

Document Name and Version	9.4 IICP College Monitoring and Evaluation Policy.
Policy Number	9.4
Policies that Interact with Policy 9.5	<p>Policy 1.4 Recognition of Prior Learning Policy</p> <p>Policy 2.7 Terms of Reference of Academic Council</p> <p>Policy 2.8 Terms of Reference of Senior Management Team</p> <p>Policy 2.9 Terms of Reference of Programme Boards</p> <p>Policy 7.3 Quality Assurance of Workplace Learning</p> <p>Policy 7.5 IICP College Framework for Monitoring and Maintaining Clinical Practice Requirements</p> <p>Policy 9.2 IICP College Information Systems Policy</p> <p>Policy 9.5 IICP College Programme Review and Revalidation.</p> <p>Policy 9.6 IICP College Reviewing the Effectiveness of Quality Assurance: Institutional Review.</p>
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Revisions	

1. Preamble.

1.1. Programme Monitoring is a living process that evolves over time in relation to the actual trajectory of each programme. However, while the specifics of monitoring each programme at any given time will look different, all monitoring processes are required to capture key information and processes that provide clear, relevant and trustworthy information about, in particular, academic standards, quality of learning opportunities and information provision. Monitoring processes are also required to be acted upon in ways that maintain and improve the quality of service provision. Therefore, IICP College's Monitoring Policy attends to both the specifics of each programme and the common requirements for reporting. In this way monitoring is both responsive to each programme as well as learners within each programme, and also standardised in terms of the quality, quantity and validity of information provision.

1.2. Consequently, committee structures, meetings, agendas and reports follow the same basic structure and include the same key elements, and each programme board has the freedom to attend to specific issues, concerns and developments that are to that programme. This is an important model for facilitating programme boards to attend to both quality control and quality enhancement.

1.3. The principle policies governing Programme Monitoring are as follows:

- QQI Provider Monitoring (QQI, 2014)¹.
- QQI Core Statutory Quality Assurance Guidelines (QQI, 2016).
- QQI QA Sector Specific Guidelines for Voluntary Providers²: (QQI, 2016).
- QQI HET Core Validation Policy (QQI, 2016).
- QQI Assessment and Standards, Revised (QQI, 2013).
- HET Awards Standards Series.

¹ QQI *Policy on Monitoring* (2014). Available at <https://www.qqi.ie/Publications/Publications/QQI%20Policy%20on%20Monitoring%202014.pdf> (Accessed 20 October 2018).

² QQI *Sector Specific Independent/Private Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis* (2016). Available at: <https://www.qqi.ie/Downloads/Sector%20Specific%20Quality%20Assurance%20Guidelines%20V2.pdf> (Accessed 20 October 2018).

- QQI Protection of Enrolled Learners [PEL] (QQI, 2013).
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). (2015). Brussels, Belgium.
- IACP Annual Monitoring of IACP Accredited Courses³.

1.4. This Policy enables IICP College to address internal and external regulations and requirements systematically for academic standards and quality of learning opportunities. In particular, annual monitoring and review includes consideration of how effectively learners achieve stated outcomes at specified levels, how well they are assisted in attaining these achievements, and how the ways in which they do this can be enhanced. This is achieved, in particular, through:

- Periodic review that has particular focus on the continued validity and relevance of programme curriculum, and that annual monitoring and review processes are being effective.
- Audit to check annually that teaching, learning and assessment strategies, material and tasks are current and fit-for purpose, and to consider how these can be enhanced.
- Audit to check annually that key processes are being operated appropriately and successfully and periodically to review the continuing fitness for purpose of these processes.
- Ensuring accessibility and transparency of information through providing key Information to those who need it.

1.5. This policy allows IICP College to monitor the legislative and regulatory provisions governing its operation.

2. Purpose.

2.1. This Policy sets out the manner in which IICP College monitors and periodically reviews the academic standards of its programmes and the quality of teaching,

³ IACP Annual Monitoring of IACP Accredited Courses available at <https://iacp.ie/annual-monitoring>. (Accessed 27 October 2018).

learning and assessment. It specifies the mechanisms through which this takes place including variety of evidence used, annual reporting processes, committee structures, audit of processes, and periodic reviews. It describes feedback mechanism, including the inclusion of learner perspectives and the inclusion of externality, in particular External Examining.

