

# SELF-EVALUATION, MONITORING AND REVIEW

## POLICY

This section of the Quality Assurance Handbook outlines Kerry Education and Training Board's (Kerry ETB) policy and procedures for Self-Evaluation, Monitoring and Review of its Quality Assurance Policies, its programmes of education and training and associated services. This policy and the associated procedures do not exist in isolation, so cross reference may be made to other related policies and procedures where appropriate.

## PURPOSE

The purpose of this policy is to set out the framework for Self-Evaluation, Monitoring and Review of its QA policies and procedures, its programmes and associated services, in alignment with QQI's Statutory QA Guidelines. This policy and the associated procedures guide all staff and learners involved in the ongoing self-evaluation and monitoring of quality, including review of programmes. This monitoring process therefore relates to the organisation and operation of the programme as a whole, including associated services.

## SCOPE

This policy applies to all QA policies in the Quality Assurance Handbook and to programmes developed and delivered by Kerry ETB, at levels 3 to 6 in the National Framework of Qualifications (NFQ). Programmes include those that lead to CAS Awards, non-CAS Awards and new Apprenticeship programmes.

Programmes may lead to major awards or minor awards or special purpose awards.

This policy applies directly or indirectly to all members of the Kerry ETB community, inclusive of learners, and staff holding teaching, administrative, management or support roles.

## QUALITY ASSURANCE REVIEW BY QQI

A new quality review programme for the country's Education and Training Boards (ETBs) has been launched by QQI. The review programme will evaluate the effectiveness of quality assurance of further education and training within ETBs and aims to encourage a quality culture which will improve the experience and outcomes for their learners.

Kerry ETB is scheduled to be reviewed in Phase 2 of the programme.

While each ETB is responsible for evaluating and improving their own quality, QQI is responsible for carrying out external quality reviews. Each review will be carried out by an independent team of national and international members convened by QQI. The review process requires each ETB to evaluate the implementation of its quality assurance procedures. The resulting self-evaluation report will be considered by the independent review team and discussed with staff, learners and stakeholders during a site visit. The findings of the review team will be contained in a review report published by QQI.

## POLICY PRINCIPLES

The development, monitoring and review of Kerry ETB's Quality Assurance Framework will be:

- a) Consultative (the opinions of learners, staff and other stakeholders will be sought and appropriately considered).
- b) Undertaken based on the subsidiarity principle (functions that can be carried out efficiently by smaller or lesser bodies within Kerry ETB will not be exercised by larger or greater bodies; delegation of functions to the former will be accompanied by support from the latter).
- c) Based on evidence and expertise, both internal and external.

- d) Presented in usable formats, written in plain English and available to staff and the public as required.
- e) Consistent, i.e. policies and procedures will not contradict each other.

The reports that are considered by the governance boards, recommended to the Quality Council and approved by the Quality Council are set out in the table that follows:

#### NATIONAL (APPRENTICESHIP) PROGRAMME BOARD

1. Consideration of the External Examiners Report.
2. Recommendation to Quality Council to approve results.
3. Preparation of consolidated admissions report.

#### QUALITY COUNCIL

1. Noting of reports on working groups of the Programme Governance and Quality Assurance Governance Board.
2. Approval of results.
3. Noting of consolidated admissions report.
4. Approval of new developed programme.
5. Approval of differential validation for new programme.
6. Approves an award with a new certifying body.
7. Approves agreement with a new awarding body.
8. Recommendation to the Chief Executive Officer to approve policies and procedures.

#### PROGRAMME GOVERNANCE BOARD

1. Preparation of report on working groups of the board.
2. Agreement to seek QQI approval of proposals to modify existing programmes.

#### QUALITY ASSURANCE GOVERNANCE BOARD

1. Preparation of quality improvement progress report.
2. Recommendation to the Quality Council to approve policies and procedures.
3. Consideration of External Authentication Reports and centralised management of authentication process.
4. Recommends differential validation for new programme.
5. Approved modules to be added to an existing programme.
6. Recommends an award with a new certifying body.
7. Approved to add a new programme/module that Kerry EB is validated to deliver.
8. Recommends agreement with a new awarding body.
9. Approved course name/title change.
10. Approves alternative assessments brief or update a current assessment brief on ELC.

## POLICY DETAILS

Kerry ETB is committed to maintaining robust and systematic processes for review and self-evaluation as part of Kerry ETB's overall Quality Assurance Framework and internal self-monitoring and self-evaluation processes are systematically integrated within the Framework.

