

Independent Panel Report on a Provider's Programme Review

Provider	CCT
Programme(s) Reviewed	Bachelor of Business Honours,1 year add-on

Panel Member	Role	Affiliation
Dr Annie Doona	Chair	Education Consultant, Former President of IADT Dun Laoghaire
Mary Jennings	Secretary	Communications Consultant
Dr Irene Chu	Academic expert	Assistant Professor, School of Management, University of Bradford
Dr Pio Fenton	Academic expert	Head of Dept. of Marketing and International Business, Munster TU
Fiona McGuire	Industry Representative	Corporate Finance Director, Montanum Advisory
Steven Doran	Student Representative	Business Honours student in NCI,

All members of the independent panel declared their independence of CCT and that they have no conflict of interest

Part 1. Introduction

Part 2. Evaluation Process

2.1 Documents Supplied to the Panel

	Document Type	Document Name
1.	Programme Descriptor submitted	Programme Descriptor
2.	Programme Review Report	Programme Review Report
3.	Programme Review Appendices	Programme Review Appendices
4.	Action Plan for PEL	Final Action Plan PEL 2020
5.	Appendix 1 Terms of Reference	Appendix 1 Terms of Reference
6.	Appendix 2 Summary of student Feedback	Appendix 2 Student Feedback Report
7.	Appendix 3 Support documentation including Annual Reports, External Examiner Reports, Assessments, Handbooks	Programme Documentation

2.2 Provider's Representatives Met

	Person	Role / Job Title
1.	Naomi Jackson	Dean of Academic Affairs
2.	Alan Foran	Programme Leader
3.	Amanda Russell	QA Officer
4.	Marie O Neill	Head of Enhancement
5.	Zulaine Cardozo	Business Faculty Coordinator
6.	Dr Graham Glanville	Lecturer
7.	Debora Zorzi	College Librarian
8.	Stephen Chandler	Lecturer – Faculty of Business
9.	Ben Lynch	Lecturer – Faculty of Business
10.	Kelvin Martins	Lecturer – Faculty of Business
11.	Karl Gallagher	Dean for Administration and Finance
12.	Tracey Gallagher	Lecturer – Faculty of Business
13.	Kathleen Embleton	Head of Student Services
14.	Rory Byrne	Lecturer – Faculty of Business
15.	Denis Cummins	Dean of School
16.	Dr. Tony O'Donnell	Prezi, Industry Representative
17.	Dr. Muirís O'Ceidgh	National Milk Agency, Industry Representative
18.	Joyce Cristine Carauba Da Silva	Current student on the programme
19.	Sirley Virian Lafuente Cuaquira	Current student on the programme
20.	Mariana Braga Vasconcellos	Graduate of the programme 2021
21.	Daniela Isabel Bolivar Leon	Graduate of the programme, 2020
22.	Ivana Schanzle	Graduate of the programme 2022

2.3 Description of evaluation process

The panel reviewed the Self-Evaluation, Programme Documents and the background documents supplied by CCT (listed above) in advance of the virtual review.

A formal review meeting was conducted by Zoom on 3rd March 2022, during which the panel met with representatives of CCT including the senior management team, the programme team, industry representatives, current learners and graduates of the programme.

The panel held discussions with CCT in relation to the conduct of the review process and in relation to an evaluation of the programme against the 12 criteria stipulated by QQI. A summary of the findings, commendations and recommendations made by the panel in relation to the revalidation are set out in this document.

A draft report was compiled and sent to the panel members for review. The final Independent Evaluation Report (IER) was then drafted and sent to CCT for factual checking and consideration of the recommendations made by the panel.

Part 3. Panel Findings on Provider Programme Review Report

The following is the panel's commentary and recommendations on the provider's programme review report. It follows the section structure of the report in headings and in sequence.

References to specific parts of the provider report will use the relevant report reference e.g., 2.2.4 Programme Management

Section A. Context and Terms of Reference for the Programme Review

Commentary:

As detailed in QQI's *Core Statutory Quality Assurance (QA) Guidelines* (pp 11–12) and the *Programme Review Manual 2016/2017*, programme monitoring and review is taken as an opportunity to:

- 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

Objectives of the Programmatic Review

The QQI *Programme Review Manual 2016/2017* states that the specific objectives of a Programme Review are to evaluate the programme as implemented in light of the provider's experience of providing the programme over the previous five years 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 in light of 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 compromising educational standards or quality of provision in light of its other commitments (i.e. competing demands) and strategy?
- (9) What is the justification (or otherwise) for the provider continuing to offer the programme (modified or unmodified)?
- (10) What changes need to be made to related policies, criteria and procedures (including QA procedures)?

Commentary:

Recommendations:

N/A

Section B. Provider Information and Programme Context

Commentary:

The programme was first validated on November 26th, 2016, with a validation period from September 2017 to August 2022. The programme was originally designed to provide a progression route for the CCT Bachelor of Business Level 7 ordinary degree which has since been discontinued and replaced with a 3-year, Level 8 honours degree.

Detailed discussions took place in CCT in early 2020 relating to the potential continuation or discontinuation of the programme. It was noted that over the period of validation demand for the programme has grown year on year, including during the Covid-19 period. It had previously been anticipated that the programme would likely be discontinued following the teach-out of the Level 7 feeder programme.

Discussions at the time of discontinuing the Level 7 programme also considered the potential of developing a level 8 Higher Diploma in Business programme. Upon review, however, it was noted

that the evidence of demand is from those with Level 7 qualifications in business, rather than those looking to undertake a conversion programme in the business discipline.

Demand for the programme has remained constant and the source of demand is predominantly external to CCT. This is expected to continue. Programme demand continued throughout the period impacted by COVID-19 which saw delivery move to wholly online as part of an emergency remote learning response to public health advice.

The evaluation of the programme took into consideration the extenuating circumstances of the pivot to emergency remote learning and how this impacted on the programme fulfilling its objectives and any learnings which may enhance the programme into the future.

The review also gave consideration to how the programme can provide a suitable progression route, with appropriate curriculum content and assessment methodologies, for graduates of Level 7 qualifications (or equivalent) in the business discipline, while also responding to employer needs of business graduates in the post-COVID and post Brexit era.

Recommendations:

Section C. Baseline qualitative and quantitative information

Programme Data Overview

This section will include the panel's views on any or all of the following topics covered in the provider's review report: Applications, Enrolment, Attrition Transfer and Progression, Award Classification and Graduate Destinations

Commentary:

It was evident that CCT had given consideration to the baseline information which had been collected over the past five years and this had been fed into the overall review of the programme.

