ICD Business School

2022

Annual Quality Report
ICD Business School
Reporting Period 2020-2021

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Annual Quality Report ICD Business School

PART A: INTERNAL QA SYSTEM

Reporting Period 2020-2021

PREFACE

Note: QQI's provider portal, QHub, is currently under development and will be completed in November 2020. AQR 2021 will be submitted via QHub.

The **Annual Quality Report** (**AQR;** formerly AIQR) 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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Guidelines on Completing the Report

The AQR is aligned with QQI's Core, Sector and Topic-specific Statutory Quality Assurance Guidelines and with the ESG (2015). A mapping of the ESG to QQI 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 QQI 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 AQR 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, QQI will provide access to QQI'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 AQR 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 QQI.

Completing the AQR

- When completing the AQR 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 AQR comprises a record of each institution's current QA policies and procedures and should provide links to those policies and procedures. Private HEIs may provide links to the policies and procedures approved by QQI during initial access to validation (IAV) or reengagement. It is the responsibility of each HEI to ensure before submission of the AQR 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 AQR 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 AQR

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

Part B: Quality Assurance (QA) and Quality Enhancement (QE)

Part B of the AQR documents and captures QA 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 AQR 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, QQI 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 QA and QE in action. In formulating case studies, institutions are encouraged to reflect on and highlight areas that may be of interest to other institutions and would benefit from wider dissemination. Further guidance is provided in Part B.

Links to Reference Documents Cited in this Template[1]

Legislation

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

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
2.0 - *Programme Delivery and Development*	**2.10**	Other Parties Involved in Education and Training	1.9	On-going Monitoring and Periodic Review of Programmes
8.0 - *Monitoring and Periodic Review*				
9.0 - *Details of Arrangements with Third Parties*			1.2	Design and Approval of Programmes
2.0 - *Programme Development and Delivery*	**2.11**	Self-evaluation, Monitoring and Review	1.9	On-going Monitoring and Periodic Review of Programmes
8.0 - *Monitoring and Periodic Review*			1.10	Cyclical External Quality Assurance
4.0 - *QA of Research Activities and Programmes*	QAG for Providers of Research Degree Programmes			

Introduction and Overview of Institution

This is the AQR for ICD Business School for the reporting period **1 September 2020 – 31 August 2021.** The AQR has been approved by **ICD Business School Academic Counci**l and is submitted by **Dr Jason Healy, Head of Academic Development.**

General Overview of Institution

ICD (International College Dublin) Business School (hereafter referred to as ICD) was established in 2001 for the purpose of providing high-quality, third-level qualifications to both EU and non-EU students. The college currently (2021) offers four QQI programmes leading to major awards at levels 8 and 9 on the National Framework of Qualifications (NFQ) in its areas of specialism, namely a BA (Hons) in Accounting & Finance, BA (Hons) in Business Studies, MA in Accounting and Finance and a Postgraduate Diploma in Accounting and Financial Services (validated by QQI in 2021 and the first cohort started in April 2021). The college's two undergraduate programmes are recognised for exemptions by the *Association of Chartered Certified Accountants (*ACCA), the world's largest professional accountancy body; with graduates receiving up to 9 exemptions from their ACCA exams.

We are a uniquely diverse higher educational institution, with students and colleagues from over 50 countries globally (and growing). ICD has been delivering quality programmes for over 20 years and providing student-focused education in a vibrant and friendly learning environment. Our community of colleagues and students continues to craft an atmosphere of inclusivity, trust, excellence, and transparency in our teaching and learning strategies. ICD has a policy of transparent and non-discriminatory pricing, with academic fees set at the same level for all students irrespective of nationality or EU citizenship.

General Overview of AQR at ICD

Our first AQR report (March 2021) focused on the period of ICD's reengagement with QQI and the implementation of the reengagement-approved ICD QA Policy (28th January 2020). This, second, AQR is the result of numerous meetings between Head of Quality Assurance, Head of Academic

Development, Director of Academic Affairs, and the Registrar over the period March 2021 – February 2022 and is ultimately reviewed and approved by Academic Council.

This document is based on reviews of, inter alia, the following:

- ICD QA Policy (28th January 2020)
- ICD QA Reengagement submission and report from independent external review panel December 2019 and January 2020.
- ICD Business School Strategic Plan 2020-2025
- ICD Staff and Student Surveys February 2021 and June 2021
- ICD student survey regarding TLA (Teaching, Learning and Assessment) post-Covid (May 2021)
- ICD Report on Programme Delivery June 2021.
- ICD COVID-19 Information and Contingency Plans (September 2020-August 2021)
- ICD AQR 2021 (for the period 2019-2020)

ICD AQR is approved by Academic Council prior to submission to QQI.

Internal QA Framework

1.1 Governance and Management of Quality

Principles of Governance

ICD Business School is committed to upholding the following six principles in all aspects of our academic and corporate governance.

- Student-centred
- Academic independence
- Accountability & transparency
- A culture of self-monitoring & improvement
- An inclusive quality culture
- Internal control & risk management

As QA systems are context dependent (the QQI 'QA Context Principle'), ICD's quality assurance framework has been developed to meet the college's statutory obligations in a manner which is appropriate to its context in terms of institutional capacity, and scale and scope of provision.

ICD Quality Assurance Policy

Full Quality Assurance Policy	
ICD Quality Assurance Policy 28th January 2020	ICD Business School Quality Assurance Policy 28th January 2020
Individual Policies	
1 Mission Statement and Provider Context	1 Mission Statement and Provider Context
2 Policy on External Quality Assurance	2 Policy on External Quality Assurance
3 ICD Quality Assurance System and Governance	3 ICD Quality Assurance System and Governance
3.1 ICD Principles of Governance	3.1 ICD Principles of Governance
3.3 Policy on Governance Reporting and Documentation Requirements	3.3 Policy on Governance Reporting and Documentation Requirements
3.4 TOR for Academic Council	3.4 TOR for Academic Council
3.5 TOR for Governing Body	3.5 TOR for Governing Body
3.6 TOR for the Management Team	3.6 TOR for the Management Team
3.7 TOR for Examination Boards	3.7 TOR for Examination Boards
3.8 TOR for Programme Development Subcommittee	3.8 TOR for Programme Development Subcommittee