Responsibilities for activities pertaining to this are clearly delineated within the Terms of Reference for the Quality Assurance Board of Governance at Kerry ETB and within the individual role descriptions outlined in the governance and management structure in the Quality Assurance Handbook.

These are particularly emphasised within:

- a) Terms of Reference for the Quality Council.
- b) Terms of Reference for the Quality Assurance Governance Board.
- c) Terms of Reference for Programme Governance Boards, including National Programme Boards for new Apprenticeship Programmes, for which Kerry ETB is the Co-ordinating Provider.
- d) Roles and responsibilities: FET Director.
- e) Role and responsibilities: Quality Assurance Officer.
- f) Role and responsibilities: Learner Support Officer.

Monitoring and evaluation are critical to ensuring the success of programmes, the enhancement of the learner experience, and the continued quality of services delivered. The on-going monitoring reports created provide information for the evaluation of programmes, services and quality assurance policies and procedures, as part of internal and external processes and contributes to the enhancement of the learner experience and programme quality in Kerry ETB.

## POLICY FOR REVIEW OF QUALITY ASSURANCE HANDBOOK

The Quality Assurance Working Group oversees an annual review of sections of the Quality Assurance Handbook. It is the responsibility of the Quality Assurance Officer to undertake this review with input from the various units in Kerry ETB.

The purpose of the annual review is to:

- a) Evaluate the effectiveness of Kerry ETB's QA procedures.

- b) Examine Kerry ETB's compliance with QQI's requirements.
- c) Ensure the review of the Quality Assurance Handbook is transparent and informed by stakeholder feedback.
- d) Make recommendations for additions to, or enhancements of the Quality Assurance Handbook, on a section by section basis, with the complete Quality Assurance Handbook being reviewed over a four-year period.

Any recommended revisions or updates of the Quality Assurance Handbook are reviewed by the Quality Assurance Governance Board, with final approval required from the Quality Council.

## POLICY FOR PROGRAMME MONITORING AND REVIEW

It is the policy of Kerry ETB to carry out regular programme monitoring and review, based on a process of self-evaluation, in order to:

- a) Promote and embed a quality culture, which all staff and learners play a role in enhancing.
- b) Identify best practices for wider promulgation.
- c) Ensure that programmes remain relevant and fit for purpose for their intended target market.
- d) Inform updates of programme content, delivery modes and teaching and learning strategies.
- e) Evaluate learner supports and resources, and information provided to learners.
- f) Identify the impact of interventions and the development of additional services.
- g) Identify issues for review or appropriate corrective action.
- h) Determine the quality of the learner experience and make appropriate changes.
- i) Evaluate the adequacy of existing services.
- j) Review learner progression and completion rates.
- k) Ensure that the education, training and labour market requirements of the learner are met.
- l) Review quality assurance arrangements that are specific to that programme.
- m) Analyse the performance of services provided by Kerry ETB for its programmes to inform future actions and developments.
- n) Meet the changing terms and conditions of its regulatory body, QQI.

The aims of self-evaluation include identifying appropriate quality measures, setting objectives and gathering evidence of the achievement of those objectives. The Quality Assurance Governance Board and the Quality Council ensure that objective setting and prioritising are carried out appropriately, transparently and are reported back to those entities. This ensures that findings are acted on and feed into ongoing quality enhancement through a Quality Enhancement Plan which sets out a schedule of actions to be undertaken following internal evaluation and identifies the person(s) responsible for actions and follow-up.

### RESPONSIBILITIES

- The Quality Council is responsible for approving this policy and procedure for ratification by the Chief Executive.
- The Quality Assurance Governance Board is responsible for approving a schedule for quality reviews and submitting this to the Quality Council for noting. It is also responsible for receiving reports on follow-up on actions arising from quality reviews and reporting to the Quality Council on issues or recommendations arising.
- The QA Working Group is responsible for undertaking the review, amendment and development of quality assurance policies and procedures.
- The FET Director, Quality Assurance Officer and Learner Support Officer are jointly responsible for making recommendations to the Quality Council, through the Quality Assurance Governance Board, pertaining to Self-Evaluation, Monitoring and Review.
- The Quality Assurance Officer is responsible for monitoring and maintaining the overall alignment of Kerry ETB's policy and procedures pertaining to Self-Evaluation, Monitoring and Review to QQI's guidelines and policy statements.

