

HIGHER EDUCATION AND TRAINING AWARDS COUNCIL, IRELAND

Comhairle na nDámhachtainí Ardoideachais agus Oiliúna, Éire

Institutional Review of Providers of Higher Education and Training

**Institutional Review of Open Training College
on 24 – 25 February, 2009
Report of the Expert Panel**

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HETAC Institutional Review

The Higher Education and Training Awards Council (HETAC) is the qualifications awarding body for third-level educational and training institutions outside the university sector in Ireland. All providers offering HETAC awards are subject to external quality assurance review of their institutions. HETAC carries out such reviews as part of its institutional review process.

HETAC appointed a panel of experts to carry out the institutional review on its behalf. Under the chairmanship of Dr. Patrick Cashell, the review panel membership reflected a wide range of expertise and experience, in accordance with the Terms of Reference for the review. HETAC wishes to record its thanks to the panel for having accepted the task and for their generous and professional commitment to the review.

The College will submit a follow-up report to HETAC not more than twelve months after the publication of this report. This will outline how the institution has implemented the plan contained in its response to the report and evaluate the initial impact of such implementation. The institution's follow-up report will be considered by the Academic Committee of HETAC, along with a commentary by the HETAC Executive. The Academic Committee may adopt the follow-up report and may impose further conditions. Following adoption by the Academic Committee of HETAC, the follow-up report and any further observations by the Council will be published on the Council's website.

Note:

HETAC's institutional review process is designed to address only those objectives described in the Terms of Reference appended to the Expert Report.

In particular, the Expert Panel cannot make any finding regarding: -

- (a) The financial standing and commercial viability of the institution reviewed,*
- (b) the institution's compliance with its general statutory obligations, or*
- (c) the general fitness of the institution's systems and arrangements for the governance and management of financial matters.*

The Report of the Expert Panel contains no assurances, warranties or representations, express or implied, regarding the aforesaid issues, or any other issues outside the Terms of Reference.

While HETAC has endeavoured to ensure the information contained in the Expert Report is correct, complete and up-to-date, any reliance placed on such information is strictly at the reader's own risk and in no event will HETAC be liable for any loss or damage (including without limitation, indirect or consequential loss or damage) arising from or in connection with the use of the information contained in the Expert Panel Report.

Report of the Expert Panel – Executive Summary

This is the report of the expert panel appointed by HETAC to undertake the institutional review of the Open Training College. It was carried out in accordance with the HETAC Policy on Institutional Reviews of providers of Higher Education and Training, December 2007.

Findings

The key findings of the review panel are as follows: -

- The quality assurance arrangements operated by the Open Training College have been found to be effective in accordance with the seven elements of *Part 1 of the European Standard and Guidelines for Quality Assurance, 2007 Helsinki 2nd Edition* and the *HETAC Guidelines and Criteria for Quality Assurance Procedures in Higher Education, 2004*.
- Open Training College has implemented the National Framework of Qualifications and procedures for access, transfer and progression, as determined by the National Qualifications Authority of Ireland.

Special Commendation

The panel wishes to highlight the following example of exceptionally good practice with a special commendation:-

- The seriousness with which the College took the institutional review process and the quality and comprehensiveness of the documentation provided for the review panel.

Summary Commendations

The panel make the following commendations:-

- The commitment of the staff to the concept of quality assurance.
- The responsiveness of the College to the needs of stakeholders, in particular those operating in the not-for-profit sector.
- The College's well developed and comprehensive quality assurance system.

Summary Recommendations

The panel make the following recommendations:-

- The re-establishment of an Academic Council under a different constitution is an important immediate priority for the College.
- The College should consider the establishment of an advisory forum consisting of stakeholders from within its own sector and members from business and higher education.
- The College should continue the process of developing and adopting the new strategic plan and consider the issue of benchmarking as part of that activity.

- The College should update its quality assurance manual.
- The College should establish a working group to examine how it can improve its progression arrangements for its graduates.

Commendations

The panel wishes to commend the Open Training College on the following matters set out below. They are classified in relation to the objectives of the Institutional Review as set out in the Terms of Reference for Open Training College. (See Appendix A):-

Objective 1 – Public Confidence

1. The professionalism which it brought to the institutional site visit and the self-evaluation report which addressed all the relevant issues in a comprehensive and clear fashion. It was evident from the proceedings at the visit that staff were pleased with the process undertaken by the College.

Objective 2 – Strategic Planning and Governance

2. The flexibility and creativity shown in responding to the needs of the disability sector, and for its ability to respond to opportunities as they arise.

Objective 3 – Quality Assurance

3. The professionalism with which the College has developed and established its quality assurance processes is noteworthy given the size of the College and the consequent commitment of resources which this must necessitate.

Recommendations

The panel makes the recommendations set out below. They are classified in relation to the objectives of the Institutional Review as set out in the Terms of Reference for Open Training College. (See Appendix A):-

Objective 1 – Public Confidence

1. An advisory committee or forum should be established to assist the college in liaising with its stakeholders and the wider world of higher education and to develop and maintain its public profile.

2. The Partnership arrangement should be reviewed to evaluate the benefit to learners and bodies employing the graduates of the College, and to explore areas where this tripartite mechanism can be improved.