2.2. This policy has been designed with regard to:

- QQI Provider Monitoring (QQI, 2014).
- QQI QA Core Guidelines (QQI, 2016).
- QQI QA Sector Specific Guidelines for Voluntary Providers (QQI, 2016).
- QQI HET Core Validation Policy (QQI, 2016).
- QQI Assessment and Standards, Revised (QQI, 2013).
- QQI Policy for Cyclical Review of Higher Education Institutions (QQI, 2016)
- HET Awards Standards Series.
- QQI Protection of Enrolled Learners [PEL] (QQI, 2013).
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG⁴) (2015)
- IACP Annual Monitoring of IACP Accredited Courses⁵.

3. Scope.

3.1. IICP College has responsibility for the monitoring and evaluation of its own performance. It carries out this responsibility through the inclusion of both internal and external review processes. This policy deals with internal review.

3.2. This policy applies to all undergraduate and postgraduate programmes in IICP College.

⁴ European Association for Quality Assurance in Higher Education (ENQA), et. al (2015), *Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)*, 2nd edn, Available at https://enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf (Accessed 25 October 2018).

⁵ IACP *Annual Monitoring of IACP Accredited Courses* available at <https://iacp.ie/annual-monitoring>. (Accessed 27 October 2018).

4. Policy.

- 4.1. IICP College is responsible for the effectiveness of its own procedures for monitoring and enhancing the standards and the quality of its programmes, and for providing valid and reliable information to its learners, applicants, and the wider public.
- 4.2. Programme Monitoring refers to all relevant activities carried out by the College in order to ensure that its programme achieves its intended objectives, are viable and fit for purpose, comply with requirements of Access, Transfer & Progression, meet the relevant awards standards, their conditions of validation, and the conditions of professional accreditation. Hence, programme monitoring includes a variety of activities.
- 4.3. Programme monitoring activities provide information, analysis and reflection that informs strategic decision-making and Quality Enhancement, promotes effective practice, and fosters creativity and innovation in training provision.
- 4.4. Monitoring in IICP College occurs through specified structures, roles and responsibilities, and is captured within standardised reports that ensure information transfer. Structures include bodies with specific terms of reference and meetings with specified responsibilities. Standardised reports include annual quality/monitoring reports as well as specific non-standardised reports on areas of particular concern or of particular interest.
- 4.5. The continuous monitoring of programmes in IICP College involves a continuous cycle that:
 - Incorporates feedback on all aspects of programmes;
 - Reviews and analyses that feedback;
 - Incorporates feedback into recommendations for continuous improvements.
- 4.6. Data gathered by IICP College for its monitoring process includes feedback from internal and external stakeholders:

- Internal stakeholders.
 - Learners;
 - Programme committees;
 - The administration team;
 - The Registrar;
 - The Academic Council.
- External stakeholders.
 - External Examiner;
 - Employers;
 - Work-place managers and supervisors.

4.7. *The roles and responsibilities for monitoring:*

4.7.1 Ongoing monitoring activities fall within the remit of the Programme Leader, Programme Co-ordinators and the Programme Board in the first instance, reporting to the Head of Academic Studies and the Registrar. Periodic and Annual Reports are provided to the Academic Council, who oversee all programmes in the College, and advise the Senior Management Team and the Board in relation to quality assurance and quality enhancement.

4.7.2 IICP College has devised the following systems to provide feedback on the programmes, and to maintain and enhance the quality of programmes and provision.

4.7.2.1 The Quality Assurance Manager:

4.7.2.1.1 The QA Manager is responsible for:

- Acting as the point of contact for Programmes undertaking Internal Quality Reviews;
- Submitting Internal Quality Review Reports to relevant College Bodies and acting as coordinating liaison;
- Reporting on outcomes of auditing and tracking of RPL applications and decisions for the programme (see policy 1.4 Recognition of Prior Learning Policy);

- Monitoring implementation of quality improvement initiatives arising from Internal and External Quality Reviews, and generating annual reports for the Academic Council;
- Overseeing on-going and systematic data capture;
- Self-assessing regulatory compliance, and recommending improvements.

