

CARLOW COLLEGE

Response and Implementation Plan

to

**Institutional Review Report by Expert Panel on
Carlow College, 6-8 March 2012.**



INTRODUCTION

Carlow College welcomes the Report (issued on 25 June 2012) of the Expert Panel which undertook the Institutional Review of Carlow College on 6-8 March 2012 and which has been presented to the Higher Education and Training Awards Council. The Report has been considered and discussed by the College community.

Carlow College welcomes the key findings of the Report

- ‘The effectiveness of the Quality Assurance arrangements operated by Carlow College has been assessed and the arrangements have been found to be generally effective in accordance with the seven elements of Part One of the *European Standards and Guidelines for Quality Assurance 2009*, Helsinki, 3rd edition, and the *HETAC Guidelines and Criteria for Quality Assurance Procedures*, 2011’ [Report, p. 5.]
- ‘Carlow College has implemented the National Transfer of Qualifications (NFQ) and procedures for Access, Transfer and Progression, as determined by the National Qualifications Authority of Ireland.’ [Report, p. 5].

Carlow College also notes the opening words of the Conclusion of the Report:

‘Carlow College is an institution with a pervasive, historic and distinctive ethos, committed to the highest academic standards and to open access to its programmes, particularly for mature learners. Current learners and graduates who met the panel were uniformly positive about their experience at the College and the study opportunities afforded them which might not otherwise have been available.’ [Report, p. 47.]

Following on from a successful Programmatic Review in 2011, the findings of the Expert Panel in the Institutional Review give heart and encouragement to the Carlow College community that its contribution to education and society (since the 1700s) is acknowledged at an official level.

The College wishes to thank the members of the Expert Panel for their constructive engagement with students, staff and stakeholders of the College: Mr David Parry (Chairperson), Ms Caroline Carpenter (Secretary), Dr Pat O’Hara, Mr Leon Cremonini, Professor Vidar L. Haanes, and Mr John Vickery. The College also wishes to thank HETAC and its Institutional Review personnel, particularly Ms Karena Maguire and Ms Wendy Mathews, for their co-ordinating role.

The Report of the Expert Panel contains eleven Commendations (which affirm the progress the College is making) and Fourteen Recommendations. The Fourteen Recommendations have been fully considered by the College and what follows are the Responses and Implementation plans for each individual Recommendation.

RESPONSES TO RECOMMENDATIONS Nos 1-14

RESPONSE TO RECOMMENDATION No. 1:

Review its current and future partnerships within a strategic context in order to clarify the purpose of the partnerships and ensure that they add value to the College.

Carlow College accepts this recommendation. It accepts the need to review its current and future partnerships within a strategic context, clarifying the purpose of the partnerships so that they add value to the College. The Strategic Planning Committee is currently addressing these issues.

RESPONSE TO RECOMMENDATION No. 2:

Promote the strengths of the College more widely with a view to raising awareness nationally of the strengths and distinctive character of Carlow College in the twenty-first century.

Carlow College accepts this recommendation. In fulfilling this recommendation the College will endeavour to bring awareness of its strengths and successes to as wide an audience as possible. The College will seek to establish relationships with relevant education and cultural correspondents in the national print media, TV and radio. The College will establish a media forum on its website to publish press releases providing a regular and steady stream of news and information about the College. The College will also increase and intensify its outreach to schools, principals, career guidance counsellors and mature students fora.

RESPONSE TO RECOMMENDATION No. 3:

Further develop its website and monitor the impact and effectiveness of public information provided by the College.

Carlow College accepts this recommendation. In response the College will provide in-depth profiles of programmes on the website for access by prospective students, parents and guidance counsellors. The College will create a media platform to publish press releases about College activities and major or significant developments. The College will also profile its staff members and publicise their academic articles, papers and books. The website will feature College alumni and their careers since graduation.

RESPONSE TO RECOMMENDATION No. 4:

Involve external stakeholders formally in developing the College's future strategic direction and in its governance arrangements.

Carlow College accepts this recommendation, and welcomes the Commendation of the Expert Panel on 'The strong support of its stakeholders, including those external to the College, in particular its graduates, who recognize not only the positive learning experience it

provides for its learners, but also its contribution to local and regional cultural life and the economy' [Report, p. 16]. The College has regular informal contact with a wide range of external stakeholders and formal contact with educational and Social Care agencies. The College recognises the need to develop an over-arching structure of official communication with external stakeholders to ensure (i) greater awareness among stakeholders of the work and potential of the College, (ii) to facilitate constructive, informative and regular feedback to the College from external stakeholders and (iii) to feed into the College's future strategic planning.