3.9 TOR for Programme Boards	3.9 TOR for Programme Boards
3.10.6 TOR for Student Representative Committee SRC	3.10.6 TOR for Student Representative Committee SRC
3.11 TOR for Board of Directors	3.11 TOR for Board of Directors
3.12 Policy on Policy	3.12 Policy on Policy
3.13 Policy on Risk	3.13 Policy on Risk
4 Policy on Managing Quality Self Evaluation Monitoring and Review	4.0 Policy on Managing Quality Self Evaluation Monitoring and Review
4.1 Policy on Programmatic Review and Programme Development	4.1 Policy on Programmatic Review and Programme Development
4.2 Policy on Staff Recruitment and Performance to Enhance Teaching	4.2 Policy on Staff Recruitment and Performance to Enhance Teaching
4.3 Policy on Quality in Assessment	4.3 Policy on Quality in Assessment
4.3.2 Policy on Security in Assessment	4.3.2 Policy on Security in Assessment
4.3.3 Policy on the Conduct of Assessment and Examinations	4.3.3 Policy on the Conduct of Assessment and Examinations
4.4 Policy on External Examination	4.4Policy on External Examination
5 Policy on Teaching Learning and Assessment Strategies	5.0 Teaching, Learning & Assessment Policy

5.1 Policy on Staff and Student Responsibilities	5.1 Policy on Staff and Student Responsibilities
5.2.1 Examination and Assessment Regulations	5.2.1 Examination and Assessment Regulations
5.2.1.1.3 Policy on Extenuating Circumstances and Assessment Lateness or Absence	5.2.1.1.3 Policy on Extenuating Circumstances and Assessment Lateness or Absence
5.2.1.2 Policy on Grading of Assessments	5.2.1.2 Policy on Grading of Assessments
5.2.1.4 Policy on Feedback on Grades for Students	5.2.1.4 Policy on Feedback on Grades for Students
5.2.1.5 Grade Appeals Procedure	5.2.1.5 Grade Appeals Procedure
5.2.1.6 Policy on Breach of Examination and Assessment Regulations	5.2.1.6 Policy on Breach of Examination and Assessment Regulations
5.3 Policy on Learner Diversity and Reasonable Accommodations	5.3 Policy on Learner Diversity and Reasonable Accommodations
5.4 Policy on the Learning Environment at ICD	5.4 Policy on the Learning Environment at ICD
5.5 Policy on Learner Feedback and Student Voice at ICD	5.5 Policy on Learner Feedback and Student Voice at ICD
5.6 Policy on Learner Induction	5.6 Policy on Learner Induction

5.7 Policy on Work Based Learning	5.7 Policy on Work Based Learning
6 Policy on Access Transfer and Progression	6.0 Policy on Access Transfer and Progression
6.1 Policy on Access and Admissions	6.1 Policy on Access and Admissions
6.2 Policy on Advanced Entry Requirements	6.2 Policy on Advanced Entry Requirements
6.3 Policy on the Recognition of Prior Learning RPL	6.3 Policy on the Recognition of Prior Learning RPL
6.4 Policy on Progression	6.4 Policy on Progression
6.5 Policy on Transfer	6.5 Policy on Transfer
7 Policy on Support for Learners	7.0 Policy on Support for Learners
7.1 Policy on Protection of Enrolled Learners	7.1 Policy on Protection of Enrolled Learners
7.2 Policy on Student Protection Complaints and Appeals	7.2 Policy on Student Protection Complaints and Appeals
7.3 Policy on International Learner Recruitment Support and Protection	7.3 Policy on International Learner Recruitment Support and Protection
7.4 Policy on Counselling Service	7.4 Policy on Counselling Service
7.5 Policy on Fees at ICD	7.5 Policy on Fees at ICD
7.6 Policy on Providing Opportunities for Learner Integration and Pastoral Care	7.6 Policy on Providing Opportunities for Learner Integration and Pastoral Care

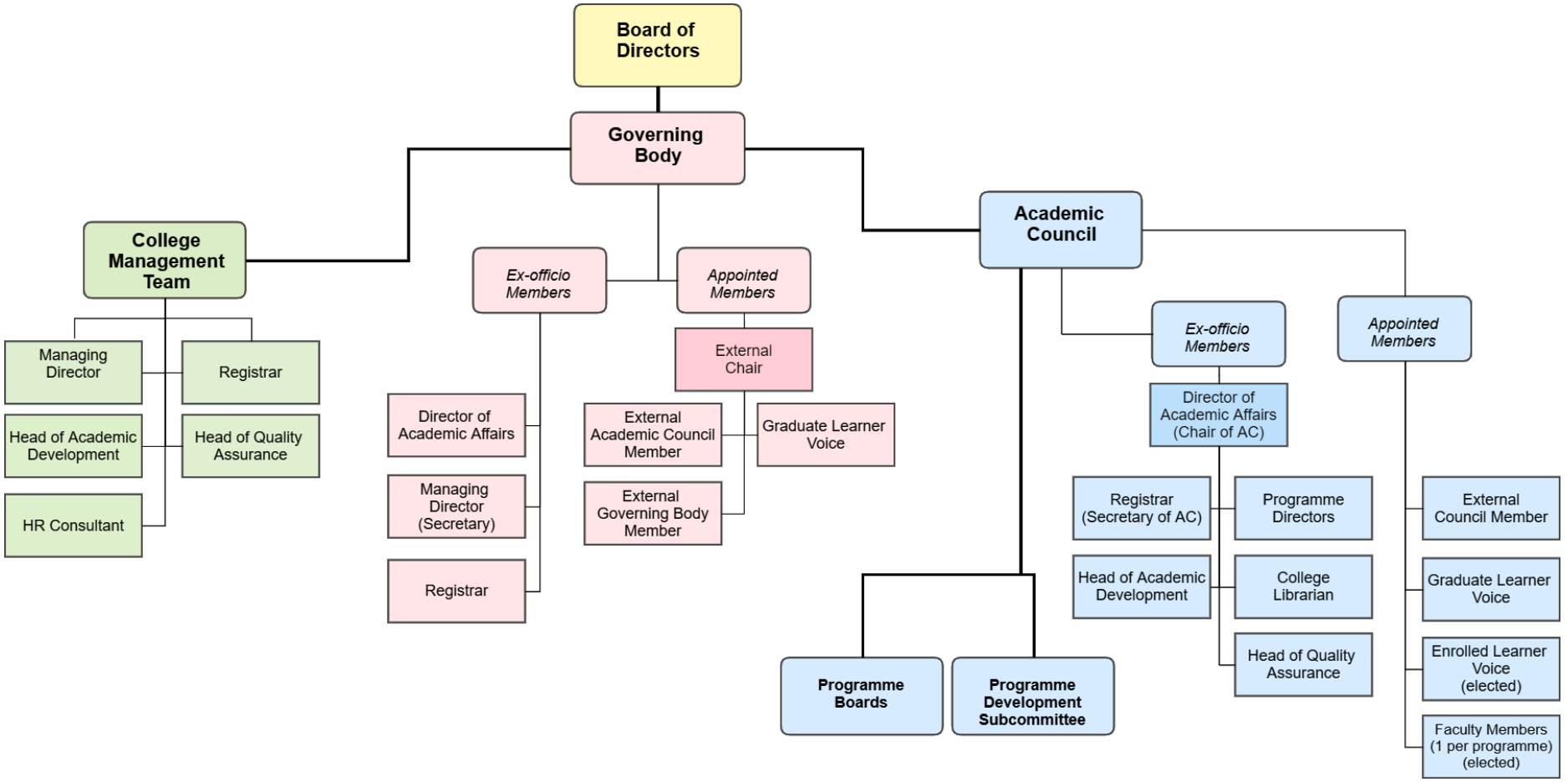
7.7 Policy on Programme Related Services Learning and Physical Resources	7.7 Policy on Programme Related Services Learning and Physical Resources
7.8 Policy on Learner Progression	7.8 Policy on Learner Progression
8 Policy on Information and Data Management	8 Policy on Information and Data Management
9 Policy on Public Information and Communication	9 Public Information and Communication

