

Dorset College Dublin

Annual Quality Report Dorset College
PART B: INTERNAL QUALITY ASSURANCE
ENHANCEMENT & IMPACT
Reporting Period – July 2020 to March 2021

CONTENTS

PART B: INTERNAL QA SYSTEM	3
1.0 Quality Implementation and Developments	3
1.1 Strategic QA Updates	7
__1.1.1 Admissions	15
__1.1.2 Academic operations	17
__1.1.3 Library, Information Systems and Enhancement Review	33
__1.1.4 Student Experience	46
__1.1.5 QA and Exams Review	50
1.2 Update on Planned QA Objectives identified in Previous AQR	62
1.3 Governance and Management	63
__1.3.1 QA Governance Meetings Schedule	63
__1.3.2 QA Leadership and Management Structural Developments	65
1.4 Internal Monitoring and Review	68
__1.4.1 Overview of Periodic Reviews	68
__1.4.2 Expert Review Teams/Panels involved in IQA	69
2.0 IQA System – Enhancement and Impacts	71
2.1 Initiatives within the Institution related to Academic Integrity	76
3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period	77
3.1 QA and QE supporting the Achievement of Strategic Objectives	77
3.2 Reviews planned for Upcoming Reporting Periods	78
__3.2.1 Reviews planned for Next Reporting Period	78
__3.2.2 Reviews planned beyond Next Reporting Period	78
4.0 Additional Themes and Case Studies	79
4.1 Case Study - Student Experience Leader	79
Wellbeing Ambassadors	79
4.2 Case Study QA & Exams Lead	81
APPENDIX 1 – QA & EXAMS	84

PART B: INTERNAL QA SYSTEM

1.0 Quality Implementation and Developments

Dorset College (T/A Computer Training Specialists Limited) is a private college delivering programmes in English Language, Computing, Business Studies, Accounting and Finance, Information Technology, Business Administration, Childcare, Montessori, Nursing Studies and Healthcare.

The college delivers programmes leading to awards from Level 5 to Level 8 on the National Framework of Qualifications, with a largely international learner population from over 64 countries, including Brazil, Bolivia, Saudi Arabia, China, Mexico, Argentina, Japan and Korea.

Founded in 1983, Dorset College is committed to developing high quality programmes to meet the challenges of an increasingly diverse learner base and demanding workplace. Situated close to the city centre, the College has grown into a vibrant centre for learning, which caters for the needs of school-leavers, graduates, international learners and mature learners.

Professional Courses – Dorset College sees applications from Irish and mature learners who are looking to upskill and cross-skill in the competitive market.

Further Education Students – Dorset College sees applications from Irish and international learners, including mature learners, who may or may not hold the Irish Leaving Certificate award, and who are seeking vocational education at Levels 5 and 6 in specific fields of learning.

Higher Education Students – Irish and international students seeking Level 7 and Level 8 awards.

Dorset College puts forward 400-500 learners per year for QQI certification with an ethos as follows;

- Prepare learners for the demands of higher education and the workplace;
- Fulfil their potential;
- Provide them with the knowledge and skills and competence that they require for their careers and personal development;
- Equip learners with the requisite skills for them to be successful in the workplace.

Dorset College delivers programmes leading to awards accredited by the following awarding bodies: -

- Quality and Qualifications Ireland (QQI)
- The Chartered Institute of Personnel and Development (CIPD)
- Project Management Institute (PMI)
- Cisco
- European Computer Driving Licence (ECDL)
- Microsoft
- Accreditation and Coordination of English Language Services (ACELS).
- LYIT: Dorset College is a second provider of the Letterkenny IT (LYIT) BSc in Early Childhood Care, Health and Education.

Website Development

Dorset College launched our new website in June 2020 www.dorset.ie where our Quality Assurance Manual is available to all learners. All activities related to quality assurance at Dorset College are available on our website (www.dorset.ie specifically <https://dorset.ie/policies/qa-manual/>)

Mission and Strategy

Dorset College promotes excellence through life-long learning by providing a high-quality comprehensive range of learning opportunities, which equip learners with accredited and non-accredited skills that have international industry recognition and are relevant to the workplace and to their future.

Central to our educational ethos is our desire to assist learners in developing positive attitudes to personal study, high standards and high expectations in fulfilling their potential in their careers and in their personal development. Our learner-focused approach recognises the individual learner's needs and interests, seeks to enhance their inherent skills and potential and to encourage self-reliance and autonomy in life-long learning.

Dorset College's Mission Statement attempts to capture the essence and ethos of the College. It states that Dorset College is committed to;

- Maintaining the highest standards of quality, internationally recognised leading-edge programmes in the areas of Montessori Education, Childcare, Business, Information Technology, Accounting and Finance, Administration, Teacher Training, and English Language Studies
- Identifying the needs of all our stakeholders and providing accessible third-level opportunities in full-time and part-time modes to cater for the needs of society, business, school leavers, graduates, international learners and mature learners
- Servicing learners' educational and personal development needs in a structured and stimulating environment and providing a learning environment conducive to the promotion, support and continuance of learning opportunities for all learners
- Striving to ensure care for learners with teamwork and excellence at the core of all our activities
- Internationalisation of all our educational and training activities
- Organising an extensive range of tailored education and training to meet the specific requirements of society, the economy and the unemployed
- Nurturing the individuality of all our learners through our pedagogical methods and using such induction and support processes as will maximise self-concept, confidence, learning and career potential

As part of re-engagement and our Strategic Plan, Dorset College has identified programme sustainability and growth as an important to the future of the College. As part of this sustainability and growth, the College identified a potential risk through over-reliance on a particular cohort of learners, for example Non-EEA and an over-reliance on any particular programme.

To College has looked to a number of areas to minimise this identified potential risk:

1. EEA and EU semester abroad learners
2. Micro-Credentials
3. Professional Courses
4. Springboard Funding for Part-time learners

Semester Abroad

Dorset College has successfully engaged, since 2018, in both Memoranda of Agreement and Understanding with a number of EEA Universities. Since 2019, we have seen exponential growth from

such partnerships seeing our semester abroad learners grow to circa 200 for our September 2021 intake. Semester abroad learners attain up to 30 ECTS from our Level 7 or Level 8 Programmes.

Micro-Credentials

In December 2020, Dorset College successfully put forward a Certificate in Project Management (5 ECTS). Dorset College, through seeking accreditation for micro-credentials, has maintained an emphasis on employability and excellence in learning whilst seeing graduate attributes pivot in the current climate requiring a diverse delivery of accredited programmes. The College hopes to submit further applications for validation of micro-credentials in 2020.

Springboard

In 2019/20 Dorset College was successful in securing Springboard+ funding for 100 places. Another 100 applicants who satisfied the entry criteria were placed on a waiting list and did not receive a place on the course. Four hundred and twenty-eight (428) applications were received. One hundred learners accepted a place on the course and to-date 90 have completed the award in 2020. The College submitted a further call for funding in March 2021.

Professional Courses

Dorset College is continuing to develop our professional courses and in 2020, the College was awarded International accreditation from Project Management International (PMI). This is a non-framework qualification, which we see as complementing our suite of programmes on offer such as CIPD and ECDL. A full portfolio of professional or short courses is at www.dorset.ie/professional/

Re-engagement

As part of our strive for excellence through lifelong learning we have created a Leadership Team and successfully re-engaged with QQI in July 2020.

Through the re-engagement process the College's Organisational Structure has been designed to provide a clear, rigorous and transparent structure to ensure the College functions to the highest educational standards that is well managed. This structure has been designed with a commitment to quality education provision to all learners. Central to this is efforts from the College to ensure a clear structure for decision-making is established and, importantly, a separation of responsibilities between those who make decisions and those who approve them.

In accordance with Sections(s) 29 and/or 30 of the Qualifications and Quality (Education and Training) Act, 2012, Dorset College formally applied to have its quality assurance procedures approved by Quality and Qualifications Ireland (QQI).

The re-engagement Panel found that Dorset College had engaged in the re-engagement process in an exemplary manner. It was clear that there had been a root and branch review of Dorset College's Quality Assurance (hereinafter 'QA') processes.

The College had its quality assurance procedures formally approved by the Programmes and Awards Executive Committee (PAEC) of QQI in July 2020.

In their Report, the Re-engagement Panel commended Dorset College on:

1. The college's committed and professional engagement in the reengagement process.
2. The commitment of staff to education and training and to quality assurance.
3. The quality of facilities – these are immaculate. College management have made significant efforts to create accessibility in the context of the building's grade 1 listing. The College also has a fully accessible building (ABC) in Drumcondra, and takes a flexible approach to scheduling programmes to accommodate learners with specific needs on a case-by-case basis.
4. The commitment to staff development, including lunchtime training sessions, Moodle support, including a Moodle area for sharing professional experience and reporting on learning experiences of staff; and support for staff to engage in continuous professional development.
5. The establishment of an Advisory Board – but recommended some reflection on how this might be best used in order to be sustainable and provide strategic guidance in a range of themes.
6. The Framework Curriculum for English Language Learning – this was particularly well written in accessible, clear language.

In addition, the Panel made twelve quality enhancement mandatory changes and advices that the College Quality Assurance Committee monitor and evaluate for compliance and implementation as well as review with the QA Committee updating Academic Council accordingly. Dorset College is committed to engagement and quality assurance and have agreed that all mandatory changes and advices are implemented. This implementation will be evaluated at the end of 2021 as per the specific advices from the re-engagement panel to review our QA Manual in 2021 to ensure a systematic approach to QA and processes thereto is achieved and maintained.

1.1 Strategic QA Updates

Strategic Objectives

Central to our educational ethos is our desire to prepare learners for the demands of higher education and the workplace; to fulfil their potential, to provide them with the knowledge, skills and competence that they require for their careers and personal development.

The College fully embraced the opportunity to re-engage with QQI and the re-engagement Panel found that Dorset College had engaged in the reengagement process in an exemplary manner. The panel were satisfied that there had been a root and branch review of Dorset College's Quality Assurance (hereinafter 'QA') processes. We continue to engage in quality assurance and improve year on year.

Through extensive consultations with our community and partners, we have developed key strategies for the success of the College within a learner-centered environment where our Quality Assurance Framework is based on our values and ethos enhancing the College's ability to meet our strategic objectives, which are aligned to our academic strategic objectives. Dorset College is committed to quality assurance across and within all processes, which are improved through consistent, transparent and authentic monitoring and evaluation.

Fundamental to our processes are our stakeholders; internal and external, who are pivotal in embedding and embodying a culture of quality assurance. All Committees within our Quality Assurance Framework report to the Academic Council, which in turn reports to the Senior Management Team.

Due to COVID-19 restrictions, Dorset College was in a similar position to HEI's nationally and internationally and ensured delivery was not interrupted by going fully online and migrating to the Hybrid classroom where possible. Dorset College has invested in hybrid technology for every classroom to ensure ongoing restrictions to not interfere with the learner journey and their trajectory.

Blended and Online Learning form part of our future and Dorset College will submit a proposed Blended Learning Policy for consideration by QQI in 2021.

An extensive internal analysis of the Dorset College Quality Assurance Framework and its implementation was undertaken immediately after our re-engagement process concluded as we see quality assurance as a continuing obligation and necessity as we continue to grow and improve.

A QA analysis was undertaken with the following objectives:

- Planning an approach to quality assurance
- Monitoring and Reviewing quality assurance processes and outcomes
- Aligning Quality Assurance with the Strategic Objectives of the College

The College sees the ongoing review and appropriate amendments and updates to our Quality Assurance Manual (hereinafter the 'QA Manual') as key to the achievement of our strategic objectives and with the appointment of Academic Programme Leaders across all accredited programmes we believe we are continuing to strive for excellent in learning.

Furthermore, since July 2020 we have prioritised appropriate data management through the appointment of our Admissions Lead and overhauled our IT systems including Learner Information Systems, transferring to the cloud and creating integrative systems.

There have been no specific changes to the QA System (Policies and Procedures) during the reporting period save for additional resources allocated including the appointment of Programme Leaders for all QQI programmes in the College in line with the re-engagement Panel's advices.

Since March 2020, Dorset College has like other providers been granted an extension of Scope of Provision to allow for online and blended learning in line with all third level providers of education. The review herein has been undertaken within this context.

Further, the College was granted an increased annual enrolment for our Bachelor of Business in International Business (Level 8) from 200 to 350 (175 for our January 2021 intake and 175 for September 2021 respectively) due to an increased demand for this programme.

Finally, the College received funding for 100 Springboard learners for the part-time delivery of the Bachelor of Business in International Business (Level 8 NGQ) in 2020 and 2021 respectively. With over 90% completion rate in 2020 and with over 60% of those who were unemployed at the start of their course in 2020 gaining employment, 37% changing roles and 95% having a positive learning experience we see this as a positive experience for learners and the College.

Update

Dorset College applied a root and branches approach to the re-engagement process and are satisfied that all Mandatory Changes and Advices have been fully implemented capitulating with a review and update of our QAM at the end of 2021.

Whilst there have been no significant changes to the QA within the institution, the College strives for continuous self-evaluation and improvement. As part of this robust approach to Quality Assurance, the College has further identified scope for improvement specifically in relation to the following broad themes:

- *Mapping of Processes* – Quality Assurance processes and related workflows to include effective reporting loops with each process having an appeal mechanism. Each committee now has a defined process, workflow and capitulates with a quarterly report to Academic Council;
- *Infographics* – the College aim to represent processes through learner friendly infographics to ensure learner accessibility and a commitment to visibility across the QA framework.
- *Learner Collaboration* – learners engage at every level of our Quality Assurance framework and are members of our Academic Council. Learners have also engaged with our external learner collaborations with the National Forum for the Enhancement of Teaching and Learning in Higher Education, HECA and NStEP.
- *Learner Focused Quality Assurance* – with transparent methods of learner collaboration on matters such as their Assessment Schedule, Academic Calendar, Timetables through the website and Moodle.
- *External Examiner Engagement* – our external examiners now have full access to Moodle for the purposes of programme monitoring and assessment monitoring.
- *Membership* – a review of each QA committee's membership to avoid duplicity and to ensure an academic and learner form part of the membership of appropriate committees within the Quality Assurance framework.
- *Programme Leaders* – appointment of a programme leader for each programme who will Chair Programme Team Meetings, act as rotating Chair of the Exam Board, manage programmes academically ensuring MIPLOs are being achieved and programme management is as per the relevant programme schedule.

- *Self-evaluation* – rigorous self-evaluation of the QA Manual and related workload to ensure appropriate workflows as well as creating and maintaining integrated systems for learners and staff such as Single Sign On (SSO) as well as CRM and Moodle integration.

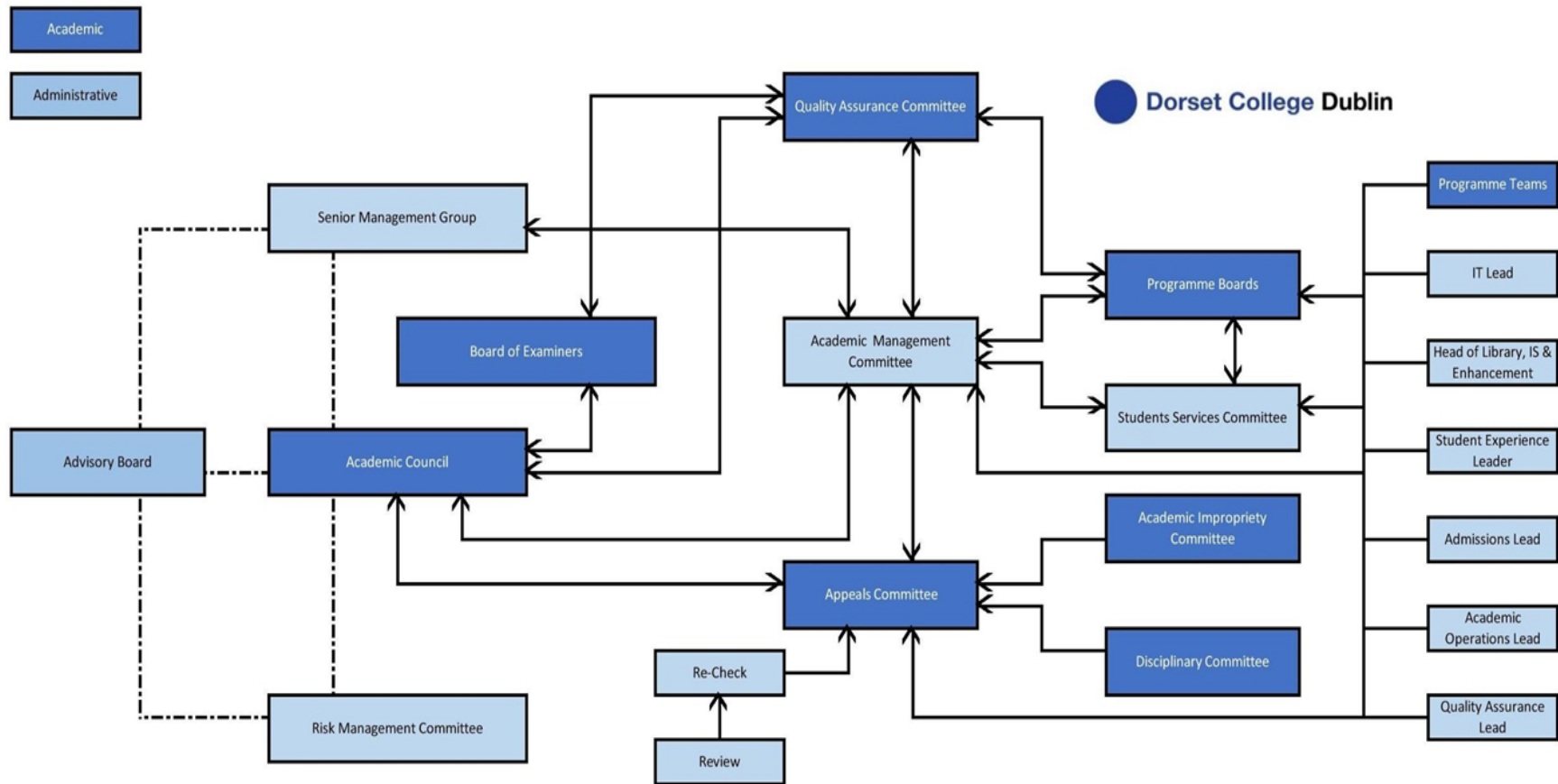
Quality Enhancement (Policy Development)

- *Monitoring Policy* – QA Committees such as the Academic Management Committee and the Quality Assurance Committee have regular meetings to enable a reporting system to Academic Council and to monitor and evaluate the implementation of the QA Manual.
- *Data Management* – Admissions Data is now managed by our Admission Lead who has created a fit for purpose Learner Database/Student Profile in line with GDPR.
- *Department(s) Audit and Monitoring Report* – Admissions, Operations, Library (Information Systems and Enhancement), QA & Exams and Student Experience have undertaken a departmental review capitulating in a report to the Academic Management Committee and Academic Council.

Quality Enhancement (Personnel)

- *Programme Leaders* – Dorset College has recruited three additional programme leaders so that now each programme on the National Framework of Qualifications has an Academic Programme Leader who will manage the programme academically with operational and ancillary support from the Leadership Team.
- *Executive PA* – an executive PA to the Dean of Academic Affairs and Managing Director now ensures the administrative function of the College is fit for purpose and ensures Quality Assurance is supported.

QA Structure



The QA Structure has not changed since re-engagement but as per our continuous self-evaluation the Leadership Team have commenced mapping the processes.

Learner Collaboration

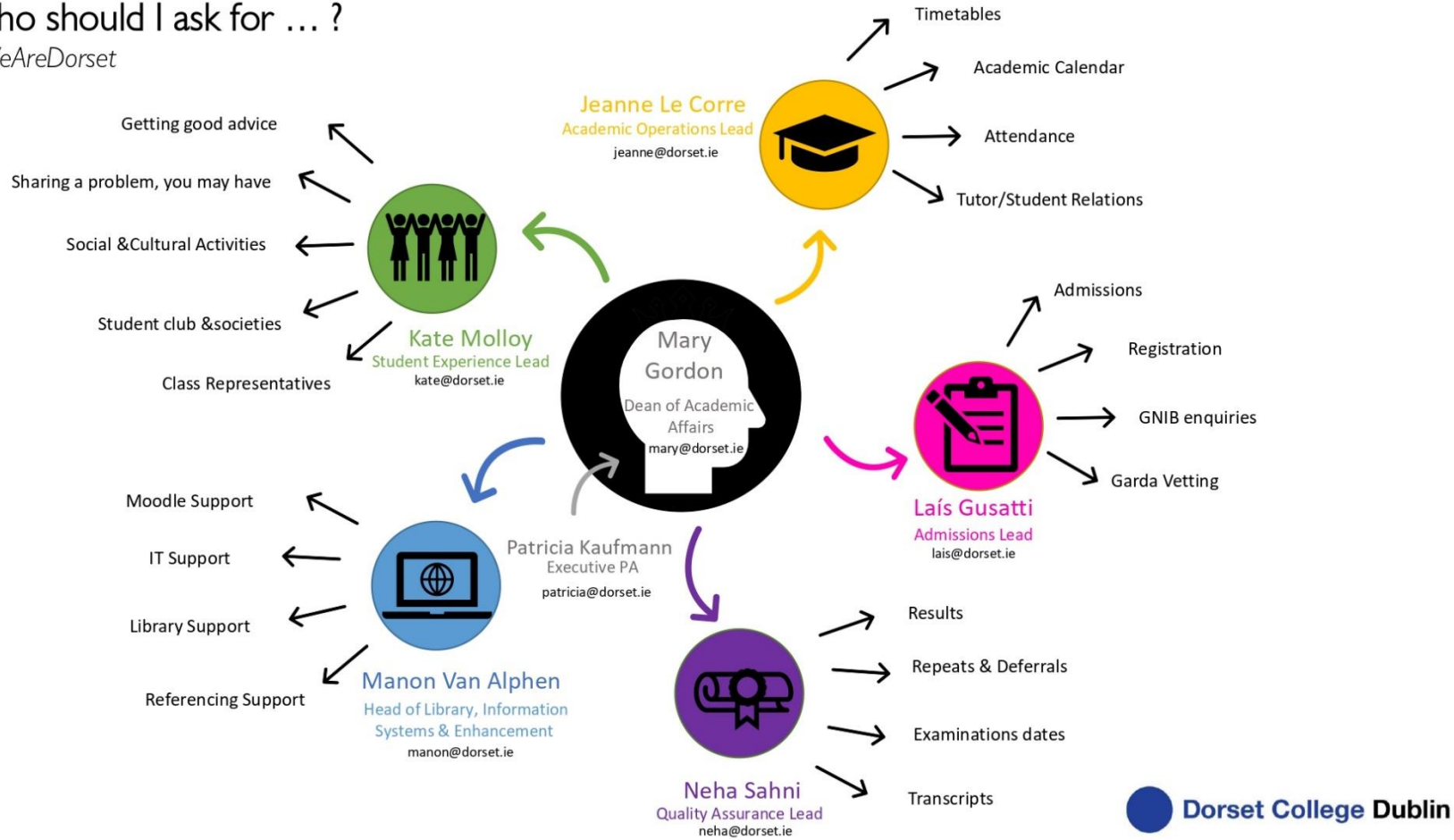


Learner collaboration and a learner-centered approach is at the core of the College and the QA Framework. As part of our internal review pursuant to re-engagement and particularised herein, the College undertook an analysis of respective roles and their impact on the wider learner community. In visualising and articulating this, we found our commitment to learner engagement increase with positive outcomes set out hereunder reminding ourselves that the learner is at the core of what we do and why we do it.

Learner Focused Quality Assurance through Transparency

Who should I ask for ... ?

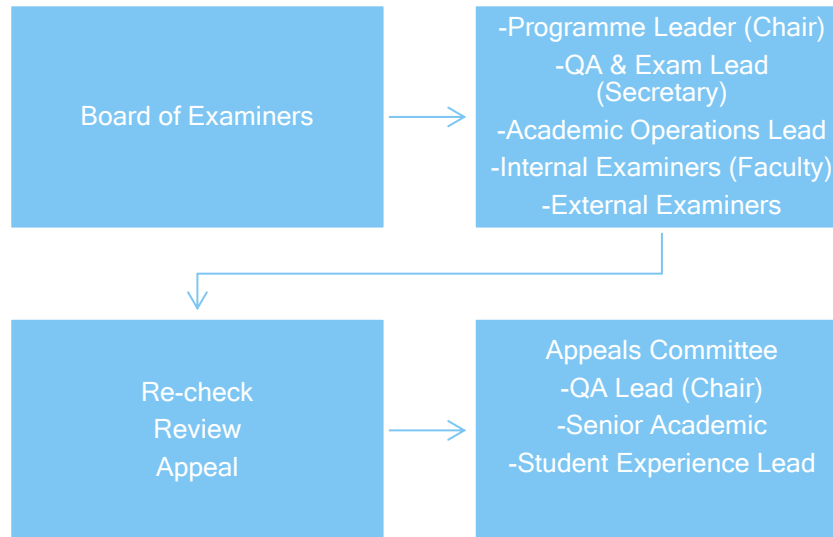
#WeAreDorset



Using infographics to articulate points of contact and quality assured delivery of support to our learners we now ensure the learners are clear as to the relevant points of contact. This infographic and clear delineation of roles and responsibilities empowers learners and the College to efficiently and effectively close feedback loops and is provided to learners at induction.

Committee Membership

As per the Mandatory Changes and Advices pursuant to re-engagement and the site visit thereafter, the College have embraced the positive impact of academic and learner representation at each level of the QA framework and related committees. As well as a clear delineation in governance, the Dean of Academic Affairs no longer sits on all QA committees to ensure a diversity of academic representation and involvement in decision-making at all levels of the QA Framework. Furthermore, such diversity and a move from an over-reliance on one person allows for a transparent and authentic appeals mechanism to either the Appeals Committee or the Dean of Academic Affairs as appropriate and as per the QA Manual. An exemplar can be seen below:



Programme Leaders

Programme Leaders have been appointed to all QQI accredited programmes in the College namely:

1. BSc in Computing (Level 7);
2. Bachelor of Business (Level 7); and
3. Bachelor of Business in International Business (Level 8)

Indeed, for our Level 8 Programme as we have both full and part-time cohorts it was deemed appropriate and necessary to have an academic programme leader for both cohorts. Programme Leaders now chair Programme Boards and ensure the appropriate academic management of programmes in line with Certificates of Validation and Programme Schedules.

Self-Evaluation

Through continued self-evaluation we see that as the College scales outwards and upwards the requirements are increasing and automation is now required for an end-to-end service for all stakeholders. Such automation will ensure learners have a Single Sign On (SSO) to all services (Moodle, Office 365, QA Policies and Procedures) including a learner intranet. The College will continue to ensure enquiries are dealt with efficiently and effectively and the Academic Council will receive a quarterly report on all elements of the learner journey from Admissions statistics to graduation.

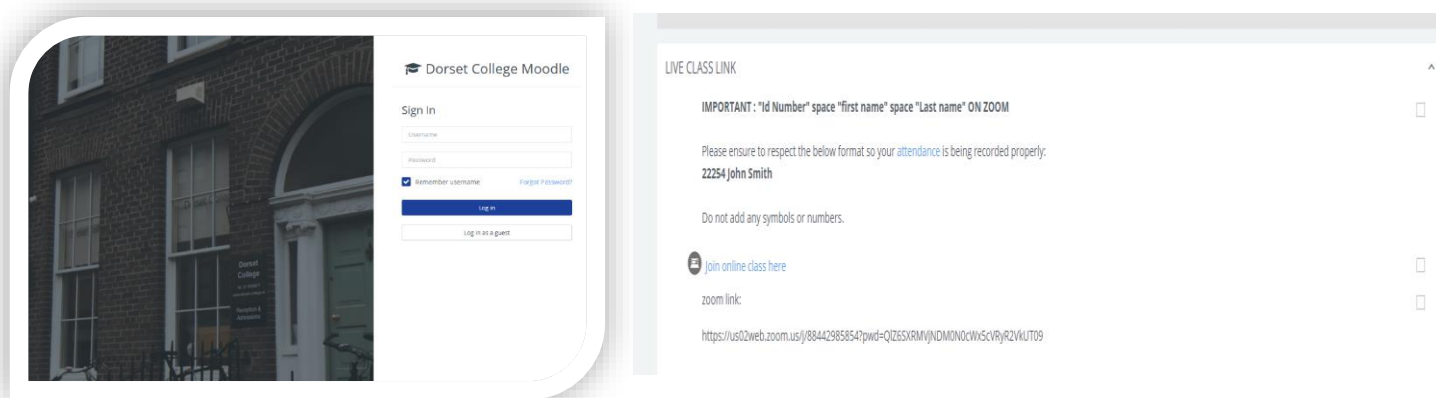
The College has commenced automation and integration of systems from the learner-side and the staff or administrative-side. Automation is taking place through Sales Force CRM and have deployed the integration of systems to a software development company specializing in education. We are keen to develop SSO as well as

full integration of our website, Moodle, Zoom as well as the creation of a Student Information System. We see this as necessary as the College continues to grow and improve and ensures a learner-centered approach.