RESPONSE TO RECOMMENDATION No. 5:

Ensure that the Board of Governors, once established, focuses on the medium and long-term organisation and development of the College, rather than on day-to-day management issues. This should include, as immediate priorities, the development of a Strategic Plan, succession planning and high-level risk management.

Carlow College accepts this recommendation and understands that while the Management Board deals with day-to-day management issues the role of the Board of Governors, once established, will be to ensure the implementation of college policies and strategy in compliance with QQAI standards. The Board of Governors will play an important role in succession planning, ensuring that the College can identify, develop and retain individuals with a sufficient range of leadership competencies so as to be capable of implementing policy and achieving positive long-term goals. The Board of Governors will ensure that the College has in place the policies, personnel and resources to manage high-level risk such as Campus Health and Safety issues, Human Resources Management and Litigation Management. The Board of Governors will oversee the development and implementation of the College Strategic Plan.

RESPONSE TO RECOMMENDATION No. 6:

Following the establishment of the Board of Governors, review the College's current deliberative committee structure to ensure its continued relevance and appropriateness in the light of the College's size and the role of the new governing body.

Carlow College accepts the recommendation and understands that the current deliberative committee structure, in particular the Academic Council and the Management Board, remains in place relative to the new Governing Body. The College envisages the Management Board as the vehicle for feedback/reporting from the College's deliberative structures to the meetings of the Board of Governors.

RESPONSE TO RECOMMENDATION No. 7:

Implement an effective annual monitoring system, including following up the recommendations of the Programmatic Review.

Carlow College accepts this recommendation. The appointment of an Assistant Registrar with a Quality Assurance brief has already strengthened effective monitoring. The appointment of Programme Board Chairs to fulfil the remit of Programme Boards in terms of operational control and performance monitoring, including student feedback and Programme planning and development allows the College to meet this requirement of effective annual monitoring.

RESPONSE TO RECOMMENDATION No. 8:

Monitor, on an annual basis, the respective roles and responsibilities of the College and its external examiners with a view to ensuring that the College's arrangements reflect HETAC guidance on external examiners as appropriate.

Carlow College accepts this recommendation. This function will be carried out by the Registrar working with the Assistant Registrar and the Programme Board Chairs. The Registrar is responsible for bringing reports from the External Examiners to the Academic Council for consideration. The reports of External Examiners are disseminated to all academic staff.

RESPONSE TO RECOMMENDATION No. 9:

Further develop and support staff to enhance their pedagogic skills and practice through ongoing CPD.

Carlow College accepts this recommendation and it welcomes the Commendation of the College on 'The encouragement and support for staff to undertake PhDs which has resulted in a significant upgrading of staff qualifications in the past five years' [Report, p. 35]. A budget has been allocated and a member of staff nominated to co-ordinate CPD. Ongoing CPD opportunities will be offered to staff as a means of supporting staff to develop and enhance their pedagogic skills and practice. In line with international trends and national best practice recommendations, academic staff have been encouraged to undertake a Postgraduate Diploma/M.Ed. in Higher Education from Trinity College Dublin which is being made available in Carlow College. This course in Teaching and Learning will commence in September 2012 and the College is meeting half the annual fee for College staff members.

RESPONSE TO RECOMMENDATION No. 10:

Implement the planned staff performance review and appraisal system with effect from the next academic year.

Carlow College accepts this recommendation. The College will introduce an annual appraisal of teaching staff in order to identify personal and career developmental needs. The process will record professional activities, job performance and workloads.

RESPONSE TO RECOMMENDATION No. 11:

Evaluate the impact of the various support initiatives, with a view to targeting such support in the future.

Carlow College accepts this recommendation and acknowledges the three Commendations it received in the area of learner support. In response the College will develop measures to evaluate the impact of the various learning resources and support initiatives, with a view to targeting such support in future.

RESPONSE TO RECOMMENDATION No. 12:

Develop a project plan for the roll out of Moodle.

Carlow College accepts this recommendation. The roll out of Moodle is underway. Staff training has begun.

