[Open Training College (OTC)]

2024

Annual Quality Report:
Open Training College - OTC
Reporting Period 2022-2023

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PART A: INTERNAL QA SYSTEM

Reporting Period 2022-2023

PREFACE

The **Annual Quality Report** forms part of Quality and Qualifications Ireland's (QQI) quality assurance (QA) framework of engagement with higher education institutions (HEIs). The AQR provides documentary evidence of the development and evolution of each institution's internal quality system. It provides QQI with assurance that internal QA procedures have been established and are being implemented consistent with regulatory requirements.

The AQR, particularly part A, should assist with **document management** in the institutional review process and will facilitate institutions in providing review teams with procedural QA 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 QQI's CINNTE cycle of institutional reviews, demonstrating that the institution's internal QA system is aligned with QQI'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 (ESG). It enables the review team to satisfy itself of compliance with these requirements for the purpose of the institutional review process.

Each AQR is **published in full on QQI's website**, providing transparency on the HEIs' 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 AQRs comprise a single national repository of quality assurance practice in Irish higher education institutions.

Each year, QQI produces a synthesis report of the key themes highlighted across the AQRs, primarily arising from Part B of the reports

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Links to Reference Documents Cited in this Template[1]

Legislation

- Qualifications and Quality Assurance (Education and Training) Act 2012 (as amended)
- Regional Technical Colleges Act 1992 (as amended)
- Technological Universities Act 2018
- Universities Act 1997

QQI Documents

Statutory QA Guidelines (QAG)

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

Other QQI Policy Documents

- QQI's Policy for Collaborative Programmes, Transnational Programmes, and Joint Awards, 2012
- QQI's Code of Practice for Provision of Programmes of Education and Training to International Learners, 2015
- QQI 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
- HEA National Framework for Doctoral Education
- The Salzburg Principles
- The Salzburg II Recommendations
- SOLAS Code of Practice for Employers and Apprentices
- UN Sustainable Development Goals

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

PART A: INTERNAL QA SYSTEM

Table 1

Table 1 Mapping of ESG (2015) to QQI QA Guidelines (QAG)				
AQR Part A Section	QQI QAG Core Sub-section No.	QAG Core Sub-section Title	ESG Standard No.	ESG 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 - *QA of Research Activities and Programmes*				
8.0 - *Monitoring and Periodic Review*			1.9	On-going Monitoring and Periodic Review of Programmes
5.0 - *Staff Recruitment, Development and Support*	**2.4**	Staff Recruitment, Management and Development	1.5	Teaching Staff
2.3 - *Teaching, Learning and Assessment*	**2.5**	Teaching and Learning	1.3	Student-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 Student 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
8.0 - *Monitoring and Periodic Review*	**2.10**	Other Parties Involved in Education and Training	1.9	On-going Monitoring and Periodic Review of Programmes
9.0 - *Details of Arrangements with Third Parties*			1.2	Design and Approval of Programmes
2.0 - *Programme Development and Delivery*	**2.11**	Self-evaluation, Monitoring and Review	1.9	On-going Monitoring and Periodic Review of Programmes
8.0 - *Monitoring and Periodic Review*			1.10	Cyclical External Quality Assurance
4.0 - *QA of Research Activities and Programmes*	QAG for Providers of Research Degree Programmes			

Introduction and Overview of Institution

This is the AQR for Open Training College (OTC) for the reporting period **1 September 2022 - 31 August 2023.**
It is to be submitted by **Friday, 23 February 2024**.
The AQR has been approved by the College's Academic Council and is submitted by Ronnie Harrison, Head of Quality & Academic Affairs.

Overview of Institution

The Open Training College (OTC) is a section of St. Michaels' House (SMH), Dublin and a third level Institution offering programmes of education and training to staff who work in the disability, health-related, non-profit, community and voluntary sectors nationally. St. Michaels' House was established in 1955 and since then has grown to become the largest provider of services to people with disabilities, and their families, in the greater Dublin region and the third largest provider nationally. (See www.smh.ie). St. Michael's House operates under the auspices of the Health Services Executive (HSE) and is directly funded by it through an annual service plan.

As part of the original designation as a third level institute, in 1992, St. Michael's House set up the Open Training College (OTC), which was required to offer the programmes and training it developed to all staff employed in disability services nationally. To achieve this objective the organisation was innovative in developing a model of delivery based on a distance learning approach, but with significant adult-friendly supports built in. This model is known as the Supported Open Learning (SOL) Model and has been operated successfully by the College since 1992. More recently other educational providers and educational researchers have referred to this model as 'blended learning'.

The College administration offices are located in Goatstown, Dublin 14 and programme delivery is national (through online and regional locations). The College employs 15 core staff and 30 associate/contract teaching staff plus a range of workshop presenters, consultants, module/topic authors and specialist topic experts.

The College's Mission Statement is as follows:
"*The Open Training College is committed to offering staff in the disability, health-related, non-profit, community and voluntary sectors, learning opportunities that are accredited, accessible and embody best practice*".