It was noted that, although CCT had benchmarked the proposed programme against a number of similar programmes, the panel considered that it would be useful to pursue a greater level of benchmarking against international programmes to inform further development. It was acknowledged that such information can be difficult to obtain and made the following recommendation:

Recommendations:

It is recommended that CCT actively pursue their intention to develop more international benchmarking to inform programme development and give greater consideration to international best practice in this regard.

Programme Delivery and Teaching & Learning Strategies

This section will include the panel's views on any or all of the following topics covered in the provider's review report: Physical Facilities and Resources, Timetabling, Learner Workload, Attendance, Teacher Learner Ratios, Community of Practice Learning, Teaching and Learning Strategies, Learning Outcomes achieved, Assessment Strategies.

Commentary:

The review team informed the panel that, having had to respond in a flexible manner to the challenges posed by COVID-19, including offering a blended learning approach to learners, they discovered that this approach had much to offer in teaching and learning. For instance, it was stated that learners appreciated the flexibility of having lectures recorded or being live-streamed. It was also found that, using available technology, different ways of presenting content in modules became available and were used effectively in teaching, learning and assessment.

The panel was informed that, as CCT had recently invested in upgrading their multi-media studios, it was prepared to use technology in a more flexible way.

It was stated that what had been found to have worked effectively would continue to be embedded in the proposed programme.

Recommendations

Section D. Evaluation of the programme by stakeholders

Evaluation by current learners and graduates of the programme

Commentary:

It was evident that CCT had consulted with current learners and graduates of the programme during the review process. The main methods were focus groups and surveys. It was stated that, when it became clear that there was a low response to graduate surveys, changes were made along the way, including shortening the survey and the response rate went up accordingly.

The review team informed the panel that feedback from learners and graduates indicated that the programme met or was meeting their needs and expectations. There were comments in relation to the workload around assessments or overassessment and these were taken into account in the design of the proposed programme. CCT informed the panel that 95% of recent graduates were in employment, with roles in areas such as social media, digital coordinators in industry and team leaders in firms such as Accenture, IBM and AIB.

Recommendations:

Evaluation of the programme by Staff

Commentary:

It was evident that there was a high level of engagement by staff in the review process. There were clear objectives set out for the review process and a high level of engagement along the way, including at the review in wide-ranging discussions with the panel.

There was evidence that feedback from learners, for instance, around assessments, had been taken on board and a more integrated approach to assessments is embedded in the proposed programme. See Criterion 10 below.

Feedback from employers, which indicated that transversal skills, such as communication and presentation skills, the ability to work as part of a multi-disciplinary team and the capacity to be flexible in the face of challenges were highly prized. This is in addition to the specific technical skills which a graduate might be expected to have from this type of programme. CCT indicated that feedback amplified its own focus in this area. It was evident that when designing the overall curriculum, and teaching, learning and assessment strategies, faculty members had taken this on board in module design and looked for possibilities to embed these skills in their approach.

Recommendations:

External Examiner Feedback

Commentary:

The panel reviewed the external examiner reports provided in the documentation and is satisfied that their views were taken into account in the development of the programme.

Recommendations:

Section E. Programme Quality Assurance

Complaints, appeals and commendations

Commentary:

n/a

Recommendations:

Quality Assurance Systems and Processes

Commentary:

It was stated that CCT continuously review its QA systems and processes, including ensuring that the blended learning approach is submitted to a rigorous QA process.

Recommendations:

Additional Quality Assurance Systems and Processes required (e.g., online delivery / assessment)

Commentary:

See above on QA systems and processes.

Recommendations:

Section F. Summary Analysis of the programme

Commentary:

The panel concluded that the review process had been comprehensive and thorough. It concluded that the programme is fit for purpose and that proposed changes, including offering a blended learning option are appropriate.

It was noted that, as part of the review process, CCT had engaged an external peer reviewer to consider the proposed revised programme in the context of the review findings. Recommendations from the reviewer were considered and addressed by the Programme Team and final revisions made to the programme.

Recommendations:

Section G. Revision of the programme

In this section the panel will respond to any proposals made by the provider in respect of changes to the programme arising from the review. The revised programme's readiness for validation will be reported on in more detail in the Independent Evaluation Report for Validation.

Commentary:

The panel is satisfied the proposed revisions to the programme are well-founded and appropriate.

Recommendations:

Part 4. Overall Findings

In this section the panel will give its overall feedback on the conduct of the review and the findings therein. This feedback will inform future provider review processes and will also contribute to the refinement of any programmes being proposed for revalidation following this review process.

Section A. Commentary on review process:

The panel is satisfied that CCT had carried out a comprehensive review of the programme, and had extensive consultations with stakeholders, including industry representatives through their Industry Engagement forum, staff, graduates and learners. Their feedback had been factored into the proposed programme.

The documentation provided to the panel was of a high standard and was comprehensive and clear.

It was evident that CCT had carefully considered the proposed changes to the programme and had effectively used the experience of developing an enhanced blended learning option during the pandemic to good effect in the new iteration of the programme. As noted above, as part of the review process, CCT had engaged an external peer reviewer to consider the proposed revised programme in the context of the review findings before making final revisions to the programme.

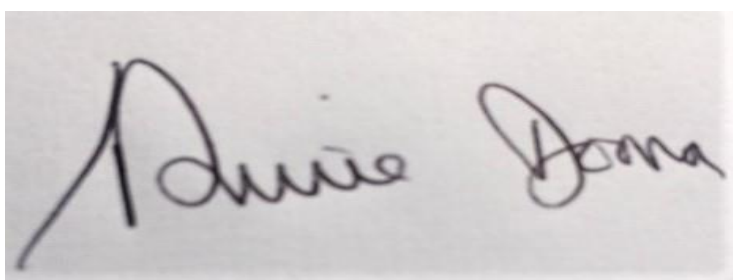
Section B. Recommendations on review process:

It is recommended that CCT actively pursue their intention to develop more international benchmarking to inform programme development and give greater consideration to international best practice in this regard.

Section C. Commentary on programme revisions:

The panel is satisfied that these are appropriate.

Section D. Recommendations on programme revisions:

A photograph of a handwritten signature in black ink on a light-colored surface. The signature is written in a cursive style and reads "Annie Dama".