RESPONSE TO RECOMMENDATION No. 13:

The panel recommends that the College should develop systems for evaluating the impact of provision and initiatives across the College, benchmarking them against relevant external reference points.

Carlow College accepts this recommendation. The College recognises that the Institutional Review process afforded it the opportunity to review its technological information systems. Through the Institutional Review process the College has identified the need to put more effective information technology in place in order to support institutional research, and the management of information to improve record-keeping and assist information retrieval.

A review of information systems in 2010/2011 has led to the implementation of new financial management software and the introduction of a data collection software system 'Academy'. The College is aware that the efficient production of timely and accurate information is essential to assist decision-making at all levels within the College's academic and administrative structure.

RESPONSE TO RECOMMENDATION No. 14:

Monitor the retention and achievement of different groups of learners to inform future practice.

Carlow College accepts this recommendation and is pleased with the Expert Panel's Commendation in relation to the College's 'open access approach to learner admissions and its achievements in retaining and supporting learners to achieve their potential' [Report, p. 45].

Work in this regard has been on-going since 2011 as part of the Institutional Review process. An audit of the existing data collection systems for the monitoring of attrition, progression and achievement rates of different learner cohorts has already been completed and formal procedures for the collection and collation of data recorded. The planned addition of new functionality to the existing Information Systems will improve the capacity of the College to produce routine institutional research.

The College's alumni database will be used to enhance official College communications with alumni, to develop and consolidate alumni networks and to track graduate career and postgraduate pathways.

These improvements will enhance the systematic production of learner data and assist future practice in relation to pedagogy and programme monitoring, quality assurance, and decision-making at academic and administrative levels.

IMPLEMENTATION PLANS FOR RECOMMENDATIONS Nos 1-14

IMPLEMENTATION PLAN FOR RECOMMENDATION No. 1:

Review its current and future partnerships within a strategic context in order to clarify the purpose of the partnerships and ensure that they add value to the College

Date started	Improvement	Priority	Description of Actions to be taken	Responsible	Monitoring / Progress	Success Criteria	Status
<i>The date the improvement was first included in the Quality Improvement Plan</i>	<i>Description of Improvement</i>	<i>High, Medium or Low</i>	<i>Brief outline of actions needed to implement this improvement, including a link to a more detailed plan (if necessary)</i>	<i>Person responsible for implementing this improvement</i>	<i>When and how will progress on this action be monitored?</i>	<i>How will we know when we have achieved this?</i>	<i>What is the current status (completed, work in progress, not started etc)</i>
Memoranda of Understanding signed with TCD (2007); with US Universities: Carlow University, (2000); St Ambrose University (2005); Illinois Consortium (2007) and with IT Carlow	To review its current and future partnerships within a strategic context in order to clarify the purpose of the partnerships and ensure that they add value to the College	High	In the light of the HEA Landscape Document talks with partners assume new urgency. 1. Review the present status of our partnerships at home and overseas. 2. Expand the scope of our partnership with TCD. 3. Explore our relationship with Carlow IT (and Waterford IT) 4. Consolidate our US partnerships and develop	President and Management Board	Through regular meetings with partner colleges. Through reciprocal visits with the US colleges	When through the quality and variety of courses at graduate and postgraduate level we have achieved our mission goals.	Ongoing

(1994).			new ones.			
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IMPLEMENTATION PLAN FOR RECOMMENDATION No. 2:

Date started	Improvement	Priority	Description of Actions to be taken	Responsible	Monitoring / Progress	Success Criteria	Status
<i>The date the improvement was first included in the Quality Improvement Plan</i>	<i>Description of Improvement</i>	<i>High, Medium or Low</i>	<i>Brief outline of actions needed to implement this improvement, including a link to a more detailed plan (if necessary)</i>	<i>Person responsible for implementing this improvement</i>	<i>When and how will progress on this action be monitored?</i>	<i>How will we know when we have achieved this?</i>	<i>What is the current status (completed, work in progress, not started etc)</i>
June 2012	To promote the strengths of the College more widely with a view to raising awareness nationally of the distinctive character of Carlow College in the twenty-first century.	High	<ol style="list-style-type: none"> 1. To publicise strengths and successes of the College. 2. Strengthen relationships with relevant education and cultural correspondents in national print media, TV and radio. 3. Develop a media forum on website to publish press releases. 	Marketing Officer	<ol style="list-style-type: none"> 1. Monitoring of progress to be included as a standing agenda item at fortnightly Management meetings. 2. Monitoring of Admissions Office inquiries and the numbers attending College open days. 3. Set targets for marketing of schools 	Success will be measured through review and analysis of an annual feedback questionnaire to the relevant stakeholders. Success will also be measured by increased student awareness of the College evident in the number of inquiries and school visits to the College.	Commencing September 2012

