Independent Evaluation Report on an Application for Validation of a Programme of Education and Training

Part 1

Provider name	CCT College Dublin
Date of site visit	13th December 2017
Date of report	January 2018

Overall recommendations

Principal programme	Title	Bachelor of Arts (Hons) in Business
	Award	Bachelor of Arts (Hons) Level 8
	Credit	180
	Recommendation *Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory*	Satisfactory, subject to recommended special conditions of validation

Evaluators

Evaluators		
Name	**Role**	**Affiliation**
Dr. Thomas O'Toole	**Chairperson**	**Head of School of Business, Waterford Institute of Technology**
Marian Duggan	**Secretary**	**Head of Faculty of Business & Humanities, Limerick Institute of Technology**
Seamus Fitzpatrick	**Subject Matter Expert**	**Head of Faculty of Business, Griffith College**
Michael Pogue	**Subject Matter Expert**	**Senior Lecturer Financial Services Business Development, University of Ulster**
Cillian Leonowicsz	**Subject Matter Expert**	**Senior Client Solutions Manager, Fenergo**
Petra McDonagh	**Learner Representative**	**NCI Student**

Principal Programme
Bachelor of Arts (Hons) in Business (Level 8 – 180 credits)

Names of centres where the programmes are to be provided	Maximum number of learners Per 1st Year Intake	Minimum number of learners Per 1st Year Intake
CCT College Dublin, 30-34 Westmoreland Street, Dublin 2, Ireland	320 FT 60 PT	40FT 25PT

Enrolment interval *(normally 5 years)*	**Date of first intake**	September 2018
	Date of last intake	September 2022
Maximum number of annual intakes	2 FT 1 PT	
Maximum total number of learners per intake	FT – 160 students PT – 60 students	
Programme duration (months from start to completion)	3 Years FT 4 Years PT	
Target learner groups	This programme is intended for individuals aspiring to careers in a supervisory or junior management capacity or those wishing to establish their own enterprise. It is aimed at those only embarking on their career as well as those already in employment, wishing to progress their career. The target learner group(s) include a cross section of national and international learners who have appropriate evidence of general learning, English language, and mathematical learning specified as follows: • a grade H5 or above in two higher level leaving certificate subjects together with a minimum of O6/H7 in four other subjects. This should include • a grade of O6/ H7 or above in Leaving Certificate English, and • a grade O6/H7 or above in Mathematics; Holders of a FETAC/QQI Level 5 Certificate in Business (or equivalent) or QQI/FETAC Level 6 Advanced Certificate in Business (or equivalent) can apply for entry onto the programme. Evidence of English language competence to CEFRL B2+ (IELTS 6) or equivalent is required for international students whose first language isn't English,	

	Target learners who do not possess the specified entry qualifications may demonstrate their current learning through provision of other evidence including current or prior experiential or certified learning, and / or through the completion of an assessment set by the College. Target learner groups include: • School leavers satisfying the minimum entry requirements who wish to embark on a career in business including those who are not sure of which business discipline to specialise in. • Learners with a cognate FE award at Level 5 or 6 in the NFQ • Mature learners who are currently working within the business environment and who want to upskill for future career development, promotional opportunities. • Mature learners who have been out of the work environment and who want to return to full time employment. • Learners who are considering registering as a startup enterprise.
Approved countries for provision	Ireland
Delivery mode: Full-time/Part-time	Full-time and part-time, on campus
The teaching and learning modalities	Face to face delivery including lectures, case studies, group work, one to one supervision, tutorials, reflective practice, group mentoring, research and analysis, debate, discussion.
Brief synopsis of the programme (e.g. who it is for, what is it for, what is involved for learners, what it leads to.)	The programme is a 180-credit three-year programme leading to the award of Bachelor of Arts (Hons) in Business which is a Level 8 award on the National Framework of Qualifications. The programme has been developed for those interested in a career in business either entering in a trainee supervisory/management position or those interested in registering as a 'start up' enterprise. The programme is accessible by school leavers and learners with a cognate FE award at Level 5 or 6 in the NFQ (satisfying the minimum entry requirements) or mature learners. Learners on the programme will be required to attend lectures and submit a series of continuous assessments/projects and participate in terminal examinations in order to progress and finally graduate. Each semester involves total direct learning/contact hours across 13 weeks of semesters involving 15 hours per week for full time, and part time being completed over two evenings with some weekend attendance. The directed/contact hours include lectures, tutorials, directed group work and individual group work.

Summary of specifications for teaching staff	WTE Qualifications & Experience
	It is college policy that all staff members must have a qualification at a level above the level of the programme he/she is teaching on. Therefore, in terms of this proposed programme, staff must have at least a relevant Masters qualification or equivalent, which each of the 10 staff members possesses.
	0.5 Candidates with qualifications of a level 8 standard may be considered where there are appropriate professional qualifications and extensive professional or executive management experience applicable to the subject matter.
	Normally qualified to level 9, or equivalent, with professional accountancy qualifications and experience. Ideally, experienced in teaching, learning and assessment in higher education, however appropriate training will be provided, using the HECA resource "A Handbook and Tool Kit for Teaching, Learning and Assessment in Independent Higher Education Institutions in Ireland".
	0.2 Maths subject specialist.
	Qualified to Masters level in mathematics or closely related discipline with significant maths content. Ideally, experienced in teaching, learning and assessment in higher education, however appropriate induction, mentoring and training will be provided, using the HECA resource "A Handbook and Tool Kit for Teaching, Learning and Assessment in Independent Higher Education Institutions in Ireland".
	0.75 Law subject specialist.
	Candidates with qualifications of a level 8 standard may be considered where there are appropriate professional qualifications and extensive professional applicable to the subject matter.
	Normally qualified to level 9 and at least level 8 in law and ideally has professional experience. Ideally, experienced in teaching, learning and assessment in higher education, however appropriate induction, mentoring and training will be provided, using the HECA resource "A Handbook and Tool Kit for Teaching, Learning and Assessment in Independent Higher Education Institutions in Ireland".
	1 General business subject specialist.
	Qualified to Level 9, normally in the discipline of business or a closely aligned discipline. Qualifications in other disciplines supported with the experience of executive business management, entrepreneurship, or similar is also acceptable.

	Ideally, experienced in teaching, learning and assessment in higher education, however appropriate induction, mentoring and training will be provided, using the HECA resource "A Handbook and Tool Kit for Teaching, Learning and Assessment in Independent Higher Education Institutions in Ireland".
Summary of specifications for the ratio of learners to teaching-staff	Staff to learner ratio: Learning activity type - 1:80 1:80 Lectures 1:80, Mentoring & Small Group Tutoring 1:10, Direct Supervision 1:1, Supervised Project: 1:10, Guest Lecture 1:80

	Programmes being replaced (applicable to applications for revalidation)		
Code	**Title**	**Last Intake Date**	**Estimated Closure Date**
PG19680 (7M11932)	Bachelor of Business (Level 7 – 180 credits)	01/02/2018	01/02/2021
PG22697	Bachelor of Business Honours (Level 8 add-on – 60 credits)	01/09/2021	01/09/2020

CCT College currently offers a Level 7 Bachelor of Business Degree Programme and a Level 8 add-on Bachelor of Business (Hons) Degree Programme, both of which the college intend to run out upon validation of this alternative Level 8 Bachelor of Arts (Honours) Degree Programme in Business.

