



Self-Evaluation of FETAC Programmes and Services

May 2008

Programme Evaluation Report

and

Programme Improvement Plan

for

SKILL Modules

- 1. Intellectual Disability Studies**
- 2. Person Centred Focus to Disability**

Programme Evaluation Report

Provider Name:	The Open Training College		
Provider No.	40816B		
Address	Prospect Hall, Willowfield Park, Goatstown, Dublin 14		
Phone / Fax / email / website	01 2988544	01 2987004	mhendrick.otc@smh.ie www.opentrainingcollege.com
Manager / Principal / Director Name	College Director: Ms Karen Finnerty		
Report Date	May 2008		
Programme Title	Health Service Skills Certificate: Intellectual Disability Studies Module Person Centred Focus to Disability Module		
Report Author(s)	Margarita Hendrick QA Coordinator (Acting)	Claire Hopkins Programme Coordinator	Aine Melinn Programme Manager
External Evaluator	Name: Eileen Costello Connelly	Job Details:	
Timeframe covered by Evaluation	From (September /2005)	To (June/2008)	

College Director

Date

External Evaluator

Date

Programme¹ Summary

The Open Training College has offered a variety of training courses and qualifications for people working in the Social Care Sector, since its foundation in 1992.

The Health Service Skills FETAC (Level 5) award was developed under the initiative of the Securing Knowledge Intra Lifelong Learning (SKILL) Project. The SKILL Project website <http://www.skillproject.ie>, states that:

The need for the development of further training in the health and social services sectors were identified in the "Recognising and Respecting the Role" report in 2003, in which a gap was identified in the provision of education, training and development opportunities to staff working in support grades within the Irish health and personal social services. The scope of the SKILL Project is to address these gaps by providing education, training and development initiatives to around 28,500 support staff and support service managers in the health services including healthcare assistants, porters, catering assistants, household staff, semi-skilled persons/crafts-person's mates/maintenance persons, home supports workers/community carers, family support workers, general assistants, CSSD/TSSD technicians, therapy assistants, speech and language assistants, laboratory aides and laundry staff etc.

A consortium of educational organisations was selected that was capable of designing programmes based on the competency frameworks and had capacity to deliver programmes nationally. The consortium includes:

- The [Open Training College](#) who provide 2 specialist modules for the disability sectors
- [UCD](#) Faculty of Medicine (**Radiography**) who provide 2 specialist modules for radiography services.
- Vocational Education Committees, (33 VEC's nationally) contracted to deliver the remainder 6 modules of the programme.

The programme provides participants with an opportunity to develop their skills as health service staff working in the care sector. Successful completion of eight modules is necessary to attain the FETAC Level 5 award in Health Service Skills. Five of the modules are core modules for all support staff. The Open Training College facilitate two elective modules for staff working within the disability sector: Module 6: Intellectual Disability Studies and Module 7: Person Centred Focus to Disability. (More detailed information about the programme and modules can be found in the information pack included as Appendix 1).

Course Participants include health care assistants, unqualified care assistants, family support workers, home support workers, therapy assistants, speech and language assistants, laboratory aides, household staff, catering staff, porters, laundry workers, general assistants, bus drivers and escorts and other key support grades.

¹ Please note that in this report *programme* is used in reference to the two validated modules of the Open Training College.

Course Content

Module 1 (Core)	Communications (Delivered by VEC)
Module 2 (Core)	Care Support (Delivered by VEC)
Module 3 (Core)	Infection Prevention and Control (Delivered by VEC)
Module 4 (Core)	Legislation Procedures and Quality (Delivered by VEC)
Module 5 (Core)	Work Experience
Module 6 (Elective)	Intellectual Disability Studies (Delivered by OTC)
Module 7 (Elective)	Person Centred Focus to Disability (Delivered by OTC)
Module 8 (Elective)	To be decided by the participant and their work based training manager (delivered by VEC)

Module Delivery

The Open Training College employs the Supported Open Learning Model (illustrated in Appendix 2) for module delivery. This combines open learning materials with practical assessments, workshops and comprehensive support systems. This allows students to continue in their current employment while availing of supported study in their own time.

