Setanta College

2021

Annual Quality Report (SETANTA COLLEGE)

Reporting Period 2019-2020

Annual Quality Report (SETANTA COLLEGE)

PART A: INTERNAL QA SYSTEM

Reporting Period 2019-2020

PREFACE

Note: Q.Q.I.'s provider portal, QHub, is currently under development and will be completed in November 2020. A.Q.R. 2021 will be submitted via QHub.

The **Annual Quality Report** (**A.Q.R.;** formerly AIQR) forms part of Quality and Qualifications Ireland's (Q.Q.I.) quality assurance (Q.A.) framework of engagement with Higher Education Institutions (H.E.I.'s). The A.Q.R. provides documentary evidence of the development and evolution of each Institution's internal quality system. It provides Q.Q.I. with assurance that internal Q.A. procedures have been established and are being implemented consistent with regulatory requirements.

The A.Q.R., particularly part A, should assist with **document management** in the institutional review process and will facilitate institutions in providing review teams with procedural Q.A. documentation in preparation for the external review process. It is an important part of the evidence base considered by external **review teams** as part of Q.Q.I.'s CINNTE cycle of institutional reviews, demonstrating that the Institution's internal Q.A. system is aligned with Q.Q.I.'s Core and relevant Sector- and Topic-specific Statutory QA Guidelines, and with the European Standards and Guidelines for Quality Assurance in the European Higher Education Area 2015 (E.S.G.). It enables the review team to satisfy itself of compliance with these requirements for the purpose of the institutional review process.

Each A.Q.R. is **published in full on Q.Q.I.'s website**, providing transparency on the H.E.I.'s' assurance and enhancement of quality to external stakeholders. (As such, institutions should ensure that their submissions do not contain any data that they consider to be commercially sensitive.) Collectively, the A.Q.R.'s comprise a single national repository of quality assurance practice in Irish higher education institutions.

Each year, Q.Q.I. produces a synthesis report of the key themes highlighted across the A.Q.R.'s, primarily arising from Part B of the reports.

CONTENTS

Guidelines on Completing the Report

The A.Q.R. is aligned with Q.Q.I.'s Core, Sector and Topic-specific Statutory Quality Assurance Guidelines and the E.S.G. (2015). A mapping of the E.S.G. to Q.Q.I. Core QA Guidelines is included in Table 1 below; the structure of Part A of this report template aligns with the first column of the table. Additional guidance on completing this template and reference material is included in each section. Institutions should adhere to this guidance and have regard to Q.Q.I. Core, Sector and Topic-specific Statutory Quality Assurance Guidelines. **The guide text within each section should be deleted before submission of the report.**

Submission Process and Timeline

The deadline for submission of the A.Q.R. each year is in February of the relevant year, with the call for submission sent to institutions in November of the preceding year. Once the call for submission has been made, Q.Q.I. will provide access to Q.Q.I.'s provider portal, QHub, to the designated institution contact(s) to facilitate submission of the report. Through QHub, each Institution will have access to an editable version of its A.Q.R. for the previous reporting period. This document can then be amended/updated to reflect any changes or developments that occurred during the current reporting period before submitting the final report to Q.Q.I.

Completing the A.Q.R.

- When completing the A.Q.R. template, all relevant colleagues in the Institution should be consulted.
- Consider whether external audiences will be able to understand the terminology used (particularly local abbreviations and acronyms); it may be helpful to include a glossary.
- Aim to avoid duplication in the report – where information is relevant to more than one section, the first mention may be referenced in subsequent sections.
- Provide reflections on what worked well, but also what may have been tried but did not work.

Report Structure

Part A: Internal QA System

Part A of the A.Q.R. comprises a record of each Institution's current Q.A. policies and procedures and should provide links to those policies and procedures. Private H.E.I.s may provide links to the policies and procedures approved by Q.Q.I. during initial access to validation (I.A.V.) or reengagement. It is the responsibility of each H.E.I. to ensure before submission of the A.Q.R. that all links are correct and

functional, and that the policies and procedures referred to are the most up-to-date versions available. Given that the A.Q.R. is submitted in respect of a discrete reporting period, it may be helpful for institutions to establish a SharePoint/OneDrive folder (or similar) for each reporting period that contains the current versions of their policies and procedures, and that hyperlinks to these versions of the documents be provided in the A.Q.R.

Part A is to be completed only if there have been **material** changes to Q.A. policies and procedures during the reporting period. Such modifications may include the approval and implementation of new polices or procedures, or significant amendments to existing ones.

Part B: Quality Assurance (Q.A.) and Quality Enhancement (Q.E.)

Part B of the A.Q.R. documents and captures Q.A. activities, developments and enhancements undertaken by institutions **during the reporting period** and their **impact**. Insofar as is possible, institutions should demonstrate in Part B how plans set out in the previous A.Q.R. were progressed during the reporting period – these may be plans linked to strategic objectives, to reengagement advices, or to institutional review recommendations.

Case Studies

In each reporting period, Q.Q.I. may request updates on specific thematic areas or may invite the Institution to submit case studies in response to specific topics. Further, institutions may include case studies to share good practice on topics of their choosing, demonstrating Q.A. and Q.E. in action. In formulating case studies, institutions are encouraged to reflect on and highlight areas that may be of interest to other institutions and would benefit from wider dissemination. Further guidance is provided in Part B.

Links to Reference Documents Cited in this Template[1]
Legislation
- Qualifications and Quality Assurance (Education and Training) Act 2012 (as amended)
- Regional Technical Colleges Act 1992 (as amended)
- Technological Universities Act 2018
- Universities Act 1997

---

[1] These links will be updated as further guidance documents are published.

Q.Q.I. Documents

Statutory QA Guidelines (Q.A.G.)

- Core Q.A.G.
- Sector-specific Q.A.G. for Independent/Private Providers
- Sector-specific Q.A.G. for Designated Awarding Bodies
- Sector-specific Q.A.G. for Institutes of Technology
- Topic-specific Q.A.G. for Providers of Statutory Apprenticeship Programmes
- Topic-specific Q.A.G. for Providers of Research Degree Programmes
- Topic-specific Q.A.G. for Blended Learning

Other Q.Q.I. Policy Documents

- Q.Q.I.'s Policy for Collaborative Programmes, Transnational Programmes, and Joint Awards, 2012
- Q.Q.I.'s Code of Practice for Provision of Programmes of Education and Training to International Learners, 2015
- Q.Q.I. Policy Restatement on Access, Transfer and Progression, 2015

Other National/International References

- European Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015)
- IHEQN Guidelines on Collaborative Provision
- National Policy Statement on Ensuring Research Integrity in Ireland
- Ireland's Framework of Good Practice for Research Degree Programmes, 2019
- H.E.A. National Framework for Doctoral Education
- The Salzburg Principles
- The Salzburg II Recommendations
- SOLAS Code of Practice for Employers and Apprentices
- U.N. Sustainable Development Goals

PART A: INTERNAL QA SYSTEM

Table 1

Table 1 Mapping of E.S.G. (2015) to Q.Q.I. Q.A. Guidelines (Q.A.G.)				
A.Q.R. Part A Section	**QQI QAG Core Sub-section No.**	**Q.A.G. Core Sub-section Title**	**E.S.G. Standard No.**	**E.S.G. Standard Title**
1.0 – *Internal QA Framework*	**2.1**	Governance and Management of Quality	1.1	Policy for Quality Assurance
	2.2	Documented Approach to Quality Assurance		
2.0 – *Programme Development and Delivery*	**2.3**	Programmes of Education and Training	1.2	Design and Approval of Programmes
4.0 – *Q.A. of Research Activities and Programmes*				
8.0 – *Monitoring and Periodic Review*			1.9	On-going Monitoring and Periodic Review of Programmes
5.0 – *Staff Recruitment, Development and Support*	**2.4**	Staff Recruitment, Management and Development	1.5	Teaching Staff
2.3 – *Teaching, Learning and Assessment*	**2.5**	Teaching and Learning	1.3	Learner-centred Teaching, Learning and Assessment
	2.6	Assessment of Learners		
3.0 – *Learner Resources and Supports*	**2.7**	Supports for learners	1.6	Learning Resources and Learner Support
6.0 – *Information and Data Management*	**2.8**	Information and Data Management	1.7	Information Management
7.0 – *Public Information and Communication*	**2.9**	Public Information and Communication	1.8	Public Information
2.0 – *Programme Delivery and Development*	**2.10**	Other Parties Involved in Education and Training	1.9	On-going Monitoring and Periodic Review of Programmes
8.0 – *Monitoring and Periodic Review*				

9.0 – Details of Arrangements with Third Parties			1.2	Design and Approval of Programmes
2.0 – Programme Development and Delivery	**2.11**	Self-evaluation, Monitoring and Review	1.9	On-going Monitoring and Periodic Review of Programmes
8.0 – Monitoring and Periodic Review			1.10	Cyclical External Quality Assurance
4.0 – Q.A. of Research Activities and Programmes	Q.A.G. for Providers of Research Degree Programmes			

Introduction and Overview of Institution

This is the A.Q.R. for Setanta College for the reporting period **1 September 2019 – 31 August 2020.**

The A.Q.R. has been approved by Academic Council and is submitted by **the College Registrar Thomas Callanan**

Overview of Setanta College:

Setanta College (S.C.) was founded in 2006 as a result of an ever-increasing demand from the sporting industry in Ireland to upskill and educate current and would-be sport coaches in the practice of strength and conditioning (S&C). The nature of the educational model provided is blended where it delivers Level 6 and Level 7 certificate and degree programmes with learners attending face to face workshops at the college based in Thurles, Co Tipperary.