Representation of Learners and External Stakeholders in Governance at ICD

The overriding aim of this QA framework, beyond compliance with statutory requirements, is to promote an institution-wide culture of quality, integrity, and continuous improvement at ICD which aligns with its strategic institutional objectives, is reflected in its policies, procedures, and internal governance structures, and which provides opportunities for all internal stakeholders – including learners and academic staff members – and external stakeholders – including external members of Governing Body and Academic Council – to participate meaningfully in shaping the college's institutional decision-making and self-evaluation processes.

The following organisational chart visually represents the internal (staff and learner) and external members of the most senior committees at ICD.

ICD Business School's Governance Structure



1.2 Linked Providers, Collaborative and Transnational Provision

This section is not applicable to ICD.

2.0 Programme Development and Delivery

2.1 Programme Development and Approval

Existing Programmes

ICD offers four QQI programmes (2021) leading to major awards at Levels 8 and 9 on the National Framework of Qualifications. These are a BA (Hons) in Accounting and Finance, a BA (Hons) in Business Studies, an MA in Accounting and Finance, and a Postgraduate Diploma in Accounting and Financial Services.

Existing programmes are managed and monitored in accordance with the following QA Policy developed during this reporting period.

4.0 Policy on Managing Quality Self Evaluation Monitoring and Review

New Programme Development

ICD applied for QQI validation of a Postgraduate Diploma in Accounting and Financial Services (NFQ 9) programme. It was validated successfully in February 2021 and the first cohort of students commenced this programme in April 2021. ICD successfully applied for HEA (Higher Education Authority) funding for this programme through the HEA call for programme proposals under the Human Capital Initiative (HCI) Pillar I fund.

ICD also developed and delivered a new Project Management short-course during this AQR reporting period, which received funding through the July Stimulus with HEA.

2.2 Admission, Progression, Recognition & Certification

Access Transfer and Progression on ICD Programmes

ICD developed a comprehensive policy on access, transfer and progression which is available on the ICD website www.icd.ie , on Moodle and in the ICD Student Handbook.

6.0 Policy on Access Transfer and Progression

2.3 Procedures for Making Awards

This section is not applicable to ICD.

2.4 Teaching, Learning and Assessment

Policies that Assure Quality of Teaching and Learning and Support Academic Integrity

4.0 Policy on Managing Quality Self Evaluation Monitoring and Review

5.0 Teaching, Learning & Assessment Policy

Policy on External Examination

4.4Policy on External Examination

3.0 Learner Resources and Support

ICD Support for Learners

ICD is one of the most culturally diverse higher educational institutions in Ireland. Our students come from over 50 countries around the world and a large proportion of our student body are

mature students. Over 40% of the staff, lecturing and administration, at ICD are of non-Irish origin, making the college a diverse international institution.

ICD's culture is focused on mutual respect between students and staff. ICD's staff and student culture does not include or tolerate discrimination on the basis of age, race, colour, sex, sexual orientation, gender identity, religion, national or ethnic origin, disability or disability status. Equality in educational access is a foundation stone of ICD's philosophy of education delivery with, for example, fully accessible facilities for learners who have diverse access requirements (e.g. fully wheelchair accessible facilities [e.g. classrooms, elevator, and restrooms]).

ICD prides itself in minimising the difference between tuition/registration fees for Irish citizens, EU, and non-EU international students. ICD Business School does not participate in price/fees-based discrimination; academic fees are the same for all students irrespective of nationality.

See:

5.4 Policy on the Learning Environment at ICD

5.5 Policy on Learner Feedback and Student Voice at ICD

7.0 Policy on Support for Learners

4.0 QA of Research Activities and Programmes

ICD does not currently offer research programmes/degrees.

5.0 Staff Recruitment, Development and Support

During the 2020-2021 academic year, ICD continued to recruit lecturers and module leaders through public advertising followed by a formal interview process.

Staff Induction

All new academic staff participate in a formal structured induction. This induction takes place every semester when new lecturing staff are recruited. While it is recognised that a lecturer who is new to ICD may have prior lecturing experience, all lecturers who are new to ICD will be required to participate in a formal ICD induction.