Skills Workshops

Commencement of each module is marked by learner's attendance at a two-day skills workshop. The content of the workshop relates directly to the specific learning outcomes documented in the module descriptors and also to information provided in the corresponding open learning materials. Experienced members of the College team facilitate these workshops, which are carried out in various locations suitable to the learner group, utilising locally available training facilities, which are sourced by the administration manager of the College.

Open Learning Materials

Learners are provided with open learning materials, which are structured specifically for the adult learner in that they present clear "chunks" of information in an easy-to-read format. The materials enable learners to delve deeper into relevant issues and topics discussed in the workshops, thus assisting them in the completion of the assessments.

Supports

Learners have access to support from named tutors for the duration of their studies with the College. Access to the tutor by telephone is guaranteed on two set dates per module. Outside of these dates learners can avail of "Hotline Support", which guarantees immediate access to a member of staff. In addition the tutor is available by e-mail for the duration of the assessment period. These support mechanisms enable tutors to address learners' concerns, to clarify the assessment requirements, ascertain a learners' progress with the learning materials, revise study topics and assist in any other additional issues that may arrive relevant to the learning process.

Assessment

Each assessment emphasises the application of learning to improve and enhance practice and to begin the process of improving the quality of life of the people availing of disability services. Students are provided with a self-contained assessment booklet for each module, with detailed instructions of what is required of the learner in the assessment process outlined. The following provides an overview of the assessment techniques for both modules:

Intellectual Disability Studies Assessment Techniques:

1. Project entitled 'Introduction to Disability' with a weighting of 40%.
2. Skills Demonstration entitled 'Facilitated Learning' with a weighting of 60%

Person Centred Focus to Disability Assessment Techniques:

1. Assignment entitled 'Person Centred Focus to Disability to Disability' with a weighting of 40%
2. Learner Record entitled 'Reflection on a Person Centred Focus to Disability Discovery Process' with a weighting of 60%

Programme Statistics

Learner Retention and Assessment Results 2005-06:

No. Learners who started in period: 2005-06	IDS: 33 PCF: 33
No. Learners who achieved an award in period: 2005-06	IDS: 29 PCF: 26
No. of learners who achieved a Pass	IDS: 0 PCF: 11
No. of learners who achieved a Merit	IDS: 13 PCF: 11
No. of learners who achieved a Distinction	IDS: 16 PCF: 4

Learner Retention and Assessment Results 2006-07:

No. Learners who started in period: 2006-07	IDS: 116 PCF: 142
No. Learners who achieved an award in period: 2006-07	IDS: 111 PCF: 139
No. of learners who achieved a Pass	IDS: 0 PCF: 47
No. of learners who achieved a Merit	IDS: 23 PCF: 76
No. of learners who achieved a Distinction	IDS: 88 PCF: 16

Evaluation Methodology

This report covers the academic periods of 2005-06 and 2006-07. In the period 2005-06 the programme was in its pilot phase and was evaluated externally by Pearn Kandola, the major findings and recommendations identified by Pearn Kandola are included in this Self Evaluation Report. QA registration with FETAC was applied for in December 2006 and agreed in May 2007. To this end evaluation procedures outlined in the agreed policies and procedures were applied for the period 2006-07.

The protocols for good practice in self-evaluation presented in the FETAC publication "Quality assurance in further education and training: Policy and guidelines for providers v1.2" were followed in designing the methodology for this self-evaluation.

Evaluation methodology includes seeking feedback from both learners and tutors. To this end each student is requested to complete a *Workshop Evaluation Form* (Appendix 3) following attendance at the skills workshop and tutors are requested to complete a *Tutor Evaluation Form* (Appendix 4), following delivery of the workshop. The results of these are then summarised and documented. Major findings and recommendations identified as a result of these evaluation forms are included in this Self Evaluation Report.