The current Level 6 and Level 7 programmes offered at Setanta College are validated through Quality Qualifications Ireland (Q.Q.I.) and constitute the main programmes of study for its learners based in Ireland.

The College works directly with a number of sporting organisations and associations such as World Rugby, Gaelic Players Association, Rugby Players Ireland and Women's Gaelic Players Association in facilitating player education as well as coach education through the pathway of programmes of study offered by Setanta College.

The College works closely with partners within the sport and exercise technology industry as well as research focused institutes. To this end Setanta College offers bespoke educational and research support to several companies world-wide and is active in innovative sport and exercise research with Tyndall Institute based in University College Cork (U.C.C.).

At the local community level, Setanta College offers health, fitness and wellness programmes of study for the Fire Services and conducts applied research in the field for the Fire Services.

Process for development and approval of the A.Q.R.

The Setanta College Annual Quality Review was developed by the College Quality Assurance officer under the guidance of the College Registrar and in consultation with all appropriate College staff. The process is outlined in figure 1 below:

Review of College QA documentation:	Review of QA surveys and Indicators	AQR Consultation	Academic Council
Quality Assurance Manual Reengagement documentation 2019	Learner Reviews Stakeholder Reviews Graduate Reviews Academic Directors Report	Consultation with college staff Case Study	AC Approval for Annual Quality Report

Figure 1: Setanta College QA Review Process

The Annual Quality review process began with a review of the College Quality Assurance documentation consisting of the College Quality Assurance Manual and 2019 Reengagement documentation. The second stage involved a review of the College annual Q.A. surveys and from these Q.A. indicators. The third stage involved consultation with college staff and the identification of appropriate case studies which accurately reflect the quality assurance issues faced the College in the reporting period.

1.0   Internal QA Framework

1.1   Governance and Management of Quality

College Overarching Governance Structure

Setanta College's governance infrastructure has been established to ensure that it is governed and managed effectively, with clear and appropriate lines of accountability for each area of responsibility.

A governance structure (Figure 2) is in place to ensure that there is adequate oversight of the financial and operational activities of the organisation and that all legal, policy and ethical requirements are complied with.

Through the application of its governance structure, the College ensures that Quality Assurance and standards of academic oversight are in place and that decisions regarding admission, assessment and progression of any individual learner are maintained completely separate from those regarding financial and other commercial considerations.
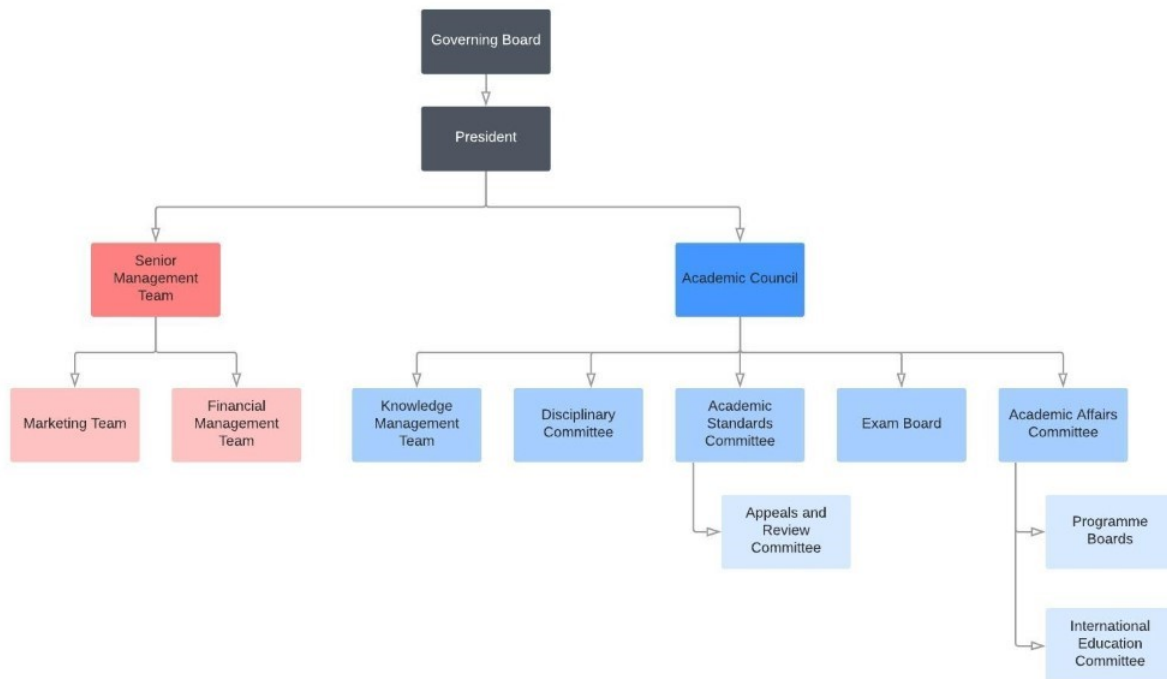
Figure 2. Setanta College Governance Structure describing Management and Academic Bodies.

Governing Board

The Governing Board has overall accountability for the governance of the College. The identification and selection of the members of the Governing Board is guided by the considerations around composition and size of Governing Authorities in Higher Education.

Membership within the Governing Board is reflected in individuals that have a strong academic and applied qualification and background. This composition of membership reflects an independence and externality of members. It ensures that the College's vision, mission and goals and strategic actions are independently informed. Further, through the composition of this board membership, the College programmes will reflect the most up-to-date applied coaching methods within human performance development, and this also ensures that the College is aware of the development of internationally respected standards within Performance Science/Coaching and Strength and Conditioning as well as allied fields of study.

The Governing Board includes two share-holding directors of Setanta College and one non share-holding director. The Governing Board is the Board of Directors in the context of company legislation and in that regard complies with all requirements of the Companies Act (2014).

The Governing Board supports the College President in ensuring that the College is stable and in good financial standing, with a reasonable business case for sustainable provision. In that context, the College President and the Commercial Director report routinely to the Governing Board in terms of financial and organisational sustainability. Likewise, the College Registrar reports to the Governing Board on issues relating to Academic Affairs, programme and staff performance and quality of programme delivery.

Senior Management Team

The Senior Management Team (S.M.T.) is comprised of the Commercial Director, College Registrar and Academic Director. This team brings together senior academic, compliance and commercial positions, to help ensure that the College has a coordinated, clear and strategic direction. This team is responsible for the day to day running of the College, implementation of the Strategic Plan and also serves to complement the work of the Academic Council and Academic Affairs Committee.

Academic Council

The Academic Council of Setanta College has overall responsibility for implementing the educational strategy as set by the Governing Board. It will manage and support the Academic Boards and Committees of the College.

Programme Boards

The Programme Board monitors and reviews all current programmes. Four programme boards currently operate within the academic structure of the College.

Representation of Learner Representation and External Stakeholders

The Governing body has external stakeholder representation in the form of academic, commercial and legal membership. Academic Council, subcommittees and programme boards have learner representation at all meetings.

The relevant policies and procedures on Governance and managing quality within Setanta College are contained within the College QA document at the following link.

[Governance-and-Management-of-Quality.pdf (setantacollege.com)](Governance-and-Management-of-Quality.pdf)

Documented Setanta College quality assurance policies and procedures

The following section gives an overview of the purpose and framework with which quality assurance works within Setanta College.

Quality Assurance Policy for Setanta College

Definition

The term "quality assurance" is used to describe the processes that seek to ensure that the learning environment reached an acceptable threshold of quality. UNESCO defines quality assurance (Q.A.) as ".an ongoing continuous process of evaluating (assessing, monitoring, guaranteeing, maintaining and improving) the quality of an education system, institution or program."

In an education and training context, Quality and Qualifications Ireland (Q.Q.I.) outlines that quality assurance has to do with matters such as:

- Whether the education, training, research and related services provided by a provider are fit for their professed purpose
- The trustworthiness of the qualifications awarded being recognised
- The net contribution of the education and training provision to the common good
- Accountability, openness and transparency
- The standards of awards

Purpose

The purpose of this policy is to set the framework within which the Quality Assurance Systems of Setanta College will be developed, monitored, maintained and improved and through which a culture of quality will be developed and maintained within the College.

The policy also has the purpose of complying with the following –

The requirement of Q.Q.I. as set out in its Core Statutory Quality Assurance Guidelines that the College implements and documents a policy for Quality Assurance

The requirements of Q.Q.I. as set out in its policies regarding Private Providers, Blended Learning and Collaborative and Transnational Programmes

The requirement of various sporting and well-being bodies which are stakeholders of Setanta College that the training provided for them and their organisations is properly accredited through a quality-assured system

The following documents provide overarching guidance in establishing a Quality Assurance system at the College:

- Sector Specific Independent/Private Statutory Quality Assurance Guidelines (2016), Q.Q.I.
- Qualifications and Quality Assurance (Education and Training) Act 2012.
- Core Statutory Quality Assurance Guidelines (2016), Q.Q.I.
- Assessments and Standards (Revised 2013)
- Quality Assuring Assessment Guidelines for Providers (Revised 2013)
- Effective Practice Guidelines for External Examining (Revised 2015)
- Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes (Q.Q.I. March 2018)
- Policies and Criteria for the Validation of Programmes of Education and Training – Q.Q.I. 2017
- H.E.T. and Apprenticeship Programme Validation Manual – Q.Q.I. 2018
- Policy and Criteria for Making Awards – Q.Q.I. 2017

Since Setanta College is part of the European Higher Education landscape, this policy also has regard to the Standards and Guidelines for Quality Assurance in European Higher Education (2015) published by ENQA.

