

Setanta College

2022

Annual Quality Report (SETANTA COLLEGE)

Reporting Period 2020-2021

Annual Quality Report (SETANTA COLLEGE)

PART A: INTERNAL QA SYSTEM

Reporting Period 2020-2021

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

PREFACE	2
Guidelines on Completing the Report	5
Links to Reference Documents Cited in this Template	6
PART A: INTERNAL QA SYSTEM	8
Table 1 Mapping of E.S.G. (2015) to Q.Q.I. Q.A. Guidelines (Q.A.G.)	8
Introduction and Overview of Institution	10
1.0 Internal QA Framework	12
1.1 Governance and Management of Quality	12
1.2 Linked Providers, Collaborative and Transnational Provision	18
2.0 Programme Development and Delivery	20
2.1 Programme Development and Approval	20
2.2 Admission, Progression, Recognition & Certification	22
2.3 Procedures for Making Awards	23
2.4 Teaching, Learning and Assessment	23
3.0 Learner Resources and Support	27
4.0 QA of Research Activities and Programmes	29
5.0 Staff Recruitment, Development and Support	29
6.0 Information and Data Management	30
7.0 Public Information and Communication	34
8.0 Monitoring and Periodic Review	35
9.0 Details of Arrangements with Third Parties	Error! Bookmark not defined.
9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies	Error! Bookmark not defined.
9.2 Collaborative Provision	Error! Bookmark not defined.
9.3 Articulation Agreements	Error! Bookmark not defined.
PART B: INTERNAL QA SYSTEM	ERROR! BOOKMARK NOT DEFINED.
1.0 Quality Implementation and Developments	Error! Bookmark not defined.
1.1 Strategic QA Updates	Error! Bookmark not defined.
1.2 Update on Planned QA Objectives identified in Previous A.Q.R.	Error! Bookmark not defined.
1.3 Governance and Management	Error! Bookmark not defined.
1.4 Internal Monitoring and Review	Error! Bookmark not defined.
2.0 IQA System – Enhancement and Impacts	Error! Bookmark not defined.

2.1	Initiatives within the Institution related to Academic Integrity	Error! Bookmark not defined.
3.0	QA Improvement and Enhancement Plans for Upcoming Reporting Period	Error! Bookmark not defined.
3.1	QA and Q.E. supporting the Achievement of Strategic Objectives	Error! Bookmark not defined.
3.2	Reviews planned for Upcoming Reporting Periods	Error! Bookmark not defined.
3.2.1	Reviews planned for Next Reporting Period	Error! Bookmark not defined.
3.2.2	Reviews planned beyond Next Reporting Period	Error! Bookmark not defined.
4.0	Additional Themes and Case Studies	Error! Bookmark not defined.

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 policies 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 Template¹

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			1.9	On-going Monitoring and Periodic Review of Programmes
8.0 – Monitoring and Periodic Review				
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 – <i>Details of Arrangements with Third Parties</i>			1.2	Design and Approval of Programmes
2.0 – <i>Programme Development and Delivery</i>	2.11	Self-evaluation, Monitoring and Review	1.9	On-going Monitoring and Periodic Review of Programmes
8.0 – <i>Monitoring and Periodic Review</i>			1.10	Cyclical External Quality Assurance
4.0 – <i>Q.A. of Research Activities and Programmes</i>	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 2020 – 31 August 2021**.

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 for organisations and individuals and applied research in the area of strength and conditioning health and wellness.

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:

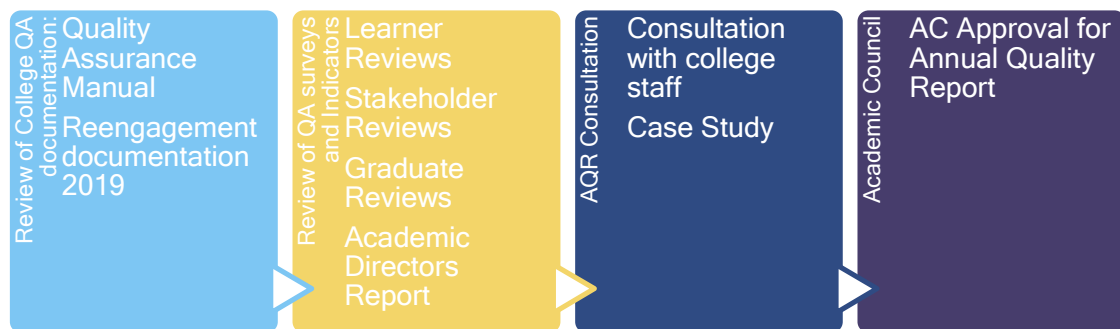


Figure 1: Setanta College QA Review Process

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.

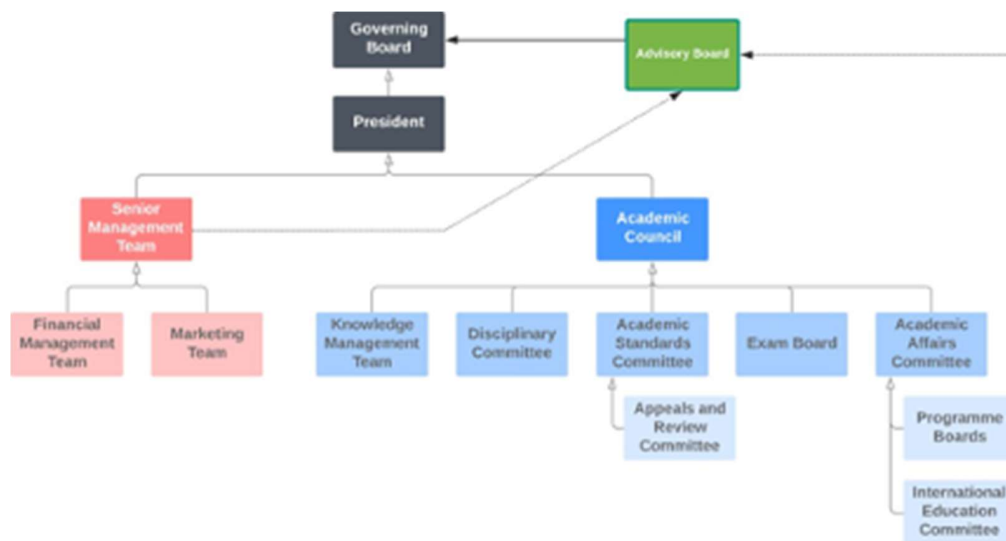


Figure 2. Setanta College Governance Structure describing Management and Academic Bodies.