To obtain more detailed and focused opinion and suggestions regarding the wider aspects of programme delivery and service provision from staff of the College who have had involvement in the programme a questionnaire, based on the recommended areas to consider from the FETAC self-evaluation report template, was e-mailed to all relevant staff with two weeks given to provide individual and anonymous feedback.

This feedback, along with details of the ongoing student and tutor evaluations were brought to the biannual team review meeting for in-depth discussion among the core staff team. Evidence of strengths, areas for improvement and recommendations from other sources (e.g. records of student contact, correspondence and communication with other stakeholders, attendance at relevant events) were also discussed at this meeting. All available information and evidence was considered in compiling this self-evaluation report.

In addition to those internal evaluation procedures described above the modules were subject to External Moderation in March 2006 and May 2007. Comments and recommendations made by the External Moderator on both occasions are considered in this report.

Finally, in accordance with FETAC QA guidelines an external evaluator has been appointed to review the findings and recommendations presented here and provide feedback on the success of the programme, from their point of view as an expert in the field.

Executive Summary

The results of the self-evaluation checklist are as follows:

Grading Scale:

- | | |
|---------------------|--|
| 3 = Strength | There is plentiful evidence to indicate that achievement in this area is above average. This is an area where practice should be disseminated elsewhere. |
| 2 = Acceptable | There is evidence that achievement in this area meets expectations. With further development, this could become an area of strength |
| 1 = For Improvement | There is little or no evidence that achievement in this area meets what is expected. Improvement is needed. |

Policy Area	Average Grade
Communications	3
Equality	2
Staff Recruitment and Development	2.75
Access, Transfer and Progression	2
Programme Development, Delivery and Review	3
Fair and Consistent Assessment of Learners	2.5
Protection for Learners	3
Sub Contracting / Procuring Programme Delivery	N/A
Total Score	18.25

Strengths

- The Pearn Kandola (2006) External Evaluation report indicated that comments and feedback from students were, in the main, very positive. Generally, participants indicated the value of *'meeting other people from similar organisations, sharing and discussing experiences.'*
- Module design and delivery was observed as a major strength for all stakeholders. It was found that students enjoyed the interactive delivery of the workshops as they provided an opportunity to share experiences and explore topics that impact on their practice. The materials are designed in such a way to suit and support our adult learners and staff engaged in module delivery report a high satisfaction with their involvement.
- With regard feedback received from students for the 2006/07 period, the tutors presenting the workshops were consistently identified as being the major strength in the programme, with particular regard to their facilitation style and breadth of knowledge.
- The relevance of the module content and workshops to the learner's jobs was also seen as a significant benefit in completing the programme.

Areas for Improvement

- The external evaluation report 2006 (by Pearn Kandola) identified specific competences of the SKILL programme as areas that could be improved upon. Their recommendations for these competences are included in the section below.
- Feedback from a small number of students during the 2005/06 period suggested the involvement of a person with a disability in the workshop '*Include a speech from a service user on how he/she feels about their role in society*'. This was followed up in 2006/07 with the introduction of a video clip of a person with a disability talking about their opinion of "Person first Language" into the Person Centred Focus workshop timetable.
- In the 2006-07 period confusion between the separate providers on the one programme was an issue raised in the workshops, and one, which caused frustration for learners. It is envisaged that this is an issue which will dissipate over time as the providers streamline delivery and knowledge of the programme and providers spreads, but one which will be monitored and feedback passed on to relevant stakeholders.
- While supports provided to learners are a strength of the programme, the uptake of these supports is viewed as an area which could be improved, after due investigation by the staff team.
- While programme delivery is continuously evaluated and there are feedback mechanisms in place for learners to provide any feedback they wish it is felt that a specific mechanism to provide feedback on the learning materials would be of benefit.
- Following a review of QA procedures, programme delivery and related services, the areas of supports for students with specific needs and reasonable accommodations for assessment are areas which require further development and improvement.
- Throughout the report it has become evident that communication channels between the College and the external body managing the application process needs to be improved, to allow subsequent improvements in programmes and services.

