



TUS

INDUSTRY ENGAGEMENT IN CONCEPTION, DESIGN, VALIDATION/ACCREDITATION AND DELIVERY OF ONLINE PROGRAMMES IN AN IRISH CONTEXT.

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REAP – Regional Enterprise Academic Partnership



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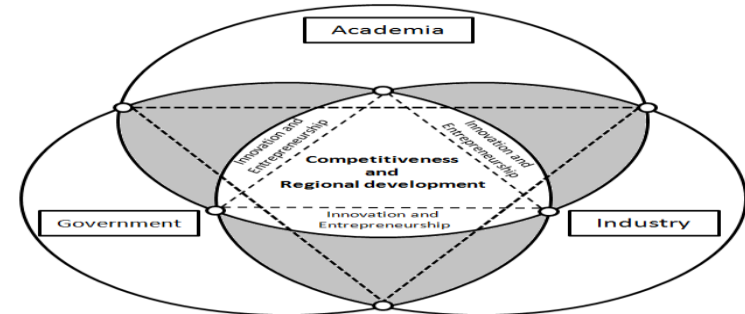
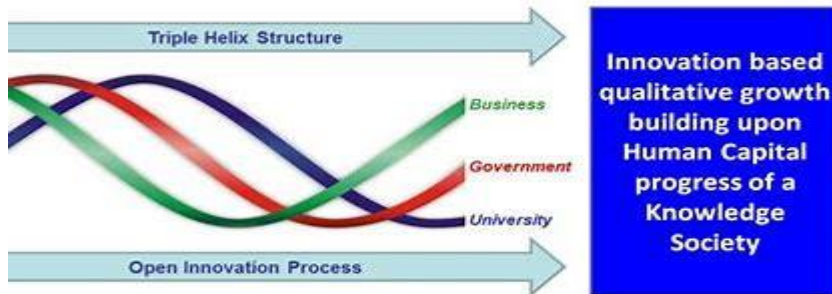
REAP – REGIONAL ENTERPRISE ACADEMIC PARTNERSHIP

- The research team are part of the [Regional Enterprise-Academic Partnership \(REAP\)](#) involving three Universities in Ireland who are establishing best practice in building capacity by engaging practitioners in the design and delivery of online and blended learning. The REAP project will also propose a framework to structure this engagement of practitioners, based on research into international best practice.