### RELATED LEGISLATION, REGULATION OR GUIDELINES

- Core Statutory Quality Assurance Guidelines 2016 (QQI).
- Sector Specific Statutory Quality Assurance Guidelines for Education and Training Boards 2017 (QQI).
- Topic Specific Statutory Quality Assurance Guidelines for Providers of Statutory Apprenticeship Programmes 2016 (QQI).
- Policies and criteria for the validation of programmes of education and training 2017 (QQI).
- Policy and Criteria for Making Awards 2014 (QQI).
- Policy for the Inaugural Review of Quality Assurance in Education and Training Boards 2019 (QQI).

## PROCEDURE FOR SELF-EVALUATION, MONITORING AND REVIEW

### Procedure for ongoing review of Quality Assurance Framework

The following steps describe the procedure for the ongoing review of the Quality Assurance Handbook:

1. The Quality Assurance Officer develops an internal quality review schedule that has regard to the complexity of the Section and ensures each area within the Quality Assurance Handbook is reviewed at least once in the coming four-year period.
2. The schedule is submitted for approval by the Quality Assurance Governance Board.
3. Provision is included in the schedule for policies and procedures to be reviewed in advance of the nominated time period as a result of any of the following:
  - Changes to relevant regulation, accreditation requirements or legislation.
  - The outcomes of external QA events (for example, QQI, QA or Validation panels).
  - Issues raised by staff or learners in Kerry ETB in relation to a particular policy or procedure.
4. The Quality Assurance Officer implements the review schedule, engaging staff from across the organisation (training, teaching, administrative, operations and learner support) as appropriate to assist in monitoring and review of policies and procedures that relate to their roles. The process of review encompasses the following:
  - Ensuring the text is up to date and aligned with the current regulatory context.
  - Analysing whether the policy or procedure is implemented as written.
  - Considering whether the policy or procedure is of ongoing relevance and use within Kerry ETB.
  - Evaluating whether improvements or edits could improve the policy or procedure and its implementation.
5. If changes are proposed, these are submitted for consideration to the Quality Assurance Governance Board, which shall make a recommendation to the Quality Council.
6. Should it be deemed necessary, the Quality Council will inform QQI of the changes approved.

### SAMPLE QA REVIEW SCHEDULE

| Element of Core Statutory QA Guidelines          | Reviewed in Year (1-4) |
|--|------------------------|
| Governance and Management of Quality             | 1                      |
| Documented Approach to Quality Assurance         | 2                      |
| Programmes of Education and Training             | 3                      |
| Staff Recruitment, Management and Development    | 4                      |
| Teaching and Learning                            | 4                      |
| Assessment of Learners                           | 3                      |
| Support for Learners                             | 1                      |
| Information and Data Management                  | 2                      |
| Provision and use of Public Information          | 2                      |
| Other Parties involved in Education and Training | 1                      |
| Self-Evaluation, Monitoring and Review           | 4                      |

## PROCEDURE FOR ONGOING REVIEW OF PROGRAMMES AND ASSOCIATED SERVICES

The Quality Assurance Officer, under the direction of the FET Director, is responsible for preparing Kerry ETB's Annual Self-Assessment Report, compiled from the various self and external evaluation activities, benchmarking, data analysis and the following reports. The Annual Self-Assessment Report includes findings and recommendations for improvement with an enhancement or action plan detailing how and when Kerry ETB will address the recommendations made in the self-assessment report.

A key element of monitoring is to identify areas for further development. Working with the Quality Assurance Governance Board, the Quality Assurance Officer consolidates the results of the various monitoring activities into Kerry ETB's Quality Improvement Plan. They take responsibility, under the direction of the Quality Assurance Governance Board, for monitoring the implementation of the Quality Improvement Plan and reports on this to the Quality Council.

Copies of monitoring reports are retained by the Quality Assurance Officer. The Annual Self-Assessment Report and the Quality Improvement Plan are submitted to the Quality Assurance Governance Board for review.

A range of monitoring, self-evaluation and review processes inform the Annual Self-Assessment Report, including:

### Annual Programme Monitoring Reports

A comprehensive annual monitoring report should be completed each year for each programme, or group of linked programmes, as determined by the Quality Assurance Officer. This report will be completed by the programme management function, in consultation with any relevant Programme Governance Boards. The report is based on the following:

- a) Learner enrolment including breakdown of RPL applications.
- b) Analysis from Results Approval Panel/National Examination Board including learner attainment, rechecks, reviews, appeals and any academic misconduct issues.
- c) Progression and award statistics and analysis.
- d) External Authenticators' reports.

- e) Learner appraisal of programmes.
- f) Teacher/Trainer/Instructor/Tutor feedback.
- g) Programme Governance Board minutes.
- h) Report from ETBI Apprenticeship QA Monitoring and Enhancement Panel (New Apprenticeship Programmes).
- i) Survey of employers.