4.7.2.2 Programme Board:

4.7.2.2.1 A Programme Board [PB] is established for each educational programme. The Programme Board have responsibility for ensuring that the quality and standard of provision are routinely monitored through annual monitoring, validation and review procedures.

4.7.2.2.2 The task of the PB is to provide regular ongoing systematic monitoring of programme quality by those most closely involved in the delivery of the programme including academic staff, administrators, etc. Each PB must meet at least once a semester and receive current data on the programme's operation. The proceedings must be recorded, acted upon where feasible, and disseminated. Relevant matters, including programme data and programme developments are reported to the Senior Management Team and/or the Academic Council.

4.7.2.3 Head of Academic Studies and Programme Leaders:

4.7.2.3.1 The Head of Academic Studies in consultation with Programme Leaders and Programme Co-ordinators are responsible to the Registrar for:

- Decisions upon the progression of each learner in accordance with the approved assessment regulations.
- Advising the Registrar in relation to quality assurance and quality enhancement activities.
- Ensuring through consultation with trainers and feedback from learner representatives that the standards set are appropriate for a particular module at this level.
- Advising on the form and content of proposed assessments.

- Ensuring that all learners are assessed fairly in relation to the relevant syllabus and regulations and that learners have fulfilled the objectives of the modules and reached the required standard.
- Advising the Programme Board on matters of policy and good practice in assessment of the subject area.
- Advising the Programme Board where there are issues to be brought to the attention of the External Examiner.
- Advising on amendments to existing subjects or proposals for new subjects following consultation with learner representatives and trainers.
- Reviewing and acting upon External Examiner reports.

4.7.2.4 The Registrar:

4.7.2.4.1 The Registrar has responsibility for the overall management of Information Systems in relation to Education and Training Programmes. S/he receives, considers and acts upon reports received from the Programme Boards and the Academic Council.

4.7.2.5 Senior Management Team:

4.7.2.5.1 The Senior Management Team has overall responsibility for the management of programmes and the implementation of the College's academic policy. It reviews and acts upon reports from Programme Boards and roles, and from the Academic Council. It has overall responsibility for ensuring the quality and effectiveness of programmes of training, and linking of resource allocation to strategic planning.

4.7.2.6 External Examiner:

4.7.2.6.1 The external examiner is a significant contributor to programme monitoring. This is detailed in IICP College's External Examiner policy.

4.7.2.7 Academic Council:

4.7.2.7.1 The Academic Council [AC] has overall responsibility for ensuring that the procedures for programme monitoring, programme review and module reviews are fit for purpose and are being implemented at

regular intervals. The AC oversees the procedures for monitoring and reviewing both modules and programmes to ensure that they are effective and to make suggestions for amended procedures.

4.7.2.7.2 The AC also ensure that the regulatory framework governing the assessment of learners is fairly operated.

4.7.2.7.3 The Academic Council advise the Programme Boards and the Senior Management Team on programme modifications and changes that are designed to assure and enhance the quality of programmes and provision.

4.7.2.7.4 The Academic Council is a significant contributor to programme monitoring. This is detailed in Academic Council Terms of Reference.

4.7.2.8 Learners:

4.7.2.8.1 Learners are involved in all stages of programme monitoring. The processes for involvement of learners in programme monitoring is described in section 5.2 below. The effectiveness of communications between learners and staff is reviewed regularly at Programme Board meetings. Recommendations for continuous improvement in this area are implemented on an ongoing basis to ensure that learners have an inclusive and responsive learning experience.

5 Procedures.

5.1 Monitoring Learner Performance and Progression.

5.1.1 The Programme Board, in conjunction with the Programme Co-ordinator / Programme Leader and the Head of Academic Studies, is responsible for monitoring the progress of learners. This involves:

- Reviewing assignment and examination marks.
- Reviewing the performance of learners in the various modules.
- Identifying unusual patterns and discrepancies, and taking action to remedy underlying causes as early as is practicable in conjunction with the external examiner.

- Gathering annual statistics relating to learner progression; pass rates; recognition of prior learning applications and trends and anomalies in results; deferral and withdrawal rates; results; and the numbers of learners in each award classification.