Scope

This policy applies to all of Setanta College and to those who work with or for it including its learners, management, tutors and other staff.

The policy particularly applies to those individuals and structures which have direct responsibility for Quality Assurance within Setanta College. These include –

- The Academic Council
- Programme Boards
- Examination Boards
- College Registrar
- Academic Director
- Quality Assurance Officer

- Programme Leaders
- Chairperson of the Academic Council

Policies for Quality Assurance

Quality Assurance within Setanta College is delivered through –

- Strategies
- Values and their associated behaviours
- Policies
- Procedures
- Quality Culture Creation
- Risk Management

The impact of having a quality culture within the working environment is often greatest when it forms part of a coherent, organisation-wide approach.

The relevant policies and procedures on documenting quality within Setanta College are contained within the College QA document at the following link.

[Documenting quality.pdf (setantacollege.com)](#)

1.2   Linked Providers, Collaborative and Transnational Provision

Collaborative provision of programmes

This section is not applicable

Setanta College policies in respect of transnational and collaborative provision.

Setanta College Policy for Transnational programmes

It is the policy of Setanta College to deliver its programmes in a transnational context subject to the following criteria:

a) The policy will be pursued to the extent that it forms a part of the strategic planning priorities of Setanta College

b) The delivery of transnational programmes will be pursued on a phased basis and in line with the resources which are made available for such purposes

c) It will be a priority of Setanta College to ensure that those pursuing its courses in a transnational environment will have a learning experience which is equivalent in every respect to the experience of those pursuing the same programmes in Ireland

d) Targeted structures and systems will be put in place to pursue the delivery of transnational programmes in a manner which meets the requirements of Q.Q.I. and gives a high-quality learning experience to its Learners

e) The monitoring and evaluation of programmes delivered in a transnational context will be carried out in as rigorous and focused a manner as that of programmes delivered in Ireland.

The relevant policies and procedures on documenting transnational provision within Setanta College are contained within the College QA document at the following link.

[Transnational-Programmes.pdf (setantacollege.com)](setantacollege.com)

2.0   **Programme Development and Delivery**

2.1   **Programme Development and Approval**

Setanta College approach to Quality Assurance of the design and approval of programmes

The following section gives an overview of the College approach to the design and approval of programme of education.

Setanta College Policy for the Development and Approval of New Programmes

1. Definition

New programme proposals must be consistent with the college's strategic plan, budgetary constraints and resources. All Setanta College programmes are designed primarily to be delivered through the medium of blended learning. Programmes have also been delivered through partner institutions on campus and this programme delivery method is also factored into programme design and curriculum. The overall principles of programme validation are governed by the Qualifications and Quality Assurance (Education and Training) Act 2012.

2. Purpose

This policy sets out the College's approach to the design of programmes. It also sets out the principles for curriculum design for such programmes. Programmes seeking validation from Q.Q.I. require additional steps to our professional programmes. Setanta College will ensure that the Q.Q.I. Core Validation Policy and Guidelines are adhered to in this regard. Regardless of award type, the same development procedures apply.

3. Scope

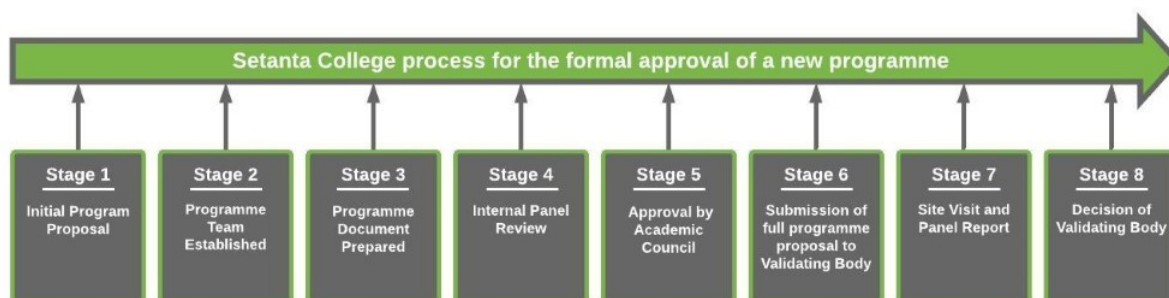The policy applies to all staff within Setanta College. A programme proposer may originate from with current staff, but a programme proposal can also originate from dialogue with external partners/stakeholders. Whilst principles for Design of Programmes and Curriculum are applied to all Setanta College programmes, this policy is specific to the requirements of the Qualifications and Quality Assurance Act (2012).

4. Policy for Development and Approval of New Programmes

Setanta College will develop and deliver programmes that are well-structured, relevant to the needs of learners, industry and to those professions, and that reflect the standards set out by the National Framework of Qualifications; the college will maintain and implement formal, documented mechanisms for the ongoing monitoring and review of all programmes.

Setanta College will develop and adhere to procedures for the fair and consistent administration of all phases of the learner "life cycle" and will publish all related criteria and regulations. It is the colleges intention to constantly identify new trends within the industry of human performance and respond to these trends by incorporating them into new programme development or further enhancement of our current programmes.

5. Procedure for Development and Approval of New Programmes

Setanta College process for the formal approval of a new programme

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8
Initial Program Proposal	Programme Team Established	Programme Document Prepared	Internal Panel Review	Approval by Academic Council	Submission of full programme proposal to Validating Body	Site Visit and Panel Report	Decision of Validating Body

Figure 3. Schematic of process for new programme design and approval

The relevant policies and procedures on Programme Development and Delivery are contained within the College QA document at the following link:

[Programme Development.pdf (setantacollege.com)](#)

2.2   Admission, Progression, Recognition & Certification

Overview of Information provided to learners in respect of access, transfer and progression

This section provides an overview to the Colleges approach to access, transfer and progression and in the relevant information made available to learners in respect of these processes.

Access, Transfer and Progression

1. Definition

"Access, Transfer and Progression" describes the pathways available to learners to enter and transfer between, and progress from programmes of education and training, which are the main route to achieving awards and qualifications.

Definitions include:

Access - the process by which learners may commence a programme of education and training having received recognition for knowledge, skill or competence required.

Transfer - the process by which learners may transfer from one programme of education and training to another programme having received recognition for knowledge, skill and competence acquired.

Progression - the process by which learners may transfer from one programme of education and training to another programme.

2. Purpose

The purpose of this policy is to ensure appropriate learner Access, Transfer and Progression opportunities for applicants to Setanta College.

3. Scope

Whilst principles for Access, Transfer and Progression are applied to all Setanta College programmes, this policy is specific to the requirements of the Qualifications and Quality Assurance Act (2012). Such requirements specifically relate to admissions policies, including transfer from other programmes and progression to higher award levels on the N.F.Q.

4. Policy for Access, Transfer, Progression

Setanta Colleges policy in this area is informed by Q.Q.I. Policy Restatement - Policy and Criteria for Access, Transfer and Progression in Relation to Learners for Providers of Further and Higher Education and Training (NQAI, 2003, Restated 2015).

It is the policy of Setanta College, as far as is practicable, to admit all applicants who fulfil the minimum academic requirements for its courses and programmes. Setanta College publishes detailed admissions criteria, procedures and regulations for entry to all its programmes on an annual basis. Additional guidelines are published on the entry requirements for those seeking advanced entry onto a programme, and for those seeking additional supports or accommodations for reason of a disability or medical condition. All documentation is published on the Setanta College website and in the Setanta College brochure.

The relevant policies and procedures on Admission, Progression, Recognition & Certification are contained within the College QA document at the following link:

[Admission, Progression, Recognition & Certification.pdf (setantacollege.com)](http://setantacollege.com)

2.3 Procedures for Making Awards

This section is not applicable

2.4 Teaching, Learning and Assessment

Setanta College guide to Teaching, Learning and Assessment

This section provides an overview to the Colleges approach to Teaching, Learning and Assessment and associated quality assurance processes.

Introduction

The mission of Setanta College is to provide to the learner a progressive learning experience that leads to a greater specialised knowledge, awareness and understanding with a strong practical competence in the areas studied.