### Annual Learner Services Report

This is completed by the Learner Support Officer annually and referred to the Quality Assurance Governance Board. The report should review the range of learner services, both academic and non-academic, offered and co-ordinated by the Learner Support Unit over the year including:

- a) Academic Support:
  - Information supplied at induction.
  - Information supplied in the Learner Handbook.
  - Adherence to Internet Usage Protocols.
  - Virtual Learning Environment (VLE) supports.
  - Additional Tutorial Support.
- b) Non-academic Support:
  - Pastoral Care.
  - Disability Support Services.
  - Health Services, including Counselling Services.
  - Careers Service.

The report should also include details of take up of individual services.

### Admissions Audit Report

An admissions audit is conducted annually for all programmes under the direction of the Quality Assurance Officer, to determine if admissions decisions have been made in accordance with Kerry ETB policy. A report on the audit is submitted to the subsequent meeting of the Quality Assurance Governance Board.

### Results Approval Panel/National Examination Board Monitoring Report

The Quality Assurance Officer, or their nominee, attends at a meeting of the Results Approval Panel/National Examination Board, at least once per year, as an observer. They compile a report that should answer the following questions:

- a) How complete and accurate was the data presented to the meeting?
- b) Was the management of the meeting appropriate?
- c) Was the process of decision-making appropriate and in accordance with Kerry ETB policies as well as QQI and programme regulations?

- d) Did the examiners/assessors, internal and external, contribute effectively to the decision making in the meeting and were their contributions given appropriate weight?

This monitoring is applied to progression (where appropriate) and award boards only and is required to cover at least one meeting annually.

The report is submitted to the Quality Assurance Governance Board.

#### **Learner Appraisal of Modules**

A formal learner appraisal of modules is undertaken twice during module delivery, in the middle and end, using the *Learner Module Survey*. The survey is designed to elicit the learners' views on:

- a) The resources available.
- b) The content of modules.
- c) The delivery of modules.
- d) Communication with staff associated with the module.
- e) General evaluation and suggestions.

Learners are given the opportunity to appraise the module anonymously. The outcomes from the appraisal are submitted to the Programme Governance Board.

#### **Learner Appraisal of Programmes**

A formal learner appraisal of the entire programme is undertaken towards the end of the year using the Learner Programme Survey. The survey gathers learner feedback on:

- a) Learner attendance.
- b) Resources available.
- c) Organisation and content of modules.
- d) Communication with staff and services of Kerry ETB.
- e) General evaluation and suggestions.

It is the responsibility of the Programme Management Function to have the questionnaires administered towards the end of each year and ensure that they are analysed for the first meeting of the respective Programme Governance Boards in the next session.

#### **Graduate Survey**

The graduate survey is issued to graduates in the year immediately following the completion of their studies. In order to ensure a good response rate, it is ideally carried out at the Annual Conferring Ceremony by the Learner Services Department.

The results are used to enhance and develop the services provided by Kerry ETB that in their entirety contribute to the learner experience. The survey also gives information on the preparedness of graduates for the job market.

The feedback is incorporated in a report which is considered by the Quality Assurance Governance Board and forms part of the consolidated Annual Self Evaluation Report.



**CONTROL SHEET**

|                                    |   |
|------------------------------------|---|
| <b>Policy and Procedures Title</b> | Self-evaluation, Monitoring and Review  |
| <b>Responsible Officer(s)</b>      | FET Director                            |
| <b>Issuance Date</b>               |   |
| <b>Effective Date</b>              |   |
| <b>Last Revision Date</b>          |   |
| <b>Supersedes</b>                  | Version 1.0                             |
| <b>Next Revision Date</b>          | September 2024                          |
| <b>Designated Reviewers</b>        | Senior Management Team; Quality Council |
| <b>Scope</b>                       | All programmes                          |

**REVISION HISTORY**

| Revision                  | Approval Date | Revision Description        | Originator                      | Approved by            |
|---------------------------|---------------|-----------------------------|---------------------------------|------------------------|
| New Policy<br>Version 1.0 | Sept 2020     | New olicy and<br>Procedures | Quality<br>Assurance<br>Officer | FET Quality<br>Council |
|                           |               |                             |                                 |                        |
|                           |               |                             |                                 |                        |
|                           |               |                             |                                 |                        |
|                           |               |                             |                                 |                        |
|                           |               |                             |                                 |                        |
|                           |               |                             |                                 |                        |
|                           |               |                             |                                 |                        |
|                           |               |                             |                                 |                        |
|                           |               |                             |                                 |                        |