College’s suite of access, transfer and progression related policies and procedures. It aligns with the College’s student-centred ethos, commitment to flexible learning pathways and inclusivity. It provides a consistent structure to support applicants to demonstrate and receive recognition for learning gained through diverse prior learning experiences that have been acquired through formal, non-formal, and/or informal routes.</p> <p>Scope and Applicability This policy applies to all modules and programmes in CCT, at all NFQ Levels and across all modes of delivery with some exceptions. For example, a programme team may identify a specific module as unsuitable for RPL because of its overall contribution to the programme. In such instances, exceptions will be clearly communicated to learners. Modules with professional requirements may also be restricted from RPL.</p> <p>Responsibilities</p> <ul style="list-style-type: none"> • The Dean of Faculty has overarching responsibility for operational implementation of this policy and ensuring appropriate subject matter expertise informs the process. • The Head of Admissions or nominee acts as RPL Advisor. They are responsible for facilitating the RPL application process and the provision of advisory support to applicants. • The Dean of Academic Affairs has overall responsibility for oversight and ensuring the effective implementation of this process. • Prospective learners are responsible for submitting their application and following the guidance provided in support of their application. 			
<p>Key Terms</p> <ul style="list-style-type: none"> • Recognition of prior learning- Recognition of Prior Learning (RPL) is a process by which prior learning is formally valued. It is a means by which prior learning is identified, assessed, and recognised by an educational institution as part of its programmes, courses, and/or modules on Ireland’s National Framework of Qualifications. This makes it possible for an individual to build on learning achieved and to be rewarded for it. • Formal learning- learning that took place in a formal education environment and has led to formal credits and/or award(s). Often referred to as certified or accredited learning. • Experiential learning (non-formal or informal learning)- Non-formal learning is structured experiential learning that is not awarded credit and undertaken outside mainstream education settings. For example, this could include organised work training programmes. Informal experiential learning is unstructured learning that takes place through life and work experience. 			

Section 2: Policy Statement

Part A. Principles for RP(E)L

Types of learning

CCT College Dublin is committed to the recognition of a learner's prior learning in the context of:

- **Recognition of Prior Learning (RPL)** achieved through formal learning (e.g. certified, accredited).
- **Recognition of Prior Experiential Learning (RPEL)** achieved through non-formal or informal learning (e.g. non-accredited) which can be evidenced.

Purposes of RPL

Recognition of prior learning can take place for any of the following purposes for individual learners or groups of learners:

- **Admissions requirements-** to gain entry to stage one of a programme where the standard academic programme entry requirements have not been met.
- **Advanced entry-** gain direct entry to an advanced stage of a programme following an evaluation process.
- **Exemption-** Gain exemption from a module, or modules, on a programme where applicants can demonstrate that they have achieved the learning outcomes of the relevant module or modules.

Values underpinning RP(E)L:

- **Learner and human-centeredness-** the learner is at the centre of the RPL process, recognising that learners have diverse learning experiences and needs.
- **Quality Assurance-** an evidence-based quality assurance process underpinned by local, national and international quality assurance standards and best practices.
- **Information provision-** Information on RPL is clearly visible and accessible to learners and an RPL advisor is appointed to support all RPL applicants.
- **Inclusivity-** diversity of prospective learners is acknowledged and respected during the RPL process. The process, evaluation mechanisms, and resources are informed by Universal Design for Learning and barriers to participation are proactively identified and removed where possible.
- **Fairness, Transparency and Consistency-** the process is conducted in a manner that is fair, transparent, consistent and non-discriminatory.
- **Independence and impartiality-** Assessment of prior learning will follow consistent, precise, and unambiguous assessment principles, and independence and impartiality will be key factors.
- **Training-** Assessors and other staff involved in the RPL process will be given training and support as appropriate.
- **Timeliness-** Every effort will be made to conduct assessments in a reasonable timeframe. The applicant should be enabled to complete the recognition process in a shorter time than it would take to achieve the relevant module, programme, or award.

Part B. Principles for assessment of RP(E)L Applications:

Quality Assurance Regulations:

- The focus of the RP(E)L process is to demonstrate that an applicant has previously achieved relevant learning outcomes.
- Credit may not be earned twice for the same learning achievement; however, such prior learning may be acknowledged (e.g. through an ungraded exemption).
- RP(E)L is normally considered during programme validation and revalidation processes.
- Each faculty team is responsible for identifying how RP(E)L fits in their module(s) and programmes.
- Any exemptions approved through RP(E)L will be clearly outlined on the student's transcript of results to ensure ease of recognition for other education providers and/or employers.

Validity and Relevance:

- A student's prior learning needs to be relevant to the award to which it will contribute, factoring in subject specialisms as necessary.
- The prior learning needs to be appropriately mapped to the relevant NFQ Level.
- For exemptions, prior learning needs to be mapped to the minimum intended module learning outcomes.

Sufficiency and Currency:

- Evidence of prior learning needs to be sufficient to demonstrate the applicant's prior learning.
- The prior learning claimed by the learner needs to be broadly equivalent to the volume (e.g., time and level expertise) of learning for which RP(E)L is sought.
- Sufficiency is proportionate to the purpose of the RPL process. For example, the process for recognising experiential learning will require a higher volume of evidence than evidencing formal learning where formal documentation is available.
- The prior learning claimed by the learner/prospective learner is recent and represents the learner/prospective learner's current knowledge and skills. The expectation is that the learning will normally have been acquired within the past five years, although this figure may be adjusted where there is a justified reason for doing so.

Authenticity and Reliability of Evidence:

- Evidence of prior learning submitted by the learner/prospective learner is genuine and clearly indicates that the prior learning has been achieved through the learner/prospective learner's personal efforts and achievements.
- Evidence of prior learning submitted by the learner/prospective learner is deemed to be valid and reliable.

Authenticity and Reliability of Evidence:

- Evidence of prior learning submitted by the learner/prospective learner is genuine and clearly indicates that the prior learning has been achieved through the learner/prospective learner's personal efforts and achievements.
- Evidence of prior learning submitted by the learner/prospective learner is deemed to be valid and reliable.

Limitations of RP(E)L:

- Research modules are typically excluded from the RP(E)L process because they provide direct preparation for capstone projects.
- Exemptions in the award stage of a programme are restricted to a maximum of 30 credits and exclude the capstone assessment where applicable.
- RPL is not used in CCT to gain a full academic award.
- If exemptions are assigned in the award year of a programme, the mechanism for calculating the award is at the discretion of the Dean of Academic Affairs. The award will normally be unclassified unless a grade is assigned to the exempted module.

Evidence Requirements for RPL of Formal Learning:

Students are required to provide evidence of **formal learning**, which could include:

- Transcript or Diploma Supplement and award certificate or equivalent.
- If the formal status of the applicant's results is unclear, a letter from their prior learning institution is normally required to support their application.
- Programme learning outcomes (to support advanced entry mapping) and module learning outcomes (to support module exemption mapping).

Evidence Requirements for Recognition of Prior Experiential Learning (RPEL):

- All applicants participating in an RPEL application process are required to
 - Submit documentary evidence and
 - Participate in an RPEL Discussion Meeting to explore and validate their experience.
- The threshold of documentary evidence required as part of an RPEL application is proportionate to the purpose of the application.
- Students are required to provide documentary **evidence of experiential learning** as relevant to the purpose of their application as outlined in the *CCT Experiential Learning Documentary Evidence Requirements* table

Stages of RP(E)L:

The RP(E)L process normally follows five stages:

- **Stage 1- Information-** The learner obtains information about what is possible and how the RPL process works
- **Stage 2- Identification, Exploration and Support-** The learner explores their prior learning with a view to making an RPL application.
- **Stage 3- Documentation/Evidence-** The learner undertakes a reflective process and gathers relevant materials to evidence their application using the provided application form.
- **Stage 4- Evaluation-** The learner's application is assessed. A range of assessment mechanisms may be used (for example portfolio of evidence, RPEL Discussion Meeting, skills demonstration).
- **Stage 5- Outcomes-** There are three potential outcomes,
 - **Successful application-** the learner receives formal recognition for their prior learning.
 - **Partially successful application-** the learner receives partial recognition for their prior learning or is asked to submit further documentation.
 - **Unsuccessful application-** the learner does not receive formal recognition for their prior learning.
- **Stage 6 Resources, Record keeping and reporting-** records and reporting are maintained in line with agreed College reporting processes.

Right of Appeal

Applicants have the right to appeal a decision on an application for recognition of prior learning in line with the College policy (CCTP512: Recheck, Review, Appeal Policy). The appeal must be submitted in writing to the Head of Admissions within 5 working days of communication of the outcome of the RPL application process. The process is then conducted in line with the normal process for appeals.

Staff Involved

Head of Admissions, Dean of Faculty, Programme Leader

Part C. Procedure for Managing Applications for RPL:**Stage 1- Information Provision**

- The Quality Assurance Office is responsible for facilitating the development of appropriate resources, disseminating policy, and ensuring appropriate training is provided for staff involved in RPL.
- The Head of Admissions and Head of Marketing are collectively responsible for ensuring:
 - Clear information and relevant contact points for further advice are communicated to applicants at every stage of the process.
 - General information about RPL will be readily available to prospective applicants in line with the College's overall policy on provision of programme information to potential students.

Stage 2- Identification, Exploration and Support

- The potential applicant expresses interest to engage in the RPL process with the Admissions Department.
- The Head of Admissions, or nominee, acts as RPL Advisor to the potential applicant and provides relevant information (through support resources and discussion) to explore the applicant's prior learning.
- In consultation with their RPL Advisor, the applicant determines what type of RPL application, if any, is appropriate for their needs.
- The RPL Advisor will advise if there is an existing formal learning mapping exercise completed in the College that will streamline an application.

Stage 3a- Documentation/Evidence for Formal Learning

- The applicant submits evidence of their prior formal learning in the form of certified documentation.
- Evidence of formal learning for exemptions is mapped to module learning outcomes.
- Exemptions for initial entry or advanced entry are mapped to the relevant award standards.
- If an applicant is submitting an application that includes both formal and experiential evidence, they will be directed to the experiential prior learning process.
- If an applicant does not have formal documentation, they will be directed to complete the process for RPL of experiential prior learning.

Stage 3b- Documentation/Evidence for Experiential Learning

- The RPL Advisor provides the relevant resources and RPEL Application Form to the applicant, including the discipline specific RPEL mapping tools relevant to their application with the exception of exemption applications which are mapped specifically to the relevant module learning outcomes.
- The applicant completes the RPEL Application Form (for a stage or for a module) and provides any other relevant evidence in support of their application, as indicated in the RPEL Application Form. (see "Evidence Requirements for Recognition of Prior Experiential Learning (RPEL)")
- Evidence is outlined in Part B of this policy.

Stage 4a- Evaluation of Formal Prior Learning

- The RPL Advisor conducts a desk-based review of the evidence provided for formal learning.
- Resources such as the Irish Register of Qualifications (IRQ), NARIC and CEDEPOP can be used to conduct a desk-based review of qualification equivalency for EHEA and non-EHEA programmes to assure:
 - Validity and Relevance of prior formal learning
 - Sufficiency and currency of prior formal learning
 - Authenticity and Reliability of prior formal learning
- The RPL advisor confirms subject relevance with the Dean of Faculty and Programme Lead as relevant.
- When there is insufficient evidence to approve an application for formal learning, the applicant may be advised to complete the experiential prior learning process.

Stage 4b- Evaluation of Experiential Prior Learning

- Evaluation of Experiential Prior Learning is conducted by an assessment team consisting of the RPL Advisor and subject matter experts, normally the Dean of Faculty and Programme Lead.
- The relevant award standards and CCT Experiential Learning Documentary Evidence Requirements are used to support applicants' mapping of prior experiential learning to the relevant NFQ level.
- The assessment team conducts a desk-based review of the application using approved mapping tools.
- The assessment team agrees a set of competency-based questions based on the applicant's application; sample questions are provided to the applicant in advance.
- The assessment team invites the applicant to an RPL Discussion Meeting to initially explore and validate their prior experience where appropriate, followed by an official RPL Interview.
- The assessment team makes a final determination on the assessment of prior learning using the approved mapping tools, incorporating their assessment of both the desk-based review and the RPL Interview.

Stage 5- Outcome

The RPL Advisor is responsible for communicating the outcomes of the RPEL application process to both relevant staff and the applicant:

- **Partially successful-** if the application is partially successful, the outcome of the application along with the limitations of that outcome is communicated, including the reason why part of the application is unsuccessful.
- **Successful-** if the application is successful the outcome of the application is communicated to the student including any implications such as how their award will be calculated if an exemption is granted during an award stage.
- **Unsuccessful-** if the application is unsuccessful (e.g. if the applicant is not granted an exemption or accepted onto a programme or course of study through RPL), any available options or supports will be outlined to the applicant. The applicant's right of appeal in line with the College's appeal process will be communicated to them.

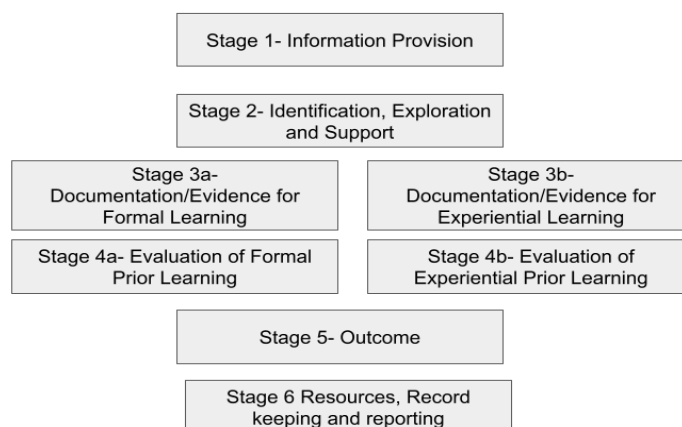
Stage 6 - Resources, Record keeping and reporting

- The Dean of Academic Affairs coordinates the development of RPL Mapping processes in collaboration with the faculty team.

- The Head of Admissions maintains an RPL Mapping Bank for formal learning mapping processes. Every time a new formal learning mapping is completed, it is added to an institutional bank of RPL mappings.
- The Head of Admissions provides a summary report to the QEC and Academic Council after each intake.
- RPL data is reported in external quality assurance processes such as programme review and institutional review.
- Where an applicant is successful in achieving advanced entry or exemptions on a programme, this is recorded on their Moodle profile by the RPL Advisor.
- Individual records maintained for all learners for their own individual records and to inform institutional reporting mechanisms in line with the College's retention schedule.

Workflow Diagram for RPL Procedure

RPL Workflow Diagram



Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
Head of Admissions Programme Leader Dean of Academic Affairs	Annual	Admissions External Examiner reports Staff development evaluation forms Admissions Audit RPL Records

POLICY CONTROL SHEET

Policy Title	Recognition of Prior Experience and Learning (RP(E)L), Admissions and Exemptions
Responsible Officer(s)	Dean of Academic Affairs
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	September 2019
Supersedes	Version 2.0
Next Review Date	August 2027
Designated Reviewer(s)	Dean of Academic Affairs

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
2.0	March 2018	Updates to reflect differentiation between RPL admissions and RPL exemptions. Detail of criteria and standards to be applied and clarification on guidance issued.	Dean of Academic Affairs	Academic Council
2.1	September 2019	Edits to reflect organisational change. Requirement to complete RPL record for learner file.	SMT / QA Committee	Academic Council
3	June 2025	New Policy to reflect sectoral development and emerging practices.	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Access, Transfer and Progression
Statutory & System Wide Basis	<p>The following legal, regulatory, and best practice context applies to this policy area:</p> <ul style="list-style-type: none"> • QQI Policy Restatement: Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training. • The Principles and Operational Guidelines for The Implementation of a National Approach to Credit in Irish Higher Education and Training (NQAI) June 2005, republished by QQI in 2015 • Assessment and Standards, Revised 2022 • QQI Award Standards • Irish National Framework of Qualifications (NFQ) • Pilot Framework for RPL in Higher Education • National qualifications frameworks (NQF) online tool • NARIC
Related CCT Policies / Forms	<p>CCTP601 – Access, Transfer and Progression</p> <p>CCTF132 – Admissions Form</p>

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 6: Admissions, Access, Transfer, Progression Recognition and Certification			
Policy and Procedure Title:	<i>CCTP603: Induction of New Learners</i>	Policy No: CCTP603	Version: 2.2
<p>Policy Statement</p> <p>It is CCT policy that all new learners will receive an induction to CCT and their chosen programme of study.</p> <p>The purpose of induction is to familiarise new learners with all aspects of the college and their new environment, raise awareness of academic policies and regulations and their location, promote the ethos and culture of CCT and to provide opportunities to establish relationships with peers, staff and faculty. Induction provides learners with an opportunity to establish answers to questions they may have and enables the College to manage expectations of students and set expectations of them appropriately.</p>			
<p>Staff Involved</p> <p>Head of Admissions, Head of Student Services, Head of Marketing, EDI Officer, Programme Leader / Faculty, QA Office, Librarian, Dean of Faculty, Faculty Coordinator(s).</p>			
Procedure Outline / Method(s) used to carry out this procedure		Responsibility of	Evidence generated by this procedure to ensure its effectiveness
<p>For each new programme intake, a designated induction period will be assigned and implemented prior to the formal teaching commences. The induction programme, which may be online and / or on campus, will focus on general College matters as well as programme specific matters. It will include information specific to all learners and information that may only be of interest to specific groups of learners.</p> <p>Induction will allow new learners to meet with members of the College, and get a more precise understanding of the programme, structures, culture, mission, goals and operation of the college. In addition, new learners will be briefed on: college procedures, policies, information, assessments, policy and procedures and code of conduct. Specific induction sessions will be provided from IT services, the library, student services, the QA Office, and the programme administration teams.</p> <p>Information provided at induction is reinforced throughout the academic year and an online orientation programme remains available to students throughout their studies. This is supplemented by the CCT Learning Space where students can access video, audio and text-based guides to support their understanding of the College, CCT services, policies and regulations, and how to develop their study skills.</p>		Head of Student Services in conjunction with ELT / Management team	E-mail communication Moodle Virtual induction Pack Welcome Webinar

<p>New Learners to CCT will be registered on the virtual Student Induction course hosted on Moodle prior to the start of their programme which includes information regarding the student handbook, CCT's Quality Assurance Manual and programme specific material:</p> <p>The induction will include the following:</p> <ul style="list-style-type: none"> • Welcome and Introductions to staff • Background and introduction to CCT • CCT programmes and awarding bodies. • Campus and virtual campus tour, • Health & Safety, netiquette and academic integrity requirements • Intro to the programme leader • Student Handbook: general explanation, and go through more important sections (for e.g.: timetable and exam dates – importance of not missing exams) • Quality Assurance policies and procedures and who to contact • Programme Handbook: general explanation • Focus on programme and first semester in question • Student services induction and explanation of: <ul style="list-style-type: none"> ▪ Clubs and societies ▪ Class rep system ▪ Specialised supports ▪ Relationships with health and counselling services • Library introduction • Moodle and IT services, including accessing their student email address. • Student cards at CCT • Useful tips to being a student at CCT <p>Students' attendance at induction is tracked to ensure all students receive the relevant information. Any students who miss induction are directed to the online orientation programme where a recording of the online induction has been posted.</p> <p>Feedback on the effectiveness of the induction process is sought from participating staff and from the attending students through the class rep system and or surveys. Feedback is used to inform the content and structure of the induction programme going forward.</p>	<p>Head of Student Services</p>	<p>Attendance log</p> <p>Feedback / minutes of meetings</p>
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Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
Head of Student Services	Each intake Annually	Induction feedback and class rep meeting Annual student service monitoring report Student Feedback surveys

POLICY CONTROL SHEET

Policy Title	Access, Transfer and Progression
Responsible Officer(s)	Head of Student Services
Issuance Date	August 2018
Effective Date	August 2018
Last Review Date	July 2019
Supersedes	Version 2.1
Next Review Date	August 2024
Designated Reviewer(s)	Head of Student Services
Scope	All staff

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
Version 2.0	April 2018	Update to reflect responsibility of Head of Student Services and the current induction programme as implemented. Feedback mechanism amended to reflect current approach.	QA Committee	Academic Council
Version 2.1	September 2019	Replacement of Head of Faculty with School Manager	SMT	Academic Council
Version 2.2	September 2022	Updated to reflect introduction of online orientation and induction programme.	QEC	Academic Council
Version 2.3	June 2025	Minor updates for clarification.		

References upon which the Policy section is based

CCT Policy area	Access Transfer and Progression
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Core Statutory QA Guidelines, 2016
Related CCT Policies / Forms	CCTP1101 – Public Information CCTP901 – Academic Supports CCTP902 – General Student Supports, Pastoral, Disability and International Learner Support Services

SECTION 7: PROTECTION OF ENROLLED LEARNERS – PUBLIC INFORMATION

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 7: Protection of Enrolled Learners – Public Information			
Policy and Procedure Title:	<i>CCTP701: Protection of Enrolled Learners (PEL) Policy</i>	Policy Number: CCTP701	Version: 2.2
<p>Policy Statement</p> <p>CCT has learner protection arrangements in place with respect to enrolled learners on all QQI validated courses, ensuring learners education at CCT is protected, and in accordance with the Qualifications and Quality Assurance (Education and Training) Act 2012. The arrangements are with at least two other providers in respect of each QQI course whereby learners will transfer to similar courses provided by the other providers or will continue their existing course transferred to one of the other providers in the instance of a trigger event. This is facilitated through membership of the HECA PEL Scheme.</p> <p>The Qualifications & Quality Assurance (Education & Training) Act 2012 stipulates that a provider should put in place for the protection of enrolled learners on programmes of three months duration or more where moneys have been paid by, or on behalf of the learner, to the provider for a programme of education and training. This legal requirement is made of individual providers, and each provider is expected to have a PEL policy and set of procedures in place. In addition to this requirement, CCT strives to ensure that all its programmes are taught out and finished. The purpose of the policy and procedure on PEL is to facilitate CCT's reaching workable and tangible PEL solutions across all programmes, for its continuation to completion. Arrangements which facilitate learners to complete their studies, is the preferred PEL option and approach for QQI and CCT, as this accommodation is in the best interests of the learner.</p>			
<p>Staff Involved</p> <p>Dean of Academic Affairs, Dean of Faculty, QA Office, Faculty staff, Dean for Administration and Finance, Head of Admissions, Faculty Office, College Director</p>			
<p>Definitions and Principles</p> <p>The legal requirement in Ireland for PEL ensures that learners enrolled on a programme, of longer than three months duration and where fees have been paid, are not disadvantaged in the event of the programme ceasing prior to completion.</p> <p>The Qualifications and Quality Assurance (Education and Training) Act, 2012, seeks to ensure that:</p> <p>Learners have the opportunity to complete a programme leading to an award,</p> <p style="text-align: center;">OR</p> <p>Learners are refunded the moneys most recently paid if a programme ends before they complete it,</p> <p style="text-align: center;">AND</p> <p>Learners are provided with adequate and accurate information about the programme that they wish to pursue and about the protection in place for them in the event that the programme ceases prior to their completion.</p>			

Providers are legally required to demonstrate compliance with Part 6 of the 2012 Act by informing QQI in writing of the arrangements in place for PEL and setting out how the provider has satisfied itself that the arrangements are adequate and meet the legal requirements, as set out by QQI protocols. The arrangements referred to above, and as outlined in the Qualifications and Quality Assurance (Education and Training) Act, 2012 are:

a) an agreement between the provider of the programme and at least 2 other providers that an enrolled learner may transfer to a similar programme of those other providers,

OR

b) where the provider considers, with the agreement of the Authority, that it is not practicable to comply with paragraph (a), that provider has arrangements in place which enable the provider to refund to an enrolled learner, or to the person who paid the moneys on behalf of the enrolled learner, the moneys most recently paid in respect of the programme concerned for -

(i) tuition fees,

(ii) registration fees,

(iii) examination fees,

(iv) library fees,

(v) student services fees, and

(vi) any other fees which relate to the provision of education, training, and related services.

Procedure Outline / Method(s) used to carry out this procedure	Responsibility of	Evidence generated by this procedure to ensure its effectiveness
<p>1. When PEL arrangements are activated</p> <p>CCT maintains academic bonding PEL arrangements with at least two alternate providers of similar programmes, in line with its PEL policy, through membership of the HECA PEL Scheme. The agreements with other providers which underpin these PEL arrangements are designed and developed in line with QQI's <i>Protection of Enrolled Learners: Protocols for the Implementation of Part 6 of the 2012 Act</i> and are documented in detail in the CCT HECA PEL Action Plan. Copies of the Action Plan are retained by CCT, the bonding providers, and the HECA PEL Oversight Committee.</p> <p>PEL arrangements will be activated when:</p> <p>a) CCT fails to provide a programme of education and training of three months' duration or longer where moneys have been paid, for any reason (including the insolvency or the winding up of that provider), or where QQI withdraws programme validation.</p>	<p>College President Dean of Academic Affairs</p>	<p>HECA PEL Scheme membership HECA PEL Grid CCT PEL Action Plan Letters detailing PEL arrangements with alternate providers</p> <p>- PEL Alternate Provision</p>

<p>b) Legal entity confirmation, and full company name and address.</p> <p>c) Programme details: Full programme title, Award title, NFQ Level, Joint Awards / Collaborative Provision, Number of Stages, ECTS per stage, Mode of Attendance (full time / part time), Number of Intakes per annum, Structured Work Placements, or any other special features.</p> <p>d) Original statement of the maximum enrolment number of learners agreed to be covered with the alternate providers on the programme, at any given time.</p> <p><i>2.1.3 Relevant Learner Records</i></p> <p>a) Learner Personal detail records (including personal reports and learning needs)</p> <p>b) Learner Academic records</p> <p>c) Learner fees records</p> <p><i>2.1.4 Programme Organisation</i></p> <p>a) Full details of academic staff (full time, part time)</p> <p>b) All administration support staff at all levels within CCT</p> <p>c) Premises information (including lease and owner information of the premises where applicable)</p> <p>d) Information on outreach or satellite centres in use, for programme delivery</p> <p>e) Key interaction contacts for the programme (including government or state agencies, international agencies etc.)</p> <p>f) All promotional information used to market the programme</p> <p><i>2.1.5 Programme Information</i></p> <p>a) Approved assessments, examination questions and marking schemes</p> <p>b) Any repeat assessments, examination questions and marking schemes</p>	<p>College President HECA PEL Oversight Committee</p>	<p>Letters detailing PEL arrangements with alternate providers</p> <p><i>PEL Alternate Provision Arrangements Document, detailing procedures around the full PEL arrangement with each provider (based on QQI PEL Protocols)</i></p> <p>Authorised access letter from legal representative confirming access to data.</p>
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<ul style="list-style-type: none"> c) Soft copies of any submissions, feedback issued to learners and resubmissions, hard copies of any previous examination scripts d) A copy of the most recent approved assessment schedule e) Copies of Programme Board meetings over the previous academic year f) Copies of minutes of Exam Board meeting minutes over the previous academic year g) Any programme related Quality Assurance meeting minutes h) Any applications for Reasonable Adjustment, issues of Plagiarism or other incidence of learner infringement on assessment and examinations over the previous academic year i) Details / copies of the validated programme submission document originally agreed with QQI, including programme schedule j) Copies of issued lecture notes and other materials distributed during the programme k) Copies of results transcripts (if applicable) and/or copies of results issued to learners up to the point of the activation of the PEL arrangements. l) Collateral and Supporting Assets necessary to provide the Programme m) ICT Network Infrastructure n) Virtual Learning Environment access (for example Moodle) o) Library materials and assets (online and actual), and borrowing records p) Online Licenses and Software related to programme delivery q) Storage and security of assessment related materials r) QA policies and procedures of the Provider s) All equipment related to the programme (owned, leased) t) Location of assets u) All other Intellectual Property related to the programme, (other than what is mentioned in e and f above) 	<p>College President Dean of Academic Affairs Head of Marketing QA Office</p>	<p>College website Registration form Student handbooks</p>
2.1.6 Information to Learners	College President	

<p>In accordance with Section 67(1) of the Act, The Provider shall, before commencing the Programme and before accepting any payment from or on behalf of an enrolled learner in respect of the Programme, notify the enrolled learner in writing of the following:</p> <ul style="list-style-type: none"> • the name of the awarding body or, where appropriate, awarding bodies making the award, • the title of the programme and the award to which it leads, and • whether the award is recognised within the NFQ, and if so: <ul style="list-style-type: none"> ○ the level of that recognition within the NFQ, and ○ whether the award is a Major, Minor, Special Purpose or Supplemental award as identified within the NFQ. • where CCT is required to have procedures for access, transfer and progression in place under section 56, a statement of how those procedures apply to that programme. • the details of the arrangements for PEL that The Provider has in place in accordance with Section 65(4) of the Act. In accordance with Section 67(2) of the Act, The Provider shall notify the enrolled learner in writing of any change in the information notified to the learner under subsection (1) within 14 days after becoming aware of that change. <p>Full institution specific details of the location and access credentials of all records that CCT are obliged to make available in the event of PEL being activated are documented in the CCT PEL Action Plan retained by CCT, the HECA PEL Oversight Committee and the bonding partners.</p> <p>The HECA PEL Oversight Committee is an independent body established to monitor ongoing compliance of members of the HECA PEL Scheme with PEL requirements specified as part of the scheme. HECA is the Higher Education Colleges Association. The HECA PEL Scheme is approved by QQI as acceptable arrangements for learner protection.</p>	<p>Dean of Academic Affairs</p>	<p>CCT PEL records with oversight committee</p>
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Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
Dean of Academic Affairs College President	Annual review for full academic year	<ul style="list-style-type: none"> - Letters detailing PEL arrangements with alternate providers - <i>PEL Action Plan</i>, detailing procedures around the full PEL arrangement with each provider (based on QQI PEL Protocols) - Audit by PEL Oversight Committee - All records of correspondence between CCT, QQI and alternate academic bonding providers, during PEL activation process (If Applicable)

POLICY CONTROL SHEET

Policy Title	Protection of Enrolled Learners
Responsible Officer(s)	Dean of Academic Affairs, College Director, Dean for Administration and Finance
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	July 2019
Supersedes	Version 2.1
Next Review Date	July 2027
Designated Reviewer(s)	Dean of Academic Affairs
Scope	Internal staff (full and part time); Learners; External Stakeholders such as QQI, HECA, bonding providers in agreement with CCT.

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
Version 2.0	August 2017	Update to reflect membership of HECA PEL scheme and change in organisational structure	Dean of Academic Affairs	Academic Council
Version 2.1	July 2019	Amendment to include access to learner data by HPS administration and responsibility to alert learners to this at point of enrolment.	QQI communication	Academic Council
Version 2.2	June 2025	Minor presentation updates	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Protection of Enrolled Learners
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, Relevant QQI Standards and Guidelines
Related CCT Policies / Forms	CCTP1001 – Privacy Statement

SECTION 8: QUALITY ASSURANCE OF TEACHING STAFF AND HUMAN RESOURCES

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 8: Quality Assurance of Teaching Staff and Human Resources			
Policy and Procedure	<i>CCTP801: Recruitment, Selection and Probation</i>	Policy No: CCTP801	Version:
Title:			2.2
<p>Policy Statement</p> <p>CCT recognises that the learner experience is impacted by staff in the classroom and outside of it and therefore prioritises recruiting staff with the appropriate qualifications and attributes that complement the quality-focused culture of CCT and promote a positive learning environment for students. For administration, technical and support staff the minimum requirements of the role will be determined by the ELT / Management Team based upon the intended objectives of the role.</p> <p>In respect of academic appointments, CCT is committed to having a qualified, competent and committed teaching staff in sufficient numbers, employing suitable teaching, learning and assessment methods and engaging in appropriate professional development, innovation, research or scholarly activity to support the delivery of the programmes in CCT, create a positive learner experience and contribute towards student success.</p> <p>CCT has developed and implemented policies and procedures to promote the recruitment and retention of qualified and experienced staff required to ensure the delivery of a quality education service.</p> <p>For academic appointments, CCT ensures oversight from Academic Council in all stages of the recruitment and selection process. Minimum requirements for academic positions are normally identified as part of the validation process and documented within the application made to QQI. CCT applies minimum requirements for all academic posts determined by the programme, modules, and framework level of the awards upon which the appointee will be teaching and or assessing.</p> <p>Academic Council of CCT has outlined the minimum requirements for academic appointments as follows:</p> <ul style="list-style-type: none"> • Evidence of appropriate subject matter expertise is essential, evidenced through academic or professional qualifications, and advanced professional, vocational, technical or research activity in a relevant field. Normally, candidates should have a qualification at the NFQ level above the programme on which they will be teaching. In the case of Masters programmes, a Masters or equivalent professional qualification is normally required. Where potential applicant lecturers do not possess a Masters qualification but are identified as experts in their field, applications should be brought to the attention of the Chair of Academic Council, Dean of Faculty and Dean of Academic Affairs who are authorised to approve a derogation where deemed appropriate. In such cases, supervision and mentorship in matters relating to teaching and assessment may be required. • Currency of subject matter expertise should be evidenced through recent and regular professional development activity including training and practice. • Training in pedagogy or experience in teaching and assessing is also desirable. Where this is not evidenced, successful candidates will be required to commit to engaging in appropriate activities to develop their experience in this area. <p>Specific staffing requirements for teaching modules is normally documented in programme validation submissions, and this will be adhered to as part of the recruitment and selection process.</p>			

Staff Involved

All full time and part time staff faculty within CCT, Lecturers, Dean of Academic Affairs, Dean of Faculty, QA Office, Faculty Office

<p>9. All interviews will be based on a semi-structured style, to allow candidates a certain amount of freedom to express their individual style and personality (factors which CCT believe are critical in a student-centred environment), while dealing with a range of consistent questions posed to all candidates. Where a presentation or mini lecture is required, the panel will notify the candidates of this as part of the invitation to interview. The interview panel make the final decision on the best candidate for the position.</p> <p>10. CCT recognises that qualifications and references verification are a crucial part of the selection process. Reference checks in particular round out the profile of a job applicant by providing third-party support and information. Reference enquiries and requests can be made by telephone, email or writing using the CCT Performance Assessment form, CCTF135 for further details.</p> <p>11. Once all references and certifications have been verified a final job offer will be issued.</p> <p>12. Important components to be included in the final job offer are: Starting salary, commencement date, length of contract, employee benefits, moving expenses (if applicable), any other negotiation points. The candidate will be given sufficient time to either accept or reject the offer. However, the college will not compromise the availability of other candidates if the candidate of choice declines the offer by allowing too much time to pass between the offer and the decision. If the candidate accepts the position, the offer and conditions of employment will be communicated to the candidate in writing as soon as possible. If the candidate declines the position, the College President will offer the position to the next candidate of choice. Once an individual has been secured for the position, all other interviewed candidates will be notified immediately.</p> <p>13. All contracts are offered on a probationary basis of 6 months, after which time the contract will be reviewed with the college president. A mentor may be assigned to the successful applicant to assist them through the initial stage of the probationary period.</p> <p>14. Academic Faculty will be assigned to modules in accordance with their subject matter expertise and the Dean of Faculty will ensure compliance with validated programme specifications. Where there is a requirement to deviate from the validated staffing specification The Dean of Faculty will refer this for approval by Academic Council.</p> <p>15. All documentation relating to the recruitment and selection process for all candidates will be processed in accordance with CCT policies for data protection.</p> <p>MONITORING AND REVIEW OF RECRUITMENT AND SELECTION POLICIES AND PROCEDURES</p> <p>Information regarding the effectiveness of the recruitment and selection process is obtained through a number of means including:</p> <ul style="list-style-type: none"> ● A review of the general suitability and number of candidates applying for the position ● Feedback received from the assigned mentor, where applicable ● Annual appraisal and performance monitoring ● Student feedback ● Annual monitoring reports ● QE Committee minutes <p>Recruitment and Selection policies and procedures shall be continuously reviewed to ensure that they reflect good practice and meet the requirements of relevant legislation.</p>	<p>Dean of Faculty / Academic Council</p>	<p>Qualification & Relevant Documentation</p> <p>Job Offer and Contract</p> <p>Staff Appraisal AC</p> <p>minutes</p>
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Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
College President	Annual	Appraisals Exit interviews Student surveys Annual monitoring
Academic Council	Semesterised	Faculty allocation reporting