5.1.2 The College has mechanisms in place to assist learners to progress their studies in the event of personal or professional or academic difficulties. Strategies aimed at assisting learners in these situations include flexible tuition methods, phased approach to study, leave of absence from studies and study guidance. All monitoring activity in such situations ensures that the learner's personal information is treated in confidence and with sensitivity, and record keeping complies with the College's Data Protection policies.

5.2 Monitoring Teaching, Learning and Assessment.

5.2.1 The results of Monitoring of Teaching and Learning is summarised in the Annual Programme Quality Report.

5.2.2 Monitoring activities include the following:

5.2.2.1 Feedback and Monitoring of Modules.

5.2.2.1.1 Learner feedback is obtained on all modules. This feedback is compiled, summarised and sent to lecturers. Lecturers provide the Registrar with an Action Plan which addresses the issues raised in the feedback. The form used is contained in Supporting Documents (section 6.1).

5.2.2.1.2 All feedback is collated on a central database, and utilised to inform overall programme development.

5.2.2.1.3 The Programme Board acts on any issues arising as appropriate. This may involve implementing change, or bringing recommendations to the Academic Council for consideration and decision. Actions taken at Programme Board level may include variation in Core Texts, reading material and assessment tasks.

5.2.2.2 Feedback and Monitoring of Research/ Dissertation.

5.2.2.2.1 The Programme Leaders, in consultation with the Programme Board and research supervisors, ensure that feedback is sought

regarding the dissertation / research process, and any issues arising are acted upon as appropriate.

5.2.2.3 Feedback and Monitoring of Work Placement.

5.2.2.3.1 The Programme Leader and/or Co-ordinator monitors and seeks feedback regarding the work placement experience of learners and workplaces.

5.2.2.3.2 The Leader / Co-ordinator acts on any issues arising as appropriate. This may involve dealing with them at the lowest possible level or bringing to the Programme Board.

5.2.2.3.3 The Programme Board acts on any issues arising as appropriate. This may involve implementing change, or bringing recommendations to the Academic Council for consideration and decision.

5.3 Learner Feedback into Teaching and Learning.

5.3.1 Feedback into decision making relates to the influence of feedback from different sources into decision making. Those with responsibility for decision making utilise feedback obtained from programme monitoring procedures to guide and inform the decision being made.

5.3.2 Learner involvement in programme monitoring includes the following

- Class representatives are elected early in the academic year;
- A learner representative for the Academic Council is appointed early in the academic year;
- Lecturers, teachers and teaching assistants play an important role in ensuring that feedback obtained from learners as part of the training day is fed into decision making. Learners are strongly encouraged to speak with staff members and to raise any queries, concerns or suggestions for improvement. Learner Care time is particularly important in this regard, where learners can request time with a staff member outside of class;
- Learner feedback on each module is compiled, provided to the lecturer, and included in an improvement plan (Section 6.1);

- The Academic Council representative system is communicated to learners as soon as possible after the beginning of the academic year;
- Lecturers and teachers who are not part of core programme committees are briefed on all items that may affect the learning experience;
- On an ongoing basis, the Programme Co-ordinator is primarily responsible for day-to-day communication with the general learner body in each programme, and for feeding back as appropriate.

5.4 Quantitative measures.

5.4.1 Completion Rate by Programme.

Completion rate is defined as the ratio of learners who start a programme to those who complete the programme. This includes learners who attempt the final assessments but fail to graduate. The completion rate does not distinguish the reasons for non-completion. Learners who transfer from one programme to another are counted among those not completing, as are those who defer and those who withdraw.

5.4.2 First-year Completion Rate by Programme.

This relates to the ratio of learners who start the first year of a programme to those who complete the first year. Irish and international studies have shown the most significant levels of disengagement are in the first year of study in the institution⁶. Accordingly, IICP College monitors the rate of completion of first year.

