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Quality Assurance Handbook

SETANTA COLLEGE

Section 13: Self Evaluation, Monitoring and Review



SETANTA
College

13.1 Policy for Ongoing Monitoring and Review of Blended Learning Programmes

13.1.1 Definition

Monitoring and Review in this context includes:

- Ongoing Self-monitoring and Self Evaluation activities

This policy and related procedures are informed and comply with the following QQI & ESG policies:

- Qualifications and Quality Assurance (Education and Training) Act 2012(Revised 2014)
- Core Statutory Quality Assurance Guidelines (2016), QQI.
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), 2015.
- ESG guidelines on monitoring and review of academic programmes.

The policy and procedures for Ongoing Monitoring and Review of Blended Learning Programmes are an integral component of both the programme review/revalidation and cyclical review processes in the College as can be seen in Figure 13.1 below.

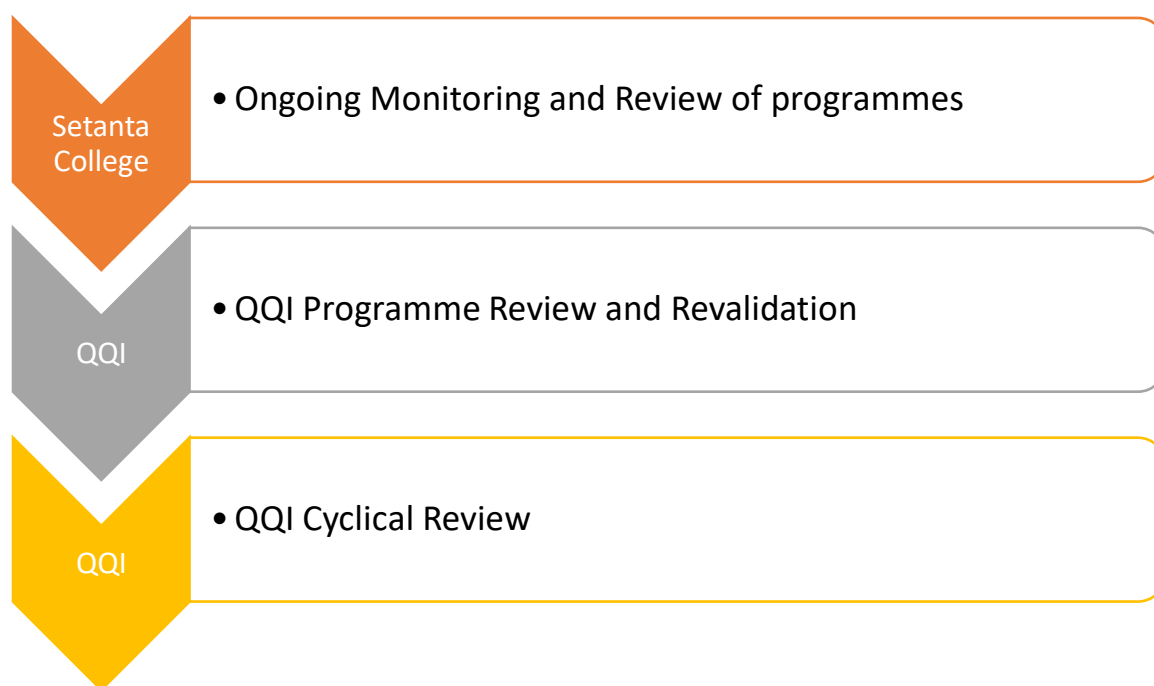


Figure 13.1 Overview of Setanta College Self Evaluation, Monitoring and Review Process

Periodic evaluation of programmes by way of Programmatic Review and External Review including periodic evaluation of the College's Governance and Quality Assurance infrastructure by way of QQI Cyclical Review are covered under College Policies and procedures for Programmatic Review and Cyclical Review.