Recommendations

2005/06

- With reference to the Intellectual Disability Studies module the Pearn Kandola (2006) report made the following recommendations:
 1. Health & Safety: *'this competency is somewhat covered by the module. There is no specific reference to Health and Safety. There is also no specific section on risk management and how to reduce risks thus maintaining a safe environment. There is reference to planning ' a number of positive proactive approaches to meeting the needs of the person with intellectual disability'. However, this doesn't appear in a specific health and safety context.'*
 2. Flexibility and Adaptability: *'this competency is somewhat covered by the module. While at the core of working with people with disability is the need to be adaptable and flexible, this is not an obvious competency from the material. Given the extent of competencies in this particular module, it may not be necessary to focus on this one in particular'.*

- With reference to the Person Centred Focus module the Pearn Kandola (2006) report made the following recommendations:
 1. Personal Development: *'This competency is somewhat covered in the module in that the purpose of the module is clear to the participants. Maintaining a respectful relationship with the person with intellectual disability is highlighted in the material. However, the competency as defined in the competency framework is not as apparent throughout the material'.*
 2. Flexibility and Adaptability: *'this competency is somewhat covered in the material. There is information in the module descriptor around flexibility and adaptability – 'Demonstrate a flexible and creative approach when meeting the needs of people with disabilities'. There is also reference to the 'facilitator must be flexible'. This does not appear to be a core competency for this module, as there is no reference for 'managing change' or ' how to adapt to changing circumstances' for example.*

Please note that all recommendations from the Pearn Kandola report 2006 were acted upon and implemented in the 2006/07 period.

2006/07

- Uptake of supports to be investigated and actions to be taken to improve supports and encourage increased uptake as necessary.
- Introduce an evaluation form for learning materials.
- In line with College-wide developments, reasonable accommodations for assessment and needs of FETAC level learners with specific needs to be addressed in a formal way and to be included in College policy and procedures being documented.
- Communication issues to be addressed and acted upon, as outlined in the various sections of this report.

Detailed Findings

Programme Design and Content

In gathering feedback for this section the following questions were posed to staff. Feedback from learners, gathered through the evaluation procedures described previously was also taken into account.

- How has the design and content of the programme met the needs of learners in terms of access, transfer and progression and achievement of awards.
- Have learners been completing the programme or dropping out?
- Is there sufficient information available on which to base decisions regarding demand, content, learner need etc?
- Is the demand for the programme from learners, employers, and other providers still evident? Are all the requirements for the award(s) being met?
- Is the design and content of the programme accommodating of learner diversity?

The answers to these questions were generally positive. Strengths and areas for improvement are outlined below:

Strengths

- The module content is directly relevant to learner's workplace, making it interesting and applicable.
- Tutors and workshop facilitators are experienced practitioners in the area of services for people with disabilities, thus enabling them to share experiences and empathise with learners.
- The modules focus on the teaching of skills, which can be applied directly within the learner's workplace, without an overload of abstract theory, which would not be relevant at FETAC level 5, nor in keeping with the programme objectives.
- Individualised supports are provided in an effort to accommodate all learners and their support needs.
- Non-completion rate in 2006/07 for Intellectual Disability Studies was 4% and 2% for Person Centred Focus. A review of learner contact records shows this small portion of learners deferred completion of the modules due to personal circumstances and remains on the OTC database to return to their studies in the future.