5.4.3 Retention.

This measures the numbers of learners enrolled on programmes at set points during the academic year. This provides an early indication of trends and anomalies in retention. This may include the relationship between retention

⁶ See eg Smith, J. P. & Robin Naylor, R. (2001) "Dropping out of university: A statistical analysis of the probability of withdrawal for UK university students". *Journal of the Royal Statistical Society: Series A (Statistics in Society)* 164, no. 2 (2001): 389–405. Retrieved from: <https://warwick.ac.uk/fac/soc/economics/staff/ranaylor/publications/jrssa2001.pdf> (Accessed 13 October 2018).

and learner characteristics, such as minority status⁷. The following data is recorded for each academic year of each programme:

- Learners (Name, Learner ID number) registering at the start of the academic year;
- Registered learners (Name, Learner ID number and PPSN) completing the end of year assessments (including those who fail). PPSN numbers are held only for the purpose and duration of processing results.

5.5 Qualitative measures.

5.5.1 IICP College systematically gathers information relating to assessment findings, including trends, and produces data and analyses which facilitate making national and international comparisons. The findings are made available to the examination board in the first instance and are reported upwards, as appropriate.

5.5.2 *Learner Profile.*

5.5.2.1 This includes a minimum of the following information: Learner registration details, progression details, work placements and assessment results.

5.5.3 *Learner Feedback.*

5.5.3.1 Ongoing Learner feedback is gathered in the following forms:

- Regular focused feedback on particular areas of learner experience such as seminars and clinical groups.
- End of year evaluations, which gather feedback on the total learning experience over the year.
- Informal feedback throughout the year.

5.5.3.2 This feedback feeds into Programme Board meetings and annual reviews, and is utilised in ongoing programme monitoring and review. This feedback is fundamental to enhancement of the programme curriculum, the improvement of programme delivery and the maintenance of a coherent programme.

⁷ See for example Retaining Minority Students in Higher Education: A Framework for Success: ASHE-ERIC Higher Education Report, Volume 30, Number 2 *Higher Education Research Report -Special Issue: Retaining Minority Students in Higher Education*, 2003, Pages 1-187.

5.5.4 *Examination Board Minutes and External Examiners' Report.*

5.5.4.1 The information from Examination Boards and External Examiners Reports is essential in maintaining and enhancing the quality of the assessments and maintaining professional and academic standards.

5.5.4.2 Copies of external examiners' reports are made available to and considered at Programme Board meetings and Academic Council.

5.5.5 *Annual Programme Quality Report.*

5.5.5.1 Annual Quality Reports are designed to ensure that comprehensive, current and relevant information and data are available to deliberative bodies in a manner that enables these bodies to fulfil their functions effectively and efficiently. In doing so, IICP College has attended to the quality, quantity and validity of information provision through devising standardised reporting processes that are tailored to the needs of each body.

5.5.5.2 Standardised reports guide programme boards in terms of:

- Quantity of information – how much information is required.
- Quality of information – the type and relevance of the information provided.
- Validity of information – that the information is trustworthy, and obtained through a rigorous and dependable process.

5.5.5.3 To this end programme monitoring data for each programme are incorporated into an Annual Programme Quality Report. These Annual Quality Reports summarise and analyse programme data gathered throughout the academic year, and identify actions that have been taken, actions that are planned to be taken and where possible identifies a time line for the planned actions.

5.5.5.4 The Annual Programme Quality Reports are circulated to the following deliberative bodies of the College:

- The Academic Council;
- The Senior Management team;
- The relevant programme committee.

5.5.6 Programme Information.

5.5.6.1 Programme Information is monitored and reviewed regularly, to ensure that IICP College fulfils its responsibilities in this regard. This section sets out the responsibilities of IICP College in relation to information provision.

5.5.6.2 IICP College employs a range of different media for communicating information related to its programmes. These include:

- IICP College website;
- IICP College prospectus and other printed marketing materials;
- Newspaper advertising and news features;
- Facebook;
- Twitter;
- Online course descriptions;
- Open days and Taster evenings;
- Participation in Conferences and Recruitment Fairs;
- Annual Reports.

5.5.7 Public Information.

5.5.7.1 The following public information in relation to programmes is published by IICP College on its College website in relation to all programmes:

- Programme Award Title and Level of The Award on the NFQ.
- Accrediting Body.
- A Summary of Programme Content.
- Application Process.
- Entry Requirements.
- A Summary of Assessment Procedures.
- A Summary of access, transfer and progression arrangements.