Part 2 Evaluation against the validation criteria

QQI's validation criteria and sub-criteria are copied here in grey panels.

Criterion 1

The provider is eligible to apply for validation of the programme	
a) The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme. b) The application for validation is signed by the provider's chief executive (or equivalent) who confirms that the information provided is truthful and that all the applicable criteria have been addressed. c) The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements.	
Satisfactory (yes, no, partially)	**Comment** **Yes**

A signed declaration by the College President is included in documentation submitted to Panel for review and it confirms that

- The information provided in the application is truthful and that CCT have endeavoured to address all applicable criteria.
- The premises at which the programme will be provided, meets all applicable legal requirement in respect of the proposed numbers in additional to all other persons using the premises.

College management confirm to Panel that CCT has permission from QQI to deliver programmes up to and including Level 8 and therefore this proposed programme falls within the scope of this agreement.

Criterion 2

The programme objectives and outcomes are clear and consistent with the QQI awards sought

 a) The programme aims and objectives are expressed plainly.
 b) A QQI award is specified for those who complete the programme.
   (i) Where applicable, a QQI award is specified for each embedded programme.
 c) There is a satisfactory rationale for the choice of QQI award(s).
 d) The award title(s) is consistent with unit 3.1 of QQI's *Policy and Criteria for Making Awards.*
 e) The award title(s) is otherwise legitimate for example it must comply with applicable statutory, regulatory and professional body requirements.
 f) The programme title and any embedded programme titles are
   (i) Consistent with the title of the QQI award sought.
   (ii) Clear, accurate, succinct and fit for the purpose of informing prospective learners and other stakeholders.
 g) For each programme and embedded programme
   (i) The **minimum intended programme learning outcomes** and any other educational or training objectives of the programme are explicitly specified.
   (ii) The minimum intended programme learning outcomes to qualify for the QQI award sought are **consistent with** the relevant QQI awards standards.
 h) Where applicable, the **minimum intended module learning outcomes** are explicitly specified for each of the programme's modules.
 i) Any QQI minor awards sought for those who complete the modules are specified, where applicable.

For each minor award specified, the minimum intended module learning outcomes to qualify for the award are consistent with relevant QQI minor awards standards.

Satisfactory (yes, no, partially)	Comment
	Yes

The QQI named award for the programme is Bachelor of Arts (Honours), with the full award title being Bachelor of Arts (Honours) in Business. The named award of Bachelor of Arts (Honours) has been chosen but in the business discipline as this programme is designed as a broad, general education in subjects across the business discipline as opposed to the more specialist focus of a Bachelor of Business (Honours) award.

The aims, objectives and minimum intended learning outcomes for the programme are stated clearly. The core objective of the proposed programme is to provide learners with the relevant business knowledge, skills and competence that will support them in starting a career in business by securing employment in a range of entry level trainee supervisory or junior management positions, further their education at Level 9 in business or a related discipline, or establish and manage their own enterprise.

As a Bachelor of Arts (Honours) award in the discipline of business, the minimum intended programme learning outcomes has been mapped against the QQI Business Award Standards for a Level 8 Honours Degree programme. The Panel recommends the minimum intended module learning outcomes be reviewed to be written using measurable active verbs, where applicable.

Criterion 3

The programme concept, implementation strategy, and its interpretation of QQI awards standards are well informed and soundly based (considering social, cultural, educational, professional and employment objectives)

a) The development of the programme and the intended programme learning outcomes has sought out and taken into account the views of stakeholders such as learners, graduates, teachers, lecturers, education and training institutions, employers, statutory bodies, regulatory bodies, the international scientific and academic communities, professional bodies and equivalent associations, trades unions, and social and community representatives.

b) The interpretation of awards standards has been adequately informed and researched; considering the programme aims and objectives and minimum intended programme (and, where applicable, modular) learning outcomes.

    (i) There is a satisfactory rationale for providing the programme.

    (ii) The proposed programme compares favourably with existing related (comparable) programmes in Ireland and beyond. Comparators should be as close as it is possible to find.

    (iii) There is support for the introduction of the programme (such as from employers, or professional, regulatory or statutory bodies).

    (iv) There is evidence of learner demand for the programme.

    (v) There is evidence of employment opportunities for graduates where relevant.

    (vi) The programme meets genuine education and training needs.

c) There are mechanisms to keep the programme updated in consultation with internal and external stakeholders.

d) Employers and practitioners in the cases of vocational and professional awards have been systematically involved in the programme design where the programme is vocationally or professionally oriented.

e) The programme satisfies any validation-related criteria attaching to the applicable awards standards and QQI awards specifications.

Satisfactory (yes, no, partially)	Comment
	Yes

CCT College currently offers a Bachelor of Business Level 7 Degree programme which is in its final year of validation and therefore consultation activity commenced to inform programme review. However, consultation and feedback received from potential students, international partners and admissions personnel identified a marked increase in demand for a 3 year honours degree in business. This was further reinforced in focus groups with current students and graduates, where it was emphasised that the opportunity to enter the employment market with a level 8 award in a 3-year timeframe would enhance employment prospects. In addition, the College saw the start of learners transferring out of the college at the end of Stage 1 of the Bachelor of Business Level 7 Degree Programme to take up places on Level 8 Business programmes of 3 years in duration offered by other providers. Although a small number of learners involved, it prompted discussion amount current learners in CCT.

A review of employment opportunities for graduates confirmed preference for a Level 8 award (rather than a 3-year Level 7 programme with the possibility of a 1 year Level 8 add-on programme), but engagement of CCT College Careers Service with potential employers revealed no preference existing regarding a Bachelor of Business (Hons) or a Bachelor of Arts (Hons) in Business award. Consultation with industry involved contact with 15 employers across the retail, finance and IT sectors.

Comparable programmes identified in Ireland include those delivered by Dublin Business School, Griffith College and the National College of Ireland. A detailed mapping of content and structure of these programmes was conducted. For minimum programme learning outcomes, a favourable comparison was undertaken with Level 8 Arts programmes in the business discipline awarded by UK institutions, including programmes offered by Birmingham City University, Montrose College, University of Portsmouth and Leeds Trinity University.

The Business Faculty in CCT College, utilising their expertise in their respective areas of business as well as their experience of delivering business programmes at levels 7 and 8, came together in a series of workshops to design the proposed programme. The College Advisory Board, comprising of academic and industry representatives, was consulted with in devising this proposed programme.

It is the intention of the College to deliver the proposed programme through full-time (3 academic years duration) and part-time (4 academic years) modules. The College carefully considered the target minimum and maximum projected student numbers for the proposed programme based on past enrolment figures for higher education business programmes currently and previously delivered. A further consideration in setting these target student numbers was ensuring both financial and academic viability. CCT strives to ensure that target cohorts are of an optimal size (i.e. 80 students) to ensure a positive student experience, successful implementation of learner support services and programme delivery. It is envisaged that CCT College will operate two start dates per year for the full time programme (one in September and the other in February), with each cohort being taught separately and one 1st year intake per year for the part-time version.

