[SQT Training]
2024

2024 Annual Quality Report (SQT Training)
CASE STUDIES RELATED to
Academic Year January 2023 – December 2023

CASE STUDY 1

Title: Advancing Learner Feedback: SQT's Evolution with Coursecheck
Theme: Quality Enhancement - Learner Feedback
Keywords (2-3 words): Learner Feedback, Course Evaluation Forms, Coursecheck System, Analytics

Abstract

SQT's methods for gathering learner feedback have progressed from traditional hard-copy assessment forms to modern digital platforms like SurveyMonkey. While these transitions brought about improvements in efficiency and the ability to collect real-time data, they also presented challenges such as labor-intensive manual data entry and limited reporting capabilities. In 2022, SQT responded to the developments in feedback literacy (Carless, 2022) by optimising the benefits through the integration of the Coursecheck platform into its structures and processes. Last year's AQR case study provided an in-depth overview of the system's capabilities and its initial impact. This is available here. This current case study seeks to build on this, offering an update on SQT's continued journey with Coursecheck, highlighting advancements made over the past year and outlining ongoing initiatives.

Beginning with strategies to boost response rates, we show how Coursecheck's reporting features are utilised across governance units, driving data-driven decision-making and organisational learning. Additionally, we show the integration of learner feedback onto SQT's website and the ongoing pilot of AI technology integration for summarising qualitative feedback. Looking ahead, we outline next steps to further leverage Coursecheck's capabilities, emphasising the organisation's commitment to continuous improvement and quality enhancement in education and training.

Increased Response Rates

While Coursecheck features excellent capabilities, its effectiveness relies on receiving feedback from learners, necessitating a satisfactory response rate to leverage the system's reporting features accurately. During the initial implementation phase, a significant challenge revolved around encouraging learners to complete the feedback form. Response rates have undergone regular review with each Tutor team and specific strategies have been chosen to increase these.

Such strategies include:
- Incorporating QR codes at the end of course slides, enabling learners to access the feedback page directly.
- Allocating dedicated time within the course schedule for completing the survey.
- Increasing promotion and encouragement of the system by Tutors as they recognise its value.
- Sending follow-up notifications to learners after the programme as a gentle reminder for those who have not yet completed the feedback.

These initiatives have yielded positive outcomes, resulting in a 20% increase in response rate over the past year.

Utilisation of Reporting Across Governance Units

Learner feedback from Coursecheck provides valuable data across all governance units. For example,
- High level data is presented at Academic Council meetings confirming the quality of teaching and learning experiences.
- The Operations Management Team have used the system to streamline administrative processes and act on real time feedback, where necessary.
- In Programme Board meetings, feedback aids the evaluation of programmes identifying areas for improvement. Tutors can access feedback in real time and address any concerns immediately.

Integration of Feedback on SQT Website

SQT has successfully integrated learner feedback directly from Coursecheck onto the SQT website (Figure 1). This transparently displays feedback within relevant course pages and provides a direct link to Coursecheck (Figure 2). In this regard, CourseCheck uses an event code system, supported by an authentication email, to underpin the integrity of its feedback process. Learners have the choice to provide feedback anonymously and in such instances their feedback is not disclosed or published. Notably, links to Tutor testimonials emerge as the most frequently clicked-on links in programme marketing emails, highlighting the importance of Tutor testimonials for learners and stakeholders when choosing their course.
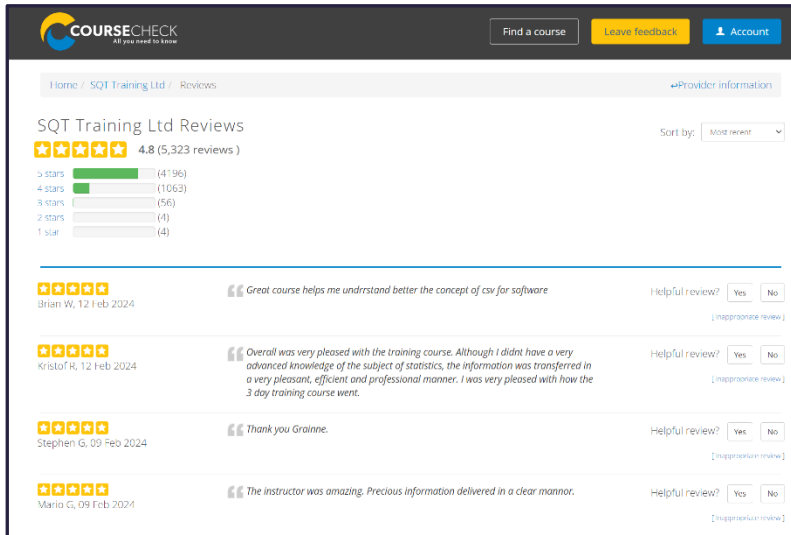
What Our Learner's Say