Signed: _____

Panel Chairperson:

Date: _____



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

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

Part 1. Provider details

Provider name	CCT
Date of site visit	3 rd March 2022
Date of report	23 March 2020

Section A. Overall recommendations

Principal programme	Title	Bachelor of Business Honours, 1 year add-on
	Award	Bachelor of Honours (Hons)
	Credit	60 ECTS
	Recommendation <i>Satisfactory OR Satisfactory subject to proposed conditions OR Not Satisfactory</i>	Satisfactory

Section B. Expert Panel

Panel Member	Role	Affiliation
Dr Annie Doona	Chair	Education Consultant, Former President of IADT Dun Laoghaire
Mary Jennings	Secretary	Communications Consultant
Dr Irene Chu	Academic expert	Assistant Professor, School of Management, University of Bradford
Dr Pio Fenton	Academic expert	Head of Dept. of Marketing and International Business, Munster TU
Fiona McGuire	Industry Representative	Corporate Finance Director, Montanum Advisory
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Section C. Principal Programme

Names of centre(s) where the programme(s) is to be provided	Maximum number of learners (<i>per centre</i>)	Minimum number of learners
CCT campus	Full-time:120	16
	Part-time (blended learning): 60	16

Proposed Enrolment	
Date of first intake	September 2022
Maximum number of annual intakes	2
Maximum total number of learners per intake	180 (full-time + part-time)
Programme duration (<i>months from start to completion</i>)	12 months
Panel Commentary on proposed enrolment:	
n/a	
Target learner groups	
<p>The programme is available full-time on-campus and part-time via blended learning mode to both domestic and international applicants who can evidence the requisite academic and discipline specific knowledge, skill and competence equivalent to a Level 7 standard. It is envisaged that the full-time programme will be of interest to international learners and new graduates of Level 7 programmes who progressed straight from school to higher education. The part-time blended learning mode of delivery is intended for individuals currently in employment, or with employment experience who can evidence the entry standard through qualifications or RP(E)L. Applicants will normally be graduates of Level 7 ordinary degree programmes in business or cognate disciplines aspiring to or working in graduate level roles in a variety of leadership or management roles in a commercial enterprise. Applicants seeking admission through experiential learning will be considered in accordance with CCT policy.</p>	
Approved countries for provision	Ireland
Delivery mode: Full-time/Part-time	Full-time/part-time (blended learning)
Brief synopsis of the programme (e.g., who it is for, what is it for, what is involved for learners, what it leads to.)	
<p>The Bachelor of Business Honours is designed to provide an academic progression route for graduates of Level 7 degrees in business or a route to an honours degree via RP(E)L for applicants with relevant experience and or professional qualifications. The programme produces graduates with the academic, intellectual and transversal skills to enhance their employability, ensure their</p>	

capacity to remain competitive in an ever-advancing sector, and equip them for further study. The programme will provide graduates with the knowledge, skills and competence to operate effectively in the business environment, equipping them to question, analyse, synthesise and critically evaluate situation and context in seeking solutions to business problems.

The programme comprises of 60ECTS of core modules which reflect the essential curriculum to prepare students for employment in leadership or management roles in a commercial enterprise. The programme utilises a carefully designed curriculum structure with modules focussed on specific disciplinary areas of significance to business practice and operations. These modules facilitate the acquisition of discipline specific knowledge, skill and competence along with the development of transversal skills. The programme will produce graduates equipped to enter organisations in graduate level positions or progress to further academic study at Masters level.

An authentic assessment model is reflected in the programme assessment strategy. Summative assessment is a blend of integrated assessment and module specific assessment utilising both group and individual work, and the programme assessment strategy also features a capstone assessment. Formative assessment is integrated into module delivery through both in-class and independent study activities enabling students to self-assess and / or be assessed by faculty to determine their progress towards attainment of learning outcomes. Summative assessments also include a formative element with feedback provided to learners. The capstone Applied Business Practice module requires students to integrate the learning from the programme's modules and apply this to a real-world business scenario or problem, provided with the support of the CCT Industry Engagement Forum.

The programme is available as a full-time on-campus programme and a part-time programme delivered through blended learning using the college's physical and virtual campus facilities. Teaching, learning and assessment is undertaken in a discipline-focused context. This will be supported by members of the CCT Industry Engagement Forum who will support the programme delivery, providing real-world and real-time business challenges and experiences, through guest lecturing, site / virtual visits, and providing business-initiated problems, case studies and scenarios to inform formative and summative assessment design.

Summary of specifications for teaching staff		
Role e.g., Lecturer, Mentor, Librarian	Profile (Qualifications and Experience expected)	No. (WTEs¹) of Staff on the programme with this role and profile
Lecturer	<p>The CCT policy as approved by QQI, specifies the following: 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 	4

¹ WTE is the whole-time equivalent number. The number 1 indicates a fulltime person fully dedicated to the programme. 0.5 indicates a part-time person available to this programme half of the time.

	<p>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 School 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.</p> <ul style="list-style-type: none"> • 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. 	
Ed Tech / Instructional Design	<p>Expertise in using technology to design, create, and deliver curriculum content and learning and assessment activities, employing a variety of tools and platforms, to provide an effective and interactive learning experience in blended learning mode.</p> <p>Works with academic faculty to inform develop, assist in design and creation of content, and undertakes testing as required.</p>	0.25
Dedicated Library Services	College Librarian	0.20
Programme Leader	Member of the programme team with responsibility for the operation of the programme in accordance with validation requirements and CCT policy.	0.20
Student Services	Student Services Dept led by Head of Student Services	0.10
Technical Support	ICT support officers and educational technologists.	0.10
Programme Admin Support	Faculty Coordinator & QA related Admin	0.50

The teaching and learning modalities and staff to learner ratios		
Methodology / Learning Activity	Description	Staff to Learner Ratio (maximum)
Lectures	Lecturer-led sessions which focus on the provision of knowledge / facts / information which students will subsequently be required to apply in class-based activities, independent study activities and assessments.	1:120
Group sessions (on-campus)	Active learning is fundamental to the teaching and learning strategy with lecturers operating discretion on the nature of the learning activities to be employed. These are selected based on the requirement for:	1:60

	<ul style="list-style-type: none"> • Knowledge / skills acquisition • Collaboration, • Debate and discussion, • Investigation • Practice • Production <p>Group sessions are active learning classes and may employ any of the following approaches:</p> <ul style="list-style-type: none"> • Flipped learning • Problem-based learning • Collaborative learning • Case-based learning • Workshops (practical business skills application) • Group discussion • Group projects • Peer learning <p>Guest speakers may also be engaged in group sessions.</p>	
Online synchronous classes	Live classes facilitated through Zoom, employing active learning methodologies to promote application of learning.	1:60
Discussion Forum	Online asynchronous text-based peer interaction tool	1:60
Tutorials	Individual or small group discussions of short duration focusing on specific aspects of a module or its assessment. Tutorials may form part of the timetabled class or be arranged in addition to this.	1:25

