Unnamed area

OG & USM Access & Reporting 2.0 Workshop

Session Introduction:
Student Records - Compliance 60mins

Rules for decision-making for Students UG Degree Compliance

Goal:
To identify the rules that will enable the automation of a process which is currently a substantial manual process for staff in College and School Offices, as well as Registry.
This workshop will explore the theme of driving common approaches to common tasks informed by UCD Programme level subject matter experts, in the context of Enabler 4 and for the progression of Dx Transformation for UG programmes.

MURAL BASICS

1. Have a look around and get used to Mural
2. Try using the outline to navigate the sections
3. Navigate and zoom in/out using the controls on the bottom right
4. Double click or use the menu on the left to add postits
5. Test your skills by adding a post it to the 'Hello Zone'
6. If Lost please select the 'Follow Host' option on your profile @ the bottom screen

Don't worry, you won't break anything

Use Ctrl Z to UNDO

Hello Zone

Say hello and tell us where you are from.

Ruben Collins - SPHPSS
Kirsten - College of Science
Sue Engineering & Architecture
Ciaran from USM
Emma from Ops Group
Colin from USM
Colin from Arts and Humanities
Cari (Computer Science)
Lisa Bruton
Kasia Gaughan
Jean, A&H College Office
Julia China Joint Colleges Office
Margaret
Hi. Paula from the College of Science office
Colin, Quinn.
Debra: Engineering
Amy Arts and Humanities
Sharon Brown - SPHPSS
Patricia G
Jimmy Medicine
Niall (Business)
Shelly - College of Engineering and Architecture
Nuria Corcoran SPHPSS

Workshop approach

Objectives for Workshop → Using the pre-workshop handout to guide your decision-making........ → Discuss List of Reasons WHY? → Prioritisation of Reasons → Exit Survey - Future Developments

Objectives

- Capture a prioritised list of rules for decision-making
- Define a list of reasons to drive common approaches to decision-making
- Discussing future reporting extensions
- Reducing manual checking

What we need from you
- Mute microphones while not speaking
- Use hand raise function in zoom
- One person speaks at a time
- Active participation in Mural
- Use the chat if you have any issues

Workshop Instructions

Please discuss the following in your breakout groups:

1) Individually review the first page of the handout.

2) As a group, discuss which rule you would prioritise and why.

3) Try to compile an agreed set of rules, in **sequence**
(eg Start with the first term the student was registered to the stage.
If that doesn't apply, use the first term they took modules from the stage. If that doesn't apply... and so on)

Please Note

In broad terms, and not in any specific order, some of the rules we might use are stated in the document. This is not necessarily an exhaustive list, you may come up with others at the workshop

Try to be specific on details for additional rules eg 10 credits

Include Schools/ Colleges in examples for rules on the Mural

For example the following might be another rule you come up with:

Using the structures from first year the student takes 10 or more credits from the Stage

Now over to You..........

20 mins time given | Roles within Groups | Moving the list rules into your groups sequencing & adding additional rules | A time keeper for each group..... | Someone to capture notes/ reasons that influenced your list | Someone to speak in discussion afterwards

Group 1 — Breakout Discussion

List of Rules:
- The first term in which the student was registered to the stage
- The first term in which the student registered to modules associated with the stage
- The first term in which the student took 50% or more of the credits associated with the stage
- Add another Rule

Rule 1 – Rule 6: Use the structures from...

1) Individually review the first page of the handout.
2) As a group, discuss which rule you would prioritise and why.
3) Try to compile an agreed set of rules, in **sequence**
(eg Start with the first term the student was registered to the stage.
If that doesn't apply, use the first term they took modules from the stage. If that doesn't apply... and so on)

Group 2 — Breakout Discussion

List of Rules:

- Rule 1: Use the structures from... — The first term in which the student took 50% or more of the credits associated with the stage; Case by case evaluation - What is best for the student
- Rule 2: Use the structures from... — The first term in which the student was registered to the stage
- Rule 3: Use the structures from... — The first term in which the student registered to modules associated with the stage
- Rule 4 – Rule 6: Use the structures from...

