SQT TRAINING

2023

2023 Annual Quality Report (SQT Training)
CASE STUDIES RELATED to
Academic Year January-December 2022

CASE STUDY 1

Title: Enabling Real Time Learner Feedback through CourseCheck

Theme: Quality Enhancement - Learner Feedback

Keywords (2-3 words): Learner Feedback, Course Evaluation Forms, Coursecheck System, Analytics

INTRODUCTION

A fundamental element of SQT's quality enhancement process is to capture systematic learner feedback. In doing so it has endeavored to utilise the best available methods to capture relevant and important information. The next section documents the methods used to date.

LEARNER FEEDBACK MECHANISMS: 1989 - 2022

Since its inception in 1989, SQT utilised hard copy assessment forms which were circulated to learners at the end of each course. These were then examined by the Tutor prior to posting the documents back to SQT headquarters for further review and monitoring. In March 2020, when programme delivery shifted to emergency remote provision in response to COVID-19, SQT implemented SurveyMonkey for the purpose of collecting learner feedback. Whilst this was extremely effective and a huge leap in terms of efficiency and the collection of real time data, there were some downsides which are set out in Table 1 below.

In 2021, SQT commenced a review of alternative online platforms, which would replace SurveyMonkey. Coursecheck was chosen as the preferred system, following a three-month testing and system integration period, the system was successfully rolled out in April 2022. Coursecheck is a cloud-based course evaluation system designed specifically for training providers. The system features automated reports and powerful analysis capabilities providing instant visibility of learner feedback both within SQT and by the Tutor. The system is easily accessible to learners leaving feedback on their smart phones, laptops or tablets.

	Hard-Copy Forms	SurveyMonkey	Coursecheck
Time Period	1989 - 2020	2020 - April 2022	April 2022 onwards
Positives	- High response rate - Cost effective	- No requirement for data entry - Availability of real-time feedback – no time lag from course end time	- Easily accessible to learners - Real time feedback to Tutors and SQT - Efficient - Powerful reporting and analysis capabilities - Easily customised - Push functionality (i.e. direct feedback to SQT and Tutors)
Negatives	- Labour intensive - Time consuming - Manual data entry required to record scores - Time lag between course end and review of feedback	- Moderate response rate - Expensive - Limited reporting and analysis capabilities - SurveyMonkey emails were blocked at some client companies - No push functionality (i.e. to forward reports to Tutors or Course Administration Managers for example)	- Moderate response rate - Expensive

Table 1: Course Evaluation Learner Feedback Mechanisms

COURSECHECK CAPABILITY

Coursecheck has the potential to turn learner feedback into meaningful insights that underpin the quality and delivery of SQT programmes. Its specific capabilities can be summarised as follows:

- The system is **easily accessible** by Tutors, learners and SQT staff. This was an important consideration for SQT.

- All elements are **customisable** directly via course settings or by the development team at Coursecheck. As an example, all survey form questions are added to a question bank and specific questions are then mapped to individual course evaluation forms. For instance, courses delivered onsite include questions specific to the onsite facilities whilst virtual programmes include questions specific to technology.

- **Analytics** are available in a dashboard format and designed to provide high level information and key trends. Dashboards can be filtered at various levels (Figure 1) such as:
  - Programme
  - Tutor
  - Training Partner (Tutor Group)
  - Date range
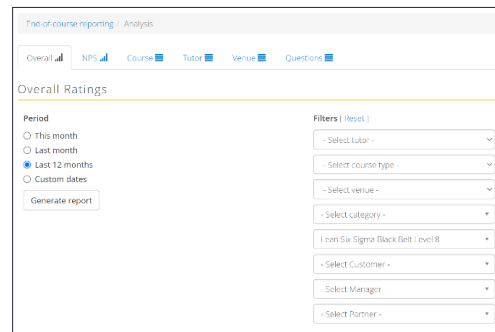 - Delivery mode (Virtual, Classroom or Blended)

Figure 1: Filtering Options

- Coursecheck user accounts can be configured to receive **automated comment summary reports and/or negative feedback alerts** via email. The two key reports available in this way, are:
  - An automated comment summary report with direct links to Coursecheck, these can be sent daily, weekly or monthly. The system allows Tutors or Course Administration Manager to respond to comments directly via the system.
  - Negative feedback alerts. These are sent to Tutors and relevant course management personnel when feedback goes below specific indicators set by SQT.

- **Event reports** are designed to provide feedback on one instance of a course. The system has the capability to highlight negative feedback and produce PDF reports to share internally. In addition, the system has drill down capability which allows for further analysis at a learner level for instance (Figure 2).

Figure 2: Drill down capability on learner feedback

IMPACT OF THE COURSECHECK SYSTEM

The following summarises the impact of the adoption of Coursecheck in capturing SQT's learner feedback.

- **Efficient and accurate processing:** Coursecheck has led to huge efficiencies in the administration and processing of learner feedback, particularly when compared to the hard copy course evaluation form process. This required data to be manually transcribed from the hand written forms to MS excel for the purpose of analysis and review.

- **Real time feedback:** Both Tutors and SQT can view learner feedback immediately, in addition the automated daily and weekly alerts have proven very useful in consolidating important feedback.