Process for Development and approval of AQR

The feedback mechanisms identified in the academic governance and corporate governance structures ensure timely information is gathered and acted upon, in order to deal with arising issues and/or invoke enhancements. These include:

- Regular student and tutor surveys;
- The sub-committee structure under the Academic Council (AC);
- A separate corporate management structure;
- End-of-year and graduate surveys;
- National and international benchmarking against similar programmes / providers as part of new programme development and programme re/validation;
- Continual Student/Personal Tutor contact;
- The organisational structure and reporting lines therein;
- Regular, recorded staff and project team meetings;
- External monitoring and review by QQI and its representative panels.

The College's Information Management System (IMS) offers ease of access for users, including student online registration. Many processes, including results processing for QQI's QBS, have been streamlined. This allows for easier access to information such as real-time analysis of student progression and results.

External Examiner reports provide vital feedback in the area of the most important impacts of enhancements and their findings are recorded in the annual QA reports for the relevant suite of programmes (e.g., Applied Management/Social Care/FET programmes), along with end-of-year student feedback and the improvement plans of the programme boards. Therefore, these improvements can be effectively tracked by the boards using the QA reports as a central reference point, which intersects with the real time reports which are generated by the College's IMS.

All of these inputs are gathered through the "Governance of Academic QA" (outlined at Figure 3 below) and the Annual Quality Report is compiled by the Head of Quality and Academic Affairs. The draft report is circulated to the Academic Council (AC) for final feedback before that body approves a final version for submission to QQI.

Following submission, the AQR is published on the College's website and a dialogue meeting is subsequently arranged with QQI to garner feedback and recommendations for future reporting.

College Website:
https://opentrainingcollege.com/

1.0 Internal QA Framework

1.1 Governance and Management of Quality

For ease of access for all stakeholders, the Quality Assurance Document (QuAD) is published in full on the College's website: https://opentrainingcollege.com/wp-content/uploads/2022/05/Quality-Assurance-Document-V4.1-1.pdf

It is also published in individual sections, which correspond to the Core QAG sub-section titles, and individual policies are also published and presented, at the following respective links:

https://opentrainingcollege.com/quality-assurance-sections/
and
https://opentrainingcollege.com/quality-assurance-policies/

The individual sections of the QuAD can be navigated to directly through the following links:

OTC – Quality Assurance Document (QuAD) – Policies and Procedures Version 4.1 (May 2022)

Individual Sections:

Section 1 - Governance and Management of Quality

Section 2 - Documented Approach to Quality Assurance

Section 3 - Programmes of Education and Training

Section 4 - Staff Recruitment, Management and Development

Section 5 - Teaching and Learning

Section 6 - Assessment of Learners

Section 7 - Support for Learners

Section 8 - Information and Data Management

Section 9 - Public Information and Communication

Section 10 - Other Parties Involved in Education and Training

Section 11 - Self Evaluation, Monitoring and Review

Academic Quality Overview

The following diagram gives an overview of the Academic Quality system at OTC:

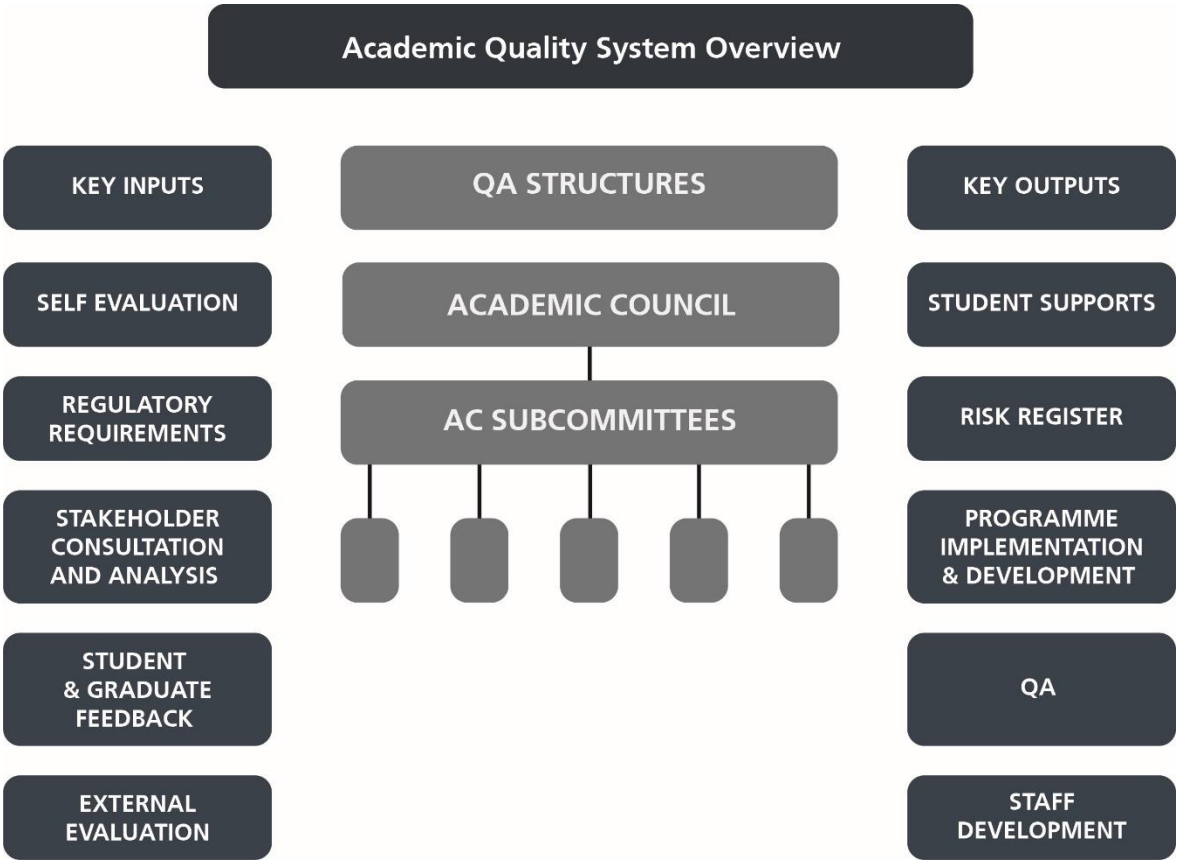

Figure 1: Academic Quality System Overview

The Academic Council and Sub-committee structure is further represented as follows:

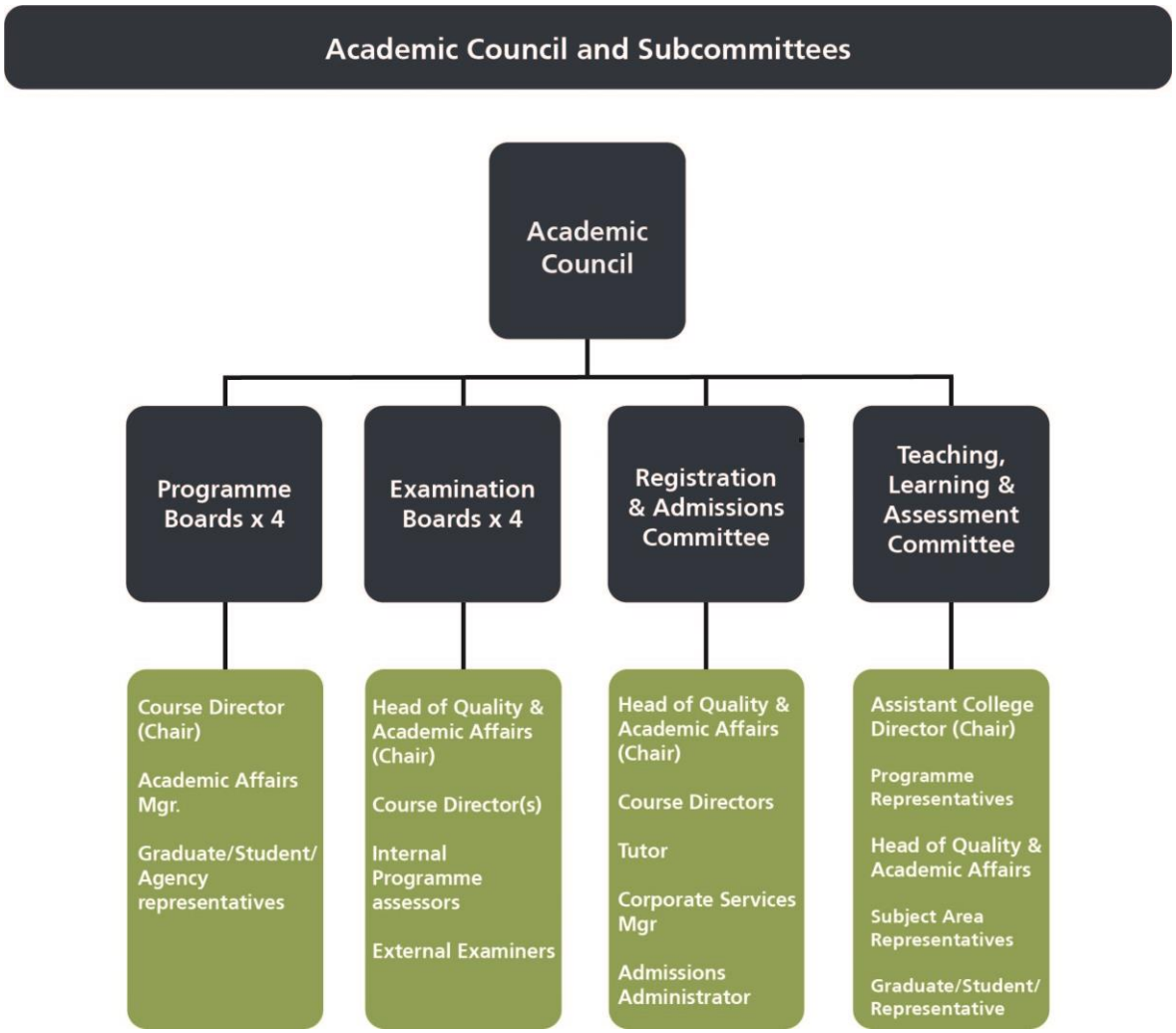

Figure 2: Academic Council and Subcommittees Structure

Governance of Academic QA is shown in the following diagram:

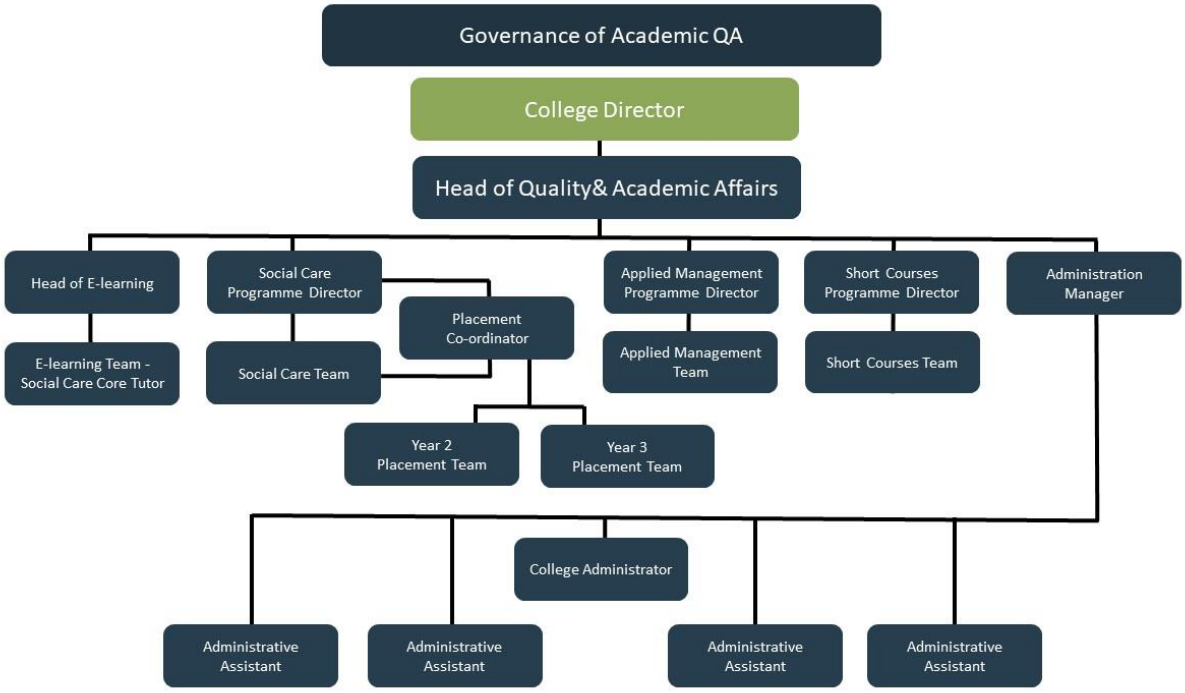

Figure 3: Governance of Academic QA
[Source: QuAD V 4.1, May 2022]

Representation of learners and external stakeholders

Learners are represented at all stages and levels of decision-making processes within the College, including as follows:

- Class representatives;
- Stakeholders consulted in programme design;
- Student and Graduate representatives on Programme Boards;
- Student representative on Academic Council.

Additional external stakeholders consulted on areas such as programme design or strategic decisions include Employers, Placement Agencies, Graduates, St. Michael's House (parent organisation), QQI, CORU, the National Forum, IASCE, Peer Colleges, Peers, HECA and HECA's Academic Enhancement Forum (HAQEF).

1.2 Linked Providers, Collaborative and Transnational Provision

OTC has a Collaborative Provision Policy in place, agreed with QQI and previously used. However, there was no delivery of programmes through collaborative provision during the reporting period. Transnational Provision is also not currently relevant to the OTC.

2.0 Programme Development and Delivery

The following sub-headings correspond to SECTION 3: "Programmes of Education and Training" in OTC's Quality Assurance Document:

Section 3 - Programmes of Education and Training

2.1 Programme Development and Approval
2.2 Admission, Progression, Recognition & Certification

The following sub-heading correspond to SECTION 5: "Teaching and Learning" and SECTION 6: "Assessment of Learners" in OTC's Quality Assurance Document:

Section 5 - Teaching and Learning

Section 6 - Assessment of Learners

2.3 Procedures for Making Awards
2.4 Teaching, Learning and Assessment

3.0 Learner Resources and Support

This heading corresponds to SECTION 7: "Support for Learners" in OTC's Quality Assurance Document:
Section 7 - Support for Learners