This Teaching and Learning Strategy outlines how Teaching and Learning are core to the achievement of the Colleges mission. This strategy is underpinned by the Colleges vision, mission and core principles for teaching and learning. The achievement of these is assured by actions and indicators overseen by the College academic governance structure and academic management team as outlined in College organisational chart in Figure 4 below.
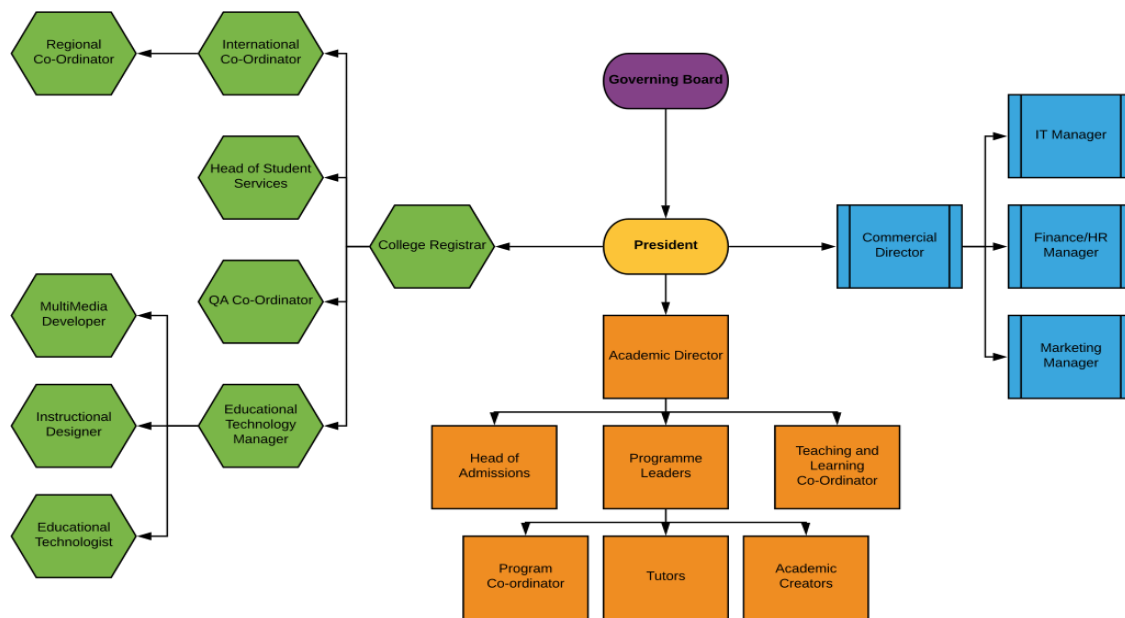
Figure 4. Setanta College Organisational Chart

Setanta Colleges Teaching and Learning Strategic Framework

Vision

The Vision for Teaching and Learning for Setanta College is to be a leading provider in Performance Coaching, Science and Strength and Conditioning educational experience.

Mission

The mission of Setanta College's blended learning approach is to provide a pedagogically sound content delivery mechanism which serves learners and faculty needs, while conforming to best international standards.

Core Principles

The overall approach to teaching and learning will integrate core principles of Adult Education.

1. Acknowledging the prior experience of the learner and integrating this experience into the learning dynamic
2. Constructivist and critical pedagogy – where knowledge is co-created and all theories and models are subjected to the critique of real life fit and application
3. Formative assessment and open feedback process – where participants are given opportunities to discuss their own performance and plan improvement processes for subsequent efforts

4. Reflection as an active and integrated process
5. Learners taking ownership and responsibility for their own learning

The pillars of Setanta College's Teaching and Learning strategy are:

- Learning outcomes

- Establishing a Learner Centred Culture

- Ensuring fairness and consistency

- Promoting the continuous improvement of the learning process that is reflected in the quality of our graduates

- Continuous professional development of academic staff

Each of these pillars comprises an aim for the college which will be accompanied by actions linked to the college operational plan. This framework will build upon the strong foundation of best practice in learning, teaching and assessment within Setanta College.

The relevant policies and procedures on Teaching and Learning are contained within the College QA document at the following link:

[Teaching and Learning.pdf (setantacollege.com)](setantacollege.com)

Policy and Procedures related to Assessment
Setanta College adheres to all the relevant Q.Q.I. policies, criteria and guidelines regarding assessment.

The Assessment Process
The Assessment process at Setanta College is managed through a series of policies and procedures that include:

- Planning the Assessment
- Assessment Regulations
- Assessment Marking and Authentication
- Academic Integrity
- External Examiner
- Examination Board

Process and procedures for External Examining

Setanta College is committed to a teaching and learning approach that fosters active learning and allows Learners to take ownership of their learning. Assessment policies reflect this approach and assessment and procedures are carried out in a fair, transparent and consistent manner. The role of the External Examiner in this process is a key quality assurance mechanism within the College.

Policy Statement

The purpose of the external examination is to ensure the quality of the overall programme and Learner performance within the programme of study at the College. The role of the External Examiner(s) is central in this process.

The relevant policies and procedures on Assessment are contained within the College QA document at the following link:

[Assessment.pdf (setantacollege.com)](Assessment.pdf)

3.0   Learner Resources and Support

3.1   Learner Resources and Supports

This section provides an overview to the Colleges learner resources and supports and associated quality assurance processes

Resources:

The physical resources available to the College now includes

<u>Ireland</u>

- Main Workshop facility at the Thurles Sarsfields Training Complex.
- Satellite Workshop facility 1: Cork
- Satellite Workshop facility 2: Galway
- Satellite Workshop facility 3: Dublin

<u>Transnational Delivery</u>

- London, Saracens RFC in London (St Albans AL3 6BZ and Allianz Park NW4 1RL).
- U.S.A., Houston Astros MLB in Florida (FITTEAM Ballpark, West Palm Beach, FL 33407).

Informational technology resources

The College has an I.T. department that services the teaching and learning resources available to learners. The available resources include the following:

V.L.E.

- Virtual Learning Environment used is Moodle.

Social/Cloud/Library/E-Learning

- Office 365 – Email and Learner forum (Yammer)
- OneDrive – Cloud Storage
- WIFI access – Available to learners at practical workshops
- Library – Online journal library via Moodle
- D.M.I. – Digital Marketing Institute currently used for Staff C.P.D.
- Zoom/Microsoft Teams – Virtual classroom for Synchronous learning/ webinars
- Shutterstock– Stock images for lecture content
- Vimeo– Video hosting
- Adobe Creative Cloud– Content Creation
- Articulate Storyline– Content Creation (Specific to eLearning)

Learner Record Management System

- SRMS – Updated platform now in operation since January 2021

Materials for teaching, learning and assessment (software and printed)

The College resources for materials for teaching, learning and assessment include:

- Online learning Portal (Moodle
- College Online Library
- Learner email and forum
- Assessments

The College has developed a bespoke online learning portal as its L.M.S. (Moodle - Modular Object-Oriented Dynamic Learning Environment), to deliver asynchronous learning material to learners. Lecture material is delivered in pre-recorded video form, along with written transcripts and audio podcasts. Additional reading material may also be attached each week along with lecture content. This platform is managed in-house by the College's learner officer and Educational Technologist.

The College provides learners with access to an Online Library (EBSCO – Sports Discus) that can be accessed at any time via the online learning portal and OneDrive SharePoint app. This is comprised of thousands of health and fitness-related journal articles through a subscription to Sports Discus. The College also provides access to archived journals from; The Journal of Strength and Conditioning Research, The Journal of Medicine and Science in Sports, and Medicine and Science in Sports and Exercise. Where learners require a specific article, which is not subscribed to by the library, the learner services department will access it through an inter-library loan.

Each learner is assigned with a dedicated MS Office 365 email during their time studying with the college. Learners also get access to several additional integrated apps as part of their Office 365 subscription. The learner forum (Yammer) is one such app that allows learners to collaborate with everyone in their class.

The majority of learner assessments are carried out through the online learning portal. Multiple Choice Questionnaires (MCQ's) are completed for Level 6 modules as a check for learning, along with written assessments, which are submitted through the online learning portal. Other onsite practical skills/coaching related assessments are completed at practical workshops.

The relevant policies and procedures on Learner Resources and Support are contained within the College QA document at the following link:
Support-for-Learners.pdf(setantacollege.com)

4.0   QA of Research Activities and Programmes

This section is not applicable

5.0   Staff Recruitment, Development and Support

This section provides an overview to the Colleges approach to Staff Recruitment, Development and Support and associated quality assurance processes

Policy on Staff Recruitment

In line with <u>Q.Q.I. Core Guidelines on Quality Assurance</u> Setanta College commit to "appoint suitably qualified staff to the role of teacher/instructor/trainer/tutor and to all other roles responsible for related services." Successful candidates will then be inducted in the appropriate manner following procedures set out in section six of this document including communication procedures as part of the induction. All applicants for employment are afforded equality of opportunity which is defined as the recruitment, selection and appointment of candidates based on merit – that is, the best candidate for the post is selected for appointment.

Policy on Staff Appraisal

The College recognises the importance of reviewing and monitoring staff performance to support the development of potential and personal growth of its teaching staff and ensure that the high standards to which the College aspires are being strived for in all areas by all teaching staff. The appraisal process also provides an opportunity to identify career aspirations and discuss professional development intentions and possibilities.

Policy on Staff Development

Staff development is instrumental to the ongoing success of the College, the achievement of its mission and the enhancement of the learner experience. The value and importance of staff development to maintain a high calibre of personnel within Setanta College is critical to achieving the stated mission and vision of the college.

All staff and faculty are encouraged and required to participate in a programme of planned professional development, linked to their annual review or performance monitoring. All staff have equitable access to staff development opportunities, appropriate to their role and aligned to their objectives. Staff appraisals will be used as a means for monitoring and reviewing the effectiveness of this policy.

The relevant policies and procedures on Staff Recruitment, Development and Support are contained within the College QA document at the following link:

[Staff Recruitment, Development and Support.pdf (setantacollege.com)](#)

6.0   Information and Data Management

This section provides an overview to the Colleges approach to information and data management and associated quality assurance processes

The College policy on data and information management recognises that the efficient management of its records is necessary in order to support its core functions, to comply with its legal and regulatory obligations and to enable the effective management and operation of the College. It is committed, through the Information Management Policy, to creating, keeping and maintaining those records which document its principal activities, including teaching, research, the administration of its resources and the protection of the rights and interests of the College and its stakeholders.