13.1.2 Purpose

The purpose of this Policy for On-going Monitoring of Online or Blended Learning Programmes is to ensure that:

- Programmes meet with conditions of validation
- Validated programmes are continually updated to remain fit for purpose
- All programmes are delivered to the highest Teaching and Learning quality standards
- To provide detailed up to date information to inform College strategic decision making

13.1.3 Scope

The [Guidelines for Quality Assurance in European Higher Education Area \(2015\)](#) state Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of Learners and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

13.1.4 Policy Statement

Setanta College will develop and deliver programmes that are well-structured, relevant to the needs of Learners, industry and the professions, and that reflect the standards set out by the National Framework of Qualifications; the College will maintain and implement formal, documented mechanisms for the ongoing monitoring and review of all programmes.

13.1.5 Procedures for this Policy

Once a programme has been established Setanta College have comprehensive monitoring and review processes for its programmes. These are outlined and presented below:

i. Academic Council Annual Report

The Academic Council will publish a comprehensive annual report which will incorporate all academic issues raised throughout the year. This report will be informed by the following:

- Programme board reviews
- External examiners reports
- Stakeholders reviews
- Knowledge Committee report on best practice in blended and e-learning
- Knowledge Committee report on industry analysis and development in sports science and human performance and relevant national and international educational programmes
- Academic Affairs Report
- Tutor module reviews
- Annual staff survey
- Learner module reviews
- Learner surveys and graduate surveys

This annual report will provide important information for the programmatic and institutional review processes.

ii. Annual Programme Reviews

Setanta College holds Annual Programme Reviews at the end of the academic year or, for programmes of less than one-year duration, at the conclusion of a programme. The review shall be a critical self-evaluation of the programme. It will be conducted by the relevant programme board.

The review process will be based on information collated and presented by the College Tutors relating to their modules, as appropriate. This information may include:

- Learner feedback, as gathered by the individual Tutors.
- A module overview from the Tutor.
- A programme overview from the Tutor.

Tutor review meetings held twice a year.

- An analysis of the relevant facilities, resources and materials available for the module/programme.

In addition, the review shall consider issues that have arisen at Learner feedback and Programme progress meetings, and at programme boards.

The review should also be informed by the most recent available statistics relating to the programme, which may include:

- Application data for that academic year, and trends over previous years.
- Enrolment details for that academic year, and trends over previous years.
- Attrition rates for each year of the programme, and between years and award levels.
- Learner demographics (showing age, gender, nationality and Learner preferred sport).
- Failure rates for each module and year of the programme.

The review of a programme should be further informed, where applicable, by:

- External Examiner reports.
- Graduate feedback reports.

Conclusions arising from the Annual Programme Review should be documented by the Academic Council. A written annual report and relevant data and supporting documentation should be copied to the Academic Director and be a key input to five yearly programme reviews. The content of the annual report should reflect both the purpose of Programme Boards and the range of topics addressed in programmatic reviews.

iii. Academic Affairs Committee Review

The Academic Affairs Committee reviews all aspects of academic affairs and presents an annual report and recommendations to the Academic Council.

iv. External Examiners Reports

- Following the assessment/examinations, the External Examiner shall provide a report to the Academic Director or his/her nominee of the College on the standard form provided by the College (See Resource 6: External Examiner Template Form).
- The External Examiner may, in addition submit a written report to the Director on such other matters as (s)he deems appropriate and may request that such matters be investigated by the College.
- The College Registrar shall provide a copy of the External Examiners report to the Academic Council and invite written comments and details of any proposed action to be taken, on foot of the External Examiners report.
- The College Registrar shall forward a copy of these comments and details of proposed action to the External Examiner in order to provide feedback to him/her. The College Registrar shall also forward these to the Academic Council.
- On completion of his/her term of office the External Examiner shall submit a general report to the Academic Director or nominee on his/her opinion of the standards of the course/programme and Learner performance.