Programmes being replaced (applicable to applications for revalidation)		
Code	Title	Last enrolment date
PG22697	Bachelor of Business Honours (60 ects add-on)	30/08/2022

Part 2. Evaluation against the validation criteria

Criterion 1. The provider is eligible to apply for validation of the programme

<p>a) The provider meets the prerequisites (section 44(7) of the 2012 Act) to apply for validation of the programme.</p> <p>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.</p> <p>c) The provider has declared that their programme complies with applicable statutory, regulatory and professional body requirements.²</p>		
	<p>Satisfactory? (yes, no, partially)</p>	<p>Comment</p>
<p>Bachelor of Business Honours,1 year add-on</p>	<p>Yes</p>	

As an established provider of higher education programmes CCT has met the prerequisites (section 44(7) of the 2012 Act) to apply for validation of this programme. It was noted that CCT has in place procedures for access, transfer and progression. CCT has also established arrangements for the Protection of Enrolled Learners (PEL) which have been approved by QQI.

CCT provided the panel with a copy of the letter to be submitted to QQI with the application for the validation of the programmes. The letter contained the signature and declaration required under sub-criteria 1b) and 1c).

²This criterion is to ensure the programme can actually be provided and will not be halted on account of breach of the law. The declaration is sought to ensure this is not overlooked but QQI is not responsible for verifying this declaration of enforcing such requirements.

Criterion 2. The programme objectives and outcomes are clear and consistent with the QQI awards sought

<p>a) The programme aims and objectives are expressed plainly.</p> <p>b) A QQI award is specified for those who complete the programme. (i) Where applicable, a QQI award is specified for each embedded programme.</p> <p>c) There is a satisfactory rationale for the choice of QQI award(s).</p> <p>d) The award title(s) is consistent with unit 3.1 of QQI's <i>Policy and Criteria for Making Awards</i>.</p> <p>e) The award title(s) is otherwise legitimate for example it must comply with applicable statutory, regulatory and professional body requirements.</p> <p>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.</p> <p>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.³ (ii) The minimum intended programme learning outcomes to qualify for the QQI award sought are consistent with the relevant QQI awards standards.</p> <p>h) Where applicable, the minimum intended module learning outcomes are explicitly specified for each of the programme's modules.</p> <p>i) Any QQI minor awards sought for those who complete the modules are specified, where applicable.</p> <p>For each minor award specified, the minimum intended module learning outcomes to qualify for the award are consistent with relevant QQI minor awards standards.⁴</p>		
	Satisfactory? (yes, no, partially)	Comment
Bachelor of Business Honours, 1 year add-on	Yes	

The panel concluded that the programme and module learning outcomes were appropriate to the level of the awards, Level 8 on the National Framework of Qualifications (NFQ). It was noted that the programme is mapped against the QQI Business Awards Standards and the panel deemed that is the appropriate standard to be used.

³ Other programme objectives, for example, may be to meet the educational or training requirements of a statutory, regulatory or professional body.

⁴ Not all modules will warrant minor awards. Minor awards feature strongly in the QQI common awards system however further education and training awards may be made outside this system.

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)

<p>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.⁵</p> <p>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.</p> <p>(i) There is a satisfactory rationale for providing the programme.</p> <p>(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.</p> <p>(iii) There is support for the introduction of the programme (such as from employers, or professional, regulatory or statutory bodies).</p> <p>(iv) There is evidence⁶ of learner demand for the programme.</p> <p>(v) There is evidence of employment opportunities for graduates where relevant⁷.</p> <p>(vi) The programme meets genuine education and training needs.⁸</p> <p>c) There are mechanisms to keep the programme updated in consultation with internal and external stakeholders.</p> <p>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.</p> <p>e) The programme satisfies any validation-related criteria attaching to the applicable awards standards and QQI awards specifications.</p>		
	Satisfactory? (yes, no, partially)	Comment
Bachelor of Business Honours, 1 year add-on	Yes	

The panel concluded that the proposed programme had a clear concept and was soundly based.

It was stated that, over the past five years, demand for the programme has grown year on year. Evidence of demand, in the main, is from those with Level 7 qualifications in business, rather than those looking to undertake a conversion programme in the business discipline.

The panel was informed that demand for the programme continued throughout the period impacted by COVID-19 which saw delivery move to wholly online as part of an emergency remote learning response to public health advice.

⁵ Awards standards however detailed rely on various communities for their interpretation. This consultation is necessary if the programme is to enable learners to achieve the standard in its fullest sense.

⁶ This might be predictive or indirect.

⁷ It is essential to involve employers in the programme development and review process when the programme is vocationally or professionally oriented.

⁸ There is clear evidence that the programme meets the **target learners'** education and training needs and that there is a clear demand for the programme.

It was evident that CCT had engaged extensively with industry in relation to the proposed programme. Engagement was principally through the well-established Industry Engagement Forum, but also took place in informal ways on an on-going basis.

In discussion at the review meeting with industry representatives, the panel was informed that it was vital that the programme must equip graduates to work in a post-covid, post-Brexit, globalised world. These included familiarity with topics such as research skills, leadership and innovation. It was noted that these were included in the curriculum in different ways. The representatives indicated however, that it was important that graduates would have the capacity to apply what they had learned in real world situations. This involved not just acquisition of technical or academic knowledge but the ability to apply it at work as part of a multi-disciplinary team. It was important, they said, that graduates learn to be resilient, to have good communication and presentation skills and to be able to take and give constructive feedback. It was further stated that CCT understood this and that the construction of the programme reflected through, for instance, the approach to self-directed learning and group-work embedded in the teaching and learning strategy.

The panel noted that it would be increasingly important that, with increasing diversity in the make-up of the labour market, with colleagues coming from many different cultures, that the topic of cross-cultural management and work force diversity be integrated into modules. It was stated that these topics needed specific approaches in order to be effectively addressed and that CCT should consider including these in the proposed programme. This was particularly important, it was stated, given the cohort of learners, many of them drawn from different countries.

Recommendation

It is recommended that CCT consider including the concept of cross-cultural management and work force diversity in modules to reflect the current make-up of the labour market.

Commendation

The panel commends CCT's ongoing engagement with industry, including the effective Industry Engagement Forum.