POLICY CONTROL SHEET

Policy Title	Recruitment Selection and Probation
Responsible Officer(s)	College President and Dean of Academic Affairs
Issuance Date	August 2015
Effective Date	August 2015
Last Review Date	July 2019
Supersedes	Version 2.0
Next Review Date	July 2024
Designated Reviewer(s)	Dean of Academic Affairs
Scope	Internal staff (full and part time);

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
2.0	April 2018	Revision to reflect requirements of academic and non-academic recruitment and selection.	Dean of Academic Affairs	Academic Council
2.1	Sept 2019	Edit to reflect ability to secure derogation of Masters qualification requirement where other factors confirm expertise. Updated to reflect changes to organisational structure and roles.	QA Committee	Academic Council
2.2	June 2025	Minor edits for clarity of language Renumbering for presentation purposes	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Quality assurance of teaching staff & human resources
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Core Quality Assurance Guidelines
Related CCT Policies / Forms	CCTP802 – Induction of New Staff

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 8: Quality Assurance of Teaching Staff and Human Resources			
Policy and Procedure Title:	<i>CCTP802: Induction of New Staff</i>	Policy No: CCTP802	Version: 1.2
Policy Statement CCT will provide training and induction that will familiarise new staff members with current CCT's staff members, the working environment and College policy, procedures and operating practices. The induction is also used as a means of ensuring all new staff are familiar with the primary values of integrity, honesty and fairness esteemed by the College. All staff are issued with a staff handbook and a schedule of induction meetings and activities is devised by the ELT / Management Team, reflecting the role of the new employee. CCT recognises that to support employees to feel a sense of belonging and a valued member of the team it is important to issue them with key information, facilitate understanding of the College structure and processes and enable the successful development of peer relationships. Induction is seen as an important tool in promoting an inclusive and welcoming work environment. Induction is also viewed by the management team as the first important step on the ladder of professional development and career development which the College encourages and supports through the annual appraisal process, provision of in-house staff development, and support for participation in external professional development and scholarship.			
Definitions and Principles Induction – the introduction of new staff members to the College, its community, policy and procedures, values and practices.			
Staff Involved All full time and part time staff			
Procedure Outline / Method(s) used to carry out this procedure		Responsibility of	Evidence generated by this procedure to ensure its effectiveness
1. All new employees will receive formal induction training. The overall purpose of induction training is to familiarise new members of staff with all aspects of their job and new working environment. CCT recognises that the induction process is a very active one especially for the first month of employment. 2. For each new employee a member of the Management Team is assigned as the point of contact and holds responsibility for coordinating the induction programme for that employee. 3. On the employee's first day they will be met by the assigned member of staff, provided with a copy of the staff handbook and given a tour of the campus, including an introduction to their own office space and facilities. An initial induction meeting will also take place with the assigned Management Team member to explain the induction plan and go through key information.		ELT/ Management Team	Induction schedule

<p>4. The employee will be provided with a schedule of meetings over the duration of the week. The meetings will as minimum, include a meeting with each member of the ELT / Management Team. The purpose of the meetings is to:</p> <ul style="list-style-type: none"> • Discuss the area for which the manager has responsibility • Identify how the employee's role will integrate with that area • Introduce them to key documents, resources, systems or processes • Introduce them to the staff in their department. <p>5. A meeting is also arranged with the President where the employee will be provided with information to assist in understanding the College structures, culture, mission, goals and daily operation of the college. In addition, new employees will be briefed on strategic plans, information on relevant legislation, and health, safety and welfare at work.</p> <p>6. As part of welcoming a new staff member to the College the Management Team member responsible will seek to arrange an informal, social meeting where immediate team members and the new employee will meet for coffee or lunch.</p> <p>7. An experienced staff member will be appointed as a mentor to the new employee and the main role of the mentor will be to provide guidance, support, advice and feedback particularly over the first month.</p> <p>8. For new lecturing staff in-class observation is an option available during induction period, and beyond, whereby they can receive advice and constructive feedback. Additional supports can also be secured from the Dean of Faculty and through the Centre for Teaching and Learning.</p> <p>9. Each new employee will have an end of induction meeting with the assigned Management Team member and the effectiveness of the induction programme will be evaluated through a feedback discussion. Where it is apparent additional input and support is required, or where this is requested, appropriate arrangements will be implemented.</p> <p>10. All new employees are appointed for an initial probationary term. During this period, the employee will have regular meetings with their line manager and will continue to be provided with information, support and guidance to assist them in their new role.</p>		<p>Observation records / feedback</p> <p>Probation sign off</p>
Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
Management Team	Annual	Staff feedback, Ongoing Performance Review, Appraisal Performance

POLICY CONTROL SHEET

Policy Title	Induction
Responsible Officer(s)	ELT / Management Team
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	July 2019
Supersedes	Version 1.2
Next Review Date	August 2024
Designated Reviewer(s)	Dean of Academic Affairs, College President
Scope	Internal staff (full and part time);

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
Version 1.1	April 2018	Updated to reflect revised induction programme and the introduction of the Centre for Teaching and Learning for provision of ongoing supports.	Senior Management Team	Academic Council
Version 1.2	June 2025	Minor updates for presentation purposes	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Quality Assurance of Teaching Staff & Human Resources
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, Relevant QQI Standards and Guidelines
Related CCT Policies / Forms	CCTP801 – Recruitment, Selection and Probation CCTP803 – Staff Code of Conduct

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 8: Quality Assurance of Teaching Staff & Human Resources			
Policy and Procedure Title:	<i>CCTP803: Staff Code of Conduct</i>	Policy Number: CCTP803	Version: 1.2
Policy Statement CCT esteems the primary values of integrity, honesty and fairness, and strives to integrate these values into its teaching, research and business practices. Adherence to this Code will aid the College in promoting its reputation and commitment to ethical behaviour. This Code of Conduct takes account of the implications of the Ethics in Public Office Act, 1995 and the Standards in Public Office Act 2001, as well as the Qualifications and Quality Assurance (Education and Training) Act 2012 and Safety, Health and Welfare at Work Acts 1989 & 2005. The policy is intended to make staff aware of the College's Code of Conduct, (related to the College policy on Conflict of Interest), which will serve to enhance the service delivery of the College and promote the reputation of the College and its staff. Employees of the College are expected to be conversant with this Code of Conduct and the requirements of College policies and procedures governing their conduct. The College will endeavour to promote, disseminate and ensure the implementation of this Code to employees.			
Definitions and Principles The CCT Code of Conduct is a set of guidelines issued by the College to any employee, and management, on some of the more pertinent areas within educational institutions of the size, scale, and nature of CCT as an educational organisation. The Code exists to help CCT's staff to conduct their actions, in accordance with the primary values, ethical standards, and professional goals of the College.			
Staff Involved All full time and part time staff, and all external examiners, and consultants employed by the College.			
Procedure Outline / Method(s) used to carry out this procedure		Responsibility of	Evidence generated by this procedure to ensure its effectiveness
In their performance of their duties, employees should endeavour to maintain high standards in service delivery, observe appropriate behaviour and maintain the highest standards of probity. 1. Objectives 1. The objectives of this code are: <ol style="list-style-type: none"> 1.1. To set out an agreed set of ethical principles. 1.2. To promote and maintain confidence and trust in the employees of CCT. 1.3. To prevent the development or acceptance of unethical practices. 1.4. To promote the highest legal, management, and ethical standards in all the activities of CCT. 		(Specific responsibility) ELT / Management Team (General responsibility) All staff (Specific responsibility)	Minutes of Academic Council, ELT or Management Team meetings, discussing any information on this policy Minutes of any CCT committee meetings, discussing any information on this sub-policy area Minutes of any CCT meetings with employees in relation to this area

<p>3. Duty of Care</p> <p>3.1 Employees will act responsibly and fairly with due care, diligence, loyalty, respect, and prudence of a reasonable individual whose duty of care is to CCT.</p> <p>4. Conduct as Employees</p> <p>4.1 Employees will treat each other and all members of the College community with courtesy, respect, and in line with CCT's policy on Equality. Employees will lead on and actively promote the College's policy on Equality, through their behaviour.</p> <p>4.2 Employees will use the resources of the College in a proper, effective and efficient manner and will take proper and reasonable care of College property, and will not knowingly use, or permit its use, for unauthorised purposes.</p> <p>4.3 Employees are required to attend work, perform their duties in a diligent and efficient manner and not absent themselves from duty without proper authorisation.</p> <p>4.4 Employees will ensure that expenses such as travel and subsistence payments are not unnecessarily incurred either by themselves or by staff reporting to them.</p> <p>5. Gifts and Hospitality</p> <p>5.1 All actions of employees in carrying out their official duties will be above suspicion and not give rise to any actual or potential conflict of interest, and their dealings with commercial and other interests will bear the closest possible scrutiny.</p> <p>5.2 The receipt of gifts and hospitality by employees from external individuals or organisations and from those with whom they have official dealings, will be governed by the highest standards. For the purposes of these provisions, the term "gift" includes any benefit which is given to an employee free of charge or at less than its commercial price.</p> <p>5.3 The exchange of official gifts (e.g. gifts exchanged with dignitaries and officials) to and from the College is acceptable and, in such circumstances, gifts received remain the property of the College. Receipt of business-related hospitality that constitutes normal courtesies in business and community relations (e.g. attendance at a community/civic/ cultural function) is acceptable. Employees may only accept personal gifts of a reasonable value.</p> <p>5.4 Employees will not accept cash, gift cheques or any vouchers that may be exchanged for cash regardless of the amount from external individuals or organisations.</p> <p>5.5 Employees will not solicit gifts or hospitality for personal gain.</p>	<p>(Specific responsibility) Senior Management Team</p> <p>(General responsibility) All staff</p> <p>(Specific responsibility) Senior Management Team</p> <p>(General responsibility) All staff</p>	<p>Minutes of any CCT committee meetings, discussing any information on this sub-policy area</p> <p>Minutes of any CCT meetings with employees in relation to this area</p> <p>Any evidence pertaining to procedures in this area Any reports on misconduct by employees in this area</p> <p>Minutes of any CCT committee meetings, discussing any information on this sub-policy area</p> <p>Minutes of any CCT meetings with employees in relation to this area</p> <p>Any evidence pertaining to procedures in this area Any reports on misconduct by employees in this area</p>
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<p>6. Acquiring Goods and Services</p> <p>6.1 Employees will conduct purchasing activities of goods and services in accordance with College procurement policies and procedures, public policy and best business practice.</p> <p>6.2 Employees will not solicit contracts with CCT (including with students) for the supply of goods or services (other than for employment) either for their own benefit, or for any partnership or company with which they have an involvement in their private capacity, or on behalf of other persons or organisations.</p> <p>6.3 No purchase will be made from, and no sale made to, employees, or any partnership or company with which employees have an involvement in their private capacity, in respect of goods or services, unless prior sanction has been obtained from the line manager in which the transaction arises. The line manager will consult with the Dean for Administration and Finance.</p> <p>6.4 Employees will comply with prescribed levels of authority for the sanctioning of any relevant expenditure.</p> <p>6.5 Employees will not negotiate or arbitrate on any matter affecting CCT, or the purchase from, or sale of goods to the College where, in their private capacities, they are interested either as principals or as shareholders in a company so involved.</p> <p>7. Confidentiality / Use of Information</p> <p>7.1 Employees of the College are required to respect the confidentiality of sensitive information held by CCT. This would constitute material such as and in particular: a) personal information; b) information received in confidence by the College; c) any commercially sensitive information or other information sensitive to the reputation of the College. All such information must be handled in accordance with GDPR and College policy.</p> <p>7.2 Employees will observe appropriate prior consultation procedures with third parties where, exceptionally, it is proposed to release sensitive information in the public interest.</p> <p>7.3 Employees will ensure that appropriate care is taken to guarantee the security of sensitive information (in paper or electronic form) whether on or off Campus and will immediately report any breach to the Dean of Academic Affairs.</p> <p>7.4 Employees will ensure that confidential records are subject to appropriate access procedures.</p>	<p>(Specific responsibility) Senior Management Team</p> <p>(General responsibility) All staff</p> <p>(Specific responsibility) Senior Management Team</p> <p>(General responsibility) All staff</p>	<p>Minutes of any CCT committee meetings, discussing any information on this sub-policy area</p> <p>Minutes of any CCT meetings with employees in relation to this area</p> <p>Any evidence pertaining to procedures in this area</p> <p>Any reports on misconduct by employees in this area</p> <p>Minutes of any CCT committee meetings, discussing any information on this sub-policy area</p> <p>Minutes of any CCT meetings with employees in relation to this area</p> <p>Any evidence pertaining to procedures in this area</p> <p>Any reports on misconduct by employees in this area</p>
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<p>8. Intellectual Property</p> <p>8.1 The College defines intellectual property as the tangible or intangible results of research, development, programme and module design, assessment materials, teaching, or other intellectual activity, which is manifested in the form of copyrights, patents, trademarks, industrial designs and confidential/proprietary information. Intellectual property allows creativity and innovation to be captured and owned in the same way as physical property can be owned. Intellectual property includes individually and collectively all technical innovations, inventions, improvements, and/or discoveries, information, writings and software, whether patentable or otherwise susceptible to intellectual property protection, including technology and materials in their tangible form.</p> <p>8.2 As a rule, the rights to CCT Intellectual Property is the property of and vests solely and absolutely in CCT. CCT Intellectual Property includes any intellectual property in any materials and/or inventions created by academic, research and other CCT staff (full-time or part-time) in the course of their employment or by higher education students during their education by CCT or by consultants or others in the course of research, development, teaching, consultancy and other intellectual activity carried out for CCT. The College is open to applications for joint intellectual property rights where a staff member or student wishes to make an application for such. The College will engage external professionals in considering such requests.</p> <p>8.3 College Intellectual Property includes rights in any material, including any copyright (including rights in computer software and moral rights) patent, design right, trademark rights, brand rights, database rights, know how, trade secrets, confidential information, rights in design, semiconductor topography rights or other intellectual property rights or other property rights, whether vested, contingent or future anywhere in the world.</p> <p>For further information relating to IP, staff should consult their contracts or contact the Dean of Faculty. Students are advised to review policy CCTP5017: IP Created by Students</p>	<p>(Specific responsibility) Senior Management Team</p> <p>(General responsibility) All staff</p>	<p>Minutes of any CCT committee meetings, discussing any information on this sub-policy area</p> <p>Minutes of any CCT meetings with employees in relation to this area</p> <p>Any evidence pertaining to procedures in this area</p> <p>Any reports on misconduct by employees in this area</p>
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<p>9. Conflicts of Interest</p> <p>9.1 The CCT Conflict of Interest Policy CCTP806 is a supplemental policy to the CCT Code of Conduct.</p> <p>9.2 Employees have a duty to conduct themselves in accordance with the highest standards of business ethics.</p> <p>9.3 Employees will furnish to their line manager details relating to business interests including shareholdings, professional relationships etc, which could involve a conflict of interest or could materially influence employees in the performance of their duties. Any interests of employees' families of which they could be expected to be reasonably aware or a person or body connected with employees that involve a conflict of interest or could materially influence employees in the performance of their duties should also be disclosed. For this purpose, persons and bodies connected with employees include:</p> <ul style="list-style-type: none"> ■ a spouse, partner, parent, sibling or close relative. ■ a body corporate with which an employee is associated. ■ a person acting as the trustee of any trust, the beneficiaries of which include the employee or the persons at (a) above or the body corporate at (b) above; and ■ a person acting as a business partner of the employee or of any person or body who, by virtue of (a) – (c) above, relates to the employee. <p>9.4 Employees will be considered to have a real conflict of interest when they hold a personal interest, whether direct or indirect, of which they are aware and which in the opinion of a reasonably informed and well-advised person, is sufficient to put into question the independence, impartiality and objectivity that employees are obliged to exercise in the performance of their duties.</p> <p>9.5 Employees will be aware that they may have a perceived conflict of interest when they appear to have, in the opinion of a reasonably informed and well-advised person, a personal interest, whether direct or indirect, that is sufficient to put into question the independence, impartiality and objectivity that employees are obliged to exercise in the performance of their duties.</p> <p>9.6 Employees will resolve a conflict of interest in the best interests of the College by declaring their interest to their line manager. In circumstances where employees are unsure as to whether or not a conflict of interest exists, or is material, they should discuss the matter with their line manager who may consult with the Dean of Academic Affairs</p> <p>9.7 Employees serving on College committees or similar bodies must declare any personal interest in the business to be discussed, and if necessary and as required, withdraw from the consideration of such business.</p>	<p>(Specific responsibility) Management Team</p> <p>(General responsibility) All staff</p>	<p>Completed Declaration of Potential Conflict of Interest</p> <p>Records of correspondence between CCT and staff member suspected of conflict of interest</p> <p>Minutes of Academic Council and/or ELT / Management Team meetings, discussing any information on this policy</p> <p>Records of correspondence between CCT and external HR consultants, where applicable</p> <p>All written records from the conflict being reported or highlighted, to how the conflict was resolved</p>
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<p>10. Loyalty</p> <p>10.1 Employees have a responsibility to be loyal to CCT and to be committed to its activities with due regard to the tenets of academic freedom.</p> <p>11. Fairness</p> <p>11.1 This Code of Conduct places an onus on employees to ensure compliance with employment equality and equal status legislation, commitment to fairness in all business dealings, and the valuing and equal treatment of all those with whom the College interacts.</p> <p>12. Culture within CCT</p> <p>12.1 All employees are charged with espousing the culture within CCT to engage with, actively listen to students, and continually strive to provide a supreme student support service. The central objective for all CCT staff is to significantly contribute to providing high quality in all activities, and to strive to facilitate a transcendental student experience, one of the gifts of higher education.</p> <p>13. Academic Freedom</p> <p>13.1 Academic Freedom allows academic staff and learners to engage in academic debate without the fear of reprisals.</p> <p>13.2 Although academic freedom allows lecturers to teach subjects and facts in a manner of free speech, they are not permitted to preach evil or hatred</p>		
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Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
College President ELT / Management Team	Ongoing reviews throughout the academic year Annual review for full academic year	<ul style="list-style-type: none"> - Review of completed <i>Declaration of Potential Conflict of Interest</i> forms from staff - Review of records of correspondence between CCT and staff member suspected of conflict of interest - Review of minutes of Academic Council and/or ELT/ Management Team meetings, discussing any information on this policy - Review of records of correspondence between CCT and external HR consultants, where applicable - Review of all written records from the conflict being reported or highlighted, to how the conflict was resolved - Review of minutes of any CCT committee meetings, discussing any information on this sub-policy area - Review of minutes of any CCT meetings with employees in relation to this area - Review of any evidence pertaining to procedures in this area - Review of any reports on misconduct by employees in this area - Review of employee contracts

POLICY CONTROL SHEET

Policy Title	Staff Code of Conduct
Responsible Officer(s)	ELT
Issuance Date	Juen 2025
Effective Date	June 2025
Last Review Date	July 2019
Supersedes	Version 11
Next Review Date	August 2027
Designated Reviewer(s)	College President, Dean of Academic Affairs
Scope	Internal staff (full and part time); External (Examiners & Consultants)

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, Registrar
Version 1.1	April 2018	Updated to reflect changes in roles	Senior Management Team	Academic Council
Version 1.2	June 2025	Minor updates for presentation purposes	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Quality Assurance of Teaching Staff & Human Resources
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, Relevant QQI Standards and Guidelines
Related CCT Policies / Forms	CCT802 – Induction of New Staff CCTP806 – Conflict of Interest Policy

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 8: Quality Assurance of Teaching Staff and Human Resources			
Policy and Procedure Title:	<i>CCTP804: Performance Management Appraisal</i>	Policy No: CCTP804	Version: 1.2
<p>Policy Statement</p> <p>In CCT, Performance Appraisal is an ongoing process. Ongoing informal performance appraisal is carried out almost on a daily basis as a result of constant interaction between staff, management and divisions.</p> <p>CCT policy has, as the overriding purpose of performance appraisal, helping staff to improve, and thus to improve organisational effectiveness. The College implements an annual appraisal process which provides opportunity for individuals to discuss their role and fulfilment of objectives and receive feedback from management in respect of same. The appraisal process also provides an opportunity to identify career aspirations and discuss professional development intentions and opportunities.</p> <p>Objectives for performance appraisal can best be understood in terms of potential benefits which should include but not be limited to:</p> <ul style="list-style-type: none"> ● Increased staff motivation to perform effectively ● Increased staff self-esteem ● Gain new insight about the college direction ● Better clarify and define job functions and responsibilities ● Develop valuable communication among appraisal participants ● Facilitate increased self-understanding among appraisees as well as insight into the kind of developmental activities that are of value ● Distribute awards on a fair and credible basis ● Clarify goals of job under appraisal and organisational goals 			
<p>Definitions and Principles</p> <p>CCT broadly views Performance Appraisal as the interactive process, between individual staff member and supervisor, of assessing and recording staff performance, jointly re-clarifying and modifying roles and responsibilities and job description (if necessary), determining developmental needs and support requirements, and cooperative development of performance evaluation plans.</p> <p>Performance Appraisal is the scheduled focussed opportunity to assess how aligned appraisee, job, and supervisor are with regard to the overall operation of the college, in accordance with CCT's mission and strategic goals.</p>			
<p>Staff Involved</p> <p>All full time and part time staff and faculty within CCT</p>			

n) CCT will endeavour to provide the opportunity for the improvement of poor performance through mentoring and continuous review. However, should the teacher continue to demonstrate ineffective teaching duties procedures will be put in place to remove them from CCT’s teaching staff.		Executive Leadership Team	Staff feedback Annual Monitoring Review
Monitoring and Review of Appraisal Procedures <ul style="list-style-type: none">● It shall be the responsibility of the Executive Leadership Team to monitor on an ongoing basis the effectiveness of the appraisal procedures.● The annual monitoring exercise and the periodic review shall provide feedback opportunities for the College to formally review and evaluate the appraisal of staff.● The appraisal policies and procedures shall be continuously reviewed to ensure they reflect best practice.			
Monitoring			
Monitor (Job Title)	Frequency	Monitoring Method(s)	
ELT	Annual	Staff feedback	

POLICY CONTROL SHEET

Policy Title	Performance Management Appraisal
Responsible Officer(s)	College President
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	September 2019
Supersedes	Version 1.2
Next Review Date	August 2026
Designated Reviewer(s)	College President
Scope	Internal staff (full and part time); Graduates

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
Version 1.1	April 2018	Edits to reflect roles and structures	Dean of Academic Affairs	Academic Council
Version 1.2	September 2019	Change of responsibility for monitoring effectiveness to the Executive Leadership Team.	SMT	Academic Council
Version 1.3	June 2025	Minor updates for presentation purposes	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Quality Assurance of Teaching Staff & Human Resources
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, Relevant QQI Standards and Guidelines
Related CCT Policies /Forms	Staff Appraisal Form CCTP802 – Induction of New Staff CCTP803 – Staff Code of Conduct

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 8: Quality Assurance of Teaching Staff & Human Resources			
Policy and Procedure Title:	<i>CCTP805: Scholarship, Professional Development, Innovation and Research</i>	Policy Number: CCTP805	Version: 1.1
<p>Policy Statement</p> <p>CCT College identifies as a teaching and learning institution and recognises the importance of being a learning organisation in the broadest sense, not simply for the students. A priority for CCT is to be a learning organisation where scholarship, professional development, innovation and research activity convert into knowledge that is used to inform curriculum delivery, curriculum content, programme design and development, enhancing the student experience, and for overall enrichment of the College and its community. CCT is a learning organisation that builds capacity, increases knowledge and skills, develops critical reflection, understanding and insight, and facilitates growth and development. CCT recognises that new knowledge comes from engagement in a range of research and advanced professional and technical activity as well as through scholarship and innovation and encourages this across the College.</p> <ol style="list-style-type: none"> 1. CCT is committed to supporting the academic development of its staff in financial and other practical ways. 2. CCT will strive to create and promote opportunities that allow staff to become and/or remain experts in their field. 3. CCT is committed to the ongoing development of its staff and will actively encourage further training and education. <p>CCT recognises that staff development and training is a necessary and worthwhile commitment and having staff and learners that are abreast of these advances and developments in their field is imperative for the continued advancement of CCT and its learners. For this reason, CCT also supports the engagement of staff and faculty in research related activities such as membership of advisory boards, working groups and professional committees.</p> <p>The College commits to:</p> <ul style="list-style-type: none"> • Promoting knowledge development and knowledge enhancement activities among staff and faculty. • Requiring faculty to utilise existing research to ensure their practice and curriculum is research informed • Encouraging faculty to engage in activities that result in their practice and curriculum being research led. • Participating in or being the subject of research by external bodies to assist in organisational and sectoral development and enhancement. • Using research to inform decision-making within the College. • Developing appropriate links with other higher education institutions, professional bodies and industry to promote enquiry, knowledge creation, and knowledge enhancement. <p>CCT commits to providing access to resources, expertise, support and time to engage in and with scholarship, professional development, innovation and research where it is relevant to the activities of the College, its staff or faculty and its students. The College promotes a culture of collaborative professional learning, encouraging the</p>			

dissemination of new knowledge with peers through a variety of dissemination activities including presentations, learning lunch seminars, conferences, workshops and in-house exhibitions. The College recognises the value to the College and to students of having a workforce engaged in knowledge creation and knowledge development and particularly the example this sets and the benefits this brings in promoting research and innovation within the student community.

Recognising that lack of confidence is often a barrier to engaging in knowledge creation activities, CCT is committed to ensuring appropriate access to library resources and personnel, educational consultants and in-house expertise as well as the regular dissemination of user-friendly research resources. This will be coordinated through the Centre for Teaching and Learning incorporating the College library service.

Through the Centre for Teaching and Learning, CCT will also provide sessions to faculty and students to develop and enhance their research, scholarship and innovation activity. These sessions will be in addition to masterclasses and workshops provided to faculty that promote collaborative pedagogic practice and improving practice in the classroom. The Centre for Teaching and Learning will also take ownership of the facilitation or promotion of the National Forum for the Enhancement of Teaching and Learning Digital Badges. External facilitators will be brought in from the Teaching and Learning community to facilitate completion of National Forum Digital Badges where there is demand for this. Further to in-house provision and staff development, CCT encourages applications for further study, up to and including PhD level, and offers financial and time support for this. Attendance or presentations at conferences is also actively promoted and support is provided for this. Through the Centre for Teaching and Learning CCT will develop and retain a register of scholarship, professional development, innovation and research.

Scope Except where otherwise stated, this policy applies to all permanent members of academic staff, and to all holders of full-time academic contracts, where the contract is for a duration of one year or longer. Entitlements for part-time members of academic staff, entitlements will be pro rata according to appropriate legislative provisions. To enhance the research culture within the college and provide incentives for staff to engage in ongoing professional development, the college is committed to creating, consolidating or enhancing, as appropriate, certain provisions for and in cooperation with the academic staff.

Staff involved Dean of Academic Affairs, Dean of Faculty, Faculty, Departmental Heads, Librarian, College President, Dean of Teaching and Learning

Procedure Outline / Method(s) used to carry out this procedure	Responsibility of	Evidence generated by this procedure to ensure its effectiveness
<p>Procedure</p> <p>1. Effective and comprehensive scholarship, professional development, innovation and research practices and plans must</p> <ul style="list-style-type: none"> i. attend to staff and organisation improvement, ii. derive from a developmental plan, iii. include attention to process and product, iv. be anchored in the daily operation of the college, 	<p>Departmental managers College President Dean of Teaching & Learning</p>	<p>Development Plans</p>

<p>Where a member of staff or faculty identifies a programme of study or professional development of interest to them which they feel will be of benefit to their role and the College they are required to follow the following:</p> <ol style="list-style-type: none"> 1. Bring the matter to the attention of their line manager outlining the following: <ol style="list-style-type: none"> i. The details of the programme of development activity ii. The location, date(s) and times and the impact this may have on fulfilling role obligations iii. The perceived benefits to the individual and the College iv. The supports being sought. 2. The line manager may request the staff member to agree a dissemination activity that will assist in developing knowledge or expertise of colleagues. 3. Following discussion with the line manager, the manager will bring the request to the attention of the College President for approval. 4. The provision of time and financial support may be covered up to 100% at the discretion of the College. 5. Additional conditions may be assigned to the provision of supports by the College <p>In-house Professional Development</p> <p>CCT provides a schedule of professional development activities for staff and faculty. All staff are required to participate in sessions that are assigned as compulsory.</p> <p>Academic Faculty are allocated up to 16 in-house development days each academic year. These are compulsory sessions generally scheduled in non-teaching periods and the focus of the sessions is pre-determined by the Dean of Faculty in consultation with the Programme Leaders and College Management Team.</p> <p>Going forward, the Centre for Teaching and Learning will lead on the provision of in-house professional development for faculty. In addition to the allocated development days, Faculty are invited to participate in additional sessions offered by the Centre for Teaching and Learning. In-house sessions are scheduled to take into account the teaching timetable. Where necessary sessions are duplicated to allow maximum engagement.</p> <p>In addition to scheduled sessions, individual faculty can request one to one mentoring and guidance sessions for support with research and professional development activities such as conference paper development, authoring journal articles etc.</p>	<p>Managers</p> <p>College President</p> <p>Dean of Faculty Dean of Teaching & Learning</p>	<p>Applications / requests for support</p> <p>Schedule of events, feedback forms, monitoring report</p> <p>Audit Participation records</p> <p>Annual report for CTL.</p>
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<p>Research and Innovation</p> <p>Staff and faculty are encouraged to engage in research and innovation activities. Research and innovation in relation to teaching, learning and assessment in higher education or in relation to a specific subject discipline is encouraged and supported. Recognising the variance in experience and confidence among academic staff in this area, the College has adopted a developmental approach that looks to progress faculty from being research informed to research engaged.</p> <p>An audit of the research interests of academic staff in respect of teaching and learning or in respect of their discipline, is maintained by the College Library Service and utilised to enable the library to provide relevant research materials to faculty. Active engagement with the research is encouraged through the Centre for Teaching and Learning. A learning lunch seminar series, led by the Dean of Faculty, empowers faculty to share the findings from either their own research or from the research they have reviewed, as provided by the library or from other sources. This is further supported by the research support services provided by the Centre for Teaching and Learning, engaging educational consultants as required.</p> <p>CCT offers an expert lecture series, inviting external academics, professionals, and industry representatives deemed experts in their field, to present to faculty and students of the College. This provides up to date specialist input at the forefront of the field of learning to students and faculty alike. Faculty are actively encouraged to participate in the lecture series and engage with the content to support curriculum delivery and updating, their practice as higher education professionals, or to inform programme development. The addition of expert seminars on teaching, learning and assessment in higher education will further develop opportunities for faculty to engage in research or develop and apply innovation to enhance their practice. For faculty wishing to undertake research or innovation, a proposal must be submitted to the Dean of Faculty, in the first instance, where any of the following circumstances apply:</p> <ul style="list-style-type: none"> • Where financial or time support is required • Where CCT staff or students are intended as the focus or participants in the research • Where CCT facilities are to be used for the completion of the research or innovation • Where the research or innovation project is a joint initiative with an external party • Where research support is required from the Centre for Teaching and Learning <p>Where deemed necessary, the Dean of Faculty will arrange for a review of the proposal from an ethical practice perspective. This will be undertaken by appropriately qualified and experienced staff and will be reflective of the ethical approval policy that is applied for student research proposals. Appropriate dissemination activities are agreed as part of the research and innovation approval process.</p>	<p>Dean of Teaching & Learning Faculty Dean of Faculty</p> <p>Dean of Faculty</p> <p>Dean of Faculty President</p> <p>President</p>	<p>Schedule of expert lectures</p> <p>Proposals</p>
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Monitoring and Evaluation <ul style="list-style-type: none"> • Development and maintenance of a register of scholarship, professional development, research and innovation will assist the College in assessing the extent of engagement in such activities. • Dissemination activities will be used to evaluate the effectiveness of the activities engaged in and the benefits to the College. • Staff appraisals will be used as a means for monitoring and reviewing the effectiveness of this policy. • Specific feedback evaluation forms of certain development activities will be completed by staff, immediately following the event. • The annual monitoring exercise and periodic review shall provide feedback opportunities for the college formally to review and evaluate scholarship, professional development, innovation and research activity. • The QE Committee will monitor the level of engagement and make recommendations to the Academic Council for necessary changes to provision of scholarship, professional development, innovation and research activity. • Information will be gathered from the exit interview of staff members, should they resign or if their contract is not renewed. 	QE Committee	
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Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
President Dean of Faculty Dean of Academic Affairs Dean of Teaching & Learning Departmental Heads	Annually Ongoing	Annual appraisals Proposals Professional development register Dissemination activities

POLICY CONTROL SHEET

Policy Title	Scholarship, Professional Development, Innovation and Research
Responsible Officer(s)	Dean of Faculty, President
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	July 2019
Supersedes	Version 1.0
Next Review Date	August 2026
Designated Reviewer	Dean of Faculty Dean of Teaching & Learning, Librarian
Scope	All staff and faculty

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
New policy	April 2018	Replaces previous equivalent policy to more fully reflect the range of activities and the commitment to research and scholarly activity.	Dean of School	Academic Council.
Version 1.1	June 2025	Minor changes to Staff Involvement sections. Minor changes to enhance presentation.	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Quality Assurance of Teaching Staff and Human Resources
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; QQI Core Statutory Guidelines for Quality Assurance
Related CCT Policies / Forms	CCTP801 – Recruitment Selection and Probation Policy CCTP802 – Staff Induction CCTP803 – Code of Conduct Policy CCTP804 – Performance Management Appraisal

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 8: Quality Assurance of Teaching Staff & Human Resources			
Policy and Procedure	CCTP806: Conflict of Interest	Policy No:	Version:
Title:		CCTP806	2.0
Policy Statement <p>The policy is intended to address scenarios where potential actual or perceived conflicts of interest may arise, and to establish procedures whereby such conflicts may be avoided or properly managed. It is the policy of the college to operate in accordance with the obligation to manage or avoid ethical, legal, financial or other conflicts of interest, and to ensure that the activities of the College, its representatives, or appointed or contracted third parties adhere to and comply with this obligation.</p> <p>The policy applies to all staff, faculty, employees and contractors and must also be brought to the attention of consultants, external examiners, panel members and other such parties as may be deemed appropriate by the Dean of Academic Affairs or College President.</p> <p>The education of students, analysis and interpretation of research results, hiring of staff, procurement of materials or services and other duties of the College or its employees must be free from undue influence by outside interests.</p> <p>Full-time employees of the college are expected to accord their primary professional loyalty to the college and to arrange outside obligations, personal interests and activities so as not to conflict with their overriding commitment to the college. For this purpose, references to personal interests and/or personal gain include monetary or non-monetary interests or gains and include those of their spouse, parents, siblings and business partners and any company controlled by any of the foregoing or any two or more of them together.</p> <p>Part-time employees of the college are expected to make a commitment to the college consistent with the terms of their employment and are expected to arrange outside obligations and activities so as not to conflict with their contracted commitment to the college.</p> <p>Third parties such as consultants, external examiners and panel members are expected to declare any potential, actual or perceived conflicts of interest they may prevent them from fulfilling the role for which they are being sought. In particular, external examiners and potential panel members are required to confirm their independence and impartiality and any interests that may be perceived as influencing decisions they may make in respect of CCT and its business activities.</p>			
Staff Involved <p>All full time and part time staff, external examiners, panel members and consultants utilised by the College</p>			
Definitions <p>The term "Conflict of Interest" refers to a conflict between the duties of an individual in relation to the College on the one hand and their personal / employment / business / financial interests on the other.</p> <p>A conflict of commitment is considered to be a conflict of interest for the purposes of this policy. A conflict of commitment occurs when the commitment to external activities of a staff member adversely affects their capacity to meet college responsibilities. This form of conflict is recognised by a perceptible reduction of the time and energy devoted by the individual to college activities.</p>			