Areas for Improvement

- Uptake of supports among learners was not felt to be very high. The programme team feels this merits further investigation due to the positive correlation between the use of supports and learner's grades (as observed across all programmes of the College).
- From the information gathered it remains unclear whether students regularly use the open learning materials provided. Due to the significant amount of resources spent on producing and organising these materials the team believe this also merits further investigation.

Recommendations

- Review and monitor uptake of supports, especially telephone tutorials. Include this for discussion at next programme team review meeting.
- Include an evaluation sheet as part of the assessment booklet, which asks learners for feedback about the utility of the open learning materials.

Programme Delivery

In gathering feedback for this section the following questions were posed to staff. Feedback from learners, gathered through the evaluation procedures described previously was also taken into account.

- Are delivery methods appropriate to learner needs?
- Have adaptations been identified? Are learner supports and information adequate?
- Are learners kept informed of their own progress?
- Are the teaching and learning materials adequate for purpose?
- Are timetables /schedules being adhered to?
- Are learners encouraged to take responsibility for their own learning?
- How well are the needs of learners with diverse needs being addressed?
- Are staff confident and content in their roles?
- Is staff development keeping pace with the demands on staff?
- Is the programme being reviewed on a regular basis and are staff facilitated to contribute to the review?

The answers to these questions were generally positive. Strengths and areas for improvement are outlined below:

Strengths

- Activities of workshops are directly relevant and applicable to learner's workplaces, ensuring the interest of the learner is maintained.
- The modules are delivered according to best practice in adult and distance education, ensuring a flexible approach, which allows for difficulties and interruptions posed for adults with work, social and family commitments.
- Information is delivered using everyday language and avoiding the use of jargon.
- Peer learning is encouraged through group activities in the workshops.
- All programme delivery staff are experienced practitioners in the area of services for people with disabilities.
- Students are supported by the provision of handouts and open learning materials.
- Workshops are designed to include methodologies that cater for all individual preferences and learning styles.
- Workshop facilitators are staff who also work on other College projects. This helps to ensure staff are up to date in developments in the area of disability services.
- Feedback mechanisms allow both staff and learners to voice their opinions and recommendations for the programme
- A collaborative approach between the academic and administration departments of the College ensures smooth operation of programme delivery
- Experienced facilitators ensure confidence in programme delivery and the ability to tailor delivery to individual or group needs.

Areas for Improvement

- In reviewing the feedback collected from students evaluation forms it was noted that confusion has arisen around the use of the word 'module' in the feedback form. As the forms are disseminated at the end of the workshops the learners are in a position to comment on only the workshop content and delivery and their initial reactions to the learning materials at this stage. Thus the wording of the Learner Workshop Evaluation Form is an area that requires review and clarification.
- Documented policy/guidelines regarding the support of learners with specific needs is not currently available, currently supports are provided in an individualised and non-formalised way.
- Responding to the needs of learners with differing levels of proficiency in English.
- Response to and management of disclosure of inappropriate information or allegations of abuse by learners.

Recommendations

- Information needs to be received from the Pre Learning Assessment (current admissions system for programme) regarding any specific learning difficulties of learners participating in the programme.
- Feedback regarding difficulties posed by learner's proficiency in English needs to be reported back to the PLA process, through which language support is available to learners.
- Issue of anonymity and consent to be included as part of all workshop timetables and discussed at the start of every workshop.
- Organisational policy and guidelines for dealing with allegations of abuse to be consulted. Specific guidelines for staff of the College to be drawn up and implemented as part of the QA policies and procedures.

Assessment of Learning

In gathering feedback for this section the following questions were posed to staff. Feedback from learners, gathered through the evaluation procedures described previously was also taken into account.

- Is the administration of assessment and learner registration happening effectively?
- Are assessment strategies appropriate to learner needs and programme design?
- Is assessment fair to learners and consistent as carried out by assessors?
- Are the reports of external verifiers / monitors / examiners reviewed and acted upon?
- Is the standard achieved by learners consistent with national standards?
- Are reasonable accommodations available to learners with disabilities?
- Are exemptions from assessment given where a learner has evidence of prior achievement?
- Are records of assessment maintained securely?