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 Chief Executive Officer, 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 \(setantacollege.com\)](#)

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 \(setantacollege.com\)](http://setantacollege.com/Documenting%20quality.pdf)

1.2 Linked Providers, Collaborative and Transnational Provision

Setanta College policies in respect of transnational and collaborative provision.

Setanta College Policy for Collaborative provision

Setanta College and Irish American University (American College Dublin) formally began a partnership on a level 9 Master of Science programme in Performance Coaching which is accredited through the Middle States Commission on Higher Education. The role of Setanta College within these educational partnerships is initially to provide a complete range of module content and support to both partners. In addition, Setanta College had at the early stages an active role in the selection and provision of suitably qualified lecturing personnel. Setanta College is currently expanding its support role to include other international educational bodies and this also fits with its vision of being a leading provider of strength and conditioning and human performance education through both direct delivery and through blended learning. The relevant policies and procedures on documenting transnational provision within Setanta College are contained within the College QA document at the following link.

[Educational Partners pdf \(Setanta College.com\)](#)

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 \(setantacollege.com\)](#)

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

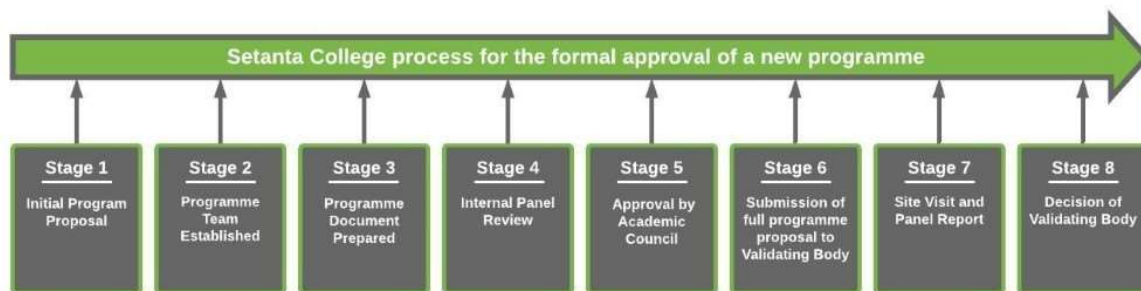


Figure 3. Schematic of process for new programme design and approval

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

[Programme Development.pdf \(setantacollege.com\)](http://setantacollege.com/Programme%20Development.pdf)

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 \(setantacollege.com\)](#)

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.

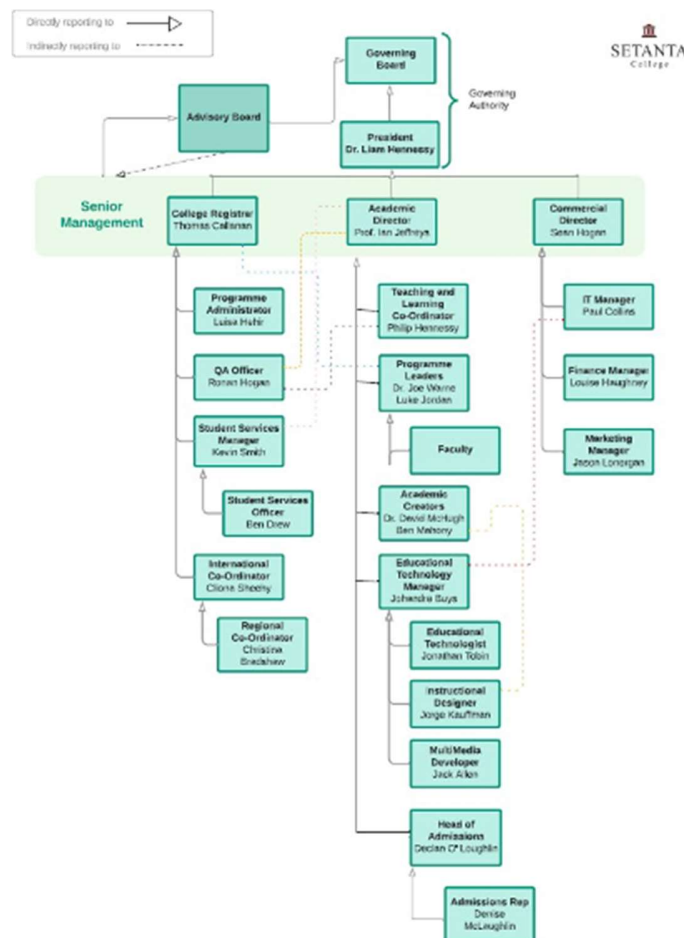


Figure 4. Setanta College Organisational Chart

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 \(setantacollege.com\)](https://www.setantacollege.com/Teaching%20and%20Learning.pdf)

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 programmes and Learner performance within the programmes 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 \(setantacollege.com\)](#)

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

Ireland

- Main Workshop facility at the Setanta Wellness Training Complex in Thurles.
- Satellite Workshop facility 1: Setanta Wellness, Bishopstown, Cork
- Satellite Workshop facility 2: Setanta Wellness, Galway
- Satellite Workshop facility 3: GAA National Development Centre, Abbottstown, Dublin

Transnational Delivery

- London, Twickenham Stadium.
- 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 (to be reviewed in 2022)

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 LIRN which includes subscriptions for EBSCO – Sports Discus that can be accessed at any time via the online learning portal. 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\(setantacollege.com\)](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 Q.Q.I. Core Guidelines on Quality Assurance 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 \(setantacollege.com\)](https://www.setantacollege.com/Staff%20Recruitment,%20Development%20and%20Support.pdf)

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).