Objective 2 – Strategic Planning and Governance

3. The College should re-establish an Academic Council under a different constitution drawn from senior management and academic staff of the College. Consideration should be given to consulting or co-opting a small number of external educational personnel to the Academic Council.
4. The College should resume the drafting and adoption of its strategic plan. As part of this process, the college should develop a suitable 'review mechanism' on the implementation of the live plan and the process of drafting future plans.
5. The strategic plan should include an initial attempt at benchmarking the College's activities with comparable Institutions.
6. The College should establish a more formal mechanism for ongoing consultation with service users and stakeholders.
7. The College should address the continuing professional development of staff in a more structured and formalised way.

Objective 3 – Quality Assurance

Policies and Procedures for Quality Assurance

8. The College plans to further update its quality assurance manual in line with Part 1 of the *Standards and Guidelines for Quality Assurance in the European Higher Education Area, 2007*. The panel recommends that it do so at an early date.

Approval, Monitoring and Periodic Review of Programmes and Awards

9. The panel would encourage a review of the process for the approval of new programmes, although the process as described is extremely comprehensive and praiseworthy.

Assessment of Students

10. The College should formalise the appointment of external examiners with the establishment of the Academic Council.

Quality Assurance of Teaching Staff

11. The panel would suggest that the college needs to have a more formalised way of checking the rigour with which the tutorial function is being performed.

12. It would also suggest that there may be a need for more formalised training strategies for online learning, and a more structured process to be put in place for continuing professional development.
13. Each member of staff should have training in the use of the tools and features of Moodle, including the provision of feedback and grades to students and facilitation and moderation techniques. Such training should occur on induction and intermittently thereafter.
14. The staff appraisal system could be aligned with Continuous Professional Development, whereby the staff member is encouraged to reflect on his or her strengths and weaknesses and identify areas for development in the ensuing year.

Learning Resources and Student Support

15. The panel recommends that the College consider further development of the e-learning system, "MyOTC", to allow greater possibility for interactive material.

Information Systems

16. The College should prepare an analytical report on the quality of student access to study materials including library materials, books, journals etc.

Objective 4 – Qualifications Framework, Access, Transfer and Progression

17. The panel recommends that the Academic Council should devise a comprehensive policy for the recognition of prior experiential learning.
18. The panel recommends the establishment of a working group to examine how the College can improve its progression arrangements for its graduates.

The panel is grateful to the College for the co-operation and assistance provided to the review team and wishes it well in its future work.

Background to Open Training College

The Open Training College (the College) was established by St Michael's House (SMH) in 1992. St. Michael's House is a voluntary body and one of Ireland's largest providers of community based services providing support to approximately 1,500 service users such as adults and children with an intellectual disability and their families. It is governed by a Board of Directors, the majority of whom are parents of service users. The Head Office is based in Dublin and services are delivered through a regionalised structure of three regions, St. Michael's House South, St. Michael's House Northeast and St. Michael's House North.

The Open Training College currently operates as a Division within St. Michael's House (SMH). It offers a range of accredited programmes to staff working in disability and related health services nationally. In addition to the five programmes currently validated by HETAC, it also offers programmes validated by NUI Galway and is also FETAC quality approved. Originally a designated college under the National Council for Educational Awards (NCEA) predecessor body to HETAC, the College agreed its quality assurance procedures with HETAC in 2004.

The College operates as a not-for-profit organisation and receives no state funding from the Department of Education and Science. Its income is generated entirely by fees or participation in projects.

All students at the College are employed in voluntary services (disability/health/ non-profit) nationally; the College recruits no school leavers, so in effect all its students are adult learners. There are currently about 800 students between the ages of 23 and 63 from the Republic of Ireland and Northern Ireland registered on the College's programmes. The College has no plans to expand outside Ireland in the immediate future.

The College's model of delivery is Supported Open Learning, a distance learning approach which is supported by open learning materials, skills workshops, telephone tutorials, work-based mentoring, local study groups, e-learning and other forms of feedback.

The College operates a formal three-way partnership agreement between the student, the agency for which the students work and the College. It has 18 staff based at head office and 7 offsite tutors. Staff structures and salary scales are linked to those of the Health Services Executive and not to those operating within higher education nationally.

Institutional Review methodology

The Institutional Review process was carried out in accordance with the HETAC Policy on *Institutional Review of Providers of Higher Education and Training, December 2007*. The process consists of six phases, which are outlined hereunder:

1. Setting the terms of reference by HETAC following consultation with the College;
2. Self evaluation carried out by the College and the production of a written self evaluation report;
3. Visit by the expert panel appointed by HETAC and production of a written panel report;

The next steps in this process are:

4. College response to the panel report including the provision of an implementation plan;
5. Publication of the panel report and response;
6. Follow-up report submitted by the College.

The draft Terms of Reference for the Open Training College were discussed at a meeting between HETAC and College personnel in May 2008. The objectives of the institutional review specified in the Terms of Reference were set by HETAC as follows:

1. To enhance public confidence in the quality of education and training provided by the College and the standards of awards made;
2. To contribute to coherent strategic planning and governance in the College;
3. To assess the effectiveness of the quality assurance arrangements operated by the College;
4. To confirm the extent that the College has implemented the National Framework of Qualifications and procedures for access, transfer and progression;
5. To evaluate the operation and management of delegated authority where it has been granted;
6. To provide recommendations for the enhancement of the education and training provided by the College.