Automation and integration work has commenced with some elements completed for example we now have a portal through our website (www.dorset.ie) connection to Moodle and we currently we have a 'three clicks' to your online class as follows:

1. Click One – Moodle sign in
2. Click Two – Module selection (as per timetable)
3. Click Three – Live Class Link embedded the relevant Moodle page with recordings automatically loaded to the Moodle page

Attendance is also integrated through Zoom and Moodle where learners, Programme Leaders and the Leadership Team can monitor and evaluate attendance in line with our QA Manual leading to efficient monitoring and review.



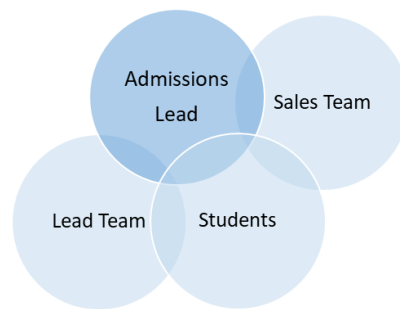
QA System implementation and enhancements

1.1.1 Admissions

To operationalise the Leadership Team and ensure the implementation of the QA Manual and QA Framework the College successfully filled the post of Admissions Lead in July 2020. This allowed an opportunity for a full review of the Admissions process with a view to an automated yet managed process by the end of 2021 through CRM/Sales Force.

With the Admissions Lead in post it was agreed that increased visibility as to the connectivity and impact of this Department was required *vis-à-vis* other departments and related processes.

In line with the re-engagement process a root and branches approach was taken through formal and informal (on the job) training where all Leads reviewed and visually presented their role and its connectivity and impact to the Leadership Team, the learners and the College as well as external stakeholders. With the Admissions Lead, external stakeholders were also deemed relevant, such as agents.



Once the role was reviewed, an evaluation as to the role and responsibilities thereto and emphasis required was undertaken to ensure the appropriate emphasis was achieved. Some examples as to the work undertaken are as follows:

- Brainstorming with the Dean of Academic Affairs and QA Lead on how to best operate the Admissions Department in line with our accrediting bodies and related obligations;
- Brainstorming with the Leadership Team to create a learner profile from which each Lead can work from to ensure consistency and transparency of numbers;
- Professional Development – taking Excel lessons to improve the functionality of the learner database/profile;
- Visualising a workflow with each department through iterations of the learner profile and communicating to ensure functionality of the process. This visualisation was assisted through a training day where each Lead visualised the learner journey from admission to graduation and their respective role thereto. For the Admissions Lead the appropriate management of data was identified as key to internal and external bodies such as GNIB and QQI.

The follow central planks of the role were identified, but are not limited to:

- *Admissions Process* – processing letters and related communications with sales, agents and learners as well as the Finance Department;
- *Data management* – inputting successful applicants in the student information system and ensuring admissions are in line with Certificate(s) of Validation, QQI and other accreditation bodies in accordance with GDPR;
- *Data Visualisation and Communication* – to share data in appropriate formats to related departments to ensure appropriate resourcing is allocated to each programme.

Learner Profile

In an effort to streamline processes, the Admission Lead created, in conjunction with the Leadership Team, a learner profile as follows:

Student ID	Status	Profile	Intake	Course	First Name	Last Name	Gender	Nationality	Personal Email	DOB	Age	Type	Application date	Agent	Passport Received	GNIB Card	GNIB expire date	PPS number	English Proficiency	Transcripts Received	Diploma Received	CV	Interview Status	Re-reg. Invol.	ET Date	In Ireland	Acceptance Letter	Admissions Notes
11111	Active	New	Sept 2021	8810921	Joe	Doe 1	Female	Brazil	xxx@xxxx.ie	03/03/1990	31	Local	03/03/21	Direct	Yes	Yes	03/06/2022	Yes	No	Yes	Yes	N/A	N/A	N/A	04/03/21	Y	N	Missing ET 26.02
22222	Cancelled	New	Sept 2021	8840921	Joe	Doe 2	Male	Ireland	xxx@xxx.ie	03/03/1990	31	Abroad	03/03/21	Direct	Yes	No	03/09/2021	Yes	No	Incomplete	Incomplete	Yes	To be interviewed		N	N	Missing ET, original an	
33333	English Test	New	Sept 2021	8810921	Joe	Doe 3	Female	Mexico	xx@xxxx.ie	03/03/1990	31	Local	03/03/21	Direct	Yes	Yes	03/06/2022	Yes	70	No	No	N/A	N/A	N/A	15/03/21	Y	N	Missing Diploma, PPS,
44444	Provisional	New	Sept 2021	85C10921	Joe	Doe 4	Male	Brazil	xxx@xx.ie	03/03/1990	31	Local	03/03/21	Direct	Yes	Yes	03/09/2021	Yes	No	Yes	Yes	N/A	N/A	N/A	15/03/21	Y	N	Missing ET 26.02

This learner profile ensures:

- Consistency and accuracy of enrolments per programme in line with respective Certificates of Validation, our QA processes and programme resourcing and delivery;
- Clear process of review of applicants as per our entry procedures and criteria for the programme including procedures for recognition of prior learning (RPL);
- Visualisation and Communication of admissions per programme for related Departments such as:
 - Sales and Marketing, to ensure the sustainability of each programme;
 - Head of Library, IS and Enhancement – to enable set up Office 365 accounts and Moodle accounts for the learner within their cohort;
 - Academic Operations Lead – who shares the Academic Calendar and Timetable with learners as they are enrolled; and
 - Student Experience Lead – sends a welcome e-mail with learner supports and student success;
- Transparency of the Admissions Process for the Risk Committee and Board of Directors;
- Communication and relationship building with our partners and external stakeholders.

Implementing Change

- *Creation of one central database/learner profile* – The Leadership Team worked together to unify their respective pillars of data and related workflows working from one centralised learner database/profile managed by the Admissions Lead. Each Department can then pivot the data to their respective roles for example to set up Office365 etc. The database/profile ensures the full profile is clear from admissions until graduation;
- *Process* – The Admissions Lead together with the Dean of Academic Affairs worked on understanding how the Admissions process should ideally be and implementing it on the day-to-day workflow ensuring both internal and external stakeholders are aware of the process;
- *Workflow* – in creating a workflow with each Lead on the Leadership Team has levels of responsibility and data is carefully managed, avoiding duplicitous processes and data mismanagement through overly complex data control and/or separate databases;
- *Centralised Process* – all admissions for the College including Professional Courses, Higher Education, Further Education and Professional Diplomas are now processed centrally for Quality Assurance and stakeholder satisfaction. A centralised system has unified the data and indeed the team who are not very clear on numbers per programme.

Review & Self-evaluation

- As part of the review the Admissions Lead has identified a future need for automation of the learner database/profile
 - CRM/Sales Force – in creating a learner database/profile, which is fit for purpose it allowed the team to iterate and iron out any duplicitous or unnecessary steps in the admission process. The Admissions Department is now working on automating this process through Sales Force/CRM

- so that all applications go through this automated system for efficiency and transparency as well as quality control;
- RPL/APEL – automation will enable the Admissions Team focus on assessing documents rather than overly manual processes and engage in meaningful mapping of qualifications for the purposes of entry, advanced entry and indeed exemptions.
- Centralised Data ensures:
 - Appropriate data management and appropriate implementation for the QA Manual and the Admissions Process thereto; and
 - Workflows and clear roles and responsibilities with regard to learner data, set up and progression.
- Stakeholder Satisfaction
 - Timelines for the Admissions Process for learners; and
 - Partners are clear as to the process and related timelines.
- Continuous Improvement
 - Admission Lead is currently undertaking PMI Certificate in Project Management and intends to undertake a Level 8 in Information Systems to compliment the experience and previously acquired knowledge to ensure systems and processes are continuously improved and coordinated with stakeholder satisfaction and overall Quality Assurance.

1.1.2 Academic operations

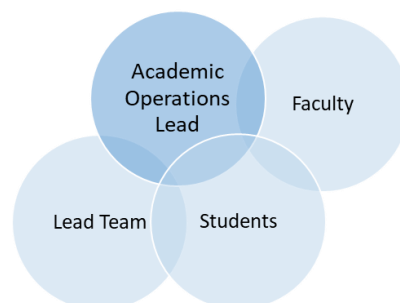
Throughout the-engagement process and as the College continues to grow, Academic Operations specifically necessitated an end-to-end review to create consistency and visibility around the academic calendar, timetable and assessment schedules as well as faculty support and development.

Indeed, learners have an increased variety and volume of external obligations and particularly our part-time learners require a clear trajectory for their learning. Faculty also require a clear view of the academic term so that they can plan their delivery in an achievable way an in line with the MIPLOs and MIMLOs of their particular programme and module.

Moreover, in March 2020, as COVID-19 changed our world we engaged in a digital transformation of the College and academic operations to ensure the learner journey was not interrupted and is in fact enhanced where possible through online and blended learning until we can return to face-to-face delivery and put our Blended Learning Policy forward for QQI validation.

As part of our departmental reviews, the Academic Operations Lead looked at the main function of the role that is; ensuring the learner journey is clear, information is readily available and that operationally the delivery of a proramme is in line with the programme documents and their Certificates of Validation.

As the College grows and pivots to demands such as COVID-19 the Academic Operations Lead was tasked with reviewing the role within the Department and the connectivity and impact of the role within the Leadership Team, the learners and the College and all external stakeholders.



Once the role was reviewed, an evaluation as to the role and responsibilities thereto the emphasis of the role was clearer and relates to the following:

- Academic Calendar;
- Timetables;
- Faculty and Learner relations;
- Attendance;
- Faculty Professional Development;
- Online Learning;
- Collaboration with other Departments and the Leadership Team.

Academic Calendar and Timetables

Up to and until January 2020 the Academic Calendar was bespoke to each programme with different dates of commencement. This caused significant operational challenges as well as academic challenges on matters such as induction, faculty time-management specifically where faculty taught across a suite of programmes leaving little time for preparation time and corrections. This approach affected examination periods and the release of results putting unnecessary pressure on the Exams Department and the QA processes.

To remove this unnecessary complication a centralised Academic Calendar was created for 2020 with the start date consistent across all programmes. This has been warmly welcomed faculty and learners and ensures that each semester is clear and available on our website well in advance of the academic year. Early release of the Academic Calendar and timetables also ensures prospective learners can effectively manage their time and ensure we are setting learners up for a successful learner journey.

For example, the January 2021 the Academic Calendar and Timetables were published in October, 2020 and through faculty and learner engagement through the Class Representative process and we saw immediate benefits to the operations of the semester. A further significant development was an assessment schedule per programme per level which has streamlined the learner journey and ensures Minimum Programme Learning Outcomes are achieved in a balanced and authentic way and finally timely release of timetables enables engagement and collaboration leading to increased satisfaction.

Examples of Assessment Schedule and Academic Calendars are found below.

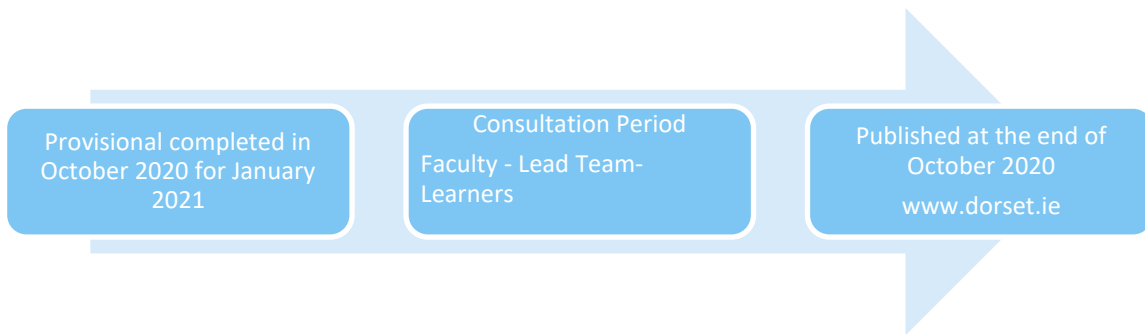
QQI Degree Programme													
September 2019- August 2020 (Provisional)													
September 2019 intake													
Week Beg	Week End	BB15	BB2	BB3	BB4FTS	BB4PTS	EMLV-S 4	IIM-S	ESILV	BSC1S	BSC2	BSC3	
26/08/19	01/09/19						English	English	English				
02/09/19	08/09/19						English	English	English				
09/09/19	15/09/19						English	English	English				
16/09/19	22/09/19				Wk1		Wk1	Wk1	Wk1				
23/09/19	29/09/19	Wk1	Wk1	Wk1	Wk2		Wk2	Wk2	Wk2			Wk1	
30/09/19	06/10/19	Wk2	Wk2	Wk2	Wk3		Wk3	Wk3	Wk3			Wk2	
07/10/19	13/10/19	Wk3	Wk3	Wk3	Wk4	Wk1	Wk4	Wk4	Wk4			Wk3	
14/10/19	20/10/19	Wk4	Wk4	Wk4	Wk5	Wk2	Wk5	Wk5	Wk5	Wk1	Wk1	Wk4	
21/10/19	27/10/19	Wk5	Wk5	Wk5	Wk6	Wk3	Wk6	Wk6	Wk6	Wk2	Wk2	Wk5	
Bank Hol	28/10/19	03/11/19	Wk6	Wk6	Wk6	Wk7	Wk4	Wk7	Wk7	Wk3	Wk3	Wk6	
04/11/19	10/11/19	Wk7	Wk7	Wk7	Wk8	Wk5	Wk8	Wk8	Wk8	Wk4	Wk4	Wk7	
11/11/19	17/11/19	Wk8	Wk8	Wk8	Wk9	Wk6	Wk9	Wk9	Wk9	Wk5	Wk5	Wk8	
18/11/19	24/11/19	Wk9	Wk9	Wk9	Wk10	Wk7	Wk10	Wk10	Wk10	Wk6	Wk6	Wk9	
25/11/19	01/12/19	Wk10	Wk10	Wk10	Wk11	Wk8	Wk11	Wk11	Wk11	Wk7	Wk7	Wk10	
02/12/19	08/12/19	Wk11	Wk11	Wk11	Wk12	Wk9	Wk12	Wk12	Wk12	Wk8	Wk8	Wk11	
09/12/19	15/12/19	Wk12	Wk12	Wk12	Wk 13/ Exam	Wk10	Wk 13/ Exam			Wk9	Wk9	Wk12	
16/12/19	22/12/19						Wk11						
Bank Hol	23/12/19	29/12/19	Christmas					Break					
Bank Hol	30/12/19	05/01/20											
06/01/20	12/01/20						Wk12						
13/01/20	19/01/20	Wk13	Wk13	Wk13	Wk 13/ Exam					Wk10	Wk10	Wk13	
20/01/20	26/01/20	Exams Sem1			Wk1					Wk11	Wk11	Exams	
27/01/20	02/02/20	Wk1	Wk1	Wk1	Wk2	Wk1				Wk12	Wk12		
03/02/20	09/02/20	Wk2	Wk2	Wk2	Wk3	Wk2				Wk13	Wk13	Wk1	
10/02/20	16/02/20	Wk3	Wk3	Wk3	Wk4	Wk3				Exams Sem 1		Wk2	
17/02/20	23/02/20	Wk4	Wk4	Wk4	Wk5	Wk4				Wk1	Wk1	Wk3	
24/02/20	01/03/20	Wk5	Wk5	Wk5	Wk6	Wk5				Wk2	Wk2	Wk4	
02/03/20	08/03/20	Wk6	Wk6	Wk6	Wk7	Wk6				Wk3	Wk3	Wk5	
09/03/20	15/03/20	Wk7	Wk7	Wk7	Wk8	Wk7				Wk4	Wk4	Wk6	
Bank Hol	16/03/20	22/03/20	R/Week	R/Week	R/Week	R/Week	R/Week			Wk5	Wk5	R/Week	
23/03/20	29/03/20	Wk8	Wk8	Wk8	Wk9	Wk8				Wk6	Wk6	Wk7	
30/03/20	05/04/20	Wk9	Wk9	Wk9	Wk10	Wk9				Wk7	Wk7	Wk8	
Bank Hol	06/04/20	12/04/20	Wk10	Wk10	Wk10	Wk11	Wk10			Wk8	Wk8	Wk9	
Bank Hol	13/04/20	19/04/20	Easter Break					Easter Break					
20/04/20	26/04/20	Wk11	Wk11	Wk11	Wk 12	Wk 11				Wk9	Wk9	Wk10	
27/04/20	03/05/20	Wk12	Wk12	Wk12	Wk 13	Wk 12				Wk10	Wk10	Wk11	
Bank Hol	04/05/20	10/05/20	Wk13	Wk13	Wk13	R/Week	Wk 13			Wk11	Wk11	Wk12	
11/05/20	17/05/20	R/Week	R/Week	R/Week	Exams/Repeat	Exams/Repeat				Wk12	Wk12	Wk13	
18/05/20	24/05/20	Exams Sem2/ Repeat Sem1									R/Week	R/Week	R/Week
25/05/20	31/05/20										Exams Sem2/ Repeat Sem1		
Bank Hol	01/06/20	07/06/20											
08/06/20	14/06/20												
15/06/20	21/06/20												
22/06/20	28/06/20												
29/06/20	05/07/20												
06/07/20	12/07/20	Exam bd	Exam bd	Exam bd	Exam bd	Exam bd				Exam bd	Exam bd	Exam bd	
13/07/20	19/07/20	Results*	Results*	Results*	Results*	Results*				Results*	Results*	Results*	
20/07/20	26/07/20												
27/07/20	02/08/20												
Bank Hol	03/08/20	09/08/20											
10/08/20	16/08/20												
17/08/20	23/08/20												
24/08/20	30/08/20												
31/08/20	06/09/20												
07/09/20	13/09/20	Resit Exam for September Intake Only									Resit Exam for September Intake		
14/09/20	20/09/20												
21/09/20	27/09/20	Exam board											
28/09/20	04/10/20												
05/10/20	11/10/20												
12/10/20	18/10/20												

All dates are provisional.

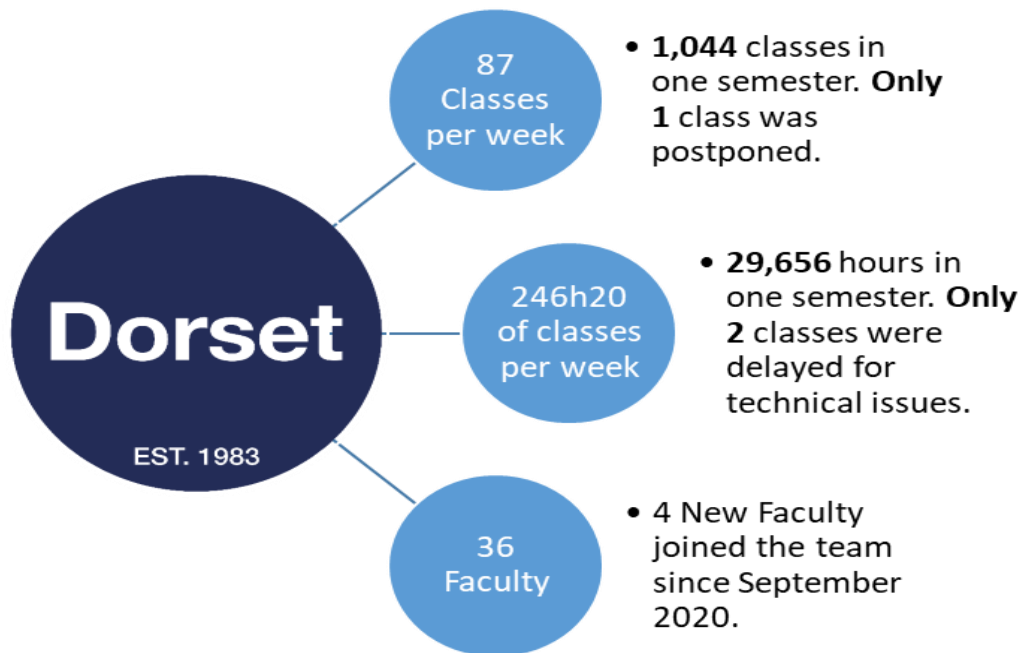


Week Commencing	Week Finishing		Notes
Semester 1			
14/09/20	20/09/20	Week 1	
21/09/20	27/09/20	Week 2	
28/09/20	04/10/20	Week 3	
05/10/20	11/10/20	Week 4	
12/10/20	18/10/20	Week 5	
19/10/20	25/10/20	Week 6	
26/10/20	01/11/20	Reading Week	For exam preparation, revision classes (if necessary) and any replacement classes as appropriate. Happy Halloween!
02/11/20	08/11/20	Week 7	
09/11/20	15/11/20	Week 8	
16/11/20	22/11/20	Week 9	
23/11/20	29/11/20	Week 10	
30/11/20	06/12/20	Week 11	
07/12/20	13/12/20	Week 12	
14/12/20	20/12/20	Exam week	Exam Schedule will be confirmed one month in advance
21/12/20	27/12/20	Christmas Break	
28/12/20	03/01/21		
04/01/21	10/01/21		
11/01/21	17/01/21		
Semester 2			
18/01/21	24/01/21	Week 1	
25/01/21	31/01/21	Week 2	
01/02/21	07/02/21	Week 3	Exam Board for the First Semester, Ratification Release of the Results
08/02/21	14/02/21	Week 4	
15/02/21	21/02/21	Week 5	
22/02/21	28/02/21	Week 6	
01/03/21	07/03/21	Reading Week	For exam preparation, revision classes (if necessary) and any replacement classes as appropriate.
08/03/21	14/03/21	Week 7	
15/03/21	21/03/21	Week 8	Wednesday 17th March, Bank Holiday, Happy St Patrick Day!
22/03/21	28/03/21	Week 9	
29/03/21	04/04/21	Week 10	Friday 2nd May, Good Friday No Class
05/04/21	11/04/21	Easter Break	Enjoy your holidays! Happy Easter!
12/04/21	18/04/21	Week 11	
19/04/21	25/04/21	Week 12	
26/04/21	02/05/21	Reading Week	For exam preparation, revision classes (if necessary) and any replacement classes as appropriate. Such as March 17th and May 2nd
03/05/21	09/05/21	Exam Week	Exam Schedule will be confirmed one month in advance
10/05/21	16/05/21		
17/05/21	23/05/21		
24/05/21	30/05/21		
31/05/21	06/06/21	Exam Board	Exam Board for the Second Semester, Ratification Release of the Results

* all dates are provisionals



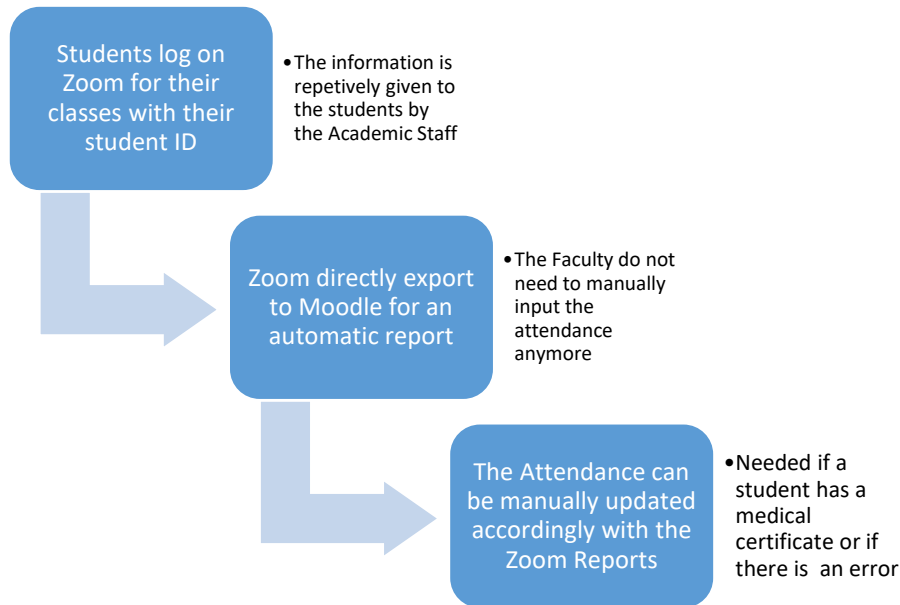
Positive outcomes through engagement with faculty and learners saw the following outcomes between September 2020 and January 2021 for class delivery and learner satisfaction with nominal class interruption.



Attendance

As part of the review herein and pursuant to re-engagement in September 2020, Dorset College implemented a new Attendance System via Zoom and Moodle as part of the digital transformation of the College and as per online and hybrid delivery.

Whilst the process was born of necessity, the College has found this system to be superior to previous systems and is more efficient and accurate than manual attendance.



The Academic Operations Lead has worked closely with faculty, learners and the software development team to ensure the functionality and accuracy of this attendance system and is satisfied that his system is now functioning appropriately. Whilst no system 100% accurate the manual manipulation, in line with our QA Manual ensures accuracy is monitored and maintained.

Faculty and Staff Support and Development

Part of the ongoing review of the Department, re-engagement and the operational demands of transferring to online delivery saw new opportunities for faculty and staff development. Whilst faculty support and development has seen new exigencies since March, 2020 and the demands of the learning environment require an agile approach and the increased support has seen the transition being a positive one for learners and faculty.

A double-pronged approach was taken namely looking at technology and pedagogy.

IT and Systems

– Tools

- Hardware – Staff and Faculty were provided with a laptop, a camera and a headset;
- System integration – connecting Zoom to our Online Virtual Learning Environment, Moodle;
- Professional Zoom account – provided to each member of faculty and staff, directly linked to their Moodle page with learners and faculty getting to their live class in three clicks.

– Techniques

- Training and tutorials – created by the Academic Operations Lead to guide faculty and learners through each step. Link to Tutorials and Videos;
- Additional Support – the transition to online delivery posed both challenges and opportunities and to ensure that those who took a little extra time to adjust were fully supported the Academic Operations Lead is always available via WhatsApp to assist the Faculty and learners in Higher Education and Further Education;
- Wellness – is more relevant than ever with the demands of working and studying through a global pandemic and the Academic Operations Lead in conjunction with the Leadership Team facilitated events from pedagogical training to ‘Minding your Mental Health’ which are focused to particular groups.

Hybrid Learning

Whilst the College has not yet submitted our proposal for Blended Learning to QQI, the Academic Operations Lead has commenced preparation for hybrid learning once public health advices allow for same. This is to ensure the face-to-face element of our programmes and the integrity thereto is maintained within the necessary and respected parameters of public health guidance.

The Academic Operations Lead re-organised each classroom and in conjunction with the IT Lead ensured that each classroom can facilitate hybrid learning through an interactive whiteboard, zoom camera and interactive microphone.

In line with social distancing each class was divided into two groups which swapped every two weeks between online and in person classes. If a learner has an underlying condition they were permitted to stay online and through a thorough analysis it was decided to divide the learners into four groups.

For a transparent and accessible system, we gave these groups names and ordered physical badges for their jumper for a fun approach to hybrid learning.

The learners are in “Bubbles” as follows:



Blue Bubble: Physically in class weeks 1, 2, 5, 6, 9, 10.



Yellow Bubble: Physically in class weeks 3, 4, 7, 8, 11, 12.



White Bubble: Always online.



Black Bubble: Always physically in class. (Only for class groups below 10 students)

A form was sent to all the students to prepare the Bubbles. They had to inform the College of:

- Underlying Condition(s) – medical certificate required; they had any underlying condition; and/or
- International Travel – requiring self-isolation and being placed in the white bubble for the purpose of self-isolation.