Criterion 4. The programme’s access, transfer and progression arrangements are satisfactory

<p>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 satisfied⁹.</p> <p>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.</p> <p>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 (CEFR¹⁰) in order to enable learners to reach the required standard for the QQI award.</p> <p>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).</p> <p>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.</p> <p>f) The programme title (the title used to refer to the programme):-</p> <ul style="list-style-type: none"> (i) Reflects the core <i>intended programme learning outcomes</i>, 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. <p>g) The programme title is otherwise legitimate; for example, it must comply with applicable statutory, regulatory and professional body requirements.</p>		
	Satisfactory? (yes, no, partially)	Comment
Bachelor of Business Honours, 1 year add-on	Yes	

The panel is satisfied that the arrangements for access, transfer and progression are in place for the programme.

It was noted that 6 cohorts of learners had participated in the programme since its inception 5 years ago. As many graduates had indicated their wish to undertake further study, the panel was informed that CCT’s MA in International Business had evolved in response to this feedback. The MA offers a progression route to Level 9 to its own graduates as well as others meeting the relevant entry requirements, including to graduates of the proposed programme.

⁹ Each of the detailed criteria set out in the Policy and criteria for access, transfer and progression in relation to learners for providers of further and higher education and training must be addressed in the provider’s evaluation report. The detailed criteria are (QQI, restated 2015) arranged under the headings

- Progression and transfer routes
- Entry arrangements
- Information provision

¹⁰ http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf (accessed 26/09/2015)

The panel was informed that CCT operates a Recognition of Prior Learning (RPL) policy, meaning applicants who do not meet the standard academic requirements may be considered based on previous formal, non-formal, and informal learning (relevant work and other experiential learning). This may be assessed using a portfolio of learning and demonstration of work produced. Such applications will be referred to the Programme Leader and overseen by the Dean of School. All such applicants have a one-to-one interview to make sure that their existing work experience, and any current work or other commitments, are such as to enable them to participate effectively on the programme. All RPL applications will be considered in accordance with the institutional RPL policy which forms part of its overall quality assurance (QA) procedures.

It was stated that proficiency in English language at level B2+ level was an entry requirement for the programme. The CCT team said that, at times, applicants who had English as a second language were required to undergo additional language proficiency assessments including writing and/or presenting a short piece in English before being admitted to the course. This was to ensure that they had the skills to both present and write in English at a sufficiently high level as demanded by the programme.

The panel noted that CCT does provide additional assistance with English language proficiency in a number of ways for learners. See Criterion 8 for further elaboration and comment.

Criterion 5. The programme’s written curriculum is well structured and fit-for-purpose

<p>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.</p> <p>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.</p> <p>c) Each module and stage is suitably structured and coherently oriented towards the achievement by learners of the intended <i>programme</i> learning outcomes.</p> <p>d) The objectives and purposes of each of the programme’s elements are clear to learners and to the provider’s staff.</p> <p>e) The programme is structured and scheduled realistically based on sound educational and training principles¹¹.</p> <p>f) The curriculum is comprehensively and systematically documented.</p> <p>g) The credit allocated to the programme is consistent with the difference between the entry standard and minimum intended programme learning outcomes.</p> <p>h) The credit allocated to each module is consistent with the difference between the module entry standard and minimum intended module learning outcomes.</p> <p>i) Elements such as practice placement and work-based phases are provided with the same rigour and attentiveness as other elements.</p> <p>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.¹²</p>		
	Satisfactory? (yes, no, partially)	Comment
Bachelor of Business Honours, 1 year add-on	Yes	

In general, the panel is satisfied that the curriculum is well-structured and fit for purpose. In line with international trends, the panel noted that many more women pursue studies in business, including on the programme under review. They inquired how CCT took account of this demographic trends in terms of curriculum design. This might be by including often neglected areas such as women’s leadership in economic and environmental sustainability, particularly in emerging markets, for example. In response, the CCT team indicated that, for instance, there was a specific endeavour to include case studies featuring female business leaders in the programme and to include articles written by female commentators and academics in references provided. In addition, it was stated that, for instance, in Services Marketing, learners were encouraged to research and present on themes of specific relevant to a female audience.

¹¹ This applies recursively to each and every element of the programme from enrolment through to completion. In the case of a modular programme, the pool of modules and learning pathway constraints (such as any prerequisite and co-requisite modules) is explicit and appropriate to the intended programme learning outcomes.

¹² If the duration is variable, for example, when advanced entry is available, this should be explained and justified

There was further discussion around the variety of case studies cited and used in the various programme modules. The panel indicated that it would be important to ensure that case studies covered emerging markets and that these were not confined to more established markets only. In response, the team informed the panel that, as the cohort of learners was international in scope, a wide variety of topics from across the globe was covered with learners choosing, for example, to undertake assignments based on their own country or region. The panel recommended that CCT consider this general topic in more detail and made the following recommendation.

Recommendation

It is recommended that CCT consider the inclusion of more case studies, referencing emerging markets specifically.

The panel considered that the scope of some of the modules might be broadened to ensure that they covered key topics of concern to business or that they did not duplicate areas that would have been covered in learners' initial studies. The following recommendations were made in this regard.

Recommendations

It is recommended that CCT consider broadening the concept of project management beyond basic elements to reduce repetition from previous study undertaken by learners.

It is recommended that CCT consider broadening the Services Marketing module, beyond strategic marketing, for example, to include product marketing.

It is recommended that CCT consider broadening the Corporate Governance module, beyond corporate directors/ board, to include general corporate law.

The panel noted that there are no elective modules offered as part of the programme and this was discussed with the team at the review. The team indicated that this had been a much-discussed topic during the programme review phase. The team told the panel that, during its extensive consultations with many industry sectors, no common thread had emerged sufficiently strongly to warrant inclusion of specific elective modules in this iteration of the programme. Consideration had been given to the inclusion of areas such as digital technology and issues around diversity, but that the demand was not there. In addition, it was acknowledged that the inclusion of electives would place an additional burden on available resources at this time. Nevertheless, the panel considered that it would be useful for CCT to keep the possibility of offering electives under review, particularly in the light of the growing importance of such topics as, for instance, supply chain management, among others.

Recommendation

It is recommended that CCT consider elective modules, for example, on the topics of operational management and supply chain management.

Criterion 6. There are sufficient qualified and capable programme staff available to implement the programme as planned

<p>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).</p> <p>b) The programme has an identified complement of staff¹³ (or potential staff) who are available, qualified and capable to provide the specified programme in the context of their existing commitments.</p> <p>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.</p> <p>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 development¹⁴ opportunities¹⁵.</p> <p>e) There are arrangements for programme staff performance to be reviewed and there are mechanisms for encouraging development and for addressing underperformance.</p> <p>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.</p>		
	Satisfactory? (yes, no, partially)	Comment
Bachelor of Business Honours, 1 year add-on	Yes	

The panel is satisfied that there are sufficient qualified and capable staff available to implement the programme as planned. It was noted that staff, both full-time and part-time, were actively engaged in the development of the programme which had been successfully running for the past five years.