The objectives of the institutional review of the College were set by HETAC in July 2008. The full Terms of Reference for the Open Training College are included in Appendix A. There were no special considerations included in the Terms of Reference for the Open Training College.

HETAC appointed a panel of experts to carry out the institutional review on its behalf. Under the chairmanship of Dr Patrick Cashell, the review panel membership reflected a wide range of expertise and experience, in accordance with the Terms of Reference for the review. Panel members were asked to declare any potential conflicts of interest prior to their appointment. Panel members received an induction on the conduct of institutional reviews in advance of the site visit. The panel membership is set out in Appendix B.

Open Training College undertook the following internal preparations in advance as part of the institutional review process:-

- Establishment of an internal audit team
- A review of the effectiveness of its quality assurance policies and procedures
- A review of access, transfer and progression arrangements

- Stakeholder Consultation: staff, graduates and agencies, service-users
- Preparation of the self-evaluation report

The College submitted its Self Evaluation Report (SER) within the appropriate timeframe together with supporting documentation, in advance of the site visit. A desk-based review of the SER was undertaken by HETAC in advance of forwarding the report to the review panel. Each individual member of the review panel considered the SER in advance of the site visit and recorded their initial impressions of the SER. These impressions informed the discussion at the advance meeting with the senior representatives of the College, the HETAC representative, the Review Chairman and Secretary.

The SER set out seven sections dealing with: -

1. Context and Background of the Open Training College
2. The Self-Evaluation Process employed for the institutional review
3. Review of Quality Assurance Arrangements
4. Review of Access, Transfer and Progression arrangements
5. Governance and Strategic Planning
6. Public Confidence
7. Recommendations arising from the self-evaluation

A number of other documents were submitted by Open Training College in support of the self-evaluation report including:

- The Quality Assurance Policies and Procedures Manual
- An Internal Self-Assessment against Standards and Guidelines on Quality Assurance
- A Quality Assurance Report for the Bachelor of Arts in Applied Social Studies (Disability)
- The College Brochure for 2008/2009
- The College Student Handbook for HETAC accredited courses 2008/2009

An advance meeting with the Chairman, Secretary, HETAC institutional review Project Manager and representatives from the College was held on 11 February 2009 and dealt with the following:-

- Discussed and agreed the agenda and arrangements for the site visit;
- Reviewed the Terms of Reference;
- Highlighted key themes and issues raised in the initial impressions of the SER by panel members;
- Identified the need for additional documentation during the site visit;
- Confirmed the panel composition and declaration of conflicts of interest;
- Discussed the timeframe for the panel report and College response.

Overall the College was very accommodating and co-operative in relation to the site visit. Full access was provided to all relevant documentation and materials requested for viewing by the panel members were made available. All the College staff members were present during the visit and there was an opportunity for members of the panel to meet with them. A list of staff members in attendance is attached as Appendix C.

Final Report

The site visit took place on 24-25 February 2009. The panel met with representatives of the College, learners and graduates and other stakeholders according to an agenda drawn up by the panel in consultation with the College. The agenda for the site visit is attached in Appendix D. Appendix E refers to the documentation provided by the College during the site visit.

Findings in relation to the objectives of the Institutional Review

Objective One – Public Confidence

This objective is to enhance public confidence in the quality of education and training provided by the Open Training College and the standards of the awards made. This is an overarching objective which covers all areas of the College's activity. The quality of the institutional review process itself is a critical part of this as is the publication of the Self-Evaluation Report, Panel Report and the College's Response and Action Plan on the implementation of changes recommended. The information provided by the College to the public falls within this objective.

The review and self-study conducted by the College was presented to the panel in a professional way in both the written material provided prior to the institutional visit and during the visit itself.

From discussions with learners and with the employers/service-users, a picture emerged of a College which offers applied social care and management education to the disability and non-profit sectors which is highly regarded within that sector. The College is seen as providing professional enhancement for staff working in the disability and not-for-profit sectors, and as being very important for the development of the disability sector nationally. It is considered to be both student-friendly and caters successfully for the needs of employers that employ the College graduates.

The College sees itself as occupying a niche within higher education in Ireland. Its prime academic offering is concentrated within social care, although it has aspirations to broaden this to greater provision of general management education. The College is not widely known outside its own particular sector and it has virtually no profile within the wider world of education. In terms of public and business confidence the public which it addresses is quite limited. The panel does not perceive this as a problem at the present time, but the question of how the College relates to the mainstream of Irish education is a matter which it should keep under review. To develop appropriately, the College may need to become better known to a wider audience outside its present market niche.

For this and for other purposes the College might usefully consider establishing an advisory forum with stakeholders from within its own sector and with membership drawn from business and the wider education world. Such a group might also assist the College on deciding what links it might develop with other higher education institutions.

Self-Evaluation Report

The self-evaluation report was comprehensive and lucid. The College addressed all the salient issues which needed to be tackled in a report of this nature and did so with considerable honesty and clarity. The College did a good job of assessing its strengths and weaknesses and reached many appropriate and relevant recommendations, with which the panel concurred after its review.

Information provided by the College to the public

The promotional literature which was shown to the panel is of a high standard and the College has a good and well maintained website. The advisory forum recommended above could play a useful role

in advising the College on the effectiveness of the provision of information to the public in the future.

Key findings

The College is an institution which is well regarded by its stakeholders and within the disability sector. It is seen as a significant force for development within the disability sector

It has very little profile outside the disability sector.