Learners’ Bubbles were confirmed by email and badges were provided. Whilst the hybrid system did not commence due to ongoing restrictions we are confident that we are now prepared for such a transition without any interruption to programme delivery or indeed the quality of teaching, learning or indeed assessment.

Induction and Ongoing learner support

Additionally, to the Induction, the Academic Operations Lead and Student Experience Leader organised Webinars on Wednesday lunch to give any additional information and guidance to the students as well as in person (via Zoom) guidance and video guidance.

Please click on the following link to access tutorials:

[DORSET COLLEGE YOUTUBE PLAYLIST](#)

 add a doc on Moodle.mp4	 Script-Zoom Tutor Tips-March 2020.docx
 Add a Submission on Moodle.mp4	 September 2020 - Zoom Classes at Dorset ...
 Add Document on Moodle and Hide or Sho...	 Zoom Explanation-March 2020.pdf
 Send a message to students on Moodle.mp4	 Zoom Faculty Tips _ Tricks - March 2020.mp4
 Show video recordings on Moodle.mp4	 Zoom Students Tips_Tricks - March 2020.mp4

Faculty Induction and Re-induction

The process of faculty induction is managed by the Academic Operations Lead as follows:

- Zoom and Moodle – one to one training sessions around Zoom and Moodle with the Academic Operations Lead;
- Ongoing Library and IS Support – with regards to Information Systems the Head of Library, IS and Enhancement is also available for follow up and/or queries around EBSCO and Mahara and the full Moodle and Zoom platforms;
- Programme delivery –The Dean of Academic Affairs and now the Programme Leaders provide academic induction;
- Assessment – QA Lead will meet with the new member of faculty to ensure they are aware of the assessment requirements of their module and advise them as to the programme schedule, MIMLOs and MIPLOs;
- Information Sessions – facilitated and organised the Academic Operations Lead for new and continuing faculty and staff to build community and ensure ongoing support and development across the College.



Continuous Professional Development

As part of the review of the Academic Operations Department the Lead identified, by way of survey and focus groups with learners, faculty and staff that needs are varied and there can be considerable benefits from bespoke training. Cross-sectional training or development i.e. learners, faculty and staff learning together or indeed facilitating events were identified as welcome approaches and we also welcomed external speakers and trainers.

Through ongoing feedback, it was agreed that a number of events would take place and this was highlighted positively the re-engagement panel in July 2020, that QA is not just a book on the shelf for Dorset College is it a living embodiment of a culture of quality across the College. It was particularly significant that learners facilitated some events for example on the 31st July a learner delivered 'How living abroad has shaped my international career path' capturing our ethos of learner collaboration and engagement.

Dorset Speaks

In July 2020, Dorset College organised the First DORSET SPEAKS, which was led by Faculty, external speakers and learners. The Event was open to the entire Dorset College Community.



Through the departmental review further formal sessions were deemed necessary in the following areas;

- Leadership Team – QA implementation;
- Wellness – Personal Development;
- Teaching and Learning – Professional Development.

Leadership Team

In November 2020, the Leadership Team enjoyed bespoke Quality Assurance training with Peter Cronin, operationalised by the Academic Operations Lead, around roles and responsibilities within the context of the QA Manual. This was key in the departmental reviews and shaping our review and evaluation as we seek continuous improvement of our QA framework.

Peter Cronin – November 2020



Wellness and Personal Development

Communication and Motivational Speakers were welcomed to the College for learners, faculty and staff and we saw a huge interest in such events and positive feedback.

Jim O'Keeffe – IBM – December 2020 – Communications and Networking





Professional Development

Academic Operations see professional development as a key part of our Academic Strategy and the Strategic goals of the College specifically for pedagogical improvement and agility.

To ensure we support the continuous professional development of faculty the College welcomed Andrew Doig for weekly webinars and bespoke workshops for professional development and as part of our strategic vision for the future of teaching and learning in the College.



**Planning
your
Online
Class**

**Wednesday
24th February**

12:00 to 13:00
On Zoom

Andrew Doig

*Click here to
see his bio*

Dates 24/02, 03/03, 10/03, 17/03, 24/03	Title	Content
Week One	Planning Your Online Teaching	The aim of this hour-long webinar is to enable you to plan a combination of scheduled and live learning activities that will engage your students and motivate them to learn.
Week Two	Online Learning Activities	This hour-long webinar will walk through some considerations you need to keep in mind when designing online learning activities. Among the topics dealt with will be sequencing and chunking and writing effective narrative for online instruction.
Week Three	Getting engagement in discussion forums	In this hour-long webinar, we will look at how to use discussion boards in online modules for the greatest benefit for our students. Topics we will consider will include writing effective discussion questions, motivating students to participate in discussions and the skills of effectively facilitating online discussions.
Week Four	Online Assessment Strategies	In this hour-long we will take time to discuss key considerations when designing assessment for your students while they are studying online. The goal is to design assessment that will support, motivate and develop all learners.
Week Five	Group Activities in Online Courses	This hour-long webinar will take time to consider the benefits and the challenges of run group activities, group projects and teamwork in distance learning environments - a sometimes controversial subject, for students and tutors!

The screenshot shows a Zoom meeting interface. On the left, a presentation slide is visible with the following text:

When can you ask your students to do their learning activities?
Plan for Learning in Stages

- ▶ What will your students do before they come to class?
- ▶ What will your students do during the class?

Lesson Stages:

1. Introduction – informal chat/Q&A/review/preview/overview
2. Focus – short lecture/video/student presentation
3. Engage – thinking time/discussion/websearch/group work/pair work
4. Refocus – clarification/short lecture/video/student presentation
5. Engage – thinking time/discussion/websearch/group work/pair work
6. Conclude – summarise/Q&A/clarify next steps/inspire

- ▶ What will your students do after the class?

On the right side of the screenshot, there is a grid of 12 video feeds showing various participants in the meeting. Some names are visible, such as Andrew Doria, Mary Gordon, Marie Johnston, and Lais Gusati.

Workshops

Bespoke workshops have been organised as follows as part of development and enhancement

Workshop 1

- Discussion on the Challenges faced in delivering courses fully online
- Discussion and note-taking on effective strategies for teaching online
- Discussion and note-taking on assessment strategies for online courses
- Breakout rooms, small groups of staff discuss which of the strategies they feel would work well for them.
- All staff are provided with a 'Teaching Strategy Plan', on which they record 2 or 3 specific strategies that they are going to implement over the next semester.

Output: Each teaching staff member will leave the session with a plan for 2 or 3 online teaching strategies to implement over the following semester.

Teaching observation

All teaching staff to be matched with one teaching 'buddy'. The buddy pairs will observe each other's teaching (either live or in recording) with the specific purpose of supporting and providing feedback on the implementation of one or more of the strategies in their 'Teaching Strategy Plan'.

Alongside this, developmental observations of online teaching, with the same goal of observing the implementation of the chosen teaching strategies, but with the additional goal of providing general development feedback on teaching approach.

Workshop 2

A 2-hour development workshop/webinar as follow up to Workshop 1 and teaching observations (suggested on or shortly after week 6 of the semester). This would be structured as follows:

- Discussion on observations on implementation of teaching strategies, successes and failures.
- Andrew will present on his observation of teaching practice including recommendations on areas for development.
- In breakout rooms teams will discuss and aim to prepare a list of their top 3 recommendations.
- Presentation back to the whole group on top 3 strategies.
- Time for each participant to review and revise the 'Teaching Strategy Plan' they created in workshop 1.
- The session will end on a discussion of assessment practices for online modules, including recommendations from Andrew on best practice.

Output: Each teaching staff member will leave the session with a revised plan for 2 or 3 online teaching strategies to implement over the following semester.

Wellness in the Workplace

Sessions are currently being organised to support Dorset College Staff mental health. The sessions will take place in March / April 2021


Friday 05th March, 2021 - 4.30pm

MINDING YOUR MENTAL HEALTH

CATHAL O'KEEFFE
ADVANCED LEADERSHIP COACH,
PSYCHOANALYST AND ACADEMIC

JOIN US WITH THE LINK BELOW
<https://us02web.zoom.us/j/4327744517>

[Click here to see Cathal O'Keeffe's Bio](#)



Learner Collaboration

As part of learner collaboration and building learner college relations, we have invited learners, staff and faculty to partake in collaborative projects such as a Thank You video for front line workers in COVID-19 in addition to facilitating various sessions and attending where appropriate.



Review and Self-Evaluation

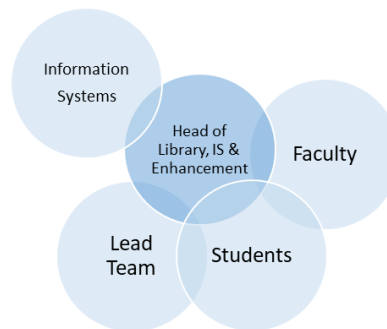
As the College continues to grow, the Academic Operations Lead sees automation as key to our development and continued stakeholder satisfaction. With increased automation, Academic Operations can focus on quality assurance, evaluation and improvement.

- *Timetables* – integration with CRM/Sales force and Moodle;
- *Attendance* – as attendance is now integrated (Zoom to Moodle) the next stage is for automatic warnings to go directly to learners and automatic reports can be generated for review and as part of enhancement and learner success;
- *Continuous Assessment Schedule* – a locked-down schedule that will be available on Moodle and managed by the Academic Operations Lead and the QA Lead collaboratively with faculty and Class Representatives.

1.1.3 Library, Information Systems and Enhancement Review

Throughout the engagement process and as the College continues to grow, Library, Information Systems and Enhancement are pivotal to the learner journey and learner success.

Moreover, in March 2020, as COVID-19 changed our world we engaged in a digital transformation led by Head of Library IS and Enhancement.



As the College grows and pivots to demands such as COVID-19 the Head of Library, IS and Enhancement was tasked with reviewing the role within the Department and the connectivity and impact to the Leadership Team, the learners and the College and all external stakeholders.

Once the role was reviewed, an evaluation as to the role and responsibilities thereto and emphasis required was undertaken regarding the following:

- Library;
- Information Systems; and
- Enhancement of Programme Delivery.

Library

Upon review of the Department and with the digitisation of the College, the Head of Library looked to the resources in Programme documents and could see that some were outdated in essential reading lists for the various modules and studies. With increased learner numbers, it was also challenging to ensure sufficient resources are available.

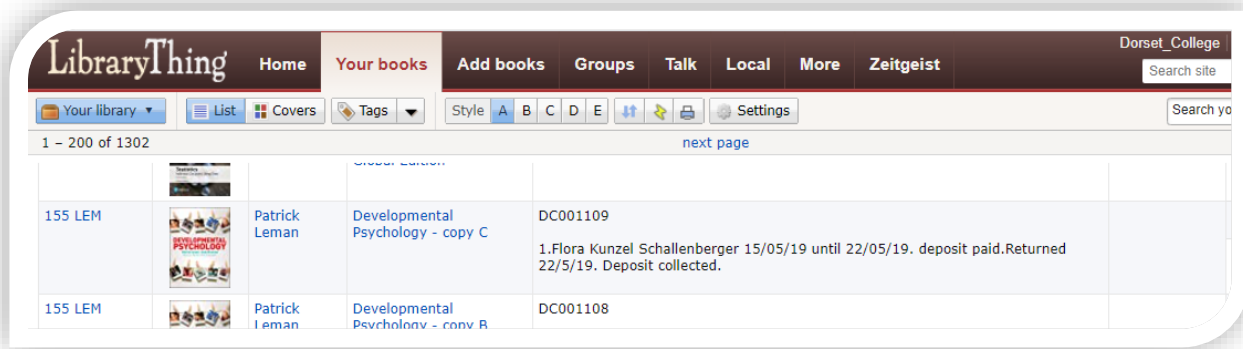
To bridge the gap the College has invested in online databases and with the inclusion of Academic Writing to all programmes (voluntary for part-time learners). The College has seen an exponential increase in learner and faculty usage of library resources, specifically online which is facilitated by online databases being integrated into Moodle for ease of use and accessibility.



An analysis of databases was undertaken from July 2020 to date to ensure upon renewal of EBSCO an alignment of the product offering with programmes, learner and faculty needs.

To ensure an agile and contemporary library process all borrowings are now based on the learners' student identification card and linked to their learner profile ensuring timely returns and traceability.

Library Catalogue



Our currently system is LibraryThing which has some limitations and the College is currently reviewing its suitability as the College continues to implement the QA Manual. In an effort to pivot and ensure agility the Library is making progress in researching and implementing KOHA as our new library system which has been implemented and will be put in place by our Head of Library.

Library space

Historically, assessments were delivered in hard copy to reception. Since re-engagement in July 2020 and the subsequent internal review and as the College has grown, developed and improved all assessments must now be uploaded through Moodle. Operationally this has significantly improved the process and from a QA perspective, the College can ensure assessments are safely stored on Moodle and are put through Turnitin, which is another quality check, which is managed in conjunction with faculty, and the QA Lead.

Moodle assessment upload has allowed the library to return to a *'quiet space'* for learner study and collaboration on assessments, and whilst not possible with social distancing, we hope to see this collaborative quiet space resume in the newly re-organsied library maximising the space. We look forward to welcoming learners back to this space once COVID-19 restrictions are lifted in line with public health guidelines.

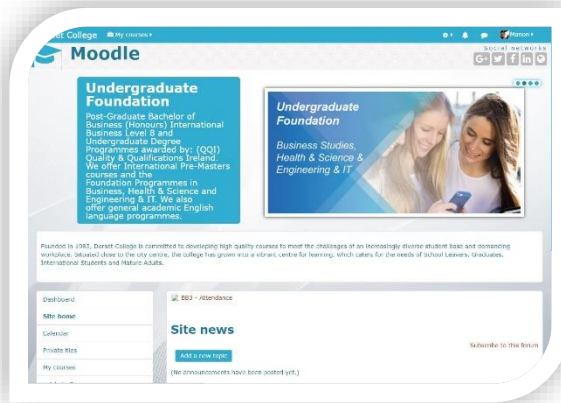
Information Systems

The College currently uses the following Information Systems;

- Moodle;
- Office365;
- Zoom;
- Mahara
- EBSCO; and
- Turnitin.

Prior to re-engagement communication to learners was via their personal e-mail with a limited number of learners using Office 365. Full Moodle and Office 365 integration took place as part of re-engagement and now all learners are set-up on both platforms (with Zoom, EBSCO, Mahara and Turnitin integrated into Moodle) prior to induction.

In 2020, the College moved from local to cloud based systems outsourcing to a development team ensured that in-house maintenance is manageable and back-ups are automatic to ensure consistent delivery of each platform.



As part of the departmental review, creation of a consistent learner database and working closely with the Leadership Team learner set up is now prepared in advance of the academic year to the satisfaction of all stakeholders particularly the learners who are fully set up on our Information Systems prior to induction.

Moodle



As part of the re-engagement process and as the College scales outward and upwards we have migrated to a yearly instance on the cloud, ensuring only active students had access to the system. Another positive was that the system was less robust and hence much faster, with less system errors. This has ensured a quality approach to information systems with significantly fewer issues for learners and increased usage by faculty and learners with end-to-end quality assurance.

Since the introduction of the external software development team Moodle is now maintained outside of Dorset College with daily maintenance by the Head of Library, Information Systems and Enhancement who creates and maintains the modules and user-accounts. Updates and backups of the Moodle instance are managed by our external team.

For assured quality and consistency of delivery and as part of this review, we created two online instances of Moodle, which we will continue to maintain year on year with related backups:

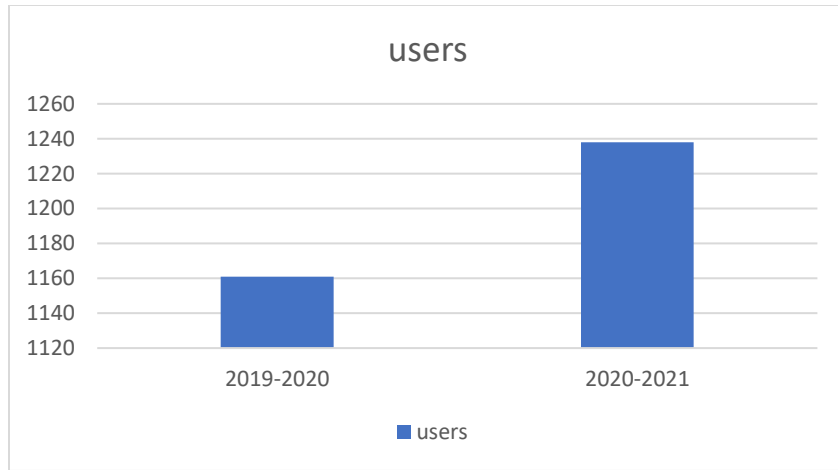
- Moodle.dorset.ie => Moodle instance for academic year 2019-2020
- Moodle2020.dorset.ie => Instance for academic year 2020-2021

Prior to re-engagement Moodle (Virtual Learning Environment) was largely unused by faculty and learners. As part of re-engagement Moodle was established as a pivotal pillar of quality assurance within the College.

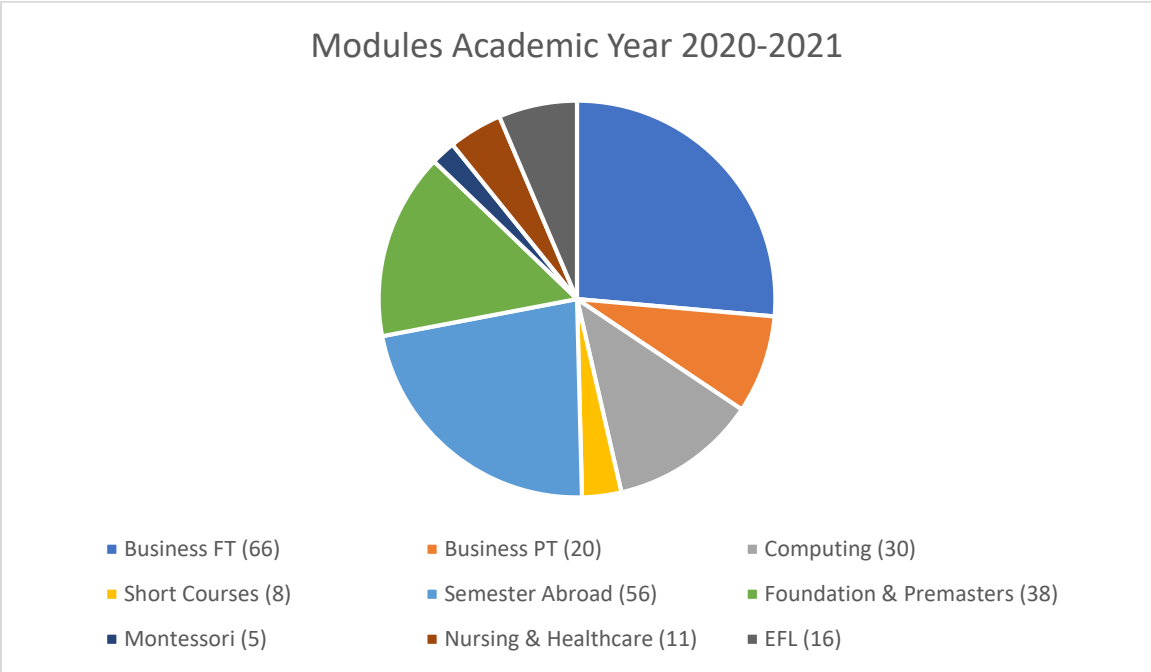
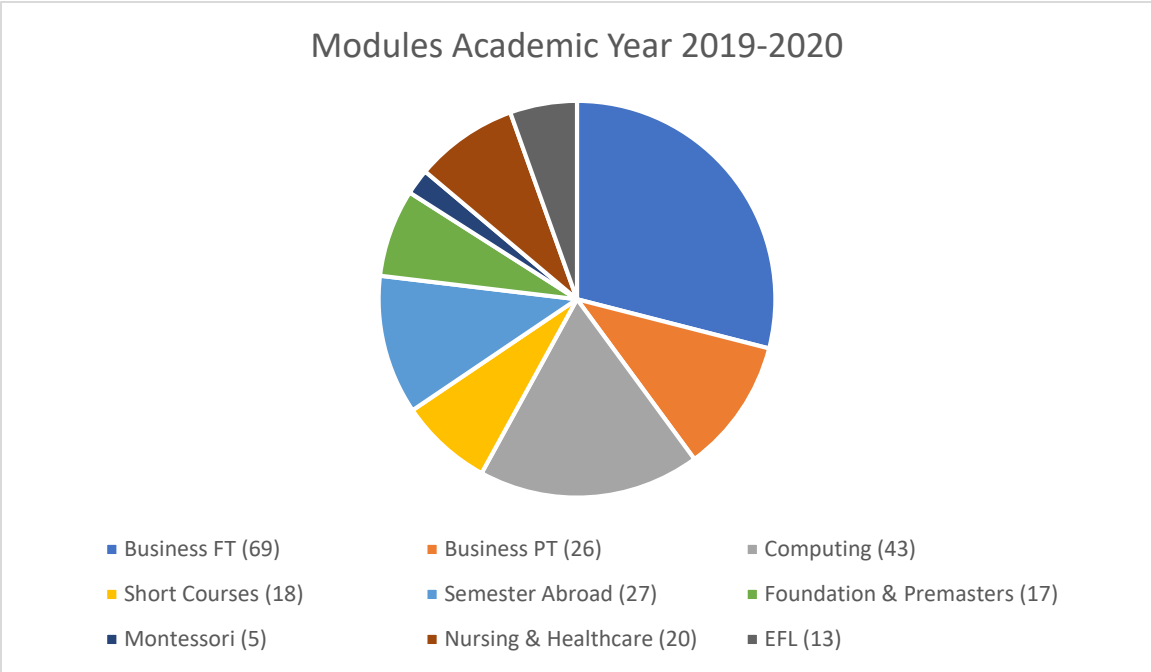
Moodle is now an integrative VLE and serves as an active teaching tool as follows:

- Learning materials
- Assessment materials
- Marking Schema and Rubrics
- Mahara
- Turnitin
- EBSCO
- Live Class and Recordings
- Quality Assurance Manual and related materials

As part of this review we can see the usage of Moodle increase significantly even since re-engagement, this is of course also related to the digital transformation of the College, a quality assured system and online learning as follows:



Modules have increased and the need for quality and management of Moodle is more apparent than ever in line with IS and the QA Manual.

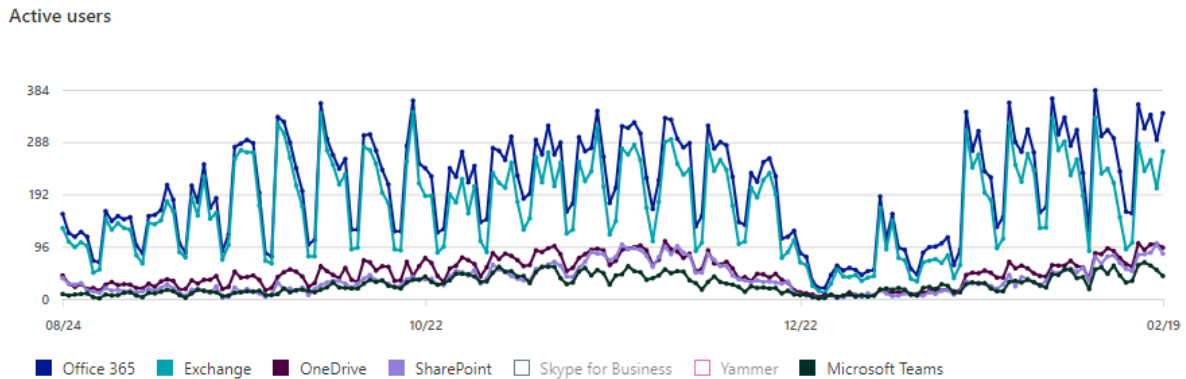


Moreover, learners, faculty and external examiners who have access to Moodle are extremely satisfied with the setup of the current Moodle.

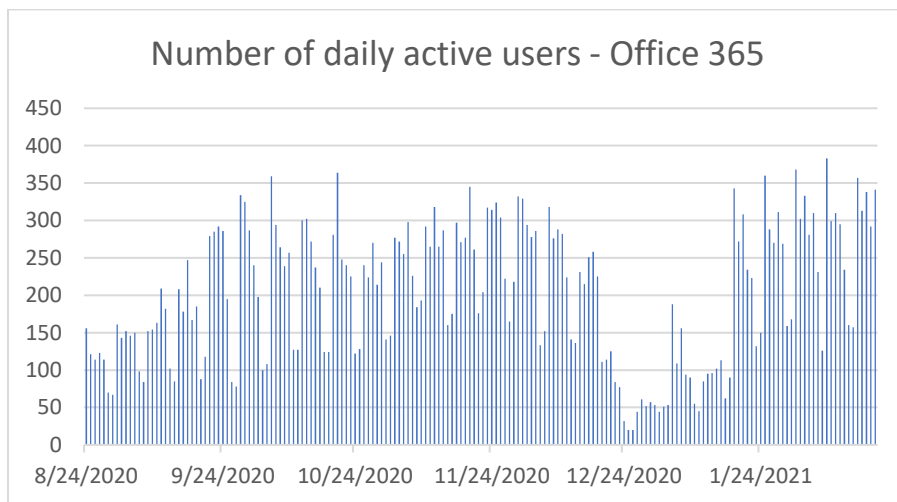
Office365

Since re-engagement to date, HE and FE students receive an Office365 account at the start of their studies.

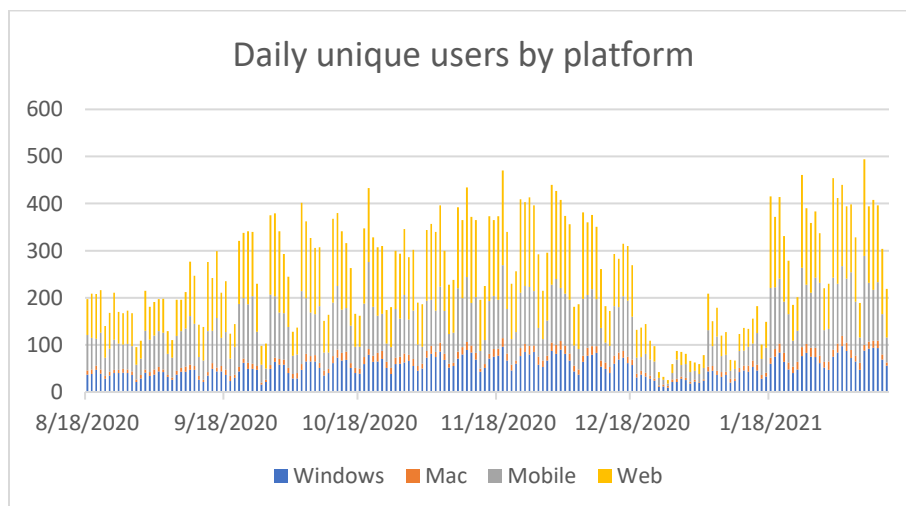
Since September, 2020 in particular the College have seen an increased usage of Office 365 and Microsoft Teams are relied upon by all learners with collaboration tools such as the 'chat' function becoming very popular for collaboration and group-work.



In the same period, there was an increase of 20.2% in e-mail communication and increased daily active Office365 users.

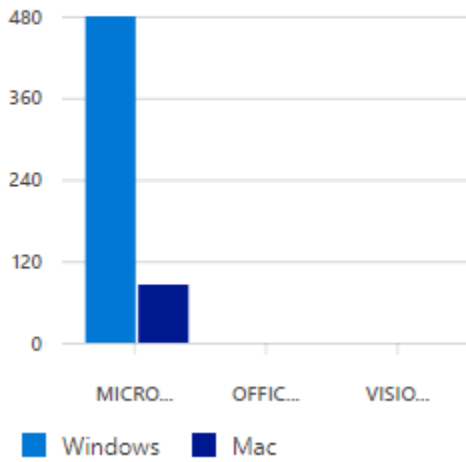


Looking at the usage per platform we can see that most users work on Office365 via the Web version, followed by mobile use. Increased usage has assisted in communications with learners and between learners and a managed system ensures a quality service in line with GDPR.