v. Stakeholders/Partners Review

The partners of Setanta College will be surveyed each year. This survey is administered through survey monkey and it is the responsibility of the Academic Council to ensure this survey is undertaken each year. This survey serves as an important review of the relationship between the partners and Setanta College and offers the opportunity to assess areas of improvement and development in the relationship.

vi. Knowledge Management Team Reports

The Knowledge Committee is responsible for researching and monitoring developments in technology in education, and Blended Learning. It also monitors best practice in delivery of Strength and Conditioning programmes nationally and internationally. It produces two reports each year under one each under these areas and presents these reports to the Academic Council. These in turn will feed into strategy and future development of Setanta College.

vii. Annual Staff Questionnaire

The annual staff questionnaire seeks staff opinions on management, strategic planning, communication, promotion and resources of the College. This information is used by Senior Management and the Academic Council to improve the quality of the services delivered by the College.

viii. Annual Staff Reviews

Teaching staff in Setanta College complete reviews throughout the year. These reviews are to assure quality of delivery and are a collaborative process between the Academic Director and the staff members. These reviews involve a:

- Tutor Self Review
- Peer Review
- Workshop Review

Tutor Self Review

- Each Tutor will review their module/s once a year they will highlight areas of improvement in the module and areas they felt they as a Tutor must improve.

Peer Review

- Tutors who are new to Setanta College may 'shadow' an experienced Tutor for a period of time and deliver material in partnership with that Tutor. They will then be given constructive feedback from the Tutor on their delivery style and method.

Workshop Review

- The Academic Director occasionally attends workshops being delivered by Tutors and will provide constructive feedback to the Tutor.

This three-review process will feed into the annual staff review conducted by the Academic Director.

ix. Learner Feedback

Learners in Setanta College provide feedback to the College in the following ways. These surveys are administered through Survey Monkey and it is the responsibility of the Academic Council to ensure these are undertaken each year.

Module Reviews

- Each Learner will review each module on completion of the module. The review will ask the Learner their opinion on module content and delivery.

Survey of Learners

- Learners will also be surveyed once a year regarding their opinions on the administration and any other issues relating to their experience as a Learner in Setanta College.

Graduate surveys

- Graduates of Setanta College are surveyed to give their opinions on their experience with the College these responses are an important part of the continuing development of Setanta College.

In addition to these surveys feedback is also obtained through the College complaints, review and recheck process administered by the College Academic Affairs Committee.

Learner Complaint, Review, Appeal and Recheck forms

- The Academic Affairs Committee of Setanta College deals with any Learner complaints reviews or appeals. The academic affairs committee will include a report on these in its annual report to the Academic Council.

These reviews processes are facilitated through the following academic board structure in Figure 13.2 below:

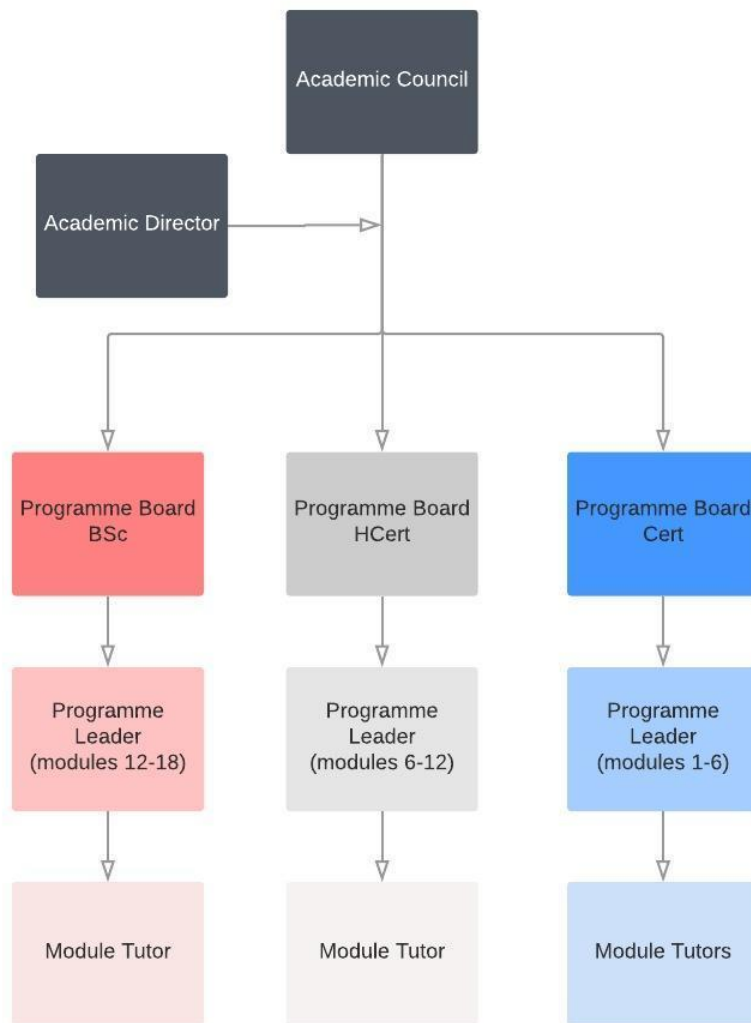


Figure 13.2: Academic Board Structure

Academic Council Meeting	December and after exam boards
Programme Board Meetings	Quarterly
Workshop Reviews	Ongoing
Programme Board Reports	November at Board Meeting
Module Tutors and Academic Director Meeting	Ongoing

Table 13.1 Calendar of Events for Ongoing Monitoring and Review of Setanta College Programmes

13.1.6 Responsibility for Ongoing Monitoring and Review of Blended Learning Programmes

The Academic Council has ultimate responsibility for the monitoring of programmes for the purposes identified.

13.1.7 Policy Control Sheet

Policy Area	Self-Evaluation, Monitoring and Review
Policy Title	Policy for Ongoing Monitoring and Review of Blended Learning Programmes
Approval Date	3/9/2019
Effective Date	3/9/2019
Review Date	1/9/2020
Relevant Supporting Policies	<ul style="list-style-type: none">- Qualifications and Quality Assurance (Education and Training) Act 2012.- Core Statutory Quality Assurance Guidelines (2016), QQI- Statutory Quality Assurance Guidelines for Providers of Blended Learning Programmes- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), 2015.
Monitoring Procedures	<ul style="list-style-type: none">- Annual Academic Council Report- Learner feedback- Tutor feedback- Staff feedback- Relevant Manager Reports

13.2 Policy for Programme Review and Revalidation

13.2.1 Definition

Each programme conducted by the college is subject to periodic review, normally on a five yearly cycle as part of an overall College Programme Review and Revalidation. This Programme Review and Revalidation Event is an opportunity for the College to fundamentally re-appraise the prospectus programmes it runs and to make major modifications to them where considered appropriate.

A programme submitted for revalidation should be designed to meet the validation criteria set out in [Core Policies and Criteria for the Validation by QQI of Programmes of Education and Training, QQI, 2017](#).

In addition, the following resources are used to guide the process:

- QQI's Core Statutory Quality Assurance (QA) Guidelines (Section 3.3)
- Qualifications and Quality Assurance (Education and Training) Act 2012
- Policy and Criteria for Making Awards, QQI, 2017
- HET and Apprenticeship Programme Validation Manual – QQI 2018

13.2.2 Purpose

The specific purpose of a Programme Review and Revalidation is to:

- Analyse the effectiveness and efficiency of each validated programme, including details of Learner numbers, retention rates and success rates
- Review the development of the programme in the context of the requirements of employers, industry, professional bodies, the Irish economy and international developments
- Evaluate the response of Setanta College to market requirements and educational developments
- Evaluate the feedback mechanisms for Learners and the processes for acting on this feedback
- Evaluate the physical facilities and resources provided for the provision of the programmes
- Evaluate the formal links which have been established with industry, business and the wider community in order to maintain the relevance of its programmes
- Evaluate feedback from employers of the programmes' graduates and from those graduates
- Review any research activities in the field of learning under review and their impact on teaching and learning
- Evaluate projections for the following five years in the programme(s)/field of learning under review.