External Examiners and Panel Members As part of the appointment of external examiners and potential panel members for programme review and revalidation, this policy and the appropriate form must be issued for completion by the relevant parties. Where potential, actual or perceived conflicts of interest are declared these must be brought to the attention of the Dean of Academic Affairs who will consider the impact and implications and determine the appropriate course of action. Where appropriate, the Dean of Academic Affairs will consult with QQI. Completed declarations of conflict of interest will be retained by the QA Office as part of the external examiner / panel member records. Records will be securely destroyed once the retention period has been reached. External Examiner records are normally retained for the duration of the tenure. Panel member records are retained until the completion of the panel process.			Dean of Academic Affairs	
			QA Office	
Monitoring				
Monitor (Job Title)	Frequency	Monitoring Method(s)		
Dean of Academic Affairs College President	Ongoing reviews throughout the academic year	<ul style="list-style-type: none"> - Review of completed Declaration of Potential Conflict of Interest forms - Review of records of correspondence between CCT and staff member suspected of conflict of interest - Review of minutes of Academic Council and/or ELT / Management Team meetings, discussing any Conflict-of-Interest cases arising - Review of records of correspondence between CCT and external HR consultants, where applicable - Review of all written records from the conflict being reported or highlighted, to how the conflict was resolved 		
QA Office	Annual review for full academic year			
	Upon appointment of external examiners / panel members			

POLICY CONTROL SHEET

Policy Title	Conflict of Interest
Responsible Officer(s)	College President, Dean of Academic Affairs
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	August 2024
Supersedes	Version 2.0
Next Review Date	August 2027
Designated Reviewer	Dean of Academic Affairs
Scope	Internal staff (full and part time); External (Examiners, panel members & Consultants)

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, Registrar
Version 2.0	April 2018	Updated to reflect requirements relating to external examiners and panel members	Dean of Academic Affairs	Academic Council
Version 2.1	June 2025	Minor changes for presentation and clarity of language	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Policy for Quality Assurance
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Core Statutory Quality Assurance Guidelines
Related CCT Policies / Forms	Declaration of Potential Conflict of Interest Records CTP803 – Staff Code of Conduct CTP403 – Programme Review and Revalidation

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 8: Quality Assurance of Teaching Staff & Human Resources			
Policy and Procedure Title:	<i>CCTP807: Mutual Respect</i>	Policy Number: CCTP807	Version: 2.0
<p>Policy Statement</p> <p>CCT is committed to the promotion and management of an environment for work and study which upholds the dignity and respect due to each individual. CCT supports every individual's right to work and /or study in a climate which respects their individuality and diversity, and in an environment free from threat, harassment, intimidation, or bullying.</p> <p>Sexual harassment, harassment or bullying in any form is totally unacceptable. CCT will not tolerate any staff member, student at the College, or member of the public being treated with anything less than professional courtesy and respect.</p> <p>This policy is guided by the general principle that the intention of the perpetrator of harassment or bullying is irrelevant. It is the effect of the behaviour on the subject that is important. Therefore, it is the responsibility of all staff and students to be alert to their obligations under this policy and the possible effect of their behaviour on others and to manage such interactions positively and to the highest professional standards.</p> <p>A complaint of sexual harassment, harassment or bullying by or against a student or member of staff may, following investigation, lead to disciplinary action. Disciplinary action may include a range of responses, from verbal warnings to dismissal from employment, or being expelled from the College.</p> <p>The objectives of this policy are to:</p> <ol style="list-style-type: none"> 1. Promote awareness of the issues arising for staff, students, contractors and clients of CCT by way of direct communication and workshops, and to provide training, where appropriate. 2. Deter unacceptable behaviour and to help create an environment where staff, students, contractors and clients of the CCT can interact together free from sexual harassment, harassment or bullying in any form. 3. Provide an effective procedure for dealing with allegations of sexual harassment, harassment or bullying. <p>Disciplinary action for allegations of sexual harassment, harassment, and/or bullying, against full or part time staff at CCT, are dealt with through the Disciplinary Procedures documented in the Employee Handbook. Where the allegation stems from a student, the student should follow the complaints procedure in the first instance. Disciplinary action for allegations of sexual harassment, harassment, and/or bullying, against a student are dealt with through the Learner Code of Conduct and Disciplinary Procedures.</p> <p>Definitions and Principles</p> <p>CCT is aware that it is not always easy to clearly define what constitutes harassment or bullying. This section defines the terms Sexual Harassment, Harassment and Bullying. The definitions are drawn from current legislation and codes of practice. The Employment Equality Acts 1998 and 2004 do not prohibit all relations of a sexual or social nature. It is the unwanted nature of the conduct which distinguishes sexual harassment and harassment from friendly behaviour which is welcome and mutual. Sexual harassment, harassment or bullying is defined by the impact of the behaviour on the recipient and not necessarily by the intention of the perpetrator</p>			

1. Sexual Harassment

The Employment Equality Acts 1998 and 2004 define sexual harassment as:

“any form of unwanted verbal, non-verbal or physical conduct of a sexual nature, being conduct which has the purpose or effect of violating a person’s dignity and creating an intimidating, hostile, degrading, humiliating or offensive environment for the person”

The Acts provide a non-exhaustive list of unwanted conduct that may constitute sexual harassment, namely, “acts, requests, spoken words, gestures or the production, display or circulation of written words, pictures or other material”. Sexual harassment can undermine the dignity of the recipient, regardless of gender, and may adversely affect work or study performance. A single incident may constitute sexual harassment. Many forms of behaviour can constitute sexual harassment. The term includes examples like those contained in the following list, although it must be emphasised that the list is illustrative rather than exhaustive.

- **Physical conduct of a sexual nature** – This may include unwanted physical contact, ranging from unnecessary touching, patting or pinching or brushing against another employee’s body, to assault/coercive sexual intercourse.
- **Verbal conduct of a sexual nature** – This includes unwelcome sexual advances, propositions or pressure for sexual activity outside the workplace after it has been made clear that suggestions are unwelcome, unwanted or offensive flirtations, suggestive remarks, innuendo or lewd comments, suggestions that sexual favours may further someone’s career / examination results, or that a refusal may damage same
- **Nonverbal conduct of a sexual nature** – This may include the display of pornographic or sexually suggestive pictures, calendars, objects, written materials, emails, text messages or faxes. It may also include leering, whistling, or making sexually suggestive gestures.
- **Sex-based conduct** – This would include conduct that denigrates, ridicules, is intimidatory or physically abusive of an individual because of their gender, such as derogatory or degrading abuse or insults which are gender related.

2. Harassment

Harassment is defined in the Employment Equality Acts 1998 and 2004 as:

“any form of unwanted conduct related to any of the discriminatory grounds” namely: Gender, Marital status, Family status, Sexual orientation, Religion, Age, Disability, Race/colour/nationality/ethnic or national origin, Traveller community membership. The Acts provide a non-exhaustive list of unwanted conduct that may constitute harassment, namely “acts, requests, spoken words, gestures or the production, display or circulation of written words, pictures or other material”

A single incident may constitute harassment. Many forms of behaviour can constitute harassment. The term includes examples like those below, although it must be emphasised that the list is illustrative rather than exhaustive.

- **Verbal harassment** – spoken words, jokes, comments, ridicule or songs, or jokes about a person’s membership of a protected category, demeaning and derogatory remarks, name calling, unwelcome comments, unwarranted criticism of work/study performance etc. that is related to one or more of the discriminatory grounds.
- **Written harassment** – including faxes, notices, electronic text messages, emails, internet chat rooms etc. that is related to one or more of the discriminatory grounds.
- **Physical harassment** – jostling, shoving or any form of assault that is related to one or more of the discriminatory grounds.
- **Intimidatory harassment** – postures, posturing or threatening poses that is related to one or more of the discriminatory grounds.
- **Visual display** such as posters, emblems or badges that is related to one or more of the discriminatory grounds.
- **Isolation or exclusion** from social activities, or in workplace activities or course of study that is related to one or more of the discriminatory grounds;

- **Pressure to behave** in a manner that the employee thinks is inappropriate, for example, being required to dress in a manner unsuited to a person's ethnic or religious background, or otherwise that is related to one or more of the discriminatory grounds.
- **Undermining the authority** of a colleague in the workplace that is related to one or more of the discriminatory grounds.

3. Bullying

Bullying is defined as:

Repeated inappropriate behaviour, direct or indirect, whether verbal, physical or otherwise, conducted by one or more persons against others, at the place of work and/or in the course of employment and/or in the course of their study, which could reasonably be regarded as undermining the individual's right to dignity at work or study. An isolated incident of the behaviour described in this definition may be an affront to dignity at work or study, but as a once-off incident is not considered to be bullying.

Bullying can include verbal, gesture or physical bullying, exclusion or extortion. Many forms of behaviour can constitute bullying, which can include:

- **Verbal Abuse** – shouting, spoken words, making jokes, undermining a person's authority through misplaced and unwarranted criticism of an individual and their professional performance, ridiculing the employee or student in front of other employees and/or individuals, setting unrealistic and unattainable targets, spreading malicious rumours about an individual around the organisation, humiliation, sneering or ridicule and falling within the definition above.
- **Nonverbal Abuse** – Looks, gestures, displaying emblems on clothing, exclusion, whistling, isolation at lunch breaks or social events, etc. and falling within the definition above.
- **Written Abuse** – including faxes, notices, electronic text messages, emails, internet chat rooms etc. and falling within the definition above.
- **Physical Abuse** – Hitting, bodily contact that is abusive in nature, shaking fists in a threatening manner, sabotaging a colleagues' personal belongings etc. and falling within the definition above.

Individuals or groups of people can be responsible for or be the victims of bullying. It can occur between a manager/supervisor and subordinate, between subordinate and a supervisor/manager, between staff and students, between students and staff, and within peer groups. Legitimate and reasonable management and supervision of staff and/or students does not constitute bullying. It is important however that those responsible for managing poor performance and conduct do so through the operation of fair procedures, and not through an aggressive management /supervisory or lecturing style.

Procedure Outline / Method(s) used to carry out this procedure	Responsibility of	Evidence generated by this procedure to ensure its effectiveness
It is recognised that allegations of sexual harassment, harassment or bullying can influence the victim's confidence and willingness to report such occurrences. In particular, the named point of reporting, as defined in the College Complaints Procedures, may give rise to concern or discomfort for the individual. While CCT encourages reporting through the prescribed procedures relevant to staff or students, the College acknowledges and recognises the right of the complainant to initiate their complaint through the point of contact with whom they feel most comfortable. Upon receipt of a complaint, the College will seek to revert to the applicable procedures, making appropriate exceptions where reasonable and justified.	All staff	Records of reporting and referral

<p>All individuals making an allegation of sexual harassment, harassment, or bullying will be provided with access to supports for the duration of any investigatory or disciplinary proceedings as deemed appropriate.</p> <p>The College reserves the right to suspend any individual accused of sexual harassment, harassment or bullying pending investigations and disciplinary proceedings. Records of allegations, investigations and disciplinary proceedings will be retained in accordance with the applicable policy.</p>				
Monitoring				
Monitor (Job Title)	Frequency	Monitoring Method(s)		
Dean of Academic Affairs	Ongoing reviews each semester	<ul style="list-style-type: none"> - Review of all Complaints applications made each academic year - Review of Policy and Procedure Monitoring and Report form, for this policy - Annual review of policy information 		

POLICY CONTROL SHEET

Policy Title	Mutual Respect
Responsible Officer(s)	Dean of Academic Affairs
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	July 2019
Supersedes	Version 2.0
Next Review Date	August 2024
Designated Reviewer(s)	Dean of Academic Affairs
Scope	Internal staff (full and part time); Learners; Appeals Board

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
Version 2.0	March 2018	Removal of duplication of process resulting in overlap with complaints procedures and disciplinary procedures for staff and students. Revised policy directs complainants to applicable procedures but acknowledges the right of reporting to an alternative party.	Dean of Academic Affairs	Academic Council
Version 2.1	June 2025	Minor updates for presentation purposes	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Learning Resources and Student Support
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Core Statutory QA Guidelines
Related CCT Policies / Forms	CCTP803 Staff Code of Conduct CCTP903 Students Complaints Procedures CCTP906 Learner Code of Conduct and Disciplinary Procedures

SECTION 9: LEARNING RESOURCE AND STUDENT SUPPORT

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 9: Learning Resource and Student Support			
Policy and Procedure Title:	<i>CCTP901: Academic Supports Policy</i>	Policy No: CCTP901	Version: 1.3
Policy Statement CCT recognises the need to balance the requirement for higher education promoting self-directed learning and development with the provision of a nurturing and supportive learning environment that enables and empowers learners to attain their potential. The College requires all learners to demonstrate a commitment to their studies through high level attendance, strong in-class participation, and appropriate engagement with assessment activities. The College will support this through its commitment to the provision of adequate and appropriate academic supports to learners to facilitate them successfully completing their studies. Learner support operates in several ways and at varying levels within CCT. A culture of constant interaction between staff and students is fostered and actively promoted at all levels in the College. The existence of an 'open-door' policy and approach, at all levels, is communicated to new staff at interview and induction stages as an expectation the College places on all staff. The open-door policy is communicated to students from induction and throughout their studies. The underlying rationale of this policy is to ensure that the priority is always the student. This policy will be monitored and reviewed on a regular basis to ensure and enhance the effectiveness of the resources available to support student learning.			
Staff Involved All full time and part time faculty within CCT, Dean of Faculty, Librarian, QA Office, Faculty Office, Head of Student Services			
Procedure Outline / Method(s) used to carry out this procedure		Responsibility of	Evidence generated by this procedure to ensure its effectiveness
1. Academic Supports provided by CCT Faculty CCT recognises that, in order to facilitate learners fulfilling their potential, additional academic guidance and support may be required. Academic support is largely facilitated through the academic faculty but can also be arranged through the learner contacting the Faculty Office, the Head of Student Services or the QA Office.		Faculty	Student Survey

<p>Academic support for students spans the following main levels at CCT: Class/Module, Lecturer, library and College. In addition to basic programme design and delivery, college faculty and staff have an obligation to provide constant academic support to all learners. This involves assisting learners from all types of educational and cultural backgrounds to guide, clarify, support, and help meet course assessment requirements. In particular, the Class Lecturer(s) and library staff would be the most appropriate authorities in this regard. Appointment consultation times are sometimes necessary in busy periods (for example: exam times) with the appropriate personnel, otherwise and normally, students can get support whenever they wish.</p> <p>One of the main responsibilities of a faculty member is to provide support to students on the programme. The purpose of academic support is to offer students advice and help regarding any general or subject specific academic challenges they may experience during their studies. Faculty can often identify where a learner may benefit from academic support. It is the responsibility of faculty to highlight to the Programme Leader any learner who may fall into this category. Indicators may include, but are not restricted to, low level attendance or class participation, under performance in assessment, late or non-submission of assessments, academic impropriety, and in some instances, the visible distress of the learner. Any learner that shows a decline in their engagement, interaction, or performance should be highlighted.</p> <p>It is also the learner's responsibility to communicate when they feel they require additional academic support. In such cases they should approach the most suitable member of faculty or the Faculty Office to express this and plan. Learners are advised of this at induction and regularly throughout their studies.</p> <p>Library and Library Services</p> <p>Academic support may also be provided through the library. Specifically, the Librarian is responsible for:</p> <ul style="list-style-type: none"> ● Inducting all learners into the library and providing them with support for its ongoing use ● Ensuring that learners are able to access the resources identified on module reading lists ● Answering library related queries ● Supporting learners in accessing relevant materials including obtaining those not available in the library, where practicable and within copyright ● Supporting learners in developing academic writing and research skills <p>The College provides study skills supports through the Library service to supplement that incorporated into programmes of study. This provides practical support and guidance for all learners with their academic writing and research requirements. Learners can request additional study skills guidance through the library service at any stage throughout their studies. The sessions address matters such as:</p> <ul style="list-style-type: none"> ● Academic writing ● Referencing ● Report writing ● Literature Research skills 	<div>Learners</div> <div>Librarian</div>	<p>Minutes from Student Rep and Student Services meetings</p> <p>E-mail and other communications</p>
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<ul style="list-style-type: none"> ● Note taking ● Study skills ● Time management ● Revision and examination techniques <p>Placement Supervisor</p> <p>Where learners complete a placement as part of their programme of study they will be assigned a CCT faculty member to act as placement supervisor. Supervisors are subject matter experts in the discipline of study being undertaken by the learner and are familiar with the programme content and the module requirements to which the placement relates. It is their responsibility to provide information and guidance on a one-to-one basis and in small groups to support learners in completing their placement and any written assessment associated with this.</p> <p>Specific responsibilities of supervisors are determined by the Programme Leader but as a minimum the supervisor will:</p> <ul style="list-style-type: none"> ● Be a point of contact for the learner throughout their placement ● Visit, support and assess the learner in the context of the placement ● Provide regular feedback and guidance to the learner throughout placement ● Alert the Programme Leader to any learner who presents as experiencing difficulty in placement <p>Full information is available in the CCT Work Placement Allocation, Support and Quality Assurance Policy.</p> <p>Project Supervisors</p> <p>Many learners in CCT are required to undertake a capstone project as part of their studies and will be assigned a supervisor either on a one to one or on a small group basis, depending on the requirements of the module in accordance with the CCT policy on Project Supervision. Where relevant, allocation of supervisors takes place after learners have submitted their proposals to ensure supervisors are appropriately qualified and experienced to support their learners in the specifics of their chosen project. The role of the supervisor varies according to the programme and the module and is communicated to learners through programme specific information but, at a minimum, a supervisor will:</p> <ul style="list-style-type: none"> ● Provide, support and guidance to the learner in relation to their project ● Monitor learner progress and encourage the learner to make regular draft submissions ● Provide feedback on draft submissions including recommendations and study skills support ● Advise on the breadth, focus and methodologies selected by the learner ● Assess the project and any associated presentation, as applicable <p>English Language Support</p> <p>CCT provides English language support studies as required by any higher education learners. This supplements full-time study for international students where it is required. Learners wishing to avail of English Language support studies are required to notify the Faculty Office who will liaise with the Dean for Administration and Finance to arrange this.</p>	<p>Supervisors</p> <p>Learners Faculty Office</p>	<p>Student feedback External Examiner report</p>
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<p>Quality Assurance and Monitoring</p> <p>The Head of Student Services chairs the meeting of the Student Services and Pastoral Care Committee which seeks to establish the level of satisfaction with the services provided. In addition, the satisfaction with and suitability of supports provided is monitored and evaluated through student and graduate feedback through the Learner Satisfaction survey and Graduate survey, and feedback and results form part of the Annual Monitoring Report prepared by the Heads of Faculty.</p> <p>The Programme Board and Board of Examiners will also consider the suitability of project supervision and placement supervision supports. Any recommendations from faculty, External Examiners, analysis of learner performance, or other indicators will inform the ongoing provision of academic supports and their format.</p> <p>The QE Committee also seeks an annual report from the Head of Student Services for referral to Academic Council.</p>		<p>Dean for Administration and Finance</p> <p>Head of Student Services</p> <p>Board of Examiners</p> <p>Programme Board</p> <p>QE Committee</p>	Annual Report
Monitoring			
Monitor (Job Title)	Frequency	Monitoring Method(s)	
<p>Dean of Academic Affairs Dean of Faculty</p> <p>Head of Student Services QE Committee</p>	Annually	<p>Review of minutes from Programme Board meetings Review of Minutes from student services meetings Annual Monitoring Reports</p> <p>External examiner reports</p> <p>Learner performance results analysis / Board of Examiners</p> <p>Student Services Annual Report</p> <p>Student Satisfaction Survey</p> <p>Graduate Survey</p>	

POLICY CONTROL SHEET

Policy Title	Academic Supports
Responsible Officer(s)	Dean of Faculty, Dean of Academic Affairs
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	July 2019
Supersedes	Version 1.2
Next Review Date	August 2025
Designated Reviewer(s)	Dean of Faculty, Dean of Academic Affairs, Head of Student Services
Scope	Internal staff (full and part time);

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2017	New policy to provide detail of the specific supports available to learners in a standalone policy. CCTP901 was previously entitled Facilities Policy.	Dean of Academic Affairs	Academic Council
Version 1.1	March 2018	Minor updating to cross reference to work placement policy and project supervision policy. Originally numbered as CCTP901A, now CCTP901.	Dean of Academic Affairs	Academic Council
Version 1.2	Sept 2019	Edits to reflect changes in organisational structure	SMT	Academic Council
Version 1.3	June 2025	Minor presentation updates	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Learner Resources and Student Support
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, Relevant QQI Standards and Guidelines
Related CCT Policies / Forms	CCTP505 – Project Supervision CCTP510 – Work placement Allocation, Support and Quality Assurance

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 9: Learning Resource and Student Support			
Policy and Procedure Title:	<i>CCTP902: General Student Services, Pastoral, Disability, & International Learner Supports</i>	Policy No: CCTP902	Version: 1.3
<p>Policy Statement</p> <p>CCT acknowledges the challenges learners face in completing a programme of study and the specific challenges faced by different groups of learners. As the College has evolved it has increased investment in learner support services and in 2016 appointed a Head of Student Services with the responsibility for the management, implementation, monitoring and enhancement of learner support services and promoting the development of a rich learning community within CCT.</p> <p>CCT prides itself as being an inclusive education provider offering higher education opportunities to adult learners from diverse backgrounds. The provision of services to support learners reflects the diversity of the student body and the specific needs of individuals and groups.</p> <p>Learner Support Services in CCT is broken down into:</p> <ul style="list-style-type: none"> • Academic support • Pastoral support • Guidance and counselling • Careers support service • Additional learning needs and disability support • Attendance support • Technical support • General learner services • Health and Welfare Support, and • International Learner Support. <p>All staff have a responsibility to promote the health, wellbeing, progression and success of all learners within CCT. The Head of Student Services takes the lead role in ensuring appropriate and fit for purpose supports are in place. The Head of Student Services undertakes annual monitoring of support services and presents a report to the QE Committee and the ELT / Management Team detailing the take up of services and proposing further enhancements.</p> <p>This policy will be monitored and reviewed on a regular basis (at least once each academic year) in order to ensure and enhance the effectiveness of the resources available to support student learning.</p>			
<p>Staff Involved</p> <p>All full time and part time faculty and staff within CCT, Dean of Faculty, Librarian, QA Office, Faculty Office, Head of Student Services</p>			

Procedure Outline / Method(s) used to carry out this procedure	Responsibility of	Evidence generated by this procedure to ensure its effectiveness
<p>1. Pastoral Support Service</p> <p>New learners attend an induction session, where the key personnel of the College meet with the learners, outlining their individual roles and responsibilities and how the learners are likely to interact with them. The responsibilities of learners are outlined to them while also emphasising the supportive and nurturing environment of the College and the support services available. The learners are advised about the College's Personal Tutor programme. The main responsibility as a personal tutor is to listen to the student and provide personal advice and guidance with the overall goal of personal development constantly in mind. Learner retention and progression are identified as the critical success factors in this regard. The College is mindful of the sector trend of high levels of learner attrition in year one of higher education programmes and therefore proactively engages with learners through the personal tutor programme from the outset of their studies. Learners are encouraged to request meetings with a personal tutor at any stage that they feel they require it or would benefit from it. It may be the case that learners disclose personal and sensitive information to a Personal Tutor, member of staff or the Head of Student Services. Such information may be referred to a member of the College Management team in order to ensure the appropriate supports can be provided to the learner in question or where it is felt there may be a risk to the learner or others. Learners are advised of this. Any information shared is done so securely, and only to those designated staff that need to know in order to protect the interests of the learner and the College. An annual evaluation of this service is carried out by the Head of Student Services for submission to the QE Committee and evaluates the effectiveness of the system in promoting the personal development of the student. Examination statistics and student retention rates are also used as evidence to validate the effectiveness of the process, as well as results of Learner surveys.</p> <p>2. Guidance and Counselling Service</p> <p>CCT offers a subsidised off-site counselling service to its learners, provided by a fully accredited and experienced Counselling healthcare centre, catering for counselling on a wide range of issues and difficulties. The Head of Student Services is the point of liaison for learners who wish to access this service. If personal tutors feel a need arises for intervention by a counselling professional, the learner is consulted with and encouraged to meet with the Head of Student Services for a confidential discussion with a view to arranging an appointment with a suggested professional. A student may also make a direct approach to the Head of Student Services in instances where they feel they would benefit from counselling supports.</p>	<p>Learners Lecturers Personal Tutors</p>	<p>Minutes from Student Rep and Student Services meetings</p> <p>Learners Surveys</p> <p>E-mail and other communications</p> <p>Annual Reports</p>

4. Facilities for Learners with Additional Learning Needs or Disabilities

CCT supports the implementation of the AHEAD Charter for Inclusive Teaching and Learning and reflects this in quality assurance policies and procedures and the teaching, learning and assessment practices of the College.

The College is committed to promoting access for people with disabilities and additional needs. The College will support any learner with physical disabilities, sensory impairments, specific learning difficulties, special psychological needs, and / or medical conditions that can have an impact on day-to-day activities to engage in and successfully complete CCT programmes, as far as is reasonably practicable, and within any constraints laid down by QQI or relevant professional bodies.

Applicant learners with any disability or additional needs requiring special assistance by the College, should firstly meet the minimum academic entrance requirements or equivalent for the programme for which they are applying. The application to the College must be made directly to the College and include documentation relating to the disability or additional needs. The applicant will be invited to discuss their additional needs with the College to determine the level of assistance required from the College and the viability of the learner's participation in the programme. CCT always makes every effort to ensure that any applicant with a disability or additional learning need (having met the academic entry requirements) can participate in the programme, as far as is reasonably possible, and as the College facilities and resources permit.

The CCT premises has two lifts, and the most updated range of accommodation for physically disabled learners. The building was awarded the Disabled Access Certificate (DAC), to comply with Building Regulations (Part M), issued by the Building Control Authority.

Where a potential learner discloses a disability or specific learning Admissions will notify the Head of Student Services and the applicant will be contacted by the Head of Student Services or the QA Office to discuss their requirements and identify how they may be accommodated. Wherever it is deemed reasonable, CCT will offer additional supports. Similarly, CCT will take steps to encourage learners with progressive conditions, or who become disabled during their programme of study, to continue their studies.

It is the responsibility of the learner to disclose their additional needs or disability at the earliest opportunity to enable the College to assess the ability to provide the accommodations required. CCT may request the learner to provide an up to date needs assessment from an appropriate consultant or specialist advisor.

CCT encourages disclosure at the application stage. Where a learner fails to disclose additional needs or a disability at the application stage, CCT cannot be held liable for inability to provide the additional supports required. Learners who did not disclose at the application stage but wish to do so during their studies are required to notify the Head of Student Services or the QA Office.

Careers Service

Head of Admissions

Head of Student
Services
QA Office

<p>The learner will be required to furnish the College with official reports, normally not more than 5 years old, that confirm their disability or learning need and detail the supports required. The Head of Student Services and QA Office will review the submission and seek to determine the accommodations that can be made. The learner may be required to attend a meeting to discuss the accommodations. Where accommodations are for the purpose of assessment only, the QA Office will manage the application and liaise with the learner. CCT maintains the policy (CCTP506), to examine each case on an individual basis, and provides reasonable accommodation within the assessment regulations of CCT and QQI to meet the needs and requirements of any learner requiring special consideration.</p> <p>CCT recognises that it does not have the professional expertise to deal with all additional learning needs or learning disabilities. The college avails of support from the National Learning Network, who can provide expert guidance, support, and assessment on any learner requiring their services. Critically, the NLN can provide professional expertise and advice to CCT in levels of necessary accommodation to be provided by CCT, as far as the college infrastructure allows. Referrals are made via the QA Office or Head of Student Services.</p> <p>Any learner with additional needs or a disability is also supported by the Head of Student Services who acts as a point of contact throughout the duration of their studies, meeting with the learner on a one-to-one basis regularly.</p>		
<p>5. Attendance Support</p> <p>The attendance support system is used as an information device to assist in the development of the student and to foresee problems which may arise. If there is no valid reason for poor attendance, the student is informed that their attendance record is made available to the Programme Board. An annual Attendance report is reported and submitted to the College President. Student retention rates are used to validate the process.</p>	Head of Student Services	
<p>6. Technical Support Services</p> <p>Free technical support services can be provided by qualified college staff for students using various computer hardware and software, when related to their studies at CCT. This service is applied to minor problems related to student equipment and not intricate problems requiring a lot of time, support and expertise. Students wishing to avail of these services are required to contact the Main Office who will arrange for the Network Support Officer or other appropriate member of staff to deal with the matter.</p>		
<p>7. General Student services</p> <p>CCT provides other essential student services, namely:</p> <p><i>Support for Student/Class Representatives</i></p> <p>CCT believes it is important that communication between the learners and college be open, frank and respectful. For this reason, representatives are normally elected by their fellow learners in the second week of the semester. Their function is to present learner concerns, problems, and initiatives to the College staff so that appropriate and timely action can be taken. Learner representatives are also encouraged to organise learner activities, usually of a sporting and social nature, throughout the semester.</p>	Learner Main Office Network Support Service	

<p><i>Support for Social and Sports programmes</i> The college provides information on all types of sports around the city centre, including information regarding student discounts. College teams are also established with financial aid from the college should the interest and numbers warrant it. Several social programmes and events are organised throughout each semester.</p> <p><i>Medical Insurance provision</i> CCT arranges yearly student medical insurance with an accredited insurance company for a reduced fee. This insurance is particularly targeted towards international learners who may not have insurance arrangements in place before course commencement. This insurance covers personal accident claims, medical and other emergency travel expenses and repatriation costs.</p> <p><i>Subsidised Health Service</i> If the need arises, CCT refers any of its learners to a Medical Clinic in Dublin city centre, where the college has an agreement in place. The Clinic charges a reduced rate to CCT students. This clinic provides basic GP, physiotherapist, and holistic services. Information on this service is made available to students through a range of communications and further details are available from the Head of Student Services.</p> <p><i>Provision of Information regarding student safety and security</i> The primary concern to CCT in relation to all of its staff and learners, is their personal safety and security. Providing any information which helps increase learner safety awareness is one mechanism towards ensuring learner safety. At Registration & Orientation, CCT invites a member of An Garda Síochána to present expert localised safety information to all new learners. The Head of Student Services constantly updates learners with safety and security information with the help of Class Lecturers, Student Notices, and College Publications and the website.</p> <p><i>Accommodation service</i> This service is mainly utilised by international students and is therefore detailed under point 8.</p> <p><i>Student Intranet – Moodle</i> The open-source Course Management System that is Moodle was launched at CCT in September 2006. Learners can access course notes of full and part-time courses, past exam papers, sample assessments, and conduct various online exams and assignments in relation to the course material they are studying. Learners can also keep abreast of important social and academic dates in the semester schedule with Moodle. Moodle provides another online tool to supplement class learning at the college.</p> <p><i>Daily general student enquiries</i> Learners have constant enquiries which need to be addressed. All college staff members are instructed at the Staff Induction that learners should be actively encouraged to direct all questions / enquiries to any staff member they wish. CCT staff do what is necessary to address the query as efficiently and promptly as possible.</p>	<p>Head of Student Services</p>	
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<p>8. Facilities for International Students</p> <p><i>General International student registration support</i> New international learners may require help and guidance with regard to opening a bank account, obtaining a PPS No. (where necessary), updating their resume, ensuring all necessary paperwork and identification is obtained, and extending student visas as with the Irish Immigration Service. At the point of registration, the admissions department provides extensive information to the learner to assist with these matters. Where further support is required, the learner can return to admissions or contact the Head of Student Services.</p> <p><i>Provision of Cultural Learning and Activities</i> International learners travel to study in Ireland to gain more than just an academic experience. Living in Ireland is also about engaging with the Irish people and culture. CCT assists in interpreting many of the Irish cultural nuances as well as promoting and organising many information sessions and activities to enhance international students understanding of Irish culture. Activities such as: GAA matches, Dublin City Tour, Museum visits, Weekend excursions and Traditional music evenings are just some of the CCT events over the years which have helped facilitate cultural understanding. Equally, CCT continues to facilitate celebration of its diverse student body and its cultures, by organising such activities as: Cultural Forum, International Food Day, and CCT's Got Talent!</p> <p><i>English Language Support</i> CCT provides English Language support studies as required by any higher education learners. The College is party to a Memorandum of Understanding with the Centre of English Studies (CES), an ACELS / QQI approved English language school in Ireland. This supplements full-time study for international students on the rare occasion that it is required.</p> <p>English language support is a service provided by the CCT library service. An English language entry test is administered to all learners with English as a second language who have not completed higher education programmes through English previously. This is used to inform the College of the degree of support that may be required. Where deemed necessary the library service will schedule structured classes and if required and lessons are provided by a qualified teacher of English as a second language. Outside of the formal classes, one to one and small group supports provided by the Librarian as a specialist part of the academic writing and study skills service. Students wishing to avail of study skills support are required to speak to the Librarian or request a referral for support from the programme leader.</p> <p>Where a lecturer has a concern about English language ability, the lecturer draws this to the attention of the student and advises that they will be notifying the Programme leader for an English Language Support Referral.</p>	<p>Admissions</p> <p>Head of Student Services</p> <p>Head of Student Services</p> <p>Library Service</p> <p>Learner Lecturer Programme Leader</p>	
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<p>Student Accommodation Service The College's student accommodation service is mainly utilised by international learners but is open to all CCT learners. CCT manages a network of Irish host-families and arranges brief stays, particularly for cultural orientation purposes, for the first few weeks after the student arrives in Ireland. CCT also offers advice on finding and sharing independent accommodation around Dublin. CCT Management believes that having a transfer service is important for its obvious purpose, and also to ensure the student receives a positive first impression of Ireland. Airport Immigration Authorities are always informed of international student arrivals, if CCT staff receives the information in time.</p> <p>Students wishing to avail of the student accommodation service are advised to contact the Head of Student Services who will provide them with the appropriate information and assist them in sourcing appropriate accommodation.</p> <p>Review of Effectiveness of Student Support Services On an ongoing basis learner supports are monitored through the Student Services and Pastoral Care Committee. Learner engagement is monitored through the attendance monitoring process and through retention and progression statistics. Satisfaction with Learner Support Services is monitored through the student survey and the Departmental Monitoring Reports. Annual reports are provided by the Careers Officer and the Head of Student Services identifying the level of engagement with the different services.</p> <p>Analysis of learner data such as retention, progression, and achievement is also undertaken to inform decision making in respect of the suitability and effectiveness of current services and the need for additional services.</p> <p>Learner and Graduate Satisfaction Surveys collect information which is utilised to inform annual monitoring reports which are presented to the QE Committee and the ELT / Management Team.</p> <p>Annual monitoring reports are reviewed by the QE Committee and recommendations are made to Academic Council. The Academic Council may endorse or reject a recommendation and has the authority to include additional observations and objectives.</p>			<p>Admissions</p> <p>Student Head of Student Services</p> <p>Departmental Heads</p> <p>QE Committee Academic Council</p>	
Monitoring				
Monitor (Job Title)	Frequency	Monitoring Method(s)		
<p>Student Services and Pastoral Care Committee</p> <p>QE Committee Academic Council</p>	Annually	<p>Review of minutes from operations meetings</p> <p>Review of minutes from Programme Board meetings</p> <p>Review of Minutes from student services meetings</p> <p>Annual Monitoring Reports – programme and departmental</p> <p>Student survey report</p>		

POLICY CONTROL SHEET

Policy Title	General Student Services, Pastoral, Disability, and International Learner Supports
Responsible Officer(s)	Dean of Academic Affairs, Head of Student Services
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	August 2024
Supersedes	Version 1.1
Next Review Date	August 2025
Designated Reviewer(s)	Head of Student Services
Scope	Internal staff (full and part time)

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2017	New QA system	Senior Management Team	Academic Council
Version 1.1	March 2018	Updating of policy numbering system. Previously numbered as CCTP901B	Senior Management Team	Academic Council
Version 1.2	July 2019	Edits to reflect changes in organisational structure	Senior Management Team	Academic Council
Version 1.3	June 2025	Minor presentation updates	Daen of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Learner Resources and Student Support
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, Relevant QQI Standards and Guidelines
Related CCT Policies / Forms	CCTP504 – Reasonable Accommodation CCTP905 – Attendance, Punctuality and Leave Policy CCTP901 – Academic Supports

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standards 9: Learning Resources and Student Support			
Policy and Procedure Title:	<i>CCTP903: Student Complaints Policy</i>	Policy Number: CCTP903	Version: 2.2
<p>Policy Statement</p> <p>It is CCT policy to have open, fair and accessible problem-solving procedures. This is a two-stage process:</p> <ol style="list-style-type: none"> 1) an informal procedure that will encourage a prompt resolution of problems at the initial stage. 2) A formal stage that will deal with complaints that cannot be resolved informally <p>The Student Complaints Policy and Procedure is the reference point for registered learners who believe they have a legitimate complaint for investigation. The CCT Student Handbook clarifies what is reasonable to expect as part of the learning experience and enables learners to review whether CCT has met its commitments as a learning provider.</p> <p>This Student Complaints Policy and Procedure enables matters of complaint to be brought to the attention of the College, and to enable investigation of those complaints with the aim of a satisfactory resolution. CCT's believes that most matters can be dealt with through informal mechanisms in a spirit of conciliation, and aims to ensure that a transparent, comprehensive, user-friendly grievance procedure and appeals process, is available to learners of CCT. CCT is confident that the overwhelming majority of learners will use the procedure in a positive manner in order to improve the quality of life and learning environment at the College, for the benefit of all members of the CCT community.</p> <p>Any complaint issued against a learner of the College will be considered under the Student Disciplinary Procedure as per the code of conduct.</p> <p>This complaints policy and procedure applies to all learners of CCT in respect of any service they receive from the College with the exception of academic appeals. Academic appeals should be conducted in line with the appropriate policy – CCTP516 Recheck, Review, Appeal Policy.</p> <p>Learners are advised that in making a complaint, it is expected that they themselves have complied with the requirements of the code of conduct in relation to the matter concerned. It is also expected that complaints will not be of a vexatious nature or for the purpose of personal gain.</p> <p>All complaints should normally be made within seven days of the alleged incident, matter or concern. The complaints procedure is based on the principle of natural justice. Consequently, anonymous complaints will not be accepted or responded to.</p> <p>Any party attending a meeting as part of the complaint's procedure implementation has the right to be accompanied by a friend, family member, fellow learner or a colleague. In all instances, the accompanying party cannot be a legal advocate or representative. Their role is to take notes and act as a support to the party engaged in</p>			

the complaint. Discussions are between the named parties and do not involve accompanying parties. The intention to bring an accompanying party, the identity of the accompanying party and their relationship to the named party must be communicated in writing to the meeting organiser not less than 24 hours prior to the meeting.