<u>Tool</u>	<u>Indicator</u>	<u>Completed in 2021</u>
<u>Learners</u>	<u>College information provision</u>	<u>Yes</u>
<u>Induction surveys</u>	<u>Induction Process</u>	
<u>Module Review Surveys</u>	<u>B.L. in the context of the module</u> <u>Achievement of Module Learning Outcomes</u> <u>Module Delivery</u> <u>Learner Engagement</u>	<u>Yes</u>
<u>Programme Board reports</u>	<u>B.L. in the context of the programme</u> <u>Achievement of the Programme Learning Outcomes</u>	<u>Yes</u>

	<u>Learner Engagement</u> <u>Support Services</u>	
<u>Graduate Survey</u>	<u>Overall learner experiences</u> <u>Recommendations for improvements in College provision of B.L.</u>	<u>Yes</u>
<u>Annual Staff Surveys</u>	<u>B.L. from the staff perspective</u> <u>Achievement of Module and Programme Learning Outcomes</u> <u>Learner Engagement</u> <u>Support Services</u> <u>C.P.D. requirements</u>	<u>Yes</u>
<u>Stakeholder Surveys</u>	<u>Graduate attributes</u> <u>Industry requirements</u>	<u>Yes</u>
<u>Annual Knowledge Committee Report</u>	<u>Reviewing of existing B.L. provision</u> <u>Software and Hardware issues</u> <u>Emerging Trends in B.L.</u> <u>Competitor provisions</u>	<u>Yes</u>
<u>External Examiner Reports</u>	<u>External objective assessment of B.L. and learner achievement</u> <u>Achievement of the Programme Learning Outcomes</u> <u>Learner Engagement</u> <u>Support Services</u>	<u>Yes</u>
<u>Knowledge Team Observational Study</u>	<u>Learner engagement</u> <u>Technology adoption and use</u> <u>Technical issues</u>	<u>Yes</u>

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\(setantacollege.com\)](http://setantacollege.com/information-and-data-management.pdf)

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.

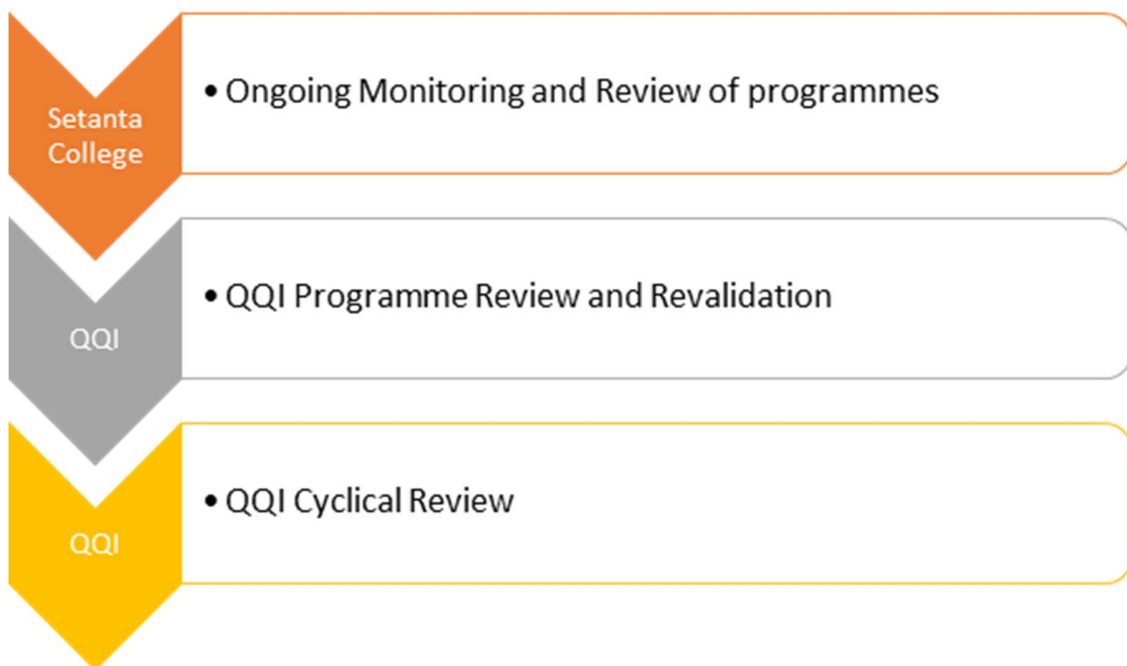


Figure 5. Overview of Setanta College Self Evaluation, Monitoring and Review Process

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.

These reviews processes are facilitated through the following academic Quality Assurance structure in figure 6 below:

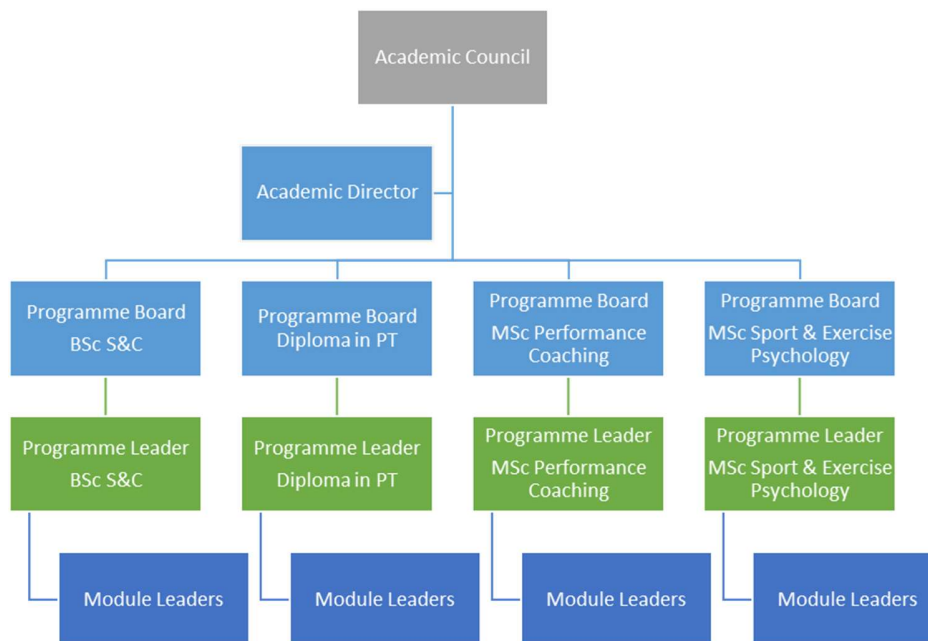


Figure 6: Setanta College Academic Quality Assurance Structure

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 \(setantacollege.com\)](http://setantacollege.com/Programme%20monitoring%20and%20review.pdf)

9.0 Details of Arrangements with Third Parties

9.1 Arrangements with PRSBs, Awarding Bodies, QA Bodies

Type of arrangement	Total Number
PRSBs	1
Awarding bodies	0
QA bodies	1

1. Type of arrangement	PRSB
Name of body:	Ireland Active
Programme titles and links to publications	Certificate in Fitness and Conditioning Diploma in Personal Training and Strength and Conditioning We are an approved provider https://repsireland.ie/approved-education-providers/
Date of accreditation or last review	31/03/2021
Date of next review	31/03/2023

2. Type of arrangement	QA body
Name of body:	Florida Department of Education
Programme titles and links to publications	Approval to operate within the state of Florida - The Commission for Independent Education has statutory responsibilities in matters relating to nonpublic, postsecondary, educational institutions. In keeping with the Florida Department of Education's goal of producing a seamless educational system, some of these functions include consumer protection, program improvement, institutional policies and administration, data management, and the licensure of independent schools, colleges and universities. https://www.fldoe.org/about-us/independent-edu.shtml
Date of accreditation or last review	01/03/2022
Date of next review	01/03/2023

9.2 Collaborative Provision

Type of arrangement	Total Number
Joint research degrees	0
Joint/double/multiple awards	1
Collaborative programmes	0
Franchise programmes	0
Linked providers (DABs only)	0

1. Collaborative provision	Joint/double/multiple award
Name of body (/bodies):	Irish American University
Programme titles and links to publications	Master of Science in Performance Coaching - https://www.setantacollege.com/our-courses/master-of-science-in-performance-coaching/ Master of Science in Applied Sport & Exercise Psychology - https://www.setantacollege.com/our-courses/masters-of-science-in-applied-sport-exercise-psychology/
Date of last review	30/04/2022
Date of next review	30/04/2023

9.3 Articulation Agreements

Articulation agreements - Total number	0
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[Higher Education Institution]

2022

Annual Quality Report (Institution)
PART B: INTERNAL QUALITY ASSURANCE
ENHANCEMENT & IMPACT
Reporting Period 2020-2021

PART B: INTERNAL QA SYSTEM

1.0 Quality Implementation and Developments

1.1 Strategic QA Updates

Setanta College Strategic Objectives

Setanta Colleges 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.

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

- Learning outcomes focused education. Learning outcomes, teaching and learning approaches and assessment methods will be constructively aligned in order to achieve maximum benefit for the Learner.
- 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.

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 2020 to 2021.

Setanta College underwent the Re-engagement process with QQI 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 improvements outlined during the re engagement process were initiated following the completion of the process in November 2019 and continued through this reporting period of 2020 – 2021.

The BSc in Strength and Conditioning went through programmatic review in April 2020. The recommendations following this review continue to be implemented during this reporting period.

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 January 2022
Proposal to deliver the onsite component of the programme at locations outside of Ireland	The first residential delivery on London campus (Twickenham) took place in February 2022
Proposed locations in the UK and the US to link with substantial industry links to both countries through our partnerships with World Rugby, NSCA and Titleist Performance	The first residential delivery on London campus (Twickenham) took place in February 2022

<p>Proposal to appoint new positions within the QA structure-International Co-Ordinator and Regional Co-Ordinator to ensure exact same learner experience abroad to what the domestic earner encounters.</p>	<p>Positions filled in January 2021. Additional appointment of a Quality Teaching and Learning Co-Ordinator in January 2022.</p>
--	--

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

Panel Special Conditions	College Response	Update January 2022
<p>The learner enrolment data and attrition and completion data is not very robust due to the lack of a strong learner record keeping system</p>	<p>The College reviewed its data management systems, policies and procedures. The College has implemented a new data management system which will ensure more accurate data management.</p>	<p>The new Data Management system was operational in early 2021 but has been deemed unfit for use and a new system is in development for September 2022</p>
<p>The establishment of clearer bespoke procedures to address feedback queries, complaints and appeals for learners in both domestic and transnational locations must be established.</p>	<p>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 section13 Section 13.pdf (setantacollege.com)</p>	<p>Updated policies and procedures on feedback now being implemented throughout the College programmes. This has continued throughout 2021 and has been welcomed by students and staff.</p>

<p>The provider is required to review its current assessment management practice</p>	<p>The College has reviewed its assessment management practices and ensured that all conditions noted above are robustly reviewed in advance of any future submission.</p> <p>The College has also developed staff training resources on best practice in assessment.</p>	<p>Staff training on best practice in assessment is ongoing</p>
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1.2 Update on Planned QA Objectives identified in Previous AQR