13.2.3 Scope

All undergraduate academic programmes, are subject to Programme Review

13.2.4 Policy Statement

Programme Review and Revalidation is intended as an opportunity to assess the ongoing suitability of a programme for its intended purpose and objectives, its continued relevance to industry or society, and its ongoing ability to provide a supportive and effective learning environment and an appropriate assessment strategy. Periodic programme review should be informed by the annual monitoring of the programme along with feedback from all key stakeholders and analysis of applicable data relating to enrolment, retention, progression and attainment.

Setanta College as part of its ongoing monitoring, self-evaluation and in accordance with requirements from QQI, undertakes ongoing reviews of its programmes. This takes the form of annual review and the more substantial programme review which normally occurs every five years. Programme review can occur earlier than the five-year validation period allows for when requested by QQI or when determined as appropriate by the College. Programme review and Revalidation can be undertaken for a programme in isolation of a suite of related programmes.

13.2.5 Procedure for the Policy

Step 1: Agree Terms of Reference

The Academic Director, Programme Leader and the College Registrar are required to meet to determine the approach and timeline for programme review. This planning phase should culminate in the drafting of a proposed terms of reference by the Academic Director. This would normally involve consultation and final agreement with QQI.

Step 2: Internal Self-Evaluation

The self-evaluation is overseen by the College Registrar and undertaken by the Academic Director in consultation with the programme leaders that have direct involvement in the programme under review. During the self-evaluation phase Setanta College reflects on its objectives and critically analyses its activities and how these lead to the achievement of these objectives. It requires an analysis of all functions, resources, services and administration as they impact on the provision of the programme.

The end result of the self-evaluation phase is the production of a Provider Programme Review Report. A review co-ordination team is established consisting of the Programme Administrator, a senior manager and a Tutor and this team is responsible for co-ordinating all aspects of the self-evaluation phase and producing the Self-Evaluation Report (SER). In addition to the internal staff members an external advisor is appointed to the review co-ordination team to ensure the rigour of the critical analysis.

The draft SER is produced by the review coordination team and circulated to the lecturing team for feedback. The Programme Team reviews the final draft before it is submitted to the

Academic Council for consideration. Once the Provider Programme Review Report is approved, the process moves into the external evaluation phase.

Step 3: External Peer Review

An Independent Peer Review Group (IPRG) is set up comprising experts from relevant fields of learning. These experts should be capable of making national and international comparisons with regard to the specific suite of programmes. The Independent Peer Review Group (IPRG) is agreed with QQI at the time of the agreement of Terms of Reference.

The functions of the IPRG include

- Studying the SER
- Visiting the provider to discuss the programme review report with the programme review team, teaching staff, Learners (past and present where possible), administrative staff, employers and any other category of internal and external stakeholders. They will also review the facilities where possible.
- Clarification and verification of details in the SER
- Consideration of proposed programme changes in the context of all other information provided and recommending acceptance or otherwise of the proposals
- Consider the Quality Assurance arrangements which affect the programmes under review
- Presenting its findings at the end of the visit
- Preparing a report on the findings of the IPRG, to include recommendations for the provider in respect of the suite of programmes under review

The independent programme review report produced by the IPRG addresses the quality of the provision and makes recommendations for improvement and/or change based on a combination of the SER and findings during the site visit and meeting with relevant stakeholders. It also includes a recommendation positive, negative or conditional, in respect of the continuing validation of the programme. The report should specify the duration of the revalidation recommended, not exceeding five years.