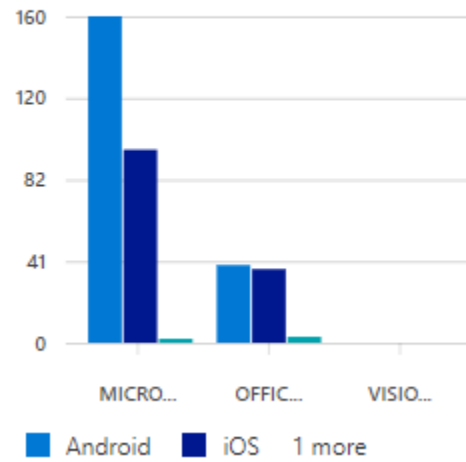


The number of activations of the office software on both desktop and mobile is growing and we can now carefully monitor and review usage and any required resources from our transparent data.

Office activations for desktop clients/apps across platforms



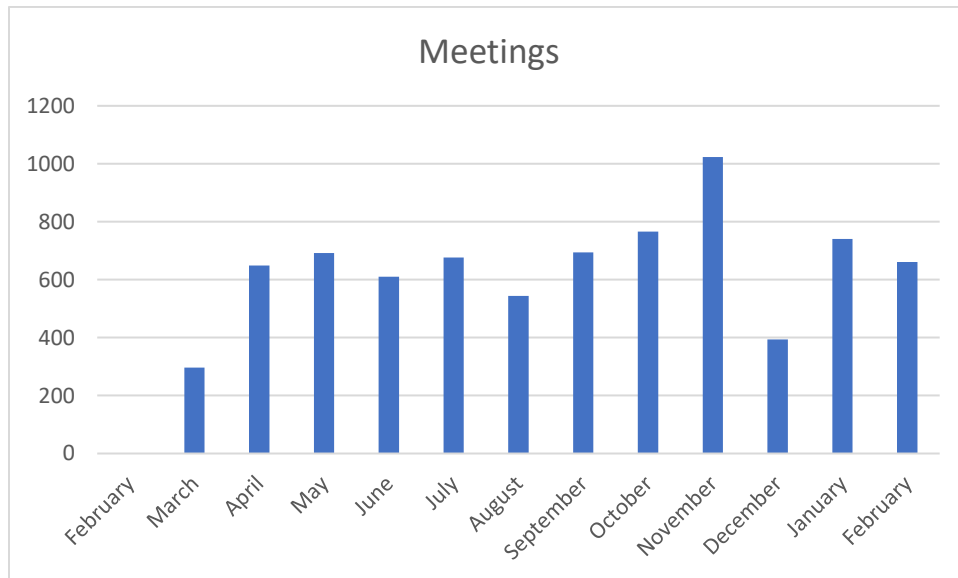
Office activations for mobile apps across platforms

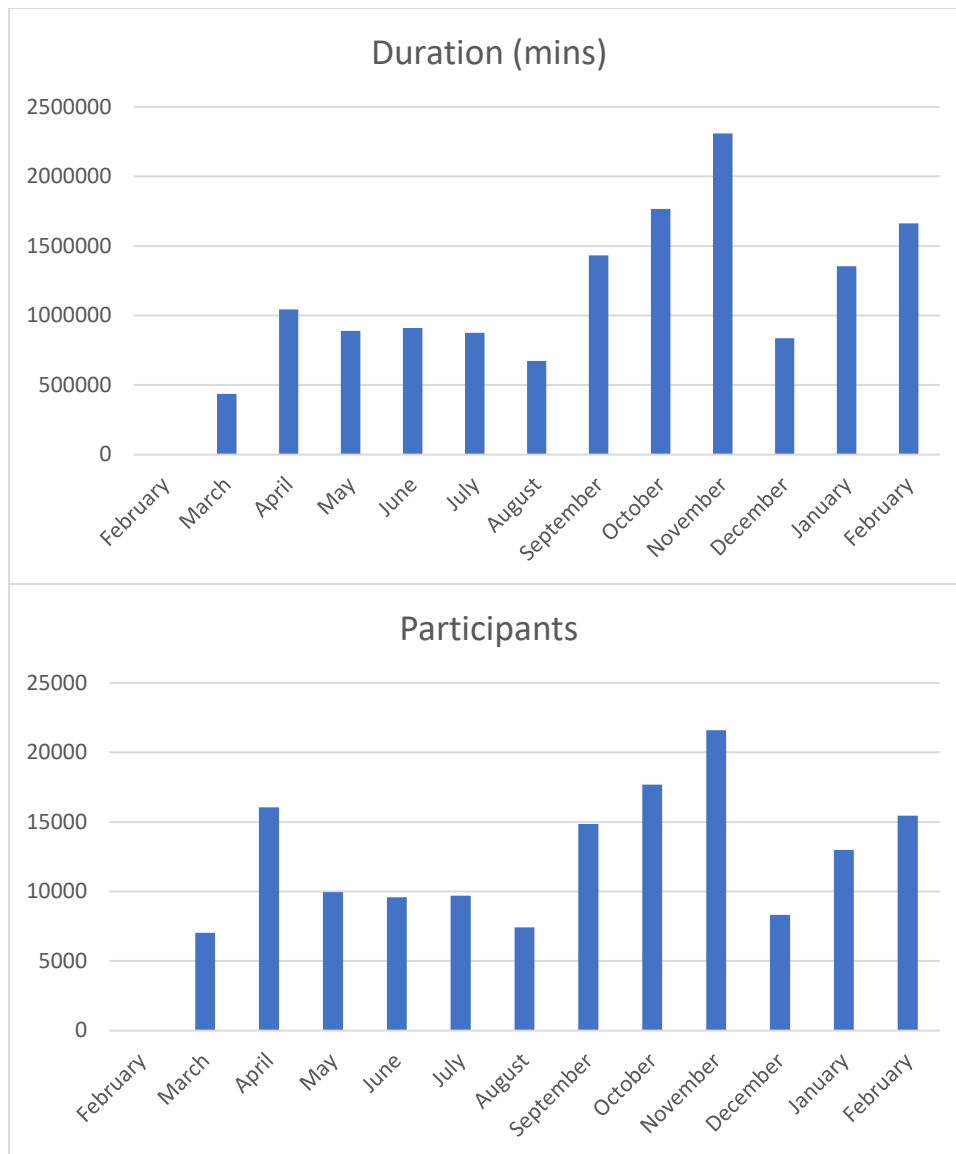


Zoom

Since March 2020, the College has licenced Zoom and integrated this into our VLE, (Moodle). Head of Library IS and Enhancement on-boarded lecturers and academic staff with an account and added a Zoom link to each module in Moodle with a fully integrative learning experience.

Learners and staff were instructed how to use Zoom for their lectures. Practice sessions, training as well as one-to-one sessions have been organised and we have seen the usage increase exponentially in recent months.

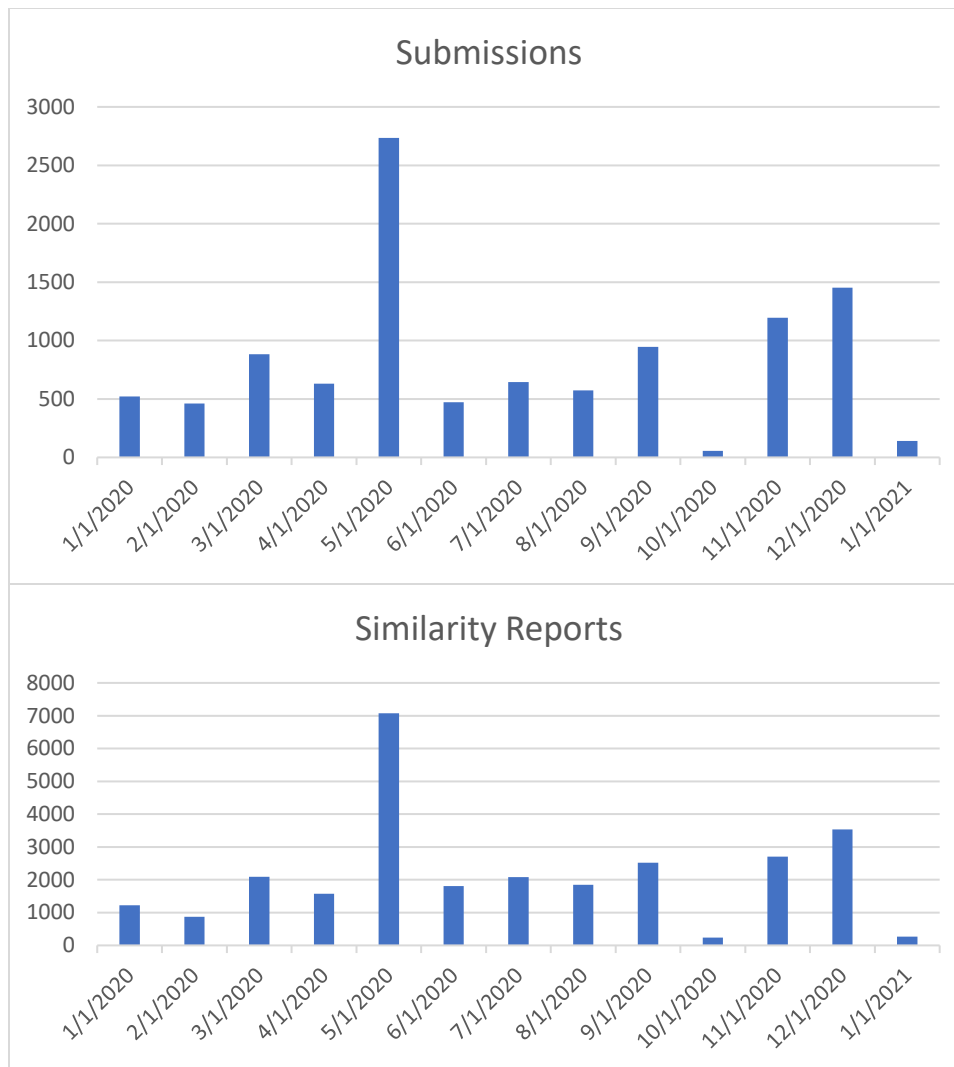




Zoom has proven to be a success for delivering online classes with over 20000 hours per month of zoom usage. Management and review of this is essential to ensure the learning environment is line with our programme documents and that faculty and learners are provided with sufficient resources.

Turnitin

Turnitin is now integrated into Moodle and since re-engagement, all summative assessment must go through Turnitin with usage increasing year on year with increases stemming from moving online due to COVID-19 restrictions and now that all assessments must be uploaded through Moodle.



As part of re-engagement and thereafter the College could see an exponential growth in the use of Moodle and related systems. The College wanted to see Turnitin used as a tool to assist rather than to punish academic poverty (academic impropriety is of course a different matter and managed by our QA Lead).

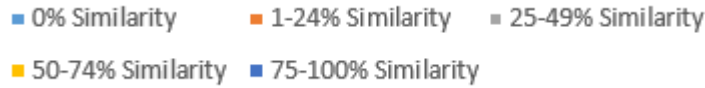
To ensure turnitin is seen as a tool to assist the academic journey since January 2020 the head of library started to give weekly Academic Masterclasses to groups for which this is not part of their validated programme schedule as well as Semester Abroad groups. This has seen huge engagement and an improvement in quality of assessments delivered across all programmes.

Classes improve the understanding of the Turnitin report with attention was given to Plagiarism and Harvard Referencing. Learners are also now confident in the following areas:

- Referencing
- Cite
- Write

Learners now have a one-stop-shop for their academic writing and this has seen their confidence grow and decreased the volume of individual e-mails and calls around academic writing and similarity levels are decreasing as follows:

31/10/2020



October 2020



December 2020



January 2021



Integration into Moodle and enhancement through academic masterclasses has seen an increased understanding of Turnitin and achieving the goal of enhancement for our learners.

Enhancement

Enhancement is a key element of this Department and its development particularly as we have migrated to online learning during COVID-19 and this has necessitated 'How to Guides' and a clear and streamlined approach to Information Systems and their usage.

The development of an Intranet will see the material already populated and new materials in an easily accessible location with SSO being a key element of ease and regulatory of use.

An example of what this intranet will look like with a launch date in late 2021:

THE LIBRARY IS EXPECTED TO REOPEN ON 16TH SEPTEMBER 2020
 Due to COVID-19 the college (and therefore the library) has been closed since mid March. We hope to reopen mid-September. Until then it is possible to access our online materials from outside the college.
 From the 7th of July it will be possible again to borrow or return books. Please make an appointment with library@faculty.dorset-college.ie before turning up at the college. After all, the college and library will still be closed.
 Further notification will follow.

ABOUT THE LIBRARY
 Dorset College Library is situated in the basement of 7 Belvedere Place. You can find here various types of study & reference books, and a selection of English fiction. On the available computers you can access our databases or check the internet or print. The librarian is available to help.

USING THE LIBRARY
 Information on:
 - What is available in the library?
 - How to use the library at home?
 - How to borrow / reserve library material?
 - How to use the library computers?
 - How to get support?
 - and a few rules and T&Cs
[Read More](#)

OPENINGHOURS
 Due to COVID-19 the college (and therefore the library) is closed until further notice.
 We hope to reopen mid-September.
 From 7th July it will be possible to borrow or return books.
 Please make an appointment.
[Read More](#)

ONLINE CATALOGUE
 Currently not available.
 Send an email to library@faculty.dorset-college.ie in case you are looking for something specific.
[email the library](#)

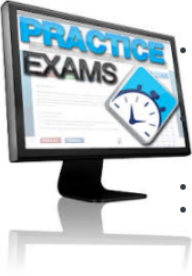
SUPPORT
 Support for students and academic staff:
 - library instruction,
 - guides,
 - master classes
 - tips & tricks
 - and more
[Read More](#)

SEARCH RESOURCES
 Need assistance in how to improve your search skills?
 Want to know what resources are available? and which might be the best for you?
[Read More](#)


Online Assessment and Exams

Since March 2020, the Head of Library, Information Systems and Enhancement has worked closely with the QA and Exam Lead to operationalise online assessments and exams. Again an integrative approach, 'How to Guides' and mock online exams were key to this transition.

Practice Exam



- This is the exam where you have to download the question paper, write your answers in it and then upload your answers to Moodle just like an assignment. The link of this [practice quiz/test](#) would become active from 10th April (10 AM) and will remain active till 11th April (10PM).
- You will be allowed only one attempt at it.
- By attempting this test/quiz, you are self-certifying that you are attempting and submitting the answers yourself and no one else is doing it for you.

 Practice Exam

Information Systems

As part of re-engagement and departmental review the Head of Library IS and Enhancement created a more streamlined model for IS:

- A template for new Moodle students
- A template for new Office365 students
- An introduction email for FE/HE and EFL students
- New lecturers receive an email with an extra How-to guide explaining how to use Moodle and Zoom as a lecturer.

Template for Moodle setup new students:

	A	B	C	D	E	F
1	username	firstname	lastname	email	password	cohort1
2	12345	Manon	van Alphen	12345@student.dorset-college.ie	*****	BB10121
3	23456	Xxx	Yyy	23456@student.dorset-college.ie	*****	BSC20920
4	34567	Aaa	Bbb	34567@student.dorset-college.ie	*****	NursFT0221
5						

Template for Office 365 setup new students:

	A	B	C	D	E	F	G	H	I	J	K	L	S
1	User Name	First Name	Last Name	Display Name	Job Title	Department	Office Nu	Office Phc	Mobile P	Fax	Address	City	
2	12345@student.dorset-college.ie	Manon	van Alphen	Manon van Alphen	Student Dorset College	BB10121						Dublin	
3	23456@student.dorset-college.ie	Xxx	Yyy	Xxx Yyy	Student Dorset College	BSC20920						Dublin	
4	34567@student.dorset-college.ie	Aaa	Bbb	Aaa Bbb	Student Dorset College	NursFT0221						Dublin	
5													

Standard introduction email to HE/FE students (old version):

To: []
Cc: []
Subject: your Moodle and office365 login details

From: Manon Vanalphen
Sent: []
To: XXXXXX
Subject: your Moodle and office365 login details

Dear Xxx,]

Welcome to Dorset College. As you have heard, we will need to start with our classes fully online. In order to do so, classes will happen via Zoom. More about that later.

Lecturers and staff are –due to GDPR- obliged to use a student email address, so in this email you will find your login for Office365. **Please start using that email address when communicating with the college.** You also will have access to the various office products, like Word, Excel and PowerPoint. Both the online version as the option to download a stand-alone version during your study time with us.

Moodle is our Virtual Learning Environment (VLE), which means that this system is used for almost everything in relation to your study: this is where you will find the link to the Zoom class; where you will find content in relation to the modules; as well as the place where you will upload your assignments. Therefore, it's key that your login is working correctly. In this email you will find your login details. Please check that you keep your password safe, and that you remember the password you will put in once you have changed it after first time login.

Please find the logins of the various systems below:

Office 365:

- Go to office.com
- Your student email address is: 123456@student.dorset-college.ie
- 1st time login is: Rom60103

Moodle:

- Go to moodle2020.dorset.ie
- Your username is your student ID: 123456
- 1st time login is: Dcollege1%

Any remarks to the above:

- Your modules might not be available as yet. They will be before the classes start on Monday.

Zoom:

You can create a free account via Zoom.us. Make sure that –when attending a class– that you use the naming-convention indicated (as without that your attendance might not be picked up correctly)


Naming convention: "Id Number" space "first name" space "Last name"

So in your case: 123456 Xxx Yyy

You can change your name after you have logged into Zoom. Go to participants, then right-click on your name and select "rename".

Rest me to wish you all the best, success and joy in your study with our College!

Manon



Manon van Alphen
Head of Library, Information Systems & Enhancement
manon@dorset.ie
tel. +353 (0) 1 530 9677
7 Belvedere Place, Dublin 1, D01 Y2P3

Dorset College Dublin

Standard introduction email to HE/FE students (new version):

The standard introduction email to EFL students is only in relation to Moodle, as they do not get an Office365 account.

Next to the simplifying of the email –templates, also the Moodle templates for EFL are undergoing a study of improvement.

Current Template - EFL

Fixed Moodle Template

Zoom information

Hidden for students

Teacher contact details

Information & documentation

Zoom recordings (if class has been recorded) always last section

Suggested NEW Template - EFL

Fixed Moodle Template

Zoom information

Teacher contact details

General study information:

- Which study books are used
- Material to download

Suggestions to practice:

- Speaking
- Listening
- Vocabulary & Grammar
 - Vocabulary practice
 - Use of English
- Reading & Writing
- Exam practice
- Extra resources

Zoom recordings (if class has been recorded) always last section

To...

Cc...

Send

Subject: access to Moodle and Office365

Attached: How to use Moodle-st... (598 KB), How to Office365.pdf (1 MB)

From: Manon Vanalphen
 Sent:
 To: Yyy
 Subject: access to Moodle and Office365

Hi Yyy,

Hope you are keeping well!

In this email you'll find how to login in Moodle and also how to login to Office365. I also have attached a how-to guide for both.

If you need more information, just let me know!

Moodle:

- Go to moodle2020.dorset.ie
- Your username is your student ID number: 23456
- 1st time password is: Dcollege1%

Office365:

- Go to office.com
- Sign in with your student email address: 23456@student.dorset-college.ie
- 1st time password is: Dcollege1%

Best for now, Manon

Manon van Alphen
 Head of Library, Information Systems & Enhancement
 manon@dorset.ie
 tel. +353 (0) 830 9677

Review and Self-evaluation

There still are a number of plans in relation to Information Systems in the college:

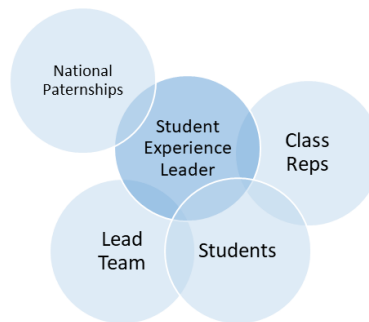
- Library materials to be updated and an increased use of KOHA
- Student Intranet – a one-stop-shop for information relevant to the learner

- Single Sign On (SSO)
- Integration of existing resources such as Mahara and additional resources such as Koha

1.1.4 Student Experience

To operationalise the Leadership Team and ensure the implementation of the QA Manual and QA Framework the College the Student Experience Lead now reports to the Dean of Academic Affairs and during the past year and COVID-19 restrictions the role has grown and pivoted as we navigate with learners new challenges and opportunities.

The Student Experience Lead is connected to almost every element of the College and ensures connectivity and relationship building throughout the learner journey.



Once the role was reviewed, an evaluation as to the role and responsibilities thereto and emphasis required was undertaken with all stakeholders to ensure the appropriate emphasis was achieved through the following process:

- Learner Engagement
- Learner Support
- Learner Success

In March 2020, we saw the transition to online delivery and the emergence of an online world and the role began to pivot to supporting learners who were overwhelmed with the rapidity of the transition and the removal of connectivity to other learners and faculty as well as the Leadership Team. In essence learners sense of community changed overnight.

Events as well as mental health supports topped the agenda and the Department quickly brainstormed with learners, faculty, the Leadership Team and national partners such as NStEP to see how we could transition to the online world.

It was crucial to establish mental health supports and learners were increasingly anxious as to internship opportunities and networking opportunities for long-term success. Employability remained at the top of the learners' agenda and it was seen as important to continue to develop this pillar of learner success.

In reviewing the Department a mapping exercise was created through collaboration with all stakeholders and this is now a visual aid as to what are the collaborative and collective goals for the College and the learner building trust and awareness of learners' needs was a key turning point in learner engagement.

An infographic below was developed and agreed with the learners so that they are part of the community of the College and with this approach, we have seen engagement increase month on month despite the challenges in recent months.



Each element was looked at and learner collaboration was a key driver for each part and specific points of focus were gleaned through focus groups and class rep meetings namely:

- Dorset Network
- Wellness Ambassador Programme
- National Engagement





As part of Wellbeing and the Learner Journey specifically during COVID-19 restrictions, a number of different opportunities were created to ensure the wellbeing of learner.

- **Dorset Network** – Internship programme which would create face to face networking opportunities for our Learners;
- **Weekly Drop-In Service** – to ensure learners have access to a member of staff if they needed to talk or discuss any pressing issue;
- **Weekly Class Rep Meetings** – with our Learners (trained by NStEP), these are facilitated by Student Experience and Academic Operations Lead and Programme Leaders to provide access to all areas and appropriate management of any issues arising;
- **Weekly Friday Photography** – Competition with the opportunity to win prizes;
- **Virtual Social Interest Clubs** – Book Club, Netflix, Music, Coffee drop-ins
- **Ted Talk Discussions** – on subjects that were related to employability and long-term development. This encourages active debate and learning outside of the classroom;
- **Friday Coffee and Croissant** – Semester Abroad Virtual Meet Ups to socialise and connect;
- **Holiday Helpers Group** – This is Learner Lead support network for over the holiday period when many learners could not travel home;
- **Dorset Coffee Club** – Socially distanced walking tours of independent coffee shops;
- **Career Workshops** tailored to a variety of our Learners, Career Progression, CV Workshops and Wellness in the Career Search;
- **Mindful Mondays** – Yoga and meditation.

National Partnerships and Future-Plans

It is important to have clear intentions for the Student Experience programme with initiatives creating legitimacy and professional approaches to the learner experience.

Through the various pillars of student/learner experience, we have aligned our priorities to those of the learners in line with the national agenda through our membership of NStEP, HECA and the National Forum for Teaching and Learning.



**National Student
Engagement Programme**

Clár Rannpháirtíochta Náisiúnta
na Mac Léinn

We continue to raise the profile of the student experience and the Dorset Community through merchandise for volunteers to respective programmes such as the Wellbeing Ambassadors.



It became evident that particularly in the recent months a holistic approach was needed in respect of the learner journey and a successful experience. To ensure appropriate supports are available the Student Experience Leader became accredited in **Mental Health First Aid Training** to gain an understanding of what I can do to help and how to identify issues that may require further help and realising that the experience is more than 9-5pm particularly in the current environment.



Review and Self-evaluation

Through stakeholder collaboration, the pillars of the Student Experience Role are now clearer namely:

- Employability
- Wellness
- Personal Development
- Social Engagement

The College is developing and encouraging the learner voice through a variety of mediums including a podcast that is Learner focused titled WELL GOOD this will address all the main areas of the programme and display a variety of personal development stories.



Further, we are creating a space on the Dorset College website where the Student Experience piece will situate under the title Dorset Community. This is our 'office hub' where the strategic plan for the learner experience will have a launch pad. Moreover, the College foresees increased learner engagement through the creation of the position of Learning Leader. This will be a current Learner of Dorset College who would like the opportunity to sign up and facilitate social events that will provide work experience.

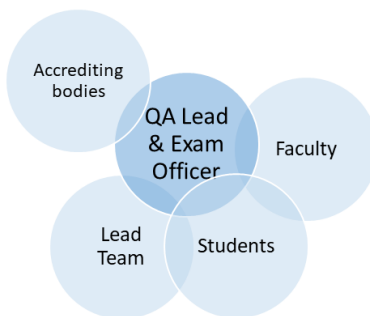
The Learner experience is varied and through collaboration and the learner voice, we see this as pivotal in a quality assured experience for all learners in the College.



1.1.5 QA and Exams Review

Throughout the engagement process and as the College continues to grow, the QA and exam Department is pivotal to the learner journey and learner success. Ensuring MIPOs and MIMLOs are constructively aligned and that programme schedules are implemented in line with Certificate(s) of Validation is a key role within the College. QA Manual implementation is at the core of this role.

Moreover, in March 2020, as COVID-19 changed our world, we engaged in a digital transformation of the College and exams were required to transfer online to ensure the learner journey was not interrupted and is in fact enhanced where possible through online and blended learning until we can return to face-to-face delivery. The QA Lead feeds into the leadership team and is responsible for the implementation of the QA Manual.



As the College grows and pivots to demands such as COVID-19 the QA & Exams Lead was tasked with reviewing the role within the Department and the connectivity and impact to the Leadership Team, the learners and the College and all external stakeholders.

Once the role was reviewed, an evaluation as to the role and responsibilities thereto and emphasis required was undertaken regarding the following:

- Quality Assurance Manual implementation
- Assessment and Examinations
- Certification

This role, as the name suggests, has a dual dimension: the examinations process including but not limited to; assessments, exams, results and certification, and to ensure the quality manual is followed and quality ensured in all processes of Dorset College.

The work of Quality Assurance (QA) Lead precedes enrolment of a learner and is evident at every stage of the learner journey as follows:

- **Step One:** Collaboration with Academic Operations (AO) Lead to identify the modules and their assessment plans that the students will be registered into in line with Programme Schedule(s);
- **Step Two:** Admissions Lead provides clear data on learner enrolments to the Head of Library IS and Enhancement for on-boarding to Moodle and Office 365 and QA Lead as part of the Learner Profile;
- **Step Three:** QA envelops each of the steps to ensure data control from enrolment to graduation setting up and monitoring assessment schedules, broadsheet data, progression and attrition rates.

Examination Process

Examination Data

As part of re-engagement and departmental review, a full review was undertaken of the Examination process. It was the case that there did not exist an academic year database of learner data was not available presenting the following challenges:

- **Learner Identification:** Which students were registered to which programme and related modules;
- **Mode of assessment:** exam or continuous assessment;
- **Sittings:** as per our QA Manual each learner has four attempts at each module but it was unclear how many attempts each learner had;
- **Moodle Integration:** there was an absence of integration and grades were manually calculated by the Exams officer; Weightages for result calculation and CA scheme;
- **Lack of Full Learner Profile:** an absence of a centralised system for learner data;
- **Exam Schedules:** The College originally released the exam schedules through email to students and the timing of this release was not consistent. This unpredictability led to confusion and protracted communication;
 - **Results Release:** Initially, the exam results were released through email and put up on the college notice board. Releasing the results through email to students' personal email raised GDPR concerns and often led to miscommunication in the event of errors like mistyped or inactive student email address. Also, releasing the overall module score or grade sometimes confused students in understanding how the results were calculated. In such case, the students demanded an understanding of detailed breakup of their results and such requests required a lot of time to be completed;
 - **Repeat Exams:** The repeat database available was complicated and lacked some critical details. A need was felt to have a repeat database that gave just not the student name and modules but more comprehensive details like number of sittings, module stage, which assessment component to be repeated, current stage of the repeat student, fee status etc. A

repeat database without these details meant that the Exam Officer had to go back to broadsheets again and again to find the marks and modules of the repeat students and to ascertain their current status and sitting which took a lot of time;

- **Repeat opportunities:** repeat opportunities were available to the student only after they completed the full academic year. This led to delays in completion of the profiles of repeat students even if they had one module to repeat from first semester of the academic year and was not in line with offering the next available opportunity thereby impacting progression and putting the learner at a disadvantage;
- **Pending Outcomes:** the exam office came across students scattered over the broadsheets of old batches that had already graduated, with incomplete profiles. Few such students had only 1-2 modules left to complete their programme. It was realised that these students deserved a chance to finish the years of hard work they had put into their studies;
- **COVID-19:** the unprecedented case of the Covid pandemic required us to change the operational and academic functioning of the College overnight. Due to Covid, organising exams and maintaining quality in the traditional way became out of question with online exams being a necessity thus requiring a detailed contingency plan of every exam's nature, type and a strategy to operationalise this. External Examiners had to sign off on this plan for appropriate academic programme management.

