CARLOW COLLEGE ST. PATRICK'S

Re-Engagement Panel Recommendations: Monitoring and Implementation Plan

Recommendation	Programme / Service	Response	Status	Responsibility
1. Given the size of the College and its existing staffing, the panel recommends reviewing the quantity of dedicated committees and their memberships with a view to streamlining committee activities.	Management Board	Carlow College has made significant strides in developing a robust fit-for-purpose quality structure and will continue to review, on an annual basis, the quantity of dedicated committees and their memberships. In particular, a working group was established by Management Board to review our organisational structures to ensure that they are fit-for-purpose; this review, which will include a review of committee activities and staff consultation, is scheduled to be completed during the 2019 / 2020 Academic Year.	A Green Paper: Review of the Remit for the Management Board and the Academic Council was completed and submitted to the Management Board (8 April 2020) and the Academic Council (6 May 2020) for comment / feedback. The Working Group responsible for drafting the Green Paper has requested that some of the changes will require extensive work and areas of responsibility will be revisited in September 2020 to transition to a White Paper with concrete proposals for change. In the interim, every committee within the College is currently completing its second cycle. The review of the committee structure will be done in conjunction with the development of the White Paper (see above).	Quality Assurance Officer Management Board – Working Group Reviewing the Remit of the Management Board and the Academic Council

| 2. The panel recommends that the College review its sign-posting of QA documentation for ease of accessibility. | Academic Council | Carlow College is committed to empowering all stakeholders to participate in the development, maintenance and improvement of a robust and fit-for-purpose quality assurance system. The Quality Assurance Officer is working closely with HR, Programme Directors and the Head of Student Services to raise awareness of QA documentation and improve its accessibility. For example, the College is updating all handbooks and programme literature to include a quality assurance section and is hiring a Learner Information and Retention Officer (August 2019). | **Completed** – Quality assurance sections were added to all learner handbooks (2 August 2019).

Completed – Quality Assurance Officer met with the SU Officers to provide an overview of what quality assurance is and their role within the quality assurance framework (27 August 2019; annual meeting).

Completed – Quality Assurance Officer has undertaken an audit of policy implementation plans to ensure that policies are being implemented:
- Gap Analysis Completed (1 October 2019)
- Appendix 8 of the *Quality Assurance Policy* published online | Quality Assurance Officer |
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| 3. The panel recommends the College consider its approach systematically to gathering feedback and closing the loop with stakeholders as to how issues raised are addressed. | Academic Council | The College notes and accepts the Panel's recommendation and is currently reviewing its systematic approach to gathering feedback from all stakeholders including learners, lecturers, administration and other staff and external agencies. Programme Directors will play a key role in ensuring that the collection of feedback is regular and systematic across the programmes. The recently introduced Student Record Management System will greatly assist in this exercise.

The College's Programme and Cross-Programme Monitoring Reports provide a mechanism to identify themes and trends arising from survey data and to document actions taken. The College will also work closely with the Students' Union officers and class representatives to make sure that responses to learner feedback are communicated back to learners. The recent appointment of a Learner Information and Retention Officer offers an additional channel of communication with which to close the feedback loop (August 2019). | **Ongoing** – The Teaching, Learning and Assessment Committee made a proposal to the Academic Council to revise the Module-Level Feedback. A proposal was submitted to the Academic Council (11 March 2020) for an online-based Module-Level Feedback Questionnaire. The Academic Council requested that a presentation should be made to staff outlining the proposal and how it was arrived at. This proposal will be brought back to the Academic Council in the Autumn 2020 Term with the hopes of having it be piloted for the 2020 / 2021 Academic Year.

The TLA Committee held an Information Workshop on 15 February 2021 to explain how the online system for collecting module-level feedback will be set up and administered; it will also provide an opportunity for academic staff to ask questions about the proposed system. The TLA Committee brought the proposal for the new online module-level feedback system to the Academic Council for approval on 24 February 2021; it | Programme Directors

Learner Information and Retention Officer

Teaching, Learning and Assessment Committee |

			was approved and will be implemented in the Spring 2021. The new online system will be reviewed following the Spring 2021 Term to assess impact.	

| 4. | To further ensure fairness and standardisation of assessment across and within programmes, the panel advises that the provider develop and implement a formalised internal moderation process. | Academic Council | The College notes and accepts the Panel's advice on this issue and the Teaching, Learning and Assessment Committee will develop and implement internal moderation for all of our academic programmes. | **Ongoing** – At their meeting dated 19 February 2020, the Teaching, Learning and Assessment Committee agreed that adopting a procedure of second-reading all or a sample of assessments worth more than 15% of total module mark would place too much strain on resources and would be unfeasible given the timescale for correction and input of marks ahead of exam board meetings / delivery of material to external examiners.

The second marking of dissertations was piloted in the Spring 2020 Term and proved successful (see 2019 / 2020 AQR, pp. 37 – 38).