IMPLEMENTATION PLAN FOR RECOMMENDATION No. 3:

Date started	Improvement	Priority	Description of Actions to be taken	Responsible	Monitoring / Progress	Success Criteria	Status
<i>The date the improvement was first included in the Quality Improvement Plan</i>	<i>Description of Improvement</i>	<i>High, Medium or Low</i>	<i>Brief outline of actions needed to implement this improvement, including a link to a more detailed plan (if necessary)</i>	<i>Person responsible for implementing this improvement</i>	<i>When and how will progress on this action be monitored?</i>	<i>How will we know when we have achieved this?</i>	<i>What is the current status (completed, work in progress, not started etc)</i>
June 2012	To develop the College website and monitor the impact and effectiveness of public information provided by the College.	High	<p>1. Update our information on detail of programmes offered by making profiles of programmes available on the website for access by prospective students, parents and guidance counsellors.</p> <p>2. Create a media platform to publish press releases about College activities and major or significant developments.</p> <p>3. Profile our staff members and publicise their academic articles, papers and books.</p> <p>4. Profile the career paths of our graduates and publish testimonials from them.</p>	Marketing Officer	<p>1. Progress will be monitored by the Marketing Strategy group.</p> <p>2. By analysis of statistics from the Website.</p>	<p>Increased levels of enquiry via the website.</p> <p>Feedback from visitors to the website will be monitored and analysed to respond to needs identified and to aid and direct decisions for future initiatives.</p>	Commencing September 2012

IMPLEMENTATION PLAN FOR RECOMMENDATION No. 4:

Date started	Improvement	Priority	Description of Actions to be taken	Responsible	Monitoring / Progress	Success Criteria	Status
<i>The date the improvement was first included in the Quality Improvement Plan</i>	<i>Description of Improvement</i>	<i>High, Medium or Low</i>	<i>Brief outline of actions needed to implement this improvement, including a link to a more detailed plan (if necessary)</i>	<i>Person responsible for implementing this improvement</i>	<i>When and how will progress on this action be monitored?</i>	<i>How will we know when we have achieved this?</i>	<i>What is the current status (completed, work in progress, not started etc)</i>
Sept. 2011	To involve external stakeholders formally in developing the College's future strategic direction and in its governance arrangements.	High	<p>(a) The College Management Board will monitor regular meetings with key external stakeholders such as the 20 schools and the 150 Social Care agencies where it places its students. It will survey local authorities, community leaders, employment and adult education agencies, and postgraduate institutes which take our students at Level 10.</p> <p>(b) The establishment of a Board of Governors which will include representatives of the external stakeholder constituency.</p>	President	<p>A progress report will be presented at the end of each academic year, on or before 31st August.</p> <p>Formal meetings have already taken place in relation to action (a).</p> <p>Work is in progress with the College Legal Representatives in relation to action (b).</p>	Formal, documented evidence of the recommended actions have been completed. Strategic action/plans put in place to respond to needs highlighted by consultation with external stakeholders or opportunities arising from the insights of stakeholders.	Work in progress since 2011.

IMPLEMENTATION PLAN FOR RECOMMENDATION No. 5:

Date started	Improvement	Priority	Description of Actions to be taken	Responsible	Monitoring / Progress	Success Criteria	Status
<i>The date the improvement was first included in the Quality Improvement Plan</i>	<i>Description of Improvement</i>	<i>High, Medium or Low</i>	<i>Brief outline of actions needed to implement this improvement, including a link to a more detailed plan (if necessary)</i>	<i>Person responsible for implementing this improvement</i>	<i>When and how will progress on this action be monitored?</i>	<i>How will we know when we have achieved this?</i>	<i>What is the current status (completed, work in progress, not started etc)</i>
September 2011	To ensure that the Board of Governors, once established, focuses on the medium and long-term organisation and development of the College, rather than on day-to-day management issues. This should include, as immediate priorities, the development of a Strategic Plan, succession planning and high-level risk management.	High	To incorporate the Board of Governors into the Strategic Planning process which is in place since September 2011. To ensure that there is a shared understanding by the Board of Governors and the College Management Board of succession planning and high-risk management.	President.	An annual report will be filed at the end of each academic year outlining the work and progress of the Board of Governors. The Terms of Reference for membership of the Board of Governors will be published on the College website.	At least twice a year the President of the College and the Chair of the Board of Governors will benchmark Carlow College against other third-level colleges.	Work in progress.