View reviews

⭐⭐⭐⭐⭐
"Very good course and tutor was very knowledgeable "

Paul O   January 18, 2024

⭐⭐⭐⭐⭐
"Very interesting course with good relevant real life examples and applications"

Áine M   January 18, 2024

⭐⭐⭐⭐⭐
"very pleased with the course, it's very insightful and engaging"

Caitlin C   January 11, 2024

⭐⭐⭐⭐⭐
"Pleased on working with Eamon."

Jesus O   January 11, 2024

Read more reviews

Figure 1: SQT Website - Testimonials on Course Page
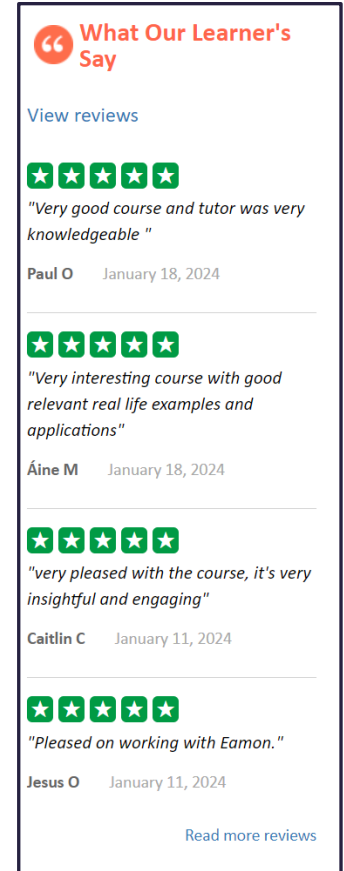

Figure 2: Coursecheck Website - SQT Page

Completion of Tender Documentation

SQT has also used Coursecheck as an efficient tool to download learner testimonials for use in tenders as they effectively demonstrate the quality of our programmes. Coursecheck allows us to easily demonstrate learner satisfaction ratings graphically.

This information can be filtered at Tutor level, programme level etc.

Integration of AI Technology

Coursecheck is currently piloting an integration with ChatGPT which consolidates qualitative feedback into easily consumable information. SQT is testing this feature which, once fully developed, will provide significant enhancements. To date, we have observed that the level of qualitative feedback is much higher and richer compared to traditional paper-based feedback forms.

Next Steps

SQT has several plans to further utilise the system in the coming year, consistent with its information management and data privacy policies. The primary focus is on leveraging Coursecheck's reporting features in greater detail, especially for companies where in-house programmes have been offered. Providing companies with important feedback metrics will be particularly useful when engaging with clients in course review discussion. This process involves refining reporting metrics to capture nuanced feedback trends, enabling SQT to tailor programmes more effectively to client needs and preferences. In addition, further automation and integration is presently under review.

Conclusion

In conclusion, Coursecheck has demonstrated its effectiveness as a professional, efficient, and user-friendly tool for capturing and reporting learner feedback. Continuous efforts have been essential to boost response rates and seamlessly integrate the system into SQT's operational and QA processes. Moving forward, we remain committed to advancing and optimising the utilisation of the system to its fullest potential.

Reference

Carless, D. (2022). From teacher transmission of information to student feedback literacy: Activating the learner role in feedback processes. *Active Learning in Higher Education,* 23(2), 143-153.

CASE STUDY 2

Title: Embracing Artificial Intelligence – Considerations for SQT

Theme: Innovation

Keywords (2-3 words): Innovation, Artificial Intelligence

Abstract

The rapid advancement of Artificial Intelligence (AI) presents an opportunity to revolutionize operations across most industries. It's evolution from machine intelligence (Turing, 1950) to todays 'big data' (Curry et al, 2021) version poses enormous challenges for all organisational settings. Recognising this, SQT aims to equip both our organisation and learners with essential knowledge to engage with this technology effectively and ethically. As we formulate a new five-year strategic plan and update our QA Framework to align with QQI Guidelines for Blended and Fully Online Programmes (2023), integrating AI considerations is paramount. This case study presents strategic considerations for AI integration, the updates required to our quality assurance framework and a high-level roadmap setting out the steps required to incorporate AI into our training and education programmes.