1) Individually review the first page of the handout.
2) As a group, discuss which rule you would prioritise and why.
3) Try to compile an agreed set of rules, in **sequence**
(eg Start with the first term the student was registered to the stage.
If that doesn't apply, use the first term they took modules from the stage. If that doesn't apply... and so on)

Group 3 — Breakout Discussion

List of Rules:

- Rule 1: Use the structures from... — The first term in which the student took 50% or more of the credits associated with the stage -
- Rule 2: Use the structures from... — In some areas multi Year over single Stage Programmes may need to have compliance by Year
- Rule 3: Use the structures from... — The first term in which the student was registered to the stage
- Rule 4: Use the structures from... — Compliance linked to specific module/list of modules - maybe Programme Specific
- Rule 5: Use the structures from... — The first term in which the student registered to modules associated with the stage
- Rule 6: Use the structures from...

1) Individually review the first page of the handout.
2) As a group, discuss which rule you would prioritise and why.
3) Try to compile an agreed set of rules, in **sequence**
(eg Start with the first term the student was registered to the stage.
If that doesn't apply, use the first term they took modules from the stage. If that doesn't apply... and so on)

Group 4 — Breakout Discussion

List of Rules:
- The first term in which the student was registered to the stage
- The first term in which the student took 50% or more of the credits associated with the stage

- Rule 1: Use the structures from... — The first term in which the student registered to modules associated with the stage
- Rule 2: Use the structures from... — All subsequent terms for which that student is in a stage
- Rule 3 – Rule 6: Use the structures from...

1) Individually review the first page of the handout.
2) As a group, discuss which rule you would prioritise and why.
3) Try to compile an agreed set of rules, in **sequence**
(eg Start with the first term the student was registered to the stage.
If that doesn't apply, use the first term they took modules from the stage. If that doesn't apply... and so on)

Group 5 — Breakout Discussion

List of Rules:
- Study Abroad/ Erasmus (shows on report but clearly compliant)

- Rule 1: Use the structures from... — The first term in which the student took 50% or more of the credits associated with the stage
- Rule 2: Use the structures from... — The first term in which the student registered to modules associated with the stage
- Rule 3: Use the structures from... — The first term in which the student was registered to the stage
- Rule 4 – Rule 6: Use the structures from...

1) Individually review the first page of the handout.
2) As a group, discuss which rule you would prioritise and why.
3) Try to compile an agreed set of rules, in **sequence**
(eg Start with the first term the student was registered to the stage.
If that doesn't apply, use the first term they took modules from the stage. If that doesn't apply... and so on)

Group 6 — Breakout Discussion

List of Rules:
- The first term in which the student was registered to the stage
- The first term in which the student registered to modules associated with the stage
- The first term in which the student took 50% or more of the credits associated with the stage
- Add another Rule

- Rule 1: Use the structures from... — The first term in which the student took 50% or more of the credits associated with the stage
- Rule 2: Use the structures from... — The first term in which the student was registered to the stage
- Rule 3: Use the structures from... — Has student been on exchange or erasmus? Do they have transfer credits?; Note: flag for students who gone on exchange and transfer credits would be helpful. Always come up as non-compliant
- Rule 4: Use the structures from... — Note: would be very useful to have compliance report at end of each stage
- Rule 5 – Rule 6: Use the structures from...

1) Individually review the first page of the handout.
2) As a group, discuss which rule you would prioritise and why.
3) Try to compile an agreed set of rules, in **sequence**
(eg Start with the first term the student was registered to the stage.
If that doesn't apply, use the first term they took modules from the stage. If that doesn't apply... and so on)

5 Discuss List of Rules

How did you arrive at this order?
How easy was it to come to this conclusion?