Once the proposed response and implementation plan is drafted this is submitted to the College Registrar for an initial review and if everything is in order it is then submitted to the Academic Council for approval. The response and implementation plan following approval will be sent, along with the modified programme documentation, to the independent panel for its response. Once the Independent Peer Review Group (IPRG) are satisfied with the response and implementation plan the College Registrar will compile the providers evaluation report which comprises of the following;

1. Finalised Provider's Programme Review Report
2. Finalised Independent Programme Review Report
3. Provider's formal response and implementation plan
4. Independent panel's response to (3)

Step 4: Application to QQI for Revalidation

The application to QQI will be submitted by the College Registrar. The application will comprise of:

- A formal request signed by the President
- Evidence of PEL arrangements
- QA procedures, as applicable
- The terms of reference for the programme review
- The Provider's Evaluation Report as referenced above
- The updated programme and supporting documentation
- The applicable revalidation fees

The Programmes and Awards Executive Panel will either approve or decline the revalidation. All relevant reports from following the revalidation process will be published on the College website.

13.2.6 Responsibility for this Policy

The College Registrar oversees the process of programme review in consultation with the Academic Director, QQI, the appointed internal programme review team and the Independent Peer Review Group (IPRG)

13.2.7 Policy Control Sheet

Policy Area	Self-Evaluation, Monitoring and Review
Policy Title	Policy for Programme Review and Revalidation
Approval Date	3/9/2019
Effective Date	3/9/2019
Review Date	1/9/2020
Relevant Supporting Policies	<ul style="list-style-type: none">- QQI's Core Statutory Quality Assurance (QA) Guidelines (Section 3.3)- Qualifications and Quality Assurance (Education and Training) Act 2012- Policy and Criteria for Making Awards, QQI, 2017- Policies and Criteria for the Validation of Programmes of Education and Training – QQI 2017- HET and Apprenticeship Programme Validation Manual – QQI 2018
Monitoring Procedures	<ul style="list-style-type: none">- Programme Board Meetings- External Examiner reports- Learner feedback- Tutor feedback- Stakeholder Feedback- Academic Council annual report- Programme Review Self-Evaluation Report

13.3 Policy for Cyclical Review - Institutional Review for Setanta College

13.3.1 Definition

Cyclical review is an element of the broader quality frameworks for higher education. It provides a model whereby a College self-reflects on its activities and their effectiveness, in particular looking at the effectiveness of its quality assurance policies and procedures. The self-reflection or self-evaluation is documented and this forms the basis of an external review, by QQI or any other relevant external evaluating body.

13.3.2 Purpose

This policy sets out the principles and purposes surrounding the review of Setanta College and its activities, specifically the effectiveness of its quality assurance policies and procedures. The [Guidelines for Quality Assurance in European Higher Education Area \(2015\)](#) state Institutions should undergo external quality assurance in line with the ESG on a cyclical basis. All providers offering QQI awards are subject to external quality assurance review of their institutions.

The following College procedures are based on and extracted from the relevant QQI policy ([Policy on Cyclical Reviews; Quality and Qualifications Ireland QQI \(2016\)](#)).

13.3.3 Scope

QQI has five specific measurable purposes for its cyclical reviews which are:

- I. To encourage a QA culture and the enhancement of the Learner learning environment and experience within institutions.
- II. To provide feedback to institutions about institution-wide quality and the impact of mission, strategy, governance, and management on quality and the overall effectiveness of their quality assurance.
- III. To improve public confidence in the quality of institutions by promoting transparency and public awareness.
- IV. To support systems-level improvement of the quality of higher education.
- V. To facilitate quality enhancement by using evidence-based, objective methods and advice.