Strategic Considerations

2.1. Vision and Objectives: It's important to establish a clear vision for AI integration within SQT's strategic framework. Additionally, setting specific objectives and key performance indicators (KPIs) across relevant governance units will enable SQT to measure the effectiveness and success of its AI initiatives accurately.

2.2. Stakeholder Engagement: Engaging key stakeholders, both internally (such as operational and academic teams) and externally (including learners, course organisers, and industry representatives) is critical. External engagement will ensure that AI initiatives are tailored to meet the needs and expectations of all stakeholders.

2.3. Resource Allocation: Adequate resource allocation is necessary for the successful implementation of AI initiatives. SQT will consider the resource implications which include but are not limited to technology infrastructure and human capital.

2.4. Partnerships and Collaboration: Leveraging external expertise and resources will greatly benefit the roll out of AI integration.

2.5. Scalability and Sustainability: Ensuring long-term sustainability and continued support for AI initiatives is essential for its success and longevity.

Quality Assurance Considerations

In order to fully integrate AI into SQT operations, specific updates will be required to the current QA framework to ensure it upholds ethical standards and is fully regulatory compliant. Policies highlighted will be updated to consider AI integration. It should be noted that given the rapid pace of AI advancements, regular updates and ongoing review of all policies will be necessary to address emerging challenges and opportunities effectively. Our research to date suggests that the policies highlighted in Figure 1 will require updating to properly integrate AI across both SQT's operational and academic structures, processes and systems.

QA Area	Code	Document Title
1. Governance and Management of Quality	QAP1-1	Quality Assurance Policy
	QAP1-2	SQT Governance
	QAP1-3	Risk Management
	QAP1-4	Strategic Planning
2. Documented approach to Quality Assurance	QAP2-1	Ongoing Review and Update of QA Documents
3. Programmes of Education and Training	QAP3-1	Development and Validation of Programmes
	QAP3-2	Updating Programmes and Course Material
	QAP3-3	Access, Transfer and Progression
	QAP3-4	Recognition of Prior Learning
4. Staff Recruitment, Management and Development	QAP4-1	Recruitment and Induction of Teaching Staff
	QAP4-2	Peer Review of Teaching Staff
	QAP4-3	Monitoring the Effectiveness of Teaching Staff
	QAP4-4	Professional Development of Teaching Staff
5. Teaching and Learning	QAP5-1	Teaching and Learning Policy
6. Assessment of Learners	QAP6-1	Assessment of Learners
	QAP6-2	Academic Integrity
7. Supports for Learners	QAP7-1	Approval and Management of Venues
	QAP7-2	Supports for Reasonable Accommodation
	QAP7-3	Personal Mitigating Circumstances
	QAP7-4	Protection of Enrolled Learners
	QAP7-5	Learner Complaints
	QAP7-6	Academic Appeals
	QAP7-7	Non-Standard Course Completion
8. Information and Data Management	QAP8-1	Information Management Policy
	QAP8-2	Data Protection Policy
	QAP8-3	Management of Data Breaches
	QAP8-4	Subject Access Requests
9. Public Information and Communication	QAP9-1	Public Information and Communication
10. Other parties involved in Education and Training	QAP10-1	Other parties involved in Education and Training
11. Self-Evaluation, Monitoring and Review	QAP11-1	Ongoing Monitoring of Programmes and QA Framework
	QAP11-2	Periodic Programme Review and Revalidation of Programmes
	QAP11-3	External Cyclical Review (QQI Institutional Review)

Figure 1: SQT's Current QA Framework

QAP1-2: Governance and Management of Quality

- Assign clear roles and responsibilities for AI integration across both the operational and Tutor teams within SQT's governance structure.

QAP4-1: Recruitment and Induction of Teaching Staff

- Revise recruitment criteria to explicitly include qualifications and experience related to AI technologies as desirable.

QAP4-4: Professional Development of Teaching Staff

- Offer specialised professional development programmes focusing on AI encompassing topics for Tutor teams.

QAP 5-1: Teaching and Learning Policy

- Integrate guidelines and protocols governing the integration of AI technologies into instructional strategies, ensuring alignment with pedagogical objectives and educational standards.

QAP6-1: Assessment of Learners

- Incorporate AI-driven assessment methods and tools that accurately measure student learning outcomes and competencies.
- Formulate guidelines and procedures for the ethical and fair deployment of AI technologies in assessment practices, safeguarding the integrity and validity of all processes.