4.0 QA of Research Activities and Programmes

OTC does not currently provide Research Degree programmes. However, there is a Research Ethics approval process as part of the Level 8 degree "Honours B.A. in Applied Social Studies (Disability Service Management)", which links to the following policy and procedures:
https://opentrainingcollege.com/wp-content/uploads/2023/11/OTC-Research-Ethics-Policy-and-Procedure-V1-Final-Website.pdf

5.0 Staff Recruitment, Development and Support

This heading corresponds to SECTION 4: "Staff Recruitment, Management and Development" in OTC's Quality Assurance Document:
Section 4 - Staff Recruitment, Management and Development

6.0 Information and Data Management

This heading corresponds to SECTION 8: "Information and Data Management" in OTC's Quality Assurance Document:
Section 8 - Information and Data Management

7.0 Public Information and Communication

This heading corresponds to SECTION 9: "Public Information and Communication" in OTC's Quality Assurance Document:
Section 9 - Public Information and Communication

8.0 Monitoring and Periodic Review

This heading corresponds to SECTION 11: "Self-Evaluation, Monitoring and Review" in OTC's Quality Assurance Document:
Section 11 - Self Evaluation, Monitoring and Review

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	1 (incl. QQI)
QA bodies	0 (excluding QQI)

1. Type of arrangement (PRSB/awarding body/QA body)	PRSB
Name of body:	CORU - Social Care Workers' Registration Board
Programme titles and links to publications	B.A. Social Care (L7): https://opentrainingcollege.com/courseitems/ba-in-social-care/
Date of accreditation or last review	Approval of the programme was notified to the College in November 2022.
Date of next review	2027

2. Type of arrangement (PRSB/awarding body/QA body)	**Awarding Body**
Name of body:	QQI
Programme titles and links to publications	https://opentrainingcollege.com/ https://irq.ie/providers/the-open-training-college?id=1128aaf9-0343-44cb-b8e2-d9af74848c6e&ref=%257B%257D
Date of accreditation or last review	QA Approval Report (Re-engagement), 2019: https://qsdocs.qqi.ie//sites/docs/ProviderDocumentsLibrary/PG00253/PRID-253-ApprovalReport-20190613.pdf
Date of next review	Annual (AQR/Cinnte cycle for Institutional Review)

9.2 Collaborative Provision

Not applicable.

9.3 Articulation Agreements

Not applicable.

[Open Training College (OTC)]

2024

Annual Quality Report:
Open Training College (OTC)

PART B: INTERNAL QUALITY ASSURANCE ENHANCEMENT & IMPACT

Reporting Period 2022-2023

PART B: INTERNAL QA SYSTEM

1.0 Quality Implementation and Developments

1.1 Strategic QA Updates

Strategic objectives

Relevant College strategic objectives for the reporting period included:

- Participating in consultation regarding the statutory blended and online learning guidelines and subsequently ensuring compliance with these guidelines when published;
- Increasing placement site agreements with agencies with regard to the CORU-approved B.A. in Social Care;
- Continuing development of the College's Pedagogical Framework;
- Focus on the validation and revalidation of core College programmes;
- Continuing development of the Academic Integrity policy and procedures, with particular focus on implementation, communication with students and training in this area for teaching staff;
- Contributing to change and best practice at the level of the service-user, the staff member and the agency in the disability, community and non-profit sectors.

Improvements and enhancements arising from internal quality improvement

This reporting period saw an overarching review of the number and types of programmes offered by the College. A strategic decision was made to concentrate on the revalidation of core programmmes over a three-year period. In this first year, some minor and special purpose programmes which had not shown sustainability in their own right, were allowed to lapse, resulting in an overall reduction from 32 programmes offered to 21.

This focus will continue into the next reporting period, with a review of the viability of certain Higher Certificate and Degree programmes offered in the area of Applied Management.

During this time the College also participated in the Online pilot, offered by QQI in advance of the publication of the new statutory guidelines. Following this process, a further strategic decision was made to continue to validate blended learning programmes, which include an in-person, face-to-face element. The preference for this mode of programme delivery was backed by feedback on delivery mode gathered from both specific and cyclical student surveys.

Additional planned reviews, as outlined below also took place during this time, which included:

-Review and development of the College's CPD policy;

-Review of additional student support service (Spectrum Life);

-Review of Tutorial support.

Furthermore, given the increased demand for the B.A. in Social Care it was necessary to both implement a final random selection of applicants' procedure so that a set maximum number of places could be filled and to increase the number of placement sites available to students going on placement in years 2 and 3. The increase demanded here was successfully met by the Placement Co-ordinator and Placement Team.

In other subject areas, the level 5 (FET) Certificate in Intellectual Disability Practice (IDP) was reviewed with a view to providing a new blend of delivery to students in the 2023/24 academic year. The current level 7 degree, B.A. in Contemporary Disability Practice (CDS), will be reviewed in this next period to ensure viability, in line with the strategic programme re/validation focus outlined above.