Quality Assurance

As part of re-engagement and departmental review, a full review was undertaken of how Quality Assurance is required at every level and process.

Some specific areas in the immediate aftermath of re-engagement, which were reviewed, were:

- Data: which needed to be streamlined for Further and Higher Education as well as repeat data;
- Programme Management:
 - Module exemptions;
 - Inspection, Review and Appeals;
 - Academic Impropriety;
 - Deferrals; and
 - External Examiner Feedback and implementation.

Specific actions were taken as follows:

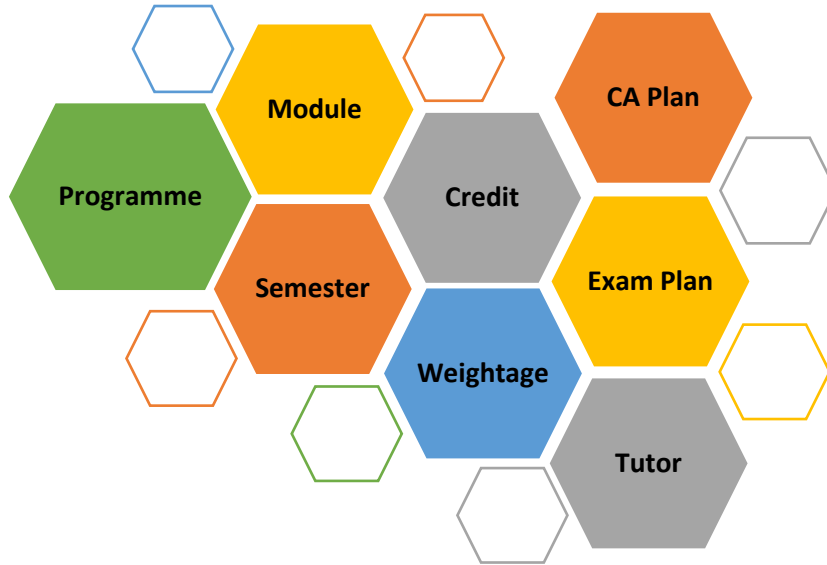
A complete audit of all learner data was undertaken to fix and find any errors thereto and to ensure all data is in line with QBS data to engender academic integrity within each process. The College, as part of re-engagement and this review now emphasises the importance of quality and transparency in processes.

A workflow for the Quality Assurance Framework and committees and processes thereto was required for example:

- External examiner moderation process: to ensure end-to-end quality assurance for learner data and their journey leading to Certification the College, specifically through the QA Lead created a contemporary model for External Examiner moderation. External Examiners now have full access to their relevant programme for a holistic review of each module comprising a programme rather than a physical transfer of exam papers, which the College felt was no longer fit for purpose as the College grows and improves.
- COVID-19: quality assurance remains at the top of the agenda for Dorset College despite the challenges from the pandemic particularly as we work from home. We are committed to the learner journey and appropriate quality at every level.

Quality Enhancement from the QA and Examinations Lead

- **Exam data:** In the direct aftermath of re-engagement, the College led by the QA Lead compiled an academic and exam data template was created which is used every semester as shown below. The format was created through multiple templates improved and in collaboration with other departments; Faculty, the Leadership Team and IT. The QA lead had multiple meetings with the Academics Lead and the IT Lead to identify their requirements from the format and how it could be used as a common database for post admission processes. This also lead to all of us working from one source of data which significantly reduced the risk of errors and miscommunication among departments and quality assurance.



- **Connectivity:** the QA Lead looked at the relationship between elements of academic data namely; programme, intake, admissions, modules, ECTS etc. This system creates an overview of each programme for full transparency for all involved.

Programme	Batch Intak	Code	No. of student	Year	Sem	No. of student	Module Name	Credits	Type	CA	Exam	Type	CA	Exam	CA scheme	Exam Durati	Tutor	Special requirement for Exam	Notes
Bachelor of Business	Jan-20	BB10919	26	1	2		Business Statistics and Mathematics	10	M	60	40	M	60	40	CA1-30% CA2-30%			Formula sheet	7-13 sep
Bachelor of Business	Jan-20	BB10919	26	1	2		Organisational Behaviour	5	M	100	0	M	100	0	CA1-100%			NA	no exam
Bachelor of Business	Jan-20	BB10919	26	1	2		Financial Accounting	10	M	60	40	M	60	40	CA1-20% CA2-20% CA3-20%			Formula sheet	7-13 sep
Bachelor of Business	Jan-20	BB10919	26	1	2		Life Skills for Success	5	M	100	0	M	100	0	CA1-100%			NA	no exam
Bachelor of Business	Jan-20	BB10919	26	1	2		Computer Applications 2	5	M	40	60	M	100	0	Sp Exam- 30% Dtb Exam- 30% Dtb Pr- 40%			NA	no exam
Bachelor of Business (h	Jan-20	BB40919PT	42	1	2	41	Personal and Professional Developme	5	M	100	0	M	100	0	*CA1- 40% CA2- 40% CA3- 20%			NA	no exam
Bachelor of Business (h	Jan-20	BB40919PT	42	1	2	41	Business Research Methods	10	M	100	0	M	100	0	CA1-15% CA2-65% Pres-20%			NA	no exam
Bachelor of Business (h	Jan-20	BB40919PT	42	1	2	41	Strategic Management	10	M	100	0	M	100	0	CA1-Ind- 50% CA2-gr-50%			NA	no exam
Bachelor of Business (h	Jan-20	BB40919PT	42	1	2	41	International Marketing	5	M	50	50	M	50	50	CA1-50%			No	7-13 sep
Bachelor of Business (h	Jan-20	BB40919PT	42	1	2	41	E-Business and Digital Marketing Strat	5	E	60	40	E	60	40	*CA1-25 CA2-35			No	7-13 sep
Bachelor of Business (h	Jan-20	BB40919PT	42	1	2	41	Global Operations and Supply Chain M	5	E	100	0	E	100	0	CA1-50 CA2-50			NA	no exam
Bachelor of Business (h	Jan-20	BB40919PT	42	1	2	41	International HRM	5	E	100	0	E	100	0	CA1-100%			NA	no exam

- **Exam Database:** a ‘one click database’ from enrolment until results are released via Moodle. The database contains all academic details information like which batch is studying which module in which semester, the number of students registered for each module, tutors, credits, whether a module has an exam or not, CA plan, weightages, exam dates and special requirements of any for a module. This database is used across departments like Academics, Exams, IT and QA. It also serves as a record of which batch studied which modules when and what were the assessment components, tutor at that time etc;
- **Exam schedules:** exam schedules are now released at least a month in advance. They are published on the Dorset college website instead of being emailed to students. The exam office coordinates with the Marketing team (that takes care of the College website) who releases the exam schedules through the Dorset College website. The timeline of when the exam schedule will be released and the dates of the exam week have also been integrated in the academic calendar that is given to the students. Therefore, the students now have information, even before their classes has started, of when their exams will be and when the detailed exam schedule will be released. This process enables the students to make their schedule, plan their vacations and home trips and make their flight bookings well in advance and without any risk of fluctuations and cancellations;
- **Academic Calendar:** clearly shows the relevant milestones for the learner and can be found via the College website www.dorset.ie.

Dorset College Dublin		Academic Calendar 2021 January Intake	
		Bachelor of Business (Honours) in International Business Full Time & Part Time	
Week Commencing	Week Finishing		Notes
Semester 1			
18/01/21	24/01/21	Week 1	
25/01/21	31/01/21	Week 2	
01/02/21	07/02/21	Week 3	
08/02/21	14/02/21	Week 4	
15/02/21	21/02/21	Week 5	
22/02/21	28/02/21	Week 6	
01/03/21	07/03/21	Reading Week	For exam preparation, revision classes (if necessary) and any replacement classes as appropriate.
08/03/21	14/03/21	Week 7	
15/03/21	21/03/21	Week 8	Wednesday 17th March, Bank Holiday, Happy St Patrick Day!
22/03/21	28/03/21	Week 9	
29/03/21	04/04/21	Week 10	Friday 2nd May, Good Friday No Class
05/04/21	11/04/21	Easter Break	Enjoy your holidays!
12/04/21	18/04/21	Week 11	
19/04/21	25/04/21	Week 12	
26/04/21	02/05/21	Reading Week	For exam preparation, revision classes (if necessary) and any replacement classes as appropriate. <u>Such as</u> March 17th and May 2nd
03/05/21	09/05/21	Exam Week	Exam Schedule will be confirmed one month in advance

ESILV (Semester Abroad students)

Exam Week: 14-20 December

Show entries Search: APPLY

Module Name	Exam Plan_	Exam Start	Exam End
Fluid Mechanics	Exam through Moodle	14 December	14 December
		12:00	14:40
Object Oriented Programming	NA	NA	NA
Data Structure and Algorithm	Exam through Moodle	16 December	16 December
		12:00	14:40
Statistical Inference	NA	NA	NA
Numerical Analysis	Exam through Moodle	18 December	18 December
		12:00	14:40

Showing 1 to 8 of 8 entries Previous Next

*Please note that all exams contain 40 minutes extra to accommodate online submission Leave a

- **Results:** results are now released directly through Moodle and no emails are sent to students that contains their marks or overall results. Releasing the results through Moodle also allows the students to see the breakup of their result among different assessment components. It also turned the result day into inspection day as every student could see their exam submissions marked and given feedback.
 - o In operationalising this, the exam office and the IT department worked together and integrally in managing the exams, assessments, marks and overall results through Moodle. The result calculation formulas are input in the Moodle itself for every module by the exam office as per the weightages of each assessment component, thus calculating the overall result for a module and a semester. The overall module results are kept hidden from the students until the Exam Board and released after the completion of the Exam Board. The students are then informed via email that their results have been released. In case there are any instances of academic impropriety, then those results are withheld on Moodle until their review is complete.

Courses I am taking

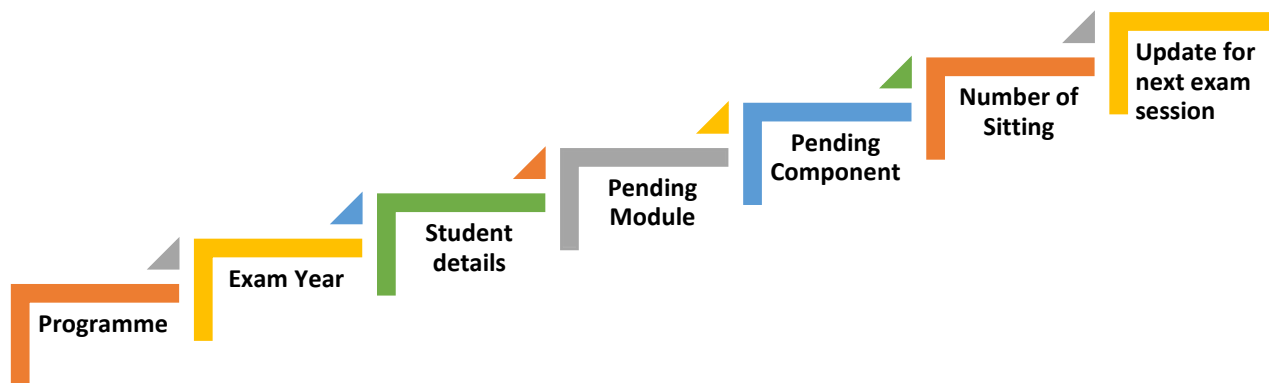
Course name	Grade
Front-end Development - SABMUL0920 DC & WD - Semester 1	88.80
Back-end Web Development - SABMUL0920-WD - Semester 1	96.00
Dublin Digital Eco System - SABMUL0920 - ALL - Semester 1	72.00
Project Management - SABMUL0920 - all - Semester 1	72.00
Mobile Apps 1 - SABMUL0920-WD - Semester 1	78.00
Project Supervision - SABMUL0920 / IIM - Semester 1	65.00

How the overall result of a semester appears through Moodle including feedback

Grade item	Calculated weight	Grade	Range	Percentage	Feedback
Global Sales Management - BB4FT0920-B & EMLV0920-B - Semester 1					
Continuous Assessment No. 1	40.00 %	57.00	0-100	57.00 %	Good analysis of Netflix [redacted] However, you need to be more specific in relation to which characteristics of modern selling you are applying to your assignment. Your turnitin score was high also, which means that you are not referencing correctly. Try to reference every source and also put it into your own words.
Group Assignment 2nd December 2020	60.00 %	65.00	0-100	65.00 %	Overall a good document on Amazon. More detailed analysis required on sales methods/routes to market e.g. Amazon Go/Amazon Prime and also the technology area was not detailed enough.
Course total	-	61.80	0-200	30.90 %	

Clicking on a module provides the result breakup and weightages.

- **Repeat exam database:** along with the broadsheets of each exam board, a new repeat data template was created which is called the 'Repeat Ladder Database'. It is compared to a ladder as it is updated after every exam board and a new updated file created and maintained by the exam office. The format contains all repeat students, their modules to be repeated, their assessment component required to be submitted, their number of sitting and whether they sat for the repeat opportunity or not and if they did, whether they passed or not. Then for the next repeat ladder sheet, all the students who have cleared their modules are deleted and new students who could not pass a module are added for the next exam opportunity. This sheet also helps in making clash free exam schedule for all repeat students as the data can be viewed student wise as well as module wise. The data can also be manipulated and used year and batch wise. It also keeps a track of which student registered for repeats and which did not. When the repeat exam registration deadline is over, this status is used to contact and remind all the students that did not register for repeats or forgot to register.



Ladder based development model for Repeat Database

Prog	Exam year	First Name	Last Name	St No	E-mail id	Courses to be repeated	CA Submission	Exam Schedule	CA/Exam	DEF/Repeat	No. of last sittin	Comments	Status Dec 2020
BB4	2020					Business Research Methods	20 Dec 23:59	NA	CA1, CA2, CA3	Def	1		not submitted
BB4	2020					Business Research Methods	20 Dec 23:59	NA	CA2, CA3	R	1	fee paid	not submitted
BB4	2020					Business Research Methods	20 Dec 23:59	NA	CA2	R	1	fee paid	submitted
BB4	2020					Business Research Methods	20 Dec 23:59	NA	CA1, CA2	Def	1	fee paid	submitted
BB4	2020					Personal and Professional Development	20 Dec 23:59	NA	CA1, CA2, CA3	Def	1	fee paid	submitted
BB4	2020					E-Business and Digital Marketing Strategy	20 Dec 23:59	NA	CA1, CA2	Def	1	fee paid	submitted

- **Repeat opportunities in an academic year:** we were able to provide an extra repeat opportunity to the students in an academic year. Along with providing repeat opportunities after the student completed the academic year, the College also now allows for the students to sit for repeats of first semester along with the final exams of semester 2, thus giving the students an additional opportunity in the same academic year. This has resulted in many students clearing their profiles faster and proceeding to the next academic stage without credit deficits.

The exam office now sends the repeat form to students as soon as a semesters' result is released and guides the students on registering for repeat exams for the first semester modules, which are organised along with the final exams of second semester. This extra repeat opportunity has also been added and appears in the Academic calendar.

- **Pending students from old batches:** The exam office operationalised this by starting an audit of the old broadsheets since last year, picking out the students who were just one or two steps away from graduation. Most of such students were in the level 8 programme, which is a one-year course. The exam office then, contacted all such students and offered them to complete their pending exams and get their qualification. At least four level 8 students took the opportunity and cleared their modules and graduated in the last year;
- **Covid-19:** required exams to go online and saw Faculty and the exam office collaborating and creating a detailed plan for an alternative for each module in line with MIMLOs and constructively aligned to MIPLOs. Options like an alternative CA, open book exam, proctored online exams, MCQ based exams, case study based exams were used to make sure that the learning objectives were met and that the sanctity of exams was maintained.

Online assessments and exams were operationalised as per the following steps:


- Exam Plan: A detailed exam plan is created for every stage (attached) in March 2020 and sent to external examiners for their approval. Once approved, the exam plan, agreed in conjunction with faculty the Dean of Academic Affairs and External Examiners, was published on the College website and the students were informed.
- Guides: 'Step by Step' guides created on- 'How to submit assignments online', 'How to attempt exams online' and 'How to attempt quiz online' (see Appendix 1). These guides were published on the College website, on Moodle and emailed to all the students in April 2020 so that they could benefit from them;
- Practice Run: To ease the students' anxiety regarding attempting exams in online mode, a large exercise of 'Exam Dry Run' was planned and executed on 10th and 11th of April 2020. There were two activities to this dry run: an online practice exam and an online practice quiz. A total of 223 Higher education students successfully participated in this dry run activity.

Later, these guides were shared and dry run activities were scheduled at different times for our further education students also. Even now, we continue this dry run activity for new batches before their exams if it required by them.

Test Exam and Quiz for students

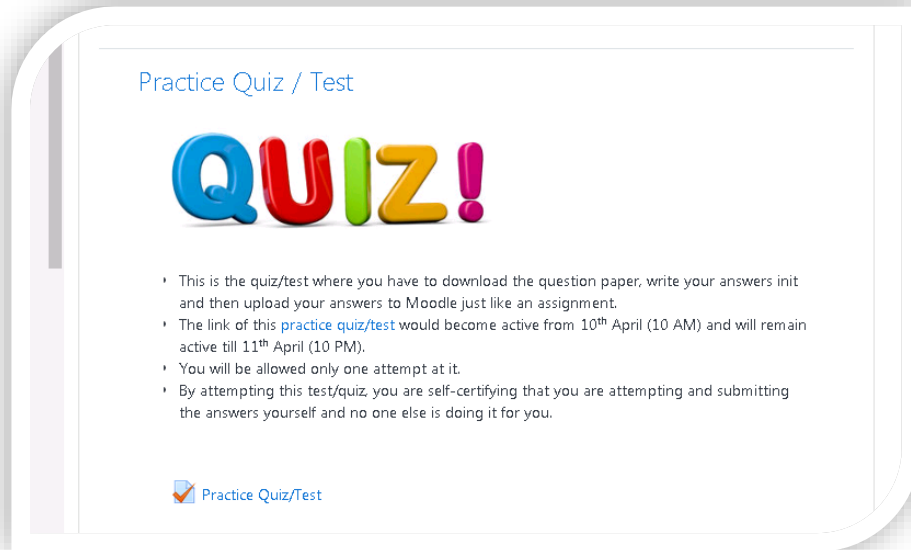
[Dashboard](#) / [Courses](#) / [Test Exams](#) / [Test Exam and Quiz for students](#)

Practice Exam



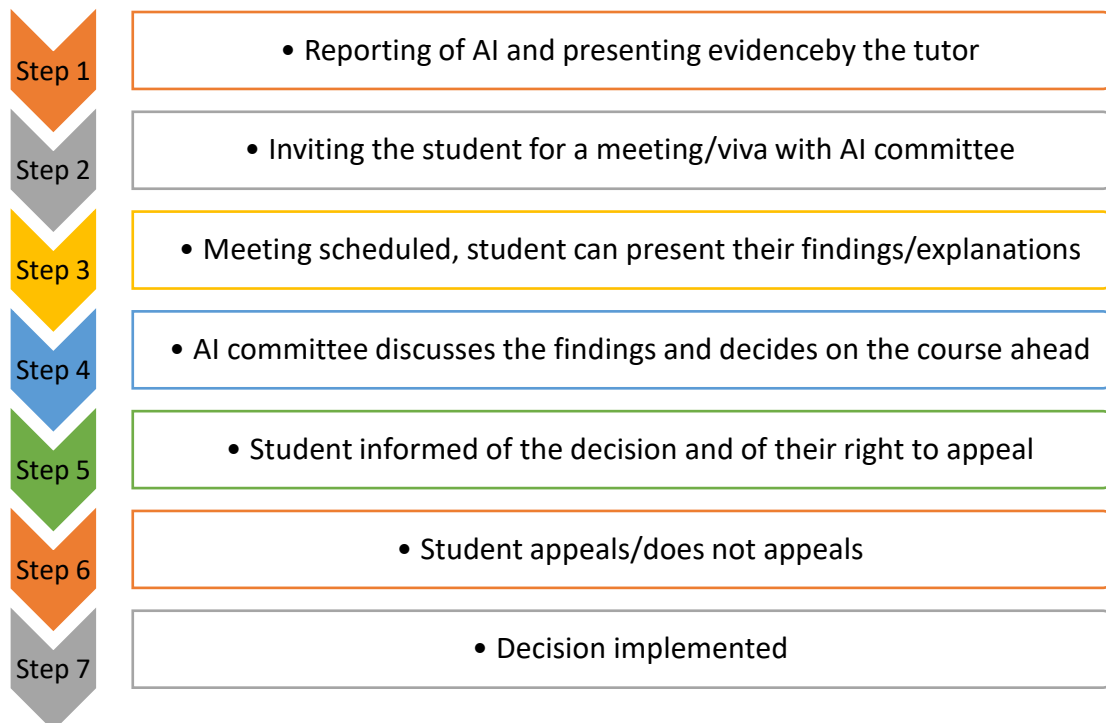
- This is the exam where you have to download the question paper, write your answers in it and then upload your answers to Moodle just like an assignment.
- The link of this [practice quiz/test](#) would become active from 10th April (10 AM) and will remain active till 11th April (10PM).
- You will be allowed only one attempt at it.
- By attempting this test/quiz, you are self-certifying that you are attempting and submitting the answers yourself and no one else is doing it for you.

Dry Run sample for an Exam



Dry Run sample for a Quiz

- **Learner Data:** The most significant challenge for the QA Lead was the management of transparent and reliable learner data and programme data and related modules. To minimise the risk of losing data or indeed incorrect data the data is now stored for each academic year and templates and recording of Academic Impropriety, review or appeal of results are now recorded in a linear manner ensuring appropriate tracking and tracing within the Quality Assurance Framework and QA Manual. The QA & Exams Lead has created a chronological format that records each case in real time by following a linear model. This helped us in keeping the process transparent, sequential and comprehensible by the learner.
- **Review of Academic Impropriety Process as per the QA Manual**

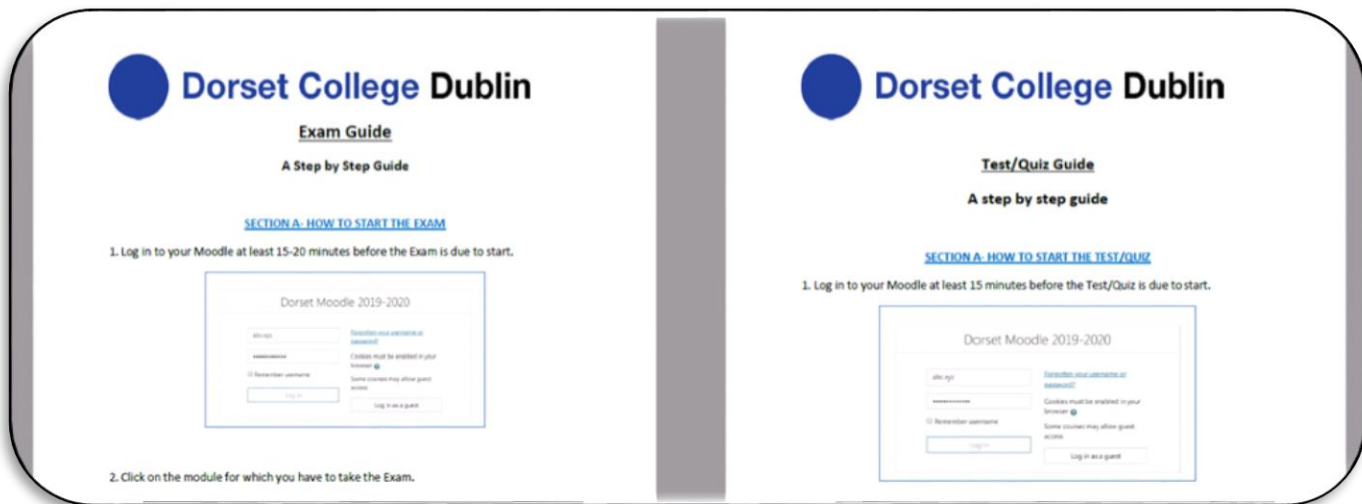


The linear model for Academic Impropriety process was introduced to ensure careful mapping of the process with transparency for the learner and the College.

Module	Exam Type	Student #	Student Name	Case	Procedure taken	Result	Follow up
Marketing Research	Repeat			Repeat CA submitted was of too high quality, even though the student had not attended classes. Student was invited for Viva by Mary Gordon	Viva taken on 30th September, 10:00- 11:00	Student performed satisfactory in Viva. No penalty to apply	NA
Marketing Research	Repeat			Repeat CA submitted was of too high quality, even though the student had not attended classes. Student was invited for Viva by Mary Gordon	Viva taken on 30th September, 12:00-12:30	Result by [redacted] I have found that there is overwhelming evidence of the two students below as having engaged in academic impropriety. The reason for my decision involves the following variables: 1. Significantly their surveys are identical and their reference lists. The level of similarity points to collusion. 2. The literature was known but there was zero evidence of either student understanding the relevance of the literature to the project. No rationale was put forward for why any of the literature was chosen. 3. There was no understanding or research design or data analysis. 4. The surveys and relevant information sent was fabricated and unclear. The information sent did not match the surveys and data analysis in the project. 5. Students were unclear, confused and offered no indication as to why their work was identical	Student found guilty of AI. Was informed about the right to appeal and to do so by 19th October, 2020. Student had a right to appeal but did not do so in the stipulated time frame 19 Jan 2021- Student sat for proctored exam, submitted hand written answers to Moodle. Was awarded 40% and cleared the module
Marketing Research	Repeat			Repeat CA submitted was of too high quality, even though the student had not attended classes. Student was invited for Viva by Mary Gordon	Viva taken on 30th September, 12:40-13:10	Result by [redacted] I have found that there is overwhelming evidence of the two students below as having engaged in academic impropriety. The reason for my decision involves the following variables: 1. Significantly their surveys are identical and their reference lists. The level of similarity points to collusion. 2. The literature was known but there was zero evidence of either student understanding the relevance of the literature to the project. No rationale was put forward for why any of the literature was chosen. 3. There was no understanding or research design or data analysis.	Student found guilty of AI. Was informed about the right to appeal and to do so by 19th October, 2020. Student had a right to appeal but did not do so in the stipulated time frame 19 Jan 2021- Student sat for proctored exam, submitted hand

Linear template for Academic Impropriety database

- **Exams: Databases:** It took some time and discussion among the departments to understand who needs what from the data in order to design a template that could suit and work as a single source data for all the other related departments. The data templates also needed to be updated after a semester or so in order to improve it and to implement suggestions from the related departments. We are aware that these formats will keep on evolving in future also.
- **Online Exams:**



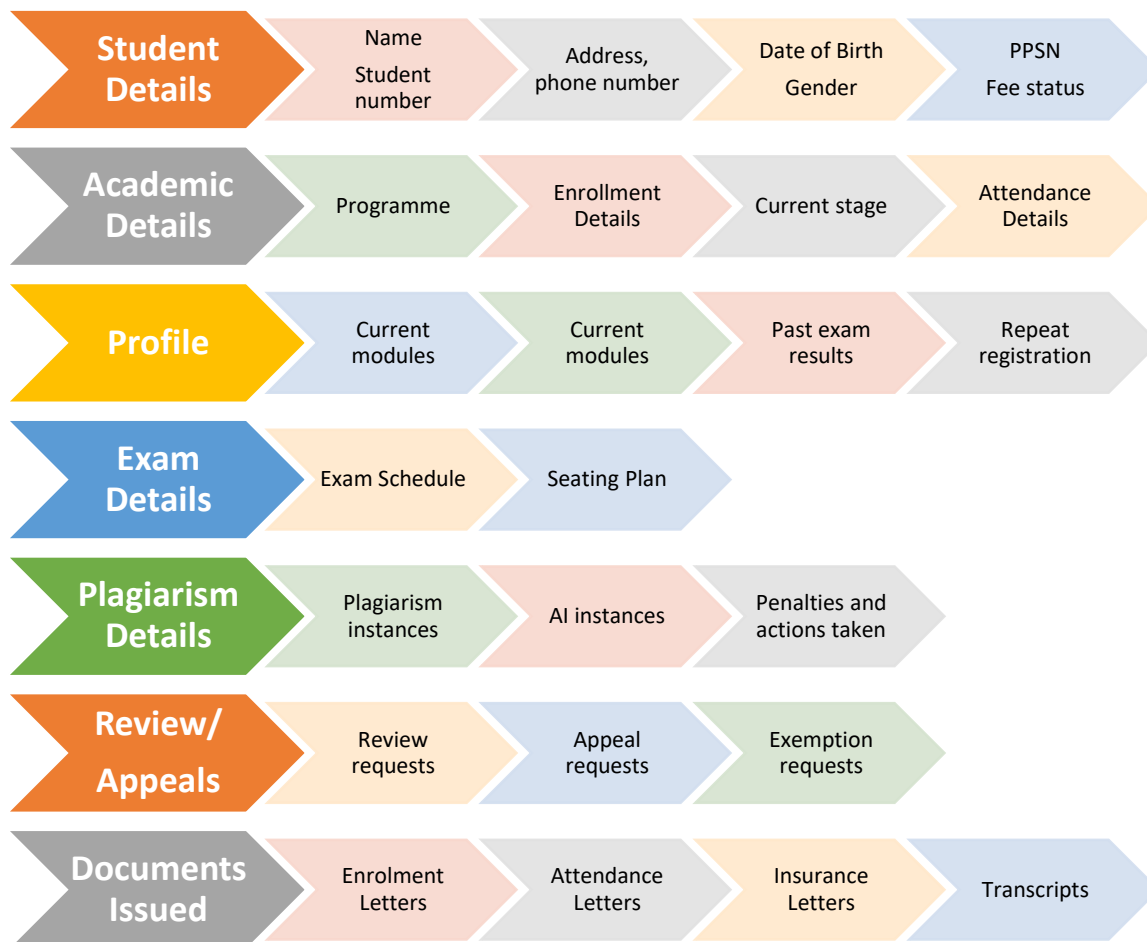
Exam and Quiz Guides

A full learner profile is required and has been identified by all departments. Full transparency as to assessments, exams, releasing results and transcripts has already helped the Quality department a lot in trying to ensure the academic quality and integrity and once this is fully integrated through CRM we see continued improvement for quality assurance.