It was stated that staff recruitment is done in conjunction with the Programme Manager in order to define what qualifications are required; ideally, CCT require candidates to have both appropriate academic qualifications and industry experience.

The panel noted that CCT had provided extensive pedagogical and technological support to staff to enable them to deliver the programme effectively during the COVID-19 pandemic. This included providing training and support to deliver blended learning approaches, effective assignment and

¹³ Staff here means natural persons required as part of the programme and accountable (directly or indirectly) to the programme’s provider, it may for example, include contracted trainers and workplace supervisors.

¹⁴ Development here is for the purpose of ensuring staff remain up-to-date on the discipline itself, on teaching methods or on other relevant skills or knowledge, to the extent that this is necessary to ensure an adequate standard of teaching.

¹⁵ Professional or vocational education and training requires that teaching staff’s professional/vocation knowledge is up to date. Being qualified in a discipline does not necessarily mean that a person is currently competent in that discipline. Therefore, performance management and development of professional and vocational staff needs to focus on professional/vocational competence as well as pedagogical competence. Professional development may include placement in industry, for example. In regulated professions it would be expected that there are a suitable number of registered practitioners involved.

assessment strategies for an online environment and ongoing development of curriculum pedagogy. It was stated that many of these approaches, such as blended learning, had been in development through an active CPD programme pre-pandemic but had been accelerated to meet the challenges posed.

Commendation

The panel commends CCT for the comprehensive pedagogical and technological support for online learning during COVID-19.

Criterion 7. There are sufficient physical resources to implement the programme as planned

<p>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).</p> <p>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:</p> <ul style="list-style-type: none"> (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 <p>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).</p> <p>d) There is a five-year plan for the programme. It should address</p> <ul style="list-style-type: none"> (i) Planned intake (first five years) and (ii) The total costs and income over the five years based on the planned intake. <p>e) The programme includes controls to ensure entitlement to use the property (including intellectual property, premises, materials and equipment) required.</p>		
	Satisfactory? (yes, no, partially)	Comment
Bachelor of Business Honours, 1 year add-on	Yes	

The panel is satisfied that there are sufficient physical resources in place to implement the programme as planned.

The panel was informed that CCT had invested considerable resources in its city centre campus, including upgrading of library, study, IT and student services facilities.

Criterion 8. The learning environment is consistent with the needs of the programme’s learners

<p>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.</p> <p>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.</p> <p>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.</p>		
	Satisfactory? (yes, no, partially)	Comment
Bachelor of Business Honours, 1 year add-on	Yes	

The panel was informed that CCT’s commitment to the NStEP Project, which provides an overall framework for student engagement, was a key part of its overall strategy as an institution. In CCT, learners are represented on the Academic Council, for instance and a system of class representatives is in place across all faculties.

Other services include assistance with online job interviewing techniques and time management.

As a majority of enrolled learners are mature, many of them having existing career and family responsibilities, CCT has provided a timetable that involves learners being on campus 3 days a week. This allows for greater flexibility for learners.

There is a formal induction process in place at the beginning of term. It was further stated that on-going reminders on core topics are provided throughout the year through a range of communication channels.

Through its student services, CCT provides additional support to learners on areas such as academic writing.

Support is also provided for learners who may not be fluent in either writing or presenting in English. In conversation with learners and graduates at the review, the panel was informed that, despite the availability of this additional support, the level of engagement tended to be low. They cited, for instance, issues such as learners who may be embarrassed to admit that they may be struggling with the English language. The panel suggested that CCT look at how they might boost the level of engagement for this valuable service.

Recommendation

It is recommended that CCT consider ways to boost engagement by learners with the English language provision available in CCT.

Criterion 9. There are sound teaching and learning strategies

<p>a) The teaching strategies support achievement of the intended programme/module learning outcomes.</p> <p>b) The programme provides authentic learning opportunities to enable learners to achieve the intended programme learning outcomes.</p> <p>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).</p> <p>d) Learning is monitored/supervised.</p> <p>e) Individualised guidance, support¹⁶ and timely formative feedback is regularly provided to enrolled learners as they progress within the programme.</p>		
	<p>Satisfactory? (yes, no, partially)</p>	<p>Comment</p>
<p>Bachelor of Business Honours, 1 year add-on</p>	<p>Yes</p>	

The panel is satisfied that there are sound teaching and learning strategies used in the programme.

It was noted that CCT have both formal and informal mechanisms in place to get learners’ feedback on modules from a teaching and learning perspective. The informal mechanism was through CCT’s open door policy and also through a culture of inviting feedback continuously. Formal mechanisms include regular learner surveys which are analysed, with suggestions and changes implemented where possible.

A notable feature that emerged during the review in discussion both with industry representatives and CCT’s programme team was the importance of developing a variety of skills such as the ability to work as a member of a team, presentation and communication skills, the ability to be able to think critically and the capacity to adapt quickly to changing situations to be able to meet the challenges of issues such as Brexit and supply chain disruption.

The panel found that CCT had considered how learners would acquire these skills as part of its overall teaching and learning strategies. There was, for instance, an emphasis on group projects to encourage collaboration and teamwork and presentation skills in the way learning was encouraged and assessed. An integrated approach to joint assessment of assignments from different modules further enhanced this approach. See Criterion 10 for further comment on this point.

Another feature of its teaching and learning strategy was to actively seek to include real-world assignments for learners to tackle. These are frequently done in conjunction with CCT’s partners in its Industry Engagement Forum. This partnership approach facilitates not only engagement with real-world problems but also facilitated authentic assessment.

¹⁶ Support and feedback concerns anything material to learning in the context of the programme. For the avoidance of doubt it includes among other things any course-related language, literacy and numeracy support.

Criterion 10. **There are sound assessment strategies**

<p>a) All assessment is undertaken consistently with <i>Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards</i>¹⁷</p> <p>b) The programme’s assessment procedures interface effectively with the provider’s QQI approved quality assurance procedures.</p> <p>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.¹⁸</p> <p>d) The programme includes formative assessment to support learning.</p> <p>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.¹⁹</p> <p>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.</p> <p>g) There are sound procedures for the moderation of summative assessment results.</p> <p>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.²⁰</p>		
	Satisfactory? (yes, no, partially)	Comment
Bachelor of Business Honours, 1 year add-on	Yes	

The panel is satisfied that there are sound assessment strategies in place for the programme.