Most complaints are capable of being resolved on an informal basis without recourse to the formal procedure. The College accepts that there might be instances that necessitate immediate escalation to formal proceedings.

Staff Involved

Dean of Academic Affairs, QA Office, Faculty staff, Dean for Administration & Finance, Faculty Office

Procedure Outline / Method(s) used to carry out this procedure

Responsibility of

Evidence generated by this procedure to ensure its effectiveness

The purpose of this procedure is to outline the systems in place that allow all learners to have the right to express a complaint in the event they feel they have been unfairly treated or disadvantaged as a result of the service provided by the College or the actions and behaviours of a member of College staff or faculty.

Learner
Lecturer
Staff member

E-mail or other informal correspondence

1. Stage 1 - Informal Direct Application at Source

- 1.1 The issue should be raised immediately with the member of staff or another responsible person with the aim of resolving the problem directly and informally. It is anticipated that the vast majority of problems will be resolved in this way.
- 1.2 If a learner wishes to raise a concern relating to a specific member of staff or service provided by the College, an approach should be made to the member of staff concerned, or responsible for the service provided in the first instance. If a matter of College policy or practice is the source of the problem, the learner should seek to identify the person with local responsibility for its implementation or operation, e.g. issues about the contents of a particular course or module should be addressed to the Module Leader possibly with help from the Class Representative.
- 1.3 In order to ensure that a problem is raised at a mutually convenient time, the learner should try to arrange an appointment with the member of staff concerned. The member of staff may request the presence of a colleague, and the learner may wish to be accompanied to the meeting. Staff should be happy to deal with problems raised on an informal basis.
- 1.4 Stage 1 will normally be an oral process and a written record may not be made, but any staff involved will be encouraged to share the experience where the effectiveness of their Department or section could benefit.
- 1.5 If a learner feels unable to approach the individual concerned directly or is still not satisfied with the response to the issue raised, the next stage of the procedure outlined in paragraphs 1.6 to 1.12 below should be used.

Class Rep and/or
Module Leader

E-mail or other informal correspondence

<p>To the Heads of Department / Programme Leader</p> <p>1.6 Where it has not been possible to resolve matters satisfactorily at source, or the learner feels unable to contact the person directly, the Programme Leader / Head of Department concerned should be contacted to indicate what reasonable steps the learner would like to see taken to resolve the problem. The learner will be requested to put the problem in writing at this stage. The statement should be specific and comprehensively documented. It should be factual and supported with evidence as appropriate. The complaint submission must detail the learner's name and contact details, any relevant documentation, dates, locations and witnesses as appropriate. Any previous efforts to resolve the matter should also be noted. A copy of the learner's statement of the problem will be furnished without delay to the member of staff concerned.</p> <p>1.7 It is CCT's aim that most problems dealt with at this stage should be resolved within 14 working days. A learner will be informed by the Programme Leader / Department / Administrative section if there is likely to be any delay in the process.</p> <p>1.8 A meeting will be arranged between the learner and the Head of Department / Programme Leader or other appropriate authority to discuss the matter. The Head of Department will be accompanied to the meeting and the complainant is also invited to bring an accompanying party in accordance with the policy.</p> <p>1.9 As part of the process of attempting to establish the facts, the Head of Department / Programme Leader will hold a separate meeting with the person(s) who is the subject of the complaint raised or responsible for the service which is the subject of the complaint (and who may be accompanied by a colleague), and will also interview any witnesses considered by the head to be material. A written record of the meetings shall be made by the Manager.</p> <p>1.10 Having heard the complaint, the Head of Department / Programme Leader or equivalent will outline the next steps in the investigation and what these comprise of. The investigation should be completed as swiftly as possible and certainly within 14 working days of its initial hearing. The learner will be notified in the event of any delay.</p> <p>1.11 When the complaint has been investigated in full, the Head of Department / Programme Leader will notify the complainant and the subject of the complaint in writing of their conclusions. If this cannot be done within the 14 working days' time scale, the learner and any member of staff concerned will be informed.</p> <p>1.12 The conclusions of the Head of Department / Programme Leader will be explained to both parties with reasons. If the learner is not satisfied with the action taken at Programme Leader / Department Head level or feels unable to take action at this level, they may then choose to proceed to Stage 2 of this procedure.</p> <p>At any stage in the investigations, should the Programme Leader / Department Head believe the matter to be of a serious nature they reserve the right to escalate it to the next stage.</p>	<p>Programme Leader</p> <p>Head of Department</p> <p>Programme Leader / Department Head</p>	<p>E-mail / other written correspondence outlining students' grievances</p>
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<p>2. Stage 2 - Dean for Administration and Finance</p> <p>2.1 Formal applications to the Dean should be submitted on the standard form (Appendix A), available from the QA Office. The form should be submitted, with any supporting documentation.</p> <p>2.2 The Dean shall acknowledge receipt within five working days. A copy of the application form and any supporting documentation will be furnished by the Dean to any member(s) of staff concerned without delay. Where personal data is included, this will be redacted.</p> <p>2.3 Unless notified otherwise, the learner should expect to receive written confirmation of the conclusion of the investigation, and the arrangements for a Complaint Committee Meeting within 14 working days of submission of the application form.</p> <p>2.4 The Dean for Administration and Finance will present the investigatory findings and along with the Dean of Faculty, will form a Complaint Committee to consider the complaint and the findings from the investigation to determine a fair resolution. It should be noted that there can be instances where it is not possible for a decision to be reached and the College will attempt to provide further clarity to the complainant while also providing guidance to the subject of the complaint in an attempt to prevent a recurrence of such incidents.</p> <p>2.5 The Dean for Administration & Finance then sends the College's formal complaint response to the complainant. A copy of the response will also be issued to the subject of the complaint and anyone named in the response. The written response will clearly outline what action has been taken or is being proposed to resolve the complaint.</p> <p>2.6 In the event that a decision has been taken not to uphold the complaint, the reasons for that decision will be outlined in the response.</p> <p>2.7 If the learner considers the problem unresolved, they may make a first appeal to the Dean of Academic Affairs. This should be done within 14 working days of the receipt of the decision in the previous stage.</p> <p>3. Stage 3 - First Appeal Applications to the Dean of Academic Affairs</p> <p>An appeal is not an opportunity for a subsequent hearing or a new investigation. It is a formal request that another body re-examines the procedure or decision of the decision-making committee. Disagreement with the decision in itself does not constitute grounds for appeal. A complainant who wishes to lodge an appeal may do so on a limited number of grounds. They must clearly identify the elements for which the appeal is being made. The application must also specify the grounds on which the appeal is sought and must contain all information that they require to have taken into account in the appeal. An appeal may be submitted on the following grounds:</p> <ul style="list-style-type: none"> • Procedural irregularity • Inconsistent implementation of procedures • Exceptional personal circumstances not previously reported for good reason; the appeal should explain the reason(s) for previous non-disclosure <p>3.1 The learner should submit a written appeal application which must comprise of a written statement explaining the grounds for the appeal and providing evidence or directing the Dean to evidence to support the grounds. Disagreement with the decision of the Complaint Committee does not constitute grounds for appeal. The application must include old and new supporting documentation, addressed to the Dean of Academic Affairs. The Dean of Academic Affairs will normally acknowledge the application within 5 working days</p>	<p>Dean of Admin & Finance</p> <p>QA Office</p>	<p>E-mail or other written correspondence and reports outlining results and conclusion to investigation</p> <p>Complaints Application with supporting documentation</p> <p>E-mail and other written correspondence and report outlining conclusion to grievance</p> <p>Complaints Appeals Application with supporting documentation</p>
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<p>3.2 In the first instance the Dean of Academic Affairs will investigate the grounds and determine whether or not an appeal shall be heard.</p> <p>3.3 If an appeal is granted, the Dean will convene an appeal panel, not to be confused with the Appeals Board which deals with academic matters, to review the information and evidence provided. The panel reserves the right to undertake further investigation into the procedures and decision-making that contributed to the outcome of the Complaints Committee.</p> <p>The complainant may be invited to attend a meeting as part of the appeal process, depending on the basis of the appeal request, where the Dean deems this to be necessary. The outcome of the appeal will be communicated to the complainant at the earliest opportunity. A copy of the application form and any supplementary documentation will be furnished to the Appeal Panel and the subject of the original complaint.</p> <p>3.4 Unless otherwise notified by the Dean of Academic Affairs, the Appeal Panel will comprise of:</p> <ul style="list-style-type: none"> • The Dean of Academic Affairs as Chair • A member of the CCT Management team with no previous involvement in the matter. • A member of CCT staff with no previous involvement in the matter <p>3.5 The learner should expect the written confirmation of the outcome of the appeal and any subsequent action which the College intends to take, within 14 working days of confirmation of the appeal being granted. The written response will clearly outline the outcome of the appeal process and the reasons for the decision. Where the outcome changes the findings of the Complaint Committee, detail of what action has been taken, or is being proposed, to resolve the complaint will also be included.</p> <p>3.6 In the event that a decision has been taken not to uphold the appeal, the reasons for that decision will be outlined in the response. The Dean of Academic Affairs sends the College's formal appeal outcome to the complainant. A copy of the response will also be issued by the Dean of Academic Affairs to anyone named in the response.</p> <p>3.7 Where the Dean of Academic Affairs is the subject of the complaint the College President or nominee not previously involved in the complaint will assume the Dean of Academic Affairs role at this stage, and deal with the appeal</p> <p>4. Stage 4 - Second Appeal Applications</p> <p>4.1 Should the learner not agree with the findings arising from the CCT internal appeals process, as outlined above in sub-section 3, the learner may apply to have the case reviewed by an independent ombudsman appointed by the College. This option will be explained in writing (letter / email), to the learner at the end of the previous Stage, and any application for appeal to the ombudsman must be received and considered by the Dean of Academic Affairs.</p>	<p>Dean of Academic Affairs</p> <p>Any other staff member named in the application</p>	
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Definitions and Principles

Any CCT registered learner may use this policy and procedure. Complaints will be handled sensitively and with due consideration to confidentiality of all parties involved, subject to the requirements of natural justice. The procedures governing how CCT deals with complaints are handled as swiftly as possible. Any person named in a complaint will be given a copy of the complaint and will have the right to reply as part of the investigation. Information contained within the complaint will be made available only to those members of staff involved in its resolution. It should be noted that in the interest of natural justice to all parties, anonymous complaints will not be processed. CCT aims to resolve as many complaints as possible through the informal process. No student bringing a complaint under this Procedure will be treated less favourably or discriminated against by any member of staff of the College. If evidence to the contrary is found in this regard the member of staff may be subject to disciplinary proceedings under College policy. The making of a malicious or vexatious complaint is regarded as a serious matter and may result in disciplinary action being taken against the learner. This procedure may be used to complain about any aspect of the academic, administrative and student support services (which includes ICT and Facilities & Resources) provided by CCT. The following list indicates examples of the types of complaint covered by this procedure:

- Problems arising within the learning experience
- Deficiencies in information published by the College
- A failing in a service, academic or non-academic
- Complaints around facilities
- Difficulties with a member of CCT staff
- Difficulties with another student in relation to a module

These procedures do not cover the following matters, for which separate procedures exist, and which can be accessed on the CCT QA system:

- Breaches of CCT regulations - Student Disciplinary Procedures
- Allegations of discrimination – Equal Opportunities Policy
- Any complaint or request for recheck, review of an assessment decision, or appeal of a decision of the Academic Standards Board (ASB) or Board of Examiners
- Complaints of bullying or harassment

CCT reserves the right to re-direct submissions to the appropriate procedure. Where any legal action is pending in relation to a complaint, the CCT Student Complaints Procedures will not be the conduit for resolution of this complaint.

Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
Dean of Academic Affairs Dean for Administration & Finance	Ongoing reviews each semester Annual review for full academic year	<ul style="list-style-type: none"> ● Review of all Complaints applications made each academic year ● Review of minutes of Academic Council, and QA Committee meetings, along with any other pertinent committee meetings ● Review of records of any relevant Appeals Board meeting minutes ● Review of Policy and Procedure Monitoring and Report form, for this policy ● Annual review of policy information

POLICY CONTROL SHEET

Policy Title	Complaints
Responsible Officer(s)	Dean for Administration and Finance, Dean of Academic Affairs, Department Heads, QA Office
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	Sept 2019
Supersedes	Version 2.2
Next Review Date	August 2025
Designated Reviewer(s)	Dean of Academic Affairs, Dean for Administration & Finance
Scope	Internal staff (full and part time); Learners; Appeals Board

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
Version2.0	August 2017	Expansion of the stages of the process to provide greater clarity on roles, responsibilities, expectations and potential outcomes.	Dean of Academic Affairs	Academic Council
Version 2.1	March 2018	Replacement of second appeals panel with independent ombudsman.	Senior Management Team	Academic Council
Version 2.2	Sept 2019	Edits to reflect changes to organisation structure and role responsibilities	SMT	Academic Council
Version 2.3	June 2025	Minor updates for presentation purposes	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Learning Resources and Student Support
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, Relevant QQI Standards and Guidelines
Related CCT Policies / Forms	CCT902 – General Student Services, Pastoral, Disability & International Learner Supports CCT906 – Student Code of Conduct and Disciplinary Procedures

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 9: Learning Resource and Student Support			
Policy and Procedure Title:	<i>CCTP904: Class Representative Policy</i>	Policy No: CCTP904	Version: 2.2
Policy Statement A class representative is the liaison between the class, the lecturer and the College and offers an opportunity for the representative to address issues, both as an individual and as a member of a group. It provides the opportunity to represent the class and express concerns on behalf of the majority of the class. It is an opportunity to gain both leadership and communication skills. CCT further recognises the value of securing the views of learners in respect of college services, programmes and strategic planning and therefore assigns learner representative positions on Programme Boards and the Academic Council.			
Definitions and Principles Class representative (hereafter referred to as 'rep'): learner who represents the voice of the class with CCT lecturing staff, administration staff, at programme board meetings and programme validation exercises, where required e.g. Student Services, Academic Council and Programme Board			
Staff Involved All full time and part time staff faculty within CCT, Lecturers, Programme Leaders, Dean of Academic Affairs, Dean of Faculty, QA Office, Faculty Office, Head of Student Services			
Procedure Outline / Method(s) used to carry out this procedure		Responsibility of	Evidence generated by this procedure to ensure its effectiveness
<ol style="list-style-type: none"> 1. A learner can volunteer to represent the class at student rep meetings (subsidiary of the student services meeting). 2. If a learner volunteers to represent their class, the class must ratify their role. This is done in the presence of the Head of Student Services and/or lecturer. This can be done with a show of hands. If the class do not ratify the class rep a vote takes place to select a representative 3. Should two or more learners want to represent the class a voting system takes place where the learners in a class vote for the candidates 4. Names of the candidates are written down, collected and counted. 5. The candidate with the biggest number of votes is declared the class rep 6. For a class of 30 and over it is recommended to have two class reps. 		Learners Lecturers Head of Student Services	E-mail communication Minutes from Student Rep and Student Services Meetings

<p>7. The class rep should be proactive in engaging with their fellow learners and communicating with the College on their behalf. Programme related matters should normally be brought to the attention of the Faculty Office or the Programme Leader. General College matters should be referred to the Head of Student Services.</p> <p>8. The class rep is expected to attend the class rep meetings which take place a minimum of twice a year, as well as the Programme Board and the Student Services Meeting.</p> <p>9. The Programme Leaders and Faculty Office are expected to have ongoing interaction with the class reps in relation to programme matters. Feedback on actions taken or intended should be communicated to the class rep to update the class.</p> <p>10. Nominations from the student community will also be sought to take the learner member positions on the Academic Council. This will be from outside the class rep community.</p> <p>11. The class rep may be asked to liaise with department heads and faculty for the purpose of new programme validation or re-validation of programmes or to contribute to the evaluation and review of College services. At these meetings, the rep ensures the student voice is heard and brings ideas, opinions on policy, issues from the class and contributes to the meetings</p> <p>12. The Programme Leader and the Head of Student Services are the primary contacts for the class rep, meeting with them frequently with a view to developing and implementing an action plan for enhancing learner experience in CCT.</p>			PL Faculty Office	
			Class rep	
			Head of Student Services	
Monitoring				
Monitor (Job Title)	Frequency	Monitoring Method(s)		
Lecturers QA Office PL Dean of Faculty Faculty Office	Ongoing reviews throughout the academic year After each programme board After each class rep meeting Student services meeting Annual review for full academic year	Review of records of correspondence between class rep and group Review of records of between class rep and lecturer Review of minutes of Program Board Meetings, class rep meetings and Review of all written records from the lecturers, PL, learners, being reported or highlighted, to how the case was resolved		

POLICY CONTROL SHEET

Policy Title	Class Representative
Responsible Officer(s)	Head of Student Services, QA Office
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	August 2024
Supersedes	Version 2.1
Next Review Date	August 2025
Designated Reviewer(s)	Head of Student Services
Scope	Internal staff (full and part time); Learners; Program Boards; Academic Standards Board; Appeals Board

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, Registrar
Version 2.0	August 2017	Updating of roles and addition of clarifications	Senior Management Team	Academic Council
Version 2.1	August 2019	Edit to reflect meeting frequency a minimum of twice per year	Head of Student Services	Academic Council
Version 2.2	August 2022	Updated to clarify that Academic Council student members are separate to class reps.	QA Office	Academic Council
Version 2.3	June 2025	Minor updates for presentation purposes	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Learning Resources & Student Support
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, Relevant QQI Standards and Guidelines

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 9: Learning Resource and Student Support			
Policy and Procedure Title:	<i>CCTP905: Attendance, Punctuality and Leave Policy (Sick leave and unscheduled leave requests)</i>	Policy Number: CCTP905	Version: 2.4
<p>Policy Statement</p> <p>The reputation of CCT and of its graduates depends on upholding the highest standards of teaching, learning and scholarly activity. Learners are expected to attend all classes for which they are enrolled. Regular class attendance and engagement is essential to successful academic achievement. Each learner is responsible for all work from the first day of class and must make satisfactory arrangements with the lecturer regarding any absences.</p> <p>The College advocates a minimum annual class attendance rate of 85%, to help facilitate successful academic achievement and progression. Absences can only be authorised in exceptional circumstances, for example illness and/or personal issues. Supporting evidence and/or documentation must be provided in each case. Where authorised absence is approved, this is normally up to a maximum duration of 2 calendar weeks. For absence of longer periods the College will discuss deferral options as applicable and appropriate.</p> <p>Attendance is critical to facilitate learning and progression, and to help affirm an educational relationship between teacher and learner and the formation of a learning community. Daily monitoring of attendance, with procedures to detect, challenge and record poor levels of attendance, is a strategy to support higher levels of academic performance among CCT learners. Attendance is crucial and often directly related to learner's assessment performance. The links between low attendance and progression or success vary on a case-by-case basis, but in general poor attendance levels correlate with poor progression and success rates. Poor attendance may result in non-progression even if academic marks would otherwise allow for progression (see Procedures section below).</p> <p>CCT lecturers are obliged to accurately record class attendance for all learners. Class attendances are recorded daily. In addition to supporting student retention, progression and achievement, this also facilitates CCT fulfilling its obligation to report individual student attendance to the Department of Justice (Irish Naturalisation and Immigration Service, INIS) for international learners in receipt of a Visa.</p> <p>International learners in receipt of a Visa are reminded of the need to comply with attendance requirements as specified by the Irish Naturalisation and Immigration Service. Failure to do so may result in future Visa requests being denied. Similarly, learners undertaking a programme of study funded through a government initiative or department are required to satisfy the attendance requirements attached to the funding provided.</p> <p>CCT records the attendance of all learners and may use this information to inform decisions relating to progression. Attendance data will be retained and destroyed / archived in accordance with the College records retention policy.</p>			

CCT reserves the right to share learner attendance data with third parties where this is directly relevant to the learner's enrolment or funding status i.e. for the purpose of visa or receipt of fees, bursaries, and employer sponsorship which include an attendance requirement for eligibility. In all such cases, learners will be notified of this requirement and, at the point of registration, will be informed of the legal basis for this data sharing.

Definitions and Principles

- **Class attendance:** being present in the classroom (including virtual classrooms) for the duration of scheduled lectures or other learning sessions of the programme the learner is registered on. Attendance enables a learner to engage and actively participate in class.
- **Punctuality:** the 'characteristic of being able to complete a required task or fulfil an obligation before or at a previously designated time'. The general policy approach of CCT lecturers and teachers is to allow a period of 10 minutes for learners to be late to class. However, considering how disruptive a late arrival of a learner to class can be, late arrivals and early departure instances are recorded, and counted, with three instances of either equalling one absence.
- **Holidays and Breaks:** those pre-scheduled permitted periods of leave between academic semesters and outside of end of semester examination dates, which take place each academic year. Due to the nature and structure of CCT's higher education programmes, the holidays and breaks tend to be the same periods each year. There are no scheduled classes for public holidays in the Republic of Ireland, each calendar year.
- **Personal Mitigating Circumstances** are defined as those unexpected / unplanned situations which arise that impact on an individual's ability to fulfil certain obligations or impacts on their performance.

Staff Involved

Dean for Administration and Finance, Head of Student Services, Programme Leaders, QA Office, Faculty staff, Dean of Academic Affairs

Procedure Outline / Method(s) used to carry out this procedure	Responsibility of	Evidence generated by this procedure to ensure its effectiveness
1. Information to Learners about Attendance, Sick Leave and Holidays <p>1.1 All learners receive the College Academic Calendar including the key dates for their programme such as examination sessions and holiday dates, through the Programme Handbook provided at induction and also information published on CCT platforms. The induction programme also provides detailed information on expectations and procedures in respect of attendance, punctuality and leave.</p> <p>1.2 All learners must sign the CCT Registration Agreement with Learners which sets out the Policies, and Definitions of Sick Leave and Holidays and Breaks, and the importance of consistent attendance in class.</p> <p>1.3 Learners are made aware clearly that no unscheduled breaks are permitted from term time at CCT, except in circumstances of illness, or close family bereavement, or any other exceptional or mitigating circumstance(s), which could cause a student to take an unscheduled break from term time, but any reasons which form the basis of an application would need to be verified by supporting documentation See Personal Mitigating Circumstances Policy</p>	Faculty Office	<p>Programme handbook Programme calendar</p> <p>Learner agreements</p>

6 Application of Penalties

6.1 The penalty applicable to confirmed cases of attendance infringement is determined by whether the incident constitutes a first or subsequent case of major or severe attendance infringements. The following graduation of penalties aims to ensure that a consistent approach is adopted across all academic programmes:

6.1.1 Warnings for Grade A/B attendance infringements (Minor and Intermediate)

The learner is normally notified and warned each month attendance is below 85% but above 50%, and about the correlation between low levels of attendance and low levels of progression. A consistent record of attendance notifications may be placed on the learner's file and removed on programme completion.

6.1.2 Penalty for Grade C attendance infringement (Major)

For a grade C infringement CCT normally warns learners that CCT may serve a penalty to restrict access to assessment at the end of the semester, if two consecutive Grade C notifications are communicated. A record of the infringement may be placed on the learner's file and be removed on programme completion should this be the only case of major attendance infringement.

6.1.3 Penalty for Grade D attendance infringement, first incident (Severe)

The learner is normally issued with a severe warning, advising of the consequences of low attendance, in relation to progression through the programme. The learner is notified that CCT may apply a penalty to restrict access to assessment at the end of the semester. The learner is also notified that if attendance remains at under 40% following the next monthly attendance review, the learner may be served with a Letter of Suspension, suspending the learner from the programme for the current academic year. A record of the infringement is placed on the learner's file and shall be removed on programme completion should this be the only case of major attendance infringement.

6.1.4 Penalty for Grade D attendance infringement, second incident (Severe)

The learner is normally issued with a severe warning and may be restricted from access to assessment for the current semester, following a review by the Dean of Faculty. The learner is also notified that if attendance remains at under 40% following the next monthly attendance review, the learner may be served with a Letter of Suspension, suspending the learner from the programme for the current academic year. A permanent record of the infringement is placed on the learner's file.

6.1.5 Penalty for Grade D attendance infringement, third incident (Severe)

The learner is normally withdrawn from the College and programme and shall not be permitted to re-enrol until the following academic year (pending outcome of a re-entry admissions meeting between the learner, the Head of Admissions, and Dean of Faculty, (or relevant nominees). A permanent record of the infringement is placed on the learner's file.

Records of all email and letter correspondence between CCT and learners with warning and penalties notifications on attendance infringements

Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
Faculty Office	<p>Ongoing reviews each semester</p> <p>Annual review for full academic year</p>	<ul style="list-style-type: none"> - Review of monthly summary reports of attendance rates per programme - Review of records of warnings, infringements and penalties - Review of minutes of Programme and Exam Board meetings, along with any other pertinent committee meetings - Review of records of any relevant Academic Standards Board (ASB), and Appeals Board meeting minutes - Review of written records of formal and informal learner feedback

POLICY CONTROL SHEET

Policy Title	Attendance, Punctuality and Leave Policy
Responsible Officer(s)	Dean of Admin & Finance, Faculty Office, QA Office
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	September 2022
Supersedes	Version 2.3
Next Review Date	August 2026
Designated Reviewer(s)	Dean of Academic Affairs and QA Office
Scope	Internal staff (full and part time); Learners; Appeals Board

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
Version 2.0	July 2017	Updating of roles and addition of clarifications	Dean of Academic Affairs	QA Committee
Version 2.1	April 2018	Integration of sick leave and authorised absence approval process previously included under separate policy. Revision of the appeals process to reflect the College approach to appeals management.	QA Committee	Academic Council
Version 2.2	September 2019	Edits to reflect changes in organisational structure and roles.	SMT	Academic Council
Version 2.3	September 2022	Updating to reflect new registration system.	QA Office	Academic Council
Version 2.4	June 2025	Removed Section 7 (Appeals) as it duplicates appeals policy	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Learning Resources and Student Support
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, Relevant QQI Standards and Guidelines
Related CCT Policies / Forms	CCTF111 – Personal Mitigating Circumstances form; CCTP909 – Personal Mitigating Circumstances Policy

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 9: Learning Resource and Student Support			
Policy and Procedure Title:	<i>CCTP906: Student Code of Conduct and Disciplinary Procedure</i>	Policy no. CCTP906	Version: 2.3
<p>Policy Statement</p> <p>The reputation of CCT and of its graduates depends on upholding the highest standards of learning, and scholarly activity. Learners should have access to a learning environment, free from ill-discipline of fellow learners. The purpose of this policy is to allow for a consistent approach to the treatment of general learner misconduct in CCT and to promote a culture of learning which is dynamic, interactive, and positive. CCT is committed to the promotion and management of an environment for work and study which upholds the dignity and respect due to each individual. CCT supports every individual's right to work and /or study in a climate which respects their individuality and diversity and in an environment which is free from threat, harassment, intimidation, or bullying. This policy defines and outlines the various categories of general misconduct and the associated means of prevention and detection. It details the penalties associated with levels of general misconduct, and the function of the Disciplinary Committee of CCT, in dealing with alleged acts of general misconduct. This policy also presents the Student Code of General Conduct of CCT and is a related policy to the other published policies on Academic Misconduct and Plagiarism, and Mutual Respect.</p> <p>This procedure is based on a principle of natural justice. Anonymous complaints will not be acted upon. All learners subject to a disciplinary investigation are entitled to be informed of the identity of the complainant, except where it is felt this might present serious risk to the complainant or others associated with them. The subject of the disciplinary investigation is also entitled to receive details of the allegations made against them and afforded the right of response.</p> <p>Should the College receive an allegation of breach of conduct which it warrants sufficiently serious, it reserves the right to suspend a learner until such a time as proceedings are concluded. This is without prejudice. Investigatory proceedings will progress as a priority. The College is not liable for any delay in the completion of a programme of study, or the implications of this on entitlement to funding or visas, for any learner who is suspended pending an investigation where a reasonable and justifiable decision to suspend was acted on.</p> <p>This is an internal procedure for the purpose of managing learner conduct. Engagement with or between legal representatives will not normally form part of this process. Any party attending a meeting as part of the implementation of this policy has the right to be accompanied by a friend, family member, fellow learner or a colleague. In all instances, the accompanying party cannot be a legal advocate or representative and their role is to take notes and act as a support to the named party. Discussions are between the named parties and do not involve accompanying parties. The intention to bring an accompanying party, the identity of the accompanying party and their relationship to the named party must be communicated in writing to the meeting organiser not less than 24 hours prior to the meeting.</p> <p>A written record will be made at each stage of this procedure. In the event of a decision that no offence has occurred, all records will be destroyed.</p>			

Staff Involved All full time and part time staff faculty within CCT, Dean of Faculty, QA Office, Faculty Office, Disciplinary Committee, Independent Appeals Panel		
Procedure Outline / Method(s) used to carry out this procedure	Responsibility of	Evidence generated by this procedure to ensure its effectiveness
1. Learner Code of General Conduct at CCT Introduction CCT recognises the right to dignity for every individual associated with the college, and it expects that each of them will be treated with consideration, courtesy and respect, without harassment, or physical or verbal abuse. Every member shall refrain from conduct liable to infringe the rights of others. This Code does not reduce your legal rights. Its goal is to maintain a suitable academic environment for all in the College and to ensure that your rights as a student member will not be less than the rights of other members of the College community. As a higher education institution CCT recognises the importance and significance of good learner conduct to ensure the environment is a safe, respectful one for all members of the College community. Registering as a learner in CCT, commits all learners to adhering to the following code of conduct. 1.1 Learners will always conduct themselves with a high standard of behaviour throughout their engagements with CCT, its staff and fellow learners, and any interactions on behalf of the College. 1.2 All learners are expected to conduct themselves legally, ethically and responsibly in and out of college and not to engage in any activity that may bring themselves, fellow learners and / or the College into disrepute. 1.3 Communications with the College and members of its community, or on behalf of the College will at all times be non-confrontational, and utilise body language, terminology and tone that is appropriate and respectful. 1.4 Learners are required to attend regularly and punctually and adhere to the reasonable and lawful instructions of CCT staff and faculty without causing disruption or undue difficulty to the requesting staff member. 1.5 It is the learner's responsibility to notify the College at the earliest opportunity of any circumstances that may impact on their attendance or performance. Failure to do so may impact on their enrolment status in the College and, where applicable, their entitlement to a visa.	Learners Staff and Faculty	

<p>1.6 Learners must respect the property and facilities of CCT, its staff and fellow learners.</p> <p>1.7 Learners must adhere to the behavioural codes of any organisation or institution in which the learner is based as part of the programme of study. In the absence of such codes, the learner is reasonably expected to maintain the standard of conduct expected by the CCT Learner code.</p> <p>1.8 It is the responsibility of the learner to familiarise themselves with the policies, procedures and academic regulations which govern their programme of study and understand their obligations in relation to same.</p> <p>1.9 Where the College considers it appropriate and necessary, the College may request the learner undergoes an independent professional evaluation. Where a learner refuses to comply with such a request, they will not be permitted to continue their studies with CCT.</p> <p>1.10 The College reserves the right to refuse to provide a reference for the purpose of professional registration, employment or further study for any student who has breached the code of conduct.</p> <p>1.11 Any termination of registration resulting from a breach of the code of conduct will not entitle the learner to a full or partial refund.</p> <p>1.12 A Disciplinary Committee appointed by the Dean of Faculty will oversee all matters of learner discipline. Staff members are bound by the Staff Code of Conduct. As a learner, learners must observe the Learner Code of General Conduct. Learners need to inform themselves about the regulations that concern the use of particular College facilities, laboratories, procedures (including those relating to examinations and assessment), equipment, and evacuation procedures and drills. Authorised members of CCT can enforce these regulations under this Code.</p>	Dean of Faculty	
<p>General Principles</p> <p>1.13 All members and committees of CCT shall observe natural justice and fair procedures in respect of this Code of Conduct, and CCT's Policy on Academic Misconduct & Plagiarism.</p> <p>1.14 Learners should act in accordance with this Code of General Conduct and with any other published regulations of the College and should maintain acceptable standards of behaviour and act in a law-abiding, mature and honest fashion.</p> <p>1.15 Learners should treat others with respect for their person and their rights, whether in CCT or elsewhere, and avoid conduct which infringes upon the rights or lawful activities of others, or which brings the College into disrepute.</p>		

