



Self-evaluation Monitoring and Review Policy

Policy and Procedures for the Self-evaluation Monitoring
and Review processes in Further Education and Training

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kcetb

Bord Oideachais agus Oiliúna
Chill Chainnigh agus Cheatharlach
*Kilkenny and Carlow
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Glossary of Terms

Term	Meaning
CPD	Continuous Professional Development
EQAVET	European Quality Assurance in Vocational Education and Training
FET	Further Education and Training
KCETB	Kilkenny and Carlow Education and Training Board
MS	Microsoft
PAC	Programme and Awards Committee (KCETB)
PIC	Public Information and Communications (KCETB Working Group)
PLSS	Programme and Learner Support System
QA	Quality Assurance
QAOC	Quality Assurance Oversight Committee (KCETB)
QQI	Quality and Qualifications Ireland
RAP	Results Approval Panel
SCOT	Strengths Challenges Opportunities Threats

1. Introduction

This policy document is the Self-evaluation Monitoring and Review policy for Kilkenny and Carlow Education and Training Board (KCETB). This policy has been developed with reference to the following document (Section 11 Self-evaluation, Monitoring and Review):

- [QQI Core Statutory Quality Assurance Guidelines developed by QQI for use by all Providers](#) Publication date: April 2016 / QG1-V2

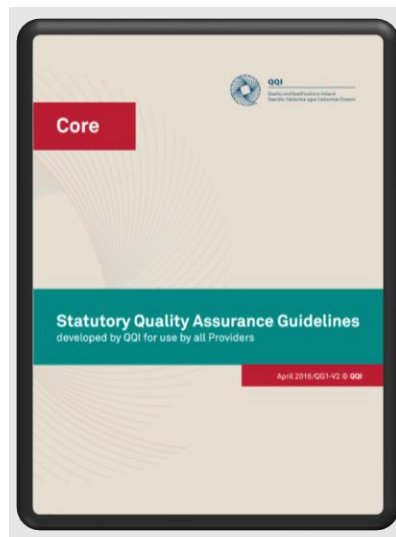


Figure 1 QQI Core Statutory Quality Assurance Guidelines

Although QQI guidelines are referenced above, this policy outlines the KCETB approach to the Self-evaluation, Monitoring and Review functions and applies to all awarding bodies. It is also aligned to the mission, vision and values of KCETB.

2. Policy Statement

Review and self-evaluation of quality, including review of programmes of education and training, research and related services, is a fundamental part of the provider quality assurance system¹ QQI policy

Included in the policy is a broad outline of the range of self-evaluation, monitoring and review activities conducted by KCETB. As part of KCETB’s commitment to continuous improvement, the procedures may be amended or supplemented in response to identified needs.

¹ QQI Core Statutory Quality Assurance Guidelines developed by QQI for use by all Providers Publication date: April 2016 / QG1-V2

KCETB’s approach to evaluation is through the quality cycle and in line with the EQAVET four-stage cycle of planning, implementation, evaluation, and review². The quality cycle process is overseen by the QAOC in line with the QQI Statutory Quality Assurance (QA) Guidelines which outlines that “self-evaluation has a broad, systemic focus and is carried out at specified intervals”³.



Figure 2 KCETB Quality Cycle

Organisational reviews are conducted periodically. In December 2021, QQI conducted a statutory inaugural review of quality assurance in KCETB. This was part of an overall review⁴ which commenced in 2018 when all sixteen ETBs completed re-engagement with QQI. Following this process KCETB (and all other ETBs) established quality assurance policies. As outlined in [QQI’s Core Quality Assurance Guidelines](#), quality and its assurance are the responsibility of the

² <https://ec.europa.eu/social/main.jsp?catId=1546&langId=en>

³ <https://www.qqi.ie/sites/default/files/2021-11/qg-1-core-statutory-quality-assurance-guidelines.pdf>

⁴ [review-terms-of-reference-inaugural-review-of-quality-assurance-in-etbs.pdf \(qqi.ie\)](#)

provider, i.e. an ETB, and review and self-evaluation of quality is a fundamental element of an ETB’s quality assurance system.