- **Analysis and reporting:** The analysis and reporting features are extremely beneficial for day-to-day monitoring and for the purpose of programme board meetings, ongoing programme monitoring, and improvement plans and periodic reviews such as programme revalidations.

- **Closing the feedback loop:** Closing the feedback loop refers to the process of letting learners know how their comments are incorporated into course reviews. Coursecheck allows for direct communication from SQT to learners in response to specific queries or to advise how their feedback will be dealt with to enhance the programme going forward.

- **Transparency:** The Coursecheck website includes a provider homepage https://www.coursecheck.com/provider/351/sqt-training-ltd which allows clients and potential learners to view ratings and feedback on individual courses. This is also a useful tool for the purpose of benchmarking against other providers offering similar courses.

CONCLUSION

In summary, Coursecheck is a professional, efficient and user-friendly method of capturing extensive learner feedback at scale. It is also consistent with SQT's commitment to ongoing review and quality enhancement and learner interaction.

CASE STUDY 2

Title: Curation in Learning – A Tutors Perspective

Theme: Programme Enhancement - Content Curation

Keywords (2-3 words): Content Curation, Digital Learning

This case study has been developed by Gina Ryan, Gina is SQT's Lead Tutor in the areas of Leadership & Professional Development and Training & Development programmes.

INTRODUCTION

Curation is a concept that I have become familiar with as a result of completing a Professional Diploma in Digital Learning Design. This concept has its provenance as a transitive verb dating back to 1909 and was described as "an exhibit *curated* by the museum's director" (Merriman Webster Dictionary, n.d.).The evolved digital context is defined as "the selection of something such as documents, music, or internet content to be included as part of a list or collection or on a website" (Cambridge Dictionary, n.d.).

Building on this and looking at what a Content Curator is, the following shows that "a content curator is someone who continually finds, groups, organises and shares the best and most relevant content on a specific issue online. The most important component of this job is the word continually." (Bhargava, 2020). The emphasis on the word continually communicates the requirement for research, review and updating of resources relevant to the topic being studied. Finally, it has been suggested (Bhargava, 2020) that five separate categories can be used to curate digital learning resources. These are summarised under the headings: aggregation distillation, elevation, mash up and chronology. In summary, this involves combining the relevant information in an appropriate format and in a manner that allows insights, trends and critical discourse.

RELEVANCE OF CURATION TO DIGITAL LEARNING

An educator uses their insight to find ways of helping learners learn. Content curation is a powerful tool that encourages the guided exploration (Knowles, 1970) of topics that educators provide to their learners. Content curation filters the vast amount of data digitally available on topics and combines the curation concepts of push and pull (Clark, 2022) for the benefit of the learner.

Curation is evolving. From the use of search engines to create recommended digital reading lists, creating repositories of accessible information in shared clouds, to the now commonly used Linkedin Learning LXP. Platforms providing curated content are now looking to Artificial Intelligence (AI) as the ultimate filter of information for the time poor Subject Matter Expert. In recent weeks, the global race to bring to market AI that interpret needs and respond with relevant information has reached mainstream news with the launch of Bing's latest AI called Sydney. The global reaction suggests that while more work needs to be done to ensure user comfort with the software and faith in the efficacy of its curation abilities, digital curation is reaching new levels of complexity and adaptability. It is here to stay and it could be argued that it has been observed in learning and self-actualization activities.

APPLICATION TO SQT'S LEARNING DELIVERY MODEL

Having worked in Learning and Development for over 30 years, I appreciate the importance of being current and providing relevant data to learners. I have unknowingly curated content (digitally and hard copy) for years. I started using SQT's Learning Management System (Moodle) some years ago to provide relevant content to learners. Finding new ways to communicate relevant content and resources to learners is congruent with my values to be of service and benefit to our organisational values at SQT - to develop real capability. The initial phase of application involved understanding what is best practice. This was

achieved through research on the topic of curation and consulting experts in Virtual Classroom training. It involved investigating current platforms and determining what other third level institutions were doing. Aligning this information with SQT's pre-existing Teaching and Learning Strategy to underpin this media of content delivery was a key factor in the development of curated content for hybrid classroom delivery. This was achieved by successfully integrating on a gradual basis a portfolio of content. As the research suggests, this is an ongoing process and the challenge is to ensure that it is updated continually.

This case study experience was that tailored, curated content supported the refined objectives agreed with clients. Further, the learners could see immediately how content provided was relevant to them. Recommended extra resources i.e. reading material, case studies, video and audio content were used to enhance their learning experience – but in their own time. Guidance from the Tutor, as the curator, meant that trust was built in the content provided and the follow-on conversations in learner groups allowed reflection, perspective sharing and an effective use of time in the face-to-face session of the programmes. Learner satisfaction was provided through feedback that reaffirmed the effectiveness of the curation undertaken and the satisfaction rates with content and resources was consistently high and specifically commented on by learners.

Finally, the application involved consideration of factors such as the needs of learners, the availability of suitable content, programme sponsor needs and what was practical in terms of implementation in a digital format.

LEARNINGS FROM THE OVERALL INITIATIVE

This case study has found that curation is a critical element in the overall design and delivery of programmes, regardless of delivery mode. It's adoption by the Subject Matter Expert will enable the learners to achieve their learning goals in an informative, relevant and efficient way, given the quality of content and resources provided. In doing so, review, evaluation and modification is a vital part of the process.

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