This policy applies to all Setanta College staff, Learners and alumni and to all College records and information, including but not limited to:

- Setanta College Learner Data
- Setanta College Staff Data
- Setanta College Financial Data
- Setanta College Commercial Data
- Setanta College Intellectual Property
- Setanta College Academic Data

Policy Statement

Setanta College will develop internal and public information systems that allow for the collection, processing, and use of information by staff so as to ensure the effective support and development of academic programmes and associated activities.

The College collects and maintains information regarding Learner admissions, progression, Learner result and Learner retention and uses this information in the appropriate monitoring and review processes.

The following tools are used to monitor and review the key performance indicators (both quantitative and qualitative).

Tool	Indicator	Completed in 2020
Learners Induction surveys	College information provision Induction Process	Yes
Module Review Surveys	B.L. in the context of the module Achievement of Module Learning Outcomes Module Delivery Learner Engagement	Yes
Programme Board reports	B.L. in the context of the programme Achievement of the Programme Learning Outcomes Learner Engagement Support Services	Yes
Graduate Survey	Overall learner experiences Recommendations for improvements in College provision of B.L.	Yes
Annual Staff Surveys	B.L. from the staff perspective Achievement of Module and Programme Learning Outcomes Learner Engagement Support Services C.P.D. requirements	Yes
Stakeholder Surveys	Graduate attributes Industry requirements	Yes
Annual Knowledge Committee Report	Reviewing of existing B.L. provision Software and Hardware issues Emerging Trends in B.L. Competitor provisions	Yes
External Examiner Reports	External objective assessment of B.L. and learner achievement Achievement of the Programme Learning Outcomes Learner Engagement Support Services	Yes
Knowledge Team Observational Study	Learner engagement Technology adoption and use Technical issues	Yes

Table 2. Monitoring and Review Tools

The information system also collects and makes available to Q.Q.I. information relating to completion rates in accordance with the Q.Q.I. Monitoring Policy 2014

The relevant policies and procedures on information and data management are contained within the College QA document at the following link:

[Information and data management.pdf(setantacollege.com)](setantacollege.com)

7.0   Public Information and Communication

Policy on Public Information

This section provides an overview to the Colleges approach to Public information and associated quality assurance processes

Setanta College are committed to providing accurate, impartial, objective and readily accessible information about the programmes and services which they offer.
The following information is made available to prospective Learners:

- The legal name of the College and the company
- Profiles of key academic staff
- College Quality Assurance policies and procedures
- Outcomes of external Quality Assurance and accreditation engagements
- Information about GDPR and all associated policy statements
- Contact details for the College
- International programme delivery locations are detailed to prospective Learners

After Setanta College has successfully completed any Q.Q.I. Cyclical Review and Programme Reviews/Revalidation the reports and findings will be published on the College website in a specific quality assurance section on the website.

The relevant policies and procedures for public information and communication are contained within the College QA document at the following link:

Information and communication.pdf (setantacollege.com)

8.0 Monitoring and Periodic Review

This section provides an overview to the Colleges approach to Monitoring and periodic review and associated quality assurance processes

Setanta College policy on Monitoring and Periodic Review

The policy and procedures for Ongoing Monitoring and Review of Blended Learning Programmes are an integral component of both the programme review/revalidation and cyclical review processes in the College as can be seen in Figure 5 below.
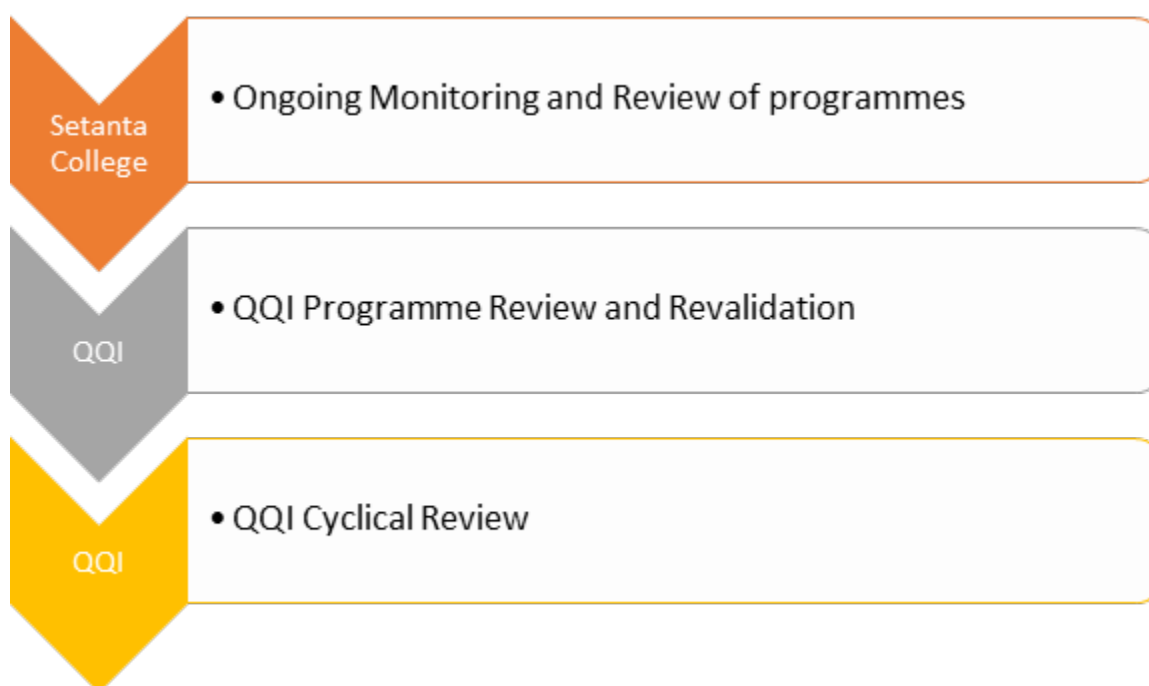
Figure 5. Overview of Setanta College Self Evaluation, Monitoring and Review Process

Periodic evaluation of programmes by way of Programmatic Review and External Review including periodic evaluation of the College's Governance and Quality Assurance infrastructure by way of Q.Q.I. Cyclical Review are covered under College Policies and procedures for Programmatic Review and Cyclical Review.

Policy Statement

Setanta College will develop and deliver programmes that are well-structured, relevant to the needs of Learners, industry and the professions, and that reflect the standards set out by the National Framework

of Qualifications; the College will maintain and implement formal, documented mechanisms for the ongoing monitoring and review of all programmes.

Procedures for this Policy

Once a programme has been established Setanta College have comprehensive monitoring and review processes for its programmes.

Theses reviews processes are facilitated through the following academic board structure in figure 6 below:
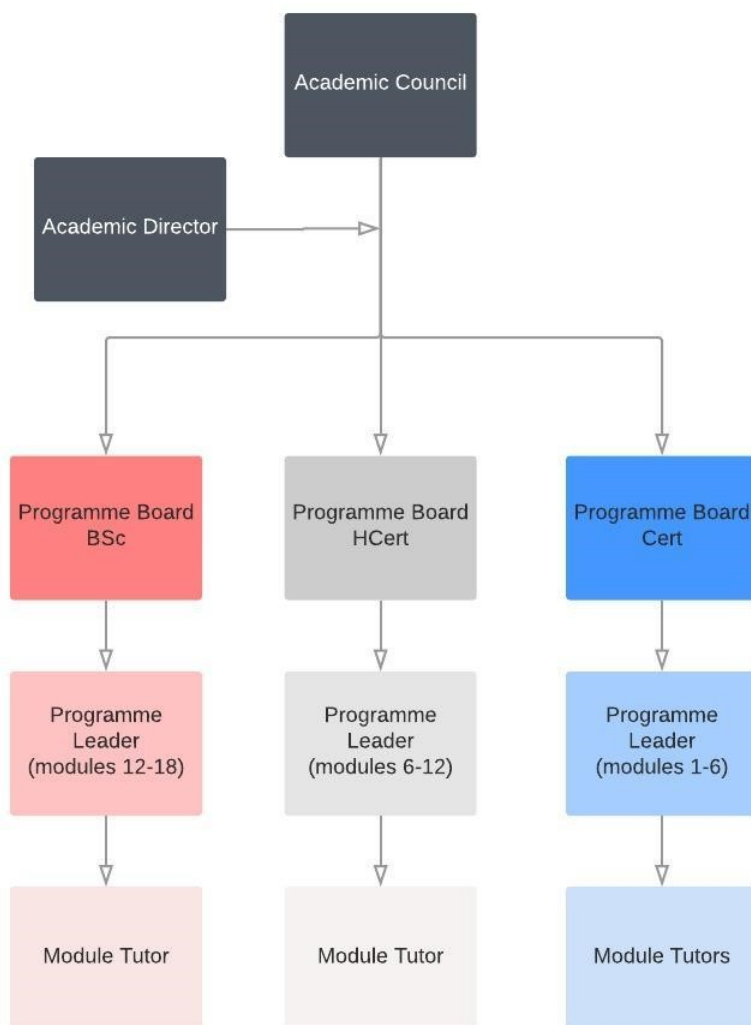
Figure 6: Setanta College Academic Board Structure