QAP6-2: Academic Integrity

- Address potential ethical concerns and considerations arising from the utilisation of AI in academic assessments, ensuring transparency and fairness in evaluation procedures.

QAP8-1: Information Management Policy

- Establish comprehensive protocols and standards for the management, storage, and utilisation of data generated by AI technologies, prioritising confidentiality, accuracy, and responsible data stewardship practices.

QAP8-2: Data Protection Policy

- Implement data privacy measures to protect learner information while enabling AI-driven analysis and assessment. For example, anonymise personal data to safeguard privacy while still allowing for meaningful insights from AI algorithms.

QAP11-1: Ongoing Monitoring of Programmes and QA Framework

- Develop QA protocols tailored to the unique challenges and opportunities associated with AI integration, ensuring ongoing monitoring and evaluation of AI-driven initiatives.
- Define criteria for evaluating the reliability, validity, and ethical implications of AI technologies deployed within educational programmes.

Proposed Roadmap - Integrating AI Technologies into SQT Programmes

A possible roadmap implementing AI across SQT's operations should encompass such activities as stakeholder engagement, staff training, curriculum review, tool selection, industry partnerships and ongoing monitoring. This model is presented in Figure 2 below. In this regard, it is anticipated that we will initiate pilot projects aimed at integrating AI into educational practices. These will serve as experimental platforms to test AI technologies. Further, by implementing AI tools and techniques on a smaller scale initially, we can evaluate their effectiveness, gather feedback and make necessary adjustments before full-scale implementation. This iterative approach will allow us to fine-tune integration strategies to ensure they align with our educational objectives and the needs of learners and Tutors.
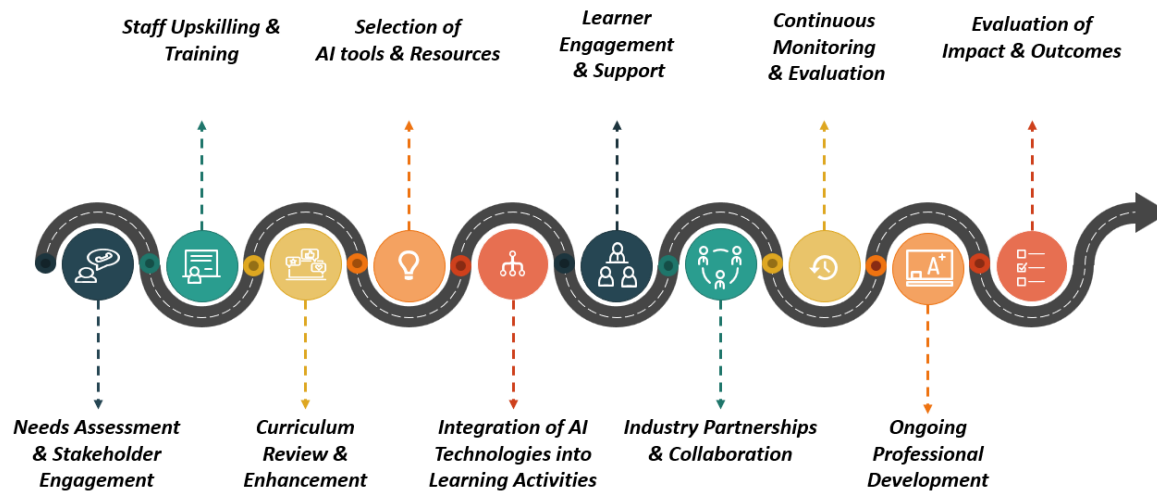

Figure 2: AI Integration Roadmap

Conclusion

Acknowledging the rapid evolution of AI, it's imperative to adopt an agile approach to effectively respond to this transformational technology. This case study underscores the strategic imperative of integrating AI into SQT's vision and quality assurance framework. Through stakeholder engagement, staff upskilling, curriculum enhancement, and industry partnerships, SQT has begun to establish the groundwork for successful AI integration.

Reference

Curry, E., Metzger, A., Berre, A.J., Monzón, A., Boggio-Marzet, A. (2021). A Reference Model for Big Data Technologies. In: Curry, E., Metzger, A., Zillner, S., Pazzaglia, JC., García Robles, A. (eds) The Elements of Big Data Value. Springer, Cham. https://doi.org/10.1007/978-3-030-68176-0_6

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