The College intends to seek exemptions from ACCA for those learners who successfully complete the applicable accounting modules and therefore the development of those modules was heavily influenced by professional body requirements.

In accordance with the CCT College's Quality Assurance Policy every programme offered by CCT College is reviewed annually and an Annual Monitoring Report is produced. This requires engagement with all stakeholder groups and an evaluation of the ongoing fitness for purpose and suitability of the programme, its content and the teaching, learning and assessment involved within it. Learner feedback is sought via a satisfaction survey issued on a semester basis. This incorporates a module by module review and enables the provision of module and programme level feedback as well as feedback on support services. Programme updates take place through a formal process at programme level to ensure that changes maintain the cohesion of the programme and remain within the parameters of validation. The Programme Committee, which includes representatives of all stakeholder groups, is responsible for proposing changes to a programme and providing a rationale for same. This proposal is then submitted to the QA Committee for consideration with a recommendation to Academic Council. Only proposals approved by Academic Council can be implemented.

Criterion 4

The programme's access, transfer and progression arrangements are satisfactory

a) The information about the programme as well as its procedures for access, transfer and progression are consistent with the procedures described in QQI's policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training. Each of its programme-specific criteria is individually and explicitly satisfied.

b) Programme information for learners is provided in plain language. This details what the programme expects of learners and what learners can expect of the programme and that there are procedures to ensure its availability in a range of accessible formats.

c) If the programme leads to a higher education and training award and its duration is designed for native English speakers, then the level of proficiency in English language must be greater or equal to B2+ in the Common European Framework of Reference for Languages (CEFRL) in order to enable learners to reach the required standard for the QQI award.

d) The programme specifies the learning (knowledge, skill and competence) that **target learners** are expected to have achieved before they are enrolled in the programme and any other assumptions about enrolled learners (programme participants).

e) The programme includes suitable procedures and criteria for the **recognition of prior learning** for the purposes of access and, where appropriate, for advanced entry to the programme and for exemptions.

f) The programme title (the title used to refer to the programme):-
   (i) Reflects the core *intended programme learning outcomes*, and is consistent with the standards and purposes of the QQI awards to which it leads, the award title(s) and their class(es).
   (ii) Is learner focused and meaningful to the learners;
   (iii) Has long-lasting significance.

g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.

Satisfactory (yes, no, partially)	Comment Yes

Information about the programme will be made available to potential learners via the CCT website, brochure material and to enrolled learners through Moodle and associated handbook. The full requirements and expectations for learners will be communicated as part of a structured induction and orientation programme, which will be implemented for each stage of the programme to deal specifically with the requirements for that stage. This induction programme has been extended to 2 days this academic year.

Application for entry into Stage 1 of the programme can be made via the CAO or directly to the CCT Admissions Office. The possession of an Irish Leaving Certificate or equivalent school leaving award from another country, at the appropriate level of achievement for admission to an honours degree programme in Ireland will be taken as a proxy of this achievement. Applicants with QQI Further Education awards at Level 5 (in cognate areas) or at Level 6 will be eligible to apply. Mature applicants who have reached the age of 23 on or before the 1st January in the year in which they are making the application are required to satisfy an Admissions Interview. Learners presenting international qualifications will be subject to NARIC review for leaving certificate equivalence. CCT requires an English language competency to CEFRL B2+ (IELTS 6) for international students whose first language isn't English.

Applicants who do not possess the specified entry qualifications may demonstrate their potential to succeed through provision of other evidence including current or prior experiential or certified learning, and / or through the completion of an assessment set by the College. Such applicants will normally be required to attend an interview. In all cases applicants will be assessed on their ability to evidence appropriate academic standards and written English competency. Applications for Recognition of Prior Learning will be reviewed in accordance with CCT's policies on the Recognition of Prior Learning.

CCT confirmed that advanced entry to stage 2 may be granted to those applicants who possess a Higher Certificate in Business or the business discipline, or have completed 180 (not 60) ECTS in the business discipline at level 6. RPL entry to stage 2 is also permitted. In such cases, applicants will be expected to demonstrate learning to a Higher education level 6 standard. Advanced entry to award stage is granted to those applicants who possess an Ordinary Degree in Business or the business discipline or who have completed 60 ECTS at level 7 in the business discipline, which includes studies in accounting and finance up to level 7. RPL entry to stage 3 is also permitted. In such cases, applicants will be expected to demonstrate learning to a level 7 standard.

In the programme curriculum, the two modules for both Financial Management and Management Accounting are delivered over separate stages e.g. Financial Management 1 module is in Stage 2 and Financial Management 2 is in Stage 3. The panel suggested that this structure be reviewed as the delivery of these subject areas over two years could present problems for learners from other institutions who wish to transfer into the final stage of the proposed programme.

Criterion 5

The programme's written curriculum is well structured and fit-for-purpose	
a) The programme is suitably structured and coherently oriented towards the achievement by learners of its intended programme learning outcomes. The programme (including any stages and modules) is integrated in all its dimensions. b) In so far as it is feasible the programme provides choice to enrolled learners so that they may align their learning opportunities towards their individual educational and training needs. c) Each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended *programme* learning outcomes. d) The objectives and purposes of each of the programme's elements are clear to learners and to the provider's staff. e) The programme is structured and scheduled realistically based on sound educational and training principles. f) The curriculum is comprehensively and systematically documented. g) The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes. h) The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes. i) Elements such as practice placement and work based phases are provided with the same rigour and attentiveness as other elements. j) The programme duration (expressed in terms of time from initial enrolment to completion) and its fulltime equivalent contact time (expressed in hours) are consistent with the difference between the minimum entry standard and award standard and with the credit allocation.	
Satisfactory (yes, no, partially)	**Comment** **Partially**

The Review Panel commends CCT for developing a curriculum which strives to achieve the intended learning outcomes for this proposed 3-year programme, and in doing so, responding to feedback from its stakeholders including current students and graduates.

CCT explained that electives are not offered due to programme being of 3 years in duration, with the focus of the programme being to provide students with a general business foundation to explore specific business areas at Masters Level. However, the college would consider the feasibility of making the choice of electives available to students once the programme has completed its first cycle.

The Review Panel notes that:

- The module on Integrated Accounting Systems, which covers relevant accounting software packages such as Sage, is allocated 10 credits in Stage 2 of the programme. This module is in addition to modules on Financial Accounting, Management Accounting and Financial Management being included in the programme. Therefore, there is a large number of credits allocated to 'Accounting' modules in a 3-year general business programme. Accordingly, the panel suggests that this module on Integrated Accounting Systems be removed and specialist part-time programmes on the relevant accounting software packages be made available to students.

- One of the three programme aims refers to '*providing the learner with the knowledge, skills and competence to further their education at Level 9 in disciplines such as HRM and Strategic Management*. However, there is no designated module for either of these business disciplines in the programme.

- The module on Entrepreneurship & Innovation is included in the final stage of the programme as well as the Business Planning Module. To allow for the development of a student's knowledge, skills and competence to be able to prepare a business plan as a capstone project in the final stage of the programme, the panel suggests that the module on Entrepreneurship & Innovation be included in Stage 2 of the programme and a Strategic Management module be created for inclusion in the first semester of final stage of the programme.