ICD supports staff to develop and improve their teaching and assessment skills through:

- Internal verification and second marking processes to improve assessment skills
- External Examiners provide recommendations to staff on how to improve assessment
- Providing financial and non-financial assistance wherever possible to assist staff to engage in/at research seminars and membership of academic and professional associations and bodies
- The Head of Quality Assurance provides training to staff on usage of Moodle
- The Head of Academic Development advises staff on plagiarism prevention and detection and also manages the training of staff in the use of Urkund (plagiarism detection software).
- Management team provides resources for training initiatives (e.g. June 2021 Teaching, Learning, and, Assessment Conference)

Financial and non-financial support is available to all staff (academic and non-academic) to engage in research or study for the purposes of professional development. These supports are reviewed by the Academic Council and Management Team who make recommendations to Governing Body regarding how study/research/development supports can be improved.

See:

3.4 TOR for Academic Council

3.6 TOR for the Management Team

4.2 Policy on Staff Recruitment and Performance to Enhance Teaching

6.0 Information and Data Management

See:

8 Policy on Information and Data Management

7.0 Public Information and Communication

ICD publishes all information on its courses and quality assurance policies and procedures on its website www.icd.ie

See:

9 Public Information and Communication

8.0 Monitoring and Periodic Review

ICD ensures ongoing self-monitoring via its main standing committees, the most senior of which are the Governing Body, Academic Council, and Management Team. The TOR/membership of Governing Body and Academic Council include external independent members. External Examiners play a vital role as independent evaluators of teaching, learning, and assessment.

See:

3.1 ICD Principles of Governance

3.4 TOR for Academic Council

3.5 TOR for Governing Body

3.6 TOR for the Management Team

3.12 Policy on Policy

4.0 Policy on Managing Quality 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	0
Awarding bodies	0
QA bodies	0

9.2 Collaborative Provision

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

9.3 Articulation Agreements

Articulation agreements - Total number	**0**

[Higher Education Institution]

2022

Annual Quality Report (Institution)

PART B: INTERNAL QUALITY ASSURANCE ENHANCEMENT & IMPACT

Reporting Period 2020-2021

PART B: INTERNAL QA SYSTEM

Guidelines on Completing Part B

As outlined in the general guidelines for this template (p.5), **Part B** of the AQR documents and captures QA 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 AQR submission were progressed during the reporting period – these may be plans linked to strategic objectives, to reengagement advices, or to institutional review recommendations.

Part B of the AQR is an opportunity for self-reflection and critical evaluation of the effectiveness of QA activities over the reporting period. Institutions are encouraged to reflect both on what worked well and what did not work well, and to consider impact measures, using both quantitative and qualitative evidence (metrics, benchmarks and feedback/judgement) in how they led to specific QA improvements and enhancement.

Part B provides evidence of quality improvement and enhancement and impact[2] of QA activities within the totality of an institution's QA system.

Section 1 pertains to internal quality assurance implementation and developments since the previous reporting period.

Section 2 deals with institutional analysis of IQA enhancements and impacts including activities undertaken in respect of academic integrity, and the enhancements and impacts resulting from same.

Section 3 relates to IQA developments and plans for the next reporting period.

Section 4 provides an opportunity for institutions to illustrate IQA in action through case studies in relevant thematic areas.

Institutions are invited, if they wish to do so, to use case studies to demonstrate quality in action and to highlight areas of practice for dissemination at any point in this part of the report.

Case Studies

QQI recommends that written case studies should:

- Be between half a page and two pages in length;
- Relate to a specific time- and subject-bound issue;
- Include an introduction that sets out a brief overview of contextual matters;
- Include any relevant supporting data and data analysis;

[2] The National Forum for the Enhancement of Teaching and Learning in Higher Education have considered impact and measures leading to development and improvement specifically in terms of teaching and learning. See: https://www.teachingandlearning.ie/wp-content/uploads/NF-2020-Insights-from-Practice-About-Impact-in-Teaching-and-Learning-web-ready.pdf.This is a very useful reference, though impact in the context of this report should be considered

- Include links to any sources cited;
- Include a clear concluding paragraph with overview of key outcomes/learning.

Although case studies will generally be in written form, institutions may also provide links to audio-visual/multimedia case studies. QQI does not prescribe a format for case studies.

1.0 Quality Implementation and Developments

1.1 Strategic QA Updates

The period of AQR 2020-2021 covers a period of root and branch change for ICD as a result of:

- Implementing changes, which result from successful QQI Institutional Reengagement (approval process completed in Feb 2020).
- Changes made to inter alia teaching, learning, and assessment as a result of Covid-19 mitigation planning.

ICD's strategic objectives are:

- Developing and delivering a relevant and responsive curriculum;
- Achieving high quality of provision and services through a culture of continuous improvement;
- Promoting employability and diverse learning opportunities;
- Promoting equality and diversity in all aspects of our work;
- Meeting the learning needs of individuals, communities and employers;
- Promoting a collaborative approach to identifying and meeting learner needs, and providing appropriate pastoral and learning supports;
- Ensuring good financial control to safeguard the future of the college and the sustainability of quality education provision
- Continuously improving our Quality Assurance Framework through consultation internally and externally.

In pursuit of these strategic objectives, ICD has engaged in the following, during this reporting period:

Developing and delivering a relevant and responsive curriculum; • **ICD developed a Postgraduate Diploma in Accounting & Financial Services (NFQ 9), which was validated by QQI in Spring 2021. This programme attracted funding from the HEA under their Human Capital Initiative**
Achieving high quality of provision and services through a culture of continuous improvement

- ICD initiated an Online Teaching, Learning, and Assessment Conference in June 2021 to allow all staff to exchange personal experiences and encounters with best practice in the areas of teaching, learning and assessment online.

Promoting employability and diverse learning opportunities

- ICD developed a new short course offering to provide learning opportunities for prospective students who do not require traditional 'long' programmes. Funded by the HEA, under the July Stimulus, ICD delivered its first Project Management Short Course (including Yellow Belt Certification). This new course was delivered successfully during the AQR reporting period.

Promoting equality and diversity in all aspects of our work.

- During the Covid pandemic period, ICD moved most teaching, learning, and assessment online. In order to provide continued and equal opportunities for learning, ICD rolled out a laptop loan scheme to students in need and also made on campus college facilities (e.g., computer labs) available to students who could not study entirely from home.

Meeting the learning needs of individuals, communities and employers

- ICD initiated and implemented a Mentoring programme on the Postgraduate Diploma in Accounting & Financial Services to provide enhanced support to students in their pursuit of educational and career success.