IMPLEMENTATION PLAN FOR RECOMMENDATION No. 6:

Date started	Improvement	Priority	Description of Actions to be taken	Responsible	Monitoring / Progress	Success Criteria	Status
<i>The date the improvement was first included in the Quality Improvement Plan</i>	<i>Description of Improvement</i>	<i>High, Medium or Low</i>	<i>Brief outline of actions needed to implement this improvement, including a link to a more detailed plan (if necessary)</i>	<i>Person responsible for implementing this improvement</i>	<i>When and how will progress on this action be monitored?</i>	<i>How will we know when we have achieved this?</i>	<i>What is the current status (completed, work in progress, not started etc)</i>
September 2011	Following the establishment of the Board of Governors, to review the College's current deliberative committee structure to ensure its continued relevance and appropriateness in the light of the College's size and the Role of the New Governing Body.	High	Once the Board of Governors is established the College will review and ensure the continued relevance of its deliberative structures.	President	For the first three years the Chair of the Governing Body together with the President and Registrar of Carlow College will meet with officers of at least two other Colleges to reflect on comparative aspects of College governance and to achieve a measure of benchmarking in this area.	When our benchmarking targets have been achieved.	Commenced in September 2011.

IMPLEMENTATION PLAN FOR RECOMMENDATION No. 7:

Date started	Improvement	Priority	Description of Actions to be taken	Responsible	Monitoring Progress /	Success Criteria	Status
<i>The date the improvement was first included in the Quality Improvement Plan</i>	<i>Description of Improvement</i>	<i>High, Medium or Low</i>	<i>Brief outline of actions needed to implement this improvement, including a link to a more detailed plan (if necessary)</i>	<i>Person responsible for implementing this improvement</i>	<i>When and how will progress on this action be monitored?</i>	<i>How will we know when we have achieved this?</i>	<i>What is the current status (completed, work in progress, not started etc)</i>
September 2011	To implement an effective annual monitoring system, including following up the recommendations of the Programmatic Review.	High	<p>Programme Board Chairs to take responsibility for operational, planning and development functions as follows:</p> <p>(a) Programme Board operational issues: Provision of appropriate academic information to learners and academic staff; monitoring student progress; learner feedback distribution and analysis; examination result analysis; response to External Examiner reports; resource identification; documentation of all actions and decisions taken during the academic year.</p> <p>(b) Programme Planning and Development. Undertake programme</p>	Registrar in consultation with Assistant Registrar and Programme Board Chairs.	A Programme Monitoring report will be prepared at the end of each academic year for each programme and submitted to the Registrar's Office on, or before, 31st October. The report will include information, monitoring and analysis of learner feedback; pass rates, attrition/retention initiatives, external examiner reports together with relevant recommendations for action. An implementation plan in response to the recommendations of the Programmatic Review Panel was submitted as	(a) When all recommendations contained in the Programmatic Review Implementation Plan have been implemented. (b) When a consistent action-reflection-action cycle is evident across all degree programmes in the annual monitoring system.	Started September 2011. First Programme Monitoring reports due on 31 st October 2012.

			<p>monitoring, review, updates and changes. Oversee the introduction of new modules; the development of new programmes; the monitoring of staff feedback; evaluation of learner feedback via questionnaires and student representatives; convene a minimum of four annual Programme Board meetings; documentation of all actions and decisions relevant to programme planning and development.</p>		<p>Appendix 2 of the Institutional Review Self-Evaluation Report Appendices 2011. This will be reviewed annually as part of the Programme Monitoring report.</p>		
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IMPLEMENTATION PLAN FOR RECOMMENDATION No. 8:

Date started	Improvement	Priority	Description of Actions to be taken	Responsible	Monitoring / Progress	Success Criteria	Status
<i>The date the improvement was first included in the Quality Improvement Plan</i>	<i>Description of Improvement</i>	<i>High, Medium or Low</i>	<i>Brief outline of actions needed to implement this improvement, including a link to a more detailed plan (if necessary)</i>	<i>Person responsible for implementing this improvement</i>	<i>When and how will progress on this action be monitored?</i>	<i>How will we know when we have achieved this?</i>	<i>What is the current status (completed, work in progress, not started etc)</i>
September 2011	To monitor, on an annual basis, the respective roles and responsibilities of the College and its external examiners with a view to ensuring that the College's arrangements reflect HETAC guidance on external examiners as appropriate.	High	<p>(a) The remit of Programme Board Chairs to include the monitoring and evaluation of programme content, undertaking examination result analysis, responding to external examiner reports and ensuring compliance with HETAC guidance on external examiners.</p> <p>(b) Policies and procedures for the appointment of external examiners, and a protocol for academic staff contact with external examiners, to be introduced and circulated to all staff.</p>	Registrar in consultation with Assistant Registrar and Programme Board Chairs	<p>(a) A Programme Monitoring report will be prepared at the end of each academic year for each programme on, or before, 31st October. The report will include analysis of results, external examiner reports and appropriate recommendations for action. The report will also confirm that the roles and responsibilities of the College and its external examiners are in line with current HETAC guidelines.</p> <p>(b) Policies and Procedures for the appointment of external examiners are now included in the Carlow College Quality Assurance Handbook 2011 available on the College website. Physical copies have been made available to all staff</p>	<p>(a) Programme Board Chairs' end of year report directly addresses external examiner feedback and recommendations and offers a clear time-limited implementation plan for changes to programme delivery.</p> <p>(b) Policies and procedures for the appointment of external examiners, and the protocol for staff contact with external examiners, are part of Carlow College Quality Assurance procedures and</p>	<p>(a) Commenced September 2011. First Programme Monitoring reports due on 31st October 2012.</p> <p>(b) Policies and procedures for the appointment of external examiners included in the Carlow College Quality Assurance Handbook 2011 – implemented.</p> <p>Protocol for staff contact with external examiners to be made known to all academic staff – implemented February 2012.</p>

					and students. A protocol for contact with external examiners was drafted and circulated to all staff. Following discussion at programme board level the protocol was ratified by the College Academic Council on 21 st February 2012.	meet HETAC compliance guidelines.	
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IMPLEMENTATION PLAN FOR RECOMMENDATION No. 9:

Date started	Improvement	Priority	Description of Actions to be taken	Responsible	Monitoring / Progress	Success Criteria	Status
<i>The date the improvement was first included in the Quality Improvement Plan</i>	<i>Description of Improvement</i>	<i>High, Medium or Low</i>	<i>Brief outline of actions needed to implement this improvement, including a link to a more detailed plan (if necessary)</i>	<i>Person responsible for implementing this improvement</i>	<i>When and how will progress on this action be monitored?</i>	<i>How will we know when we have achieved this?</i>	<i>What is the current status (completed, work in progress, not started etc)</i>
September 2011	To further develop and support staff to enhance their pedagogic skills and practice through ongoing CPD.	High	<p>(a) An annual budget for CPD initiatives to be set aside.</p> <p>(b) Ongoing CPD opportunities to be offered to staff as a means of supporting staff to develop and enhance their pedagogic skills and practice.</p> <p>(c) Consultation with academic staff to be undertaken via liaison with Programme Board Chairs and discussion at Programme Board Meetings to ensure provision is in line with staff requirements.</p> <p>(d) Appraisal of learner feedback and awareness</p>	Registrar in consultation with Assistant Registrar	<p>(a) The Assistant Registrar will provide a cross programme monitoring report at the end of each academic year to be submitted on, or before, 30th November. This report will supplement the individual programme reports, submitted by 31st October each year, and highlight trends, issues and recommendations based on cross-programme monitoring, analysis and evaluation. Staff development and provision of support to enable staff to enhance their pedagogic skills and practice through ongoing CPD, is specifically addressed and recommendations made for the following year.</p> <p>(b) Workshops on Effective Practice-Standards and Setting of Exam Papers were provided to all</p>	<p>(a) An annual budget has been set aside for CPD initiatives.</p> <p>(b) The annual report from the Assistant Registrar documents the provision of ongoing and relevant CPD opportunities being made available to all academic staff at Carlow College.</p> <p>(c) Staff feedback indicates that the CPD provided is of high quality, relevant to their work and reflects broader evidence-based trends in third-level education both nationally and internationally.</p>	<p>Implemented – a budget set aside and a new co-ordinated approach to CPD provision introduced in September 2011.</p> <p>First Assistant Registrar Monitoring Report due on 30 November 2012.</p>