- The aims and learning outcomes for the module on Business Management focus on HRM but indicative syllabus not reflecting this focus. The panel suggests that management theory element of the syllabus in this module be transferred to the Introduction to Business module. In addition, any syllabus content on strategy is too ambitious to cover in Stage 1 of the programme and should be included in the newly created Strategic Management module referred to earlier. These changes would allow the title of the Business Management module to be changed to HRM and the syllabus content revised accordingly.

- Both Financial Management (1 & 2) and Management Accounting (1 & 2) are delivered over Stage 2 and Stage 3 of the programme, which would have implications if the Exam Board were to permit a learner to carry a failed module i.e. Financial Management 1 or Management Accounting 1 in terms of pre-requisite knowledge. In addition, the split of these subject areas across two academic years may have implications for learners from other institutions seeking to transfer into the final stage of this proposed programme.

- The syllabus content for the module on Business IS only includes 30% relating to Information Systems, as there is a large emphasis on the development of IT skills in packages such as Word

/ Excel. Therefore, the panel suggests that the title of this module should be revised to IT for Business.

- The learning outcomes and syllabus content for the Research Methods module in Stage 1 read as being more applicable to a later stage of the programme. Furthermore, to facilitate the progression of knowledge, skills and competence in the learner, the panel suggests that this module be included in Stage 2 of the programme as a follow-on module for the Personal Development & Study Skills module in Stage 1 and as a pre-requisite for the Business Planning Module in the Final Stage.

- The module on Business Law does not cover any aspect of Company Law. The panel suggests that the topic of Directors' Duties be included as a minimum in terms of Company Law.

- The title for the module on Contemporary Issues in Marketing needs to change to Social Media Marketing, as the focus of the assessment strategy for this module is on the development of a digital marketing campaign. The panel notes that there is only one other module on Marketing before student progression to study this module.

- The module on Leadership in Operations Management is not appropriate for inclusion in the final stage of the proposed programme, as the study of Operations Management should be covered in an earlier stage of the programme. Therefore, the panel suggests separating the two distinct areas with Operations Management to be studied earlier in the programme and for the possibility of Leadership to be added to another module.

- The class contact hours for the Business Planning module are to be used for facilitation and for allowing support, guidance and feedback to be provided as groups work on aspects of plan. As the indicative syllabus for this module contains topics covered in other modules on the programme, the Panel recommends that the syllabus content should reflect contents of a business plan. In addition, journal articles and other resource material (not just textbooks) should be outlined in the module descriptor because of the level of independent learning expected on this module.

In the context of the above discussions, the Panel stipulates that the curriculum for the programme be reviewed to ensure the development of discipline areas over the stages of the proposed programme. In other words, that the curriculum for the programme reflects the flow of modules from one stage to the next stage (e.g. streams) to ensure the development of the student's knowledge, skills and competences in discipline areas.

The panel recommends that for each module reading lists are reviewed to include non-book resources e.g. websites and to ensure that all resources are up-to-date.

Criterion 6

There are sufficient qualified and capable programme staff available to implement the programme as planned

   a) The specification of the programme's staffing requirements (staff required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme and its defined purpose. The specifications include professional and educational qualifications, licences-to-practise where applicable, experience and the staff/learner ratio requirements. See also criterion 12 c).
   b) The programme has an identified complement of staff (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments.
   c) The programme's complement of staff (or potential staff) (those who support learning including any employer-based personnel) are demonstrated to be competent to enable learners to achieve the intended programme learning outcomes and to assess learners' achievements as required.
   d) There are arrangements for the performance of the programme's staff to be managed to ensure continuing capability to fulfil their roles and there are staff development opportunities.
   e) There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance.
   f) Where the programme is to be provided by staff not already in post there are arrangements to ensure that the programme will not enrol learners unless a complement of staff meeting the specifications is in post.

Satisfactory (yes, no, partially)	Comment
	Yes

CCT College has 10 existing staff members teaching on the Level 7 Bachelor of Business Programme and the Level 8 Bachelor of Business (Honours) add-on programme, currently being delivered. Therefore, the college has the required complement of staff in post to offer the proposed programme. This team of lecturers will continue to lecture on existing programmes until ceased and on new programmes as rolled out. The College is committed to the recruitment of additional staff as necessary.

It is college policy that all staff members must have a qualification at a level above the level of the programme he/she is teaching on. Therefore, in terms of this proposed programme, staff must have at least a relevant Masters qualification or equivalent, which each of the 10 staff members possesses.

In accordance with the CCT College performance appraisal policy, performance appraisal is an ongoing process. However, the Head of Faculty will meet with each staff member once over academic year to review performance. Performance management is also facilitated through mechanisms such as: learner feedback is sought via a satisfaction survey issued on a semester basis for each module, co-ordinated assessment planning which includes a meeting every two weeks to review student performance on assignments and ensure feedback provided to students.

In terms of staff development, an annual training plan is devised focusing on agreed areas of pedagogic practice. Workshops, facilitated and developed usually by external parties, are held during summer and at the start of each semester sessions e.g. on pedagogy, assessment techniques. The college also provides support to lecturers for attending conferences, working groups, seminars and national events.

Criterion 7

There are sufficient physical resources to implement the programme as planned

a) The specification of the programme's physical resource requirements (physical resources required as part of the programme and intrinsic to it) is precise, and rigorous and consistent with the programme, its defined purpose and its resource/learner-ratio requirements. See also criterion 12 d).

b) The programme has an identified complement of supported physical resources (or potential supported physical resources) that are available in the context of existing commitments on these e.g. availability of:
   (i) suitable premises and accommodation for the learning and human needs (comfort, safety, health, wellbeing) of learners (this applies to all of the programme's learning environments including the workplace learning environment)
   (ii) suitable information technology and resources (including educational technology and any virtual learning environments provided)
   (iii) printed and electronic material (including software) for teaching, learning and assessment
   (iv) suitable specialist equipment (e.g. kitchen, laboratory, workshop, studio) – if applicable
   (v) technical support
   (vi) administrative support
   (vii) company placements/internships – if applicable

c) If versions of the programme are provided in parallel at more than one location each independently meets the location-sensitive validation criteria for each location (for example staffing, resources and the learning environment).

d) There is a five-year plan for the programme. It should address
   (i) Planned intake (first five years) and
   (ii) The total costs and income over the five years based on the planned intake.

e) The programme includes controls to ensure entitlement to use the property (including intellectual property, premises, materials and equipment) required.

Satisfactory (yes, no, partially)	Comment **Yes**

Existing facilities can facilitate expected growth in student numbers and planned student intake. These facilities include sufficient and appropriate teaching, learning and assessment spaces for the programme including traditional classrooms and collaborative learning areas with internet access; access to CCT College laptop computers (where students do not have access to their own) with relevant software (Word, Excel and Powerpoint) and internet access; small study areas for independent study and group work; access to library facilities on site and online; recreation and dining space.