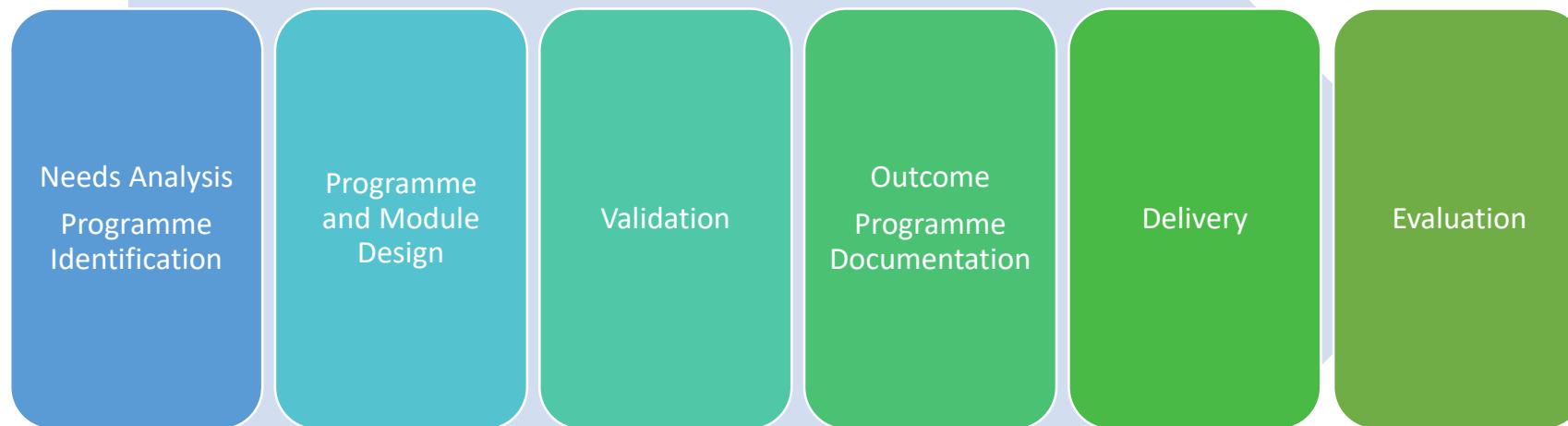


KNOWLEDGE TRIANGLE

- The agenda to modernise Europe’s Higher Education (HE) systems (European Commission, 2011) focuses on collaborations within ‘the knowledge triangle’ of industry, research, and Higher Education.
- Triple Helix model (Estowitz,2002)
- This paper presents details of Irish industry practitioners and Irish (HEIs) engagement in **conception, design, accreditation and delivery** of online programmes, the interventions to support this engagement and to formalise processes and systems to embed and scale-up this collaborative practice, to bridge the gaps between industry and academia.



TRADITIONAL PROGRAMME DEVELOPMENT LIFECYCLE



PROGRAMME DEVELOPMENT LIFECYCLE



TUS

Programme Development Model	Traditional Model Industry engagement	REAP MODEL Industry Engagement
Needs Analysis – Programme Identification	Seek input via interviews and surveys	Collaborative research of industry colleagues. Recruitment of Practitioner Lecturers
Programme Design and module design	Limited input	Round table involvement and development of full programme
Validation	Participation in the Verification Panel	Advocates for the program reporting to the Validation Panel
Outcomes	Programme Documentation approved through AC	Programme Documentation approved through AC
Delivery	Nil or limited input (guest speaker)	Delivered by Practitioner Lecturers with supervision
Evaluation	Every 5 years	Annually



CASE STUDY

Chosen programme: **Postgraduate Diploma in Science in Process Validation and Regulatory Affairs (Medical)(Pharmaceutical)(Food and Drink)**, government-funded by the Higher Education Authority under the Human Capital Initiative (HCI).

- Delivered fully online – 60 ECTS over one year

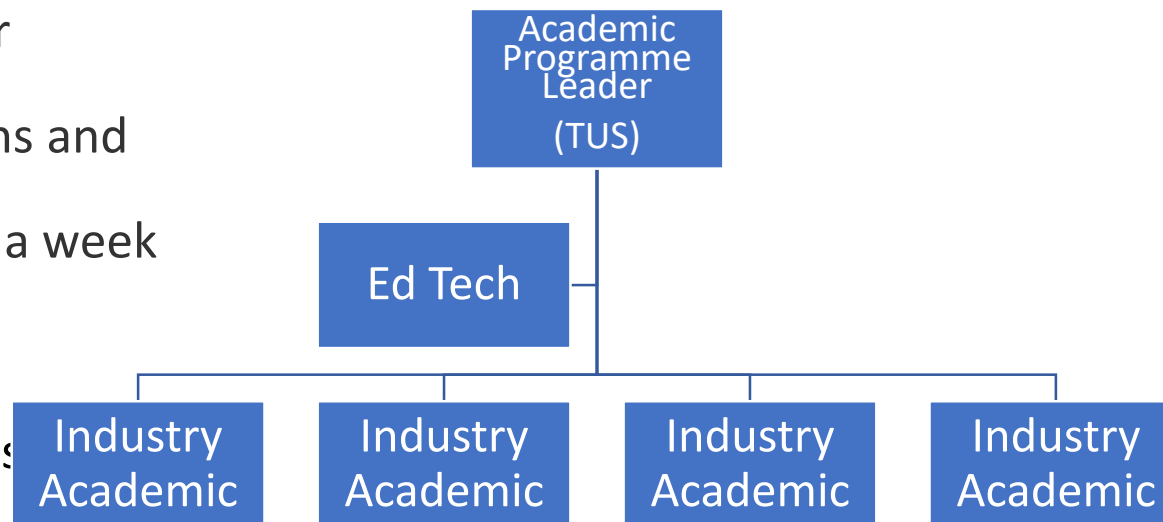
20 ECTS ea Semester

- – Recorded sessions and

live delivery 3 times a week

- 72 learners

- Industry Academics



RESEARCH

Focus group with the programme team – on their experience in designing developing and delivering on the programme

Questions designed using the BLASST framework.