The answers to these questions were generally positive. Strengths and areas for improvement are outlined below:

Strengths

- Assessment has been designed to allow a self-directed approach, which allows our adult learners to work at their own pace and to fit assessment requirements around the demands of work and life commitments.
- The self-contained assessment booklet provided to learners creates an easily manageable system in which to progress, monitor and complete the assessment activities.
- The flexible system of deferral and submission date's extensions within the College creates an environment which allows learners to complete assessments despite difficulties faced in their personal life/work situations.
- The assessment activities focus on the practical application of learning within the workplace and are designed to allow the learner complete activities as part of their normal working day.

Areas for Improvement

- It has been observed by internal assessors that the assessment of the Skills Demonstration for the Intellectual Disability Studies module by on-site supervisors may lead to artificially high grades for learners, with supervisors eager for their staff to receive a high mark.
- Accommodations for assessment have been made only once and in quite an informal way, this area requires more investigation and a more formal approach.
- Recognition of prior learning has not arisen as an issue/option as yet within the College as the admission process for currently validated modules is managed by an external agency. In preparation for possible future developments and to keep up to date with FETAC policy developments this requires more investigation and will necessitate a formal, documented approach within the College.

Recommendations

- Issues regarding the assessment of the Skills Demonstration for the Intellectual Disability Studies module were addressed at programme validation stage. Feedback received from FETAC was that the assessment could not be altered. However a version of Skills Demonstration assessment found in the work experience module (W20008) may address some of the issues we have found. This to be reviewed and followed up with FETAC.
- Policy and procedures for assessment accommodations to be documented and implemented as part of QA procedures.
- Policy and procedures for RPL to be documented and implemented as part of QA procedures, following receipt of OECD report and review of Lionra project, both due February/March 2008. As new programmes/modules are validated a specific policy documenting RPL procedures for entry/access, exemption and gaining an award for that particular programme/module.
- Deferral procedures to be reviewed in light of new FETAC assessment procedures, July 2008. This will constitute a part of the implementation of new FETAC procedures, starting July 2008.

Associated Services and Resourcing

In gathering feedback for this section the following questions were posed to staff. Feedback from learners, gathered through the evaluation procedures described previously was also taken into account.

- Are the resources available to allow staff to deliver the programme effectively?
- Do learners have access to the materials and facilities essential for successful participation in the programme?
- Is there sufficient access for staff and learners to reference materials and I.T. resources as appropriate?
- Are facilities safe and well maintained?
- Is access to services available to all learner groups?

The answers to these questions were generally positive. Strengths and areas for improvement are outlined below:

Strengths

- Feedback has indicated that the programme administration and coordination is well organised and works in a collaborative manner with the programme team to ensure smooth operation of all aspects of programme delivery and service provision
- External training venues, sourced by the administration manager, have all been safe, well resourced and fit for purpose. In addition health and safety information for each venue is provided to all workshop facilitators.

Areas for Improvement

- The ability of learners to work alongside a person with a disability in order to complete the required assessment activities appears to differ according to their job role with those in auxiliary roles often working extra hours, or sourcing alternative workplaces themselves in order to complete the modules (this has been discovered through communications with learners).

Recommendations

- Difficulties experienced by learners regarding access to a person with a disability in order to complete the assessment to be fed back to the SKILL project who currently manage the admissions process. The required match between learner and module requirements to be stressed in all communication with PLA process and agency training managers.
- Requirements of the module assessments to be detailed in letters sent from the College to the learner to confirm workshop attendance, with advice to the learner to contact the College if they do not think they will be able to complete as required.

Attainment of Programme Objectives

In gathering feedback for this section the following questions were posed to staff. Feedback from learners, gathered through the evaluation procedures described previously was also taken into account.