Promoting a collaborative approach to identifying and meeting learner needs, and providing appropriate pastoral and learning supports

- ICD recognised that pastoral supports, which were traditionally, pre-Covid, focused on face-to-face engagement, must now be made available remotely (e.g., online). ICD developed a new well-being section on Moodle, accessible to all learners, and, during periods of lockdown, moved pastoral supports to a telephone service to ensure continued student-care

Ensuring good financial control to safeguard the future of the college and the sustainability of quality education provision • The successful development of new programmes during the Covid period enabled the college to continue to develop the institution's income through shorter programmes (e.g. 3-12 months), more attractive to some prospective students during the uncertain Covid period than longer programmes (e.g. 3-4 years), ensuring continued financial sustainability of the institution during a period of grave challenges
Continuously improving our Quality Assurance Framework through consultation internally and externally. • ICD continued to enhance its approach (e.g., procedures, guidelines, supports, systems) to online teaching, learning, and assessment during the AQR period including developing enhanced guidelines for students and invigilators for online examinations, particularly regarding invigilation for integrity of assessment.

1.2 Update on Planned QA Objectives identified in Previous AQR

No.	Planned objectives (Previous AQR) Note: Include reference to the relevant section of the preceding AQR, where applicable	Update on Status Provide brief update on status, whether completed or in progress. If an action was planned in the previous AQR, but not completed, provide reasons/short reflections for the delay/non-completion.
1	Move towards institutional approval for blended delivery of all programmes	**Status – In progress** The Covid period has entailed a predominantly online mode of delivery of teaching, learning, and assessment at ICD. It has enabled the college to design and deliver a continuously enhancing mode of online education, which will ultimately act as the model ICD seek institutional approval for. The model has been improving from semester to semester, and within each semester. The ongoing and ever-changing challenges presented by Covid during the AQR reporting period meant that the focus of the college has been on enhancing delivery first and foremost.
2	Build on the advances made in the management of online student registration and online records management	**Status – In progress** In 2020 ICD commissioned outside consultants to develop a bespoke student management system.

3	Enhance annual professional development and performance management initiatives	**Status – In progress** During 2020-2021 ICD delivered ongoing training to all colleagues on online education and the related new/altered systems and procedures required to continue to deliver teaching, learning, and assessment online. In June 2021, ICD hosted its first annual teaching, learning, and assessment conference, designed to provide a forum for knowledge sharing regarding online education. All ICD colleagues were invited. Most lecturers delivered presentations to colleagues on their bespoke solutions to embracing the opportunities afforded us by the new era of online teaching, learning, and assessment.
4	Create workload equivalence guidelines for assessment	**Status - completed**
5	Engage dialogue with student body for feedback on class timetabling to ensure student college-life-work balance	**Status - completed**
6	Explore improvements to technology (hardware and software) to	**Status – completed and continual**

	continuously enhance programme delivery (online and offline)	ICD Moodle system has been upgraded. Transferred software from computer labs in Wicklow House to online for students' use
7	Enhance approach to online assessment	**Status – completed**
8	Enhance career planning supports for learners	**Status – Completed and continual** Career Portal has been created in the college Moodle system, part of which includes online support seminars in the following - Career related questions – story-telling techniques - Competency based questions: STAR model - Interview Tips - 'Think on your feet' sample questions - Verbal and non-verbal communication skills The Portal also carries updated employment opportunities from professional bodies and through recruitment organisations
9	Explore short course delivery offerings to enhance public awareness of the college and to provide more diverse offerings to prospective learners not in a position to complete traditional long programmes	**Status – Completed and Continual** A 10 ECTS Project Management Short Course has been delivered twice (January 2021 and August 2021) under the July Stimulus Funding (HEA).

1.3 Governance and Management

1.3.1 QA Governance Meetings Schedule

Body	Meeting dates
Governing Body	22.01.2021 26.03.2021
Academic Council	12.08.2020 24.03.2021 23.09.2021
Programme Board	09.10.2020 19.03.2021 22.04.2021
Programme Development Subcommittee	20.11.2020 04.12.2020 15.03.2021
Management Meeting	14.09.2020 21.09.2020 12.10.2020 21.10.2020 06.11.2020 12.11.2020 20.11.2020 07.12.1020

	14.12.2020 04.01.2021 06.01.2021 07.01.2021 11.01.2021 15.01.2021 22.01.2021 01.02.2021 (am) 01.02.2021 (pm) 24.02.2021 07.04.2021 07.05.2021 21.05.2021 04.06.2021 25.06.2021
Student Representative Committee	07.10.2020 15.03.2021
Exam Board	24.09.2020 04.03.2021 09.07.2021
Standards in Assessment Subcommittee	26.04.2021

1.3.2 QA Leadership and Management Structural Developments

A HR consultant has been appointed as part of the Management team.

The QA Department has been strengthened. The Quality Assurance Officer has been promoted to the Head of Quality Assurance.

A Management succession plan has been created for implementation over the following three years.

A new Standards in Assessment Subcommittee was formed by Academic Council, during the AQR reporting period. Among its objectives were overseeing recruitment of External Examiners, enhancing the procedures around External Examination, and enhancing the approach to Examination Board meetings.

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
Report on Programme Delivery for: o BA (Hons) Business Studies o BA (Hons) Accounting and Finance o MA in Accounting and Finance	July 2021	

1.4.2 Expert Review Teams/Panels[3] involved in IQA

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

	Total	Academic Schools/ Department	Professional Services/Support Unit	Approval/Review of Linked Provider	Programme Approval	Programme Review	Other
Number of review/ evaluation processes					1		
of those:							
On-site processes							
Desk reviews							
Virtual processes					1		
Average panel size for each process type*					7		

* excluding secretary if not a full panel member

[3] 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			1			1					1
Secretary		1				1					1
Academic/Discipline Specific			3			2	1			1	2
Student Representative			1			1					1
QA											
Teaching & Learning											
External Industry /Third Mission		1				1					1

2.0 IQA System – Enhancement and Impacts

Governance and Management of Quality

All recommendations of the reengagement panel have been implemented with respect to Quality Assurance and Governance.

This has included the appointment of a HR consultant to the College Management Team. The first part of the agreed HR plan was implemented during this AQR period.