CCT presented profit and loss projections for Stage 1 intake figures based on recruitment of one cohort of full-time students (100 students in A/Y 2017/2018 rising to 160 students in A/Y 2021/22) and one cohort of part-time students (40 students in A/Y 2017/2018 rising to 60 students in A/Y 2021/22). The plan indicates a projected steady profitability for Stage 1 of the programme over the next 5 years based on one intake (the projections do not take into account a second intake into Stage 1). The planned intake has been based on enrolment numbers over the past year with circa 180 students recruited in September 2016, circa 130 students in February 2017 and circa 120 students in September 2017. Costs for delivery of second and subsequent years are not expected to deviate significantly

from that outlined for first year cohorts, with the exception of supervision costs in Stage 4 with an additional budget being allocated to cover this.

CCT College provides students with access to the online database EBSCO Business Source Elite. The college has experienced a 50% increase in library usage over the last academic year. CCT College plans to increase library stock with all essential and supplementary reading and resources for the proposed programme. Also, library opening times will be extended to accommodate evening and weekend learners, on the proposed programme.

Moodle, as a supplemental open-source learning system, provides access for all learners to course notes, sample and past assessment material, course calendar, assessment scheduling, programme scheduling, social calendar events, and updates.

Criterion 8

The learning environment is consistent with the needs of the programme's learners
a) The programme's physical, social, cultural and intellectual environment (recognising that the environment may, for example, be partly virtual or involve the workplace) including resources and support systems are consistent with the intended programme learning outcomes.   b) Learners can interact with, and are supported by, others in the programme's learning environments including peer learners, teachers, and where applicable supervisors, practitioners and mentors.   c) The programme includes arrangements to ensure that the parts of the programme that occur in the workplace are subject to the same rigours as any other part of the programme while having regard to the different nature of the workplace.

Satisfactory (yes, no, partially)	Comment
	Yes

This proposed programme will be delivered on the CCT College Westmoreland Street campus, which has a traditional HE environment with all the expected learner amenities. However, the College emphasises that the campus retains a small-college 'family' feel in many aspects – for instance the Business Faculty's 'open-door' policy – and where a culture of constant interaction between staff and students is fostered and actively promoted by all staff. CCT College provides in addition to teaching spaces, access to the library on site and online, two computer laboratories that are available for use during and outside scheduled class times, 100 laptops available for check-out from the library (free of charge) at any time the campus is open, student printing facilities, student common area, student canteen facilities, and being in the heart of Dublin City Centre, access to all of Dublin's public transport infrastructure on the doorstep. CCT College notes throughout many years of programme provision that CCT College learners tend to use the facilities extensively – they tend not to just show up for class and leave, with many students based on campus for the entire working day regardless of their class schedule – something which the College is proud of and actively encourages.

Student representatives are elected for each class, who raised issues (academic or otherwise) with the appropriate staff member. Currently, Head of Faculty acts as Programme Chair and therefore all issues are raised with Head of Faculty, in the first instance. With planned increased intake, the Panel suggests

a separation of the roles of Head of Faculty and Programme Leader or the appointment of Year Heads for each stage of programmes.

CCT College has in place a formal system of peer-to-peer support for learners on the Computing programmes offered. While the Panel acknowledges that informal peer-to-peer support exists in the Business Faculty, it recommends that a formal system be devised due to the planned increase in student numbers with the introduction of this proposed programme.

Criterion 9

There are sound teaching and learning strategies	
a) The teaching strategies support achievement of the intended programme/module learning outcomes.	
b) The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes.	
c) The programme enables enrolled learners to attain (if reasonably diligent) the minimum intended programme learning outcomes reliably and efficiently (in terms of overall learner effort and a reasonably balanced workload).	
d) Learning is monitored/supervised.	
e) Individualised guidance, support and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.	
Satisfactory (yes, no, partially)	**Comment** **Yes**

The teaching and learning strategy for this proposed programme is informed by academic research leading to four themes; 1) the transitional nature of potential applicants, including leaving certificate students, international students, and mature students returning to education, 2) student engagement, 3) the importance of social interaction and integration for success and 4) reflection for teacher and learner. Teaching will serve to integrate skills and knowledge through an active pedagogical approach, will support social constructivism through group projects and presentations, will support reflection on learning through using practices such as journals, blogs and diaries. In addition, the lecture and tutorials sessions will provide the learner with the opportunity to apply the theory to practical cases and problems, and to encourage learner to engage in self-study for further knowledge.

CCT College confirmed that direct contact time for each 5-credit module is 2.5 hours per week and for each 10-credit module is 5 hours per week. Full-time learners are required to attend classes for 15 hours per week and undertake the programme over three academic years. Part-time learners will attend two evenings per week and some weekend attendance and complete the programme over four academic years. The contact hours remain the same for each module delivered on both full and part-time mode. Each class is scheduled for 2.5 hours in duration, with the first 1.5 hours normally delivered as a lecture and the last hour structured as a tutorial session.

For each element of assessment, marking schemes are issued with briefs for assignments. Written feedback is provided by the lecturer to each student within two weeks of submission. This process is facilitated by use of a template document and is organised through the Faculty Co-ordinators. In addition, one-to-one meetings between the lecturer and the students can be arranged to discuss feedback, if requested. The focus of the feedback is on improvement.

Criterion 10

There are sound assessment strategies	
a)	All assessment is undertaken consistently with *Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards*
b)	The programme's assessment procedures interface effectively with the provider's QQI approved quality assurance procedures.
c)	The programme includes specific procedures that are fair and consistent for the assessment of enrolled learners to ensure the minimum intended programme/module learning outcomes are acquired by all who successfully complete the programme.
d)	The programme includes formative assessment to support learning.
e)	There is a satisfactory written **programme assessment strategy** for the programme as a whole and there are satisfactory module assessment strategies for any of its constituent modules.
f)	Sample assessment instruments, tasks, marking schemes and related evidence have been provided for each award-stage assessment and indicate that the assessment is likely to be valid and reliable.
g)	There are sound procedures for the moderation of summative assessment results.
h)	The provider only puts forward an enrolled learner for certification for a particular award for which a programme has been validated if they have been specifically assessed against the standard for that award.

Satisfactory (yes, no, partially)	Comment Yes

The proposed programme will utilise a combination of assessment methods depending on the module learning outcomes and the most appropriate and effective method of identifying the achievement of those outcomes. The programme will use end of semester examinations, continuous assessments involving practical demonstrations/presentation, written assignments and projects (individual and group). The weighting of each assessment depends on the module and are detailed in the module definition forms.

It is recognised that within each module it may be necessary for each assessment instrument to assess a learning outcome more than once. The reason for this generally involves assessing different aspects of the learning outcome and takes into consideration different learners' needs and to respond to different learning styles and allow for deeper learning when applied to different contexts. To ensure over assessment is prevented, the programme development team investigated each stage of the programme to identify the possibility of cross modular assessment. Where this has been deemed appropriate, it has been implemented and examples were outlined to the Panel.

Learners who fail a continuous assessment are provided with a seven-day period from the date they receive their feedback to improve the assessment and resubmit. Mark awarded for resubmitted assessment is capped at 40%. If a learner fails to submit within the seven-day period they must undertake a new 'repeat' continuous assessment. It is not a requirement for students to pass all elements of continuous assessment for a module, but must pass module on an overall basis.