10mins

Reasons Capture in Discussion

Please note this discussion will be recorded for reference purposes only and will be deleted afterwards

LIST OF RULES

- **Group 1**: Starting with the first trimester of when the student entered the stage work through all the relevant structures; Using the structures from the first term in which the student was registered to the stage
- **Group 2**: The first term in which the student took 50% or more of the credits associated with the stage; Case by case evaluation - What is best for the student; The first term in which the student was registered to the stage; The first term in which the student registered to modules associated with the stage
- **Group 3**: The first term in which the student took 50% or more of the credits associated with the stage; In some areas multi Year over single Stage Programmes may need to have compliance by Year; The first term in which the student was registered to the stage; Compliance linked to specific module/list of modules - maybe Programme Specific; The first term in which the student registered to modules associated with the stage
- **Group 4**: The first term in which the student registered to modules associated with the stage; All subsequent terms for which that student is in a stage
- **Group 5**: The first term in which the student took 50% or more of the credits associated with the stage; The first term in which the student registered to modules associated with the stage; The first term in which the student was registered to the stage; Study Abroad/ Erasmus (shows on report but clearly compliant)
- **Group 6**: The first term in which the student took 50% or more of the credits associated with the stage; The first term in which the student was registered to the stage; The first term in which the student registered to modules associated with the stage; Has student been on exchange or erasmus?; Note: would be very useful to have compliance report at end of each stage; Note: flag for students who gone on exchange and transfer credits would be helpful. Always come up as non-compliant

Comments

- Science - Are the modules cores? Consideration
- Across stages/terms - Rather than sequential rules - look at all terms
- The above is in the student's best interest
- Risk - Compliant off old structure?
- How far back would we look? - Treated as part of readmission process. Compliance might not know that.
- Limit? - Only where the structures are within the last 2/3 years?
- Ongoing checking - after each GAP - flagging the student
- Students who take the "scenic route"
- "We're leaving this too late in the day"

SAMPLE LIST OF RULES

Group 1			Using the structures from the first term in which the student was registered to the stage	Using the structures from the first term in which the student took 50% or more of the credits associated with the stage	Using the structures from the first term in which the student registered to modules associated with the stage
Group 2	Using the structures from the first term in which the student was registered to the stage	Other Rule	Using the structures from the first term in which the student took 50% or more of the credits associated with the stage	Other Rule	Other Rule
Group 3		Using the structures from the first term in which the student was registered to the stage		Other Rule	Using the structures from the first term in which the student took 50% or more of the credits associated with the stage
Group 4	Using the structures from the first term in which the student took 50% or more of the credits associated with the stage	Using the structures from the first term in which the student was registered to the stage	Using the structures from the first term in which the student took 50% or more of the credits associated with the stage	Using the structures from the first term in which the student was registered to the stage	Using the structures from the first term in which the student registered to modules associated with the stage
Group 5	Other Rule	Other Rule	Other Rule	Using the structures from the first term in which the student registered to modules associated with the stage	Using the structures from the first term in which the student was registered to the stage
Group 6	Using the structures from the first term in which the student took 50% or more of the credits associated with the stage	Using the structures from the first term in which the student was registered to the stage	Using the structures from the first term in which the student registered to modules associated with the stage	Using the structures from the first term in which the student took 50% or more of the credits associated with the stage	Other Rule
Group 7	Using the structures from the first term in which the student was registered to the stage	Using the structures from the first term in which the student registered to modules associated with the stage	Using the structures from the first term in which the student took 50% or more of the credits associated with the stage	Other Rule	

6 Next Steps

5mins

- Collate Feedback for Student Records
- Response shared on webpage
- Collect Survey Feedback for planning & learning
- Sign Up to next workshop
- Progress check in during summer
- Send on Feedback to Operations group & USM
- Mural for Reference

THANK YOU FOR PARTICIPATING

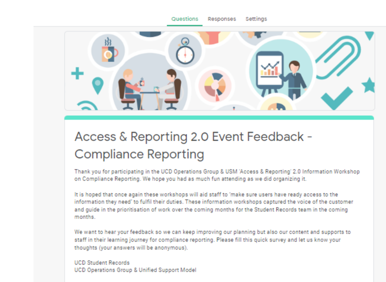
Feedback Survey

How do we know if we ran a successful workshop?

- What else would you like to see Compliance doing?
- What is the most challenging aspect of Compliance?
- What else is required in terms of staff training on Compliance?
- How satisfied were you with the session structure?
- How relevant and helpful do you think it was for your job?
- What are your key takeaways from the Compliance workshop?

This survey will take 5 mins to complete on the photo link below to complete

Compliance Feedback Survey



Survey Link for Participants

For Record purposes