



P1 S1 C5 Self-Evaluation and Review Policy and Procedure

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OVERVIEW

Forus Training is committed to improvement through 5 year cyclical self-evaluation and review mechanisms in each aspect of our service provision. The process of self-evaluation is viewed as a positive measure, which encourages inclusion and facilitates the participation of all interested parties in each level of the service.

This policy and related procedures are informed and comply with the following legislation and QQI guidelines:

1. Qualifications and Quality Assurance (Education and Training) Act 2012 (Amended 2019);
2. Core Statutory Quality Assurance Guidelines (2016), QQI.

Through cyclical self-evaluation and review, Forus Training aims to evaluate the overall quality of provision and outcomes through robust self-assessment, taking account of all stakeholder views, and using the findings to develop capacity for sustainable improvement. The review is designed to critique the framework within which Forus training provides its programmes and inform the Quality Improvement Programme (QIP).

Forus Training recognises that self-evaluation and review leads to gap identification and therefore quality improvement planning that accurately identifies specific themes. These themes translate into detailed action plans and targets for individual staff and trainers as part of the performance appraisal process.

Forus Training aims to implement a sufficiently rigorous system through cyclical self-evaluation and review to identify the strengths and weaknesses of the organisation and allow the setting of actions to improve the quality of teaching, learning and assessment.

Once the report has been finalised and approved by the Quality Assurance and Academic Governance Council the quality assurance evaluation reports are published to the knowledge base on our website.

PURPOSE



The purpose of Forus Training's self-evaluation and organisational review process is to evaluate the governance and management of quality assurance and the effectiveness of quality assurance procedures. The development of an associated improvement plan will support Forus Training in meeting its statutory requirements for operation of compliant internal quality assurance procedures.

The Forus Training purpose for authoring a self-evaluation policy is to:

- Assign responsibility for the evaluation of organisational activity,
- Determine frequency and themes of self-evaluations,
- Determine the range – how various areas of service provision can be grouped together for the purpose self-evaluation,
- Ensure that learner representation and feedback is accounted for during self-evaluation activities,
- Ensure the involvement of the external evaluators so as to benefit from externality in the self-evaluation process,
- Determine the methodology of how self-evaluations are undertaken,
- Assist in building capacity and identify gaps within Forus Training to ensure compliance with QQI core and sector specific QA Guidelines,
- Enhance ownership of quality and quality enhancement processes within the Forus Training team, including all staff and trainers,
- Demonstrate leadership within Forus Training,
- Provide recommendations for improvement and priority actions in the form of a Quality Improvement Plan.

SCOPE AND DEFINITIONS

This scope of this policy applies to employees, contractors, consultants, temporaries and other workers, including all personnel affiliated with third parties and all parties should familiarise themselves with our Quality Manual that relates to this overview.

Cyclical review is an element of the broader quality assurance framework for further education and training. It provides a model whereby Forus Training self-reflects on its activities and their effectiveness, in this context to look 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.

Forus Training has six specific measurable critical indicators for its cyclical organisational self-evaluation and reviews which are:

1. To encourage an internal QA culture and the enhancement of the learner learning environment and experience within the organisation;
2. To provide feedback to Forus Training about organisational-wide quality and the impact of mission, strategy, governance, and management on quality and the overall effectiveness of our quality assurance experienced by learners and stakeholders;



P1 S1 C5 Self-Evaluation and Review Policy and Procedure

3. To improve public confidence in the quality of Forus Training by promoting transparency and public awareness;
4. To support systems-level improvement of the quality of further education and training offered by Forus Training;
5. To facilitate quality enhancement to the benefit of learners and stakeholders by using evidence-based, objective methods and advice.
6. Identify risks and put mitigation measures in place to address / reduce associated risks.

SELF-EVALUATION POLICY STATEMENT

It is our policy to have in place a self-evaluation process which is structured and systematic, allowing us to explore, reflect and report on the effectiveness of the organisational activities. We aim to capture, interpret and disseminate learning from any actions undertaken. We seek to identify good practice and use the findings to inform future policy, organisational practices, governance and organisational growth.

PROCEDURE

The process of Forus Training's self-evaluation and review procedure is to evaluate the governance and management of quality assurance and the effectiveness of quality assurance procedures and to contribute to the development of an improvement plan which will support Forus Training in meeting its statutory requirements for the establishment and operation of compliant internal quality assurance procedures. We seek to identify good practice and use the findings to inform future policy and practices.

The critical quality indicators detailed above are reviewed and used to inform continuous improvement within the organisation. In addition, Forus Training is committed to reviewing, maintaining and continuously enhancing its knowledge-based information and data systems to allow for the collection, analysis and use of relevant information to ensure accountable, effective and secure management support and development of its programmes and other activities.

Decision-making procedures are built into Forus Training's various evaluative mechanisms, including the procedures for oversight of such mechanisms by the governance system or equivalent.

QAAGC runs checks against modules being proposed to be scheduled. The members of this committee are clear on our scope of provision and the process by which programmes are validated.

The Organisational Review Committee is made up of membership/representation as detailed below. The quorum is a minimum of 3 plus externality x1;

Stage 1: Formation of Internal Committee

Forus Training appoints an Organisational Review Committee (ORC) in consultation with the QAAGC to ensure there is no conflict of interest,



P1 S1 C5 Self-Evaluation and Review Policy and Procedure

On the basis of no conflicts QAAGC appoints the Organisational Review Committee with membership and remit as set out in the terms of reference.