For a module with 100% continuous assessment, CCT College has no policy on number of assignments required to assess the module learning outcomes. While this matter is being considered by CCT College's Academic Council, the importance of reviewing volume of assessment and assessment schedule for each stage of the proposed programme was emphasised by the Panel.

Criterion 11

Learners enrolled on the programme are well informed, guided and cared for

a) There are arrangements to ensure that each enrolled learner is fully informed in a timely manner about the programme including the schedule of activities and assessments.

b) Information is provided about learner supports that are available to learners enrolled on the programme.

c) Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures.

d) If the programme is modular, it includes arrangements for the provision of effective guidance services for learners on the selection of appropriate learning pathways.

e) The programme takes into account and accommodates to the differences between enrolled learners, for example, in terms of their prior learning, maturity, and capabilities.

f) There are arrangements to ensure that learners enrolled on the programme are supervised and individualised support and due care is targeted at those who need it.

g) The programme provides supports for enrolled learners who have special education and training needs.

h) The programme makes reasonable accommodations for learners with disabilities.

i) If the programme aims to enrol international students it complies with the *Code of Practice for Provision of Programmes to International Students* and there are appropriate in-service supports in areas such as English language, learning skills, information technology skills and such like, to address the particular needs of international learners and enable such learners to successfully participate in the programme.

j) The programme's learners will be well cared for and safe while participating in the programme, (e.g. while at the provider's premises or those of any collaborators involved in provision, the programme's locations of provision including any workplace locations or practice-placement locations).

Satisfactory (yes, no, partially)	Comment
	Yes

All students attend induction for 2 days during their first week where most of the academic and administrative staff will be introduced.

Moodle serves as the central conduit through which all assessment items, learning materials, class activities, and class announcements are channelled. In addition, Moodle serves as the main communication mechanism for any announcements, deadlines, changes, etc.

CCT College has in place several mechanisms to monitor students and inform them of their progress. Firstly, prior to the semester 1 break, approximately 6 weeks into semester 1, module leaders submit status reports of all students in their modules to the Head of Faculty. These are analysed and any at-risk students (average module grade projected for less than 50%, poor attendance or general lack of engagement) identified. Secondly, following end of semester, final module marks are analysed, and a programme specific 'statistical trend analysis' is published. This analysis allows for the identification of issue such as higher than normal failure rates, progression rates, allocation of grades whether they be above average or below average. Thirdly, learner attendance is also monitored. Finally, the number of days since the last log into Moodle is also monitored. Learners identified as being at risk will have one on one meeting with the Head of Faculty and module leaders.

Head of Student Services holds monthly meeting with class representatives and is available to meet with individual students either by appointment or on a drop-in basis. Students who are facing specific difficulties outside of their studies will be offered access to specialist advice and counselling through CCT College Student Services. In addition, the Head of Student Services organises activities during the academic year from a social and cultural perspective, which are financially supported in part by the college e.g. Christmas Ball, Charity Events, yoga.

The profile of learners on the Business programmes currently delivered by CCT College (Bachelor of Business Level 7 and Bachelor of Business (Hons) Level 8 add-on) are 90% international students and 85% mature. Many of these international students are not first time in country, but have been in Ireland for a number of years. CCT specifies an English language competency to CEFRL B2+ (IELTS 6) as an entry requirement for international students whose first language isn't English. In addition, CCT College has its own English language test (not used for entry requirements purposes) , facilitated through the Library Service, to help identify the additional informal supports (optional) required by the student. English language difficulties usually identified at stage of first assessment, with writing academically presenting as the most common difficulty. The college employs Faculty Co-Ordinators, who are Spanish and Portuguese fluent.

CCT College policy in relation to learners with additional needs or learners with a disability is that each learner will be assessed on a case-by-case basis, and any special needs and requirements will be reasonably accommodated.

CCT College provides a dedicated Careers Support and Company Placement Service through its Career Advisor. One of the main functions of the service is to liaise with relevant employers in monitoring full-time and part-time job and career opportunities. The Panel suggest that the college develop partnerships with industry to cultivate linkages for employment of graduates, provision of assessment material or delivery of dedicated training programmes to employees.

In response to query by Panel on how students on the part-time programme are to be supported, CCT College deems these students to be equivalent to full-time students in terms of access to library and student services. However, there is a need to review administration and the college acknowledge that resources required to support these students.

Criterion 12

The programme is well managed

  a) The programme includes intrinsic governance, quality assurance, learner assessment, and access, transfer and progression procedures that functionally interface with the provider's general or institutional procedures.
  b) The programme interfaces effectively with the provider's QQI approved quality assurance procedures. Any proposed incremental changes to the provider's QA procedures required by the programme or programme-specific QA procedures have been developed having regard to QQI's statutory QA guidelines. If the QA procedures allow the provider to approve the centres within the provider that may provide the programme, the procedures and criteria for this should be fit-for-the-purpose of identifying which centres are suited to provide the programme and which are not.
  c) There are explicit and suitable programme-specific criteria for selecting persons who meet the programme's staffing requirements and can be added to the programme's complement of staff.
  d) There are explicit and suitable programme-specific criteria for selecting physical resources that meet the programmes physical resource requirements, and can be added to the programme's complement of supported physical resources.
  e) Quality assurance is intrinsic to the programme's maintenance arrangements and addresses all aspects highlighted by the validation criteria.
  f) The programme-specific quality assurance arrangements are consistent with QQI's statutory QA guidelines and use continually monitored completion rates and other sources of information that may provide insight into the quality and standards achieved.
  g) The programme operation and management arrangements are coherently documented and suitable.
  h) There are sound procedures for interface with QQI certification.

Satisfactory (yes, no, partially)	Comment
	Yes

This programme will operate in accordance with the QA procedures documented within the CCT College Quality Assurance Manual available on the College website. The Head of Faculty is predominantly responsible for ensuring the implementation of CCT College quality assurance procedures but the Programme Board will also play a role. The Dean of School will monitor the performance of the Head of Faculty in fulfilling these requirements.

The Heads of Faculties at CCT College are responsible for chairing Programme Boards for each academic year. Programme Board meetings are held three times per year. The Programme Board has the overriding responsibility for developing, continuously improving, and managing the effective delivery of programmes under CCT College policy, within their respective Faculty. Programme Boards are typically composed of Head of Faculty (Chair), Dean of School, Dean of Academic Affairs or Quality Assurance Officer, student representative and all teaching staff related to the programme. Additional staff members may include active representation of Admissions staff, Library and Information Services staff, and administration staff, based on invitations from the Programme Board as necessary. Terms of reference for the Programme Board are documented.

Students are advised at orientation of the elements of the Quality Assurance Manual that are pertinent to them. Any issues raised by staff in relation to QA procedures are referred to QA Officer, then to Registrar and if needed to Academic Quality Sub-Committee or Academic Council. The college is conducting a review of quality assurance policies and procedures for 2018 Re-engagement with QQI.

Overall recommendation to QQI

1.1   Principal programmes

Bachelor of Arts (Hons) in Business (Level 8 – 180 credits)

Select one	
x	Satisfactory, subject to special conditions of validation

The Evaluation Panel wishes to commend CCT College on:

- developing a programme which responds to feedback from its stakeholders including current students and graduates.
- the inclusion of cross modular assessment, where deemed appropriate, to ensure over assessment of students is prevented.
- the quality of documentation provided, including appendices.
- the positive engagement of the management team and academic staff with the panel.