Specific changes to QA system during the reporting period arising

- Full return to in-person delivery of face-to-face elements (except tutorials) of the blended model
- Increased placement places through agreements with agencies
- Updating and implementation of the Academic Integrity policy and procedures
- Additional training of teaching staff as part of the CPD policy implementation
- A new iteration of the College's Pedagogical Framework

Contextual factors which impacted on QA system implementation, developments and enhancements

The primary contextual factors which influenced the QA&E functions within the College can be summarised as follows:

- An end to most public health emergency contingencies
- Continued and extended approval from QQI to allow for fully online delivery
- A renewed strategic approach to programme re/validation
- Increased student demand for certain programmes and reduced demand for others
- The impact of artificial intelligence on the area of academic integrity

1.2 Update on Planned QA Objectives identified in Previous AQR

No.	Relevant objectives	Planned actions and indicators *(2021/22)*	Outcomes (2022/23)
1.	The continuing development of fully Online provision.	Taking part in QQI's Online pilot initiative Consulting on draft statutory guidelines, when available Meeting statutory Online Guidelines, when published Review of 'Blended Learning and Online Learning Strategy' – currently V2.0 (2022-2024)	The Certificate in Applied Management (CAM) was put forward as part of the Online pilot. Panel held: 17th November 2022. Feedback was given to QQI as part of the draft statutory 'Blended Learning and Online Learning' guidelines consultation; and subsequent changes to the guidelines were welcomed. A full gap analysis was carried out against the final version of these guidelines, when published. The College's 'Blended Learning and Online Learning Strategy' was updated based on the statutory guidelines and is published on the website as V3.0 (2023-2026).
2.	The continuing development of the Blended model	Supporting students in their return to the classroom and to exam hall sittings	Students were fully supported in returning to both face-to-face lectures/workshops and to exam hall sittings of examinations.
3.	The provision of contemporary and accredited	Pursuing the validation of a Level 8 programme in 2022/23:	This Level 8 Honours degree programme was validated through QQI. It commenced in September 2023.

	'Disability Studies' qualifications.	"*Honours Bachelor of Arts in Applied Social Studies (Disability Service Management)*"	Panel held: 15th March 2023.
4.	The ongoing development of the College's core QA.	Publication of updated/new policies Alignment of QA with Online Guidelines when available Preparation for possible future 'Delegated Authority'	The new policies referenced in the last report were published and implemented. The process of alignment with the new statutory guidelines was commenced in this period and the College's strategy was updated, as above. The 'Pedagogical Framework' for the College was also published. As part of the path towards Delegated Authority the College will take part in the Cinnte review cycle (Institutional Review) following 2024/25.
5.	Student recruitment	Benchmarking and cost analysis against other providers in the market Marketing plan through the Promotions Committee Increase attractiveness / relevance/ competitiveness of programmes with the aim of ultimate increase in student numbers	An increase in student recruitment was pursued by the Promotions Committee and resulted in a significant increase in applications for targeted programmes, including the CORU-approved B.A. in Social Care (Level 7).

1.3 Governance and Management

1.3.1 QA Governance Meetings Schedule

Body	Meeting dates
Academic Council (AC)	3rd November 2022 16th February 2023 3rd March 2023 (Incorporeal) 10th November 2023
College Executive Committee (CEC)	14th September 2022 12th October 2022 24th November 2022 16th December 2022 11th January 2023 8th February 2023 9th March 2023 12th April 2023 17th May 2023 7th June 2023 (Additional meeting) 14th June 2023 19th July 2023 20th September 2023

1.3.2 QA Leadership and Management Structural Developments

There were no significant changes in these areas during this reporting period.

1.4 Internal Monitoring and Review
1.4.1 Overview of Periodic Reviews

Review plans as stated in AQR 2023, with outcomes added:

Unit to be reviewed	Date of planned review	Date of last review	Outcome
Review of the College's Re/validation plans	Q4 2022	Q4 2020	The number of programmes offered and delivery mode of programmes were reviewed by the CEC, with a decision to reduce the overall number of programmes and consolidate core offerings. A strategic decision was also made to continue to validate Blended learning programmes rather than fully online programmes in the medium-term. Recorded in CEC minutes.
Review of Blended Learning and Online Learning Strategy	Q4 2022	Last full iteration April 2020	The strategy was fully reviewed and a new version (V.3.0: 2023-2026) is published here: https://opentrainingcollege.com/wp-content/uploads/2023/12/Blended-and-Online-Learning-Strategy-2023-2026-V3.0-1.pdf

Review and development of the College's CPD policy	Q1 2023	April 2022	The CPD policy was reviewed and the updated and current version is published here: https://opentrainingcollege.com/wp-content/uploads/2023/12/CPD-Policy-Website-Final-2023.pdf
Review of additional student support service (Spectrum Life)	Q1 2023	First full review of effectiveness	The review was completed and additional feedback on the effectiveness of this and other student supports was garnered through end-of-year (EoY) student surveys.
Review of Tutorial support (Costing)	Q1 2023	2021-22 (focused on effectiveness rather than cost)	The review was completed and updated Associate Faculty contracts were issued.