13.3.4 Policy Statement

Setanta College will develop and deliver programmes that are well-structured, relevant to the needs of Learners, industry and the professions, and that reflect the standards set out by the National Framework of Qualifications; the College will maintain and implement formal, documented mechanisms for the ongoing monitoring and review of all programmes

13.3.5 Procedures for this Policy

i. Initial steps

1. The College Registrar, on behalf of the College, liaises with QQI to agree a review date
2. QQI provides draft Terms of Reference for the College to consider and contextualise
3. The Terms of Reference, when contextualised, are submitted by the College Registrar to the Academic Council for approval.
- a) Following approval by the Academic Council, the College Registrar returns the Terms of Reference to QQI.

ii. Self-Evaluation

1. The College Registrar co-ordinates an Institutional Self Evaluation and the preparation of a Self-Evaluation Report (SER) based on the agreed Terms of Reference
2. The objectives of the review are established in the Policy on Cyclical review
3. The College Registrar is the lead author and establishes a project plan for approval by the Academic Council
4. The following are methods by which information is collected to enable Self-Reflection
 - Staff Workshops
 - Surveys with all internal and external stakeholders
 - Meetings with external stakeholders
 - Meetings with governance bodies
 - Collation of evidence to include
 - Minutes of governance meetings
 - Reports of External examiners
 - Annual Programme Reports
 - Annual Reports of Academic Council and its respective sub-committees
 - Feedback from Learners
 - Feedback from staff, faculty and adjunct faculty
 - Sharing of the draft SER with the College community for comment and information.
5. The College Registrar presents the SER to the Academic Council for approval and returns the approved copy to QQI.

iii. The following reflects the QQI process

Typically, the following occurs:

1. QQI appoints an Expert Review Team (ERT) in consultation with the College Registrar to ensure there is no conflict of interest.
2. The Chairperson of the Review Team meets with representatives of the college to determine the agenda for the ERT visit.
3. The Expert Review Team meet with College Staff and Stakeholders as per the agenda.
4. Initial observations and recommendations are communicated at the conclusion of the visit.
5. The ERT prepare a draft report which is provided to Setanta College for factual checking.
6. The College Registrar, in consultation with the Senior Management Team(SMT), prepares and returns any factual corrections to the draft report to QQI.

- iv. The Report of the Expert Review Team
 1. On receipt of the final report, the College Registrar circulates it to the Academic Council and to the SMT to consider the contents and recommendations.
 2. The College Registrar co-ordinates the responses and implementation plans to include timeframes for implementation and prepares the Institutional Response.
 3. The College Registrar presents the Institutional Response complete with implementation plan to the SMT and Academic Council for approval.
 4. Following approval by the Academic Council, the College Registrar submits the Institutional Response to QQI.

- v. Publication of Panel Report and Response
 1. When received and agreed, QQI will make arrangements for the publication of the panel report and institutional response

- vi. Follow-Up Report
 1. The College will provide a follow-up report to QQI one year after the approval of the implementation plan.
 2. The College Registrar will coordinate the compilation of the report based on updates provided by appropriate College personnel in respect of actions relating to their areas of responsibility.
 3. Whilst subsequent reports are not normally required by QQI, the College Registrar will undertake annual updating of progress regarding the implementation plan. Appropriate personnel will be required to advise on actions that are met, in progress, or still outstanding.

13.3.6 Responsibility for this Policy

The College Registrar is responsible for the implementation of this procedure with support from the Quality Assurance Officer.

13.3.7 Policy Control Sheet

Policy Area	Self-Evaluation, Monitoring and Review
Policy Title	Policy for Cyclical Review
Approval Date	3/9/2019
Effective Date	3/9/2019
Review Date	1/9/2020
Relevant Supporting Policies	<ul style="list-style-type: none"> - Policy on Cyclical Reviews; Quality and Qualifications Ireland QQI (2016) - Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), 2015.
Monitoring Procedures	<ul style="list-style-type: none"> - Reports of External examiners - Annual Programme Reports - Annual Reports of Academic Council and its respective sub-committees - Feedback from Learners - Feedback from staff, faculty and adjunct faculty