5.5.7.2 Public Information in relation to the quality of IICP College training provision is published by the College. This includes, but is not limited to:

- IICP College Quality Assurance Manual;
- Programmatic Review reports;
- Validation and re-validation reports.

5.5.8 Information for Learners.

5.5.8.1 The following information should be readily available to current learners, through handbooks, Moodle pages or online websites:

- Programme Structure, including where relevant, the structure and duration of the programme, credits, and award(s).
- Professional accreditation (if applicable).
- Work placements, including programme requirements and professional body requirements.
- Hours of study required by the programme schedule, including required hours of attendance, personal study time, and attendance requirements.
- Progression, Award and Classification, in particular:
 - Information on how a learner progresses through the programme.
 - Information on unsatisfactory progress and its consequences.
 - Awards classification and how marks are combined to reach a classification.
- Information on Assessment, in particular:
 - Methods of assessment.
 - Marking criteria.
 - Learning outcomes.
 - Usual turnaround time for feedback.
 - For coursework submissions clear information about where and how to submit work, including details of any electronic submission methods and the technical support available.
 - Information about what is considered to be unsatisfactory work (late submissions, word counts etc.).
 - Information about accepted referencing methods on the programme.
 - Information about academic integrity (plagiarism) in the discipline
 - Information about research ethics, approvals process, code of conduct, etc.
 - Information about Marking, Second-Marking and Moderation (Central and Local).

- Information about the External Examiner process.
- Extenuating Circumstances and Reasonable Adjustments.

5.6 Table 1. Ongoing monitoring of a programme:

	On-going	End of Academic Year
Internal	Informal contact with learners	Learner performance. Learner supports. Learner welfare.
	Informal contact with tutors/lecturers	Learner Completion and Progression. First-year Completion Rate by Programme.
	Ongoing module evaluation	Enrolment analysis. Application analysis. Attrition, transfer, progression and completion. Progression and Retention. Analysis of grades and QQI award classifications.
	Programme Board [PB] meetings	Monitoring of Modules and programmes. Monitoring of Teaching and Learning Preparation of Annual Quality Reports for each programme
	Academic Council [AC] meetings	Monitoring of Annual Quality Reports from each programme Monitoring of Work Placement.
Internal / External	PB and AC	External Examiners reports and feedback
External		Annual Quality Assurance Report and Improvement Plan

6 Supporting Documentation

6.1 Feedback and Monitoring of Modules

SEMESTER ONE – FACULTY REVIEW MEETING	
LECTURER:	
DATE OF MEETING:	

LEARNER FEEDBACK – Module name						
QUANTITATIVE DATA:	171.0 Friday Overall	Overall	Structure	Content	Delivery	Assessment
QUALITATIVE DATA: (Lecturer’s Comments)	Having reviewed all the learner feedback on this module, what key learning are you taking forward?					
	Positives			Growing Edges		

CORRECTIONS AND GRADING				
Module title	Submission Date	Grading Due Date	Date of Posting	Outcome
Module title	Submission Date	Grading Due Date	Date of Posting	Outcome
Module title	Submission Date	Grading Due Date	Date of Posting	Outcome
Module title	Submission Date	Grading Due Date	Date of Posting	Outcome
COMMENTARY				

MARKING. An opportunity to reflect on individual marking practices compared with other college's marking practices has been presented by QQI's grade report. You are asked to reflect on what insight a comparison might provide on your individual marking practices. It is not expected that marking will always be consistent across colleges and programmes, but it is expected that IICP College can speak to the similarities and difference. With this in mind, please complete this form

QUANTITATIVE DATA:	Module name	D/ H1	M1 /H2	M2 / (H2:2)	Pass	Fail
	QQI GRADE REPORT (Provided Separately)					
	Average					
QUALITATIVE DATA: (Lecturer's Comments)	Please compare your marking practice with QQI Grade Report. Having reviewed your marking practice on this module, what key learning are you taking forward?					
	Positives			Growing Edges		

6.1 Annual Programme Quality Reports

PRO FORMA ANNUAL PROGRAMME QUALITY REPORT

A. INTRODUCTION

1. Programme title
2. The QQI awards available (including exit awards)
3. Approved programme schedule
4. Programme specific access, transfer and progression arrangements, including recognition of prior learning for the purposes of access and, where appropriate, for advanced entry to the programme and for exemptions.