The College has been responsive to the needs expressed by the wider not-for-profit sector in developing a number of new management programmes in recent years.

It has sought to secure 'buy-in' from bodies and agencies employing the graduates of the main programmes through a partnership arrangement and a formal Partnership Agreement.

The stakeholders whom the Review Panel met identified significant 'return on investment' in relation to persons who obtained qualifications at the College.

Commendations

The panel wishes to commend the Open Training College on the following:-

1. The professionalism which it brought to the institutional site visit and the self-evaluation report which addressed all the relevant issues in a comprehensive and clear fashion. It was evident from the proceedings at the visit that staff were pleased with the process undertaken by the College.

Recommendations

The panel makes the following recommendations:-

1. An advisory committee or forum should be established to assist the college in liaising with its stakeholders and the wider world of higher education and to develop and maintain its public profile.
2. The Partnership arrangement should be reviewed to evaluate the benefit to learners and bodies employing the graduates of the College, and to explore areas where this tripartite mechanism can be improved.

Objective 2 – Strategic Planning and Governance

This objective is to contribute to coherent strategic planning and governance in the College. The review may address the coherence of institutional mission, vision and values and overall institutional strategic planning.

Although the College functions as a private college within the administration of St Michael's House, it affirms that this has not inhibited its ability to function as an academic institution. It has made approaches to the Department of Education and Science (DES) with a view to becoming more integrated into the higher education sector. This may also be relevant to Objective 1 in that the College is not generally known outside its own working community.

In its self-evaluation report the college raises the issue of its now defunct Academic Council. The most recent Academic Council was composed mainly of external members and its brief covered both academic and operational matters.

The panel believes that there is a pressing need for the College to establish an Academic Council. This is the forum where the academic staff of the College would take responsibility for academic matters pertinent to the educational policy and programming of the college and associated quality assurance arrangements and proposed improvements. It is suggested that in establishing such a forum, the College initially consult with or co-opt at least two external members from other institutions of higher education or with a background in the higher education sector.

The details of the Council's constitution, by-laws and subsidiary groups, its composition and the extent of its functions would be a matter for determination by the College itself.

The Academic Council and the Advisory Forum referred to under Objective 1 would assist the College in addressing other major issues, such as the long-term development of the College, the continuance of its role as a stand-alone niche institution, benchmarking with comparable institutions, possible alliances with other educational institutions in certain areas, aid the College's research needs and other strategic issues such as the continuing professional development of staff.

The College developed a strategic plan for the period 2003-2008. It states that it has implemented approx 75% of that plan. It has engaged a consultant to assist in the preparation of a second plan. As part of the process, a revised management structure for the College was implemented. Further work on the plan was put on hold in Summer 2008 pending the completion of the institutional review.

The panel recommends that the College would resume its strategic planning activity and that it include the issue of benchmarking with comparable institutions as part of the process.

It is anticipated that both the Academic Council and the Advisory Forum would be contributing stakeholders who would be consulted by the personnel or consultant accountable for the strategic plan.

<i>Key findings</i>

The Panel considers that the re-establishment of an Academic Council under a different constitution should be a major priority for the College in the short-term.

The College occupies a somewhat isolated position within higher education in Ireland.

The appointment of staff to certain key positions in the college (e.g. Assistant College Director, Manager of Academic Affairs, Corporate Services Manager) is a positive development.

Commendations

2. The flexibility and creativity shown in responding to the needs of the disability sector, and for its ability to respond to opportunities as they arise.

Recommendations

3. The College should re-establish an Academic Council under a different constitution drawn from senior management and academic staff of the College. Consideration should be given to consulting or co-opting a small number of external educational personnel to the Academic Council.
4. The College should resume the drafting and adoption of its strategic plan. As part of this process, the College should develop a suitable 'review mechanism' on the implementation of the live plan and the process of drafting future plans.
5. The strategic plan should include an initial attempt at benchmarking the College's activities with comparable institutions.
6. The College should establish a more formal mechanism for ongoing consultation with service users and stakeholders.
7. The College should address the continuing professional development of staff in a more structured and formalised way.

Objective 3 – Quality Assurance

This objective is to assess the effectiveness of the quality assurance arrangements operated by the College. This is based on Part One of the European Standards and Guidelines for Quality Assurance¹. By including this in the institutional review process the statutory requirement for review of quality assurance is met. How the College reviews the effectiveness of its quality assurance for the “seven elements” of the European Standards and Guidelines in the European Higher Education area is explicitly addressed by the review.

The panel is satisfied that quality assurance is a major priority for the College. There is patently a commitment to a culture of quality which runs through the entire staff. The panel would wish to commend the leadership of the College for this. A significant proportion of the panel visit was devoted to consideration of the quality assurance process in the College and how it is implemented. There is also clear evidence of commitment by staff to a quality ethos.

The quality assurance system as it exists in the College is comprehensive, it has been closely evaluated by the College in its preparations for the institutional review, and it is being implemented and monitored in a professional way.

Policies and Procedures for Quality Assurance

The current system was initially developed in accordance with the *HETAC Guidelines and Criteria for Quality Assurance Procedures in Higher Education and Training (2005)*. The College’s Quality Manual was developed as a result of this exercise. The manual was subsequently updated in preparation for the current institutional review. It was indicated that there is an annual overview of the manual and that changes are based on the experience of learners and tutors. The College plans to redesign the manual in line with the *Standards and Guidelines for Quality Assurance in the European Higher Education Area; Part 1, 2007*, Helsinki, 2nd edition. The panel recommends that it do so at an early date.