The BLASST framework (Harvey, 2014) is national (Australian) benchmarking standards to **systematise good practice** for **learning** and **teaching** with **part-time** or **sessional** staff

Principles:

Three guiding principles that underpin the Sessional Staff Standards Framework.

1. Quality Learning and Teaching
2. Sessional Staff Support
3. Sustainability



FINDINGS — FOCUS GROUPS

Can you please describe the very first moments/ situations / conversations etc that initiated your involvement in the course development.

- Programme team were invited to get involved by the programme leader who is a permanent member of TUS staff. All known through industry contacts and networks.



FINDINGS

Upon reflection, what elements now are you going to modify in a second course delivery. What areas of strength and areas for further development around Sessional Staff issues can you identify?

Developments

- Improvements needed in time management – despite being guided by experienced academic didn't realise the amount of work involved
- Need for more formal T&L training and support
- More support needed in developing interactive material, particularly for online delivery
- Need more ways to interact and engage learners
- Training on assessment needed

Strengths

- Engagement generally very good as learners were fellow professionals



FINDINGS

Did being involved in the course design and validation help you with delivery?

Being involved in the design did help because you had already digested and considered the sub-elements of the whole module and thought about what makes up those high level learning objectives and how they would be constructed.

Absolutely helped, had a full understanding of what I wanted to present, was able to translate content to the learning

When you have designed it you understand the whole curriculum, what is the story you want to tell, helps you to hone in and provide direction around it. Thinks it is very beneficial and is key to making sure you have a robust course to start with.



FINDINGS

Did being involved in the validation panel add to the experience, witnessing the robustness of the validation process?

- *Got some really good pointers from the validation process e.g. why are you limiting numbers, what about groupwork – questions that maybe hadn't been considered by the team beforehand – very good input at the validation panel and challenging them to defend what they had put together which was very worthwhile.*
- *In regards to defending the programme, because the team all had such expertise in their specific areas it was hard to challenge them back.*



FINDINGS

**What has this experience brought to your own professional development?
Would you recommend this action for other industry colleagues?**

- Overwhelming **yes**
- *People in industry can be very narrow-minded about how things work and what we think is right and I can see it with people I work with, that they forget what it's like to be a student again, they forget that there are people coming in and they don't know everything and it opens up people's mindsets to new ideas, new learnings and that's good. Even just getting involved, doing one set of lectures, being a guest lecturer think it's important to bridge the gaps between education and industry.*



SUMMARY OF FINDINGS

Principle 1: Quality Learning and Teaching

- Formal T&L training and support, assessments, ways to engage students essential
- VLE/tools training, different technologies/tools to help with student engagement essential

Principle 2: Sessional Staff Support

- Access to Ed-Tech design + tools support essential
- Availability of on-demand resources
- Access to programme admin/IT support
- Programme leader (TUS permanent) - essential



SUMMARY OF FINDINGS

Principle 3: Sustainability

- Significant Time commitment!
- content development, working with Moodle, answering e-mails, assignments, assessing and giving feedback, meetings.

“absolutely huge time commitment over and above the subject matter, almost also like a second full-time job”

Appropriate incentive structures need to be in place – monetary and professional recognition



KEY LEARNINGS

- Industry engagement throughout programme lifecycle hugely beneficial
- Induction stage vitally important
- Practitioners want to learn but in short focused sessions
- University leadership in engagement and throughout the process of validation and delivery very important.
- Partnerships built through existing and developing networks
- Must be designed sustainably



ENHANCEMENTS FROM THE PROJECT FOR TUS

- Process flow – best practice
- Programme Leader role - TUS permanent staff
- Teaching and Learning Essentials for sessional staff
- E –Moderator training
- HR Induction of sessional staff
- QA each year now based on BLASST framework