These policies and procedures for programme monitoring and review are contained within the College QA document at the   following link:

[Programme monitoring and review.pdf (setantacollege.com)](setantacollege.com)

9.0   Details of Arrangements with Third Parties

9.1   Arrangements with PRSBs, Awarding Bodies, QA Bodies

Type of arrangement	Total Number
PRSBs	2
Awarding bodies	
Q.A. bodies	

1. Type of arrangement (PRSB/awarding body/Q.A. body)	PRSB
Name of body:	Register of Exercise Professionals Ireland (REPS Ireland)
Programme titles and links to publications	Certificate in Fitness and Conditioning/Certificate in Advanced Personal Training https://repsireland.ie/approved-education-providers/
Date of accreditation or last review	March 2021
Date of next review	March 2022

2. Type of arrangement (PRSB/awarding body/Q.A. body)	PRSB
Name of body:	National Strength and Conditioning Association (NSCA)
Programme titles and links to publications	Bachelor of Science in Strength and Conditioning https://www.nsca.com/education/education-recognition-program-erp/erp-school-list/
Date of accreditation or last review	March 2020
Date of next review	March 2023

3. Type of arrangement (PRSB/awarding body/Q.A. body)	PRSB
Name of body:	International Therapy Education Council (ITEC)
Programme titles and links to publications	Diploma in Personal Training and Strength and Conditioning
Date of accreditation or last review	N/A
Date of next review	N/A

9.2   Collaborative Provision

This section is not applicable

9.3   Articulation Agreements

This section is not applicable

Setanta College

2021

Annual Quality Report (SETANT COLLEGE)

PART B: INTERNAL QUALITY ASSURANCE

ENHANCEMENT & IMPACT

Reporting Period 2019-2020

PART B: INTERNAL QA SYSTEM

1.0   Quality Implementation and Developments

1.1   Strategic QA Updates

Setanta Colleges Strategic Framework

Purpose

Setanta College is a private higher education institution dedicated to the pursuit of maximising the human experience and overall performance. Achieved through the delivery of innovative and inclusive teaching and learning, the promotion of academic enquiry and research, the development of innovative concepts, programmes, and products, and the engagement with community and utilisation of expertise.

Mission

The mission of Setanta College is to engage both on its own and collaboratively and in Irish and international contexts, in research, training and education in the fields of sports science and human performance leading to greater specialised knowledge, awareness and understanding and a developed practical competence amongst graduates of the College in particular and among all those engaged and in those fields of study in general.

Improvements and enhancements arising from internal quality improvement planning, review and monitoring processes or reengagement:

This section provides an overview of quality assurance updates that have occurred in Setanta College during the reporting period 2019 to 2020.

Setanta College underwent the Re-engagement process with Q.Q.I. in 2019, with commencement of the process in late 2018, a site visit in February 2019 and successful completion of the process in November 2019.

The BSc in Strength and Conditioning went through programmatic review in April 2020.

Re-engagement 2019

Improvement and Enhancements from the Re-engagement process:

The key improvements and enhancements to the Colleges provision arising from Re-engagement in 2019 were:

Improvements and enhancements from Re-engagement 2019	Update February 2021
Proposal to deliver the onsite component of the programme at locations outside of Ireland	First residential delivery on London campus (Saracens R.F.C. StoneX Stadium) in August 2021 (Covid dependent)
Proposed locations in the U.K. and the U.S. to link with substantial industry links to both countries through our partnerships with World Rugby, NSCA and Titleist Performance	First residential delivery on London campus (Saracens R.F.C. StoneX Stadium) in August 2021 (Covid dependent)
Proposal to appoint new positions within the Q.A. structure-International Co-Ordinator and Regional Co-Ordinator to ensure exact same learner experience abroad to what the domestic earner encounters.	Positions filled in January 2021

Proposal to appoint new positions within the Q.A. structure-International Co-Ordinator and Regional Co-Ordinator to ensure exact same learner experience abroad to what the domestic earner encounters.

The Key improvements and enhancements to the Colleges provision arising from Programmatic Review in 2020 were:

Panel Special Conditions	College Response	Update February 2021
The learner enrolment data and attrition and completion data are not very robust due to the lack of a strong learner record keeping system	The College reviewed its data management systems, policies and procedures. The College has implemented a new data management system (Learner Information System) which will ensure a more accurate data management.	New Data Management system (Learner Information System) now operational

The establishment of clearer bespoke procedures to address feedback queries, complaints and appeals for learners in both domestic and transnational locations must be established.	The College has developed clear bespoke procedures to address feedback queries, complaints and appeals for all learners. Note the procedures within the QA Manual within section 13 [Section_13.pdf (setantacollege.com)](setantacollege.com)	Updated policies and procedures on feedback now being implemented throughout the College programmes
The provider is required to review its current assessment management practice	The College has reviewed its assessment management practices and ensured that all conditions noted above are robustly reviewed in advance of any future submission. The College has also developed staff training resources on best practice in assessment.	Staff training on best practice in assessment is now ongoing
The provider must review as a matter of urgency the feature of the programme whereby a learner does not have to attend any practical-based module	The College has undertaken a review of its assessment strategy and has created a compulsory attendance for each learner at workshops where a practical assessment of appropriate learning outcomes will take place. The respective modules have been identified within the programme documentation of the principal and embedded programmes.	Compulsory attendance at practical modules containing related practical assessments now implemented throughout College programmes
The provider must constructively align the module and programme learning outcomes to assessment tools	The College has constructively aligned the programme and module learning outcomes to the assessment techniques	Programme and Module Learning outcomes now aligned throughout all College programmes
The provider must review the programme learning outcomes as currently presented. In their present format, these learning	The College has reviewed the programme and module learning outcomes and ensure that they are specific to the discipline of	All learning outcomes are now specific to discipline throughout College programmes

outcomes are not fit-for-purpose. All module and programme learning outcomes must be specific to the discipline, and not excessively generic	Strength and Conditioning. Skills and practical elements are now reflected more clearly in the outcomes. Assessments are amended to ensure a clear module outcome assessment.	
Advances following Programmatic Review		
The development of new embedded Certificates within the BSc Strength and Conditioning programme: - Cert in Advanced Personal Training - Cert in Youth Athletic Development - Cert in Health & Wellness	Programmes developed and now being offered	New programmes now being offered. Each of these certificates offer improved choice and pathways for College learners.
Proposed Transnational Delivery locations	Programme Review panel satisfied with Q.A. arrangements specific to the proposed transnational delivery locations	First residential delivery on London campus (Saracens R.F.C. StoneX Stadium) in August 2021 (Covid dependent)

1.2   Update on Planned QA Objectives identified in Previous A.Q.R.

No.	Planned objectives (Previous A.Q.R.) Note: Include reference to the relevant section of the preceding A.Q.R., where applicable	Update on Status
		Provide brief update on status, whether completed or in progress. If an action was planned in the previous A.Q.R., but not completed, provide reasons/short reflections for the delay/non-completion.
1	Identified during Re-engagement: Need for streamlined programme reporting via new Information system	An educational supplier has been sourced and the college is in process of adopting this new system
2	Appointment of a T&L coordinator	Position filled January 2021
3	Development of new academic integrity policy	Completed and passed through A.C.
4	Development of a work placement policy	Developed and passed by A.C.
5	Appointed of Q.A. officer	Appointed in August 2020
6	Appointed of Learner Services Officer	Appointed in October 2020

1.3   Governance and Management

1.3.1   QA Governance Meetings Schedule

Body	Meeting dates
Governing Body	14th Jan 2021, 15th May 2021, 15th Sept 2021
Academic Council	1st April 2021
Programme Boards	25th March, 24th June, 23rd Sept 2021
Examination Board	October 2021
Academic Affairs Committee	10th April, 10th July
International Education Committee	11th March, 10th June, 9th Sept 2021

1.3.2 QA Leadership and Management Structural Developments

Implementation of new position following re engagement

Setanta College underwent the Re-engagement process with Q.Q.I. in 2019, with commencement of the process in late 2018, a site visit in February 2019 and successful completion of the process in November 2019. Following this process, the College implemented a new governance structure outlined in figure 7 below which included the appointment of the following positions:

Position	Date of Implementation
Governing Board	2020
Academic Director	January 2021
College President	November 2019
T&L Coordinator	January 2021
Regional and International Coordinators	January 2021
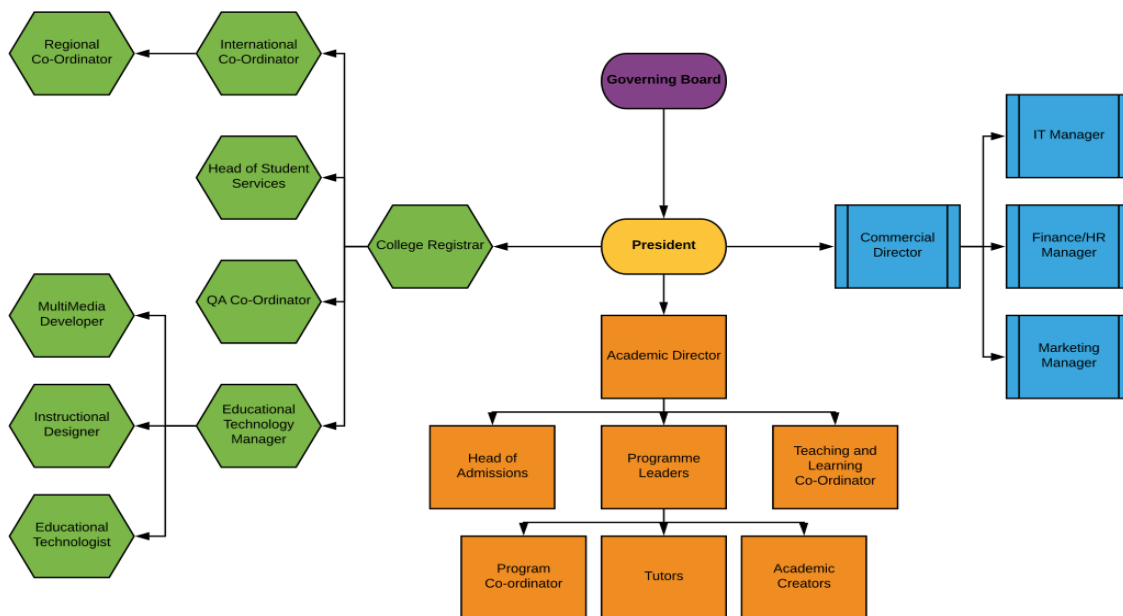
Figure 7: Setanta College Management Structure

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
Academic Director Report	February 2021	N/A
Academic Council Report	February 2021	N/A

1.4.2 Expert Review Teams/Panels[2] involved in I.Q.A.

Details in respect of review/evaluation processes that concluded during the reporting period should be set out below.

Please use whole numbers rather than percentages.

	Total	Academic Schools/ Department	Professional Services/Support Unit	Approval/Review of Linked Provider	Programme Approval	Programme Review	Other
Number of review/ evaluation processes	2	1	0	0	3	1	
of those:							
On-site processes	4	1	0	0	3	0	
Desk reviews	5	1	0	0	3	1	
Virtual processes	2	1	0	0		1	
Average panel size for each process type*	10	2	0	0	3	5	

* excluding secretary if not a full panel member

---

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

(ii) Composition of Expert Review Teams/Panels involved in I.Q.A.

Type of Expert/ Role on Panel	Total	Gender			Internal	National	International			Institution Type	
		Male	Female	Other, or unspecified			U.K., incl. N.I.	Other European	Outside of Europe	Similar	Different
Chair	Tara Ryan		X			X				X	
Secretary	Rory Byrne	X				X					X
Academic/Discipline Specific	Aoife Lane + Con Burns	X	X			X					X
Learner Representative	Declan Berry	X				X					X
QA											
Teaching & Learning											
External Industry /Third Mission	Jonathan Davis	X				X					X

2.0   IQA System – Enhancement and Impacts

The following section provides an overview of any developments and enhancements in Quality Assurance in the College during the reporting period, as well as evidence of the effectiveness of internal Q.A. that aligns with the core policies and procedures of the internal Q.A. systems set out in the College Quality Assurance policies.

Governance and Management of Quality

Following the Q.Q.I. re engagement process of 2019 the College has updated its Governance structures.

Impact

The College has taken steps to redesign the governance structure and has now put in place a Governing Board whose membership profile now reflects a high ratio of independent members. Further, a clear separation of commercial and academic decision is now in place.

The College has reviewed the reporting lines within the various units and individual roles of the College. These have been amended now in the updated Q.A. manual to reflect clarity regarding details of membership, quorum, terms of reference and reporting lines within all units of governance.

The updated governance structure can be viewed in Section 1 of QA Manual.
[Governance-and-Management-of-Quality.pdf (setantacollege.com)](Governance-and-Management-of-Quality.pdf)

Programmes of Education and Training

Following programmatic review in 2020 the college has since December 2020 began to offer the following additional programmes:

- Certificate in Advanced Personal Training
- Certificate in Youth Athletic Development
- Certificate in Health and Wellness

Impact

The addition of these programmes has allowed the College to diversify its offering of programmes and satisfy a market demand for shorter more focused programmes in the field of Strength and Conditioning, Personal Training and Health and Wellbeing.

Staff Recruitment, Management and Development

The upskilling and development of staff has improved over the last year with the addition of focused training on assessment and feedback. This has had a positive effect on learner engagement and learning throughout the programmes.

Impact

The impact of this development is demonstrated in the case study on feedback outlined in this report. Initiatives within the Institution related to Academic Integrity.

The results of the annual staff survey indicate the following points:

- Over 1/3 of staff feel their opinion is not valued or taken on board by management.
- Highlighted the need to increase visibility of female role models.
- 70% of staff have not been involved in mentorship either as a mentor or being mentored.
- 45% have not been provided with an opportunity for upskilling.

These issues of not being part of a team and that their opinion is not being valued are to be addressed in the coming year,

Teaching, Learning and Assessment

Following reengagement in 2019 the College has extensively amended its Q.A. according to the panel's report the sections which relate to assessment. The College has ensured that within the area of Assessment that roles and responsibilities are documented, and a flow chart of this key process is included within the College's Q.A. procedures in Section 7 of Q.A. manual.

[Teaching, Learning and Assessment.pdf (setantacollege.com)](#)

The table below contains a summary of the quality teaching and learning indicators from College learner and graduate surveys in 2019 and 2020. Both years show that learner and graduates rate the College highly on all indicators with most indicators having an average score of above 3. The indicators also show a slight improvement in 2020 indicators from 2019, although the increase is small.

Quality Assurance and Teaching and Learning Indicators

Annual Learner survey	2019 (respondents 49)	2020 (respondents 71)
Rate 1-4 4 being highest	Weighted Average score	Weighted Average Score
Structure of the programme	3.57	3.62
Content of programme	3.70	3.74
Effectiveness of induction programme	3.18	3.37
Distribution of workload between modules	3.2	3.5
Effectiveness of timetabling	3.4	3.23
Time allocated to practical	3.32	3.00
Resources		
Online course work	3.34	3.71
Effectiveness of communication		
Presentation of online material	3.71	3.79
Planning and logic of lectures	3.51	3.6
Feedback on practical demonstrations	3.39	3.39
Feedback on CA	3.1	2.79
Graduate Survey	**2019 (respondents 38)**	**2020 (respondents 27)**
Rate 1-5 5 being highest		
Rate course in terms of knowledge	4.45	4.59
Rate course in terms of practical application	4.45	4.45
Rate SC in terms of communication from admin staff		4.56
Rate SC in terms of communication from academic in relation to assessment feedback and progress		4.30
Would you recommend S.C. course to a friend	**Yes 100%**	**Yes 96%**

College Response to COVID 19

The 2020 learner survey also asked learners to evaluate the college response to the COVID 19 pandemic.

COVID – 19 College Response Relevant to 2020 only **1 strongly disagree – 5 strongly agree** **70 respondents**	
How would you rate S.C. response to Covid 19	Weighted Average Score 4.26
I had effective support from S.C. admin and academic staff	3.96

Key QA indicators from Stakeholder and Staff surveys 2019 and 2020

Annual Staff Survey	2019(weighted average)	2020 (weighted average)
Rate 1 – 5 1 very poor 5 very good		
College Management is	**3.5**	**4.64**
Strategic Planning is	**3.67**	**4.36**
Implementation of Planning is	**3.67**	**4.27**
Information on the Academic Council/Programme Board is	**3.17**	**3.8**
College resources are	**2.50**	**4.45**
Knowledge of College Quality Assurance procedures are	**4.17**	**3.82**
Resources for staff development are	**4.33**	**3.64**
Resources		
Workshop facilities in general are	**4.5**	**4.45**
Learner support during online study is	**4**	**4.27**
The programmes as a whole are	**5**	**4.91**
Relevance of the programmes to the industry is	**4.5**	**4.82**
Relevance of each of the modules is	**4.33**	**4.73**
Assessment methods are fit for purpose		**4.36**
Assessment feedback mechanisms are fit for purpose		**4.36**
Operation of the Academic Council/Programme Board is		**4.10**
Continual Professional Development – have you been afforded a C.P.D. opportunity		**Yes 55 No 45**

Have you been provided with opportunities to increase your skills?	Yes No	Yes No
Annual Stakeholder Survey	**2018**	**2020**
How would you rate S.C. in relation to.		
Course Structure	**4.66**	**4.46**
Course Delivery		**4.53**
Course Content		**4.4**
The standard of Graduate's		**4.23**
Quality of academic instruction/teaching	**5**	**4.54**

Information and Data Management (including analysis and impact of information gathered via the national Learner Survey)

Following re-engagement in 2019 the College has implemented a new Student Information system which has provided more robust enrolment, retention and completion data. This has allowed the learner support function of the college to manage learner engagement and retention in a more streamlined fashion.

Impact

The new system has enabled Academic and Operational staff to intervene with learner engagement on all programmes. Real time reporting from the new system has made daily operational tasks more agile and streamlined.

Internationalisation

A strategic focus of the College is offering its programmes to an international audience, this was a key focus of the re-engagement process in 2019. The College has developed its Quality Assurance procedures to allow this internationalisation and has developed its human and physical resources to allow this internationalisation to happen. The first delivery in its new London base is due to take place in 2021 subject to COVID 19 restrictions being lifted in the United Kingdom. The continuation and development of these strategies and partnerships will be a key focus in the next few years.

Impact

Ability to recruit leaners from key strategic markets that have become mature because of the coach pathway developed by Setanta College and World Rugby.