Approval, Monitoring and Periodic Review of Programmes and Awards

The College currently has a fifteen stage process (detailed in the Quality Assurance manual) for the approval of new programmes. The College is proposing to fundamentally review this process.

The panel would encourage a review of the process for the approval of new programmes, although the process as described is extremely comprehensive and rigorous.

Assessment of Students

The panel studied external examiners’ reports going back over a number of years. They were encouraged by the high levels of satisfaction expressed by the examiners in relation to academic standards and to quality assurance in general at the College. It noted a number of developments in relation to assessment at the College, including cross-marking which it welcomes. External examining is a core quality assurance mechanism. The panel would recommend that the process of appointing external examiners be formalised through the Academic Council when that body is set up.

¹ “Standards and Guidelines for Quality Assurance in the European Higher Education Area”. European Association for Quality Assurance in Higher Education, 2007, Helsinki, 2nd edition.

Quality Assurance of Teaching Staff

The panel was impressed with the calibre and professionalism of the staff met. There is, however, no formal appraisal system for staff, as this has not been agreed within the Health Service Executive (HSE). A team-based performance system was piloted in 2007/8. The lack of an appraisal system makes it very difficult to sanction or remove poorly performing staff.

The panel suggests that the College needs to have a more formalised way of checking the rigour with which the tutorial function is being performed.

It also suggests that there may be a need for more formalised training strategies for online learning, and a more structured process to be put in place for continuing professional development.

Each member of staff should have training in the use of the tools and features of Moodle, including the provision of feedback and grades to students and facilitation and moderation techniques. Such training should occur on induction and intermittently thereafter.

The staff appraisal system should be aligned with Continuous Professional Development, whereby the staff member is encouraged to reflect on his or her strengths and weaknesses and identify areas for development in the ensuing year.

Learning Resources and Student Support – findings

The method of programme delivery used by the College is the Supported Open Learning Model. According to the College, one of its strengths is its ability in identifying differences in learning styles and in meeting the needs of learners. The discussion with students indicated a high level of satisfaction with the mixture of open and blended learning available to them.

The panel did not achieve much sense of how successful the arrangements are in relation to local mentoring and recommends that the College monitor this activity more closely in the immediate future.

The College has developed an e-learning system “MyOTC” to provide support for students with their studies. This allows students to communicate and collaborate online via e-mail as an alternative to telephone tutorials. It also allows access to a wider range of resources. It was clear from discussion with the students that they use it among themselves as well as with tutors. The panel observed that “MyOTC” could have more interactive material to complement the existing text-based materials and interactions.

It is recommended that the College give thought to developing a more dynamic content development model. This may be contingent on the IT development within the College.

Information Systems - findings

It was noted that the College does not have a student library. It has other virtual ways in which it helps students achieve access to the material required for their studies. Neither in the self-study nor at the visitation was the panel given any analysis of how the college addresses this issue.

It is recommended that the College prepare a report on the quality of student access to study materials, books, journals etc.

Public Information - Findings

As mentioned under Objective 1, the College's publicising of itself is very much confined to the disability sector and other voluntary sectors where it has developed a presence. The quality of the website and of the published material are fit-for-purpose. Whether they should reach a larger audience is a separate matter which has been addressed above.

Key findings

The college has a comprehensive and well developed Quality Assurance system. The College claims to have a well-established culture of quality and the panel considers this claim is justified.

External examiner reports on the College have been highly satisfactory.

The college does not have a system of individual staff appraisal.

“MyOTC” could be more interactive than at present.

The College is virtually unique in not having a student library.

The recent appointment of an Academic Affairs Manager is seen as a positive development.

Commendations

3. The professionalism with which the College has developed and established its quality assurance processes is noteworthy given the size of the College and the consequent commitment of resources which this must necessitate.

Recommendations

Policies and Procedures for Quality Assurance

8. The College plans to further update its quality assurance manual in line with *Standards and Guidelines for Quality Assurance in the European Higher Education Area*. The panel recommends that it do so at an early date.

Approval, Monitoring and Periodic Review of Programmes and Awards

9. The panel would encourage a review of the process for the approval of new programmes, although the process as described is extremely comprehensive and praiseworthy.

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13. Each member of staff should have training in the use of the tools and features of Moodle, including the provision of feedback and grades to students and facilitation and moderation techniques. Such training should occur on induction and intermittently thereafter.
14. The staff appraisal system could be aligned with Continuous Professional Development, whereby the staff member is encouraged to reflect on his or her strengths and weaknesses and identify areas for development in the ensuing year.

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Information Systems

16. The College should prepare an analytical report on the quality of student access to study materials including library materials, books, journals etc.

Objective 4 – Qualifications Framework, Access, Transfer and Progression

This objective is to confirm the extent that the institution has implemented the National Framework of Qualifications and procedures for Access, Transfer and Progression. This objective has two main strands- Review of the Institution's activity in implementing the National Framework of Qualifications (NFQ) and procedures for Access, Transfer and Progression. The National Qualifications Authority of Ireland has produced guidelines in relation to this². This includes issues such as credit, transfer and progression rules between levels and award types, entry arrangements and information provision. This will include policies and procedures for the Recognition of Prior Learning.