<p>3.1 A complainant who wishes to make an allegation of misconduct should report the matter to a lecturer, or the Main Office for initial review. For matters of a minor nature the initial reviewer may consider all information and/or documentation available with the learner(s) suspected of misconduct, seek out further clarification and secure the expert opinion of another member of the CCT personnel (not previously involved in any way with the alleged general misconduct). If it is determined that there is no case to answer for the alleged incident, or if the incident is judged to be a minor incident and the learner admits responsibility and commits to not repeating it in future, an informal advisory can be issued and the case is then closed, and no formal records are maintained. If the matter is unresolved at this stage it will proceed to step</p>	Complainant	Record of complaint
<p>3.2 If the initial reviewer determines that there is a case to be answered, a statement summarising the alleged misconduct, documenting the evidence reviewed to support this view will be prepared, and submitted to the Dean of Faculty.</p>	Initial reviewer	
<p>3.3 The Dean of Faculty will consider the evidence presented and may determine:</p> <ul style="list-style-type: none"> a. Further investigation is required b. An offence has been committed, and a penalty should be issued (minor offences) or the case referred to a disciplinary committee (serious or repeated offences). c. There is no offence to consider 		
<p>If a penalty is imposed for a minor offence the learner is notified and also advised of the appeals procedure. This process will normally be completed, and the outcome notified to the learner, within 14 working days from the report of the incident. When the learner accepts this finding, the incident, under this Code, is regarded as closed. A record is retained on the learner's file for the duration of their studies.</p>	Dean of Faculty	
<p>3.4 If the Dean of Faculty determines that further investigation is required, they will appoint an independent investigator. The complainant will be advised of this and will be required to provide all relevant information including details of witnesses. All parties will be advised of the principles of natural justice and the respondent's right of response. On conclusion of the investigation a report of the findings, accompanied by the file of supporting evidence, should be submitted to the Dean of Faculty who will determine whether there is a case to answer. Where it is deemed there is a case to answer the matter will be referred to a disciplinary committee. At this advanced stage, admission of the offence may also result in referral to a disciplinary hearing.</p>		
<p>3.5 In all cases referred to a disciplinary committee, the respondent must be notified of this. The formal notification comes from the Dean of Faculty and advises the respondent that they are requested to attend a scheduled Disciplinary Committee hearing no less than 5 working days from the date of the notice, or such lesser period as the learner agrees. The letter will clearly provide a scheduled date and time for the proposed hearing and will also ask the learner to confirm their intentions in relation to the exercise of the right to be accompanied, and intentions to participate in the hearing. This letter will also attach a copy of the CCT Code of General Student Conduct.</p>	Disciplinary Committee	

<p>The outcome of the appeal will be communicated to the learner at the earliest opportunity.</p> <p>A copy of the application form and any supplementary documentation will be furnished to the Appeal Panel.</p> <p>4.4 Unless otherwise notified by the Dean of Academic Affairs, the Appeal Panel will comprise of:</p> <ul style="list-style-type: none"> • The Dean of Academic Affairs as Chair • A member of CCT Management not previously involved in the matter • A member of CCT staff with no previous involvement in the matter. <p>4.5 The learner should normally expect the written confirmation of the outcome of the appeal and any subsequent action which the College intends to take, within 14 working days of confirmation of the appeal being granted. The written response will clearly outline the outcome of the appeal process and the reasons for the decision.</p> <p>4.6 In the event that a decision has been taken not to uphold the appeal, the reasons for that decision will be outlined in the response. The Dean of Academic Affairs sends the College's formal appeal outcome to the learner. A copy of the response will also be issued by the Dean of Academic Affairs to anyone named in the response.</p> <p>5. Stage 5 - Second Appeal Applications</p> <p>5.1 Should the learner not agree with the findings arising from the CCT internal appeals process, as outlined above in sub-section 3, the learner may apply to have the case reviewed by an independent ombudsman appointed by the College. This option will be explained in writing (letter / email), to the learner at the end of the previous Stage, and any application for appeal to the ombudsman must be received and considered by the Dean of Academic Affairs.</p> <p>5.2 <u>Grounds for an Appeal to Independent Ombudsman</u> A complainant who wishes to lodge an appeal may do so on a limited number of grounds. They must clearly identify the elements for which the appeal is being made. The application must also specify the grounds on which the appeal is sought and must contain all information that they require to have taken into account in the appeal. An appeal may be submitted on the following grounds:</p> <ol style="list-style-type: none"> 1. Procedural irregularity 2. Inconsistent implementation of procedures <p>5.3 A request for an appeal must be received by the Dean of Academic Affairs no later than the date specified in the letter or email notifying the learner of the outcome of the First Appeals process. Only a written request for a second appeal, signed by the learner concerned will be considered. The complainant must supply evidence in support of their request. The fee for an appeal is €50, refundable where the appeal is successful.</p>	<p>Dean of Academic Affairs</p> <p>Learner Dean of Academic Affairs</p> <p>Learner</p>	<p>Incident record / learner record</p> <p>Appeals panel minutes</p> <p>Outcome notification</p>
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<p>The independence of the ombudsman permits a fresh view on whether the internal process has been adequately handled, to judge whether the response to the problem has been reasonable, and to aim to reach an outcome which is fair and just to all parties concerned - based on evidence. The ombudsman will consider all reports and documentation arising from previous stages, in relation to both parties. The ombudsman is entitled to ask the complainant to address circumstances on which they based the appeal. The ombudsman may seek such information or advice as it considers necessary and, in such a manner as it considers appropriate. Having considered the circumstances, the ombudsman will decide the outcome of the appeal.</p> <p>The College President reserves the right to engage the services of any appropriate professionals deemed necessary.</p> <p>5.4 The complainant will be informed via the Dean of Academic Affairs, in writing (letter / email) of the outcome of the ombudsman's review. Where appropriate, the Dean of Academic Affairs shall notify QQI of the outcome of the appeal.</p> <p>There is no further right of appeal. Should the complainant not be satisfied with the final outcome, they can exercise their rights external to the College policies and procedures.</p> <p>6. Application of Penalties</p> <p>The penalty applicable to confirmed cases of general misconduct is determined by whether or not the incident constitutes a first or subsequent case of minor or major misconduct. The following graduation of penalties aims to ensure that a consistent approach is adopted across all learners. However, the Disciplinary Committee may judge that a single incident could constitute a major or gross misconduct, depending on the severity of the breach of discipline concerned.</p> <p>6.1 Penalty for Minor Misconduct, first incident The learner is given a first written warning from CCT to refrain from further general misconduct, outlining the reasons why the incident / case is awarded this grade, and reminding the learner of the general regulations outlined in the CCT Student Handbook. A record of the offence will be held internally.</p> <p>6.2 Penalty for Minor Misconduct, second incident The learner is given a second written warning from CCT to refrain from further general misconduct, outlining the reasons why the incident / case is awarded this grade, and reminding the learner of the general regulations outlined in the CCT Student Handbook. This letter to the learner will also specify that any further incident of general misconduct will be penalised by way of temporary suspension from their learning at the College. A record of the offence will be held on the learner record and may inform references provided by the College.</p> <p>6.3 Penalty for Major General Misconduct, first incident</p>	<p>Ombudsman Dean of Academic Affairs</p>	<p>Letter of appeal outcome</p> <p>Appeal application to ombudsman</p> <p>Appeal outcome correspondence</p>
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<p>The learner is suspended from the programme for a minimum of one week, or until the next semester (depending on the severity of the incident) in which there is an opportunity to retake all modules for that semester. A permanent record of the offence is placed on the learner's file, and the student is placed on a probationary review period for one semester. Additionally, a fine set by the College of €500 will apply to the learner(s).</p> <p>6.4 Penalty for Major General Misconduct, second incident The learner is suspended from the programme for a period adjudged to be conducive to the severity of the incident. A permanent record of the offence is placed on the learner's file, and the student is placed on a probationary review period for one semester. Alternatively, and depending on the severity of the incident, the learner is expelled from the College and shall not be permitted to re-enrol for a three-year period (pending outcome of a re-entry admissions meeting between the learner, the Programme Leader, and Head of Admissions). A permanent record of the offence is placed on the learner's file. Additionally, a fine set by the College of €750 will apply to the learner(s).</p> <p>6.5 Penalty for Gross Misconduct The learner is expelled from the College and shall not be permitted to re-enrol for a minimum period of five year (pending outcome of a re-entry admissions meeting between the learner, Programme Leader, and Head of Admissions). A permanent record of the offence is placed on the learner's file. Additionally, a fine set by the College of €750 will apply to the learner(s). CCT reserves the right to refuse re-enrolment indefinitely.</p>		
<p>Definitions and Principles</p> <p>In general terms, General Misconduct is an act of improper behaviour contrary to the College's general regulations which will not be tolerated by the institution. The reputation of CCT and of its graduates depends on upholding the highest standards of learning and research. Learners should have access to a learning environment, free from ill-discipline of fellow learners, which may adversely affect the learning experience.</p> <p>The College recognises that there is a distinction between the degrees of severity of minor general misconduct, and, major or gross general misconduct as illustrated by examples below. Please note that breaches of academic regulations, and low-class attendance rates, along with alleged incidents of Bullying or Harassment are monitored and dealt with under separate CCT Policies: Student Complaints (Policy CCTP903), Academic Integrity and Academic Misconduct (Policy: CCTP508), and Mutual Respect (Policy: CCTP807). Examples of General misconduct include, but are not limited to the following:</p> <p>Examples of Minor General Misconduct - not an exhaustive list (each case / incident is unique, and is dealt with on its merit in terms of severity):</p> <ul style="list-style-type: none"> ● Eating, chewing gum, and drinking in non-designated areas within the College ● Littering ● Using disruptive behaviour and disruption of the learning experience of other learners ● Use of abusive language ● Minor breaches of College Code of Conduct, Health and Safety Procedures ● Breach of any general class regulation as introduced and presented by faculty staff within CCT ● Minor violation of College regulations ● Disorderly conduct, including being unfit for admission to class, tutorial, assessment, laboratory or other College facility ● Being in unauthorised areas without permission ● Causing minor damage to College property 		

- Failing to identify oneself to a CCT staff member, on request

Examples of Major and Gross General Misconduct - not an exhaustive list (each case / incident is unique, and is dealt with on its merit in terms of severity)

- Major breaches of College Code of Conduct, Health and Safety Procedures
- Smoking on the College property
- Any act deemed in breach of the mutual respect policy, not considered gross misconduct.
- Fighting with students or other persons, disruptive and/or hostile behaviour
- Theft of College or personal property
- Failure to obey the instructions of CCT Staff /fire marshals during a Fire Drill, Health and Safety Drill, or during an Emergency
- Fraudulent behaviour (including falsification of any College documentation or College attendance register)
- Unauthorised use of College property of any kind
- Possession, supply, or use of illicit drugs
- Being in an intoxicated state while on the College premises
- Making false allegations of personal injury / accidents on campus
- Giving false or misleading information to CCT calculated to mislead and deceive
- Bullying
- Repeated or aggravated incidents of minor offences
- Unwanted interference with CCT's safety equipment, alarms, fire-fighting equipment, or failure to comply with reasonable request(s) from CCT staff with regard to situations which endanger life, health, or property

Examples of Gross Misconduct - not an exhaustive list (each case / incident is unique, and is dealt with on its merit in terms of severity)

- Breaches of College Code of Conduct, Health and Safety Procedures
- Any act that intimidates, threatens, disgraces, or degrades any staff member, visitor, or student, communicated verbally, non-verbally including by gesturing or deemed in breach of the mutual respect policy.
- Assault on college employees
- Repeated instances of theft
- Extortion, use of intimidation, coercion or force
- Malicious damage or destruction of College or personal property
- Possession, supply, or use of illicit drugs
- Gross indecent or immoral behaviour
- Forgery, alteration or misuse of any College document, record stamp, or identity card, or staff identity
- Sexual Harassment
- Repeated or aggravated incidents of major offences

All alleged cases of general misconduct must be thoroughly investigated by CCT, discrimination must be avoided, and procedure should be adhered to including carrying out disciplinary meetings. Students are advised that CCT College Dublin will report unlawful behaviour to the Gardai. In such cases, the student may be liable for civil and legal sanctions.

Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
Dean of Faculty	Annually – August 2018	Incident Reports & correspondence Minutes from Committees – Discipline & Appeals Panel

POLICY CONTROL SHEET

Policy Title	Student Code of Conduct and Disciplinary Procedure
Responsible Officer(s)	Dean of Faculty, Heads of Faculty
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	Sept 2019
Supersedes	Version 2.2
Next Review Date	August 2026
Designated Reviewer(s)	Dean of Faculty
Scope	Internal staff (full and part time); Learners; Appeals Board

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	Sept 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
Version 2.0	September 2017	Updating to reflect organisation roles and responsibilities. Addition of extended code of conduct. Addition of CCT's right to suspend a learner pending investigation and clarification regarding representation and absence of legal representatives from this internal process.	Senior Management Team	QA Committee
Version 2.1	March 2018	Renaming to Learner Code of Conduct and Disciplinary Procedure. Amendments to the disciplinary procedures to more accurately reflect the investigatory stage of the process. Separation of major and gross misconduct	Dean of Academic Affairs	Academic Council.
Version 2.2	Sept 2019	Edits to reflect changes to organisational structure and roles. Renumbering of sections.	SMT	Academic Council
Version 2.3	June 2025	Minor updates for presentation purposes	Dean of Academic Affairs	Academic Council.

References upon which the Policy section is based

CCT Policy area	Learning Resources & Student Support
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, Relevant QQI Standards and Guidelines
Related CCT Policies / Forms	CCTP905 – Class Attendance & Punctuality Policy CCTP508– Academic Integrity and Academic Misconduct Policy CCTP807 – Mutual Respect Policy

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 9: Learning Resource and Student Support			
Policy and Procedure Title:	<i>CCTP907: Graduation Policy</i>	Policy No: CCTP907	Version: 2.2
Policy Statement It is CCT's policy to invite all students who have successfully completed a programme in CCT to a graduation ceremony to celebrate the achievements of the student with their families, friends, peers and lecturers.			
Staff Involved All full time and part time staff faculty within CCT, Lecturers, Dean of Academic Affairs, Dean of Faculty, QA Office, Faculty Office, Head of Student Services			
Procedure Outline / Method(s) used to carry out this procedure		Responsibility of	Evidence generated by this procedure to ensure its effectiveness
<ol style="list-style-type: none"> Following the Exam Board ratification of final results and recommendation for an award, the QA Office will contact all students eligible to graduate by email inviting them to a graduation ceremony The graduation is normally held in a central venue in Dublin, accessible by public transport, that is deemed appropriate for such an occasion. Approval of a graduation venue is the responsibility of the College President in conjunction with the Dean of Academic Affairs and the Dean of Faculty. Any proposed venue must satisfy the following requirements: <ul style="list-style-type: none"> Capacity – the venue must be of an appropriate size to accommodate each of the graduands entitled to attend, plus 1 guest per graduand, plus all faculty and full-time staff associated with the programmes in question, and any speakers, musicians and special guests. Where necessary, multiple ceremonies may be scheduled in order to satisfy this requirement. Accessibility – the venue should be accessible by public transport and also have adequate accessible facilities for staff, graduands or guests who may have mobility issues. Fitness for purpose – as a celebration of academic achievement, the graduation ceremony should be held in a venue that is suitable for such an event. This should include the facilities to host the ceremony with a platform for the presentation of parchments, sufficient space to allow an academic procession, separate space for robing, photography and refreshments. 		QA Office President, Dean of Academic Affairs, Dean of Faculty	E-mail communication

<ol style="list-style-type: none"> 4. Graduands are required to confirm their attendance at the ceremony by the date specified in the invitation. Failure to confirm attendance by the date specified may result in the graduand not being permitted to attend the ceremony. 5. Graduands are required to confirm their intention to bring a guest / guest. The number of guests permitted per graduand is communicated as part of the invitation. Any requests for additional guests will be recorded by the QA Office and additional tickets will be allocated once initial invitation of guest responses have been received. A graduand who fails to confirm the intention to bring a guest / guests will lose their guest ticket allocation, and this will be issued to a graduand requesting additional guest tickets. 6. Guests arriving at a graduation ceremony without guest tickets will not be permitted to attend the ceremony. 7. A graduand is entitled to request their parchment be posted to them after the graduation ceremony, if they decide not to attend. 8. In some venues, the attendance of under 18s is not permitted. CCT will enforce this policy requirement as appropriate. Where a venue does permit attendance of under 18s, CCT encourages graduands to consider the suitability of the occasion for the under 18-year-old. In particular, CCT does not encourage the attendance of young children. Where young children do attend, they must be accompanied by an adult at all times. In the instance of a child not remaining silent and, in their seat, as is required as part of ceremonial protocol, the accompanying adult will be required to leave the ceremony hall with the child. 9. Formal dress & robing is required for all graduands. CCT will provide details of a robe hiring company and it is the responsibility of graduands to arrange their own robes. Failure to have the appropriate gown may result in CCT refusing to allow the graduand to participate in the graduation ceremony. 10. Graduands will be awarded their parchment in reverse order – starting with the lowest award level and ending with the highest level 11. Graduands are awarded in alphabetical order 12. CCT awards the Student of the Year award to the highest achieving student (based on marks) in an award stage. This is based on overall academic performance in the academic year just ended, leading to a QQI major award of a minimum of 120 credits. The Student of the Year award is confined to the highest academically performing student of their respective programme 13. CCT also awards a College Spirit Award to a deserving student (final year), proposed and decided by faculty and administrative staff. This special award goes to a student who embodies the spirit and culture of CCT. Graduands who are unable to attend the ceremony should contact the Exams Office to arrange to collect their parchment. 	<p>Graduands</p>	
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POLICY CONTROL SHEET

Policy Title	Graduation
Responsible Officer(s)	Dean of Academic Affairs, QA Office
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	July 2019
Supersedes	Version 2.1
Next Review Date	August 2026
Designated Reviewer(s)	QA Office
Scope	Internal staff (full and part time); Graduates

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
Version 2.0	August 2017	Update of roles and addition of clarifications	Dean of Academic Affairs	Academic Council
Version 2.1	September 2019	Edits to reflect change to organisational structure and roles	SMT	Academic Council
Version 2.2	June 2025	Minor updates to for presentation purposes	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Learner Resources and Student Support
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, Relevant QQI Standards and Guidelines
Related CCT Policies / Forms	

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 9: Learning Resources and Student Support			
Policy and Procedure Title:	<i>CCTP908: Refund Policy</i>	Policy Number: CCTP908	Version: 2.2
<p>Policy Statement</p> <p>CCT will not refund fees to any learner after they have formally registered for or commenced a programme, except in extenuating circumstances which are at the discretion of CCT. No refund will be made to learners who commence a programme and consequently fail to attend classes and/or who withdraw and do not finish the scheduled course. International visa-seeking learners who have pre-paid and whose visa is refused before arriving in Ireland or at port of entry are entitled to a refund of full fees paid, minus a €350 administration and registration charge and, in the case of non-EU learners, minus any insurance policy costs. International visa seeking students residing in Ireland who have pre-paid and whose visa is refused before the commencement of a programme are entitled to a refund of full fees paid, minus a €350 administration and registration charge and, in the case of non-EU learners, minus any insurance policy costs.</p> <p>Whilst it is an unusual occurrence, CCT reserves the right to cancel, delay or re-schedule any course at any time prior to a course starting. In the unlikely event of cancellation of a course by the college full pre-paid fees will be refunded. Some CCT part time and professional programmes include separately paid examination fees. All examination fees are non-refundable and are subject to change in accordance with external validating body's regulations. In the event of Force Majeure, which includes but not limited to, acts of God, outbreak of disease, war, work stoppages, actions of governments and extreme weather events, cancellation, rescheduling or restructuring of programmes will not result in any refund of fees.</p>			
<p>Definitions and Principles</p> <p>CCT strives to ensure that any learner who decides to withdraw their application (pre-commencement refund request), or who is affected by a genuine, exceptional circumstance, and who cannot continue the programme (post-commencement refund request), should be refunded minus €350 administration and registration (reserved place) charge. Exceptional or mitigating circumstances are at the discretion of CCT and may include unforeseen events such as, serious illness (of the learner or a relative), family death. CCT would consider any major change of circumstances as potentially exceptional but retains the right to discretion on this decision. CCT will make contact with the relevant Irish Immigration Authorities (INIS or GNIB) to inform them of any withdrawals of international visa-seeking learners, along with refund details, pre-commencement or post-commencement of a CCT programme. The maximum time from receipt of request for refund to refund decision and subsequent issue of refund (where applicable), will not take longer than 20 working days. However, CCT always strives to process due refunds as quickly as possible, from the time of refund request.</p>			
<p>Staff Involved</p> <p>Dean for Administration and Finance, Head of Admissions, Faculty Office, College President, Dean of Academic Affairs</p>			

<p>2.4 The final decision on the outcome of a Refund Application Appeal will be made by the College President, and the decision of the President will be final. The President is obliged to ensure that the decision is fair and reasonable, outlines the reason(s) why the refund is not being issued in this case, and is consistent with the CCT policy on Refunds of programme fees.</p> <p>3. Information to Learners on Fees and Refund information at CCT</p> <p>3.1 CCT is committed to ensuring that all prospective and current learners and the general public are aware of the CCT policy on refunds of fees.</p> <p>3.2 CCT makes this policy public on the CCT website, (in general form as part of the CCT QA system, and in summary form for international learners in a section exclusively for international learners). Also, a summarised form of this policy is available on the Footer section of every page on the CCT website.</p> <p>3.3 CCT also presents this policy (or a clear and accurate summarised form) in its prospectus, general learner handbook (located on Moodle for all registered learners of CCT), and CCT Registration Agreement with Learners (signed by learners at the start of each academic year).</p>		<p>Head of Admissions</p> <p>Dean of Academic Affairs</p> <p>QA Office</p>	<p>- Appeal documentation submitted by the learner</p> <p>- Correspondence between the learner and the QA Office in relation to the Appeal</p> <p>- Copies of correspondence pertaining to the final decision / outcome of the refund application</p> <p>- Review of CCT website, Prospectus, Moodle, General Learner Handbook, and CCT Registration Agreement with Learners</p>
Monitoring			
Monitor (Job Title)	Frequency	Monitoring Method(s)	
Dean for Administration and Finance	Annual review for full academic year	<ul style="list-style-type: none">- Review of statistics on refund applications and outcomes, including number of Appeals submitted and Appeal decisions- Review of all correspondence between parties, pertaining to refund applications- Review of all CCT promotional material mentioned in this Policy- Review of best practice in this area within the sector, and comparing the CCT policy against nationally promoted standards, in particular from QQI, Dept. of Education, Dept. of Justice & Equality, and ICOS.	
College President			

POLICY CONTROL SHEET

Policy Title	Refund Policy on full and part time programmes
Responsible Officer(s)	Dean for Administration and Finance
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	July 2019
Supersedes	Version 2.1
Next Review Date	August 2025
Designated Reviewer(s)	Dean for Administration and Finance
Scope	Internal staff (full and part time); Learners

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
Version 2.0	August 2017	Update to role titles and change to appeal process to reflect practice whereby appeal is submitted to Dean for A&F, and not the QA Office	Dean of Academic Affairs	Academic Council
Version 2.1	March 2018	Consistent application of President title.	QA Committee	Academic Council
Version 2.2	June 2025	Minor updates for presentation purposes	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Learning Resources and Student Support
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, Relevant QQI Standards and Guidelines Department of Justice (INIS) Regulations
Related CCT Policies / Forms	CCTF106 Course Withdrawal Form

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 9: Learning Resource and Student Support			
Policy and Procedure Title:	<i>CCTP909: Personal Mitigating Circumstances Policy</i>	Policy Number: CCTP909	Version: 3.3
<p>Policy Statement</p> <p>CCT is a Higher Education institution providing academic programmes on a full and part time basis, many of which depend on progression of learners from stage to stage. Learners are expected to attend all classes for which they are enrolled. Regular class attendance and engagement is essential to successful academic achievement. Absences can only be excused in exceptional circumstances, for example illness and/or personal issues such as close family bereavement. Supporting evidence, certification, and/or documentation must be provided in each case, where the learner is absent from class, misses an assessment deadline or examination.</p> <p>The College recognises that there are instances where personal mitigating circumstances impact on a learner's ability to attend class, complete an assessment or examination, their performance within an assessment or examination or their ability to continue with their studies for a period of time.</p> <p>It is the learner's responsibility to ensure the College is notified of any circumstances that may impact their attendance or participation in programme activities. Failure to do so may impact on the enrolment status of the learner. Where circumstances are impacting on attendance or participation, learners are encouraged to discuss this with a member of staff.</p> <p>In the instance of a learner not wishing to disclose the personal or sensitive nature of the reason for their absence they are advised to discuss this with their healthcare practitioner to facilitate the provision of a medical certificate or letter that maintains their privacy but also satisfies College requirements.</p> <p>The Head of Student Services can assist learners in accessing general health practitioners and counselling services as may be required.</p> <p>CCT treats all personal and sensitive data confidentially and ensures it is stored securely. Medical certification will be retained until 2 weeks after the Examination Board appeal window closes to allow for the Board to consider any extenuating circumstances as may be necessary, and the student to lodge an appeal in respect of same. Documentation may be retained for a longer period in the case of an ongoing dispute but will also be destroyed 2 weeks post any final point of appeal.</p>			
<p>Definitions and Principles</p> <p>Personal Mitigating Circumstances are defined as those unexpected / unplanned situations which are unavoidable and impact on an individual's ability to fulfil certain obligations or impacts on their performance.</p> <p>Deferral is an approved break in a programme of study.</p>			
<p>Staff Involved</p> <p>Dean of Academic Affairs, Dean of Faculty, QA Office, Faculty staff, Dean for Administration and Finance, Head of Student Services</p>			

<p>2.3 Where a period of absence includes submission dates for assessments or examination sittings a PMC application must be submitted to the QA Office with supporting documentation. Failure to submit or sit for assessment without approved PMCs will result in a mark of 0% and the attempt being recorded for the purpose of maximum number of assessment opportunities. Where PMCs are approved, the assessment will be deferred.</p>	Learner, Faculty Office	
<p>2.4 Where a learner misses an assessment or believes their performance in an assessment was impacted by personal mitigating circumstances, at the earliest opportunity, and not later than the first day returning to College after a period of absence, the learner must fill in the Personal Mitigating Circumstances Form, and submit it to the QA Office with supporting documentation attached (for example medical certification, or any supporting documentation addressing the reason for absence, pertaining to Sick Leave)</p>	Learner / QA Office	<p>Completed applications for PMC</p> <p>- Records of applications from learners</p>
<p>2.5 The QA Office in conjunction with the Dean of Faculty will review the evidence and determine the extent of the impact and the implications of this for the learner. Evidence provided should not normally be post-dated and must clearly indicate the circumstances applied to the dates against which PMCs are being requested. The College can approve the application, reject the application, or request additional information.</p>	Learner	
<p>2.6 The decision will be communicated to the learner, normally within 5 working days. Where PMCs are accepted, the alternative arrangements will also be notified. Where additional information is sought, the learner is required to provide this within 5 working days. Failure to do so, without explanation, will result in the application being considered withdrawn. The college may accept or reject the application on receipt of additional information.</p>	QA Office / Dean of Faculty	
<p>2.7 Where a PMC application is rejected, the learner must be notified of the reasons for this. A future application may be made.</p>		<p>Records of all correspondence , including decision outcomes</p>
<p>2.8 Where a learner has circumstances which prevent them continuing their studies or have prevented them from doing so unexpectedly, the PMC application will be considered with a view to granting a deferral.</p> <p>2.9 Approval of a PMC can result in:</p> <ul style="list-style-type: none"> • Extension of submission date, without penalty • Assessment attempt reinstated, and further assessment date agreed • Alternative assessment arrangements agreed • Accommodations approved to enable assessment completion • The circumstances being brought to the attention of the Board of Examiners and the individual's performance being reviewed in the context of the PMC application being approved. • Approval of a deferral period 		

<p>2.10 In normal circumstances the learner will be required to complete an assessment.</p> <p>3. PMCs and Board of Examiner Decisions</p> <p>3.1 In circumstances where a learner completed an assessment but felt it was impacted by PMCs the Board of Examiners will review the case and determine evidence of impact. This can result in the Board of Examiners agreeing to change a mark or to retain the mark awarded.</p> <p>3.2 In exceptional circumstances, where a learner has not completed an assessment and will not be in a position to do so, the case will be brought to the attention of the Board of Examiners to determine appropriate actions. The Board of Examiners reserves the right to award a mark based on other work completed / submitted based on attainment of programme learning outcomes. In such cases the agreement of the External Examiner is required. The Board may also decide to approve a deferral of assessment. Where a deferral is approved, normally all assessments are deferred.</p> <p>3.3 Where a PMC has not been applied for but a member of the Board of Examiners is aware of PMCs that apply to a learner, the details of the circumstances should be shared with the Chair who will determine if these can be accepted. It is expected that the claim can be substantiated. In such cases, where the Chair accepts the PMC, the decision-making available to the Board is as per all approved PMCs.</p> <p>3.4 Learners retain the right to appeal the decision of the Board of Examiners as per the Review, Recheck and Appeal Policy.</p> <p>3.5 When a deferral is offered, the learner is advised of the conditions of the deferral and is required to sign to confirm their understanding.</p>			Board of Examiners	Minutes of Board of Examiners
Monitoring				
Monitor (Job Title)	Frequency	Monitoring Method(s)		
QA Office/ Dean of Faculty Academic Council Programme Leader	Ongoing reviews each semester As scheduled Annual review for full academic year	<ul style="list-style-type: none"> - Summary reports of PMC applications per programme / module - Board of Examiners Report - Review of PMC applications by programme and module and decisions reached by BOE 		

POLICY CONTROL SHEET

Policy Title	PMC Policy
Responsible Officer(s)	Dean for Administration and Finance, Dean of Academic Affairs, Faculty Office, QA Office
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	Sept 2022
Supersedes	Version 3.2
Next Review Date	August 2024
Designated Reviewer(s)	QA Office Dean of Academic Affairs
Scope	Internal staff (full and part time); Learners

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	March 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
2.0	August 2017	Amendments to role titles and addition of greater clarification of expectations and compliance.	Senior Management Team	Academic Council
3.0	January 2018	Revised to remove overlap and confusion with attendance policy. Addition of diagram of process.	QA Committee	Academic Council
3.1	Sept 2019	Edited to reflect organisational change to structure and roles and the inclusion of Faculty Office in approval of PMC applications	SMT	Academic Council
3.2	September 2022	Revisions to reflect involvement of Dean of Faculty in PMC approval process. Clarification of the role of the Board of Examiners in respect of PMCs.	QA Office	Academic Council
3.3	June 2025	Minor updates for presentation purposes	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Learning Resources and Student Support
Statutory & System Wide Basis	The Department of Justice & Equality, Irish Naturalisation and Immigration Service Requirements
Related CCT Policies / Forms	CCTF111 Personal Mitigating Circumstances Form CCTP902 – General Student Services, Pastoral, Disability and International Learner Support CCTP905 – Attendance, Punctuality and Leave Policy

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 9: Learning Resource and Student Support			
Policy and Procedure Title:	<i>CCTP910: Alumni Policy</i>	Policy No: CCTP910	Version: 2.2
<p>Policy Statement CCT continually strives to maintain a strong connection with graduates and provides the opportunity to keep in touch with graduates of the College, mainly through email, social media contact, and through the general graduate related CCT events organised through the CCT Alumni Association. The College recognises that completion of a programme is not the end of the relationship between the student and the CCT community. Ongoing networking between alumni and their CCT peers, the College, and external stakeholders such as employers, is vital to the ongoing personal and professional development of graduates of CCT. Our graduates are a crucial and valuable reflection of the performance, culture, and practice of the College.</p>			
<p>Definitions and Principles A graduate is a former student of CCT who has graduated from a programme of study at CCT. Membership of the Alumni Association at CCT is automatic for the following groups:</p> <ul style="list-style-type: none"> ○ Those who have pursued and completed academic programmes leading to graduation from the College ○ Those who have pursued professional programmes through the College of minimum 6 months duration 			
Staff Involved All full time and part time faculty, Lecturers, Dean of Academic Affairs, Dean of Faculty, QA Office, Faculty Office, Head of Student Services, Careers Office			
Procedure Outline / Method(s) used to carry out this procedure		Responsibility of	Evidence generated by this procedure to ensure its effectiveness
<ol style="list-style-type: none"> 1. Subject to agreement of graduates, through social media and permissible sources CCT will keep alumni informed of news and events within the college 2. CCT's alumni offers avenues to networking and possibilities to collaborate on projects that are beneficial to all stakeholders 3. Alumni may receive invites to relevant events and happenings in CCT that could be of benefit to the graduates 4. Graduate surveys are distributed to recent graduate between 6 -9 weeks after they graduate 5. A reminder is sent to the graduates to encourage an increased response rate. The graduate survey allows CCT to identity how we can enhance the quality of our programmes and the overall student experience based on the feedback received 6. The feedback is collated by the Careers Office and fed back to programme leaders, the ELT / Management Team and Academic Council and is used to inform future events, programme developments and student service enhancements. 		<p>Graduate s Lecturers QA Office Head of Student Services</p> <p>Careers Office</p>	<p>E-mail communication Graduate Survey</p>

POLICY CONTROL SHEET

Policy Title	Alumni
Responsible Officer(s)	Head of Student Services, Careers Office
Issuance Date	August 2017
Effective Date	August 2017
Last Review Date	July 2019
Supersedes	Version 2.0
Next Review Date	August 2024
Designated Reviewer(s)	Head of Student Services
Scope	Internal staff (full and part time); Graduates

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
Version 2.0	August 2017	Updates to role titles and change of responsibilities to reflect appointment of Head of Student Services.	Dean of Academic Affairs	Academic Council
Version 2.1	January 2018	Role of Careers Service embedded	QA Committee	Academic Council
Version 2.2	June 2025	Minor updates for presentation purposes	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Learning Resources and Student Support
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, Relevant QQI Standards and Guidelines
Related CCT Policies / Forms	Graduate Survey

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 9: Learning Resource and Student Support			
Policy and Procedure Title:	<i>CCTP911: Learning Environment Policy</i>	Policy No: CCTP911	Version: 1.2
Policy Statement CCT is committed to ensuring that the facilities available for the delivery of programmes are adequate and appropriate, meet the College's minimum standards and therefore provide a suitable environment conducive to learning. This policy outlines the minimum standards requirements for all teaching facilities utilised by CCT for the delivery of programmes, including those off-site locations that may be used. The policy applies to the teaching facilities in respect of all CCT programmes leading to QQI awards. Specific facilities and resource requirements are identified as part of the validation process and CCT commits to adhering to this. It is the responsibility of faculty, under the leadership of the Dean of Faculty, to ensure comprehensive facilities requirements are documented. Should CCT engage in a collaboration for the delivery of a programme leading to a QQI award, responsibility for identifying and assessing the suitability of potential teaching facilities and resources may be delegated to the collaborating partner and CCT will agree this in the negotiation and agreement stages of collaboration discussions. In such instances, the College will retain the right to monitor the application of the policy. CCT will normally expect the equivalent standards and requirements to those outlined within the following policy. This policy will be reviewed on a regular basis in order to ensure ongoing suitability of the standards outlined. Furthermore, policy implementation will be monitored on an annual basis to ensure adherence to the requirements and standards and identification of enhancements where feasible.			
Staff Involved All full time and part time faculty within CCT, Dean of Academic Affairs, Dean of Faculty, QA Office, Faculty Office, Dean for Administration and Finance, College President.			
Procedure Outline / Method(s) used to carry out this procedure		Responsibility of	Evidence generated by this procedure to ensure its effectiveness
Minimum Standards for Teaching Facilities CCT requires that all teaching locations satisfy minimum standards, and any specific requirements that may be agreed through the programme validation process. CCT specifies the following as the core minimum requirements to ensure a potential teaching location provides a suitable learning environment:		Dean of Faculty, College President, Dean for Administration and Finance, Dean of Academic Affairs.	Student Evaluations Minutes from Student Rep and Student

[illegible]

Space, Layout, and Lighting Any room utilised for the purpose of teaching and learning should have sufficient space for the class size and the nature of the activities to be undertaken, including space for any specialist equipment that may be required. The layout should be designed, or adjustable, to encourage positive engagement and interaction between faculty and learners and to enable learner / learner interaction.

Appropriate arrangements (heating / air conditioning / fans etc) should be in place to adapt to changing external conditions. All rooms are to have lighting appropriate to their use. Natural light is desirable but not essential.

Facilities for People with a Disability In accordance with relevant legislation, mobility access arrangements should be in place as required, or reasonable accommodations made where feasible.

Access to Learner Support Services All learners at CCT are entitled to access learner support services including academic support, pastoral support, support for disabilities and additional learning needs, library and library services. These are made available on CCT premises. It is recognised that in some instances these services may be located at a different location to where their classes take place. Should that be the case, where it is deemed unreasonable to require a learner to access these supports on CCT premises or where they cannot be made available virtually, through the use of technology, CCT will implement alternative arrangements to facilitate learner access to support services at an off-premises location.