Summary of recommended special conditions of validation

- The curriculum for the programme be reviewed to ensure the flow of modules from one stage to the next stage (e.g. streams) serves to ensure the development of the student's knowledge, skills and competences in discipline areas.

- The module on Integrated Accounting Systems be removed and specialist part-time programmes on the relevant accounting software packages be made available to students.

- To allow for the development of a student's knowledge, skills and competence to be able to prepare a business plan as a capstone project in the final stage of the programme, the module on Entrepreneurship & Innovation be included in Stage 2 of the programme and a Strategic Management module be created for inclusion in the first semester of final stage of the programme.

- The management theory element of the syllabus in the module on Business Management be transferred to the Introduction to Business module. In addition, any syllabus content on strategy is too ambitious to cover in Stage 1 of the programme and should be included in the newly created Strategic Management module referred to earlier. These changes would allow the title of the Business Management module to be changed to HRM and the syllabus content revised accordingly.

- The review of both Financial Management (1 & 2) and Management Accounting (1 & 2) being delivered over Stage 2 and Stage 3 of the programme, and to consider the placing of modules for each subject area in the one academic year.

- The title of the module on Business IS be reviewed to IT for Business.

- To facilitate the progression of knowledge, skills and competence in the learner, the Research Methods module be included in Stage 2 of the programme as a follow-on module for the Personal Development & Study Skills module in Stage 1 and as a pre-requisite for the Business Planning Module in the Final Stage.

- The topic of Directors' Duties be included in the module on Business Law as a minimum in terms of an introduction to Company Law.

- The title for the module on Contemporary Issues in Marketing be changed to Social Media Marketing. The number of credits/modules relating to Marketing be reviewed as there are only two modules on this business area included in the proposed programme.

- Separating the two distinct areas included in the module on Leadership & Operations Management, with Operations Management to be studied earlier in the programme and for the possibility of Leadership to be added to another module.

- The syllabus content in the Business Planning module should reflect contents of a business plan. In addition, journal articles and other resource material (not just textbooks) should be outlined in the module descriptor because of the level of independent learning expected on this module.

Summary of recommendations to the provider

The panel makes the following recommendations:

- For each module reading lists are reviewed to include non-book resources e.g. websites and to ensure that all resources are up-to-date. In addition, the minimum intended module learning outcomes be revised to be written using measurable active verbs, where appropriate.

- Volume of assessment on the proposed programme should be reviewed and an assessment schedule for each stage be prepared.

- A separation of the roles of Head of Faculty and Programme Leader or the appointment of Year Heads for each stage of programmes.

- While the existence of informal peer-to-peer support in the Business Faculty is acknowledged, a formal system should be devised due to the planned increase in student numbers with the introduction of this proposed programme.

- A review of resource required to support students on the part-time offering of the proposed programme to be conducted.

- The college develop partnerships with industry to cultivate linkages for employment of graduates, provision of assessment material or delivery of dedicated training programmes to employees.
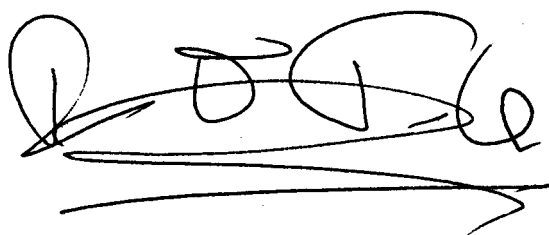
Declarations of Evaluators' Interests

This report has been agreed by the evaluation panel and is signed on their behalf by the chairperson.

Panel chairperson: Date: 16th February, 2018

Signed:

1.2   Disclaimer

The Report of the External Review Panel contains no assurances, warranties or representations express or implied, regarding the aforesaid issues, or any other issues outside the Terms of Reference.

While QQI has endeavoured to ensure that the information contained in the Report is correct, complete and up-to-date, any reliance placed on such information is strictly at the reader's own risk, and in no event will QQI be liable for any loss or damage (including without limitation, indirect or consequential loss or damage) arising from, or in connection with, the use of the information contained in the Report of the External Evaluation Panel.

Part 3: Proposed programme schedules

Name of Provider:	CCT College Dublin
Programme Title	Honours Bachelor of Arts in Business
Award Title	Honours Bachelor of Arts
Stage Exit Award Title	N/A
Modes of Delivery (FT/PT):	FT
Teaching and learning modalities	Direct contact via lectures and demonstrations; problem-based learning

Award Class	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, …, or Award Stage):	Stage NFQ Level[2]	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject code
Major	8	6	1	6	4	60	Sept. 2018	

Module Title (Up to 70 characters including spaces)	Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number	Total Student Effort Module (hours)					Allocation Of Marks (from the module assessment strategy)				
		Status	NFQ Level where specified	Credit Units ECTS Credits	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Intro to Business	1	M	6	5	125	32.5	0	92.5	0	100%	0%	0%	0%
Financial Accounting 1	1	M	6	5	125	32.5	0	92.5	0	0%	0%	50%	50%
Information Technology for Business	1	M	6	10	250	65	0	185	0	100%	0%	0%	0%
Personal Development and Study Skills	1	M	6	10	250	65	0	185	0	100%	0%	0%	0%
Financial Accounting 2	2	M	6	5	125	32.5	0	92.5	0	0%	0%	50%	50%
Business Mathematics	2	M	6	10	250	65	0	185	0	0%	0%	50%	50%
Intro to Organisational Behaviour	2	M	6	10	250	65	0	185	0	100%	0%	0%	0%
Marketing Fundamentals	2	M	6	5	125	32.5	0	92.5	0	100%	0%	0%	0%
Special Regulations (Up to 280 characters)													

Name of Provider:	CCT College Dublin
Programme Title	Honours Bachelor of Arts in Business
Award Title	Honours Bachelor of Arts
Stage Exit Award Title	N/A
Modes of Delivery (FT/PT):	FT
Teaching and learning modalities	Direct contact via lectures and demonstrations; problem-based learning

Award Class	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, …, or Award Stage):	Stage NFQ Level	Stage EQF Level[2]	Stage Credit (ECTS)	Date Effective	ISCED Subject code
Major	8	6	2	7	5	60	Sept. 2018	

Module Title (Up to 70 characters including spaces)	Semester no where applicable. (Semester 1 or Semester2)	Module Status	NFQ Level where specified	Credit Number Credit Units ECTS Credits	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Financial Management 1	1	M	7	5	125	32.5	0	92.5	0	0%	0%	50%	50%
Research Methods	1	M	7	5	125	32.5	0	92.5	0	100%	0%	0%	0%
Human Resources Management	1	M	7	5	125	32.5	0	92.5	0	100%	0%	0%	0%
Micro Economics	1	M	7	5	125	32.5	0	92.5	0	40%	0%	0%	60%
Business Law	1	M	7	10	250	65	0	185	0	100%	0%	0%	0%
Entrepreneurship and Innovation	2	M	7	10	250	65	0	185	0	100%	0%	0%	0%
Financial Management 2	2	M	7	5	125	32.5	0	92.5	0	0%	0%	50%	50%
Macroeconomics	2	M	7	5	125	32.5	0	92.5	0	40%	0%	0%	60%
Consumer Behaviour	2	M	7	5	125	32.5	0	92.5	0	100%	0%	0%	0%
Operations Management	2	M	7	5	125	32.5	0	92.5	0	40%	0%	0%	60%