It is evident that in devising its processes the College has implemented the requirements of the NFQ in terms of designation of levels, learning outcomes and the credit basis for all the college programmes.

1) Access and Entry

All students at the College are adult learners and all are in employment. The age profile of the student body is heading upwards as is the number of non-Irish students. There is a requirement that students will have spent at least one year working in the relevant sector before being admitted to the College.

The College's brochure and website provide substantial information on each programme detailing entry criteria and arrangements and the level of the award on the NFQ. There are arrangements for appeals and each unsuccessful student is informed of the reasons for not being awarded a place. Areas of shortfall are indicated as pointers towards a future successful application. The College claims that its success can be judged by its high retention rates (currently 97%). The panel considers that the College's arrangements for entry and access are satisfactory and effective in the context of the restricted and non-standard nature of the College's potential student clientele.

2) Recognition of Prior Learning

Arrangements for recognition of prior learning in the case of previous qualifications are set out in the relevant programme documents for all accredited programmes. The College has not however finalised its procedures for the Recognition of Prior Learning (RPL) in relation to experiential learning. The College co-operated with Dublin Institute of Technology in a project which captured the prior experiential learning of a group of care assistants through portfolio assessment. It has held off developing a full procedure in this area pending further policy guidance and direction from relevant national bodies and the outcomes of research. Developing a coherent approach to this issue would appear to be an early agenda item and ongoing concern for the recommended Academic Council.

3) Transfer and Progression

The self study observes that "transfer into and between Open Training College programmes was identified as generally stronger than transfer out to other programmes". The panel endorses that view and suggests that the College needs to devote some attention to developing an articulated arrangement for progression for its graduates. Its 2008 Graduate Survey showed that 23% of respondents had undertaken further study since graduation. The

² "Policies, Actions and Procedures for Access, Transfer and Progression". National Qualifications Authority of Ireland. 2003. www.nqai.ie.

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panel suggests that some of the College graduates at Level 8 may need help in order to achieve further progression. The college could usefully consider whether it is fully utilising all the categories of the National Framework of Qualifications, such as special purpose or minor awards. This could usefully be a task to be undertaken by a sub-group reporting to the proposed Academic Council.

Key findings

The College's access and entry procedures are satisfactory given its restricted and non-standard pool of entrants.

Its arrangements for recognition of prior academic learning are satisfactory. It has been involved in initial pilot work on the Recognition of Prior Learning (RPL) with respect to experiential learning. Devising an enhanced RPL policy should be a priority for a new Academic Council.

The College's arrangements for transfers into and within the College is stronger than its arrangements for transfer out to other programmes. It is recommended that it sets up a working group to examine this issue and to report to the proposed Academic Council within a year.

Recommendations

17. The panel recommends that the Academic Council should devise a comprehensive policy for the recognition of prior experiential learning.
18. The panel recommends the establishment of a working group to examine how the College can improve its progression arrangements for its graduates.

Objective 6 – Recommendations for Enhancement

This objective is to provide recommendations for the enhancement of the education and training provided by the institution. This will include both the recommendations arising from the external peer review process and recommendations arising from the internal self study process.

<i>Key findings</i>

Open Training College submitted an impressive self-evaluation report for this institutional review. It made very useful recommendations arising from the review and self-evaluation. The Panel concurs with many of these recommendations and has elaborated on a number of them. Given the resources available at Open Training College it is suggested that the College prioritise those recommendations for improvement highlighted by its own review and that of the Panel, and that it aligns them within a five year plan which would assign tasks and benchmarks for their completion.

Appendix A

HIGHER EDUCATION AND TRAINING AWARDS COUNCIL, IRELAND

Comhairle na nDámhachtainí Ardoideachais agus Oiliúna, Éire

Institutional Review of Providers of Higher Education and Training

TERMS OF REFERENCE

Open Training College

February 2009

www.hetac.ie

Higher Education and Training Awards Council

TERMS OF REFERENCE FOR INSTITUTIONAL REVIEW OF

Open Training College in February 2009

STATUS: AGREED

1. Purpose

The purpose of this document is to specify the Terms of Reference for the institutional review of Open Training College in February 2009. The HETAC Institutional Review policy applies to all institutions providing HETAC accredited programmes, or programmes accredited under delegated authority. These Terms of Reference are set within the overarching policy for institutional review as approved in December 2007 and should be read in conjunction with same. This Terms of Reference does not replace or supercede the agreed policy for Institutional Review. These Terms of Reference should be read in conjunction with the supplementary guidelines for institutional review.

The objectives of the institutional review process are

1. To enhance public confidence in the quality of education and training provided by the institution and the standards of the awards made;
2. To contribute to coherent strategic planning and governance in the institution;
3. To assess the effectiveness of the quality assurance arrangements operated by the institution;
4. To confirm the extent that the institution has implemented the national framework of qualifications and procedures for access, transfer and progression;
5. To evaluate the operation and management of delegated authority where it has been granted;
6. To provide recommendations for the enhancement of the education and training provided by the institution.

It is possible that, within the objectives outlined above, Institutions may have specific sub-objectives to which they will attach particular importance and wish to emphasise in their TOR. To maximise the benefits of the review process, Institutions may also consider including additional objectives relevant to its context.