B. PROGRAMME DATA

1. Enrolment analysis. This should include numbers of learners enrolled broken down by:
 - a. Gender,
 - b. Age at enrolment,
 - c. Nationality,
 - d. English language proficiency;
 - e. Qualifications at entry;
 - f. Direct vs indirect (i.e. through RPL) entry;
 - g. Educational background;
 - h. Professional experience.
2. Application analysis (how many people applied for each intake and their profile as per (1));
3. Completion, progression, attrition, transfer. Please include:
 - a. Completion of a year, award and/or exit award;
 - b. Progression to a subsequent year;
 - c. Transfer to another programme or provider;
 - d. Withdrawal (indicate destination if known);
 - e. Deferral.

The analysis should track progress within the programme and include an analysis of repetitions of modules and stages. The calculations should be careful to distinguish between learners who progressed directly from a previous year, repeating learners and advanced entry learners;

4. Analysis of grades and QQI award classifications, comparing these against entry qualifications and other learner characteristics (including RPL entry and exemptions) and benchmarking them against corresponding results published by QQI;
5. Destinations of learners who have graduated and employment/advancement opportunities;
6. Attendance statistics;
7. Teacher-to-learner ratios by module.

C. PROGRAMME DOCUMENTATION

1. External examiners' reports;
2. Learner feedback;
3. Lecturer feedback;
4. Complaints and appeals reports;
5. Stakeholder feedback (including supervisor, work placement).

D. PROGRAMME DEVELOPMENTS i.e. amendments to the programme over the year, including any changes to:

- Programme's written curriculum;
- Programme staff;
- Premises and physical resources;
- Learning supports;
- Learning environment;
- Teaching and learning strategies;
- Assessment strategies (including formative assessments);
- Supports for learners;
- Programme-specific quality assurance procedures.

E. ANALYSIS OF THE PROGRAMME IN LIGHT OF THE FINDINGS

- (1) Analyse the effectiveness and efficiency of the programme.
- (2) Analyse the actual learning outcomes achieved by learners.
- (3) Evaluate the feedback mechanisms for learners and the processes for acting on this feedback.
- (4) Evaluate the physical facilities and resources provided for the provision of the programme(s) and their suitability and sufficiency.
- (5) Summarise strengths, weaknesses, opportunities and threats.

6.2 Learner Satisfaction Surveys

LEARNER SATISFACTION SURVEYS

How satisfied or dissatisfied are you with the teaching on your course?

Very Dissatisfied	Dissatisfied	Neither Dissatisfied nor Satisfied	Satisfied	Very Satisfied

How satisfied or dissatisfied are you with the support you get on this course?

Very Dissatisfied	Dissatisfied	Neither Dissatisfied nor Satisfied	Satisfied	Very Satisfied

How satisfied or dissatisfied are you that the course is meeting your expectations?

Very Dissatisfied	Dissatisfied	Neither Dissatisfied nor Satisfied	Satisfied	Very Satisfied

How satisfied or dissatisfied are you that the programme responds to the views of learners?

Very Dissatisfied	Dissatisfied	Neither Dissatisfied nor Satisfied	Satisfied	Very Satisfied

Why did you choose to do the course? (Tick all that apply.)

To gain skills and knowledge	
To get a qualification	
To meet people and make new friends	
For personal interest or pleasure	
To help me take part in social activities	
To help me get into work	

It is needed for my work	
To improve my health or well-being	
To progress onto another course or higher education	
To help other people	
Other reason	

What do you think will be the main outcomes of taking the course? (Tick all that apply.)

I'll have more skills or knowledge	
I'll have gained a qualification	
I'll have made new friends	
I'll be more confident	
I'll be more likely to take part in social activities	
I'll be more likely to get into work	
I'll be more likely to progress at work	
My health or well-being will have improved	
I'll be more likely to progress onto another course or higher education	
I'll be more able to help other people	
None of the above	