Equipment All teaching venues must include as a minimum, unless otherwise stated:

- A data projector and screen
- Sufficient desks and chairs for each student and faculty member
- Access to appropriate toilet facilities sufficient for the number of attendees

Teaching venues that have a specific purpose, for example, labs, must satisfy the minimum standards for location, space, layout, lighting, facilities for people with a disability and health and safety as outlined above but must also satisfy the additional specific requirements as recorded in the programme validation document or advised by the Dean of Faculty or nominee.

Head of Student Services,
QA Office Librarian

Faculty
Dean of Faculty

Services
meetings
Learners
Surveys
E-mail and other
communication s
Annual Report

<p>Virtual Learning Environment Where CCT uses a virtual learning environment for the partial delivery (blended learning) of a programme or to support traditional face to face delivery, the appropriate platform will be selected based on the following:</p> <ul style="list-style-type: none">• The ability to provide an intuitive easy to use environment following introductory training given to learners and faculty.• The independence of the platform from other hardware and software operating systems• The ability to provide a secure environment that complies with data protection requirements and is fit for purpose for the submission and sharing of information.• A platform that supports and promotes enhancements and upgrades. <p>The decision on the final platform (currently Moodle) will be determined with input from staff with academic and technical expertise along with consideration of cost and ongoing management and implementation matters.</p> <p>Allocation of Teaching Facilities For all on-campus teaching, facilities are allocated as part of the annual timetabling process overseen by the College President and the Dean for Administration and Finance. On campus rooms are designed as designated teaching spaces and include the minimum equipment requirements as standard. Class size is factored in during the allocation and timetabling process. For delivery of programmes off site, the approval and allocation of teaching facilities is the responsibility of the College President in conjunction with the Dean of Faculty, or appropriate nominee.</p> <p>Notification to Learners Where a programme is to be delivered at a location other than on CCT premises, learners will be alerted to this prior to registration and advised of the general geographic location and, ideally, the specific venue to be used.</p> <p>Monitoring and Quality Assurance As part of the standard learner satisfaction surveys in CCT, learners are asked to rate and comment upon the teaching facilities. This will also apply to any delivery of programmes using non CCT premises. In addition, the class rep system and programme board are also utilised to facilitate the provision of feedback and recommendations for enhancements. A register of all approved facilities, including evidence of compliance with health and safety and insurance requirements is retained by the Dean of Academic Affairs and reviewed annually. Any subsequent re-booking of an outside venue requires resubmission of updated evidence of legal compliance.</p>			College President Dean for Administration and Finance.	Head of Admissions	Head of Student Services, Learners	Dean of Academic Affairs
Monitoring						
Monitor (Job Title)		Monitor (Job Title)		Monitor (Job Title)		
Head of Student Services Dean of Faculty Dean of Academic Affairs		Annually		Review of minutes from operations meetings Review of minutes from Programme Board meetings Review of Minutes from student services meetings Student satisfaction survey results		

POLICY CONTROL SHEET

Policy Title	Learning Environment
Responsible Officer(s)	Dean of Academic Affairs, Dean of Faculty
Issuance Date	June 2025
Effective Date	August 2017
Last Review Date	September 20219
Supersedes	1.1
Next Review Date	August 2026
Designated Reviewer(s)	Dean of Academic Affairs, Dean of Faculty, Head of Student Services
Scope	Internal staff (full and part time);

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2017	New QA policy	Senior Management Team	Academic Council
Version 1.1	Sept 2019	Edits to reflect changes to organisational structure and roles	SMT	Academic Council
Version 1.2	June 2025	Minor updates for presentation purposes	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Learner Resources and Student Support
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, Relevant QQI Standards and Guidelines
Related CCT Policies / Forms	CCTP504 – Reasonable Accommodation

PROVIDER NAME: CCT College Dublin			
POLICY AREA: Standard 9: Learning Resource and Student Support			
Policy and Procedure Title:	<i>CCTP912: Managing Learner Withdrawals</i>	Policy No: CCTP912	Version: 1.2
Policy Statement CCT recognises that there are instances when a learner chooses to withdraw from their programme of study or where they chose to transfer their studies to another institution. While the College recognises the rights of learners to do this, establishing the cause of the learner decision or the factors that influenced the decision is an important part of the feedback process and informs programme development and delivery, and learner support and learner management processes in CCT. CCT has a duty of care to all learners throughout their studies and in relation to a decision to withdraw or transfer. Where non-EU learners have been granted a visa based upon being a learner at CCT, CCT needs to ensure a full record of the learner's withdrawal is documented in order to provide notification to the relevant authorities if requested.			
Staff Involved Lecturers, Dean of Academic Affairs, Dean of Faculty, QA Office, Faculty Office, Head of Student Services, Head of Admissions			
Procedure Outline / Method(s) used to carry out this procedure		Responsibility of	Evidence generated by this procedure to ensure its effectiveness
Learners advising of their withdrawal or external transfer will be requested to put the notification in writing on the CCT withdrawal / Transfer form. This form should be submitted to the Faculty Office, Head of Admissions or Dean for Administration and Finance. The relevant staff member receiving the form will advise the Dean of Faculty or Dean of Academic Affairs and an appointment time will be agreed for an exit interview. Interviews will normally be scheduled within 2 weeks of the withdrawal / transfer form being submitted and may take place face to face, by telephone, or virtual meeting technology. The purpose of the exit interview is: <ul style="list-style-type: none"> • To determine the reasons for the learner's decision, and garner feedback that may assist in enhancing programmes or learner experience at CCT • Provide the learner with academic guidance to ensure they are fully informed of the implications of their decision and that such a decision is within their best academic interest • To advise the learner, where applicable, of alternative options available to them 		Learner Faculty Office, Dean for Admin and Finance, Head of Admissions	E-mail communication Withdrawal forms Exit interview records

<p>The learner is not required to disclose information of a sensitive nature as part of the exit interview, where this may apply, but any such information provided will be treated in confidence.</p> <p>For completeness of records, non-EU learners in receipt of a visa, requiring a withdrawal letter, will be required to provide a copy of an offer letter from an alternative institution prior to a withdrawal letter being issued. Learners are advised that CCT will notify the relevant authorities of the transfer. Exit interviews are anticipated to last for approximately 30 minutes. The learner may be accompanied by a friend, relative or fellow learner but any discussion is between the learner and the Dean.</p> <p>On completion of the interview the learner will be required to sign to confirm the accuracy of the information provided. A copy of the exit interview record will be retained on the learner file for a period of 2 years. Information provided as part of the exit interview may be circulated, without attribution, to relevant departments within CCT to assist in enhancing programmes, learner support and the learner experience.</p> <p>The College reserves the right to waive the requirement to attend for an exit interview based on the circumstances of the withdrawal. This will be decided on a case-by-case basis.</p>			Dean of Faculty / Dean of Academic Affairs	
Monitoring				
Monitor (Job Title)	Frequency	Monitoring Method(s)		
Dean of Academic Affairs	Annual	Withdrawal Forms Exit interview records		

POLICY CONTROL SHEET

Policy Title	Managing Learner Withdrawals
Responsible Officer(s)	Dean of Academic Affairs,
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	September 20219
Supersedes	1.1
Next Review Date	August 2024
Designated Reviewer(s)	Dean of Academic Affairs
Scope	Internal staff (full and part time); Learners

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2017	New policy	Senior Management Team	Academic Council
Version 1.1	September 2019	Edits to reflect changes to organisational structure and roles	SMT	Academic Council
Version 1.2	June 2025	Minor updates for presentation purposes	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Learner Resources and Student Support
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, Relevant QQI Standards and Guidelines
Related CCT Policies / Forms	CCTF912: Withdrawal form

SECTION 10: INFORMATION MANAGEMENT

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 10: Information Management			
Policy and Procedure Title:	<i>CCTP1001: Privacy Statement</i>	Document Number: CCTP1001	Version: 1.3
<p>The following statement is issued as partial fulfilment of obligations placed upon CCT College Dublin under the General Data Protection Regulation 2018.</p> <p>Introduction and Context</p> <p>From May 25th, 2018, organisations within the EU, or processing data of EU data subjects, are governed by the new European Data Protection Regulation, known as the GDPR. CCT College Dublin has and will continue to maintain security of personal data and protect the privacy of data subjects in accordance with legislation. The GDPR specifies rules relating to how organisations collect, use, disclose and transfer information about data subjects.</p> <p>GDPR also outlines the principles organisations must apply in processing personal data, and the rights of individuals in relation to their personal data and how organisations use it. The aim of this notice is to inform all CCT College’s data subjects, and potential data subjects, of how it processes personal data and the legal basis it relies upon for doing so. The Statement will outline how CCT College Dublin complies with the principles. It will explain:</p> <ul style="list-style-type: none"> ▪ Definitions of key terms from the GDPR ▪ The principles of GDPR ▪ Who CCT College Dublin is in the context of GDPR ▪ Who to contact in CCT College Dublin about your personal data ▪ What personal data CCT College Dublin collects and how it is used ▪ When and with whom CCT College Dublin shares personal data ▪ The arrangements for transfer of data to other countries outside of the EEA ▪ How CCT College Dublin keeps your data safe ▪ How CCT College Dublin stores personal data and how it’s destroyed ▪ Your rights in relation to your personal data ▪ The process for changes to this Privacy Statement <p>Definitions</p> <p>Data protection legislation includes a number of terms that you may need to understand. The following definitions are intended to assist you.</p> <p>Personal Data: any information relating to an identified or identifiable natural person ('Data Subject'); an identifiable person is one who can be identified, directly or indirectly, in particular by reference to an identification number or to one or more factors specific to their physical, physiological, mental, economic, cultural or social identity. Examples of “identifiers” include name, address, date of birth, photographs, fingerprints etc. but also include student number, PPS number and other specific details that might assist in identifying an individual.</p>			

Data subject: a natural person whose personal data is processed by a controller or processor.

CCT College Dublin's data subjects include staff, students, enquirers / leads, applicants (to programmes or to the College as a potential employee), graduates, former employees and other such parties the College may engage with from time to time in the completion of business activities. Staff refers to all employees, full and part time, permanent and temporary, and for ease will also include reference to consultants, external examiners and those third parties to whom CCT makes payment for the provision of goods, services and expertise.

Data Controller: the person or organisation that determines when, why and how to process Personal Data.

CCT College Dublin, as the legal entity, is the data controller. In some instances, the College may act as joint controller. This is where two or more legal entities determine how they each process personal data relating to data subjects whose personal data they share with one another. Examples of this in relation to CCT College Dublin include CAO, QQI, the Immigration and Naturalisation Service.

Data Processor: 'processor' means a natural or legal person, public authority, agency or other body which processes personal data on behalf of the controller.

There may be instances where CCT College Dublin acts as a data processor on behalf of a data controller or where CCT College Dublin appoints a data processor to act on its behalf for example, the use of an accountant for payroll administration.

Principles of GDPR

The GDPR sets out principles for processing of personal data. Every organisation must comply with these. The principles are as follows:

Personal data must:

- Be processed fairly and lawfully
- Be obtained only for one or more specified and lawful purposes and shall not be further processed in any manner incompatible with that purpose or those purposes.
- Be adequate, relevant and not excessive in relation to the purpose or purposes for which they are processed.
- Be accurate and, where necessary, kept up to date.
- Not be kept for longer than is necessary for that purpose or those purposes.
- Be processed in accordance with the rights of data subjects under this Act.
- Be kept secure with appropriate technical and organisational measures to protect against unauthorised or unlawful processing of personal data and against accidental loss or destruction of, or damage to, personal data.
- Not be transferred to a country or territory outside the European Economic Area unless that country or territory ensures an adequate level of protection for the rights and freedoms of data subjects in relation to the processing of personal data.

In summary, the Data Protection principles mean that CCT College Dublin must collect, use, store, and share your data in accordance with the legal basis for doing so. It must only collect and process the required minimum data for the purpose it is required and only process it for that purpose. CCT College Dublin must keep your data secure and store it only for as long as it is legally required, at which point it must then destroy the data in a secure manner. CCT College must not transfer data to other countries without assuring itself of the measures in place to maintain the security of the data.

CCT College Dublin in the context of the GDPR

CCT College Dublin, registered as CCT Education Ltd, is a data controller under the GDPR and, as such is responsible for deciding how it processes personal data of data subjects and in doing so complies with the GDPR. Under GDPR, CCT College Dublin is obliged to notify data subjects of the information contained within the Statement. The Privacy Statement will be published on the College website, included in programme handbooks and in the employee handbook.

Who to Contact in CCT College Dublin about your Personal Data

All personal data enquiries, or requests to exercise your rights as a data subject, can be directed to Quality Assurance Office, CCT College Dublin, 30 – 34 Westmoreland St., Dublin 2, or by email to QA@cct.ie If you are dissatisfied with the information provided or believe your request to exercise your rights has not been addressed, you can make a complaint to the supervisory authority. As CCT College Dublin operates primarily in Ireland, the supervisory authority is the Data Protection Commissioner who can be contacted through the following means:

By post: Office of the Data Protection Commissioner, Canal House, Station Road, Portarlington, Co. Laois, R32 AP23, Ireland.

By phone +353 (0761) 104800, or

By email: info@dataprotection.ie

What Personal Data Does CCT College Dublin Collect and How it is Used

The type and extent of personal data CCT College Dublin collects varies depending on CCT College Dublin's relationship and interaction with the data subject.

As a User of the CCT Website

Data subjects that interact with the CCT College Dublin website – www.cct.ie will have data collected from them. Data relating to browsing activity, collected through the use of cookies, web beacons and pixel tags and similar technologies, can include:

- IP (internet protocol) address; referring site URL (website address) where the data subject's session started, and details about the data subject's device, including type (e.g. mobile or tablet), brand, model, operating system name and version, browser name, version, language and protocol, and other unique numbers assigned to a device (e.g. IDFA on iPhone, Google adID on Android).
- Details about the pages visited and activities on those pages (e.g. products viewed or purchased, including details of purchases made and the time and duration of visits to pages), page interaction information (such as scrolling, clicks, and mouse-overs), and methods used to browse away from the page.
- Using a data subject's IP address, the approximate geolocation (e.g. Eircode); and
- Events relating to ads served on the data subject, such as the number of ads displayed to the data subject and whether the data subject clicked on an ad.

Marketing

CCT College Dublin will collect personal data for the purpose of informing data subjects of information and events that may be of interest to them where explicit consent to do so has been provided or in the legitimate interests of the business where it is a reasonable expectation that the marketing information will be provided, there is no suitable alternative means of provided it and where the interests of the College and the third party have been weighed.

If a data subject would prefer not to receive marketing communications, they may opt out from all or specific types through following the directions contained within the marketing information or contacting the data protection contact detailed in this Statement.

Enquiries About Programmes or Employment Vacancies at CCT College Dublin

When a potential student, an employer or a parent / family member enquires about a programme at CCT College Dublin, or an individual enquires about potential employment in CCT College Dublin, we will need to collect and use personal data from you to respond to your enquiry. This is limited to name, address, and contact telephone number, postal and or email address, education and or employment history. This information allows us to provide you with the most relevant information in response to your request. This information is collected on the legal basis that it is within our legitimate interests as a higher education provider and an employer to use this personal data to allow enquirers to receive a response to requests for information.

Applications for Programmes or Employment Vacancies

In order to apply for a programme of study or an employment vacancy in CCT College Dublin, the College will collect personal data to assist in responding to your application, to allow the College to check you meet the criteria for admission to the programme or for the vacancy advertised. This is limited to name, address, date of birth, contact telephone number, postal and or email address, education and or employment history nationality, first language, and whether or not the applicant is a national of the European Union.

Applicants for programmes of study are also requested to provide details of next of kin. Where this is provided, CCT College Dublin accepts that the applicant has secured the consent of the next of kin to provide those details to the College for use in an emergency situation. Applicants are also encouraged to disclose any information about their health that we may need to be aware of in order to make reasonable accommodations. Again, this information is processed based upon contractual necessity. It is disclosed at the discretion of the applicant but may impact on our ability to fulfil the contract and thus render it void if not disclosed at this stage. In some instances, information may be collected through a third party e.g. recruitment agents, CAO. In such cases CCT College Dublin understands that the applicant has authorised the third party to share the information with CCT College Dublin and to consider the application in the same way as a direct application.

Enrolling and Registering on a Programme

To enrol or register on a programme of study in CCT College Dublin we will use the information obtained as part of the application process but will also require gender, term time address (if not already provided), copies of certificates, PPS number, CAO number (if applicable), visa / GNIB card details (if applicable), credit card or payment details copies of identity documentation, and a photograph of you. This information is collected on the legal basis of contractual necessity, meaning it allows us to take the required steps that would allow us to enter into a contract as requested by the data subject. It is also collected for the purpose of fulfilling our legal obligations in respect of visa holding students under immigration legislation and in respect of arrangements for the Protection of Enrolled Learners. Photographs are collected, and a student number is issued, to facilitate the provision of a student card in the legitimate interest of the College needing to assure itself of the identity of individuals on College premises for health, safety

and welfare purposes and to validate student identity for access to services and completion of examinations and assessments.

As a Registered Student

As a registered student CCT College Dublin will collect your personal data to enable us to advise you of services and supports available to you and to communicate with you about any changes in relation to agreements with you e.g. timetable changes. CCT College Dublin will collect personal data for quality assurance monitoring and reporting in respect of student satisfaction, progression, completion and achievement. This data processing is undertaken on the legal basis of contractual necessity and also in CCT College Dublin's legitimate interests as a provider of higher education programmes required to undertake monitoring of the programmes and learner experience.

CCT College Dublin will collect the personal data relating to the attendance of individual students in classes and examinations. This data collection is undertaken on the basis of contractual necessity (for examinations and assessments), due to legal obligations (for visa holding students), and on the basis of legitimate interest to facilitate operation of programmes and the College.

CCT College Dublin collects the images, through the College CCTV system, of all individuals who access CCT College Dublin premises. This is in the legitimate interest of College security and the health, safety and welfare of staff, students and visitors. Furthermore, it is used as a means of ensuring the security, reliability and integrity of examinations and exam processes.

As a User of Plagiarism Detection Software (staff and students)

Staff and students required to use plagiarism detection software (PDS) will have their personal data processed in order to enable the College and the PDS provider to satisfy itself of the academic integrity of student work. Data is processed in plagiarism detection software regarding four different categories of users: customers, administrators, teachers and students. At the request of universities/schools, we process the following personal data in the PDS service:

- Email address
- Linguistic style
- IP address
- Shibboleth identity
- Name
- Document (which may contain personal data in the text of the document)
- Email messages (which may contain personal data in the body of the message) • Submission comments (which may contain personal data in the text)

The lawful basis upon which CCT relies for the processing and sharing of this personal data is legitimate interest. It is the legitimate interest of the College, its graduates and its accrediting authorities that CCT can stand over the academic integrity of works submitted and grading in partial fulfilment of the requirements for an academic award. In order to fulfil this legitimate interest, the use of plagiarism detection software is essential.

The PDS provider is a data processor on behalf of CCT College Dublin as the data controller. The PDS provider data processing policy is available at https://secure.urkund.com/static/documents/ENG_URKUND_Policy.pdf

As a Graduate of CCT College Dublin

As a graduate of CCT College we may collect additional data from you relating to your further study and or employment following graduation. CCT College Dublin will use data collected as part of the enrolment process to facilitate contact with graduates. This is undertaken on the basis of legitimate interests of the College as a higher education provider required to monitor the suitability of programmes for employment, the employability of graduates, opportunities for further study within CCT College Dublin. Graduates can opt out from engaging in graduate surveys and receiving information from the College through following the instructions provided in the information or advising in writing to the named contact within this Statement.

As an Employee

As an employee of CCT College Dublin the College will use the personal data provided through the application process and will also request your PPS Number, bank account details, and next of kin information for use in an emergency. These are collected on the basis of contractual necessity. Where next of kin information is provided, CCT College Dublin accepts that the employee has sought the consent of the named individual for the sharing of their data for this purpose.

Personal data of employees may also be used for the effective management and operation of the business. Wherever possible this will be anonymised. Where that is not possible it will only be shared with those who need to know for the fulfilment of legitimate interests, contractual necessity or legal obligations.

Information about health and wellbeing may be collected during the course of employment, in relation to employee absence or accommodation requests. This is collected and processed in order to enable the College to perform the contract entered into. Health and other information may be collected for public health purposes in line with Government guidance. Similarly, information will be collected and processed in relation to professional development, research and scholarly activity. This is based on the legitimate interests of the College where staff development is required to be monitored and reported on to awarding bodies.

CCT College Dublin collects the images, through the College CCTV system, of all individuals who access CCT College Dublin premises. This is in the legitimate interest of College security and the health, safety and welfare of staff, students and visitors. Furthermore, it is used as a means of ensuring the security, reliability and integrity of examinations and exam processes.

As a Former Employee

On termination of employment with CCT College Dublin, the College will retain indefinitely such personal data as is required to continue its fulfilment of legal obligations in respect of record keeping, revenue and payroll records. It will also retain contact details to enable the completion of contractual obligations and on the basis of the legitimate interests of the College whereby follow-up communication may be required for the ongoing operation and management of the business. In normal cases, after a period of 12 months following termination of contract, the personal data of former employees will comprise of name, address, telephone number, email address, date of birth, PPSN, payroll history, P60s and P45 statements, dates of employment, details of position(s) held.

Performance management records, appraisal records, interview notes, annual leave records, sick leave and medical certification, and records of professional development will normally be securely destroyed 12 months after the termination date. Email accounts, user accounts for CCT College Dublin services will be deactivated immediately, except by mutual agreement, and the account will be closed within 2 weeks of termination.

Visitors to CCT College Dublin

Personal data, including CCTV images, name, contact details and or association, pertaining to visitors to CCT College will be collected in the legitimate interests of the College and also to comply with legal obligations in respect of health, safety and welfare of visitors, students and staff. CCT College Dublin shall be obliged to maintain contact tracing logs in respect of all persons attending upon its premises and these logs may contain personal data relating to Data Subjects.

All parties

In rare and exceptional circumstances CCT College Dublin may use personal data to protect the vital interests of the student / employee/ visitor. Similarly, CCT College Dublin may use personal data when it is in the public interest e.g. in cases of reportable incidents or illnesses

Where a data subject refuses or fails to provide personal data that is required by the College for legitimate reason under GDPR, this may impact on the ability of the College to fulfil its contractual agreement with you and can result in the cancellation of that contract and the associated provision of service. This will be communicated at the time should the matter arise.

When and With Whom Information is Shared

As a student or employee of CCT College we will share your personal data with third parties where there is a lawful basis for doing so. Under the GDPR, the lawful bases are:

1. **Consent:** the data subject has given clear consent CCT to process their personal data for a specific purpose.
2. **Contract:** the processing is necessary for a contract CCT holds with the data subject, or because the data subject has requested CCT to take specific steps before entering into a contract e.g. reference checks, communication with INIS.
3. **Legal obligation:** the processing is necessary for CCT to comply with the law.
4. **Vital interests:** the processing is necessary to protect someone's life.
5. **Public task:** the processing is necessary for CCT to perform a task in the public interest or for CCT's official functions, and the task or function has a clear basis in law.
6. **Legitimate interests:** the processing is necessary for CCT's legitimate interests or the legitimate interests of a third party, unless there is a good reason to protect the individual's personal data which overrides those legitimate interests.

Legal Obligation:

The College is legally obliged to share students' personal data with:

- The Department of Social Protection (all students),
- The Department of Justice / Immigration and Naturalisation Service (visa holding students),
- Funding bodies (students publicly funded programmes),
- Parents or legal guardians (students under 18 years old),
- Department of Health (regarding any public health obligations).

It further has a legal obligation to share students' personal data with QQI, the HECA PEL Scheme administration and bonding partners to facilitate programme completion for registered students in the instance of the cessation of an accredited programme of 3 months duration or greater (See CCT Policy on Protection of Enrolled Learners). To facilitate satisfaction of this legal obligation, CCT creates a secure back-up of learner data, in the name of the HECA PEL Scheme Trust, which is retained by Whitney Moore Solicitors with the instruction to share the data with QQI, the HECA PEL Scheme administration and protecting providers in the case of a trigger event. Students are advised of this as part of the registration process and extend their agreement to this by signing the registration form where this is documented. The College is legally obliged to provide personal data on staff to the Office of the Revenue Commissioner / Department of Finance.

Contract:

Where students are on a programme of study that is accredited by an external awarding body, the College is required to share personal data of all such students to facilitate certification or registration, in accordance with the College contract with the student. In cases where a student's College place is funded by their employer or other sponsor, and a contractual arrangement is in place between the employer / sponsor and the College, pertaining to the provision of personal data relating to attendance, progression and achievement, the College will be obliged to share this data for the performance of the contract.

Personal data of staff and or students may be shared with other service providers to enable CCT College Dublin to fulfil its contractual obligations towards student and staff. Such service providers include:

- legal services for arrangements relating to Protection of Enrolled Learners, student disciplinary or complaints, human resource management and employment matters.
- IT services for website development and support, MIS implementation and management and data security matters.
- Health services for the provision of staff or student supports in response to requests from the individual, or in cases where the vital interests of an individual (or third party) warrants it.
- Financial services for collection of fees, administration of payroll, business accounting and auditing.

Where CCT College uses a third-party provider for the provision of services, CCT College Dublin retains the role of data controller and is responsible for how personal data is used and processed, except where a data subject subsequently engages in a direct contract with the service provider independent of CCT College Dublin.

Legitimate Interest:

Where it is in the legitimate interests of the College, personal data may also be shared with third parties. Examples include:

- CRM system provider for the facilitation of recruitment of students
- Plagiarism Detection Software for assurance of academic integrity
- Validation panel members for the fulfilment of validation and review processes as required by awarding bodies
- External Examiners for the purpose of ensuring integrity of assessment and the fair assessment of learners.
- Boards of Examiners and members of Academic Council for the completion of required academic governance
- Printers / publishers of graduation materials
- Graduation gowning company for the availability of correct academic dress for staff and students at graduation
- Photographers for filming or photographing corporate/academic events such as graduation.

Arrangements for Transfer of Data Outside of the EU

In all instances of personal data transfer to countries outside of the EU, CCT College Dublin will seek to agree a transfer, or set of transfers, only where the transfer satisfies one or more of the following:

- The transfer is made with the individual's informed consent.
- The transfer is necessary for the performance of a contract between the individual and the organisation or for pre-contractual steps taken at the individual's request.
- The transfer is necessary for the performance of a contract made in the interests of the individual between the controller and another person.
- The transfer is necessary for important reasons of public interest.
- The transfer is necessary for the establishment, exercise or defence of legal claims.
- The transfer is necessary to protect the vital interests of the data subject or other persons, where the data subject is physically/ legally incapable of giving consent; or
- The transfer is made from a register which under Irish or EU law is intended to provide information to the public (and which is open to consultation by either the public in general or those able to show a legitimate interest in inspecting the register).

How CCT College Dublin Keeps Data Safe

Personal data can be breached or compromised when it is lost, damaged, accessed and or altered by unauthorised sources, used for purposes other than that which it was collected for, retained longer than the purpose warrants, or shared without authorisation or legal basis. CCT College Dublin implements a range of mechanisms to protect the personal data that it retains. These include:

- Restricted access to personal data to designated roles, relevant to the role and in accordance with the purpose for the data collection.
- Appropriate technical security measures – password protection, encryption, firewalls, back-ups etc.
- Publication and implementation of policies and procedures to protect personal data
- Use of secure physical storage – lockable cabinets and rooms
- The provision of staff training
- Implementation of data protection audits
- Risk assessment of any third-party data processing on behalf of CCT.

Where a data breach is suspected, procedures for notification (internally and externally), investigation and impact minimisation will be implemented.

How CCT College Dublin Stores and Destroys Personal Data

CCT College Dublin retains personal data, in electronic and manual formats, determined by its purpose. Access to data is restricted to specified roles or personnel base on a need to know for the fulfilment of obligations or responsibilities. Personal data is retained only for as long as is necessary to fulfil the purpose it was obtained for and will not be used for purposes beyond that. Retention periods as deletion, archiving or destruction methods are documented in the College Records Retentions Policy. Individual responsibilities are assigned for the destruction of data in accordance with the policy.

College Dublin takes all reasonable steps to ensure personal data is accurate and up to date. Staff and students are encouraged to notify the relevant department, or the data protection contact in this Statement, of any required updates, or inaccuracies requiring correction in respect of their personal data. Data subjects requiring specific information about their personal data can contact the data protection contact outlined in this Statement.

Records and personal data may be retained for a longer period than that specified in retention schedules in cases of internal or external dispute and legal cases.

Your Rights as a Data Subject

Under GDPR data subjects have increased rights and data controllers are required to notify data subjects of their rights. This Statement seeks to fulfil the obligation for CCT College Dublin to notify you of those rights.

Individuals have the right to:

- Be informed about the collection and use of their personal data. This is a key transparency requirement under the GDPR.
- Withdraw consent, where consent is the legal basis for data processing
- Access their personal data (a data subject access request).
- Have inaccurate personal data rectified or completed if incomplete.
- Have personal data erased (the right to be forgotten) in certain circumstances
- Request the restriction or suppression of their personal data, in certain circumstances
- Data portability, allowing individuals to reuse their data across different services, where feasible
- Object to personal data processing, in certain circumstances

To exercise any of these rights, please use the data protection contact details provided in this Statement. Where we require additional information from you to verify your identity and the legitimacy of the request or to establish the specific reasons for the request to enable CCT College Dublin to respond appropriately we will do so in a timely manner. There is normally no fee applied in respect of any rights requests.

Privacy Statement and Associated Policies

CCT College advises that this Statement is produced in accordance with GDPR, prior to publication of the Irish Data Protection legislation, and on the basis of its links with relevant associated policies and procedures. Where additional personal data processing takes place, beyond that outlined within this Statement, CCT College Dublin will notify data subjects at the point of data collection.

Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
Dean of Academic Affairs Departmental Heads	Annually or more frequently as required.	Review of ongoing accuracy of the Statement Review of complaints, requests, withdrawals of consent Review of audit outcomes. Compliance with legislative changes Integration with associated policies – subject access request policy, CCTV policy, website / cookies policy, records retention policy, data protection policy.

POLICY CONTROL SHEET

Policy Title	Information Management
Responsible Officer(s)	Dean of Academic Affairs, College President
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	July 2020
Supersedes	Privacy Notice
Next Review Date	August 2026
Designated Reviewer	Dean of Academic Affairs
Scope	All staff and stakeholders

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	May 2018	New Privacy Statement for GDPR compliance	Senior Management Team	Academic Council
1.1	September 2019	Revision to reflect College use of CRM and plagiarism detection software. General clarifications regarding lawful bases	Senior Management Team	Academic Council
1.2	July 2020	Revision to reflect Return to Work protocols	College President	Executive Leadership Team
1.3	June 2025	Removed reference to previous employee Replaced named email address with QA email Minor presentation updates	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Information Management
Statutory & System Wide Basis	The Irish Qualifications and Quality Assurance (Education and Training) Act, 2012; QQI Core Statutory Guidelines for Quality Assurance EU GDPR
Related CCT Policies / Forms	CCTP1002 Data Protection Policy CCTP1003 Data Access Policy CCTP1004 CCTV Policy CCTP1005 Information Management Policy CCTP701 Protection of Enrolled Learners

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 10: Information Management			
Policy and Procedure	<i>CCTP1002: Data Protection Policy</i>	Policy Number: CCTP1002	Version: 1.2
Title:			
<p>CCT College Dublin</p> <p>The purpose of this document is to provide a concise policy statement regarding the Data Protection obligations of CCT College Dublin. This includes obligations in dealing with personal data, in order to ensure that the organisation complies with the requirements of the EU General Data Protection Regulation (GDPR). CCT College Dublin is committed to complying with the Data Protection principles set out in the GDPR. This Policy applies to all Personal Data collected, processed and stored by CCT College Dublin in relation to its staff, students, and service providers. CCT College Dublin makes no distinction between the rights of Data Subjects who are employees, and those who are not. All are treated equally under this Policy.</p> <p>The policy covers both personal and special categories of personal data (sensitive data) processed in relation to data subjects by CCT College Dublin. The policy applies equally to personal data held in manual and automated form. All Personal and Special Categories of Personal Data will be treated with equal care by CCT College Dublin. Both categories will be equally referred-to as Personal Data in this policy, unless specifically stated otherwise. This policy should be read in conjunction with the associated Subject Access Request procedure, the Records Retention and Destruction Policy and procedure, the CCTV Policy and Procedure, the Privacy Statement of CCT College Dublin, and the Data Breach Notification policy and procedure.</p> <p>CCT College Dublin as a Data Controller</p> <p>In the course of its daily organisational activities, CCT College Dublin acquires, processes and stores personal data in relation to:</p> <ul style="list-style-type: none"> • Employees • Former employees • Students • Applicants (to programmes and employment vacancies) • Graduates • Third party service providers engaged by the College <p>In accordance with the GDPR, this data must be acquired and managed fairly. Not all staff members will be expected to be experts in Data Protection legislation. However, CCT College Dublin is committed to ensuring that its staff have sufficient awareness of the GDPR in order to be able to anticipate and identify a Data Protection issue, should one arise. In such circumstances, staff must ensure that the Data Protection Contact is informed, without delay, in order that appropriate corrective action is taken.</p> <p>As a higher education provider, there is regular and active exchange of personal data between CCT College Dublin and its Data Subjects. In addition, CCT College Dublin may exchange personal data with Data Processors and or Joint Data Controllers on the Data Subjects' behalf. This policy provides the guidelines for this exchange of information, as well as the procedure to follow in the event that a CCT College Dublin staff member is unsure whether such data can be disclosed. In general terms, the staff member should consult with the Dean of Academic Affairs, as the Data Protection Contact, to seek clarification.</p>			

Data Protection Contact

All personal data enquiries, or requests to exercise your rights as a data subject, can be directed to QA office, CCT College Dublin, 30 – 34 Westmoreland St., Dublin 2, or by email to QA@cct.ie

If you are dissatisfied with the information provided or believe your request to exercise your rights has not been addressed, you can make a complaint to the supervisory authority. As CCT College Dublin operates primarily in Ireland, the supervisory authority is the Data Protection Commissioner who can be contacted through the following means:

By post: Office of the Data Protection Commissioner, Canal House, Station Road, Portarlington, Co. Laois, R32 AP23, Ireland.

By phone +353 (0761) 104800, or

By email: info@dataprotection.ie

Data Subjects' Rights

Under GDPR data subjects have increased rights and data controllers are required to notify data subjects of their rights.

Individuals have the right to:

- be informed about the collection and use of their personal data. This is a key transparency requirement under the GDPR.
- Withdraw consent, where consent is the legal basis for data processing
- Access their personal data (a data subject access request).
- Have inaccurate personal data rectified or completed if incomplete.
- Have personal data erased (the right to be forgotten) in certain circumstances
- Request the restriction or suppression of their personal data, in certain circumstances
- Data portability, allowing individuals to reuse their data across different services, where feasible
- Object to personal data processing, in certain circumstances

To exercise any of these rights, please use the data protection contact details provided in this Policy. Where we require additional information from you to verify your identity and the legitimacy of the request or to establish the specific reasons for the request to enable CCT College Dublin to respond appropriately we will do so in a timely manner. There is normally no fee applied in respect of any rights requests.

Third-Party processors

In the course of its role as Data Controller, CCT College Dublin may engage a number of Data Processors to process Personal Data on its behalf. In each case, a formal, written contract is in place with the Processor, outlining their obligations in relation to the Personal Data, the specific purpose or purposes for which they are engaged, and the understanding that they will process the data in compliance with the GDPR. The CCT Privacy Statement details the third-party processors with whom CCT shares data. CCT College Dublin recognises that it remains the Data Controller and thus responsible for how the data is used.

Joint Data Controllers

In certain circumstances, in its role as Data Controller, CCT College Dublin may be the joint controller for personal data of data subjects. In each case, each party recognises the full extent of the Data Controller obligations in relation to the Personal Data, the specific purpose or purposes for which it is collected, processed, retained and transmitted and the requirement to process the data in compliance with the GDPR. Irrespective of whether CCT College Dublin acts as sole data controller or as joint data controller, data subjects may exercise their rights under GDPR in respect of CCT College Dublin's data controller obligations. Any joint controller must extend the same rights to the data subjects. In such cases, neither Controller is responsible for the data processing by the joint controller.