The importance of having elements of class-based learning within a blended learning mode was emphasised by the team at the review. This is important not least for the development of core skills in social interaction, collaboration and flexibility. This is an important part of the teaching and learning strategy within the programme.

In discussion on the assessment strategy, the panel was informed that modules have shared briefs and assignments that are marked together—for instance, Strategic Management and Leadership and Organisational Psychology may have a common topic. Similarly, Strategic Services Marketing and Corporate Responsibility & Sustainability might have a common assignment brief on, for instance, a tourism project. Faculty work together to grade these as one assignment, using a shared document with different sections. It was stated that learners benefit from this approach as it shows the reality of the market place where topics are not managed in silos.

¹⁷ See the section on transitional arrangements.

¹⁸ This assumes the minimum intended programme/module learning outcomes are consistent with the applicable awards standards.

¹⁹ The programme assessment strategy is addressed in the Assessment Guidelines, Conventions and Protocols for Programmes Leading to QQI Awards. See the section on transitional arrangements.

²⁰ If the award is a QQI CAS compound award it is not necessarily sufficient that the learner has achieved all the components specified in the certification requirements unless at least one of those components is a capstone component (i.e. designed to test the compound learning outcomes).

The team informed the panel that this approach had been influenced by feedback from learners, and that faculty members had worked together to develop it effectively. It was also a way to ensure that there was not overassessment, an issue which had been identified by both learners and faculty in the review process undertaken by CCT in advance of finalising the planned programme. The panel commends the work done on integrating assessments.

Commendation

The panel commends CCT for the integration of joint assessment across the programme.

In discussion with learners and graduates at the review session, the panel noted their concern over the number of assignments required to be completed week by week during the programme. In discussion with the team, the panel suggested that formative assessment practices such as reflective practice or compilation of a portfolio on a particular topic might be appropriate for some modules, particularly in areas such as, for instance, human resources management. Consideration might be given to these or similar assessment practices in order to reduce the workload on learners. The panel was of the view that such assessment methods had the potential to develop greater self-awareness and resilience and enhance the capacity for self-directed learning.

Recommendation

It is recommendation that CCT consider introducing other formal assessment methods, such as reflective practice, in some modules as one way to reduce the burden of assessment and to develop greater resilience and capacity to adapt to situations.

Criterion 11. Learners enrolled on the programme are well informed, guided and cared for

<p>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.</p> <p>b) Information is provided about learner supports that are available to learners enrolled on the programme.</p> <p>c) Specific information is provided to learners enrolled on the programme about any programme-specific appeals and complaints procedures.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>g) The programme provides supports for enrolled learners who have special education and training needs.</p> <p>h) The programme makes reasonable accommodations for learners with disabilities²¹.</p> <p>i) If the programme aims to enrol international students it complies with the <i>Code of Practice for Provision of Programmes to International Students</i>²² 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.</p> <p>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).</p>		
	Satisfactory? (yes, no, partially)	Comment
Bachelor of Business Honours, 1 year add-on	Yes	

The panel is satisfied that, in general, learners on the programme are well informed, guided and cared for. It was stated that there are both formal and informal mechanisms for learners to provide feedback on a range of issues to CCT. Formal mechanisms include learner surveys. The format of the survey had recently been revised, the panel was informed, resulting in higher participation rates. It was stated that feedback is acted on where possible.

The panel was informed that CCT is predominantly an internationally-based college, with learners from a wide range of countries, including Ireland. It was stated that CCT facilitate opportunities for everyone to mix and mingle through, for instance, social and sports activities which are open to all. Each new learner undertakes an induction course on living and working in Dublin. Learners also undertake shared project work and there is a mentoring academy to encourage peer-to-peer learning and support. All these provide the basis to meet a variety of people during their studies. It was reported that, as many learners have part-time employment, this provides further opportunities

²¹ For more information on making reasonable accommodations see www.AHEAD.ie and QQI's Policies, Actions and Procedures for Access, Transfer and Progression for Learners (QQI, restated 2015).

²² See Code of Practice for Provision of Programmes to International Students (QQI, 2015)

to meet people from the host country outside of college. See also Criterion 8 above for further comment.

It was not totally clear to the panel how the international learner might experience a more fully integrated, specific Irish-based experience in this Irish-based college. The panel encourages CCT to consider how this might be achieved for the benefit of a more rounded experience during their time in Ireland.

Recommendation

It is recommended that CCT consider ways to further integrate international learners in the social, cultural and educational life of CCT as an Irish-based college.

Criterion 12. The programme is well managed

<ul style="list-style-type: none"> 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-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 assurance²³ 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
Bachelor of Business Honours, 1 year add-on	Yes	

The panel is satisfied that there are effective structures in place for the governance and management of the proposed programme. The QAH contains the governance structures for the College and procedures for access, transfer and progression, learner assessments and supports, and teaching and learning.

It was noted that the QAH and associated policies and procedures have been developed in line with QQI statutory guidelines.

The panel noted some discrepancies in the description of the makeup of the Programme Boards as follows: In the Programme Document, p143, section 7.1 it is stated in one way with a different version in the Programme Review Report p. 14, section 2.2.4.

The panel also noted that there was an inconsistency in the documentation in the title of the module on Leadership and Organisational Psychology; it was referred to in the Programme Review Report as Leadership and Organisational Behaviour.

Recommendation

²³ See also QQI’s Policy on Monitoring (QQI, 2014)

It is recommended that CCT review the programme documentation to ensure consistency of terminology of modules and to clarify the make-up of the Programme Boards.

Part 3. Overall recommendation to QQI

3.1 Principal programme:

Select one	
Satisfactory	Satisfactory (meaning that it recommends that QQI can be satisfied in the context of unit 2.3) of Core policies and criteria for the validation by QQI of programmes of education and training;
	Satisfactory subject to proposed special conditions (specified with timescale for compliance for each condition; these may include proposed pre-validation conditions i.e. proposed (minor) things to be done to a programme that almost fully meets the validation criteria before QQI makes a determination);
	Not satisfactory.

Reasons for the overall recommendation

1. The programme meets all the criteria set.

Commendations

1. The panel commends CCT's ongoing engagement with industry, including the effective Industry Engagement Forum.
2. The panel commends CCT for the integration of joint assessment across the programme.
3. The panel commends CCT for the comprehensive pedagogical and technological support for online learning during COVID-19.