The Teaching, Learning and Assessment Committee drafted a proposal for the second marking of assessments that meet the following criteria:

Postgraduate Programmes
All theses, dissertations, essays / assessments contributing 20% or more to the overall award mark will be second-read. Note: The Experiential Module on the MALTCSC is exempt from this. | Teaching, Learning and Assessment Committee |

			Undergraduate Programmes – Award Years All written dissertations will be second read. Exams, essays, projects in award years that achieve a mark above 70% will be second read. This applies to assessment that contribute 60% or more of the module mark. A sample of assessments marked by new part-time or fulltime lecturers will be second read during the first year of their contract. The proposal was approved by the Academic Council on 24 February 2021 and will be reviewed for impact; the findings will be documented in the Annual Programme Monitoring Reports and the Cross Programme Monitoring Reports.	
5. The panel advises that processes in relation to repeat arrangements, late submission and extenuating circumstances be documented clearly within the College's assessment policies and related documentation for students to ensure transparency and consistency in these processes.	Academic Council	The College welcomes and accepts the Panel's advice on this issue. The College's assessment regulations are under active review following the recent adoption of a semesterised system and expansion of assessment instruments. The procedures around continuous assessment (including repeat arrangements, late submissions and extenuating circumstances) are being updated by the Teaching, Learning and	**Completed** – The Teaching, Learning and Assessment Committee reviewed the processes in relation to repeat arrangements, late submission and extenuating circumstances. A new section titled, '2.3.5 Information for Students on Repeating Assessments' was added to the *Regulations in*	Teaching, Learning and Assessment Committee

		Assessment Committee and will be presented for approval by the Academic Council early in the 2019-20 Academic Year. Once approved, these processes will be communicated to learners via the College website, VLE and other means.	*Relation to Assessments and Standards* and Section 3.1.5 Procedures for Granting Assignment Extensions and Procedures for Absence from Class were updated (both approved by the Academic Council on 22 January 2020). The Academic Council further approved (11 March 2020) revisions to the Late Submission Penalties and Procedures for Extenuating Circumstances to be implemented in the 2020 / 2021 Academic Year.	
6. The panel recommends that the College build on a strong culture of face-to-face training and sign-posting to student services via e-mail by creating more formal materials and including signposting on the student gateway. It is also recommends that the College re-induct staff into learner supports on an ongoing basis.	Academic Council	The College welcomes the Panel's commendation on our dedication to learner supports. In addition to a strong culture of face-to-face training and sign-posting to Student Services via email, learners are advised of the supports and services available through learner handbooks, induction folders, service information leaflets, electronic noticeboards and through the Academic Help Desk in the P.J. Brophy Library. The Learner Resources Committee will continue to develop and review the ways in which the College communicates information to learners; including better utilisation of the Student Gateway and Moodle VLEs.	**Completed** – A communications plan which ensures access to information in a variety of formats for students was developed in September 2019 in consultation with the Marketing Manager. Fortnightly briefs through MailChimp will highlight key academic information, resources, points of contact and other relevant information to help create an effective link between students and our administrative, academic and pastoral supports.	Learner Resources Committee

		At present, College staff are inducted on learner supports each August as part of Programme Board Meetings. To strengthen our approach, information on learner supports will be included in staff induction packs and as part of our on-going CPD Programme.	**Completed –** Information on learner supports and resources were added to induction material for new staff members in September 2019. A presentation by the Head of Student Services on the resources and supports available to students is also part of the induction process for new staff.	
			Ongoing – Student Services, in collaboration with Marketing and IT, plan to develop short information videos and 'How to.' tutorials for learners to be made accessible through Moodle and as links on the fortnightly briefs sent to learners via MailChimp; this is to be implemented during the 2020 / 2021 Academic Year. Owing to COVID-19 and the movement to online provision, this will be reviewed during the 2021 / 2022 Academic Year.	
			Ongoing – The Student Services section of the Carlow College website to be reviewed and revised during the 2020 / 2021 Academic Year to improve signposting for pastoral and academic resources.	

| 7. | The panel recommends that Carlow College continue to grow its public profile to communicate the great work that is being done by the College with a wider audience and enhance its public image. | Academic Council | The College welcomes the Panel's acknowledgement of the great work being done at Carlow College. Through the use of strategic marketing and public relations we will continue to increase the public profile of the College and enhance its public image both locally and nationally. | **Long-Term, Ongoing** – Carlow College is continuing to grow its public profile and enhance its public image. The Marketing Office have utilised College events and activities to highlight the work that takes place by both learners and staff. This has enabled the further development of the public lectures series while increasing attendance. Ongoing engagement with local and national media is highlighting the number of staff within the College who are experts in their field and enhances the reputation of the College. Recent website developments including the Research Hub and the Staff Blog also emphasis this expertise. Stronger links locally with tourism and Council representatives are enabling us to explore and develop new ways of both bringing people to the College and communicating the story of the College outwards. | Strategic Development Committee

Marketing Office |

8.	Although not a recommendation from the Panel, significant discussion centred on the development of a 'Bring Your Own Device Policy' and the Panel indicated that this should be a priority.	Academic Council	The College believes that a 'Bring Your Own Device Policy is warranted and will work to develop and implement such a policy.	**Ongoing** – Up to now Carlow College has not used a blended learning delivery method which has included online learning and therefore the use of a personal devices among staff / learners has not been a requirement within the curriculum as a learning tool. Going forward, online learning will play a significant role in teaching and learning within the College for delivering lecturers and digital learner interaction. Owing to COVID-19 and the emergence of more pressing matters, this is currently under review.	Teaching, Learning and Assessment Committee