The academic and commercial decision-making bodies within the college have continued to work independently.

In February 2021, ICD was validated for the Postgraduate Diploma in Accounting and Financial Services. A new Programme Board Committee was constituted to monitor, review, and develop this programme.

During the AQR reporting period, Academic Council created a new subcommittee, the Standards in Assessment Subcommittee.

Programmes of Education and Training

Increasing Focus on Technological Facilities

During this AQR period, the Covid pandemic dominated the operational and strategic delivery of our programmes. As was noted in the previous AQR, before Covid, ICD had already started to upgrade the hardware and software of its computing systems and this allowed for a comparatively smooth transition to online provision during March/April 2020, which continued through the present AQR reporting period (2020-2021).

ICD continues to upgrade its hardware and software to allow for the efficient delivery of its programmes. It has also invested substantially in upgrading and increasing the capability and capacity

of its Moodle system with further investments made into upgrading Moodle during the present AQR reporting period.

The Moodle upgrade has proved vital to ensure the continued high-standard of teaching, learning, and assessment online. This is in conjunction with the continued use of Zoom for live (synchronous) online teaching, along with a host of other software improvements/changes and a suite of internally created training courses and guides provided to staff and students on all new and improved software systems used for online education.

Student Representative Committee (SRC)

ICD's SRC have made significant contributions to ICD's continuous improvement over the AQR reporting period. SRC members voluntarily attend governance committee meetings (e.g., the Programme board meetings, Academic Council meetings), where they have made valuable contributions in the areas of online TLA development, timetabling, programme development, assessment workload planning, online assessment, and student supports.

Programme Boards

While the continuous coronavirus closure prevented face to face Programme Planning meetings during this period, these discussions and deliberations were moved to remote meetings coordinated by the Head of Academic Development enabling consultative programme planning where learner representatives and module lecturers all had an input into programme delivery planning and management. This proved invaluable during the coronavirus crisis in ensuring that the suite of changes required across programmes as a result of online delivery was agreed with, and satisfactory to, students and lecturers teaching and learning on these programmes.

A new Programme Board for the Postgraduate Diploma in Accounting and Financial Services was constituted in April 2021 after the successful validation of this programme.

Staff Recruitment, Management and Development

Staff Induction

During this period, all new academic staff participated in a formal structured induction. This induction continues to take place every semester when new lecturing staff are recruited. While it is recognised that a lecturer who is new to ICD may have prior lecturing experience, all lecturers who are new to ICD will be required to participate in a formal ICD induction.

Teaching, Learning and Assessment

ICD's Online Teaching, Learning, and Assessment Conference (see 4.0 Additional Themes and Case Studies) was held successfully in June 2021.

Supports and Resources for Learners

The Covid pandemic completely changed the communication model for ICD. This resulted in the following initiatives.

Enhanced Student Handbook (Sep 2020 onwards)

As a result of QQI reengagement, in Sep 2019, ICD completely redesigned our Student Handbook to deliver a more comprehensive student guide that is reflective of the newly created/enhanced systems, processes, policies, procedures and governance infrastructure. Enhancing the student experience and optimising student success opportunities through careful and thorough guidance are the key objectives of the handbook.

On foot of the unexpected shift to online TLA in spring 2020, ICD once again was faced with the challenge of reimagining, re-planning, and re-communicating a large part of what we do as an institution; i.e., delivering higher education programmes. Therefore, again, in Sep 2020, a complete overhaul of the student handbook was once again required to ensure that it contained key information for students on how to succeed in higher education, now online.

The combined changes resulting from reengagement and the shift to online led to what is now a comprehensive guide for ICD students that we are confident provides supportive and informative guidance on how to succeed on their programme(s).

Pastoral Support

Prior to Covid, ICD's pastoral support system followed a primarily personal, face to face approach. The shift to online education presented both a challenge and an opportunity to further develop these supports using other means (e.g., online, telephone):

- Online wellness support. This was delivered by staff members creating videos that reassured students during the most stringent lockdown periods. These videos were permanently on the college Moodle system
- A trained member of staff provided one to one telephone support sessions with students facing difficulties
- Subject to government regulations, ICD allowed access to its computer labs in Wicklow House to facilitate students without access to IT facilities.
- The college counselling services (independent from ICD) was available free of charge to all students
- ICD implemented its Reasonable Accommodation policy for students over this period
- Students who had returned to their country of origin and were unable to return to the Republic of Ireland due to Covid were facilitated so that they could continue their studies

Career Support

The Careers Portal has been created on the college Moodle system. This includes online support seminars in the following areas:

- Career related questions – story telling techniques
- Competency based questions: STAR model
- Interview Tips (including online interviewing during Covid and beyond)
- 'Think on your feet' sample questions
- Verbal and non-verbal communication skills

The Portal also carries updated employment opportunities sourced from professional bodies and recruitment firms.

Mentoring Programme

On foot of recommendations from the Independent Expert panel for the validation of the Postgraduate Diploma in Accounting and Financial Services, a mentoring programme has been created in ICD Business School. The initial rollout is aimed at the Postgraduate Diploma in Accounting and Financial Services students.

Information and Data Management

ICD is gathering data on student opinions regarding teaching, learning, and assessment delivery in a post-COVID world. In May 2021, a survey was circulated to students to glean these opinions. The results of this survey provided a strong vote of confidence from the student body that the newly created systems for online teaching, learning, and assessment are delivering a continued high level of quality to learners. A surprisingly large majority of students voted to continue online teaching, learning, and assessment:

- Beyond Sep 2021
- When Covid-related government restrictions are lifted

Public Information and Communication

The ICD website carries all relevant information required for legal purposes for prospective students, parents and stakeholders.

Other Parties Involved in Education and Training

In addition to quinquennial QQI revalidation, ICD submits its accounting programmes to the Association of Chartered Certified Accountants (ACCA) for exemption accreditation. During the reporting period, both of ICD's undergraduate programmes continued to offer students ACCA approved exemptions (9 on one programme, which is the highest number of exemptions possible). As part of this process, the college is required to provide detailed programme documents, syllabus materials, and examination papers to ACCA's professional qualifications approval team, who review ICD's offerings for quality and comparability purposes. In this sense, ACCA acts as an effective external quality control for relevant ICD programmes. Graduates from ICD programmes often go on to attempt and complete ACCA

papers in addition to those they receive exemptions from; ACCA monitors progress and completion rates for these ICD graduates as measures of quality assurance.