Special Conditions of Validation (directive and with timescale for compliance)

N/A

Summary of recommended special conditions of validation

N/A

Summary of recommendations to the provider

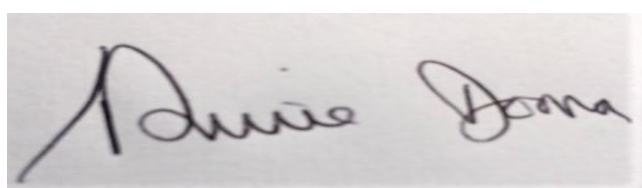
1. It is recommended that CCT consider including the concept of cross-cultural management and work force diversity in modules to reflect the current make-up of the labour market.
2. It is recommended that CCT consider the inclusion of more case studies, referencing emerging markets specifically.
3. It is recommended that CCT consider broadening the concept of project management beyond basic elements to reduce repetition from previous study undertaken by learners.
4. It is recommended that CCT consider broadening the Services Marketing module, beyond strategic marketing, for example, to include product marketing.
5. It is recommended that CCT consider broadening the Corporate Governance module, beyond corporate directors/ board, to include general corporate law.
6. It is recommended that CCT consider elective modules, for example, on the topics of operational management and supply chain management.
7. It is recommended that CCT consider ways to boost engagement by learners with the English language provision available in CCT.
8. It is recommendation that CCT consider introducing other formal assessment methods, such as reflective practice, in some modules as one way to reduce the burden of assessment and to develop greater resilience and capacity to adapt to situations.
9. It is recommended that CCT consider ways to further integrate international learners in the social, cultural and educational life of CCT as an Irish-based college.
10. It is recommended that CCT review the programme documentation to ensure consistency of terminology of modules and to clarify the make-up of the Programme Boards.

Declarations of Evaluators' Interests

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

Panel chairperson: Dr Annie Doona

Date:

A photograph of a handwritten signature in black ink on a light-colored background. The signature is written in a cursive style and reads "Annie Doona".

Signed:

3.2 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 4. Proposed programme schedules *(post panel feedback and consequent amendments, if any)*

Part 5. Name of Provider:		CCT College Dublin												
Programme Title		Bachelor of Business Honours												
Award Title		Bachelor of Business Honours												
Stage Exit Award Title		N/A												
Modes of Delivery (FT/PT):		Full-time												
Teaching and learning modalities		Lectures, group sessions, tutorials and supervision												
Award Class	Award NFQ level	Award EQF Level	Stage	Stage NFQ Level²	Stage EQF Level	Stage Credit (ECTS)		Date Effective		ISCED Subject code				
Major	8	6	Award	8	6	60		September 2022		0413				
Module Title (Up to 70 characters including spaces)		Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number	Total Student Effort (hours)					Allocation Of Marks			
			Status²⁴	NFQ Level where specified	Credit Units ECTS	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Independent Learning	Hours of independent learning effort	Work-based learning effort	C.A. %	Supervised Project %	Proctored practical demonstration %
1.The Global Business Environment		1	M	8	5	125	30	0	95	0	100	0	0	0
2. Project Management		1	M	8	5	125	30	0	95	0	100	0	0	0
3. Corporate Finance		1	M	8	5	125	30	0	95	0	40	0	0	60
4. Corporate Governance		1	M	8	5	125	30	0	95	0	100	0	0	0
5. Innovation Management		1	M	8	5	125	30	0	95	0	100	0	0	0
6. Strategic Management		2	M	8	5	123	30	0	95	0	100	0	0	0
7. Leadership and Organisational Psychology		2	M	8	5	125	30	0	95	0	100	0	0	0

²⁴ Mandatory (m) or elective (E)

8. Human Resource Management and Workforce Diversity	2	E	8	5	125	30	0	95	0	100	0	0	0
9. Corporate Responsibility and Sustainability	2	M	8	5	125	30	0	95	0	100	0	0	0
10. Services Marketing Management	2	M	8	5	125	30	0	95	0	100	0	0	0
11. Applied Business Practice	1&2	M	8	10	250	60	0	190	0	100	0	0	0
12. Operations Management	2	E	8	5	125	30	0	95	0	100	0	0	0
Special Regulations (Up to 280 characters)													

Name of Provider:		CCT College Dublin												
Programme Title		Bachelor of Business Honours												
Award Title		Bachelor of Business Honours												
Stage Exit Award Title		N/A												
Modes of Delivery (FT/PT):		Part-time												
Teaching and learning modalities		Asynchronous online activities / pre-recorded lectures, group sessions including synchronous online, tutorials and supervision												
Award Class	Award NFQ level	Award EQF Level	Stage	Stage NFQ Level ²	Stage EQF Level	Stage Credit (ECTS)	Date Effective		ISCED Subject code					
Major	8	6	Award	8	6	60	September 2022		0413					
Module Title (Up to 70 characters including spaces)		Semester no where applicable. (Semester 1 or Semester2)	Module		Credit Number	Total Student Effort (hours)					Allocation Of Marks			
			Status ²⁵	NFQ Level where specified	Credit Units ECTS	Total Hours	Class (or equiv) Contact Hours	Directed e-learning	Learning Independent	Hours of independent learning effort	Work-based learning effort	C.A. %	Supervised Project %	Proctored practical demonstration %
1. The Global Business Environment		1	M	8	5	125	18	12	95	0	100	0	0	0
2. Project Management		1	M	8	5	125	18	12	95	0	100	0	0	0
3. Corporate Finance		1	M	8	5	125	18	12	95	0	40	0	0	60

²⁵ Mandatory (m) or elective (E)

4. Corporate Governance	1	M	8	5	125	18	12	95	0	100	0	0	0
5. Innovation Management	1	M	8	5	125	18	12	95	0	100	0	0	0
6. Strategic Management	2	M	8	5	123	18	12	95	0	100	0	0	0
7. Leadership and Organisational Psychology	2	M	8	5	125	18	12	95	0	100	0	0	0
8. Human Resource Management and Workforce Diversity	2	E	8	5	125	18	12	95	0	100	0	0	0
9. Corporate Responsibility and Sustainability	2	M	8	5	125	18	12	95	0	100	0	0	0
10. Services Marketing Management	2	M	8	5	125	18	12	95	0	100	0	0	0
11. Applied Business Practice	1&2	M	8	10	250	36	24	190	0	100	0	0	0
12. Operations Management	2	E	8	5	125	18	12	95	0	100	0	0	0
Special Regulations (Up to 280 characters)													
In part-time mode, a minimum of 20 ECTS or 1/3 of the programme must be completed through on-campus face-to-face													