No	Planned objectives (Previous AQR)	Update on Status
1	Identified during Re-engagement: Need for streamlined programme reporting via new Information system	An educational supplier had been sourced and the college developed a new Information System, unfortunately this system has been problematic and a new provider has been sourced and it is hoped the new system will be up and operational in September 2022.
2	Appointment of a QT&L coordinator	Position filled January 2022
3	Development of new academic integrity policy	Completed and passed through AC in 2020
4	Development of a work placement policy	Developed and passed by AC in 2020
5	Appointment of student support officer	Appointed in August 2020

1.3 Governance and Management

1.3.1 QA Governance Meetings Schedule

Body	Meeting dates
------	---------------

Governing Body	5 th Jan 2022, 5 th May 2022, 8 th Sept 2022
Academic Council	31 st March 2022, 25 th Aug 2022, 15 th Dec 2022
Programme Boards	18 th Aug 2022, 24 th March, 8 th Dec 2022
Examination Board	October 2022
Academic Affairs Committee	14 th April 2022, 11 th Aug 2022
International Education Committee	10 th March 2022, 9 th June 2022, 8 th Sept 2022

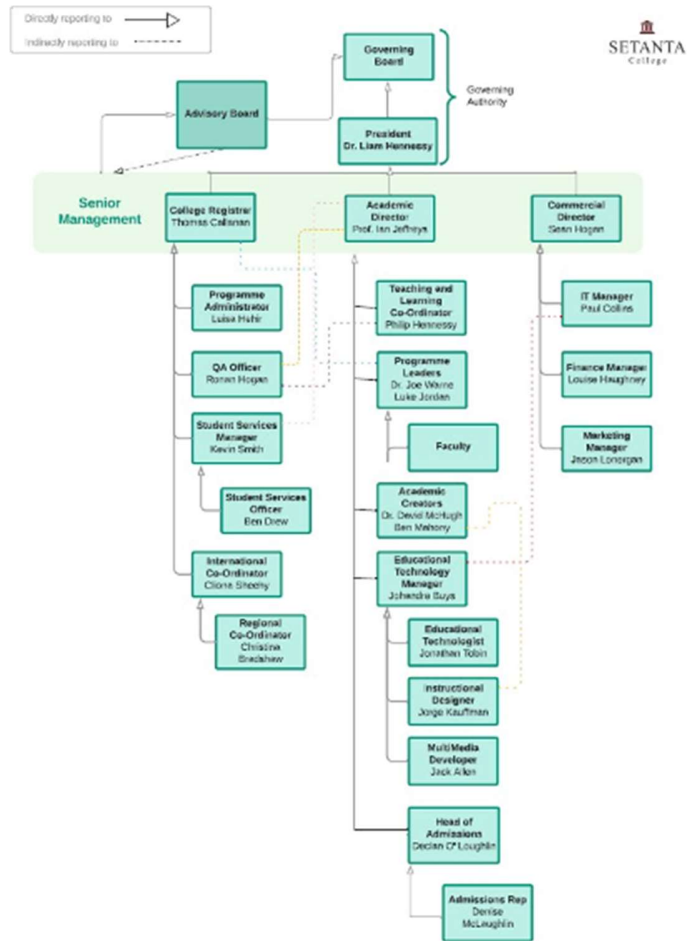
1.3.2 QA Leadership and Management Structural Developments

Implementation of new positions following re engagement update 2020 -2021

Setanta College underwent the Re-engagement process with QQI 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 2022
Regional and International Coordinators	

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
Programme Board Reports	February 2022	N/A
Academic Council report	February 2022	N/A

1.4.2 Expert Review Teams/Panels² involved in IQA

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

No reviews took place during the reporting period:

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

* excluding secretary if not a full panel member

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

No reviews took place during the reporting period:

	Total	Gender	Internal	National	International	Institution Type

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

Type of Expert/ Role on Panel		Male	Female	Other, or unspecified		UK, incl. NI	Other European	Outside of Europe	Similar	Different
Chair	1		1			X		X	X	
Secretary	1		1			X		X		X
Academic/Discipline Specific	1	1				X		X		X
Student Representative	1	1				X		X	X	
QA	1		1			X		X		X
Teaching & Learning	1	1				X		X		X
External Industry /Third Mission	1		1			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 QA that aligns with the core policies and procedures of the internal QA systems set out in the College Quality Assurance policies.

Implementation of BLASST Framework

Challenges faced by Setanta College

Setanta College employs industry practitioners and experienced academics from other Higher Education Institutes to deliver on their programmes. These practitioners and academics bring many strengths to the delivery of Setanta programmes primarily their practical experienced as Strength and Conditioning coaches. Their employment does, however, present challenges in the Quality Assurance of Teaching and Learning and administration of the programmes. Accordingly, the College has reviewed best practices in the QA of part-time staff and adopted the BLASST framework as the guiding framework in setting criteria to establish measurements of quality in learning and teaching, and in management and administrative policy, procedure and practices around part-time lecturing staff.

The implementation of this framework is further outlined in the case study section of this document.

Governance and Management of Quality

Following the QQI 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 QA manual to reflect clarity regarding details of membership, quorum, terms of reference and reporting lines within all units of governance. The academic management structure is detailed below:

The updated governance structure can be viewed in Section 1 of QA Manual.

[Section-1-Governance-and-Management-of-Quality.pdf \(setantacollege.com\)](#)

The reviews schedule for the reporting period is detailed below in Section 3.2.1.

Programmes of Education and Training

Following programmatic review in 2020 the college has offered the following additional programmes:

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

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.

Staff Recruitment, Management and Development

The results of the annual staff learner and stakeholder surveys for 2021 are shown below. Overall, the feedback is positive. The results indicate the following core points:

From staff survey

- Communication and information regarding quality assurance procedures and programmes boards needs to be improved for staff
- More opportunities for staff development and mentoring need to be provided.
- Resources for staff need to be improved.