Review and Self-evaluation

The QA and Exams lead sees the creation of a fully integrated student profile as the most significant plan for 2021.

A plan for student profile through CRM



This proposed learner profile through CRM ensures full visibility to ensure the learners are supported and enjoy a positive learning experience.

1.2 Update on Planned QA Objectives identified in Previous AQR

No.	Planned objectives (Previous AQR)	Update on Status
1	N/A	
2		
3		
4		
5		

1.3 Governance and Management

1.3.1 QA Governance Meetings Schedule

Name of Forum	Meeting dates	
Senior Management Group	31/01/2020	24/04/2020
	31/07/2020	06/11/2020
	28/01/2021	
Advisory Board	02/03/2020	02/09/2020
Academic Council	03/02/2020	05/11/2020
Risk Management Committee	31/03/2020	10/12/2020
Academic Management Committee	21/01/2020	21/02/2020
	13/03/2020	21/01/2020
	21/05/2020	25/06/2020
	27/07/2020	20/08/2020
	25/09/2020	21/10/2020
	20/11/2020	16/12/2020
	19/01/2021	
Quality Assurance Committee	12/05/2020	10/11/2020
Programme Board	08/01/2020	01/04/2020
	08/07/2020	07/09/2020
	11/01/2020	
Academic Impropriety Committee	04/02/2020	25/05/2020
	31/05/2020	
Disciplinary Committee	18/02/2020	01/10/2020
Student Services Committee	12/02/2020	07/10/2020
Board of Examiners	18/02/2020	29/05/2020
	10/02/2020	

Appeals Committee	
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1.3.2 QA Leadership and Management Structural Developments

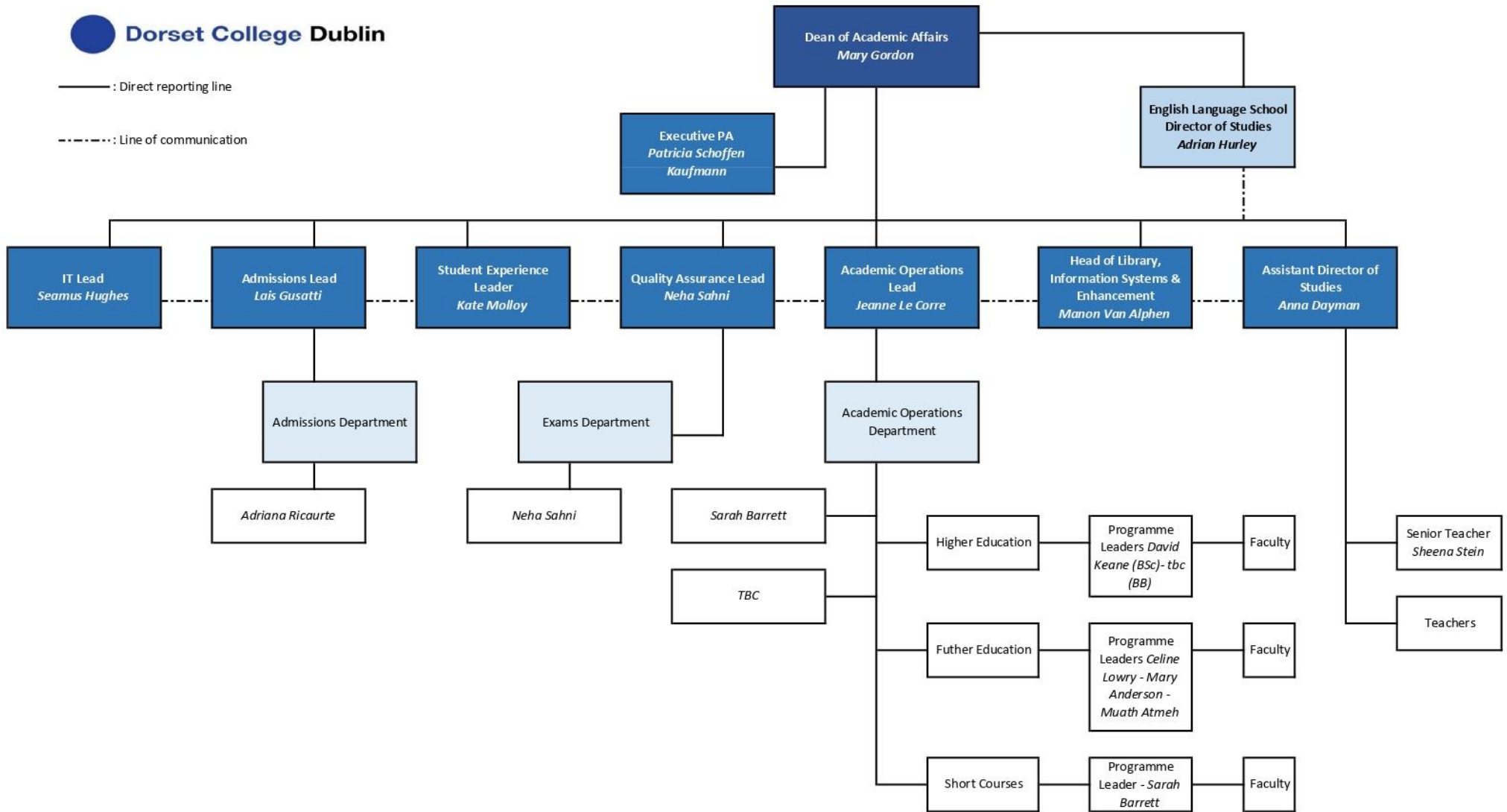
The most significant change in the College is the appointment of Programme Leaders to all NFQ QQI validated programmes showing our commitment to continuous programme improvement within the QA framework. Organigrams show this development below. Programme Leaders ensure MIMLOs are achieved and constructively aligned to the MIPLOs and a learner-centered approach.

QA Leadership (Pre-2020)



—: Direct reporting line

- - - - -: Line of communication

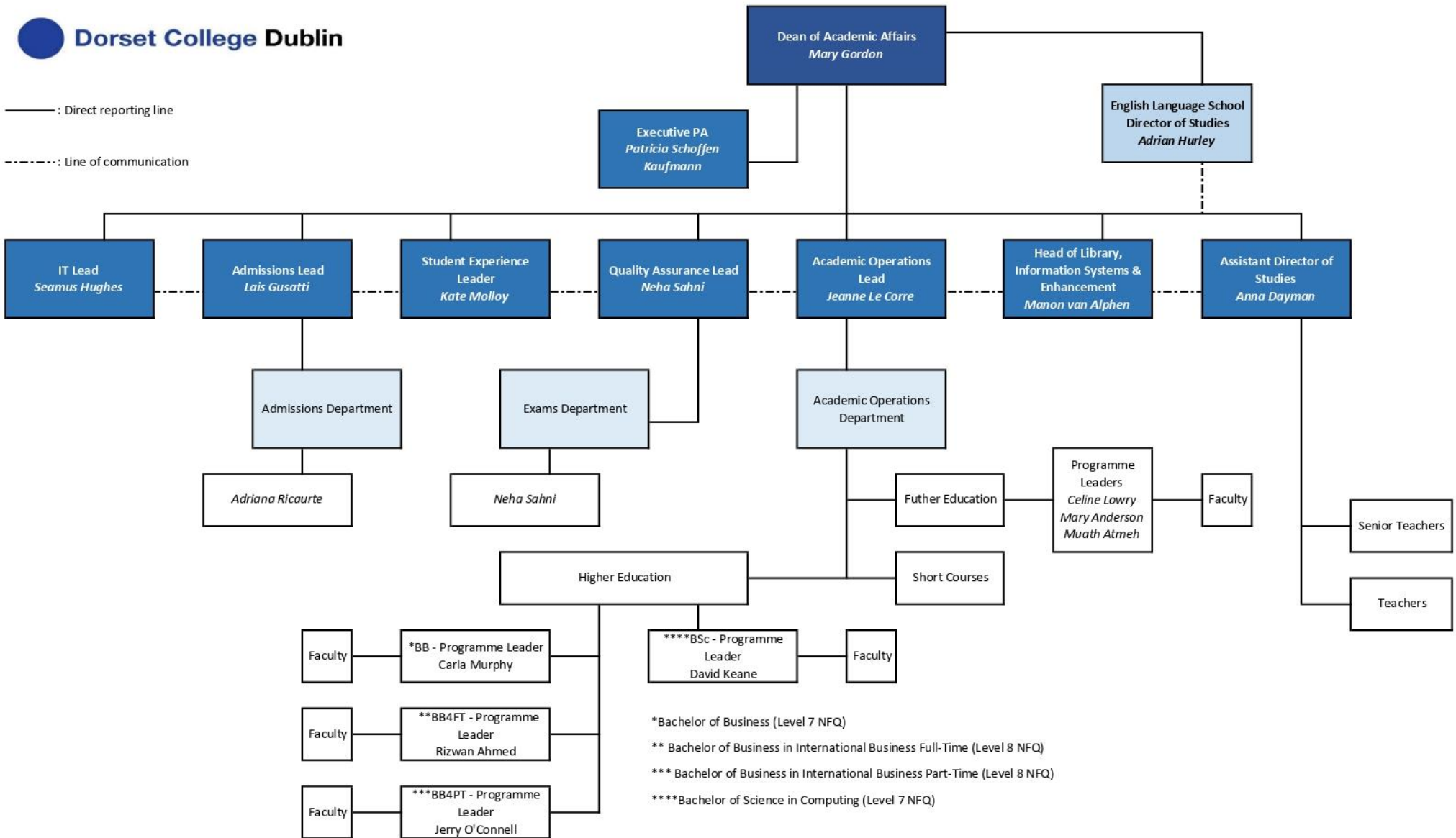


QA Leadership 2020/2021



—: Direct reporting line

- - - - -: Line of communication



1.4 Internal Monitoring and Review

1.4.1 Overview of Periodic Reviews

Unit of review for which report has been published during reporting period	Date of completion/reason for conducting review (if not planned) or non-completion (if planned but not conducted)	Links to relevant publications
Admissions	Internal Review as part of AQR – 03/21	AQR
Operations	Internal Review as part of AQR– 03/21	AQR
Library, IS and Enhancement	Internal Review as part of AQR– 03/21	AQR
QA and Exams	Internal Review as part of AQR– 03/21	AQR
Student Experience	Internal Review as part of AQR– 03/21	AQR

A complete internal review has taken place commencing August 2020 and completed in March 2021.

Dorset College have fully embraced the re-engagement panel’s advices as to transparency of processes and distribution of workload with appropriate connections, effective reporting loops and clear work flows enabling a reporting structure ultimately leading to Academic Council, by way of quarterly review. This review for August 2020 to January 2021 was completed.

A complete review of each committee including membership, reporting obligations and appeals (where appropriate) has taken place and with the appointment of programme leaders this allows for the Dean of Academic Affairs and QA Lead to step away from stage one of a process or committee thereby allowing for responsibility for a process and an objective appeal.

Furthermore, a full review of each Department was also completed in March 2021 to ensure a full review of the QA Manual, from a QA perspective and operationally.

This review was to evaluate transparency and connectivity between departments and how each department could improve and ensure all processes are in line with our QA Manual and learner centered. We agreed that the review should reflect the learner journey namely from Admission to Graduation. Each Department is managed by its respective lead;



1.4.2 Expert Review Teams/Panels¹ involved in IQA

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

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

* excluding secretary if not a full panel member

The College did not engage in external panels for AQR but this report was reviewed by Academic Council.

¹ QQI acknowledges that the terminology used to describe the groups of individuals that conduct peer review/evaluation varies from institution to institution.

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

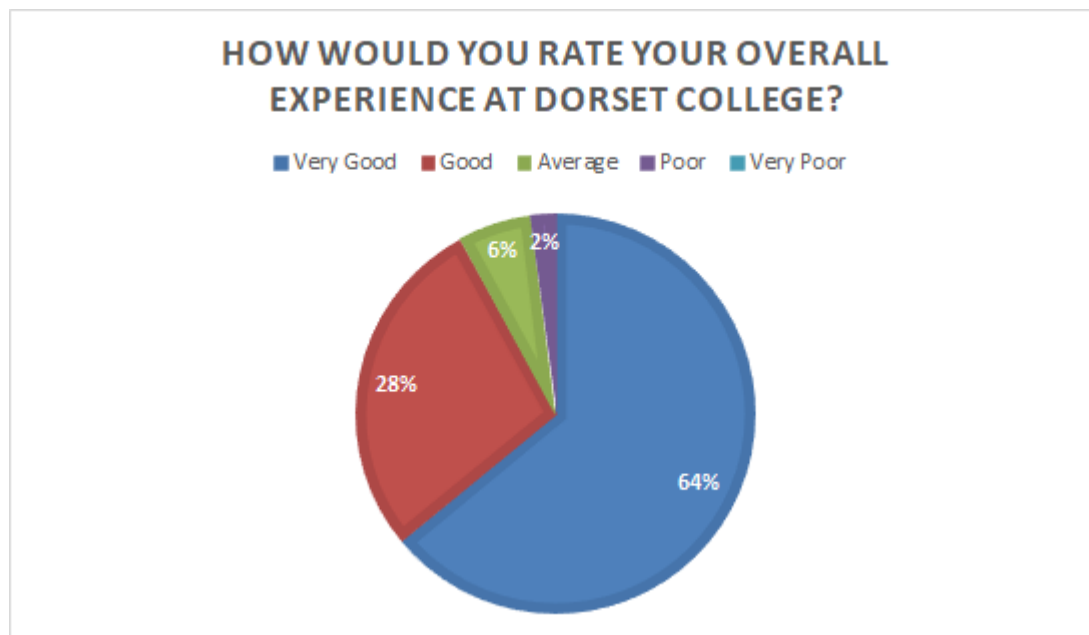
Type of Expert/ Role on Panel	Total	Gender			Internal	National	International			Institution Type	
		Male	Female	Other, or unspecified			UK, incl. NI	Other European	Outside of Europe	Similar	Different
Chair											
Secretary											
Academic/Discipline Specific											
Student Representative											
QA											
Teaching & Learning											
External Industry /Third Mission											

The College did not engage in external panels for AQR but this report was reviewed by Academic Council.

2.0 IQA System – Enhancement and Impacts

The learner experience is a key metric in the overall approach to Quality Assurance in our most recent survey overall satisfaction over 92% was satisfied as to their experience Dorset College

Overall satisfaction 2020



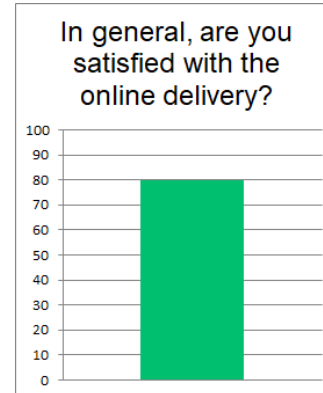
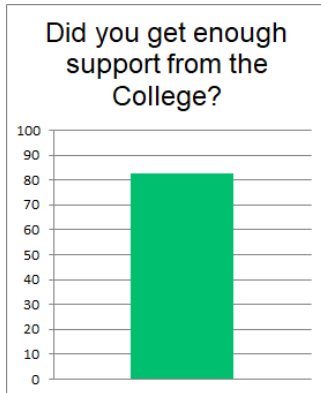
Analysis

This survey comprises full and Part-Time learners who, when surveyed anonymously, with 92% responding that their overall experience was good or very good specifically 64% would rate their experience as very good with a further, 28% who would rate their experience as good. Of this group we see included September 2019 and January 2021 intake with 190 from 201 learners completing their studies and benign put forward for awards.

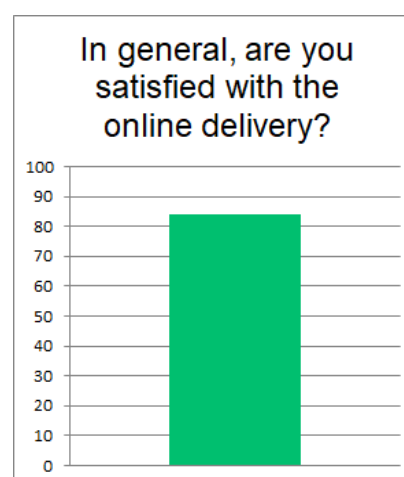
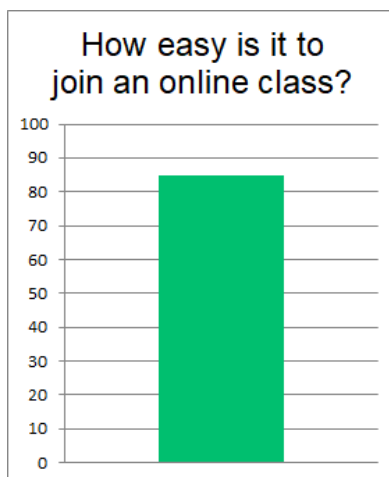
We now have a fully integrated VLE where the learners' classroom (including recordings), EBSCO, MAHARA and e-learning (including repository of notes) are now maintained on Moodle (with backup and storage facilities on AMAZON WEB SERVER).

Collaboration with faculty, staff and learners and related training has been at the forefront of developing our online platform as per Chapter 4 herein and with over 80% faculty and learner satisfaction we see a quality approach as the core of all such developments and continued improvements.

Faculty Feedback



Learner Feedback



We expect that learners and potentially faculty may have to shield due to COVID-19 up to and until a vaccination is secured and we have therefore committed to hybrid where appropriate. The integration of hybrid technology has been contracted out to an expert team from Meritec Presentation Products Ltd. to whom we have charged with the responsibility of upgrading our classrooms. Dorset College has invested heavily on technology such as Perspex screens, LED lighting with antibacterial properties as part of the College's ongoing commitment to excellence in teaching and learning. All classrooms are fully equipped with a clever touch interactive screen, sound bars and tracking camera to ensure any learner who is shielding at home has a fully integrative learning experience.

Analysis

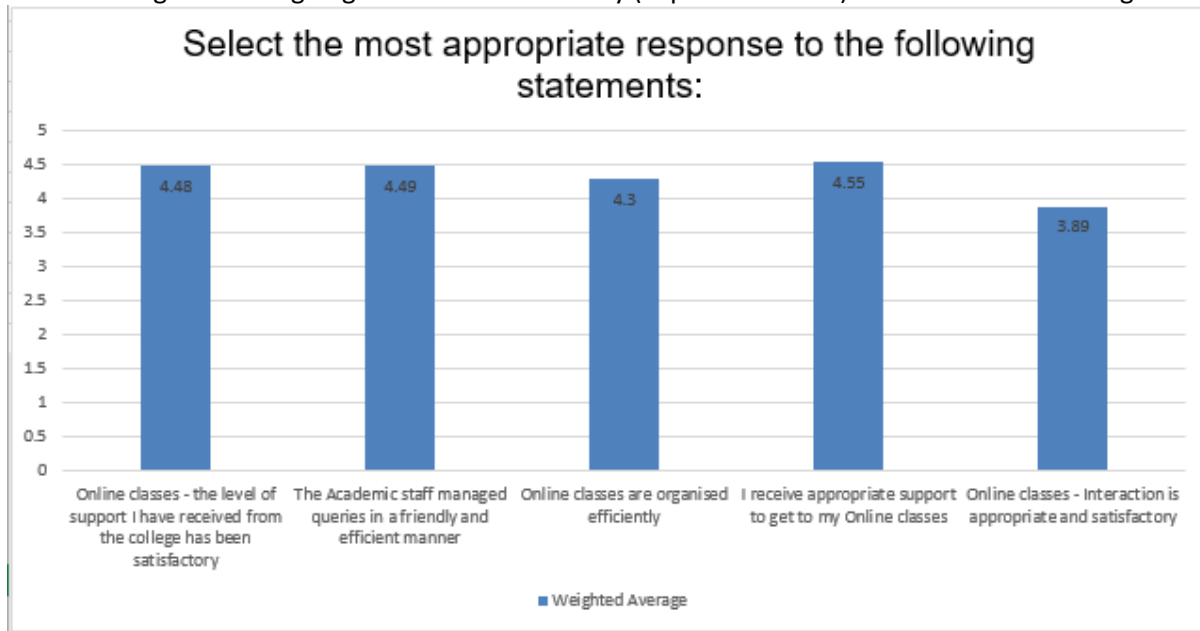
With over 80% satisfaction rate we feel that learners are being supported which is particularly important whilst we are temporarily online.

Qualitative Data

"Thanks for arranging online classes quickly and efficiently! It made me uncomfortable at the start, as we are so used to a present interaction; however, it is fine now. I believe I can make the most of it and not feel like I'm missing out on anything!"

"I have to say I am really happy that you didn't postpone the classes and keep continuing. I did before once an online course but wow, this is way better, so interactive and the fact that we could see each other was amazing! Even if for a moment. Felt so great! Fantastic job.

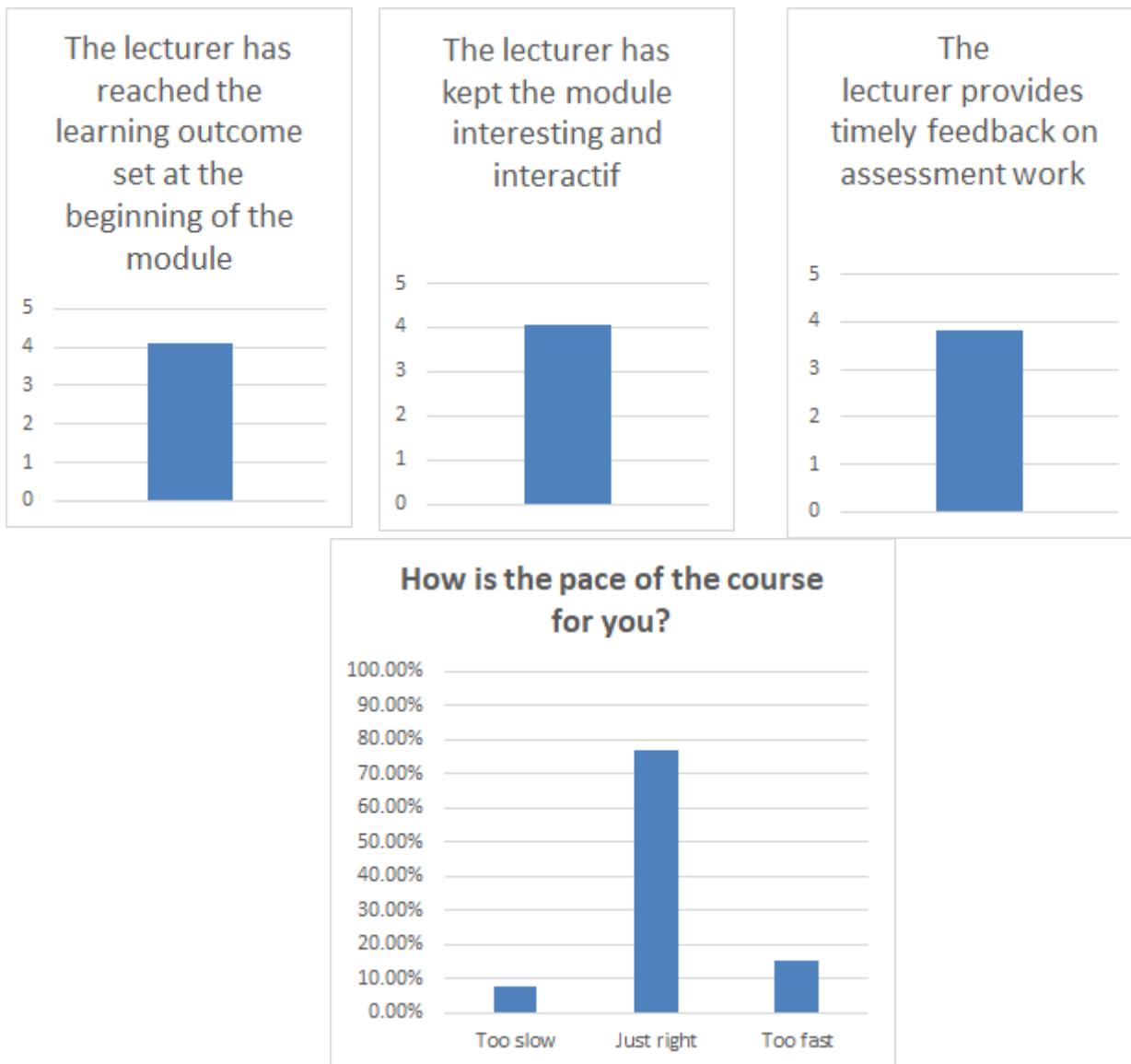
Dorset College seeks ongoing feedback and recently (September 2020) tabulated the following:



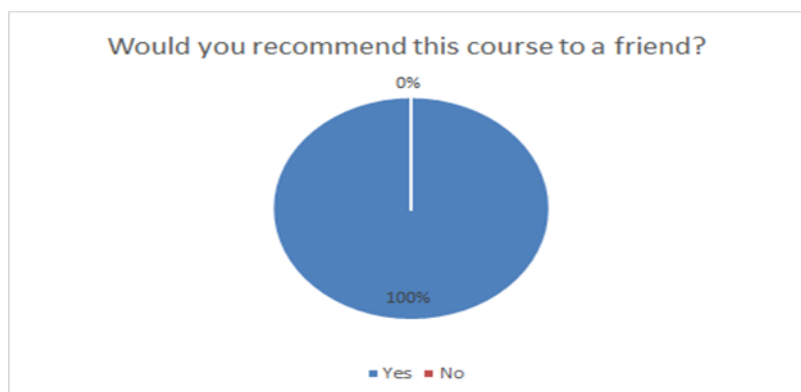
Analysis

On a 0-5 Scale we see 3.89 satisfaction and above. We see this as a reflection of our ongoing and unwavering commitment to learner success.