The Chairperson of the Organisational Review Committee on behalf of Forus Training, liaises with the QAAGC to agree a meeting schedule and reporting / milestone dates, along with draft contextualised Terms of Reference for consideration and approval.

Chairperson:	Independent FE&TA (Further Education and Training Advisor)
Membership:	Trainer Representative, Learner Representative, QA Officer, Academic Manager

Stage 2: Self-Evaluation

Step 1: Data Gathering

The Organisational Review Committee co-ordinates organisational self-evaluation activities based on the agreed Terms of Reference. The 6 overarching objectives of the review are established in this policy (see 'Scope'). The Independent Further Education Advisor leads out on the activity and establishes a project plan for approval by the QAAGC.

The ORC meets with staff and stakeholders as per the agenda and initiates dialogue and data collection with stakeholders, including learners, employers, collaborative partners, and external experts used by the provider in its quality assurance procedures.

The following are methods by which information is collected to enable 'self-reflection' as a foundation of the self-evaluation process:

- Staff/Trainer 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 QAAGC and respective sub-committees,
 - Feedback from Learners,
 - Feedback from staff.



P1 S1 C5 Self-Evaluation and Review Policy and Procedure

Trainer Interviews

Trainer feedback in programme review processes is a fundamental quality assurance objective and ensures the inclusion of trainers in the review process. This takes place in an ongoing process of communications between staff, a formal report has been developed for usage across all programmes. The P9 S12 C3 End of Programme Report used to collect data is a qualitative survey of trainer feedback and reflection on every module's delivery, assessments, and resourcing. This list of questions is designed to elicit feedback on positive and negative aspects of programme delivery. The interview allows for more candid conversations.

Initial observations and recommendations are communicated at the conclusion of the visit.

Step 2:

Report

On the basis of the findings and following analysis of the information gathered in the previous step, the Organisational Review Committee prepares a draft Self-Evaluation Report (SER).

- How have quality assurance procedures and reviews been implemented within Forus Training?
- How effective are the internal quality assurance procedures and reviews of the Forus Training?
- Are the quality assurance procedures in keeping with European Standards and Guidelines?
- Are the quality assurance procedures in keeping with QQI policy and guidelines, or their equivalent?
- Who takes responsibility for quality and quality assurance at Forus Training?
- How transparent and accessible is reporting on quality assurance and quality?
- How is quality promoted and enhanced?
- Are there effective innovations in quality enhancement and assurance?
- Is the learner experience in keeping with the Forus Training's own stated mission and strategy?
- Are achievements in quality and quality assurance in keeping with the Forus Training's own stated mission and strategy?
- How do achievements in quality and quality assurance measure up against the benchmarks and quality indicators identified by Forus Training?

The draft SER is documented and shared with the Forus Training community for comment and information and a factual accuracy check.

Stage 3: Organisation of Independent Review of the Self-Evaluation Report



P1 S1 C5 Self-Evaluation and Review Policy and Procedure

The Chairperson of the Quality Assurance and Academic Governance Council arranged for independent review of the self-evaluation report. It is recommended that this stage also includes a site visit from the independent review.

Stage 4: Quality Improvement Actions

Update the Quality Improvement Plan and Implement the recommendations of the independent review. Implement changes to policies and procedures, plan continuous professional development for management / trainers and or staff where indicated.

Stage 5: Approval of Documentation

The Quality Assurance and Academic Governance Council reviews and approves the reports arising from the previous steps along with the quality improvement plan. The approved reports are sent to QQI.

Stage 6: Site Visit from QQI

Step 1: Organisation of Site Visit

QQI liaise with the Managing Director / Head of Centre regarding the timing and agenda for the site visit made up of QQI panel members.

Stage 7: Response to and Actions arising from QQI Report

Step 1: Consideration and Response to QQI's Panel Report.

Once the Managing Director is furnished with the Panel Report arising from the visit the Quality Assurance Officer along with the Management Team draw up a plan to address any issues arising and a response to QQI is drafted.

Step 2: Implement Quality Improvement Plan and Monitor Actions

Monitoring takes place to ensure that all recommendations arising from the process are actioned and that there is documentary evidence to support this. Minutes and records of implementation are retained. The QAAGC gives oversight to the implementation of the recommendations.

Step 3: 1 Year Follow-up

The ORC will reconvene, prepare and provide a follow-up report to the QAAGC one year after the approval of the implementation plan to fully conclude the process. The collation of the follow-up report is the compilation of updates provided by appropriate Forus Training personnel in respect of actions relating to their areas of responsibility. Appropriate personnel will be required to advise on actions that are met, in progress, or still outstanding.

RESPONSIBILITIES



P1 S1 C5 Self-Evaluation and Review Policy and Procedure

The Managing Director is responsible for the implementation of this procedure with support from the Quality Assurance (QA) Officer.

Amendment History			
Amendment summary sheet			
Revision	Date	Amendment summary	Training Requirements
002	16/12/2020	Initial release	Read and Review
003	12/08/2021	Component validation	Read
004	29/06/2023	Updated to show adherence to amendments to principle act.	Read