The approach taken by HETAC to institutional review will:

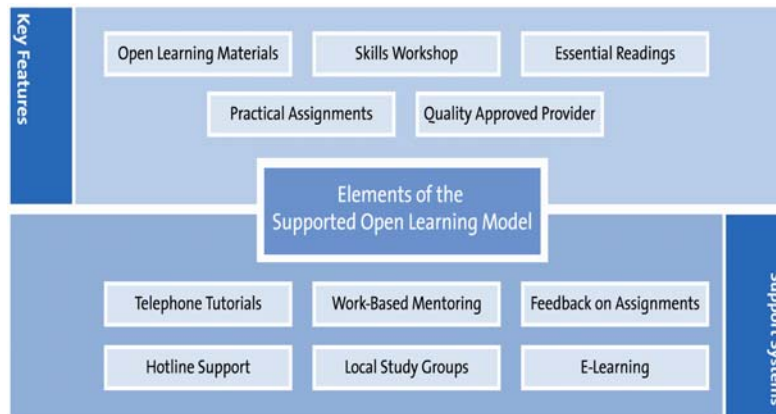
- Acknowledge that institutions have ownership of and responsibility for their activity;
- Be conducted in a spirit of partnership with institutions, with a view to improvement and enhancement, whilst acknowledging statutory requirements for accountability;
- Be conducted in a manner which adds value to the institution, minimises overhead and assists in building institutional capacity;
- Be flexible, adaptable and scalable in order to meet the needs of diverse institutions;
- Be conducted in an open, consistent and transparent manner;
- Be evidence-based in accordance with established criteria;
- Promote learning and development for all involved;
- Reward innovation and experimentation when it seeks to enhance our understanding of good practice;
- Promote collaboration and sharing of good practice between institutions;
- Take cognisance of international best practice and contribute to European and international developments in this area.

2. Institution Profile

The Open Training College was established by St. Michael's House in 1992 and offers a range of accredited courses to staff working in disability and related health services nationally. The College operates as a not-for-profit entity and receives no grants or state funding, with all income generated by fees or participation in projects.

All students of the College are employed in human services (disability/ health/ non-profit) nationally and so are adult and/or return to education learners. Currently the College is working with students aged between 23 and 63. The College does not operate through the CAO system and does not take school-leavers into any of its programmes.

The College model of delivery is Supported Open Learning; a distance learning approach but that also makes significant support mechanisms available to students. The model can be summarized as follows:



The model of delivery makes programmes very accessible to students and the student cohort represents all geographical locations from West Cork to Northern Ireland. The College is based in Goatstown, Dublin but many venues around the country are used for workshop delivery.

The current HETAC programmes offered by the College are:

Social Studies:

- Bachelor of Arts in Applied Social Studies (Disability) (Level 7)
- Honours Bachelor of Arts in Applied Social Studies (Disability) (Level 8)

Management:

- Certification in Applied Management (Minor award at Level 6)
- Higher Certificate in Arts in Applied Management (Level 6)
- Bachelor of Arts in Applied Management (Level 7)

The College is also FETAC quality approved and also offers programmes accredited by NUI, Galway.

The College was originally a designated third level institute under the National Council for Educational Awards (NCEA). In 2004 in compliance with legislation the College agreed its QA

procedures with the Higher Education and Training Awards Council (HETAC) – the second only of the independent providers to do so.

The College has a number of unique features:

- It is the only College nationally specifically focussed on meeting the needs of the disability sector
- The College only works with adult learners and has an impressive track record of supporting such learners in achieving third level qualifications
- The College delivers programmes by way of the ‘supported open learning model’ (see above)
- The College is part of a service provider, which ensures it works very close to the needs on the ground
- The College operates a formal three-way partnership agreement between the student, the agency they work for and the College, which has contributed to the success of students on an ongoing basis
- The College is commercial (charges fees) but is non-profit
- All academic College staff are drawn from practitionership - all have spent some part of their career working the ‘front-line’ in services
- The College works with three accrediting bodies

3. Institution’s Team

For the purpose of Institutional Review the College Director will operate as the main contact:

Name: Karen Finnerty
Address: The Open Training College
Prospect Hall
Willowfield Park
Goatstown
D. 14

Tel: 01-2990578
087-8317301

Fax: 01-2987004

Email: kfinnerty.otc@smh.ie

4 HETAC objectives for institutional review

There are six prescribed objectives for institutional review as outlined below. Institutions may wish to highlight any areas of specific importance to the Institution within each of the objectives.

Objective 1 To enhance public confidence in the quality of education and training provided by the institution and the standards of the awards made

This objective is to enhance public confidence in the quality of education and training provided by the Institution and the standards of the awards made. This is an overarching objective which covers all areas of the Institution's activity. The quality of the institutional review process itself is a critical part of this as is the internal self study, the publication of the Self Evaluation Report and panel report. The information provided by the Institution to the public falls within this objective.

Special considerations for Open Training College

- None

Objective 2 To contribute to coherent strategic planning and governance in the institution.