1.4.2 Expert Review Teams/Panels[2] involved in IQA

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

Guide

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

Please use whole numbers rather than percentages.

	Total	Academic Schools/ Department	Professional Services/Support Unit	Approval/Review of Linked Provider	Programme Approval	Programme Review	Other
Number of review/ evaluation processes	2				2		
of those:							
On-site processes							
Desk reviews							
Virtual processes	2				2		
Average panel size for each process type*	5.5				5.5		

* excluding secretary if not a full panel member

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

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

	Total	Gender			Internal	National	International			Institution Type	
Type of Expert/ Role on Panel		*Male*	*Female*	*Other, or unspecified*			*UK, incl. NI*	*Other European*	*Outside of Europe*	*Similar*	*Different*
Chair	2		2			2				1	1
Secretary	2		2			2				1	1
Academic/Discipline Specific	3	2	1			3				2	1
Student Representative	2	1	1			2					2
QA											
Teaching & Learning											
External Industry /Third Mission	2		2			2					2

In the case of both panels, both Secretaries also have QA expertise and all discipline specific ‘Subject Matter Experts’ also have Teaching & Learning expertise.

2.0 IQA System – Enhancement and Impacts

In terms of the overall impact on programme delivery, as monitored through student feedback in end-of-year surveys (EOYs) the following was reported from the EOYs 2022/23:

92 students completed the survey (135 completed the survey last year).

The demographics of the responders (in comparison to last year) are slightly more female (84% in comparison to 81% last year), older than the previous year, and more experienced in services than last year (jump from 2% having over 15 years of service to 17% in 21/22 and now 22% in 22/23 - with 8% having over 20 years of experience, last year to 10% this year). The students are funded/self-funded in nearly the same way. The students predominantly come from Dublin, Meath, Kildare and Louth (5th is Cork). And the students arrive mostly with a FET qualification. Care assistants and social care workers are the most predominant roles people are working in (31 and 30% respectively last year to 48% and 12 % this year respectively; note the swing to CAs), with the number of social care leaders still at 7%.

This year's response theme is much the same as last year (with a slight movement to the positive). If you added the excellent, very good and good responses to how did you rate your OTC experience, you get 94% for excellent/very good/good responses (up 4% on last year). At the lower end, 3% said their experience was fair (down from 9% last year, 18 % the year before), and 3% said poor, up 2%.

Scores for learning materials are up (91% stated they were very satisfied or satisfied, compared to 80% last year). Workshops are the same (67%).

Satisfaction with facilitation of workshops is up (82% this year, in comparison to 74% last year and 77% the year before).

Tutorials ratings of excellent/very good rose from 55% to 64%; email tutorials went up from 76% to 81%. Group tutorials (measured for the third time) were rated excellent or very good by 79% of all students, up 1% from last year. note the number of students who use telephone tutorials has dropped to 11%.

The evaluation of the support provided by students who requested additional support is up slightly from 80% last year to 81%. The Support Officer and Spectrum Life were identified as valuable. Still very popular were the weekly communications and reflections.

The satisfaction levels for the library went down, from 60% to 56%.

Podcasts still remain very popular and are well represented in the open-ended questions on online support.

Google Drive's use rating fell slightly to 88% this year (down 1%), with only 7 % saying it was difficult or very difficult, same as last year).

The results around the applicability of the courses went down a little (87% rated the course material as totally applicable or nearly all applicable last year to 84% this year).

The administration rating went up from 84% to 85%, saying the service was excellent or very good, much the same as last year.

Placements were given their own section. Overall, 67% of students found the experience excellent or very good; 81% and 84% found their course practice tutor or practice educator excellent or very good, respectively.

Things to ponder

- With the modules containing so much information, can we indicate to the student what is deemed essential (or is it all essential?)
- Workshops to make good use of time to reduce travel time for students not living in Dublin (especially during a weather warning)
- Facilitators need to ensure they ask people to be quiet in workshops; some facilitators ignore chatter
- Variations in tutor responses, both in quality and time delivered, mentioned
- Feedback needs to be timely
- The last workshop being in July for social care
- Narrowing down resources gathered from the library and databases
- Tutors to engage more in online discussions and provide more feedback on them
- Tutors to try to link in with students who have not engaged for a while (for example, a video call for all students halfway through the year)
- Need to promote the end-of-year survey as an important opportunity to provide feedback
- Need to promote student representatives and what they do

Things to congratulate ourselves on

- The overall results are very positive
- Modules are deemed excellent or very good
- Some tutors go above and beyond
- OTC very supportive
- Students liked the reflections from student support, and some needed the support provided
- Student representatives are seen as good support (up 10% to 71% see the SR as enhancing feedback)
- The Administration team is seen very positively with terms used like quick, helpful and responsive
- Some Workshop facilitators were given excellent reviews

2.1 Initiatives within the Institution related to Academic Integrity

The College is particularly aware of the QQI NAIN (National Academic Integrity Network) publication ***"Academic Integrity Guidelines"*** (NAIN, 2021). While these guidelines are non-statutory, every effort has been made to integrate them into the College's QA implementation since their publication.