- Are the objectives of the programme being reached?
- Are the objectives clearly enough defined?
- Are learners leaving the programme early?
- Are the reasons for early drop out known and understood?
- Are attainment levels comparable across all learner groups?
- Is the demand for this programme still evident?

The answers to these questions were generally positive. Strengths and areas for improvement are outlined below:

Conclusions:

- There is a general concurrence among staff that the OTC modules have objectives which are clearly defined in the learning materials and which are evidenced as being met in learner feedback records and the consistently high success rate of learner assessments.
- Feedback from students has indicated an increase in learners' confidence in their job roles and evidence from the assessments proves a positive impact on the Quality of Life of people with disabilities involved in the assessments, the question of whether this impact is sustained after completion of the modules would require significant further investigation.

Recommendations

- Research into student progression to further study after completing the OTC modules could be considered, as well as an evaluation of the long-term impact of the modules on Quality of Life of service users.

Review of OTC FETAC QA Policies and Procedures

Agreement of QA policies and procedures was made with FETAC in May 2007. As part of this Self-Evaluation process the documented and agreed policies and procedures were reviewed (using the agreed QA monitoring procedure) to ensure they have been implemented as document and were up to date. Findings of this review are documented here. Required amendments will be made to the current version 1.1 and saved as version 1.2.

B1-B9: Academic Council cited throughout.

- Since QA agreement with FETAC and rollout of the validated programme it has been observed that the structures of external examination and ratification of results by FETAC Council has met the needs which were originally thought would require Academic Council. The assessment process will be further quality assured with the introduction of the new FETAC assessment procedures in July 2008. To this end the involvement of Academic Council in FETAC is not required and details of such will be amended in the document QA policies and procedures.

B1-B9: QA Monitoring procedure is documented as being the responsibility of the QA coordinator. Following this first cycle of QA it was found that the programme coordinator was in a much better position to complete the monitoring and that this activity added value to their role. Thus the responsibility for QA monitoring will be changed to programme coordinator throughout.

QA agreement made with FETAC in May 2007 indicated areas for which policy was not available at the time and which would be allocated resources under the FETAC QA remit. The tasks listed below have been delegated to appropriate staff members and will be documented and monitored in the next cycle of the FETAC QA monitoring (January-June 2008)

- **B2.2: Equality Audit and Action Plan**
- **B2.2: Grievance Policy and procedures**
- **B4.2: Policy and procedures for learner supports and reasonable accommodation**
- **B4.3: Recognition of Prior Learning**
- **B5.5: Contingency Plan for staff cover**
- **B6.6: Criteria for third party assessors** requires documentation

In addition to these tasks the following activities will be carried out by the QA coordinator:

- **B6.11: Code of professional practice** to be revised to meet objectives outlined in QA manual
- **B9.2: Frequency of self evaluation**- following discussion at the team review meeting a self-evaluation cycle of five years was agreed as being sufficient for the current two validated modules. This will be reviewed in the event of further modules/programmes being added to the College repertoire.
- **B6:** Redraft of assessment procedures will be required following July 2008 implementation of new FETAC assessment requirements.

The following editing requirements will also be completed:

- **B1-B9: Moodle** has been updated and transformed and renamed MyOTC.
 - **B1-B9: Student Handbook** to be updated
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Conclusion

The recommendations of this report have been summarised in the attached Programme Improvement Plan, which details actions to be taken, by whom and by what date.

This report and the related plan will be included on the agenda of all forthcoming biannual team review meetings, at which the progress of each action will be tracked and monitored.

Developments to the QA Policies and Procedures, which have been outlined, will be implemented and will result in an updated version (v1.2) of the OTC FETAC QA Policies and Procedures Manual.

The frequency of self-evaluation of FETAC programmes and services of the Open Training College has been set at five years, thus this process will be repeated for the current two modules in the academic period 2012/2013. This date is subject to change should programme/modules be added or amended in the interim period.