General Feedback



General feedback also reflects a positive learning environment with over 90% who would recommend the College.



Qualitative Data

"I really enjoy my experience at Dorset, because all lectures and staff are so kind and make we are felt motivated all time."

"I just simply, 'loved', the whole learning experience which has introduced me to so many more topics and thoughts that I look forward to continuing that on my own little journey. Thank You"

"I felt the academic experience in Dorset college was excellent, both the lecturers and faculty team, made moving from class based to online so easy and efficient. The communication was excellent; we didn't miss any class time. I think our grades speak for themselves; the support from the college has been phenomenal. It has been a life changing experience for me. Thank you to all at Dorset College."

"Make sure you add the option for excellent"

"You don't have to do anything. It is perfect the way it is well done and thank you for magnificence year. I am so honoured to have a qualification coming from your college and congratulation to all of you for putting this together during a challenging difficult time. So well done"

2.1 Initiatives within the Institution related to Academic Integrity

We expect that learners and potentially faculty may have to shield due to COVID-19 up to and until a vaccination is secured and we have therefore committed to hybrid where appropriate. The integration of hybrid technology has been contracted out to an expert team from Meritec Presentation Products Ltd. to whom we have charged with the responsibility of upgrading our classrooms. Dorset College has invested heavily on technology such as Perspex screens, LED lighting with antibacterial properties as part of the College's ongoing commitment to excellence in teaching and learning. All classrooms are fully equipped with a clever touch interactive screen, sound bars and tracking camera to ensure any learner who is shielding at home has a fully integrative learning experience.

3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period

3.1 QA and QE supporting the Achievement of Strategic Objectives

No.	Relevant objectives Note: Include reference to the relevant section of the preceding AQR, where applicable	Planned actions and indicators <i>Note: Include details of unit responsible, and how planned action will address the relevant strategic priority and/or reengagement advice/CINNTE recommendation.</i> <i>If the institution is preparing for cyclical review, include how the planned actions will address the relevant review objective(s).</i>
1	QA Manual Review	To be completed by December 2021 and published on www.dorset.ie

3.2 Reviews planned for Upcoming Reporting Periods

3.2.1 Reviews planned for Next Reporting Period

Unit to be reviewed	Date of planned review	Date of last review
Admissions	December 2021	March 2021
Operations	December 2021	March 2021
Library, IS and Enhancement	December 2021	March 2021
QA and Exams	December 2021	March 2021
Student Experience	December 2021	March 2021
QA Framework	December 2021	March 2021

3.2.2 Reviews planned beyond Next Reporting Period

The objectives are as follows:

- Learner Database/Profile – automated and integrated into CRM/Salesforce
- Full IS integration including Single Sign On (SSO)
- Learner Intranet
- Full review of QA Manual implementation by the end of 2021

4.0 Additional Themes and Case Studies

4.1 Case Study - Student Experience Leader

Wellbeing Ambassadors

When taking on the role of Student Experience Lead during the Covid-19 crisis it became apparent that our Learners would, need mental health supports, as there were no on-site counselling service in Dorset College.

Research commenced in March 2020 initially as to what free counselling and mental health services were available to learners and how to access them. I found that **MyMind** were the most approachable, and I would have to provide learners with a letter from the college and state they were a current student and had been affected by the Covid-19 crisis.

This worked well for the Learners who were struggling and affecting their studies, however what about those who were feeling isolated or just down?

The general feeling of worry and unease was felt by the wider world, so of course this would be the same for our learners and the need for creating a positive mental health focused group or a network of support came from these concerns and the subsequent development of the Wellness Ambassador Programme in the College.

Why did I believe a change was necessary?

Many of our learners had not experienced mental health issues until 2020 Covid-19 crisis and were nervous about reaching out. In addition, access to mental health supports in Ireland can be difficult to navigate so the first thought was that we needed a 'safe space' where our Learners would be interested in 'visiting' or 'dropping in'.

In today's society, ignoring mental health concerns it is no longer an option. Outsourcing and sign posting charities and independent bodies was how we had originally cared for these situations but as the rise of mental and emotional issues was evident it was clear that the College was going to need a continuous in-house programme for the foreseeable future, which was both social and confidential. The initiative had to feel both empowering and positive to those who wanted some support.

What changes did I bring about?

Originally I developed two separate pieces, a weekly **Virtual Drop-In** service and the **Wellbeing Ambassador** programme where the idea was to create 'safe space' and a team of 'leaders' who have shared interest in the areas of Wellbeing and positive mental health practices facilitated by the Student Experience Leader. The focus is guided by what the Learners would like from the programme and the direction they felt was important to their peers.

Engagement was low for the **Drop In** service however, it has become a place where Learners can ask questions if they need face-to-face time with Dorset College staff. Conversely, the Wellbeing Ambassador programme took off immediately; it has a strong concept and image for today's world and comprises of some of the following drives:

– Bi-monthly evening meetings were established and the Student Experience Leader facilitated a combination of sharing circle and an ideas generator meeting to ensure the focus was learner focused and collaborative as well as empowering the learner Wellness Ambassadors.

–WhatsApp group for anyone who wants to join, monitored by the Student Experience Leader. Members share books, play lists and movies that have a wellness focus. Members also share if they are struggling and are supported by the other ambassadors. In terms of success this element of the programme is very strong. As it allows those who may not have time to attend meetings and workshops feel as though they are still part of the group and received a shared support network.

– Charity of Choice – we choose a charity to support, last year it was **Aware** and several members of the group myself included did the online 5km to raise awareness.

– Links – There are also access to talks and workshops from mental health and holistic practitioners. In December 2020 we received a workshop from Kate Gaffey from *Workplace Wellbeing* entitled **De-Stress and Get Grounded** which was the perfect space to reconnect before the end of semester exams.

– Merchandise – ambassadors are provided with a free tee shirt they can wear while out and about or share on social media. This has been a real positive element and they are proud to be seen. They are not just looking after their own mental health they are ‘ambassadors’ for others out there in the wider Dorset Community.

How did they work-how did I operationalise such changes?

– Terms of Reference – Clear Terms of Reference for the programme and create an agreement with Dorset College management. This is so that the Learners felt emotionally protected and understood the intentions of the initiative.

– Technical Supports – I then focused on technical supports and branding as I knew that visibility and professionalism would be key to the trust and buy in of the Learners.

– Merchandise – We produced tee-shirts so the learners a feeling of being ‘part’ of something bigger than themselves. It is obvious that the Ambassadors like and are proud to part of the team and were part of the design.

– Collaboration – reaching out to all courses in the College both full and part-time and also discussing the initiative with Learners in class rep meetings became a regular occurrence.

We also recommended the Ambassador programme to Learners who have come forward for counselling information and would like to be involved in a positive group who are caring and empathetic by nature.

Where did I encounter opportunity or challenge when putting changes into places?

Initially I was concerned about how to engage the Learners who really needed support and what the learners specifically wanted from the programme. The Dorset College Team were incredibly supportive of the initiative and understood the importance of looking after the learners through this very trying time. I received accredited **Mental Health First Aid Training** this was key understanding what I can do to help and when to contact professional services.

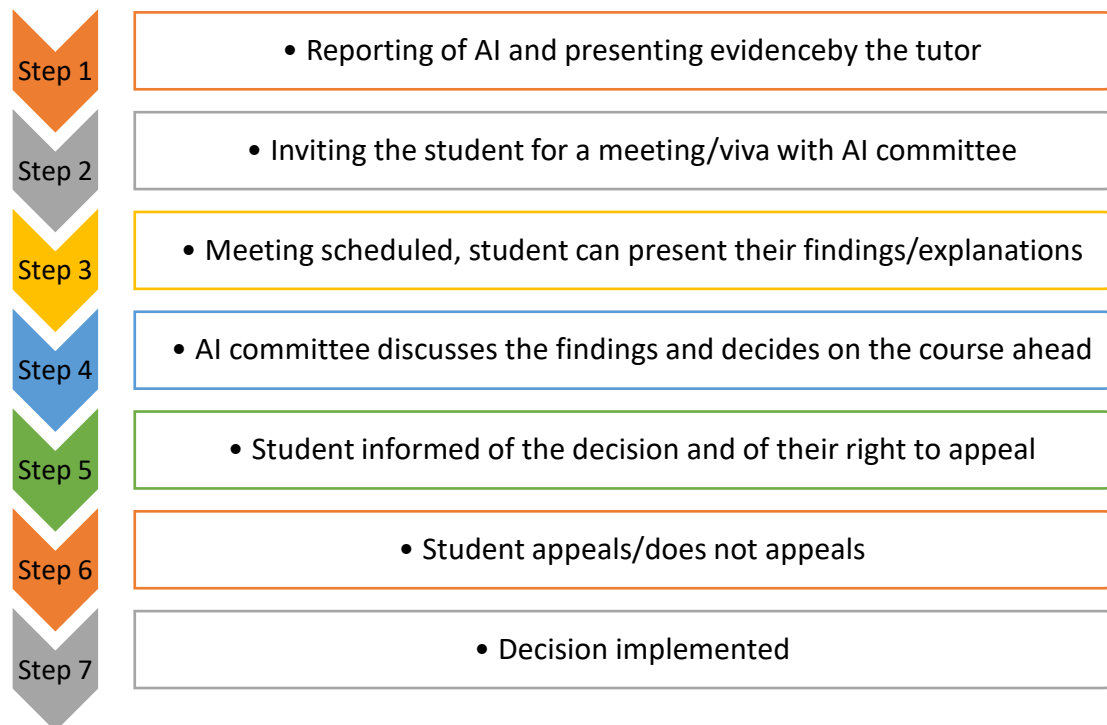
It had a natural progression and attracted positive people who were feeling isolated, it also highlighted my role as Student Experience Lead which helped to encourage Learners who required professional mental health supports to contact me directly. The Wellness Ambassadors are now a key part of the Dorset College Community and presented to HECA in February as part of learner engagement.

4.2 Case Study QA & Exams Lead

Maintaining quality online exams is a challenge particularly when online. To ensure academic integrity was maintained and scrutinised whilst online assessments and exams are taking place the QA Lead ensured that all materials were moderated.

This case-study is specific to the repeat exams and submissions of August/September 2020 and refers to the Academic Impropriety Process as per our QA Manual.

Academic Impropriety Process as per the QA Manual



There were six students from the award year of Bachelor of Business, level 7 NFQ who had to reappear for the module Marketing Research as they failed to reach the pass mark in their summer examinations. The students duly registered for repeats and were enrolled onto the repeat module on Moodle. The Marketing Research was a 100% CA based module so the repeat Moodle page for it consisted of an assignment brief (a compiled and exhaustive brief that covered all the learning outcomes of the module). The CA brief was allocated and released on 19th August 2020 and the students were supposed to submit the report by 14th September, 2020.

Of the six registered for repeat assessments in Marketing Research there were three learners A, B and C, who had not appeared for this module in the first sitting and when marking the repeat submissions the internal examiner came to the QA Lead regarding the submissions of learners A, B and C stating:

- The submissions were of too high a quality, considering the low attendance and poor engagement of these learners, indeed the standard was close to Level 9;
- The surveys the students did for their reports seemed to be identical; and
- The reference lists in each of the submissions were almost identical.

On the basis of these observations, the students were invited to a question and answer based *viva voce* to present their findings. All the vivas were done through Zoom and attended by the tutor, QA and Exams officer and Academic Operations Lead on the following dates and time:

Student A: 30th September, 12:00-12:30 PM

Student B: 30th September, 12:40-13:10 PM

Student C: Did not attend the viva on 30th September, later citing the reason that the Zoom link did not work. Student C was given another appointment on 1st October, at 13:20-13:50 PM, which was attended by the learner.

After the viva, the learners were asked to submit the questionnaires and the online surveys as evidence. After taking the viva and observing the submitted questionnaires and survey links and responses, the tutor provided the following decision based on the reasons given along with:

“It was found that there was overwhelming evidence of the three students having engaged in academic impropriety.

The reason for the decision involves the following variables:

- 1. Significantly their surveys are identical and their reference lists. The level of similarity points to collusion.*
- 2. The literature was known but there was zero evidence of either student understanding the relevance of the literature to the project. No rationale was put forward for why any of the literature was chosen.*
- 3. There was no understanding or research design or data analysis.*
- 4. The surveys and relevant information sent was fabricated and unclear. The information sent did not match the surveys and data analysis in the project.*
- 5. Students were unclear, confused and offered no indication as to why their work was identical.*

The students were informed of this decision on 9th October, 2020 about this decision as well as the reasons that this decision was taken and of the following points:

- 1. You are awarded a ‘zero’ in this module.*
- 2. This case is added to your student profile/file as a case of Academic Impropriety. As a result, you will not get any reference letter from Dorset College or any of the tutors.*
- 3. You are required to repeat this module at the next opportunity. The repeat CA for this module will now be replaced with a repeat exam, which will be a supervised and proctored exam. The schedule will be released and you will be informed as per the college guidelines. The guidelines about the proctored exam would be released in due time.*
- 4. This exam would be capped at 40.*

Even though the students were informed of their right to appeal, all of them chose not to do it and agreed to this decision.

The next repeat opportunity came in December 2020. The proctored exam was held on 17th December, 2020 and was supervised by the QA and Exam Lead for the entire duration through Zoom. The students were sent following instructions before the exam:

“Please note the instructions given below that you are required and you MUST follow for the exam:

You need to download Zoom onto your mobile phone or tablet device (not on the device through which you will attempt the exam).

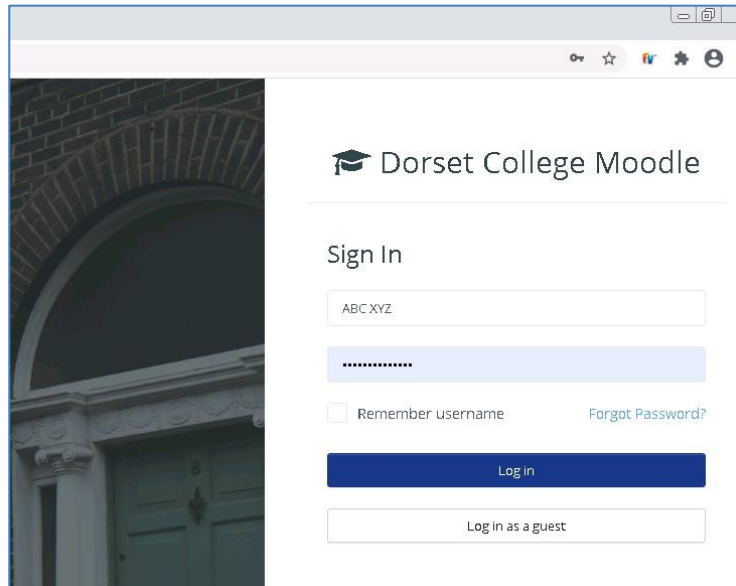
- 1. No else can be present in the room while the exam is in session. Please ensure beforehand that you will not be disturbed otherwise your exam may be invalidated.*
- 2. On the day of the exam you will join the Zoom exam meeting and place your phone in such a way so that you and your laptop are visible for the total duration of the exam. The mobile phone or table device can be placed on either side as long as both you and the laptop screen are visible.*
- 3. The audio and video of Zoom meeting should NOT be muted at any time.*
- 4. It is your responsibility to ensure that all these arrangements are in place beforehand and to make sure that you have good internet connection.”*

The supervised exam went ahead smoothly and the supervisor saw the students writing the paper themselves manually. This exam was then duly evaluated and was judged to reach the pass grade. With this last module clear, the 3 students finally cleared their degree and graduated, as they failed a module at Award stage their degree was capped at 40% and Academic Impropriety is noted on their respective profiles.

Assignment Submission Guide A Step by Step Guide

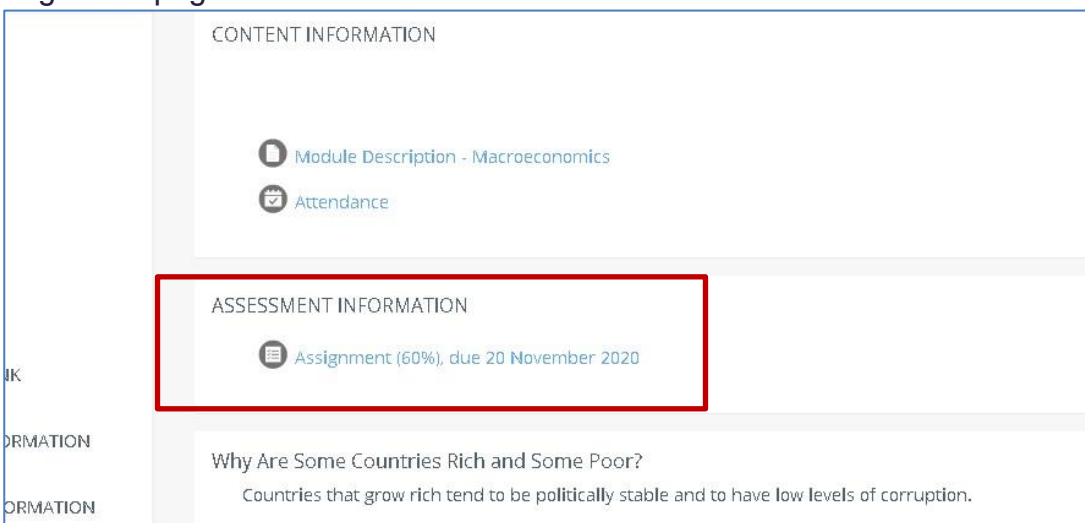
SECTION A- HOW TO LOCATE THE ASSIGNMENT

1. Log in to your Moodle.

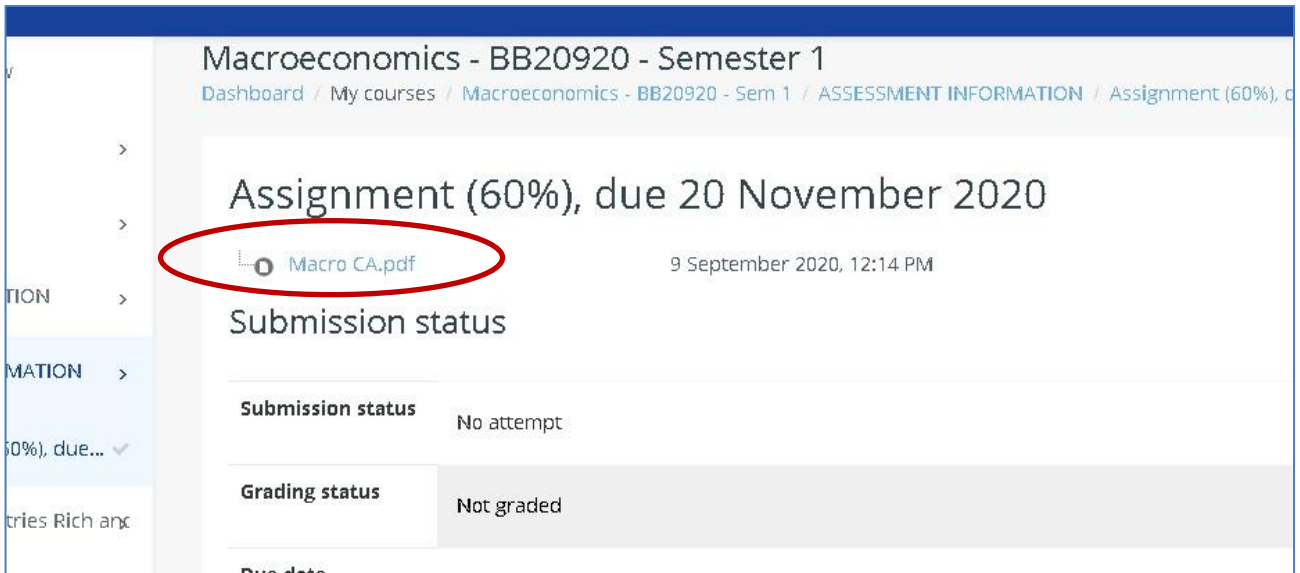


2. Click on the module for which you have the assignment pending for submission.

3. On the main page of the module, you will see the icon of assignment. Click on it to open the assignment page.



4. The assignment page will have the assignment topic uploaded. Clicking on the assignment topic icon will open the assignment topic in word/excel/pdf format.

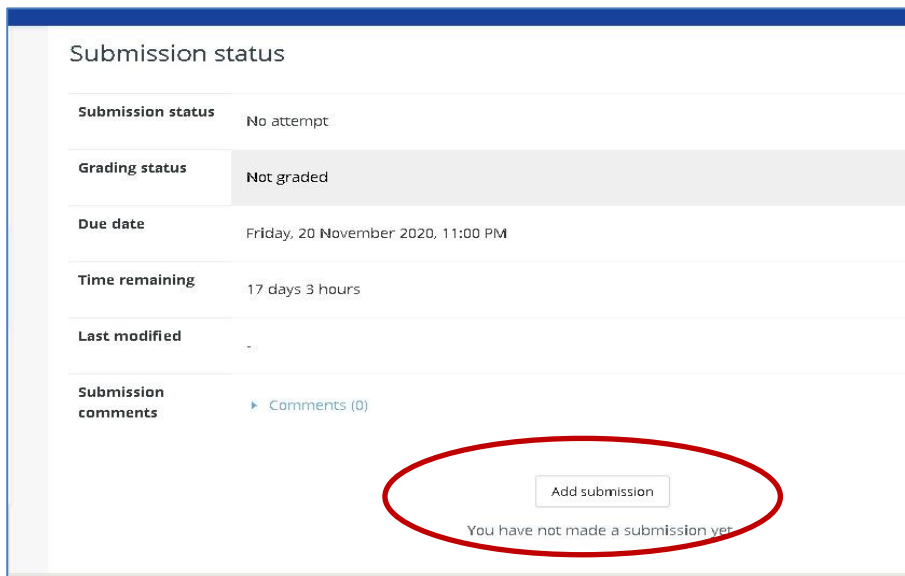


As you have the assignment topic now, you can start working on the assignment.

SECTION B- HOW TO SUBMIT THE ASSIGNMENT

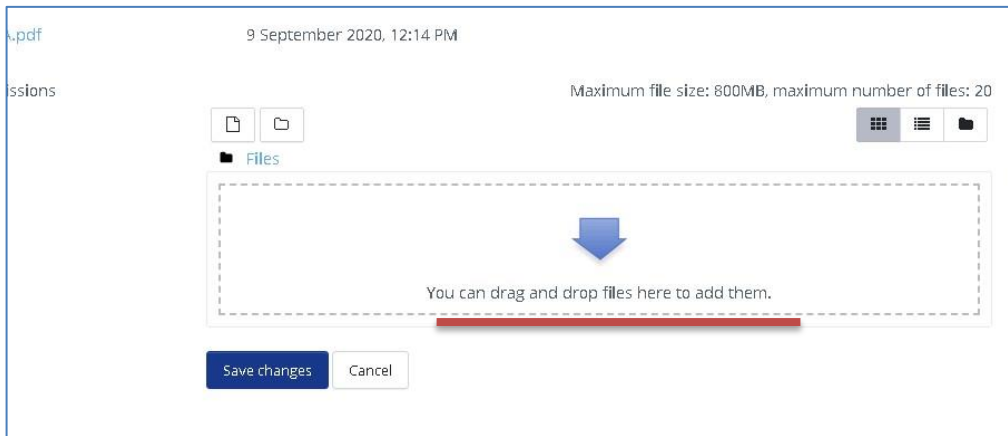
5. To submit your assignment solution, go back and click on the assignment link on Moodle page.

There, you will see 'Add Submission' icon. Click on this icon to submit your assignment.

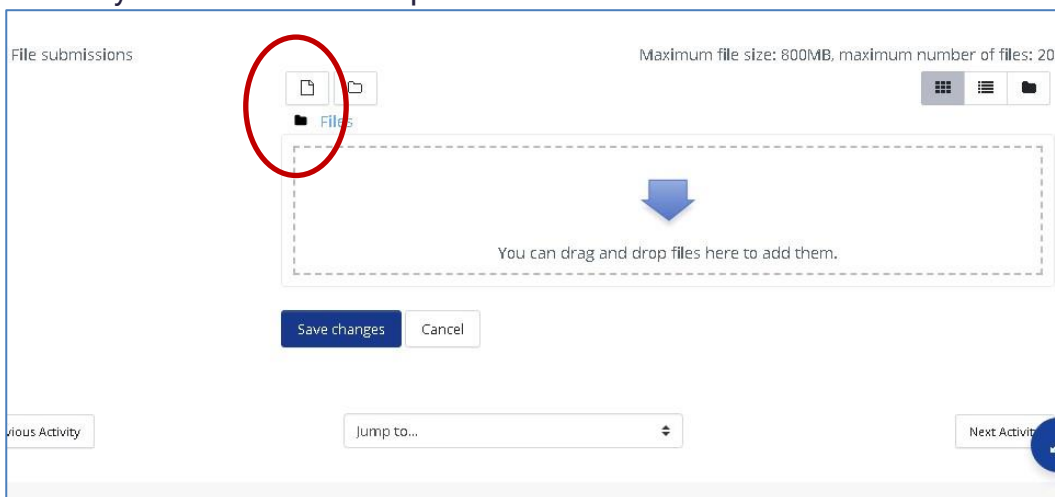


6. Clicking on 'Add Submission' icon will open the option where you can upload your solved assignment.

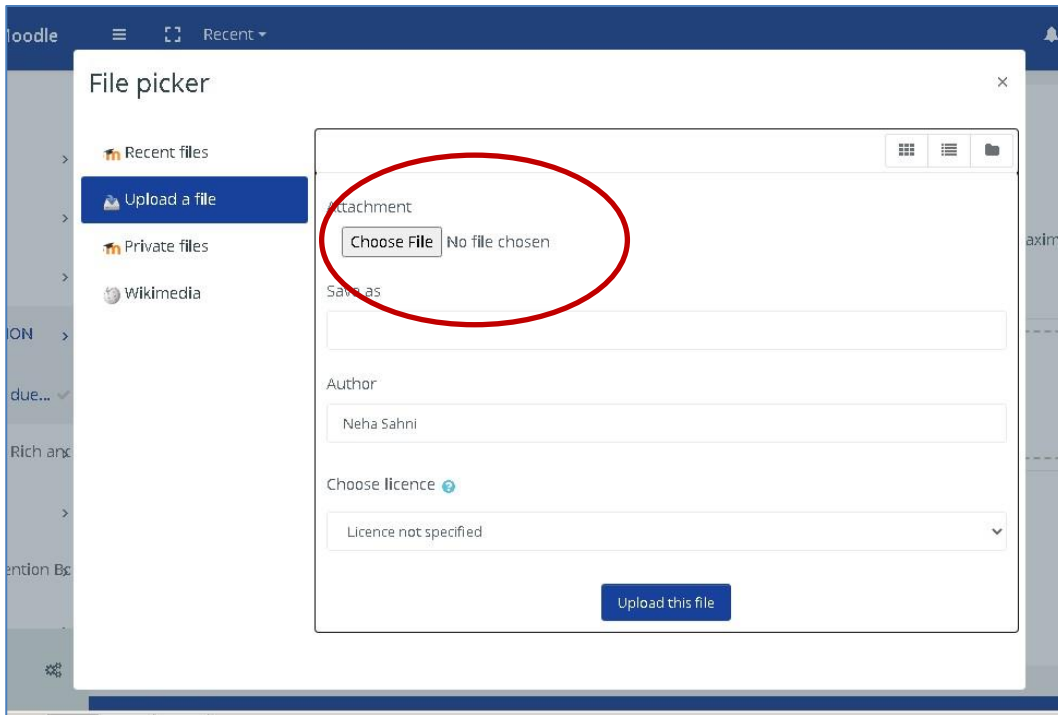
One way to submit your assignment is to just right click on your assignment file, drag it and drop it in the area designated.