Joint Data Controllers include:

- Quality and Qualifications Ireland
- Central Applications Office (CAO)
- Department of Justice (Immigration and Naturalisation Service)
- Department of Social Protection
- Office of the Revenue Commissioners

Data Protection Principles

The following key principles are enshrined in the GDPR and are fundamental to the CCT College Dublin Data Protection policy. In its capacity as Data Controller, CCT College Dublin ensures that all data shall be:

a) processed lawfully, fairly and in a transparent manner in relation to individuals.

CCT College Dublin will meet this obligation in the following way:

- CCT College Dublin will ensure that collection of the data is justified under one of the lawful processing conditions – legal obligation, contractual necessity, etc.
- Where required and no alternative appropriate legal basis for processing is identified, the informed consent of the Data Subject will be sought before their data is processed. The data subject will be fully informed about the consent requested and the right to withdraw consent.
- Where CCT College Dublin intends to record activity on CCTV or video, this will be brought to the attention of data subjects, and an appropriate policy will be made publicly available.
- Processing of the personal data will be carried out only as part of CCT College Dublin's lawful activities, and CCT College Dublin will safeguard the rights and freedoms of the Data Subject.
- The Data Subject's data will not be disclosed to a third party other than to a party contracted to CCT College Dublin and operating on its behalf, or in cases where there is a legal obligation or it is in the vital interests of the data subject (or other parties), or in the national interest.

b) collected for specified, explicit and legitimate purposes and not further processed in a manner that is incompatible with those purposes; further processing for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes shall not be considered to be incompatible with the initial purposes.

CCT College Dublin will fulfil its obligation in this regard by:

- Only obtaining data for purposes which are specific, lawful and clearly stated.
- Affording the Data Subject the right to question the purpose(s) for which CCT College Dublin holds their data,
- Ensuring CCT College Dublin can clearly state the purpose or purposes for data processing.

c) *adequate, relevant and limited to what is necessary in relation to the purposes for which they are processed.*

CCT College Dublin will fulfil its obligation in this regard by ensuring use of the data by CCT College Dublin will be compatible with the purposes for which the data was acquired.

d) *accurate and, where necessary, kept up to date; every reasonable step must be taken to ensure that personal data that are inaccurate, having regard to the purposes for which they are processed, are erased or rectified without delay.*

CCT College Dublin will fulfil its obligations in this regard by

- ensuring that appropriate mechanisms (audits, administrative and IT validation processes) are in place to conduct regular assessments of data accuracy.
- Conducting periodic reviews and audits to ensure that relevant data is kept accurate and up-to-date.
- Providing means for data subjects to verify the accuracy, currency and completeness of their personal data and opportunity for correction or completion to be implemented, as required.

e) *kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the personal data are processed; personal data may be stored for longer periods insofar as the personal data will be processed solely for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes subject to implementation of the appropriate technical and organisational measures required by the GDPR in order to safeguard the rights and freedoms of individuals;*

CCT College Dublin will fulfil its obligations in this regard by:

- Developing, publishing and implementing a records retention policy which clearly outlines the retention periods for personal data based upon the purpose for which the data was collected and the legal basis upon which retention is determined.
- Implementing regular audits to ensure the full and proper adherence to the records retention policy.
- Training staff in their responsibilities and obligations regarding retention of personal data.
- Implementing appropriate measures for the secure destruction, deletion or archiving of personal data at the end of the retention period.

f) *processed in a manner that ensures appropriate security of the personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction or damage, using appropriate technical or organisational measures.*

CCT College Dublin will fulfil its obligations in this regard by:

- employing appropriate standards of security to protect the personal data under its care.
- Implementing security measures to protect against unauthorised access to, or alteration, destruction or disclosure of any personal data held by CCT College Dublin in its capacity as Data Controller.
- Limiting access to and management of staff and student / graduate records to those staff members who have appropriate authorisation and password access.
- Providing appropriate training for staff to know their obligations and responsibilities in respect of personal data.
- Implementing appropriate measures to determine security of data transfers to other countries and only transferring outside of the EU where the transfer is:
 - made with the individual's informed consent.
 - necessary for the performance of a contract between the individual and the organisation or for pre-contractual steps taken at the individual's request.

- necessary for the performance of a contract made in the interests of the individual between the controller and another person.
- necessary for important reasons of public interest.
- necessary for the establishment, exercise or defence of legal claims.
- necessary to protect the vital interests of the data subject or other persons, where the data subject is physically or legally incapable of giving consent; or
- made from a register which under Irish or EU law is intended to provide information to the public (and which is open to consultation by either the public in general or those able to show a legitimate interest in inspecting the register).

In addition, the College commits to facilitating access to personal data of a data subject, within the legal specified timeframe, where a valid subject access request is received.

Data Subject Access Requests

As part of the day-to-day operation of the organisation, CCT College Dublin's staff engage in active and regular exchanges of information with Data Subjects. Where a formal request is submitted by a Data Subject in relation to the data held by CCT College Dublin, such a request gives rise to access rights in favour of the Data Subject. There are specific timelines within which CCT College Dublin must respond to the Data Subject, depending on the nature and extent of the request. These are outlined in the Data Access Request policy and procedure.

CCT College Dublin's staff will ensure that, where received, such requests are forwarded to the Data Protection Contact in a timely manner, and they are processed as quickly and efficiently as possible, but within not more than one month (30 days) from receipt of the request, except in those circumstances where an extension of the response time is legitimate. Subject access requests will not normally be subject to a fee.

Implementation

As a Data Controller, CCT College Dublin ensures that any entity which processes Personal Data on its behalf (a Data Processor) does so in a manner compliant with the Data Protection legislation.

Failure of a Data Processor to manage CCT College Dublin's data in a compliant manner will be viewed as a breach of contract and may be pursued through the courts.

Failure of CCT College Dublin's staff to process Personal Data in compliance with this policy may result in disciplinary proceedings.

Definitions

For the avoidance of doubt, and for consistency in terminology, the following definitions will apply within this Policy.

<u>Any information relating to an identifiable person who can be directly or indirectly identified in particular by reference to an identifier.</u>	
Personal Data	<p>This definition provides for a wide range of personal identifiers to constitute personal data, including name, identification number, location data or online identifier, reflecting changes in technology and the way organisations collect information about people.</p> <p>The GDPR applies to both automated personal data and to manual filing systems where personal data are accessible according to specific criteria. This could include chronologically ordered sets of manual records containing personal data.</p> <p>Personal data that has been pseudonymised – e.g. key-coded – can fall within the scope of the GDPR depending on how difficult it is to attribute the pseudonym to a particular individual.</p>
Special Categories of Personal Data	<p>A particular category of Personal data, relating to: Racial or Ethnic Origin, Political Opinions, Religious, Ideological or Philosophical beliefs, Trade Union membership, Information relating to mental or physical health, information in relation to one's Sexual Orientation.</p> <p>The special categories specifically include genetic data, and biometric data where processed to uniquely identify an individual.</p> <p>Personal data relating to criminal convictions and offences are not included, but similar extra safeguards apply to its processing.</p>
Data Controller	<p>means the natural or legal person, public authority, agency or other body which, alone or jointly with others, determines the purposes and means of the processing of personal data; where the purposes and means of such processing are determined by Union or Member State law, the controller or the specific criteria for its nomination may be provided for by Union or Member State law;</p>
Data Subject	<p>A living individual who is the subject of the Personal Data, i.e. to whom the data relates either directly or indirectly.</p>
Data Processor	<p>A natural or legal person, public authority, agency or other body which processes personal data on behalf of the controller;</p>

Data Protection Contact	A person appointed by CCT College Dublin to monitor compliance with the appropriate Data Protection legislation, to deal with Subject Access Requests, and to respond to Data Protection queries from staff members, students, and all data subjects or potential data subjects	
Relevant Filing System	Any set of information in relation to living individuals which is not processed by means of equipment operating automatically (computers), and that is structured, either by reference to individuals, or by reference to criteria relating to individuals, in such a manner that specific information relating to an individual is readily retrievable.	
Personal Data Breach	a breach of security leading to the accidental or unlawful destruction, loss, alteration, unauthorised disclosure of, or access to, personal data transmitted, stored or otherwise processed;	
Supervisory Authority	an independent public authority which is established by a Member State pursuant to Article 51; In Ireland, the supervisory authority is the Data Protection Commissioner.	
Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
Dean of Academic Affairs	Annually	Review of ongoing accuracy and legality of the policy Review of data protection enquiries, breaches, complaints, requests, withdrawals of consent Integration with associated policies – subject access request policy, CCTV policy, website / cookies policy, records retention policy, privacy statement etc.

POLICY CONTROL SHEET

Policy Title	Data Protection Policy
Responsible Officer(s)	Dean of Academic Affairs, College President
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	July 2020
Supersedes	Version 1.2
Next Review Date	August 2026
Designated Reviewer	Dean of Academic Affairs
Scope	All staff and stakeholders

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	May 2018	New Policy for GDPR compliance	Senior Management Team	Academic Council
Version 1.1	September 2019	Removal of named third party processors and reference to Privacy Statement for confirmation of these.	SMT	Academic Council
Version 1.2	July 2020	Revision to reflect Return to Work protocols	College President	Executive Leadership Team
Version 1.3	June 2025	Removed reference to previous employee Replaced named email address with QA email Minor presentation updates	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Information Management
Statutory & System Wide Basis	The Irish Qualifications and Quality Assurance (Education and Training) Act, 2012; QQI Core Statutory Guidelines for Quality Assurance EU GDPR
Related CCT Policies / Forms	CCTP1001 – Privacy Statement CCTP1003 – Data Access Request Policy CCTP1004 – CCTV Policy CCTP1005 – Information Management Policy CCT Records Retention Schedule

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 10: Information Management			
Policy and Procedure	<i>CCTP1003: Data Access Request Policy</i>	Policy Number: CCTP1003	Version: 1.2
Title:			
<p>The right of access, commonly referred to as subject access, gives individuals the right to obtain a copy of their personal data as well as other supplementary information. It helps individuals to understand how and why you are using their data, and check you are doing it lawfully.</p> <p>Individuals have the right to obtain the following:</p> <ul style="list-style-type: none"> • Confirmation that CCT College Dublin is processing their personal data. • A copy of their personal data; and • Other supplementary information. <p>Supplementary Information is considered to be the following information:</p> <ul style="list-style-type: none"> • The purposes of the processing. • The categories of personal data concerned • The recipients or categories of recipient CCT College Dublin discloses the personal data to. • The retention period for storing the personal data or, where this is not possible, the criteria for determining how long CCT College Dublin will retain it. • The existence of their right to request rectification, erasure or restriction or to object to such processing. • The right to lodge a complaint with the Data Protection Commissioner. • Information about the source of the data, where it was not obtained directly from the individual. • The existence of any automated decision-making (including profiling); and • The safeguards CCT College Dublin provide if transferring personal data to a third country or international organisation. <p>An individual is only entitled to their own personal data, and not to information relating to other people (unless the information is also about them or they are acting on behalf of someone). For this reason, CCT College Dublin will take reasonable steps to verify that the information requested falls within the definition of personal data.</p> <p>Individuals can make a subject access request verbally or in writing to any member of CCT College Dublin staff. CCT College Dublin encourages the submission of requests in writing, to the Data Protection Contact – njackson@cct.ie, to ensure it is wholly understood what is being requested at what specific time and date.</p> <p>A record of all subject access requests received will be retained.</p> <p>GDPR places a responsibility on Data Processors to respond to a subject access request within one month, in most circumstances. For the purpose of implementation of this policy CCT College Dublin interprets that to be 30 calendar days. An extension of the response time by a further two months is acceptable if the request is</p>			

complex or CCT College Dublin have received a number of requests from the individual. In such cases CCT College Dublin will notify the individual within one month of receiving their request and explain why the extension is necessary.

There may be circumstances when CCT College Dublin needs to verify the identity of the individual making the access request. In such cases, proof of identity will be sought as soon as possible, before responding to the request. The period for responding to the request will commence once the proof of identity has been received.

In certain cases an access request may be made by a third party such as a solicitor or representative. This is permissible where the third party is able to provide verifiable evidence which confirms their authority to do so.

Subject access requests are to be processed free of charge in most circumstances. Where the request is manifestly unfounded or excessive CCT College Dublin may charge a reasonable fee for the administrative costs of complying with the request.

A reasonable fee may also be charged if an individual requests further copies of their data following a request. This fee will be based on the administrative costs of providing further copies.

Unless specifically requested otherwise, CCT College Dublin will normally respond to a subject access request through a commonly used electronic format. In certain circumstances a data subject may be invited to view their data on CCT premises where it is not feasible or practicable to provide another means of access.

Responding to a subject access request should not adversely affect the rights and freedoms of others – including the right to privacy, trade secrets or intellectual property.

Where the information sought includes the personal data of others CCT College Dublin is not obliged to comply with the request except if:

- The other individual has consented to the disclosure; or
- It is reasonable to comply with the request without that individual's consent.

In determining whether it is reasonable to disclose the information, CCT College Dublin will take into account all relevant circumstances, including:

- The type of information that would be disclosed.
- Any duty of confidentiality to the other individual.
- Any steps taken to seek consent from the other individual.
- Whether the other individual is capable of giving consent; and
- Any express refusal of consent by the other individual.

A subject access request will also include the provision of personal data held by any processor operating on behalf of CCT College Dublin. It does not include data held by a joint controller. In such circumstances a separate access request should be made to the joint controller. CCT College Dublin views an access request as relating to the data held at the time the request was received. However, in some instances, routine use of the data may result in it being amended or deleted while the access request is being processed. In such cases CCT College Dublin will supply information it holds at the time of responding to the request. This does not permit CCT College Dublin to delete or amend data specifically as a result of an access request.

CCT College Dublin will seek to provide information to data subjects in a concise, transparent, intelligible and easily accessible form, using clear and plain language. It is noted that there is no obligation to interpret, type or re-write poorly handwritten notes or translate information into a language other than English.

CCT College Dublin reserves the right to process an access request where it is manifestly unfounded or excessive, taking into account whether the request is repetitive in nature. In such cases justification for the decision will be provided in writing, within one month. The data subject will be advised of their right to make a complaint or to seek judicial remedy.

Further details on the rights of the Data Subject are available on the Data Protection Commissioner's website www.dataprotection.ie or through contacting the Data Protection Commissioner

By post: Office of the Data Protection Commissioner, Canal House, Station Road, Portarlinton, Co. Laois, R32 AP23, Ireland.

By phone +353 (0761) 104800, or

By email: emailinfo@dataprotection.ie

Procedure Outline / Method(s) used to carry out this procedure	Responsibility of	Evidence generated by this procedure to ensure its effectiveness
<p>Procedure</p> <p>To exercise your right to access personal data, a data subject should submit their request in writing to the CCT College by email to QA@CCT.ie where it will be recorded and the date of receipt noted.</p> <p>Where a request is received through other means or through an alternative member of CCT staff, the date of first receipt will also be recorded.</p> <p>Staff members receiving a request to access personal data must forward it to the Data Protection Contact (the Dean of Academic Affairs) as an urgent priority.</p> <p>In the case of absence of the Dean of Academic Affairs, the matter should be forwarded to the College President.</p> <p>To assist in providing a full response, the data subject is requested to be as specific as possible about the information they wish to see and provide as much information as possible to assist in locating it. CCT College Dublin may hold a substantial amount of data across different departments, but an individual may only want access to a small portion of that data. CCT College Dublin therefore requests individuals to be as specific as possible about the information they wish to see.</p>	<p>Data subject Dean of Ac. Affairs</p> <p>All staff</p> <p>All staff, President</p> <p>Data subject</p>	<p>Access requests Records of requests</p> <p>Records of receipt and forwarding</p> <p>Request records</p>

<p>An individual seeking amendment to their personal data processed by CCT College Dublin, must specify what data is incorrect and provide the correct version of same. Evidence to support the required change of personal information may be required in some cases, e.g. change of name. We will advise you if this arises.</p> <p>Upon receipt of an access request, the Data Protection Contact will determine whether further information, including proof of identity or authority, is required.</p> <p>Once the Data Protection Contact is satisfied all information required is available the data access request will be processed. Where this requires assistance from other individuals they will be notified of the information request and the timeframe in which they must provide it.</p> <p>The Data Protection Contact will compile the response to the data access request, including the provision of supplementary information.</p> <p>The response will be issued to the data subject, normally in electronic format, except where specified otherwise or where this is not feasible and practicable. A copy of the response will be retained by the College for a period of 12 months.</p> <p>The data subject will be notified of their right to correction, right to erasure, right to withdraw consent and right to complain to the supervisory authority (Data Protection Commissioner).</p>			<p>Dean of Academic Affairs</p> <p>Dean of Academic Affairs</p> <p>Dean of Academic Affairs</p> <p>Dean of Academic Affairs</p>	<p>Correspondence</p> <p>Requests to other staff / processors</p> <p>Response records</p> <p>Response</p>
Monitoring				
Monitor (Job Title)	Frequency	Monitoring Method(s)		
Dean of Academic Affairs	Annually	<p>Review of access requests and findings</p> <p>Review of data breaches</p>		

POLICY CONTROL SHEET

Policy Title	Data Access Request Policy
Responsible Officer(s)	Dean of Academic Affairs, College President
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	July 2020
Supersedes	N/A
Next Review Date	August 2026
Designated Reviewer	Dean of Academic Affairs
Scope	All staff and stakeholders

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	May 2018	New Policy for GDPR compliance	Senior Management Team	Academic Council
1.1	July 2020	Revision to reflect Return to Work protocols	College President	Executive Leadership Team
1.2	June 2025	Removed reference to previous employee Replaced named email address with QA email Minor presentation updates	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Information Management
Statutory & System Wide Basis	The Irish Qualifications and Quality Assurance (Education and Training) Act, 2012; QQI Core Statutory Guidelines for Quality Assurance EU GDPR
Related CCT Policies / Forms	CCTP1001 Privacy Statement CCTP1002 Data Protection Policy CCTP1004 CCTV Policy CCTP1005 Information Management Policy CCT Records Retention Policy

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 10: Information Management			
Policy and Procedure Title:	<i>CCTP1004: CCTV Policy</i>	Policy Number: CCTP1004	Version: 1.2
<p>CCT College Dublin operates monitored closed circuit television (CCTV) on its campus premises. The purpose of the following policy and procedures is to outline the CCTV operation in accordance with data protection legislation (GDPR), and specifically the legal basis for its operation and the access, use, storage, sharing and deletion of CCTV materials.</p> <p>This policy should be read in conjunction with the College Data Protection Policy and Privacy Statement.</p> <p>CCT College Dublin utilises monitored CCTV cameras at its Westmoreland Street Campus, with cameras installed at all entry / exit points and various locations throughout the building. The CCTV system is monitored live, during opening hours, and records footage with associated date, time and location.</p> <p>The use of CCTV cameras is indicated upon entry to the building, within staff and student handbooks and at locations throughout the building.</p> <p>Responsibility for the CCTV falls to the Dean for Administration and Finance with data protection oversight from the Dean of Academic Affairs. Authority to access CCTV is strictly controlled by the Dean for Administration and Finance.</p> <p>CCTV footage is the property of CCT College Dublin and is considered personal data under the College Data Protection Policy. The College operates a CCTV system for the following purposes:</p> <ul style="list-style-type: none"> • The provision of safety and security of staff, students, visitors, buildings and facilities • The prevention, investigation and detection of a criminal allegation or offence or breach / alleged breach of College regulations / Code of Conduct • Enabling identification, apprehension and prosecution of offenders in association with law enforcement agencies, as appropriate • Supporting the College in pursuing or defending claims • Enabling the College to respond to legitimate requests from third parties for CCTV footage, where there is a legal basis for providing same • Supporting the academic integrity of examinations and examination processes. <p>In implementing CCTV cameras, the College has sought to balance the legitimate interests of the College with the rights and freedoms of data subjects. As a result, cameras are not placed in individual offices or hygiene facilities and are not used for the purpose of monitoring staff.</p> <p>CCT College Dublin does not commit to securing footage of all incidents and eventualities.</p>			

<p>Requests for Access to CCTV Recordings</p> <p>Access to CCTV footage is controlled by the Dean for Administration and Finance including in the case of a data subject access request, in which case the request comes through the Dean of Academic Affairs.</p> <p>Data subject access requests will consider the rights and freedoms of all data subjects in any recorded footage and access will only be facilitated where individual rights and freedoms are not compromised.</p> <p>Requests under Data Subject Access requests must be made in writing in accordance with the policy and procedure for Data Subject Access Requests.</p> <p>Access requests from law enforcement agencies, senior managers or other parties should be addressed to the Dean for Administration and Finance clearly stating the rationale for the access request. The Dean will consider the legal basis for the request in the context of this policy, the Data protection Policy and the purposes for the use of CCTV recording. Where the requests pertain to a specific incident, to ensure access is still possible, requests should be made within 4 calendar days of the specific incident.</p> <p>Any disclosure of CCTV recordings will be in compliance with GDPR.</p> <p>Additional Information</p> <p>Any questions, complaints or further information required in respect of this policy and procedures should be directed to the Dean of Academic Affairs, CCT College Dublin, 30-34 Westmoreland Street, Dublin 2 or by email to QA@cct.ie</p> <p>CCT College Dublin reserves the right to seek legal counsel in respect of this policy and implementation of these procedures.</p>	Dean for Admin & Finance, Dean of Ac. Affairs	Register of footage to be retained
		Secure storage arrangement
	Dean for Admin and Finance	Records of requests
		Access requests
	Dean for Academic Affairs	communication records

Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
Dean of Academic Affairs Dean for Admin and Finance	Annually or more frequently as required	Review of access requests Review of complaints Records of staff briefings and declarations

POLICY CONTROL SHEET

Policy Title	CCTV Policy
Responsible Officer(s)	Dean for Admin & Finance, Dean of Academic Affairs
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	July 2020
Supersedes	New policy
Next Review Date	August 2026
Designated Reviewer	Dean for Admin and Finance, Dean of Academic Affairs
Scope	All staff and stakeholders

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	May 2018	New CCTV policy for GDPR compliance	Senior Management Team	Academic Council
Version 1.1	July 2020	Revision to reflect Return to Work protocols	College President	Executive Leadership Team
Version 1.2	June 2025	Removed reference to previous employee Replaced named email address with QA email Minor presentation updates Removed reference to COVID 19 Return to Work	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Information Management
Statutory & System Wide Basis	The Irish Qualifications and Quality Assurance (Education and Training) Act, 2012; QQI Core Statutory Guidelines for Quality Assurance EU GDPR
Related CCT Policies / Forms	CCTP1001 Privacy Statement CCTP1002 Data Protection Policy CCTP1003 Data Access Request Policy CCTP1005 Information Management Policy CCT Records Retention Policy

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 10: Information Management			
Policy and Procedure Title:	<i>CCTP1005: Information Management Policy</i>	Policy Number: CCTP1005	Version: 1.1
<p>Learner Information and Information Management</p> <p>CCT College Dublin implements organisational and technical measures to ensure the reliable availability of data to inform decision-making and enhancements. Reports are generated that address:</p> <ul style="list-style-type: none"> • Learner enrolment, including age, gender and nationality • Learner satisfaction • Learner progression • Learner retention, completion and non-completion • Learner attainment / grade distribution / certification classification <p>Information is only as reliable as the inputted data is accurate and therefore CCT College ensures effective management of authority for data input, under the oversight of the Dean for Administration and Finance, and the Dean of Academic Affairs for assessment data.</p> <p>Data is collected through various mediums including completion of surveys, through registration and re-enrolment processes and Examination Board processes. The information is reported to Academic Council and the ELT / Management Team to monitor the effectiveness and suitability of CCT College programmes, learner support services and the learner experience, teaching, learning and assessment. CCT Policy CCTP1201 details the arrangements in place for monitoring programmes and services. Policy CCTP402 explains the data analysis undertaken as part of the programme review and revalidation process. Policy CCTP403 explains the requirements and use of data in ongoing programme management and review.</p> <p>Learner and Management Information Systems</p> <p>CCT College Dublin utilises a learner management system which ensures compliance with data protection and records retention obligations under GDPR and fulfilment of obligations as a provider of programmes leading to QQI awards. Specifically, the information system is restricted to access by authorised users and incorporates different layers of access (user rights) to ensure accuracy and integrity of data while enabling transparency and mechanisms for correction of personal data, as required by GDPR.</p> <p>The Dean of Administration and Finance is responsible for overseeing the initial creation of the learner record upon receipt of fees and completion of enrolment. This information then populates class lists and mark sheets and facilitates the creation of user accounts for the learner information system, Moodle, and library services. The Faculty Office generates the learner records on QBS from this information. Prior to any submission to QBS, a QA check is undertaken in conjunction with the QA Office, as detailed in policy CCTP512 Board of Examiners Policy.</p> <p>The College has the required technical expertise for the ongoing operation of information systems and has arrangements in place for back-ups of all data in the case of technical failure.</p>			

Back-ups of learner data are completed on a monthly basis, with potential access by the HECA PEL Scheme facilitated through cloud-based back-up to which Whitney Moore solicitors hold access credentials for use in the instance of a trigger event.

Information Management for Decision-making

The Dean of Administration and Finance generates reports on learner retention, progression and completion. Reports are collated on a per programme per cohort basis and year on year comparisons are undertaken. The Head of Student Services administers the learner satisfaction survey and generates the report for distribution to each department. The Careers Service administers the Graduate Survey and generates the report on this. These reports feed into the annual monitoring reports for individual programmes. The ELT / Management Team considers the reports on a programme, faculty and institution level and seeks to identify influencing factors, determine patterns which assist in benchmarking and inform decision-making, and identify opportunities for additional data analysis that may be of benefit.

Learner achievement reports are generated by the Faculty Office for consideration by the Board of Examiners. This information details the breakdown of learner performance across individual modules, year on year, and final award classification recommendation data allowing across programme analysis and year on year comparisons. Trends and obvious divergence are analysed and can result in investigation to establish causation. A report on the analysis and investigatory findings is incorporated into the annual monitoring report, notified to the External Examiner and used to inform changes to programme, their teaching, learning and assessment strategy or learner support services.

Records Retention

Records retention is operated in accordance with legal obligations under GDPR. The records retention schedule documents the format in which data is stored, the period it is retained for and the secure arrangements for deletion / archiving / destruction, where applicable. The records retention schedule underpins CCT College Dublin's

Data Protection Policy which also requires notification for the purpose of data processing. This is addressed in the CCT Privacy Statement.

Definitions and principles

Census point for the generation of reports for progression and completion shall be March 1st for September cohorts and October 31st for February cohorts

Categorisation of students for the purpose of reporting is in accordance with definitions published by the HEA:

New Entrants: *A new entrant is defined as a student entering a higher education programme for the first time.*

Re-Enrolling Students: *Students classified as re-enrolling are those students progressing to the next year of study on the same course without any interruptions. This category does not include repeat or transfer students.*

Repeat Students: *A repeat student is classified as being present in CCT on their original programme the following year but enrolled in the same year of study as the previous year.*

Internal Transfer Students: *Students transferring from their original mode or course of study to another programme within CCT, at the start of the new academic year, are described as internal transfer students.*

External Transfer Students: *Students transferring from a programme in CCT to another institution are described as external transfer students.*

Non-Progression: *Where a student fails to re-enrol in the following academic year, where they are eligible to do so, the student is described as 'non-progressed'.*

Completion data *relates to those who have successfully completed a programme in the preceding academic year.*

Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
Dean of Academic Affairs Dean of Administration and Finance	Annually	Review of ongoing accuracy and compatibility of the policy Review of any error reporting or data breaches

POLICY CONTROL SHEET

Policy Title	Information Management Policy
Responsible Officer(s)	Dean of Academic Affairs, Dean for Admin and Finance
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	July 2019
Supersedes	Version 1.0
Next Review Date	August 2026
Designated Reviewer	Dean of Academic Affairs, Dean for Admin and Finance
Scope	All staff

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	May 2018	New policy outlining CCT College Dublin approach to information management and reporting as documented in associated policies for data protection and provider monitoring.	Senior Management Team	Academic Council
Version 1.1	June 2025	Minor Presentation Updates Corrections to Role Title	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Information Management
Statutory & System Wide Basis	The Irish Qualifications and Quality Assurance (Education and Training) Act, 2012; QQI Core Statutory Guidelines for Quality Assurance EU GDPR
Related CCT Policies / Forms	CCTP402 Programme Review and Revalidation CCTP403 Programme Management and Annual Monitoring CCTP512 Board of Examiners Policy CCTP1001 Privacy Statement CCTP1002 Data Protection Policy CCTP1201 Self-evaluation, Monitoring and Review Records Retention Schedule

CCT College Dublin Records Retention Schedule

Introduction and Scope

This Records Retention Schedule is intended to specify the retention period and disposition method of specified records in CCT College Dublin. It is not intended to cover all record series created by CCT College.

The objectives of the retention schedule are to:

- Support records management throughout the College with particular reference to GDPR
- Support organisational compliance with legislation, College regulations and accrediting bodies Ensure preservation of records of permanent value.

Importance of Records Management

Records management ensures that institutional records of vital, historical, fiscal and legal value are identified and preserved and that non-essential records are disposed of in a timely manner according to legislation and best practice.

Ownership of Records

All records that are created by College employees in the course of their work are the property of the College. All records received by the College are also subject to the College's overall information management policy, data protection policy and privacy statement.

Responsibilities of College Employees

This schedule applies to all areas of the College – departments, offices, units and areas of work which form part of the College structure.

The confidentiality of data within records must always be safeguarded. It is the responsibility of each department, office, etc. to ensure that the appropriate security measures are in place for records containing confidential information and each individual to maintain the security of records to which they have access or for which they have responsibility.

When records have reached their retention limit they must be disposed of securely or archived for permanent retention. This is especially important for records containing confidential information, which must be disposed of appropriately.

If the destruction of records service is outsourced, the College should ensure they receive confirmation that secure destruction / deletion has taken place.

Record Type	Retention Period	Final Disposition
Corporate Administration		
Certificate of Company Incorporation, Memorandum and Articles of Association, company register	Retain for the life of the company plus 6 years	Appraise for archiving, otherwise destroy by confidential shredding
Company minutes	Original – retain indefinitely. Copies - retain until no longer required for administrative use	Original - Archive Destroy copies by confidential shredding
Executive Leadership Team and Management Team (MT) minutes	Original – retain indefinitely. Copies - retain until no longer required for administrative use	Original - Archive Destroy copies by confidential shredding / deletion
Advisory Board minutes	Original – retain indefinitely. Copies - retain until no longer required for administrative use	Original - Archive Destroy copies by confidential shredding
Insurance files – fire, public liability etc.	Duration of contract or 7 years, whichever is longer	Appraise content for archiving, otherwise destroy by confidential shredding
Employer Liability files	Retain indefinitely	Archive or preserve electronically
Litigation, claim files including correspondence, judgements etc. of disputes, cases taken against the College	Retain for 7 years after settlement of claim or withdrawal of claim	Destroy by confidential shredding
Board of Director Meeting Minutes	Original – retain indefinitely.	Original - Archive Destroy copies by confidential shredding
Strategic Plans	Retain indefinitely	Appropriate filing / archiving
Government reports directly relating to CCT	Retain indefinitely	Appropriate filing / archiving
Government circular letters	Retain until administrative use ceases or they are superseded	Destroy by confidential shredding
Annual returns (sent to QQI / HEA / government departments)	Retain until no longer required for administrative use	Archive or preserve electronically / migrate to new system when necessary
Records relating to the Protection of Enrolled Learners scheme (PEL)	Retain indefinitely or until scheme ceases	Archive or preserve electronically

Record Type	Retention Period	Final Disposition
Finance Records		
Annual financial statements, final budget reports, audit reports	Retain indefinitely	Archive or preserve electronically
Finance Procedures	Retain until superseded	Appraise for archiving otherwise destroy by confidential shredding
Public funding awards documentation – tender documents, tender reports, contract correspondence etc.	Retain for current year plus 6 years; retain for longer period if required by contract	Appraise for archiving otherwise destroy by confidential shredding
Monthly account records of all income and expenditure transactions, on main operations account	Retain indefinitely	Preserve electronically
Bank statements, bank reconciliation, bank correspondence	Retain for current year plus 6 years	Destroy by confidential shredding / secure deletion from system
Credit card statements	Retain for current year plus 6 years	Destroy by confidential shredding / secure deletion from system
Expense claim forms	Retain for current year plus 6 years	Destroy by confidential shredding / secure deletion from system
Creditor statements	Retain for current year plus 6 years	Destroy by confidential shredding / secure deletion from system
Copy payslips	Retain for current year plus 6 years	Destroy by confidential shredding / secure deletion from system
VAT returns, VAT estimates	Retain for current year plus 6 years	Destroy by confidential shredding / secure deletion from system
Payroll history, pay scales, payslips, staff details, authorisation to deduct tax,	Retain for duration of employment and 5 years after last pension payment	Destroy by confidential shredding / secure deletion from system
Facilities		
Health and Safety Report	Retain indefinitely	Appraise for archival value
Health and Safety Statements	Retain for 5 years after superseded	Destroy by confidential shredding

Record Type	Retention Period	Final Disposition
Facilities and Resources Periodic Review Enhancement Reports, including external provider reports (e.g. Siemens for Fire Alarm system, Noonan for Air Con system etc.)	Retain indefinitely	Appraise for archival value
CCTV images (not required for any legal issue)	Retain for 1 month from date of capture	Secure deletion from system / overwrite
CCTV images required for investigation / legal issue / security purposes	Retain until investigation completed	Secure deletion from system / overwrite
Fixed Asset Register	Retain indefinitely	Archive or preserve electronically
Human Resources		
HR policies and procedures	Retain until no longer required for administrative use	Appraise for archival value, otherwise destroy by confidential shredding
Personnel files – including applications, CV's, references, pension entitlements, health benefits, discipline, industrial relations, attendance record, sick leave, annual leave etc.	Retain for duration of employment and 5 years after last pension payment	Destroy by confidential shredding / secure deletion from IT system
Recruitment Records - Application forms and any other documentation in respect of successful applicants	Successful applicants' data added to personnel file	Destroy by confidential shredding / secure deletion from IT system
Recruitment Records - Application forms and any other documentation in respect of unsuccessful applicants	Retain for 1 year after competition closes	Destroy by confidential shredding / secure deletion from IT system
Staff Handbook	Retain for College record when superseded	Archive or preserve electronically
Student Records		
English language entry test	Retained until end of academic year	Shredding
English language entry test results	Retained for a period of three years	Deletion
Student Application (successful applicants) including any back-up material	Retain for duration of studies plus 3 years	Destroy by confidential shredding / secure deletion from system

Record Type	Retention Period	Final Disposition
Student Application (unsuccessful applicants)	Retain for 1 year	Destroy by confidential shredding / secure deletion from system
Student records including registration, contact details, education details, next of kin, visa details etc.	Retain indefinitely	Archive or preserve electronically / migrate to new system when necessary
Visa holding student registration and attendance record for Department of Justice	Retain for duration of studies	Secure deletion
Record of outstanding fees	Retain electronically until cleared	Secure deletion
Copies of student records held locally for convenience – project work, transcripts, broadsheets etc.	Retain until no longer required for administrative purposes	Destroy by confidential shredding / secure deletion from system
Reasonable accommodation applications	Retain for duration of studies plus one month	Destroy by confidential shredding / secure deletion from system
Student attendance records	Retain for duration of academic year	Destroy by confidential shredding / deletion
Student disciplinary matters - proven	Retain on student record	Archive or preserve electronically / migrate to new system when necessary
Student disciplinary matters – not proven	Retain until case closed	Destroy by confidential shredding / deletion
Academic misconduct / Standards Board cases - proven	Retain on student record	Archive or preserve electronically / migrate to new system when necessary
Academic misconduct / Standards Board cases – not proven	Retain until case closed	Destroy by confidential shredding / deletion
Student academic record	Retain indefinitely	Archive or preserve electronically / migrate to new system when necessary
Student assessments	Retain until 1 month after appeal period of progression / award board	Results added to student record then destroy by confidential shredding or deletion
Student capstone projects	Indefinitely – publication on Digital Commons (ARC)	Destroy by confidential shredding / secure deletion from system upon request from student
Examination scripts	Retain until 1 month after appeal period of progression / award board	Destroy by confidential shredding or deletion
Exam attendance sheets	Retain until 1 month after appeal period of progression / award board	Destroy by confidential shredding and deletion