2.1   Initiatives within the Institution related to Academic Integrity

Marking and Feedback Case Study

After the most recent programme review, a revised system of quality assurance was put in place for the marking and feedback of assignments. This was aimed to address concerns raised in the timeliness and depth of feedback.

As a blended learning institution, we rely on quality feedback for learners to grow and learn throughout the course. This new system will ensure our requirements of high-quality and time efficient feedback which is placed on our capable tutors is maintained across all modules and assignments.

The first step taken to implement this system was to contact all current tutors to discuss their corrections and update them on the changes being made. The main points covered in this conversation were: their competence using 'TurnItIn', their external workload (to assess marking capabilities) and our expectations on feedback quality and time of return. Where tutors informed us of an excessive external workload, we brought in assistant tutors to ensure a timely return of feedback to learners following assignments.

The next step was to ensure the tutors had a sufficient understanding on the grading software (TurnItIn) and feedback quality. To do this, all staff were sent a tutorial covering effective and quality feedback. Additionally, all new tutors were inducted through zoom. This allowed a more interactive and practical explanation of TurnItIn for those who had no experience with the software.

Finally, random Q.A. is to be carried out for each submission load (3-4 assignments per module). This will be carried out by our Q.A. officer and will ensure learners are receiving consistent and fair grades as well as quality feedback on areas they need to improve. The focus on this initially was to move away from solely telling learner where to improve more towards telling them how. This involves educating the tutors to go further for the benefit of the learner. Giving them resources in weak areas, telling them the aspects they overlooked and their importance as well as potential improvements they can make in their academic writing skills. All of this practical and constructive feedback will ensure learners continually learn and grow throughout the course.

3.0   QA Improvement and Enhancement Plans for Upcoming Reporting Period

3.1   QA and Q.E. supporting the Achievement of Strategic Objectives

No.	Relevant objectives	Planned actions and indicators
1	2.4 Teaching, Learning and Assessment Implementation of Staff Development Plan	Roll out of tutor staff development to include linking to National Forum Professional Development framework **Indictors:** will be number of staff completing C.P.D. programmes during the reporting period **Responsibility**: Teaching and Learning Co-Ordinator
2	2.4 Teaching, Learning and Assessment Review of feedback processes throughout the learner lifecycle	Led by the Academic Director the Institute will review formative learner feedback during and after assessments. **Indicators:** Learner surveys. Satisfaction with feedback **Responsibility:** Academic Director
3	8.0 Monitoring and periodic review Ongoing review of module and programme content	All of the courses are in the process of review and updating. This is part of an updating schedule which is designed to ensure that content is updated on a regular but manageable basis. **Indicators:** Learner, graduate and stakeholder surveys. Satisfaction with programme content **Responsibility:** Academic Director
4	1.0 Staff Recruitment, Development and Support Improved engagement with staff	Improved communication with all staff and improved engagement through the appointment of full time Academic Director. **Indicators:** Staff satisfaction rating from staff survey **Responsibility:** Registrar

| 5 | 7.0 Public Information and Communication

Improved marketing of learner pathways | The previously validated flexible pathways within the overall BSc programme have proved popular, both in terms of numbers and learner feedback. Further growth will hopefully be facilitated by further marketing activities to outline the numerous options now available through this flexible route enabling a wider range of learners to access the courses.

Indicators: Stakeholder satisfaction

Responsibility: Setanta College Marketing Team |

3.2 Reviews planned for Upcoming Reporting Periods

3.2.1 Reviews planned for Next Reporting Period

Please provide a composite update on new and continuing objectives arising from previous reviews

Below is a summary of proposed reviews following the Academic Directors report 2020.

Unit to be reviewed	Date of planned review	Date of last review
Teaching and Learning To consider the most appropriate structures and systems via which to support the College's aims and visions and to facilitate appropriate scaling of its provisions.	Ongoing throughout 2021	February 2019
Programme Development To continue the content review and to develop new content to support the new courses.	Ongoing	April 2020
Assessment Consider optimal assessment strategies to facilitate the best use of face-to-face workshop times.	Ongoing	April 2020
Human Resources To develop appropriate methodologies via which staff can be inducted into the vision and methodologies of Setanta College to ensure consistency across all aspects of operation.	Ongoing	February 2019
Governing Board To reconvene the Governing Board to ensure industry feedback is obtained that can help shape and guide the courses.	Ongoing	February 2019
External Examiners	Ongoing	February 2019

To address the considerations of the external examiner in relation to grading moderation and academic skills support.		

3.2.2   Reviews planned beyond Next Reporting Period

Not applicable

4.0   Additional Themes and Case Studies

Teaching and Learning Case Study

Setanta College Response to Emergency Situations/Covid-19 Pandemic

Setanta College - Engaging learners through blended learning during the Covid pandemic

Setanta College has used a blended learning approach in delivering its programmes of study for over 10 years. During 2020 this approach to programme delivery was considered to be a very resilient format of delivery for all learners on all programmes of study. Certainly, there was interruption given the restrictions imposed during periods of the pandemic. In particular, the face-to-face component of programme delivery through workshop attendance by learners was not possible during certain periods where lockdown occurred. This was during period 1 (March to June), lockdown period 2 (October to December) and during lockdown period 3 (December to January 2021).

Travel and group gathering restrictions limited the normal programme of face-to-face learner gatherings during these lockdown periods. However, modified and managed workshops that followed the guidelines of the H.S.E. did take place during the July-September period. This allowed for the continuation of the normal workshop programme all be it within modified and more controlled conditions of operation and delivery within a given workshop.

Given the resources and its experience of blended learning, the online component of the programme was uninterrupted. Further, the assessment completion in the main was uninterrupted as learners continued to complete their module assessments in the standard TurnItIn format. Where practical assessments were due to take place, a video recorded demonstration of the assessment was devised as an alternative for the

learner. This has for some years been a feature of the blended programme at the College and learners are supported in the submission of such assessment methods and are comfortable with this method.

With respect to face-to-face workshop interruption during the lock down periods, the College Registrar, Learner Support staff, relevant programme leaders and Tutor and Educational Technology staff , coordinated learners and a modified version in the form of a 'live interactive webinar' was delivered remotely. Learners logged on and participated in these webinars. The format of the live webinars was mixed with a discursive format and a practical format. The discursive format involved invited coaches and College tutors presenting short relevant topics through multi-media and video recordings and these were complimented by a Q&A and comment/discussion response from the remotely attending learners.

The practical format used a live performance or demonstration by the tutor with a subject demonstrating certain activities, exercises, screens of movements. This was also recorded and available following the live webinar. Typically, this was a live 2-hour webinar setting with a 10-minute break for remotely attending learners and for hygiene routines to be applied at the host sportslab-gym setting. For example, with respect to the module Functional Screening, the subject was screened, and learners responded with their observations of the screen. This was similar to what occurs at the live face-to-face workshop. This allowed a focused discussion and question and answer format to the live webinar. Each webinar also included a facilitator who would present the question asked/posted by a learner to the presenter during regular time periods and all questions/comments/observations were thus addressed.

The reduced restrictions during the summer period allowed for a re-introduction of the face-to-face workshops all be it with a limit of 15 attending. Through the Registrar and staff, the guidelines of the H.S.E. were used to prepare and deliver the small group coaching workshop. Entry and exit, greeting, restroom usage, personal spacing and personal hygiene guidelines were all complied with. The open space at the rear of the sportslab-gym was used for certain parts of the workshop and the space within the large sportlab-gym (500 sq. m) with a ceiling elevation of 12m provided ample space for all selected movement and exercise demonstrations.

The demonstrations completed by the subject also included personal care and hygiene and distancing as the coach and subject interacted within selected and rehearsed coaching scenarios. These workshops were repeated at different dates to facilitate the learner's availability. Where learners could not attend a recording of the workshop was available for the learner.

The practical live webinar was reintroduced during the second and third lockdowns and continue to be a feature of the programme until such time as learner gatherings are permitted.

Learner feedback and tutor responses in the main are very positive to the remote attendance at live webinars and it is considered that the learner learning experience while interrupted as a result of not being able to attend the standard workshop does not impact on the attainment of the learning outcomes.

Key Learnings from Setanta College Response to Emergency Situations/Covid-19 Pandemic

The 2020 learner survey also asked learners to evaluate the college response to the COVID 19 pandemic.

Key Learnings

Development of Webinar Presentations

In relation to the practical teaching elements, the key adaptations were the development of webinar type presentations involving practical demonstrations and live feeds. Whilst these can never replicate the quality of face-to-face delivery, they have been generally well received and learner feedback has suggested an understanding of the challenges faced and an overall feeling that Setanta had dealt very well with the situation.

Assessments Methods

The other key adaptation was to the assessment where face to face practical assessment has not been possible. Here a learning objectives basis was taken, with consideration of how to ensure these were achieved with academic integrity but without involving face to face assessment. Methods such as video coaching presentations were used to replace face the face elements. Learner feedback was again generally positive about the changes made and an appreciation of how Setanta dealt with the challenges.

Different approaches to delivery

Interestingly out of adversity can come opportunity and the different methodologies used in both the delivery and especially the assessment provides interesting considerations as to how to manage the numbers challenge, for example utilising some video-based assessments may allow more time to be spent on key aspects of practical coaching delivery during the face-to-face workshops perhaps better optimising this time. Ongoing discussion will take place to consider how best to allocate time during these workshops and various approaches will be trialled.