Self-evaluation, Monitoring and Review

During the AQR reporting period, ICD completed various reviews including:

- AQR 2019-2020
- Review of BA Hons in Business Studies delivery during 2020-2021
- Review of BA Hons in Accounting & Finance delivery during 2020-2021
- Review of MA in Accounting & Finance delivery during 2020-2021

The outcomes of these reviews assist the college in ensuring continued enhancement of the delivery of our programmes.

Specific outcomes included:

- The creation of ICD's first institution-level Assessment Workload Equivalence Guidelines
- Plans to improve the structure of student timetables
- Plans to enhance the External Examination procedures
- Plans to improve the approach to Examination Board Meetings
- The decision to create a new voluntary Accounting Fundamentals student support service (to be rolled out from Sep 2021 onwards)
- An improved Student Handbook
- Plans to introduce an enhanced approach to module-tutorials completed online
- An enhanced approach to online examination invigilation

Internationalisation

ICD is an international college in terms of its focus, learner composition and faculty profile. This core element of the college's vision is fostered in a number of ways:

Key Initiatives

- Transparent and non-discriminatory pricing, with academic fees set at the same level for all students irrespective of nationality or EU citizenship.

- Language supports including the expanded suite of sessions and materials focusing on English for Business and Accounting students, which are provided as an added support offering for all students
- Referencing and study skills support sessions, freely available to all students, which are specifically designed to include and engage learners who may have come from quite different educational backgrounds and who may be embarking on an educational programme in Ireland for the first time
- The majority of support / admin staff come from an international non-native English-speaking background and have direct experiential and organisational knowledge of issues relating to being an international student e.g., visa issues.
- During this reporting period, ICD has recruited suitably qualified lecturers from diverse ethnic backgrounds, both EU and Non-EU, as part of our diversity strategy.
- Ongoing partnership with ICOS (the Irish Council for International Students) includes:
    - Workshops on Studying and Working in Multi-cultural Environments are made available to all staff and students
    - Key learnings from the ICOS workshops have been made a standard component in all new staff induction sessions.
    - Material from the workshops is available in Staff and Student Document Stores on Moodle.

2.1 Initiatives within the Institution related to Academic Integrity

During this AQR reporting period ICD's academic integrity initiatives have continued to result in a positive and encouraging impact on levels of academic misconduct. The table below illustrates the improvement in the number of academic misconduct cases at ICD:

Year	Suspected Cases	Investigations	Panels	Sanctions
Sep18-19	14	14	14	11
Sep19-20	16	16	12	12
Sep20-21	3	3	3	3

This improvement is owed to various initiatives, some of which are outlined below.

Comprehensive Student Induction Services Available to All Students Every Semester

ICD enhanced the student induction process to promote student awareness of academic integrity/misconduct issues. Students are given training in study skills, referencing, and academic integrity. This initiative has been received well by students and has been expanded to every semester for *all* learners, not just new students. In light of ICD's high proportion of international learners, the initiative has also been expanded to include a suite of sessions and materials focusing on English for Business and Accounting students.

Increased Usage of Plagiarism Detection Software to Prevent and Detect Misconduct

ICD's focus on promoting academic integrity also led to the increased usage of the Urkund system of plagiarism detection software by colleagues and students both to prevent and detect potential misconduct. The move away from paper-based assessment towards online submission has assisted in the use of Urkund by colleagues and students. Materials and training sessions are available to all staff and students on how to use Urkund.

Assessment Workload Equivalence Guidelines

During this AQR reporting period, ICD developed its first institution-wide Assessment Workload Equivalence Guidelines. They are designed to ensure adequate assessment of learning outcome achievement while preventing over-burdening students with excessive workloads; an issue that is recognised as a potential risk-factor which may lead to academic misconduct.

Enhanced Approach to Online Examinations

As a result of Covid, most unseen examinations have been completed online. During the AQR reporting period, ICD further developed its approach to ensuring integrity in online examinations through, inter alia:

- Further developing student guides to online examinations
- Introducing a more formal approach to online examination invigilation
- Developing enhanced training for all online exam invigilators
- Further developing the online exam Code of Honour
- Enhanced internal focus placed on detecting potentially novel forms of exam misconduct (e.g., collusion online)

Enhanced Sections on Moodle Containing Academic Integrity Materials and Guides

ICD has a central Moodle page that all learners have access to, which contains essential materials for all learners (e.g., Student Handbook).

ICD has a central Moodle page that all lecturers have access to, which contains essential materials for lecturers (e.g., Academic Calendar).

Both of these pages have received an increase in the number and type of materials that are made available to inform colleagues and learners about academic integrity.

Moodle Upgrade to Provide Greater Support to Students through Recordings

All online lectures at ICD are delivered synchronously as are all online tutorials. Synchronous delivery has many benefits compared with asynchronous delivery. To augment these benefits, all live-lectures are also recorded (in real time). These recordings are then made available to all students on the module via the module Moodle page. This means that students can re-watch their lectures if they had any difficulty understanding the session live, first-time round. This also allows students to study using the actual live-session recordings, rather than simply text notes, when preparing for assessments. This also allows students who may have missed a lecture, for reasons beyond their control, to ensure that they

do not miss out on what was covered during the session. These recordings are stored on Moodle, available to students, until the end of the module and until after the repeat assessments are concluded. The recordings are not deleted after a week, or two, or a month. The recordings are available to students until the very end of the module-assessment journey, including repeat assessments. This means that students can continue to access and learn from lectures during the live sessions and also afterwards. To maintain this system requires vast Moodle storage capacity. This has required ICD to invest heavily, both financially and non-financially, in order to maintain this system. As far as we are aware, this combined synchronous lecture and video-recording facility is relatively unique among HEIs in Ireland, especially the approach of allowing students to access recordings until the module and its repeats are concluded. We believe that giving students both live lectures and recordings provides them with the optimum platform to avoid becoming lost if they miss some sessions or face difficulties in keeping up with the progress of their peers. Feedback from students and colleagues is that this live *and* recorded approach provides many benefits and greater flexibility to students. In addition, we believe that this approach optimally prevents students, who may fall behind somewhat, from falling into the trap of academic misconduct because they always have the opportunity to catch up.