From Learner survey

- Highlighted the need to increase visibility of female role models.
- Some Learners highlighted the need for improved communication and improved feedback times from academic staff

The results from these annual surveys are collated and presented to the college Registrar and management team. The College is also now using the BLASST framework as a means of assessing Quality Assurance and supports for staff. Following these reviews an improvement plan is put in place for the coming academic year. This plan is outlined in section 3.1 below. Central to this plan for 2022 is the development of the following:

- Quarterly staff newsletter with information on academic and industry developments involving the College
- The development of additional staff resources for Teaching and Learning including:
 1. The QTL team will develop/provide the following resources for staff during 2022:

2. Essentials of Teaching and Learning CPD programme for existing and incoming staff
3. T&L resources repository with T&L supports, resources and best practice for staff to utilise
4. T&L workshop - workshop focused on issues identified by staff
 - Review of the College Recognition of Prior Learning policies.
 - Review of learner communications to allow for learner representative feedback concerning repeat assessments.

Teaching, Learning and Assessment

Following reengagement in 2019 The College has extensively amended its QA 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 QA procedures in Section 7 of QA manual.

[Section_7.pdf \(setantacollege.com\)](#)

The figure below contains a summary of the quality teaching and learning indicators from college learner and graduate surveys from 2021. These surveys show that learners 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 2021 indicators from 2019 and 2020, although the increase is small. Any areas which have decreased from previous years are identified by the Quality Teaching and Learning team and discussed regarding improvements for the coming year.

Quality Assurance and Teaching and Learning Indicators

Annual Learner survey	2021 (respondents 41)
Rate 1-5 5 being highest	Weighted Average Score
Content	
The expected outcomes of the module were clear to me	4.3
I had access to sufficient materials to support my learning	4.33
I received feedback on my assignment(s)	4
The lectures were clearly laid out and easy to follow	4.3
I received answers to my correspondence	3.3
Resources	
Lecture materials	4.5

Reading materials	4.5
Additional videos and readings	3.9
Availability of Academic staff	4.3
Please rate your satisfaction of Communication	
I was kept informed of any updates on upcoming workshops/ webinars and assignments	4.4
At Workshops	4.4
Assignment release	4.2
Changes to prog schedule	4.1
Please rate your overall experience of the module	
I am satisfied with quality of learning	4.3
I am satisfied with knowledge I gained	4.3
I felt prepared to complete my assessments	4.2
I was satisfied with the timeliness at which I received feedback	4
What suggestions can you offer that would make this module a more valuable learning experience?	<p>Sample Answers</p> <p><i>A Summary content page of the learning outcomes for each modular</i></p> <p><i>It was a great module, coaching, workshops were excellent...</i></p> <p><i>A Summary content page of the learning outcomes for each modular</i></p> <p><i>Perhaps more practical assessment dates. Perhaps one per month. They really tie the theoretical aspects together.</i></p>
Graduate Survey	
Please rate your satisfaction of the following aspects of your experience during your studies with Setanta College	
Knowledge gained	4.4

Practical application and usability	4.5
Communication from administration staff	4.6
Communication from academic staff	4.1
How would you rate your learning experience in SC	4.4
How would you rate the teaching you received in SC	4.5
Would you recommend SC course to a friend	Yes 21 No 5 of 38

COVID – 19 College Response 1 very poor – 5 very good 41 respondents	
How would you rate SC response to Covid 19	Weighted Average Score 4.4

Key QA indicators from Stakeholder and Staff surveys 2019, 2020 and 2021

Annual Staff Survey	2019(weighted average)	2020 (weighted average)	2021 (weighted average) 41 respondents
Rate 1 – 5 1 very poor 5 very good			
College Management is	3.5	4.64	4.23
Strategic Planning is	3.67	4.36	4
Implementation of Planning is	3.67	4.27	4.1
Information on the Academic Council/Programme Board is	3.17	3.8	3.9
College resources are	2.50	4.45	4
Knowledge of College Quality Assurance procedures are	4.17	3.82	3.31
Resources for staff development are	4.33	3.64	3.68

Resources			
Workshop facilities in general are	4.5	4.45	3.35
Learner support during online study is	4	4.27	3.5
The programmes as a whole are	5	4.91	4.6
Relevance of the programmes to the industry is	4.5	4.82	4.5
Relevance of each of the modules is	4.33	4.73	4.5
Assessment methods are fit for purpose		4.36	4.4
Assessment feedback mechanisms are fit for purpose		4.36	4.4
Operation of the Academic Council/Programme Board is		4.10	4.1
Continual Professional Development – have you been afforded a CPD opportunity		Yes 55 No 45	Yes 8 no 7
Annual Stakeholder Survey	2018	2020	2021
How would you rate SC in relation to..			
Course Structure	4.66	4.46	4.75
Course Delivery		4.53	4.75
Course Content		4.4	4.75
The standard of Graduate's		4.23	4.8
Quality of academic instruction/teaching	5	4.54	4.7

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Learner representative feedback 2021

In addition to the above surveys the learner representative also provides a report, this is the first year we have asked the learner representative to provide a written report.

1. Grading of assignments.

It is important that the first assignment in each module be graded and returned to the student before the second is due for submission.

2. Regulations regarding options to repeat assignments

These need to be clearly set out:

Does a student have to pass all assignments?

Can a student compensate by achieving higher marks on other assignments?

If a student can compensate what is the minimum percentage, he/she needs to achieve on the failed assignment?

Can a student repeat an assignment more than one time? If so how many times.

If a student repeats an assignment is the marked capped at 40%?

If a student fails a module, can he/she repeat the module, is this free or is there a cost involved, if so, how much?

3. Module content. (written notes)

Including a full set of references for all the texts cited in the notes would be really useful. These are often difficult to find when only the authors' names are included

4. Entry to Masters Programmes.

Clearly defined entry requirements are essential. If a student is accepted onto an MA programme it should be with the clear expectation of both the College and the student that they are capable of completing the course. If there is any doubt then establishing an MA qualifying programme that a student can take in advance of the MA would be advisable. That might mean taking a number of the modules on the degree programme. This offers a potential student a way forward.