3. Related Policies / Documents

This policy is part of a suite of policy documents that form part of the KCETB QA Handbook. Other key quality policies that are relevant to the Self-evaluation, Monitoring and Review process include:

- Governance and Management of Quality Policy
- Data Management Policy
- Programme and Awards Approval and Review

4. Quality Assurance Self-evaluation

This section outlines the Quality Assurance Self-evaluation activities that are conducted across KCETB.

4.1. Centre Evaluations

Who?	Centre Managers	When?	Annually (minimum)
How?	Centre evaluations are used to identify and benchmark key areas for improvement. Items that can be included: <ul style="list-style-type: none"> • Learner numbers / PLSS /data (as detailed in the Mid-year and Annual Data reports) • Data reports • Grades obtained • Programmes delivered • Staff CPD • Feedback (staff / learner) • Quality policies and procedures • Good practices identified • Areas for improvement identified • Case studies • SCOT analysis 		
Report:	All centres present reports at their scheduled Results Approval Panel (RAP) meeting (AP 17 Results Approval Panel Preparation – Centre). Case studies are presented by centres at the annual Quality FET forum. A Strengths Challenges Opportunities Threats (SCOT) analysis provides an opportunity for centres to present evaluation findings from their centre at		

the Quality Further Education and training (FET) forum also. These are documented on [SMR 01 Centre Self-evaluation](#).

4.2. Data analysis and review

Who?	QA team	When?	Mid-Year / End of Year
How?		<p>KCETB is committed to the appropriate compilation and use of reliable data for the administration, monitoring and review of its FET provision as outlined in the QA reports annually on key data as per the KCETB Data Management Policy. Data is reviewed mid-year and end of year.</p> <p>Items that can be included as per the policy are:</p> <ul style="list-style-type: none"> • Certification data compliance • Course completion rates • Early leaver reasons • Certification rates • Grade distribution analysis 	
Report:	A report is compiled mid-year and annually for the QAOC as per the KCETB Programme Data Management Policy .		

4.3. Annual Quality report (for QQI)

Who?	QA team	When?	Annually
How?	QA reports annually on progress on actions identified as part of the Inaugural review process.		
Report	Annually in a format compliant with QQI requirements		

5. Quality Assurance Monitoring

This section outlines the Quality Assurance Monitoring activities that are conducted across KCETB.

5.1. QAOC Action Plan

Who?	QAOC / QA team	When?	Ongoing
How?	Identified actions that arise from quality reviews (including the majority of reviews outlined in this document) are added as 'actions' to the QAOC Action Plan. These are assigned to working groups for completion with an agreed due date.		
Report:	The QAOC Action Plan is reviewed at every QAOC meeting.		

5.2. QA Support Visits

Who?	QA team / Centre Managers	When?	Annually
How?	<p>QA support visits are an opportunity for the QA Team to meet centres and discuss QA developments. Centres can highlight quality assurance issues or concerns that are impacting them. They are also used to promote quality and continuous improvement initiatives.</p> <p>Items that might be included are:</p> <ul style="list-style-type: none"> • Review of previous QA support visit report • QA policies and documents • QA website and portal • EA and RAP report outcomes review • Programme provision • Validation and new programme development • Learner feedback highlights 		
Report	A QA support visit report is issued to centres by QA		

5.3. Authentication and approval

Who?	Centre staff / QA team	When?	Prior to certification
How?	According to the requirements of the awarding body and the KCETB Assessment Policy .		
Report	Internal Verification, External Authentication, Certificate Audit* and RAP process reports issued * Applies to Training Services		

6. Quality Assurance Review

This section outlines the Quality Assurance Review activities that are conducted across KCETB.

6.1. QA activities report

Who?	QA team	When?	Annually
How?	QA reports annually on the quality assurance activities. The purpose of this report is to formally record the Quality Assurance activities for the previous year. Consideration is given to: <ul style="list-style-type: none"> • QA policies and documents issued • Review of key Quality Assurance activities • Programme provision changes 		
Report	Created by QA team and presented to QAOC		

6.2. KCETB Learner Feedback

Who?	QA team and PIC Working Group	When?	Annually
How?	Learner feedback is collected using forms created through MS forms. The information is collated and reviewed by the PIC Working group.		
Report	The data collected is analysed twice per year and presented in report format in two separate reports; mid-course and end-of-course. Actions identified are followed up at QA support visits.		