Encouraging Attendance at AI Sessions

ICD Moodle has been used to regularly notify colleagues and learners of academic integrity seminars/workshops during the AQR period, particularly given the new challenges and opportunities presented by online education.

National Academic Integrity Network Membership

ICD is a member of the National Academic Integrity Network and regularly conveys relevant information and materials from the network to colleagues and students via Moodle.

Plagiarism Detection Handling Process

This procedure has been implemented and adapted to good effect and aims to afford a platform where:

- integrity concerns can be clearly explained to the student
- students' right to a fair hearing is ensured
- all resultant determinations are predicated primarily on educative rather than punitive considerations

Student Handbook Improvements

Following from reengagement and the subsequent move to online TLA as a result of Covid, ICD entirely overhauled its Student Handbook, first in Sep 2019, and then again in Sep 2020. This overhaul included renewed emphasis on encouraging integrity among learners whether they are studying offline or online. The new Sep 2020 Student Handbook (2020-2021) contained considerable additional material informing students how to achieve academic integrity and avoid misconduct in online education.

3.0 QA Improvement and Enhancement Plans for Upcoming Reporting Period

3.1 QA and QE supporting the Achievement of Strategic Objectives

No.	Relevant objectives Note: Include reference to the relevant section of the preceding AQR, where applicable	Planned actions and indicators *Note: Include details of unit responsible, and how planned action will address the relevant strategic priority and/or reengagement advice/CINNTE recommendation.* *If the institution is preparing for cyclical review, include how the planned actions will address the relevant review objective(s).*
1	Move towards institutional approval for blended and fully online delivery of programmes	Academic Council
2	Build on the advances made in the online management of student registration and records	Management Team
3	Enhance annual professional development and performance management initiatives	Management Team
4	Appoint new External Examiners and enhance the procedures around External Examination	Academic Council
5	Deliver a new Student Mentoring system	Managing Director

6	Explore enhancements to technology (hardware and software) to continuously enhance programme delivery (online and offline)	Management Team
7	Enhance career planning supports for learners	Management Team
8	Continue to build on the new initiative of short course delivery offerings to enhance public awareness of the college and to provide more diverse, flexible courses to prospective learners not in a position to complete traditional long programmes	Academic Council
9	Implement an improved approach to class timetabling to better serve student needs to achieve both optimum learning conditions and student college-work-life balance	Registrar
10	Create and deliver a new voluntary Accounting Fundamentals student support service	Academic Council
11	Improve the efficiency of Examination Board Meetings	Academic Council
12	Enhance and formalise the approach to online tutorials on modules	Academic Council
13	Continue to maintain ACCA exemptions	Academic Council

3.2 Reviews planned for Upcoming Reporting Periods

3.2.1 Reviews planned for Next Reporting Period

Unit to be reviewed	Date of planned review	Date of last review
BA in Business Studies	October 2022	summer 2021
BA in Accounting & Finance	October 2022	summer 2021
MA in Accounting & Finance	October 2022	summer 2021

3.2.2 Reviews planned beyond Next Reporting Period

Annual Quality Report 2021-2022 February 2023

4.0 Additional Themes and Case Studies

ICD Online Teaching, Learning, and Assessment Conference

ICD's first Online Teaching, Learning, and Assessment Conference was held on June 4, 2021 via Zoom.

The impact of Covid-19 on pedagogic practice across the third level sector was as challenging as it was sudden. Within days, institutions had to translate long-term aspirations for digital delivery modes into a reality. This was felt particularly acutely at ICD where the mandated cessation of on-campus delivery occurred mid-semester; most similar institutions had almost finished their semesters at this point. At the time of writing (Feb 2022), ICD has managed to deliver its suite of programmes and related assessments online for four successive semesters. Feedback from both faculty and learner constituencies has been both positive and heartening.

Like most institutions, ICD is all too aware of the challenges and potential downsides of online delivery on both inter-learner and lecturer-student interaction. However, this can sometimes occlude impacts on what were formerly routine face-to-face exchanges between faculty

members. As the pandemic progressed, ICD became aware that many staff had capitalised on the affordances of digital platforms to introduce a range of innovative and often idiosyncratic pedagogical initiatives. In order to capture these initiatives at an institutional level and make them available to the wider faculty, it was decided to organise a conference for all lecturing staff on June 4th, 2021. In order to incentivize participation, particularly among the less digitally adept, the 'pitch' for the event was kept deliberately low-key. With an indicative 10-minute slot, each lecturer was simply encouraged to reflect on their experience of online delivery and invited to: '*Briefly explain to colleagues one approach or technique you use that you find beneficial for either yourself and/or your students (specifically relating to online teaching, learning, or assessment*).'

The agenda for the day is reproduced below.

Agenda:

Time	**Topic**	**Contributor**
1pm	**Meeting begins**	
1.05pm	**Keynote: Online Teaching, Learning, & Assessment**	**Chair of ICD Academic Council**
1.20pm	Using workshops to help students complete online assessments	**Lecturer A**
1.30pm	Group exercises for learning online	**Lecturer B**
1.40pm	Assessing & grading student presentations online	**Lecturer C**
1.50pm	**Q & A session**	
2pm	**Break***********	
2.15pm	Accounting benefits of online engagement	**Lecturer D**
2.25pm	Using a document camera for online teaching	**Lecturer E**
2.35pm	Using whiteboards to aid teaching and learning	**Lecturer F**
2.45pm	Digital screen writing when teaching online	**Lecturer G**
2.55pm	**Q & A session**	
3.05pm	**Break***********	
3.20pm	Using pre-recorded videos to assist teaching & learning	**Lecturer H**

3.30pm	The benefits of online assessment	**Lecturer I**
3.40pm	Student engagement in online education	**Lecturer J**
3.50pm	**Q & A session**	
4pm	**Closing remarks**	**Managing Director**

Due to GDPR considerations it was not possible to record the various contributions, however participants were encouraged to follow up with any colleagues whose approach they might adopt or adapt. The event surpassed expectations and feedback suggested a significant dividend for faculty morale, digital delivery, and pedagogical innovation. On foot of this success, the college has decided to make this conference an annual fixture on its academic calendar.