5. A teaching and Learning module for all new tutors.

Offering a Teaching and Learning module to all incoming tutors would bring the College in line with most other Third Level institutions. It would benefit tutors as part of their CPD and it would enhance the overall student experience.

Information and Data Management

Following re-engagement in 2019 the College implemented a new Data Management system unfortunately this system has not proved fit for purpose and the College has engaged another provider and has appointed a full-time project manager to manage the implementation of the system and management of the system once the system it is operational. It is hoped this new system will be in place for September 2022.

Internationalisation

A strategic focus of the College is offering its programmes to an international audience, this was a key focus of the reengagement 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 will take place in early 2022. Due to COVID, the planned initial workshop did not take place in February 2021. The continuation and development of these strategies and partnerships will be a key focus in the next few years.

2.1 Initiatives within the Institution related to Academic Integrity

The College Developed a new academic integrity policy which passed through the Academic Council in March 2020.

The updated academic integrity policy can be viewed in section 7 of the College QA manual.

[Section_7.pdf \(setantacollege.com\)](#)

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	Planned actions and indicators
1	Implementation of Staff Development Plan Setanta College Strategic Pillar: Continuous professional development of academic staff.	Roll out of tutor staff development to include linking to National Forum Professional Development framework Development and roll out of a Teaching and Learning essentials programme for new and existing staff Indicators will include number of staff completing CPD programmes during the reporting period Responsibility: Teaching and Learning Officer
2	Review of feedback processes throughout the student lifecycle Strategic Pillar: <ul style="list-style-type: none"> • Establishing a Learner Centred Culture. • Ensuring fairness and consistency. 	Led by the Academic Director the Institute will review formative student feedback during and after assessments. Indicator will be student survey results Responsibility: Academic Director
3	Review of RPL policy Strategic Pillar: <ul style="list-style-type: none"> • Establishing a Learner Centred Culture. • Ensuring fairness and consistency. 	The College is reviewing its RPL policies in light of feedback from Lecturers and learners re lack of clarity around the existing RPL policies. Responsibility: Teaching and Learning Officer

4	<p>Ongoing review of module and programme content.</p> <p>Strategic Pillar:</p> <ul style="list-style-type: none"> • Learning outcomes focused education. Learning outcomes, teaching and learning approaches and assessment methods will be constructively aligned in order to achieve maximum benefit for the Learner. 	<p>All of the courses are in the process of being reviewed and updated. This is part of an content review schedule that is designed to ensure that content is updated on a regular but manageable basis.</p> <p>Responsibility: Academic Director</p>
5	<p>Improved marketing of learner pathways</p> <p>Strategic Pillar:</p> <ul style="list-style-type: none"> • Establishing a Learner Centred Culture. 	<p>The previously validated flexible pathways within the overall BSc programme have proved popular, both in terms of numbers and student 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.</p> <p>Indicators are student registrations on various programmes.</p> <p>Responsibility: Setanta College Marketing Team</p>
6	<p>Staff communication</p> <p>Strategic Pillar:</p> <ul style="list-style-type: none"> • Continuous professional development of academic staff. 	<p>The College will this year launch a quarterly staff newsletter which will keep staff informed for all activities in the College. This improvement in communication is seen as a necessity as the College has grown communication has become more difficult and is directly answering concerns of staff as identified in the annual staff reviews.</p> <p>Indicator: Annual staff survey</p> <p>Responsibility: Setanta College Marketing Team</p>
7	<p>Development of College Information systems</p> <p>Strategic Pillar:</p> <ul style="list-style-type: none"> • Promoting the continuous improvement of the learning process that is reflected in the quality of our graduates. 	<p>The College will develop a comprehensive information system providing student and management information to support the smooth running and development of the college. This system will enhance the quality of student communication and more efficient use of college resources.</p> <p>Indicator: Learner surveys</p>

		Responsibility: College Registrar
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3.2 Reviews planned for Upcoming Reporting Periods

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3.2.1 Reviews planned for Next Reporting Period

Below is a summary of annual internal and external reviews responsibility and dates of completion

Review	Responsibility	Date
Learner Module Reviews	QTL Registrar	Ongoing
Graduate Reviews	QTL Registrar	September
Tutor Module Reviews	QTL Tutors Registrar	Ongoing
Annual Staff Survey	QTL Registrar	September
Knowledge Comm Report	ED Tech Team	October
External Examiners Reports	Registrar	November
Programme Board Reviews	QTL Registrar PL	December
QQI Annual Quality Report	QTL Registrar	February
Academic Council report	QTL Registrar	March

In addition to the above annual reviews the following reviews will also take place this coming year.

Unit to be reviewed	Date of planned review	Date of last review
Proposed level 8 BSc Honours Strength and Conditioning	May 2022	N/A
Quality Assurance The College QA policies and procedures to be updated to reflect Full Time delivery	March 2022	Ongoing to reflect changing QA requirements
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.	End of Q1 2022	February 2021
Continuous Professional Development To engage with staff through mentoring and professional development activities	Ongoing	February 2021
Programme Development To continue the content review and to develop new content to support the new courses.	Ongoing	April 2021
Assessment Consider optimal assessment strategies to facilitate the best use of face to face workshop times. To address the considerations of the external examiner in relation to grading moderation and academic skills support.	Ongoing	April 2021 November 2022
Quality Assurance Implementation of the BLASST framework – best practice in Quality assurance for part time staff	February 2022	February 2022
Human Resources To develop appropriate methodologies via which staff can be inducted into the vision and	Ongoing	February 2021

methodologies of Setanta College to ensure consistency across all aspects of operation.		
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3.2.2 Reviews planned beyond Next Reporting Period