Record Type	Retention Period	Final Disposition
Personal Mitigating Circumstances applications	Retain for 1 month post progression / award Board	Retain record of PMC being approved / denied . Destroy application and evidence by confidential shredding / deletion
Recheck, Review, Appeal applications	Retain for 1 month post decision	Retain record of outcome. Destroy application and evidence by confidential shredding / deletion
Deferral of exam	Retain until data added to student record	Destroy by confidential shredding
Student Results	Retain indefinitely	Archive or preserve electronically / migrate to new system when necessary
Final transcripts	Retain indefinitely	Archive or preserve electronically / migrate to new system when necessary
Academic Records		
QA policies and procedures	Retain until superseded	Archive or preserve electronically
Administration files relating to accreditations	Retain until no longer required for administrative purposes	Appraise for archival value, otherwise destroy by confidential shredding
Academic Governance minutes including Academic Council, QA / QE Committee, Board of Examiners, Programme Boards, Programme and Faculty meetings	Retain originals indefinitely	Archive or preserve electronically / migrate to new system when necessary
Annual Monitoring Reports	Retain until no longer required for administrative purposes	Archive or preserve electronically
QA self-assessments	Retain until no longer required for administrative purposes	Archive or preserve electronically
Validation and review reports	Retain until no longer required for administrative purposes	Archive or preserve electronically
External Examiner Register	Retain until no longer required for administrative purposes	Archive or preserve electronically
Programme Validation Register	Retain until no longer required for administrative purposes	Archive or preserve electronically
Certificates of validation	Retain originals indefinitely	Archive or preserve electronically / migrate to new system when necessary

Record Type	Retention Period	Final Disposition
Programme validation applications including appendices	Retain for duration of programme validation period	Archive or preserve electronically
Definitive Programme Document	Duration of programme plus 3 years	Appraise for archiving, otherwise dispose of by confidential shredding
Approved programme schedules	Retain for duration of programme plus 3 years	Appraise for archiving, otherwise dispose of by confidential shredding
Programme Timetables	Retain until no longer required for administrative use	Destroy by confidential shredding / secure deletion from system
Exam papers	Retain for duration of period of validation	Archive or preserve electronically / migrate to new system when necessary
Broadsheets	Retain indefinitely	Archive or preserve electronically / migrate to new system when necessary
Moderation records	Retain until one month after the appeal period following the Board of Examiners	Shredding / deletion
External examiner reports	Retain indefinitely	Archive or preserve electronically / migrate to new system when necessary
Conferring records	Retain indefinitely	Archive or preserve electronically / migrate to new system when necessary
Uncollected parchments	Retain indefinitely	Archive
Student Services		
Student Services and Pastoral Care Committee meeting minutes	Retain indefinitely	Archive
Minutes of class rep meetings	Retain indefinitely	Archive
Student surveys	Retain until no longer required for administrative purposes	Archive
Counselling or medical referral records	Retained until no longer required for administration purposes.	Deletion
Approved accommodation provider records	Retained until provider withdraws service or College discontinues use	Deletion

Record Type	Retention Period	Final Disposition
Library Services		
Library user records	Retain for duration of studies	Destroy by confidential shredding / secure deletion from system
Records relating to outstanding borrowing / fines	Retain for duration of studies and while fine remains outstanding	Destroy by confidential shredding / secure deletion from system
Records relating to borrowing laptops by students	Retain for academic year or longer if any outstanding issues	Destroy by confidential shredding
Communications and Marketing		
Employer database	Update every 12 months, retain for administrative purposes	Destroy by confidential shredding / secure deletion from IT system
Enquiries database	Opt-in required for future communication if enquiry does not convert to student application for given intake	Appraise for marketing communication preferences, otherwise secure deletion from IT system
Promotional literature	Retain until superseded	Appraise for archive, otherwise destroy by confidential shredding
Careers and Alumni		
Graduates lists / database	Retain indefinitely	Archive or preserve electronically. Delete on request.
Statistics of graduates	Retain indefinitely	Archive or preserve electronically / migrate to new system when necessary
Alumni records	Retain indefinitely	Archive or preserve electronically / migrate to new system when necessary
General		
Correspondence including letters, emails and text messages, except where retained under other record types as identified in this schedule.	Retain until no longer required for administrative use, not normally longer than 1 year.	Appraise for archiving, otherwise dispose of by confidential shredding / secure deletion from system

Contact tracing logs in respect of all persons attending upon CCT College Dublin's premises during the COVID-19 pandemic in order to comply with the Government's COVID-19 Return to Work Protocol	Retain until no longer required for administrative use and contact tracing requirements	Appraise for archiving, otherwise dispose of by confidential shredding/ secure deletion from system.
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Record Type	Retention Period	Final Disposition
ICT & Online Learning		
Student log in records	retained for duration of studies plus 1 year	Deletion
Staff log in records	retained for duration of employment plus 1 year	Deletion
Staff email	retained for duration of employment plus 1 year	Deletion
Software licensing	retained indefinitely	Archive
Third party service provision contracts	retained indefinitely	Archive
Recorded classes	retained for a maximum duration of up to 2 years following cohort completion	Archive
Pre-recorded lectures	retained until college determines no longer required for the purpose it was created	Archive
Discussion forum posts	retained for a maximum duration of up to 2 years following cohort completion	Deletion
Recorded student presentations	retained for duration of studies plus 1 year	Deletion
Submissions to ARC	retained indefinitely or until author requests removal	Deletion on request
Expert gallery profiles	retained until year end after individual leaves	Deletion

POLICY CONTROL SHEET

Policy Title	Records Retention Schedule
Responsible Officer(s)	Dean of Academic Affairs, Dean for Admin and Finance
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	Feb 20220
Supersedes	Version 1.0
Next Review Date	August 2026
Designated Reviewer	Dean of Academic Affairs, Dean for Admin and Finance
Scope	All staff

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Schedule	February 2020	New scheduling comprehensively detailing retention periods and final disposition of all records.	Dean of Academic Affairs	ELT
Version 1.1	June 2025	Minor updates for presentation purposes	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Information Management
Statutory & System Wide Basis	The Irish Qualifications and Quality Assurance (Education and Training) Act, 2012; QQI Core Statutory Guidelines for Quality Assurance EU GDPR
Related CCT Policies / Forms	CCTP1001Privacy Statement CCTP1002 Data Protection Policy

SECTION 11: PUBLIC INFORMATION

PROVIDER NAME: CCT College Dublin (CCT) POLICY AREA: Standard 11: Public Information			
Policy and Procedure Title:	<i>CCTP1101: Public Information Policy</i>	Policy No: CCTP1101	Version: 2.2
Policy Statement CCT undertakes to publish, having regard to the commercial sensitivity of some information, up-to-date, impartial and objective qualitative and quantitative information about the college. This policy details what is and what is not available publicly and outlines the procedures for the approval of public information that ensure transparency and comparability for prospective learners. Information made openly available will include, but is not limited to, <ul style="list-style-type: none"> • Quality assurance policies and procedures • Programmes offered • Whether or not a programme leads to an award • The name of the awarding body • The title of the award • Whether the award is recognised in the National Framework of Qualifications (NFQ) and if so, the award type, credits attached and NFQ level • Whether the programme is subject to procedures for access, transfer and progression and if so what these are • Details of the Protection of Enrolled Learner (PEL) arrangements in place, should PEL be a requirement In addition to the above, CCT seeks to publish the intended learning outcomes of those programmes, • Teaching and learning strategies, and • available resources. This information is monitored and updated regularly to ensure external parties and stakeholders have a clear view of the college and its operations and to enable potential applicants to make informed choices. It is not CCT practice to make available information pertaining to draft programmes which have not satisfied the validation process. In exceptional circumstances where this is deemed essential, following approval from the Dean of Academic Affairs, information on programmes awaiting final validation approval will be provided clearly outlining that it is subject to validation.			
Definitions and Principles ' <i>Moodle</i> ' The open-source Course Management System that is Moodle was launched at CCT in September 2006. Students can access course notes of full and part-time courses, past exam papers, sample assessments, and conduct online exams and assignments in relation to the course material they are studying. Students can also keep abreast of important social and academic dates in the semester schedule with Moodle. Moodle provides another online tool to supplement class learning at the college. The College Moodle is not in the public domain; it is part of CCT's intranet.			

'Public information'

Data pertaining to the College, its programmes, activities, staff and students that is made available beyond the employees of CCT College, in written, electronic, or other such format, for the purposes of promotion, recruitment, business development, research or awareness raising.

Staff Involved

Dean for Administration and Finance, Dean of Academic Affairs, Head of Marketing, Dean of Faculty, QA Office, Programme Leaders

Procedure Outline / Method(s) used to carry out this procedure

Responsibility of

**Evidence
generated by
this
procedure to
ensure its
effectiveness**

<p>A quality ethos must be embedded in a culture of openness and transparency. Greater transparency is achieved by using internet and intranet facilities to publish College development and course information, policy documents and procedures adopted. CCT will ensure that relevant information is made accessible to all stakeholders. Public information includes, but is not limited to, that detailed above. In the main, programme specific information is documented on the relevant landing page on the College website or in equivalent programme specific brochures. More detailed information relating to student services, supports, academic regulations, award classification calculations and related matters are documented in other parts of the website, clearly identifiable, and within the CCT College Quality Assurance Manual, which is also published on the website.</p> <p>All public information is subject to internal quality and approval procedures prior to publication. This involves the requirement to secure sign off from various roles as per the following:</p> <ul style="list-style-type: none"> • The Dean of Academic Affairs to confirm accurate and appropriate fulfilment of obligations relating to public information under QQI Core Statutory QA Guidelines. • The Dean of Faculty for confirmation of accuracy of all academic matters • The relevant Programme Leader for confirmation of information relating to programme content, structure, duration • The Dean for Administration and Finance and or College President for confirmation of compliance with legal obligations e.g. data protection, the mode and timing of publication, and approval of funding / resources to facilitate this. <p>Other relevant programme information, e.g. syllabi, class notes, schedules and assessment requirements are made available in electronic and/or hard copy only to staff and enrolled learners. Learners can access the college Course Management System called Moodle to download all lecture notes.</p> <p>In any educational institution promoting a quality culture, it is vital to ensure that all stakeholders know who is accountable in all areas of the college. While the systems put in place to manage quality evolve from the active involvement of all relevant stakeholders, ELT / Management has clear responsibility for promoting and maintaining a college-wide quality culture and approach. It is also acknowledged and accepted that management must create an environment conducive to participation, trust, teamwork, empowerment and pride in performance.</p> <p>CCT publishes relevant information on its website www.cct.ie</p>	<p>Senior Management</p>	<p>Student Survey</p> <p>Programme Board minutes</p>
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Website information is updated on a regular basis to ensure all information is relevant, impartial, valid, relative and informative. The Head of Marketing is responsible for the ongoing updating of the website.

Information available on the CCT website includes:

- Contact details, location and about CCT information
- Staff profiles
- Funding & Scholarship
- QA Policy & Procedures
- Alumni including graduate employment Vacancies
- Academic Conferences
- College Library
- Calendar and news
- Courses on offer
- Programme Details
- Details for Prospective Students
- Facilities
- Corporate Training
- Student Supports and Experiences

Quality Assurance documents are publicly accessible. They are reviewed annually and updated as required. QA documents are stored on a shared drive (Google drive) with editing access restricted to the Dean of Academic Affairs and QA Office.

Programme Handbooks and QA handbooks are only available on the intranet. Communication from lecturers and administration staff can be relayed through Moodle.

The Website and Moodle are the responsibility of the Dean for Administration and Finance. Both systems are updated and monitored on a regular basis.

Individual annual monitoring reports are generated for each programme leading to QQI awards and an institution wide annual quality report is also compiled detailing college wide developments and outcomes of monitoring and review activity. These reports are shared with internal stakeholders and members of the Advisory Board. They are also made available to external review panels as part of further monitoring processes.

Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
Dean of Academic Affairs Head of Marketing Dean for Administration and Finance	QA documents: annually Website: regularly	Student feedback Review of All QA documentation Review of Website Content Outcomes of external reviews Annual monitoring reports

POLICY CONTROL SHEET

Policy Title	Public Information Policy
Responsible Officer(s)	Dean of Academic Affairs
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	September 2019
Supersedes	Version 2.1
Next Review Date	August 2026
Designated Reviewer(s)	Dean of Academic Affairs
Scope	Internal staff (full and part time);

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
Version 2.0	April 2018	Updated to reflect requirements for public information as per QQI Core Statutory QA guidelines and to reflect the revised structure and approval process in CCT.	Dean of Academic Affairs	Academic Council
Version 2.1	September 2019	Edits to reflect change in organisational structure and roles	SMT	Academic Council
Version 2.2	June 2025	Minor updates for presentation purposes	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Public Information
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; European Standards and Guidelines for QA in the European Higher Education Area, QQI Core Statutory QA Guidelines
Related CCT Policies / Forms	

SECTION 12: ONGOING MONITORING AND REVIEW

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 12: Ongoing Monitoring and Review			
Policy and Procedure Title:	<i>CCTP1201: Self-Evaluation, Monitoring and Review</i>	Policy Number: CCTP1201	Version: 1.3
<p>Policy Statement CCT College is committed to a programme of ongoing self-evaluation, monitoring and review as part of the quality assurance mechanisms in place. This facilitates regular reporting on the programmes and services of the College, allows for identification of success and areas for enhancement, and provides the College with assurance of the attainment of minimum standards as applicable. Monitoring and evaluation is crucial to the success of programmes, the enhancement of the learner experience, and is essential to the continued quality of services of CCT. The on-going monitoring reports created provide information for the evaluation of programmes, services and quality assurance policies and procedures, as part of internal and external processes and contribute to the strategic success of CCT.</p> <p>CCT self-monitors to:</p> <ul style="list-style-type: none"> ● Establish whether programmes remain relevant and fit for their intended target market ● Establish whether the stated aims of each programme are met and delivered ● Establish whether the stated learning programme outcomes are being achieved ● Identify the impact of interventions, services or development ● Identify issues for further learning enhancement or corrective action ● Identify best practice for further dissemination ● Ascertain the quality of the experience of stakeholders and act upon them accordingly ● Evaluate the appropriateness of practices ● Monitor student achievement and progression ● Ensure that academic and labour market requirements of the learner are fulfilled ● Adhere to external quality assurance and accreditation requirements ● Embed and promote a culture of quality and enhancement in which all stakeholders play a role ● To meet the changing terms and conditions of approved external validating body ● To identify and minimise opportunity for error ● To improve standards ● To analyse the performance and services of the College and its programmes to inform future actions and developments 			

The College monitors student satisfaction, progression and attainment; market demands and sectoral changes; and QA compliance and opportunity for or incidence of error. A range of monitoring, self-evaluation and review mechanisms are implemented to undertake this within CCT including:

- Annual programme monitoring including learner retention and withdrawal
- Annual library report
- Annual Student Services Report
- Annual report from the Centre for Teaching and Learning
- Admissions audit, including RPL admissions, exemption applications and granted
- Board of Examiners audit / monitoring including learner attainment, rechecks, reviews, appeals and academic conduct matters.
- QA policy monitoring and review
- Student satisfaction survey
- Graduate survey
- Marketing Monitoring Report

These factor in external review mechanisms such as external examining and integrate with external quality assurance procedures such as programme review. On completion of the monitoring and review activity the strengths, weaknesses and actions required are documented and reported to the QE Committee for consideration and recommendations to Academic Council. The QE Committee monitors the completion of actions as assigned to designated roles or departments and provides annual reports to Academic Council. The QA Office develops an annual monitoring and review schedule and draws it to the attention of all departments. This is informed by the programme accreditations register, also managed by the QA Office and therefore includes alerts to upcoming external evaluation activity also.

Definitions and Principles *Self-evaluation, monitoring and review* These terms are used to describe the mechanisms in place to report on the education and services provided by the College and the quality assurance arrangements in place to underpin them.

Staff Involved

Dean of Academic Affairs, Dean of Faculty, QA Office, Head of Student Services, Librarian, Head of Admissions, Head of Marketing, College President

Procedure Outline / Method(s) used to carry out this procedure	Responsibility of	Evidence generated by this procedure to ensure its effectiveness
<p>Responsibility for completion of monitoring and review activities is assigned to specific roles and is clearly communicated to those individuals from the outset of their take up of the role. Responsibility is assigned as follows:</p> <p>As applicable and feasible, appropriate quality measures are communicated to the relevant department as indicators against which quality or performance may be measured. In some instances, these are aspirational targets and strategies and resources are implemented to assist in the attainment of same. In other cases, the measures are minimum standards, as defined by external requirements, or benchmarks informed by practice</p>	<p>Programme Leader Librarian Head of Student Services QA Office Dean of Faculty and QA Office Dean of Academic Affairs</p>	

<p>across the College, historic data, practice across the sector or within other higher education institutions where information is made publicly available and comparison is appropriate.</p> <p>Annual Programme Monitoring Report An annual monitoring report is completed each year which captures all programme monitoring. The report is derived from the following sources:</p> <ul style="list-style-type: none"> • Previous year's annual monitoring report • Programme Board minutes • External examiner / reviewer reports • Lecturer feedback • Learner feedback • Student intake, progression and award statistics • College alumni feedback and reports • Survey of employers • Ongoing student monitoring reports <p>Full details of the requirements, responsibilities and role of annual programme monitoring see Programme Management and Annual Monitoring Policy.</p> <p>Annual Library Report The library report is completed by the Librarian and submitted to the Dean of Academic Affairs for inclusion in the annual report for the CTL. The report reflects on the previous year outlining the developments that have taken place, detailing collection data and analysing data pertaining to use of library services such as laptop loan scheme, printing etc. as well as an analysis of loans.</p> <p>Student Services Report Completed by the Head of Student Services this report is collated annually and presented as a core component of the CTL Report to the QE Committee. The report summarises the services and activities implemented by the Student Services department over the previous year and also provides data pertaining to take up of external services facilitated by the College e.g. counselling.</p> <p>Annual Report Centre for Teaching and Learning Completed by the Dean of Faculty and Associates of the CTL, this report is collated annually and is presented to the QE Committee for first consideration prior to Academic Council. The report summarises the projects and initiatives that have come from the CTL through the preceding year and any evidence of impact. An action plan for the year ahead is included as part of the report. The Library Report and the Student Services report are core components of this report,</p>	<p>Head of Student Services Careers Office Head of Marketing Dean of Faculty</p> <p>Programme Leader</p> <p>Librarian</p> <p>Head of Student Services</p> <p>Dean of Faculty</p>	<p>- Monitoring reports - Updates to QE Committee - Programme Board minutes - Academic Council minutes - QE Committee minutes - QA Office records</p>
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<p>Admissions Audit</p> <p>An admissions audit takes place annually for accredited programmes. The audit is undertaken by the QA Office and a report is presented to the subsequent QE Committee meeting. The report summarises the findings of the audit, confirms whether admissions decisions have been evidenced as in compliance with College and programme requirements, and makes recommendations for the future.</p> <p>Exam Board Monitoring</p> <p>Monitoring of Boards of Examiners can take place in two different formats. The standard approach is the attendance of the QA Office, or nominee approved by the Dean of Academic Affairs, at the Board of Examiners meeting and the completion of a monitoring report based upon observations. The report is required to comment on:</p> <ul style="list-style-type: none"> • The management of the meeting in accordance with CCT policy • The completeness and accuracy of data presented to the Board • The appropriateness of decision-making in accordance with QQI and programme regulations • The role and involvement of examiners, including the external examiner in decision-making • The number and nature of Chairs Actions and any measures to prevent or reduce same. <p>In cases where the QA Office or nominee is not able to attend the Board, post board monitoring is undertaken. This is informed by the minutes of the meeting and the student data presented to the Board.</p> <p>Exam Board monitoring is applied to progression and award Boards only. Exam Board monitoring is not a standing occurrence but something which is scheduled when deemed necessary by the Dean of Academic Affairs. Circumstances which determine necessity may include:</p> <ul style="list-style-type: none"> • Appointment of a new Chair or Secretary to the Exam Board • Consideration of learner profiles on newly validated programmes with special regulations for progression on award recommendations • Evidence of recurring issues with Exam Board decisions or operations • History of extensive Chair's Action decisions <p>A report is completed which is required to identify actions for further improvement where applicable. The report is submitted to the subsequent meeting of the QE Committee for consideration with recommendations forwarded to Academic Council.</p> <p>QA Policy and Procedure Review</p> <p>This is initiated by the Dean of Academic Affairs at the end of each academic year. Assigned staff with responsibility for specific areas are required to review the current policy and procedures relating to that area in the context of the outcomes of monitoring, feedback received, issues that have arisen, or changes in external factors. Recommendations for change are then presented to the Dean of Academic Affairs to confirm adherence</p>	<p>QA Office</p> <p>QA Office</p>	
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<p>to QQI guidelines, comparability of practice across the sector maintaining standards, fairness and consistency, and identifying any implications for related policies or procedures.</p> <p>In cases where issues have arisen in the application of policies and procedures focus groups are established with relevant stakeholders to identify potential resolutions and enhancements to policy and practice that would be fit for purpose. Consultation with other HEIs and QQI may also take place.</p> <p>Each section of the QA manual is to be reviewed, with the full manual having been reviewed once in a 5-year period. Changes to policy are submitted to the QE Committee for review and recommendations. The QE Committee notifies Academic Council of the recommendation to approve or amend, and Council is requested to endorse this or propose further amendments. Academic Council is authorised to request clarifications and changes. Where policies are replaced or updated, archive copies are retained within the Academic Affairs office.</p> <p>Student Satisfaction Survey The student satisfaction survey is issued once per year and requests the views of students in relation to their classroom and wider college experience. Information received is then collated, analysed and circulated to the relevant Heads of Departments and programme leaders. The outcomes of the survey also inform the annual programme monitoring report. The Head of Student Services, through the class rep system, feeds back to the students in respect of actions taken or planned in response to the survey outcomes.</p> <p>Student Module Survey Each semester students are surveyed in respect of each module they are undertaking. The module seeks to secure feedback in relation to module content, teaching, learning and assessment.</p> <p>Graduate Survey The graduate survey is issued to graduates in the year immediately following the completion of their studies, subject to consent. Feedback received is used to inform the services and programmes provided by the college, future programme developments, and enhancements to the student experience. The survey also seeks to establish the relevance and appropriateness of CCT programmes for employment purposes and the level of relevant employment of graduates.</p> <p>Marketing Monitoring Report The Head of Marketing completes this report on an annual basis detailing updates, developments and activities. The report presents data on the effectiveness of marketing activities and seeks to analyse the relationship between marketing campaigns and student recruitment. The report is submitted to the ELT / Management Team for information and planning purposes and to the QE Committee for consideration and identification of potential actions. All monitoring activity is expected to identify areas for further development. Actions are collated collectively by the QA Office in the College Quality Improvement Plan. This is a living document that is continually updated. The QE Committee takes responsibility for monitoring the implementation of the QIP and reports on this to Academic Council. Copies of monitoring reports are retained by the QA Office.</p>	<p>Dean of Academic Affairs and Departmental Heads</p> <p>QE Committee Academic Council</p> <p>Head of Student Services</p> <p>Head of Marketing</p> <p>QA Office QE Committee</p>	<p>- QIP</p> <p>Annual Report</p>
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Monitoring		
Monitor (Job Title)	Frequency	Monitoring Method(s)
Dean of Academic Affairs Departmental Heads QA Office	Annual review for full academic year	<ul style="list-style-type: none"> - Monitoring Reports of all programmes and services - QE Committee minutes - Updating of QIP

POLICY CONTROL SHEET

Policy Title	Self-Evaluation, Monitoring and Review
Responsible Officer(s)	Dean of Academic Affairs, QA Office
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	March 2021
Supersedes	V1.3
Next Review Date	August 2026
Designated Reviewer	Dean of Academic Affairs, Departmental Heads, QA Office
Scope	Internal staff (full and part time); Learners; External Stakeholders such as QQI, external expert panels and examiners, other validating bodies

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	August 2015	New QA system	Senior Management Team	Head of Academics, College Registrar
New policy	April 2018	Replaces SER and external quality assurance policy. Replaced to reflect requirements of QQI Core Statutory Guidelines for Quality Assurance and to document the self-monitoring policies in place within the College.	Dean of Academic Affairs	Academic Council.
V1.2	July 2019	Updates to reflect requirement for annual report from CTL and reduction of admissions audits to one per year. Edits to reflect changes to organisational structure and roles.	QA Committee	Academic Council
V1.3	March 2021	Revision to Exam Board monitoring to reflect replacement of requirement for annual monitoring with requirement to review when deemed necessary by Dean of Academic Affairs, including in specific circumstances.	Dean of Academic Affairs Dean of Faculty	Academic Council
V1.4	June 2025	Minor updates to enhance presentation	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Ongoing Monitoring and Review
Statutory & System Wide Basis	The Irish Qualifications and Quality Act (Education and Training), 2012; QQI Core Statutory Guidelines for Quality Assurance
Related CCT Policies / Forms	CCTP403 Programme Management and Annual Monitoring Policy

PROVIDER NAME: CCT College Dublin (CCT)			
POLICY AREA: Standard 12: Ongoing Monitoring and Review			
Policy and Procedure Title:	<i>CCTP1202: External Cyclical Review Policy</i>	Policy Number: CCTP1201	Version: 1.2
<p>Policy Statement</p> <p>Standards and Guidelines for Quality Assurance in the European Higher Education Area, 2015, state “<i>External quality assurance in its various forms can verify the effectiveness of institutions’ internal quality assurance, act as a catalyst for improvement and offer the institution new perspectives.</i>”⁹ As a provider who goes to QQI on a voluntary basis, CCT is subject to the external quality assurance requirements of QQI as outlined with the Policy for Cyclical Review of Higher Education Institutions, 2016 (the QQI policy).</p> <p>CCT recognises the value that is brought to the institution through participation in external quality assurance processes. QQI policy outlines the intention of cyclical reviews to:</p> <ul style="list-style-type: none"> ● Evaluate the effectiveness of institution- wide quality assurance procedures ● Measure institution accountability for compliance with European Standards and Guidelines, QQI policies and guidelines and approved institutional policies and procedures for quality assurance. ● Explore the institution’s enhancement of quality in relation to activities, mission and strategy, and performance as determined through quality indicators and benchmarking. <p>It is envisaged that the process employed for cyclical review of independent providers will reflect Parts 2 and 3 of the ESG (2015), reflecting international good practice through:</p> <ul style="list-style-type: none"> ● Agreement and publication of clearly articulated terms of reference ● Completion of an institutional self-evaluation report ● A review visit and external assessment by an independent panel of experts ● Publication of a report of findings and recommendations ● A follow-up monitoring arrangement. <p>As a provider of programmes leading to QQI awards, CCT is also subject to potential for a <i>focused review</i>, which QQI may conduct from time to time as it considers appropriate or in response to a request for such a review from CCT. A focused review is carried out at institutional level and is intended to:</p> <ul style="list-style-type: none"> ● determine that the quality assurance procedures established by a provider under the Qualifications and Quality Assurance (Education and Training) Act, 2012 have been implemented. ● evaluate the effectiveness of a provider’s quality assurance procedures for the purposes of establishing, ascertaining, maintaining and improving the quality of education, training, research and related services offered by the provider; and ● confirm that directions previously issued by QQI in relation to the effectiveness of a provider’s QA procedures have been complied with. 			

⁹ http://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf

Focused reviews are not a substitution for cyclical institutional reviews. Cyclical reviews are mandated in the 2012 Act and QQI establishes procedures for such reviews from time to time. Providers who have had focused reviews may still undergo a cyclical review of their QA procedures in accordance with QQI policy.

CCT recognises that external quality assurance reviews can occur at programme or faculty level and institution level. This policy addresses the procedures associated with institution level external review or a focused review as determined by the College or QQI. For programme review, including for a suite of programmes, policy CCTP402: Programme Review and Revalidation should be consulted.

The following procedures are based upon interpretation of QQI policy. Where QQI guidelines are subsequently published that require any deviation from this, the QQI requirements take precedence, and the Dean of Academic Affairs will advise accordingly to outline the alternative procedures. In all cases Academic Council will retain responsibility for oversight of the process and approval of all internal decision-making.

Definitions and Principles

The overall principles of cyclical review and focused review by QQI are governed by Qualifications and Quality Assurance (Education and Training) Act 2012. QQI policies and procedures are developed and implemented to enable fulfilment of statutory obligations of QQI and providers of programmes leading to QQI awards.

External cyclical review should not be considered in isolation. CCT is responsible for implementing appropriate ongoing monitoring and review activities to support and underpin external quality review. Self-Evaluation is the internal self-study against clearly defined criteria and guidelines, incorporating the views of all key stakeholders.

Staff Involved

Dean of Academic Affairs, Dean of Faculty, President, Dean for Administration and Finance, QE Committee, Academic Council

Procedure Outline / Method(s) used to carry out this procedure	Responsibility of	Evidence generated by this procedure to ensure its effectiveness
QQI will provide advanced notification of external review to CCT via the President and the Dean of Academic Affairs.	QQI	Notification
Upon notification the Dean of Academic Affairs will establish a working group of the Deans and the president, who will manage the review process.	Dean of Academic Affairs	Working Group established
The Dean of Academic Affairs will communicate the review timeline to the Academic Council and the QE Committee. The working group will be responsible for coordinating the internal aspects of the review process i.e. formulation of terms of reference, approach to self-evaluation and completion of the self-evaluation report.	Dean of Academic Affairs	Minutes of meetings

<p>The QE Committee will be responsible for reviewing the outputs of each of the internal stages of the review process and making recommendations to Academic Council in respect of same.</p> <p>The Quality Enhancement Committee will oversee the evaluation of the effectiveness of the quality assurance procedures and stakeholder consultation activities.</p> <p>Academic Council holds ultimate responsibility for approving submission to QQI any documents relating to the external review of CCT College Dublin, pre and post independent panel visit.</p> <p>Terms of Reference The Dean of Academic Affairs will be the point of contact for communication with QQI in respect of external reviews. The ELT, with Academic Council oversight, will agree Terms of Reference with QQI.</p> <p>Self-evaluation Self-evaluation requires CCT to consider:</p> <ul style="list-style-type: none"> • How quality assurance procedures and reviews have been implemented within CCT • How effective the internal quality assurance procedures and reviews of the institution are • If the quality assurance procedures are in keeping with European Standards and Guidelines, QQI policy and guidelines, or their equivalent • If it is clear who takes responsibility for quality and quality assurance across the institution • If reporting on quality assurance and quality is transparent and accessible • How quality is promoted and enhanced • If there are effective innovations in quality enhancement and assurance • If the student experience is in keeping with the institution's own stated mission and strategy • If achievements in quality and quality assurance are in keeping with the institution's own stated mission and strategy, and 	<p>QE Committee</p> <p>Academic Council</p> <p>ELT</p>	<p>Minutes of meetings</p> <p>Minutes of meetings</p> <p>Terms of Reference</p>
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<ul style="list-style-type: none"> How achievements in quality and quality assurance measure up against the benchmarks and quality indicators identified by CCT. <p>The Dean of Academic Affairs will take lead responsibility for drafting the self-evaluation report. Completion of self-evaluation activities and consultation will be as determined by the working group and responsibilities assigned accordingly.</p> <p>The working group will review the findings of self-evaluation activity and identify proposed changes to policies and procedures stemming from them. The Dean of Academic Affairs will present the proposed changes to the QE Committee for consideration and recommendations to Academic Council. Academic Council will ultimately approve the proposals, with the authority to make changes as deemed appropriate.</p> <p>Once Academic Council approval has been secured, the Dean of Academic Affairs will lead on the implementation of the recommendations.</p> <p>The final self-evaluation report, accompanying evidence, and associated QA procedures will be submitted to an independent higher education consultant for review against the terms of reference.</p> <p>The Working Group will consider the findings of the consultant and determine any actions to be taken.</p> <p>The final documentation, comprising self-evaluation, QA procedures and supporting materials along with the report of the consultant is submitted to Academic Council.</p> <p>Academic Council is the only body authorised to recommend to the College President the submission of external review documents to QQI.</p> <p>Site Visit</p> <p>Operating under direction from QQI, CCT will make available appropriate documentation, facilities and personnel for the completion of the site visit by an independent expert panel.</p>	<p>Dean of Academic Affairs Staff as assigned</p> <p>Working Group Dean of Academic Affairs QE Committee Academic Council</p> <p>Dean of Academic Affairs</p> <p>Independent consultant</p> <p>Dean of Academic Affairs</p> <p>College President and Dean of Academic Affairs</p> <p>Working Group Dean of Academic Affairs</p>	<p>Completed SER Consultation records</p> <p>Output of consultation report Minutes of meetings Agreed changes</p> <p>Updated documentation</p> <p>Records of communication and report from consultant</p> <p>Minutes of Academic Council</p>
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<p>Report</p> <p>Upon receipt of the report of the independent panel the working group will consider any required actions and develop an implementation plan accordingly. A response will be proposed and, where required prior to response, actions implemented.</p> <p>Academic Council will review and approve or amend and approve the proposed response and implementation plan. This is recognised as a potentially iterative process between the working group and Academic Council. Once the response is approved, the Dean of Academic Affairs will arrange for submission to QQI.</p> <p>The College will receive formal confirmation of the outcome of the review following completion of QQI governance processes. At this stage CCT will arrange for publication of the report.</p> <p>Implementation and Monitoring</p> <p>On completion of the external review process the QE Committee is responsible, through the quality improvement plan process, for overseeing implementation of required actions and reporting to Academic Council accordingly. See Policy CCTP1201.</p> <p>As may be required, a monitoring report will be submitted to QQI, following approval from Academic Council. The Dean of Academic Affairs is responsible for fulfilment of this requirement.</p>			<p>Academic Council</p> <p>Dean of Academic Affairs</p> <p>QQI</p> <p>Dean of Academic Affairs</p> <p>QE Committee / QA Office</p> <p>Dean of Academic Affairs</p>	<p>Panel report</p> <p>Response to panel report</p> <p>Record of submission to QQI</p> <p>Notification of outcome</p> <p>Publication</p> <p>QIP implementation and monitoring records / minutes of meetings</p> <p>Annual report to QQI</p>
Monitoring				
Monitor (Job Title)	Frequency	Monitoring Method(s)		
Academic Council	As per agreed schedule for review	<p>Review of terms of reference, proposals, self-evaluation reports and consultancy outcomes</p> <p>Consideration of independent consultant report</p> <p>Review of Panel report and action planning</p> <p>Ongoing monitoring of implementation of QIP</p>		

POLICY CONTROL SHEET

Policy Title	External Cyclical Review
Responsible Officer(s)	Dean of Academic Affairs
Issuance Date	June 2025
Effective Date	June 2025
Last Review Date	September 2019
Supersedes	Version 1.1
Next Review Date	August 2026
Designated Reviewer	Dean of Academic Affairs
Scope	All staff and stakeholders. Specific responsibilities for Deans, President, QA Office, Academic Council, QE Committee

Revision History

Revision	Approval Date	Revision Description	Originator	Approved By
New Policy	April 2018	New policy	Senior Management Team	Academic Council
Version 1.1	Sept 2019	Edits to reflect changes to organisational structure and roles	SMT	Academic Council
Version 1.2	June 2025	Minor updates for presentation purposes	Dean of Academic Affairs	Academic Council

References upon which the Policy section is based

CCT Policy area	Ongoing Monitoring and Review
Statutory & System Wide Basis	The Qualifications and Quality Assurance (Education and Training) Act, 2012. QQI Policy for Cyclical Review of Higher Education Institutions