Academic Integrity and the College's related policies and procedures are part of the induction for both students and teaching staff. The Academic Integrity Policy and procedures were again updated for clarity and currency in this reporting period (for the second year in a row).

Students take a specifically developed module in this area at the start of their studies and teaching staff are provided with ongoing additional training related to the topic.

At the end of this period, NAIN's 'Framework for Academic Misconduct Investigation' (August, 2023) was published and the measures stipulated in the framework will be reviewed against current policy and procedure in the coming reporting period.

3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period

3.1QA and QE supporting the Achievement of Strategic Objectives

No.	Relevant objectives	Planned actions and indicators
1	**Quality and Academic Affairs** Quality - Programmes	To provide a clear validation and programme development plan for the OTC: a) Finalise validation plan for 23/24 to include extensions, identification of OTC branded programmes, programmes to remove and FET b) Contact QQI to gain agreement over extensions c) Create an action plan for all course validations over 23-25 period -Confirmation letter from QQI -Action plan(s) to cover all programmes HQAA with relevant PD
2	**Quality and Academic Affairs** Delegated Authority/ Corporate Fitness	To commence exploring delegated authority options for the OTC in 23/24: a) To explore and provide a paper to CEC/AC on options around delegated authority and the key issues and processes needed to support the new corporate fitness requirements b) Create an action plan for 23/24 - Paper to CEC/AC HQAA
3	**Teaching, Learning and Assessment** Academic Integrity	To ensure the OTC is up to date in strategies to support and engage students around academic integrity: a) Bring the topic to TLA to commence identifying the issues- send minutes to AC - TLA minutes - Discussion at AC ACD, HQAA, TLA

4	**Management Programmes** Applied Management Suite of Programmes	To carry out a review of all management programmes to determine market viability and alternative options for delivery to include matching competitors and dealing with market requirements: a) Carry out research on what other management options are available, the costs the market can bear and generate a position paper for CEC b) Determine best way forward and create an action plan for development of management programme offerings for 2024 - Report to CEC PD - Management
5	**Social Care Programmes** Research	Explore a research function in the OTC: a) Form a group to look at research within the OTC including possibilities, the strategy, resourcing. b) Develop a paper and a draft strategy for CEC with options for moving forward -Paper to CEC PD - Social Care, CD, HQAA
6	**Social Care Programmes** Social Care Registration	To develop an OTC approach to the registration process commencing on 11/23: a) Explore the issues arising from registration for the OTC, SMH and beyond b) Start to look at the possible responses by the OTC and possible areas to develop including supports around assessment of professional competence and CPD -Present a plan to CEC, SMH HR ACD, PD - Social Care, PD - Short Courses, CPD and FET
7	**CPD/Short Courses - HET/FET** IDP	To develop full blended version of the level 5 qualification in Intellectual Disability Practice by 2024: a) Create a plan for IDP review, resources and timeline b) Present plan to CEC to identify any issues, resources etc. c) Develop programme

		d) Promote programme e) In parallel to work with SMH HR/SETDD to provide FET options for staff who require further FET modules -Action plan for CEC (Q1) -Plan for course development -Course promotional material -Plan for SMH FET PD for Short Courses/FET, SMH – ACD and HQAA
8	**CPD/Short Courses - HET/FET** Digital Literacy	To identify and develop products that OTC can develop to support digital literacy in services: a) Look at what other options are available to services b) Identify any gaps and look at contextualising digital literacy issues in supports c) Develop the supports and pilot same - Online supports on MyOTC/YourOTC ACD, CSM, TM at SETDD, PD - Short Courses/CPD

3.2 Reviews planned for Upcoming Reporting Periods

3.2.1Reviews planned for Next Reporting Period

Unit to be reviewed	Date of planned review	Date of last review
Full review of all policies and procedures against the statutory guidelines for Blended and Online learning	Q4 2023 – Q2 2024	2022/23
Review of Blended and Online learning strategy	Q4 2023	2020
Review of Pedagogical Framework	Q4 2023	2021
Review of terms of reference for the Research Ethics Committee and publication of policy; to review effectiveness at end of academic year	Q4 2023 and Q2 2024	N/A – new policy
Benchmarking of policies and procedures in relation to CPD and EDI policies	Q2 2024	2022
Commence programme review of B.A. in Social Care in 2023/24, for revalidation in 2024/25	Q2-Q3 2024	2019 (QQI) 2022 (CORU)

3.2.2 Reviews planned beyond Next Reporting Period

The programme review of the B.A. in Social Care in 2024 will feed into the revalidation of the programme in the academic year 2024/25. The College will also start fully preparing for Institutional Review (IR) in that academic year.