6.3. Quality FET forum

Who?	QA team, SMT and Centre Managers and facilitators.	When?	Annually
How?	A FET forum with a specific focus on quality is convened annually at the end of the academic year. Centres are given an opportunity to present Case Studies to reflect activities in their centre. These are in the areas of: <ul style="list-style-type: none"> • Governance and Management of Quality • Teaching, Learning and Assessment • Self-evaluation, Monitoring and Review A SCOT analysis provides an opportunity for centres to identify specific issues that impact or highlight their centre.		
Report	A summary report is issued to participants with actions identified. This is presented to the QAOC.		

7. Programme Monitoring and Review

KCETB has an established policy document for the management of programmes ‘[Programme and Awards Approval and Review Policy](#)’. This policy document outlines the procedures that ensure that any programme delivered by KCETB FET is in line with the requirements of the relevant awarding body. It also ensures that any KCETB centre delivering a programme of learning has the resources required to deliver the programme.

7.1. Annual programme review

KCETB conducts annual programme reviews to obtain feedback from learners and staff across programme disciplines. These reviews are driven by SOLAS, QQI and local requirements and the outcome of these reviews are considered by the QAOC and inform future planning. In 2020 KCETB reviewed Healthcare programmes, in 2021 Art and Craft courses at Levels 5 and 6 and in 2022 Business and administration at levels 4, 5 and 6. The schedule for programme review is outlined in Figure 3. This schedule can be amended at any time on approval from the QAOC.



Figure 3 Programme Review Schedule

Who?	QA team	When?	Annually as per schedule
How?	<p>This review of the programmes provides an account of the work that has been completed, showcases results obtained, provides a learning platform for KCETB to review provision and identifies where improvements are required. This is done by looking at:</p> <ul style="list-style-type: none"> • Learner feedback • Staff feedback 		

	<ul style="list-style-type: none"> • Documentation • Strengths and challenges
Report	A report is created annually and presented to the QAOC

7.2. New and modified programmes

When new programmes are introduced to KCETB, an extensive application, review and approval is conducted as outlined in the [Programme and Awards Approval and Review Policy](#). The extent of the work involved depends very much on the new programme being introduced:

- a new programme / being developed
- a programme already delivered by another ETB
- an application from a centre to deliver a validated programme for the first time

Modifications to programmes are also made in line with the [Programme and Awards Approval and Review Policy](#). All awards requests are reviewed at the KCETB PAC meetings.

Who?	QA	When?	In line with validation requirements
How?	Specific programme reviews are conducted to comply with award validation requirements. The programmes are evaluated against the validated requirements of the award. Information is sourced from a variety of sources which may include: <ul style="list-style-type: none"> • Learner feedback • Staff feedback • Other stakeholder feedback (for example, host work placement employers) • Documentation • Learner information and certification rates • Programme profile • Strengths and challenges • Survey of EA reports 		
Report	A report is created in line with requirements.		

7.3. Centre Programme and Provision Review

Centres review and evaluate their provision annually. The review is conducted by Centre Management in conjunction with the staff team. Some centres may also conduct a review at the end of the first term. Learners are consulted centrally via surveys or focus groups and feedback is collated. Data and information are used to inform course design and delivery and promotion. Assessment and attendance data and External Authentication reports (where relevant) are also reviewed.

Who?	Centre managers, teaching staff	When?	Annually (and as required)
How?	Meetings are held to discuss programme content and delivery. Staff and learners are consulted.		
Report	Centres can record the outcome of the centre programme and provision review on SMR 02 Centre Programme and Provision Review		

8. Oversight, Monitoring and Review of Relationships with External/Third Parties

KCETB has developed a [Policy for Collaborative Provision and Partnerships](#) which outlines how the ETB will engage and collaborate with its partners with regard to delivery and assessment of provision.

For delivery of programmes by external / third parties, the form [SMR 03 Third Party Review](#) should be completed when a new third party is being engaged / reviewed.

Who?	QA	When?	When a new third party provider is being engaged / reviewed
How?	QA shall arrange a meeting with the provider in advance of the commencement of a course.		
Report	The form SMR 03 Third Party Review should be completed when a new third party is being engaged.		