			<p>of national third-level educational trends to inform decision making in the area of CPD.</p>		<p>academic staff in 2011- 2012. This was to ensure staff were aware and compliant with new HETAC guidelines on assessment of learners and, in particular, the emphasis on formative and summative assessment and achievable learning outcomes.</p> <p>(c) In line with international trends and national best practice recommendations, academic staff have been encouraged to undertake a Postgraduate Diploma/M.Ed in Higher Education – from Trinity College Dublin. This course will commence in Carlow College in September 2012 and the College has offered to meet half of the annual fee for its academic staff..</p>		
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IMPLEMENTATION PLAN FOR RECOMMENDATION No.10:

Date started	Improvement	Priority	Description of Actions to be taken	Responsible	Monitoring / Progress	Success Criteria	Status
<i>The date the improvement was first included in the Quality Improvement Plan</i>	<i>Description of Improvement</i>	<i>High, Medium or Low</i>	<i>Brief outline of actions needed to implement this improvement, including a link to a more detailed plan (if necessary)</i>	<i>Person responsible for implementing this improvement</i>	<i>When and how will progress on this action be monitored?</i>	<i>How will we know when we have achieved this?</i>	<i>What is the current status (completed, work in progress, not started etc)</i>
February 2012	To implement the planned staff performance review and appraisal system with effect from the next academic year.	High	The operation of the appraisal scheme is set out in detail in the Carlow College Quality Assurance Handbook. 1 Appraisal Meetings. Completion of form and identification of action points. 2. Meeting of appraisers to identify common training and development needs and discuss how they might best be delivered	Registrar in consultation with Assistant Registrar and Programme Board Chairs	1. Progress on short-term objectives to be agreed at appraisal meetings measured at mid-term review. 2. Longer-term objectives reviewed at next appraisal meeting. 3.Appraisers' plan to address CPD needs will be drawn up in October and reviewed in January and September of the following year 4. Lecturing staff to be asked for feedback relating to their experience of the appraisal system at the end of the first year.	The success criteria will be measured: 1. When the first round of appraisal meetings have been undertaken in the 2012-2013 academic year. 2. When appraisers draw up monitoring report in September 2013	Scheme drawn up and agreed February 2012. First appraisal meetings to be held during 2012-2013 academic year.

IMPLEMENTATION PLAN FOR RECOMMENDATION No. 11:

Date started	Improvement	Priority	Description of Actions to be taken	Responsible	Monitoring Progress /	Success Criteria	Status
<i>The date the improvement was first included in the Quality Improvement Plan</i>	<i>Description of Improvement</i>	<i>High, Medium or Low</i>	<i>Brief outline of actions needed to implement this improvement, including a link to a more detailed plan (if necessary)</i>	<i>Person responsible for implementing this improvement</i>	<i>When and how will progress on this action be monitored?</i>	<i>How will we know when we have achieved this?</i>	<i>What is the current status (completed, work in progress, not started etc)</i>
September 2011	To evaluate the impact of various support initiatives with a view to targeting such support in the future.	High	<p>1. Identification of evaluation measures and procedures at initial Student Affairs Team (SAT) meeting at beginning of academic year.</p> <p>2. Establishment of a working group to implement agreed monitoring and evaluation criteria.</p>	Chairperson of Student Affairs Team (SAT)	<p>1. On-going as per monthly scheduled SAT meetings.</p> <p>2. Monitoring of progress to be included as a standing agenda item.</p> <p>3. Progress reports to Academic Council</p>	<p>1. Evaluation measures and procedures agreed.</p> <p>2. Data available for learning resources and support initiatives to facilitate the targeting of supports.</p> <p>3. Evaluation of the impact of support initiatives integrated into general College reporting and monitoring structure.</p>	Commencing September 2012

IMPLEMENTATION PLAN FOR RECOMMENDATION No.12:

Date started	Improvement	Priority	Description of Actions to be taken	Responsible	Monitoring / Progress	Success Criteria	Status
<i>The date the improvement was first included in the Quality Improvement Plan</i>	<i>Description of Improvement</i>	<i>High, Medium or Low</i>	<i>Brief outline of actions needed to implement this improvement, including a link to a more detailed plan (if necessary)</i>	<i>Person responsible for implementing this improvement</i>	<i>When and how will progress on this action be monitored?</i>	<i>How will we know when we have achieved this?</i>	<i>What is the current status (completed, work in progress, not started etc)</i>
June 2012	To develop a project plan for the roll-out of Moodle	High	1. User accounts and passwords have been created. 2. Course codes to be generated on the system.	House Management	On-going with daily/weekly checks to ensure completion on deadline	When Moodle is up and running smoothly.	Operational in first term of academic year 2012-2013.

IMPLEMENTATION PLAN FOR RECOMMENDATION No.13:

Date started	Improvement	Priority	Description of Actions to be taken	Responsible	Monitoring / Progress	Success Criteria	Status
<i>The date the improvement was first included in the Quality Improvement Plan</i>	<i>Description of Improvement</i>	<i>High, Medium or Low</i>	<i>Brief outline of actions needed to implement this improvement, including a link to a more detailed plan (if necessary)</i>	<i>Person responsible for implementing this improvement</i>	<i>When and how will progress on this action be monitored?</i>	<i>How will we know when we have achieved this?</i>	<i>What is the current status (completed, work in progress, not started etc)</i>
January 2012	To develop systems for evaluating the impact of provision and initiatives across the College, benchmarking them against relevant external reference points.	High	<ol style="list-style-type: none"> 1. Implementation of new data management functionality to existing information system. 2. Phasing-in of identified academic IT reporting software. 3. Establishment of formal benchmarking criteria for institutional performance. 	House Management in consultation with IT Office and relevant others.	Progress monitored periodically through reports to Management.	<ol style="list-style-type: none"> 1. When we have fully developed college-wide comprehensive data collection systems operational and reviewed. 2. When there is routine generation of evidence-based reports embedded into overall College reporting and monitoring structure. 3. When Benchmarking data is available and reviewed. 	Work in progress.

IMPLEMENTATION PLAN FOR RECOMMENDATION No.14:

Date started	Improvement	Priority	Description of Actions to be taken	Responsible	Monitoring / Progress	Success Criteria	Status
<i>The date the improvement was first included in the Quality Improvement Plan</i>	<i>Description of Improvement</i>	<i>High, Medium or Low</i>	<i>Brief outline of actions needed to implement this improvement, including a link to a more detailed plan (if necessary)</i>	<i>Person responsible for implementing this improvement</i>	<i>When and how will progress on this action be monitored?</i>	<i>How will we know when we have achieved this?</i>	<i>What is the current status (completed, work in progress, not started etc)</i>
September 2011	To monitor the retention and achievement of different groups of learners to inform future practice.	High	<p>1. Audit of existing data collection systems for the monitoring of retention, attrition and achievement of learner cohorts</p> <p>2. Phasing-in of identified academic IT reporting software and increased functionality of existing system</p> <p>3. Establishment of an enhanced alumni database and on-going systematic analysis of graduate data</p>	<p>Admissions</p> <p>IT Officer</p> <p>Marketing Officer</p>	<p>Progress monitored annually</p> <p>Progress monitored biannually in reports to Management Board</p> <p>Annual monitoring and review</p>	<p>1. When identified Improvements to current systems have been recorded as standard procedure</p> <p>2. Fully developed college-wide comprehensive data collection systems operational and reviewed</p> <p>3. Routine generation of reports relating to the retention, achievements and progression of different learner cohorts available to Management and Programme Boards and Academic Council</p> <p>4. Annual graduate survey completed, data analysed and reviewed</p> <p>5. Information relating to graduate career paths and postgraduate study routinely available for academic, administrative and marketing purposes</p>	<p>1. Commenced January 2012 as part of Institutional Review process – Completed. Procedures for data collection recorded in Admissions Handbook</p> <p>2. Commenced 2011 as part of Programmatic Review processes – work in progress</p> <p>3. Work in progress</p> <p>4. Work in progress</p> <p>5. Work in progress</p>