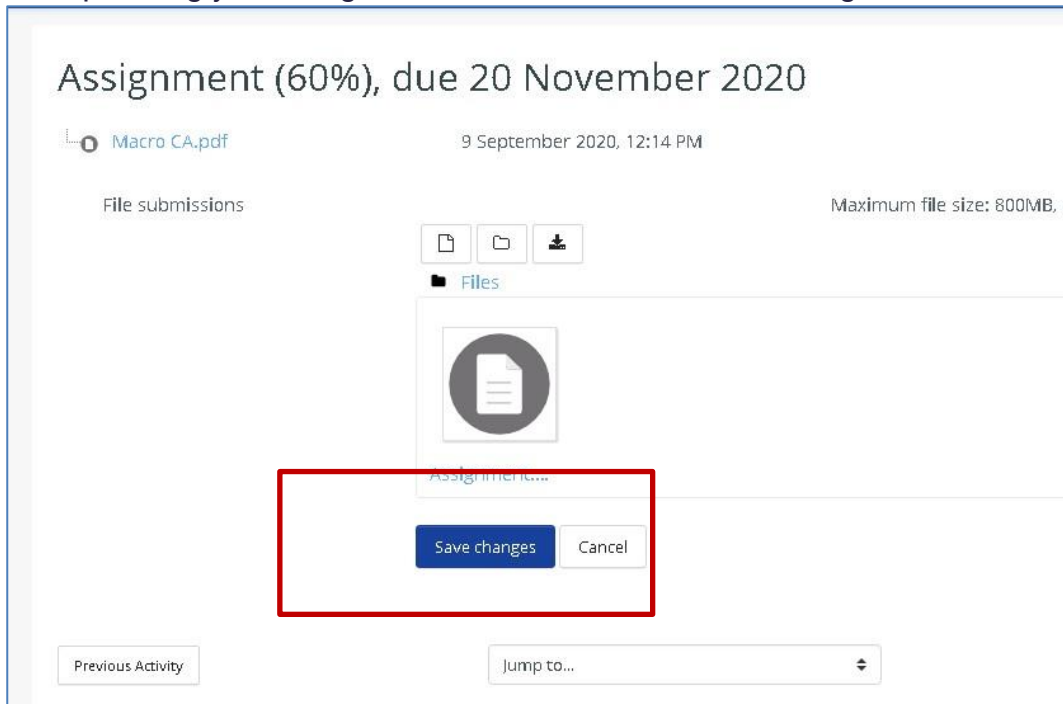
7. Other way is to click on 'File Upload' button.



8. Clicking on the 'Choose File' icon will enable you to select your solved assignment. Next step would be to click on 'Upload this file' icon.



9. After uploading your assignment file, click on the 'Save changes' icon.



10. Your assignment has now been submitted for evaluation.

Submission status

Submission status	Submitted for grading
Grading status	Not graded
Due date	Friday, 20 November 2020, 11:00 PM
Time remaining	17 days 3 hours
Last modified	Tuesday, 3 November 2020, 7:37 PM
File submissions	

11. Please be advised that each assignment will be activated for particular time duration and the student will have to submit the file before that deadline is over.

Good Luck!

Exam Guide

A Step by Step Guide

SECTION A- HOW TO START THE EXAM

1. Log in to your Moodle at least 15-20 minutes before the Exam is due to start.

Dorset Moodle 2019-2020

abc.xyz

.....

Remember username

Log in

[Forgotten your username or password?](#)

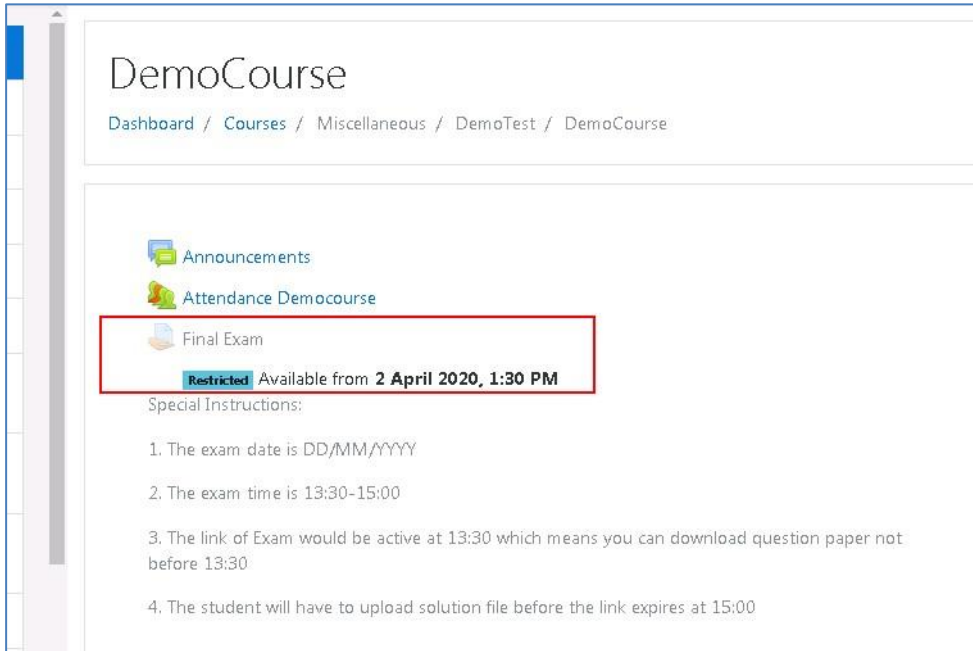
Cookies must be enabled in your browser

Some courses may allow guest access

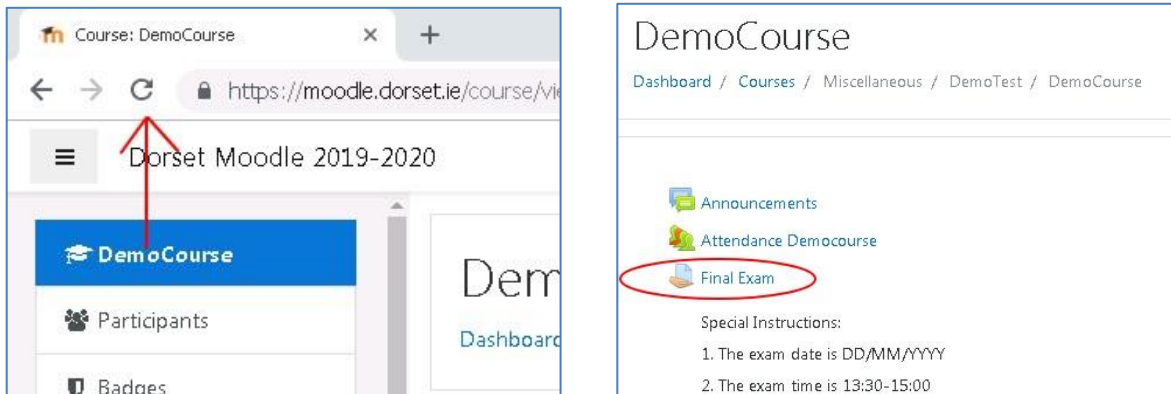
Log in as a guest

2. Click on the module for which you have to take the Exam.

3. On the main page of the module, you will see the icon of Exam. The access to the Exam would be restricted till the time of the start of the exam. You will also see the instructions about the date and time limit of the Exam. Make sure to follow this time limit.



4. The Exam link would become active as soon as it is time to start the Exam. You just have to refresh the page and the link would be activated.



Click on this Final Exam icon to open it.

The Exam will start as soon as the exam time starts and not when you click on it.

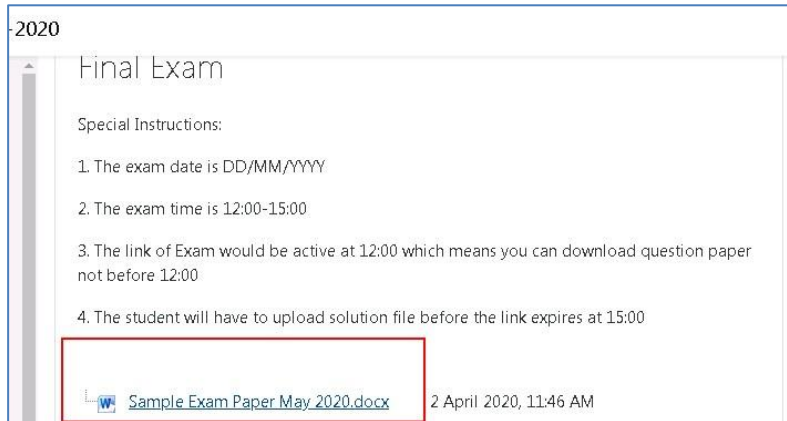
SECTION B- HOW TO ATTEMPT THE TEST/EXAM

5. Before attempting the Exam, you are required to read all the instructions carefully. Clicking on the Exam link would display all the instructions required for the Exam. It also includes some special rules and self-certifications required for the Exam.

With starting the attempt on this test/exam, you are self-certifying and agreeing that:

1. You are attempting and submitting the answers yourself and no body else is doing it for you
2. You are complying with the rules in online assessments and tests.
3. Dorset College reserves the right to follow-up with a student by interview if there was any concern in relation to the integrity of the exam.

6. Below the instructions will be the Question paper for the Exam.



2020

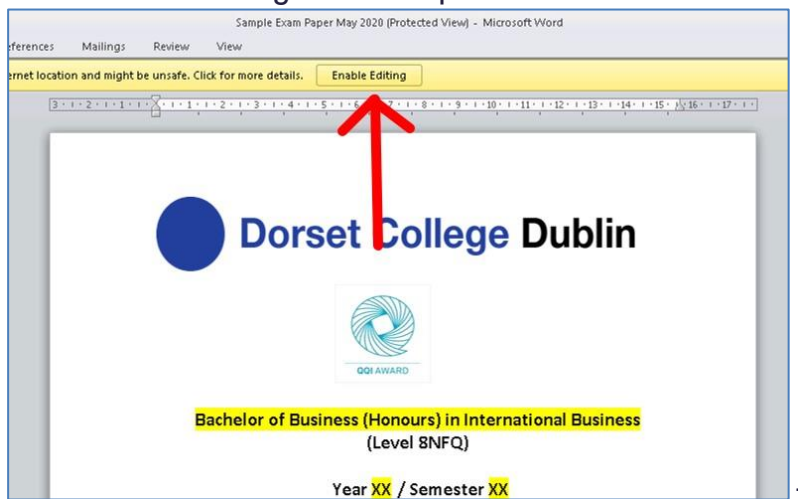
Final Exam

Special Instructions:

1. The exam date is DD/MM/YYYY
2. The exam time is 12:00-15:00
3. The link of Exam would be active at 12:00 which means you can download question paper not before 12:00
4. The student will have to upload solution file before the link expires at 15:00

[Sample Exam Paper May 2020.docx](#) 2 April 2020, 11:46 AM

7. Clicking on the Question paper will open it in word/excel format. Save this file on your gadget. You can click on 'Enable Editing' and then proceed to save the file on your gadget.





Sample Exam Paper May 2020 (Protected View) - Microsoft Word

References Mailings Review View

Internet location and might be unsafe. Click for more details. **Enable Editing**

3 2 1 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17

 **Dorset College Dublin**

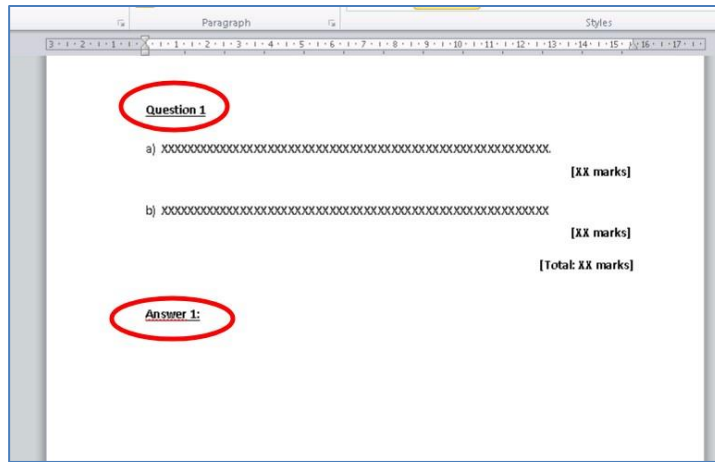
 QQI AWARD

Bachelor of Business (Honours) in International Business
(Level 8NFQ)

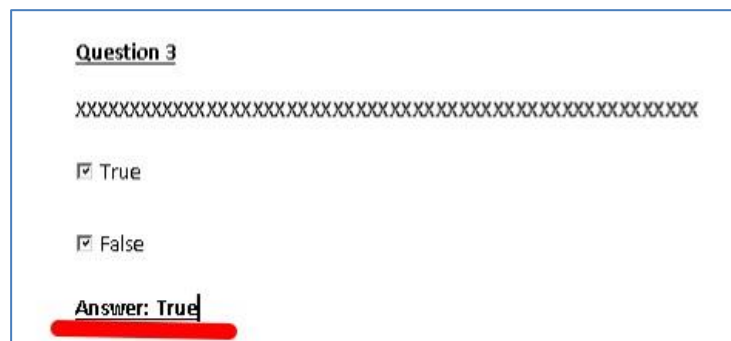
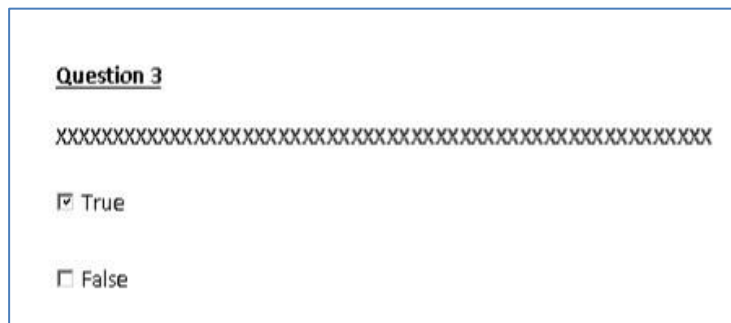
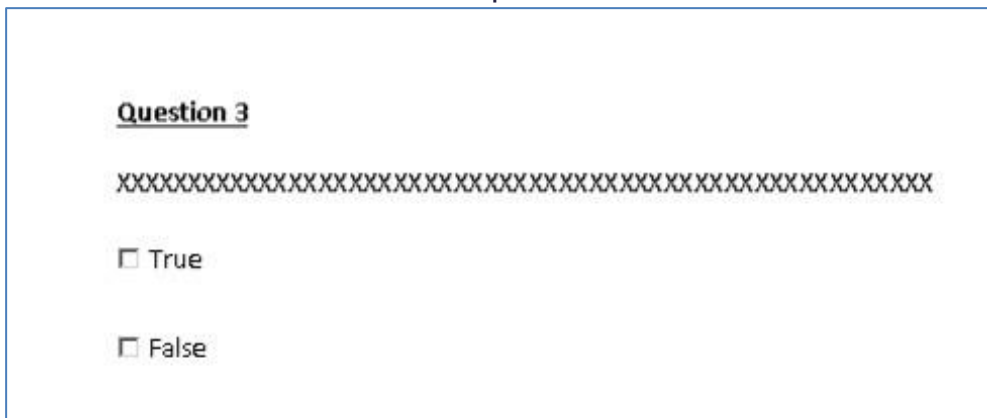
Year XX / Semester XX

1

8. This saved question paper file will have designated space for you to write your answers.



9. Some question types may include Multiple Choice Questions, True/False etc. for which the answers can be selected by just clicking on the options given. If that does not work, you can just write the correct answer below the question.

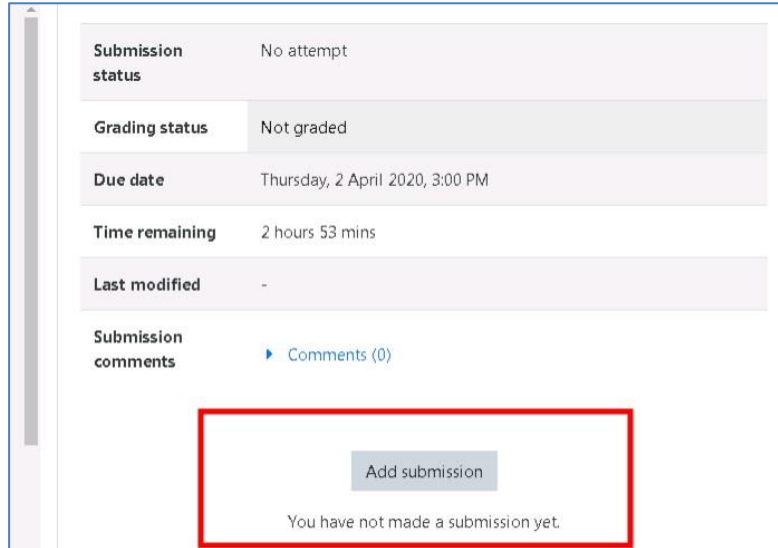


10. Keep saving your answers on file by pressing 'Ctrl+S' at regular intervals. When you are finished with writing the answers, please save your completed Exam paper once again.

Please note that only one file upload will be allowed per student.

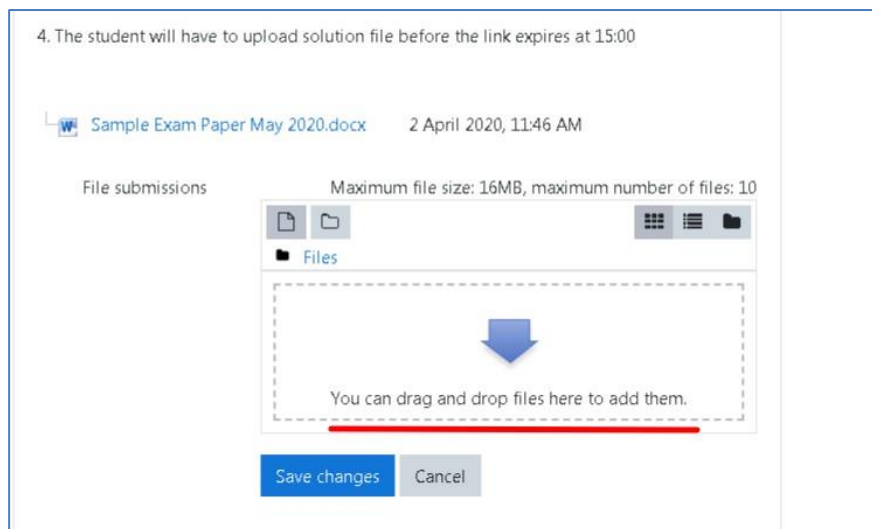
SECTION C- HOW TO SUBMIT THE EXAM SOLUTIONS

11. To submit your Exam solution, go back to Exam page on Moodle where you will see 'Add Submission' icon. Click on this icon to submit your Exam paper.

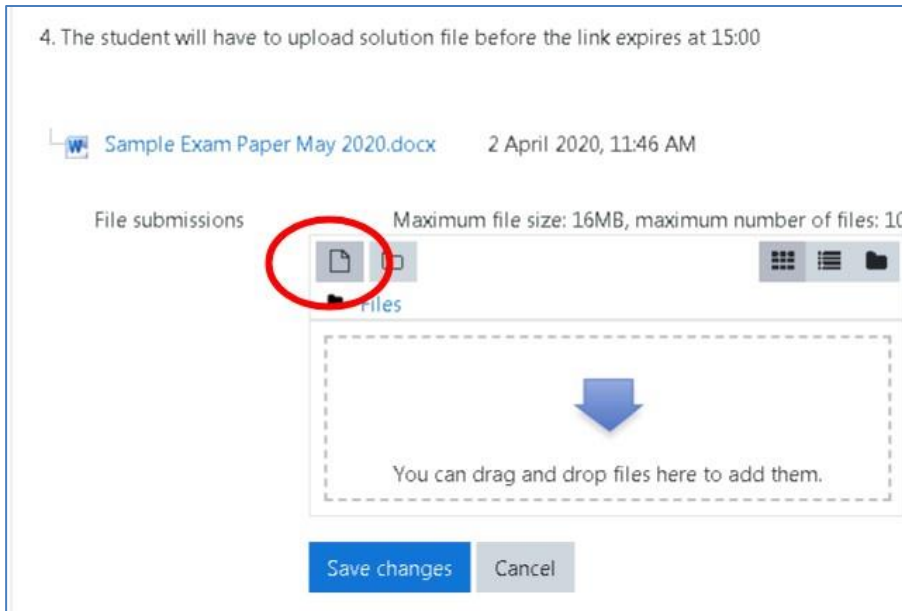


12. Clicking on 'Add Submission' icon will open the option where you can upload your solved Exam paper. You can submit your file just like you submit your assignments on Moodle.

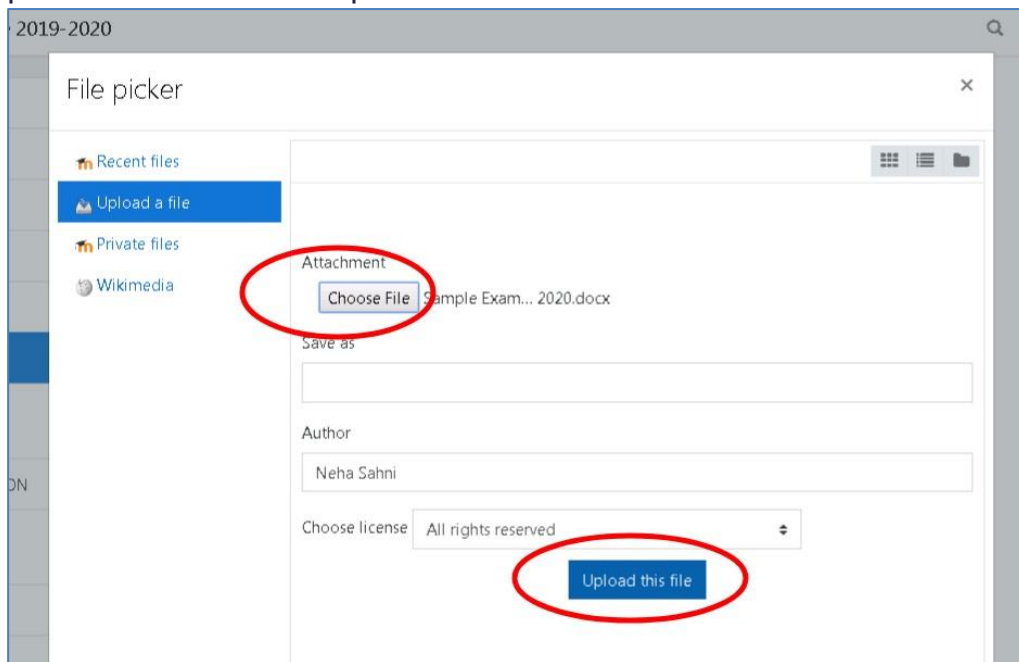
One way to submit your solved Exam paper is to just click on your exam paper icon, drag it and drop it in the area designated.



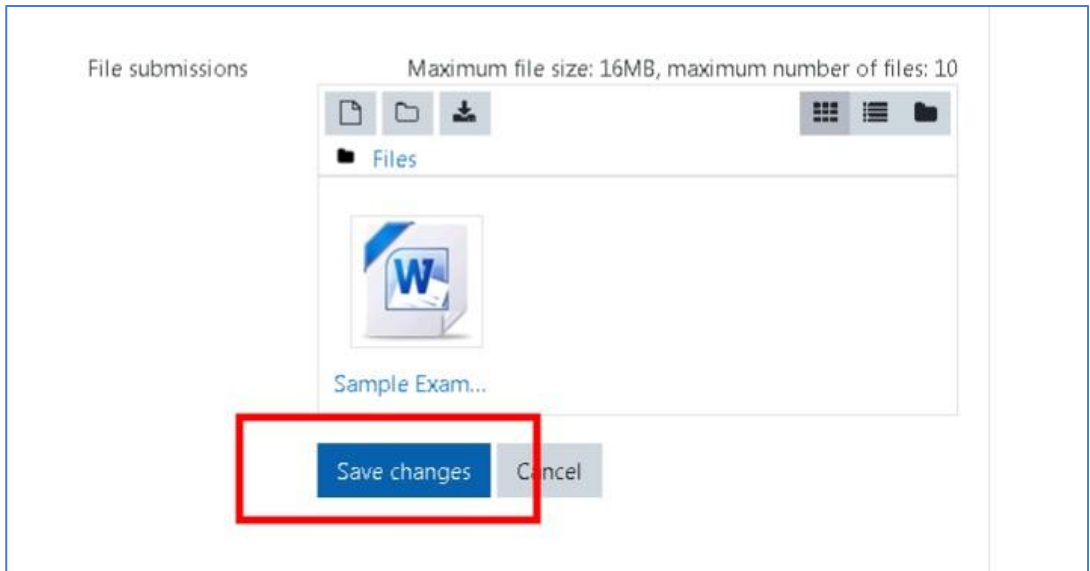
13. Other way is to click on 'File Upload' button.



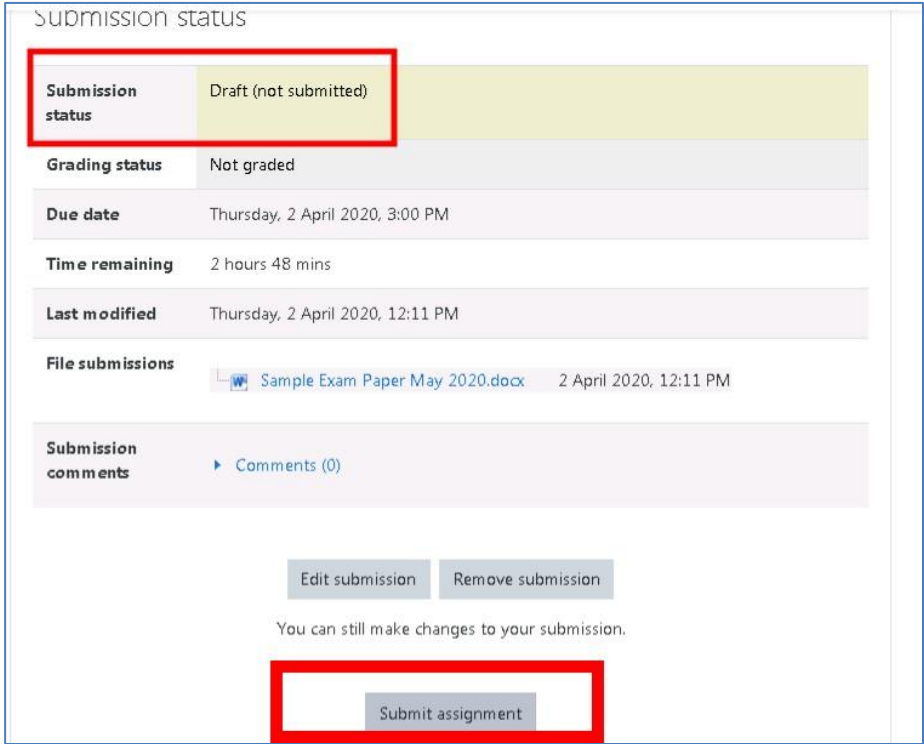
14. Clicking on the 'Choose File' icon will enable you to select your solved Exam Paper. Next step would be to click on 'Upload this file' icon.



15. After uploading your Exam paper solution file, click on the 'Save changes' icon.



16. The last step has just saved your file but not submitted it to Moodle. To submit your solution file, click on the 'Submit assignment' icon.



17. Next step would be to confirm the submission. The Exam would not be considered submitted for evaluation without clicking on this link.

Final Exam

Special Instructions:




1. The exam date is DD/MM/YYYY
2. The exam time is 12:00-15:00
3. The link of Exam would be active at 12:00 which means you can download question paper not before 12:00
4. The student will have to upload solution file before the link expires at 15:00

Confirm submission

Are you sure you want to submit your work for grading? You will not be able to make any more changes.

18. Your Test/Exam has now been submitted for evaluation.

Submission status

Submission status	Submitted for grading		
Grading status	Not graded		
Due date	Thursday, 2 April 2020, 3:00 PM		
Time remaining	2 hours 46 mins		
Last modified	Thursday, 2 April 2020, 12:13 PM		
File submissions	<table border="1"> <tr> <td style="background-color: #f2f2f2;"> Sample Exam Paper May 2020.docx</td> <td style="background-color: #f2f2f2;">2 April 2020, 12:11 PM</td> </tr> </table>	 Sample Exam Paper May 2020.docx	2 April 2020, 12:11 PM
 Sample Exam Paper May 2020.docx	2 April 2020, 12:11 PM		

19. Please be advised that each exam will be activated for particular time duration and the student will have to submit the Exam before that time duration.

20. To accommodate the time spent in downloading the question paper and uploading the solutions and to handle any internet or Moodle problem, each Exam will have extra 30 minutes included in its time duration.

Good Luck with your Exams!

-END DOCUMENT-