

## 11 SELF-EVALUATION, MONITORING AND REVIEW

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 system. The purpose of such self-evaluation is to review, evaluate and report on the education, training, research and related services provided by the provider and the quality assurance system and procedures which underpin these. In doing so, existing effective practices are identified and maintained, while areas needing improvement are addressed.

### 11.1 Provider-owned internal review, self-evaluation and monitoring

The outcomes of provider-owned and external reviews and follow-up actions taken are considered by the provider when preparing for upcoming external reviews. The findings of self-evaluations are analysed and are available for, and connect to and support, the external review cycle. The distinction between ongoing, internal self-monitoring and formal self-evaluation is typically in frequency and scale. Self-evaluation has a broad, systemic focus and is carried out at specified intervals. Internal self-monitoring is ongoing and typically focuses on specific indicators.

### 11.2 Internal self-monitoring

Self-monitoring procedures include:

- a) A system of appropriate quality measures: Appropriate quality measures are identified which can be checked in monitoring, for example, learner satisfaction ratings, completion / certification rates, relevance of outcomes to the market place, error levels. The quality system monitors key performance indicators and progress against objectives.
- b) Gathering evidence of achievement of objectives: When objectives are set, consideration is given to the kind of evidence or information required to determine whether or not the objective has been met, and how and where this information will be obtained and by whom. Outcomes-related objectives (i.e. product) are especially important, but objectives concerning inputs, processes and environments are also part of the quality assurance system.
- c) Consideration for prioritising objectives: important objectives are prioritised even where they are difficult to achieve or to quality assure. Quality assurance is not limited to addressing easily assessed objectives nor committed to addressing inconsequential ones.
- d) Acting on findings: All provider-owned quality assurance evaluation outcomes are used to produce a quality improvement plan which sets out a schedule of actions to be undertaken following internal evaluation. It identifies the person(s) responsible for actions and follow-up. Quality assurance does not produce perverse incentives.

### **11.3 Self-evaluation, improvement and enhancement**

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Self-evaluation focuses particularly on the quality of, or impact on, the learner's experience, achievements, contributions and on findings from the many stakeholders engaging in the quality system. The emphasis is on the impact on learners and other stakeholders, rather than on policies and procedures. Self-evaluation is taken as an opportunity to engage in crucially important dialogue with stakeholders, including learners, employers, collaborative partners, and external experts used by the provider in its quality assurance procedures. Basic self-evaluation has two primary outputs: a self-evaluation report, including findings and recommendations for improvement, and an improvement or action plan detailing how and when the provider will address the recommendations made the self-evaluation report, and who will have responsibility for doing so. The self-evaluation report consolidates areas of effective practice and addresses areas requiring improvement. Actions agreed following self-evaluation are implemented and have their intended effect.

### **11.4 Provider-owned quality assurance engages with external quality assurance**

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The quality assurance system is connected with the provider's external QA obligations, including statutory external review of QA under the Qualifications and Quality Assurance (Education and Training) Act, 2012, and any national and international accreditation systems held, both statutory and voluntary.