Special Regulations (Up to 280 characters)

Name of Provider:	CCT College Dublin
Programme Title	Honours Bachelor of Arts in Business
Award Title	Honours Bachelor of Arts
Stage Exit Award Title	**Honours Bachelor of Arts in Business**
Modes of Delivery (FT/PT):	**FT**
Teaching and learning modalities	**Direct contact via lectures and demonstrations; problem-based learning**

Award Class	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, …, or Award Stage):	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject code
Major	8	6	Award	8	6	60	Sept. 2018	

Module Title (Up to 70 characters including spaces)	Semester no where applicable. (Semester 1 or Semester2)	Module Status	NFQ Level where specified	Credit Number Credit Units ECTS Credits	Total Student Effort Module (hours) Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort	Allocation Of Marks (from the module assessment strategy) C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Management Accounting 1	1	M	8	5	125	32.5	0	92.5	0	50%	0%	0%	50%
International Business	1	M	8	5	125	32.5	0	92.5	0	40%	0%	0%	60%
Business Ethics and Sustainability	1	M	8	10	250	65	0	185	0	100%	0%	0%	0%
Strategic Management	1	M	8	10	250	65	0	185	0	50%	0%	0%	50%
Management Accounting 2	2	M	8	5	125	32.5	0	92.5	0	50%	0%	0%	50%
Social Media Marketing	2	M	8	5	125	32.5	0	92.5	0	100%	0%	0%	0%
Leadership in Organisations	2	M	8	10	250	65	0	185	0	100%	0%	0%	0%
Business Planning	2	M	8	10	250	65	0	185	0	0%	100%	0%	0%

Special Regulations (Up to 280 characters)

Name of Provider:	CCT College Dublin
Programme Title	Honours Bachelor of Arts in Business
Award Title	Honours Bachelor of Arts
Stage Exit Award Title	N/A
Modes of Delivery (FT/PT):	PT
Teaching and learning modalities	**Direct contact via lectures and demonstrations; problem-based learning**

Award Class	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, …, or Award Stage):	Stage NFQ Level[2]	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject code
Major	8	6	1	6	4	60	Sept. 2018	

Module Title (Up to 70 characters including spaces)	Semester no where applicable. (Semester 1 or Semester2)	Module Status	NFQ Level where specified	Credit Number Credit Units ECTS Credits	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Introduction to Business	1	M	6	5	125	32.5	0	92.5	0	100%	0%	0%	0%
Financial Accounting 1	1	M	6	5	125	32.5	0	92.5	0	0%	0%	50%	50%
Information Technology for Business	1	M	6	10	250	65	0	185	0	100%	0%	0%	0%
Personal Development & Study Skills	2	M	6	10	250	65	0	185	0	100%	0%	0%	0%
Marketing Fundamentals	2	M	6	5	125	32.5	0	92.5	0	100%	0%	0%	0%
Financial Accounting 2	2	M	6	5	125	32.5	0	92.5	0	0%	0%	50%	50%
Business Mathematics	3	M	6	10	250	65	0	185	0	0%	0%	50%	50%
Introduction to Organisational Behaviour	3	M	6	10	250	65	0	185	0	100%	0%	0%	0%

Special Regulations (Up to 280 characters)

Name of Provider:	CCT College Dublin
Programme Title	Honours Bachelor of Arts in Business
Award Title	Honours Bachelor of Arts
Stage Exit Award Title	N/A
Modes of Delivery (FT/PT):	PT
Teaching and learning modalities	**Direct contact via lectures and demonstrations; problem-based learning**

Award Class	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, …, or Award Stage):	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject code
Major	8	6	2	7	5	60	Sept. 2018	

Module Title (Up to 70 characters including spaces)	Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number	Total Student Effort Module (hours)						Allocation Of Marks (from the module assessment strategy)				
		Status	NFQ Level where specified	Credit Units ECTS Credits	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Financial Management 1	4	M	7	5	125	32.5	0	92.5	0	0%	0%	50%	50%
Business Law	4	M	7	10	250	65	0	185	0	100%	0%	0%	0%
Microeconomics	4	M	7	5	125	32.5	0	92.5	0	40%	0%	0%	60%
Human Resources Management	5	M	7	5	125	32.5	0	92.5	0	100%	0%	0%	0%
Research Methods	5	M	7	5	125	32.5	0	92.5	0	100%	0%	0%	0%
Macroeconomics	5	M	7	5	125	32.5	0	92.5	0	40%	0%	0%	60%
Financial Management 2	5	M	7	5	125	32.5	0	92.5	0	0%	0%	50%	50%
Entrepreneurship and Innovation	6	M	7	10	250	65	0	185	0	100%	0%	0%	0%
Consumer Behaviour	6	M	7	5	125	32.5	0	92.5	0	100%	0%	0%	0%
Operations Management	6	M	7	5	125	32.5	0	92.5	0	40%	0%	0%	60%

Special Regulations (Up to 280 characters)

Name of Provider:	CCT College Dublin
Programme Title	Honours Bachelor of Arts in Business
Award Title	Honours Bachelor of Arts
Stage Exit Award Title	**Honours Bachelor of Arts in Business**
Modes of Delivery (FT/PT):	**PT**
Teaching and learning modalities	**Direct contact via lectures and demonstrations; problem-based learning**

Award Class	Award NFQ level	Award EQF Level	Stage (1, 2, 3, 4, …, or Award Stage):	Stage NFQ Level	Stage EQF Level	Stage Credit (ECTS)	Date Effective	ISCED Subject code
Major	8	6	Award	8	6	60	Sept. 2018	

Module Title (Up to 70 characters including spaces)	Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number5	Total Student Effort Module (hours)						Allocation Of Marks (from the module assessment strategy)				
		Status	NFQ Level where specified	Credit Units ECTS Credits	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Hours of Independent Learning	Work-based learning effort	C.A. %	Supervised Project %	Proctored practical demonstration %	Proctored written exam %
Management Accounting 1	7	M	8	5	125	32.5	0	92.5	0	50%	0%	0%	50%
Business Ethics and Sustainability	7	M	8	10	250	65	0	185	0	100%	0%	0%	0%
International Business	7	M	8	5	125	32.5	0	92.5	0	40%	0%	0%	60%
Strategic Management	7	M	8	10	250	65	0	185	0	50%	0%	0%	50%
Management Accounting 2	8	M	8	5	125	32.5	0	92.5	0	50%	0%	0%	50%
Social Media Marketing	8	M	8	5	125	32.5	0	92.5	0	100%	0%	0%	0%
Business Planning	8	M	8	10	250	65	0	185	0	0%	100%	0%	0%
Leadership in Organisations	8	M	8	10	250	65	0	185	0	100%	0%	0%	0%
Special Regulations (Up to 280 characters)													

Part 4: Detailed evaluation of the programme's modules and stages that do not directly lead to QQI awards