Review	Responsibility	Date
Programmatic Reviews	QTL Registrar – College wide	Every 5 Years
Cyclical Review	QTL Registrar - College wide	Every 10 Years

4.0 Additional Themes and Case Studies

Below is presented the following two case studies applicable to the reporting period 2021:

1. Implementation of the BLASST framework
2. Review of the College RPL policy.

Case Study 1: Implementation of BLASST Framework

Challenges faced by Setanta College

Setanta College employs industry practitioners and experienced academics from other Higher Education Institutes to deliver on their programmes. These practitioners and academics bring many strengths to the delivery of Setanta programmes primarily their practical experience as Strength and Conditioning coaches. Their employment does, however, present challenges in the Quality Assurance of Teaching and Learning and how the administration of the programmes. Accordingly,

the College has reviewed best practices in the QA of part-time staff and adopted the BLASST framework as the guiding framework in setting criteria to establish measurements of quality in learning and teaching, and in management and administrative policy, procedure and practices around part-time lecturing staff.

Overview of BLASST Framework.

The Sessional Staff Standards Framework sets in place criteria and standards by which we measure the quality of performance and outcomes in learning and teaching, and in management and administrative policy, procedure and practices around sessional staff.

There are three guiding principles that underpin the Sessional Staff Standards Framework.

1. Quality Learning and Teaching
2. Sessional Staff Support
3. Sustainability Criteria

Within each principle there are three different standards of achievement in relation to the listed criteria:

- Unsustainable indicates that current practice fails to address the criterion
 - Minimum Standard indicates that there has been an active attempt to address the criteria and that a basic standard has been achieved
 - Good Practice indicates that the criterion is being met or exceeded
- Criteria are grouped into the three principles but are interdependent and some overlap is inevitable and intentional

Implementation of the BLASST framework:

Following completion of the annual staff, stakeholder and learner surveys each year the academic management team of Setanta College meet and assess the Quality Teaching Learning of the College through the framework.

Setanta College has adopted the following QA procedures following implementation of the BLASST framework:

1. Programme Leader role – Setanta College permanent staff
2. Development of Teaching and Learning Essentials for staff
3. Human Resources Induction mandatory for all lecturing and administrative staff
4. The Quality Assurance review each year now based on BLASST framework

References:

Link to the BLASST framework is below:

[BLASST | Sessional Staff Standards Framework](#)

Case Study 2: - Recognition of Prior Learning

The purpose of Setanta College having procedures for Recognition of Prior Learning (RPL), is in keeping with its policy on Access, Transfer and Progression, and to consider every learner's application in a fair and transparent way.

The process for RPL commences by contact being made by the prospective learner with the admissions department. Following consultation with the College Registrar, the prospective Learner is advised as to whether the advanced entry or module exemptions are likely to be granted. The prospective learner can then proceed with the formal RPL application. It must be noted that currently Setanta College only recognises *Certified Learning*, where a Learner has obtained an award from Quality Qualifications Ireland (QQI) or another equivalent designated educational awarding body than can be identified through the NARIC Ireland website. The prospective learner may gain access to the programme on the basis that they have already attained the prerequisite learning as part of another award.

There have been some improvements made to the RPL process over the last year. Firstly, the RPL application form has been updated to a more accessible and structured document which allows

prospective learners to provide us with sufficient information and documentation to assess their claim. The form was created via the 'Developer' functionality within Microsoft Word.

Furthermore, the use of NARIC Ireland to assess overseas qualifications has assisted staff to a great extent. This has allowed staff to readily assess previous qualifications and to compare them to awards on the National Framework of Qualifications (NFQ). A comparability statement for each qualification is available for download which can then be sent to the prospective learning when assessing their qualification.

Improvements to the RPL process going forward

Setanta College does not currently assess uncertified or experiential learning. According to the Quality and Qualifications Ireland (QQI), experiential learning 'describes a process to evaluate skills and knowledge gained through life outside formal education and training for the purpose of recognising life achievements against a given set of standards or learning outcomes'.

There have been some instances where prospective learners have enquired about the possibility of assessing uncertified learning. There was one instance within the last year where a prospective learner who had over 20 years coaching experience along with various certifications in the area applied for RPL. However, none of the certifications were on the NFQ which meant that they were not eligible for RPL. Furthermore, while the prospective learner had plenty of experience within the industry, this was not quantifiable when it came to RPL.

It is evident that RPL is a complex process with each case having to be treated individually. As Harris (2000) notes, 'attention has to be given to the unique aspects of the context in which the process is taking place.' However, this study notes that with the correct assessment methods and instruments, it can be feasible to assess applicants for informal knowledge. Within Setanta College, this could perhaps be done by creating a framework to assess and quantify experiential learning. It would consider the level of coaching (i.e., professional, or voluntary), the number of years spent coaching and whether or not they hold a professional accreditation (i.e., a UEFA license). It must

be noted that with this comes some difficulty. The difficulty was highlighted by Eraut (2004) in which he states that RPL has ‘many facets’. To assess these claims and to try and understand workplace knowledge and experiential learning, a more transparent and understandable framework is required.

Conclusion

The current RPL policies and procedures within Setanta College have been developed to consider every learners application in a fair and transparent manner. The current process has worked well with the addition of the new application for RPL form along with the implementation of NARIC. Furthermore, the area of assessing experiential and workplace learning is something that should be explored going forward.

References:

Eraut, M. (2004). ‘The Interaction Between Qualification and Work-based Learning’, *In Working to Learn: Transforming Learning in the Workplace*.

Harris, J. (2000). ‘RPL: Power, Pedagogy and Possibility: Conceptual and Implementation Guides’. Pretoria: Human Sciences Research Council (HSRC)

Quality and Qualifications Ireland. (2020), ‘Recognition of Prior Learning’ (online). Available from: <https://www.qqi.ie/Articles/Pages/recognition-of-Prior-Learning-RPL.aspx>