This objective is to contribute to coherent strategic planning and governance in the institution. The review may address the coherence of institutional mission, vision and values and overall institutional strategic planning. For recognised institutions with delegated authority this objective also includes the Operation and Management criterion of the review of delegated authority (governance, management, administration, planning and evaluation) and the Objects of the Qualifications Act criterion relating to national contributions *etc.*

Special considerations for Open Training College

- None

Objective 3 To assess the effectiveness of the quality assurance arrangements operated by the institution

This objective is to assess the effectiveness of the quality assurance arrangements operated by the institution. This will be based on Part One of the European Standards and Guidelines for Quality Assurance³. By including this in the institutional review process the statutory requirement for review of QA is met. How the Institution manages its QA for the “**seven elements**” of Part One of the European Standards and Guidelines should be explicitly addressed by the review process including : Policy and procedures for quality assurance; Approval, monitoring and periodic review of programmes and awards; Assessment of students; Quality assurance of teaching staff; Learning resources and support; Information systems; Public information.

Special considerations for Open Training College

- None

³ “Standards and Guidelines for Quality Assurance in the European Higher Education Area”. European Association for Quality Assurance in Higher Education, 2007, Helsinki, 2nd edition.

Objective 4 to confirm the extent that the institution has implemented the national framework of qualifications and procedures for access, transfer and progression

This objective is to confirm the extent that the institution has implemented the National Framework of Qualifications and procedures for access, transfer and progression. The National Qualifications Authority has produced guidelines in relation to this[1]. For example this includes issues such as credit, transfer and progression routes between levels and award types, entry arrangements and information provision. [Not applicable : As part of this objective, HEA-funded Institutions should be mindful of the goals of the HEA's National Plan for Equity of Access to Higher Education (2008-2013) and pay particular attention to the objectives relevant to Higher Education Institutions].

Special considerations for Open Training College

- None

[Objective 5 to evaluate the operation and management of delegated authority where it has been granted – NOT APPLICABLE

This objective is to evaluate the operation and management of delegated authority (where applicable) for both taught and research programmes. The institutional review process will satisfy the statutory requirement for the review of delegated authority for recognised institutions, once Objective 4 of the institutional review process is included in the Terms of Reference. The majority of the delegated authority criteria are covered under the objectives of institutional review. Additional criteria which relate specifically to the operation of delegated authority are outlined in the Supplementary Guidelines and should be addressed in the Institution's submission.

Special considerations for Open Training College

-]

Objective 6 To provide recommendations for the enhancement of the education and training provided by the institution

This objective is to provide recommendations for the enhancement of the education and training provided by the institution. This will include both the recommendations arising from the external peer review process and recommendations arising from the internal self study process.

Special considerations for Open Training College

- None

5. Institution-specific objectives

In addition to the prescribed HETAC objectives and the special considerations noted in relation to them, institutions have the option include additional objectives to maximise the benefits of the review process. These might include for example :-

- the management of significant organisational change (such as a merger, campus relocation, organisational re-structuring, *etc.*).
- accommodating joint review with other statutory or non-statutory bodies from Ireland/overseas
- integrating institutional review and programmatic review where feasible (*e.g.* in the case of specialised institutions having a single (or few related) programmes)
- using the process to progress a priority policy area or strategic objective (*e.g.* research management, internationalisation, *etc.*).

Additional Institutional Objectives

- None

6. Schedule for Open Training College

As outlined in the Institutional Review policy, the process consists of six phases

1. HETAC sets terms of reference following consultation with institution;
2. Self-study by the institution;
3. Visit by expert panel appointed by HETAC and written panel report;
4. Institutional response including implementation plan;
5. Panel report and response published;
6. Follow-up report submitted by the institution.

The major milestones in the timeframe for the institutional review of Open Training College are outlined below. This should be read in conjunction with the supplementary guidelines for institutional review.

Relative timeframe	Actual Date	Milestone
At least 6 months before panel visit		Institution indicates timeframe for institutional review as per overall HETAC schedule of reviews
At least 6 months before panel visit	4 July 2008	Terms of Reference set following consultation with Institution
3 to 6 months before panel visit	June 08- Jan 09	Institution undertakes self study process and produces self evaluation report
5 weeks before site visit	26 January 2009	Submission of Self Evaluation Report and other documentation
4 weeks before site visit	Week of 26 January	Desk based review of SER and feedback to Institution
3 weeks before site visit	5 February 2009	Advance Meeting between Chair, Secretary and Institution
Panel Visit	24- 25 Feb 2009	Site Visit by external peer review panel (1-3 days approximately as determined by TOR) Preliminary (oral) feedback on findings
8 weeks after site visit	1 May 2009	Report on findings of panel sent by HETAC to Institution
Normally 6 weeks following receipt of final report	8 June 2009	Response by Institution to be sent to HETAC including plan with timeframe for implementation of any changes
Next available HETAC Council meeting	15 June 2009	Consideration of report and institutional response by HETAC Council Publication of report and response on website once adopted
12 months after Council adoption	June 2010	Follow up report by Institution to HETAC on implementation of recommendations

Appendix B

Panel members

Dr. Pat Cashell

Chairman

Dr. Anthony White

Review Secretary

Ms. Christine Molloy

Instructional Designer, Marine Institute of Memorial University, Canada

Ms. Jillian Sexton

Human Resource Training & Development co-ordinator, National Federation of Voluntary Bodies

Mr. Martin Nee

Mature student, graduate of Degree in Manufacturing Management at Institute of Technology, Sligo

Appendix C List of Attendees

Day 1 Tuesday 24th February 2009

Session: Governance and Strategic Planning Tuesday 24th 2.00-3.20pm		
	Name	Position
1	Karen Finnerty	College Director
2	David Kenefick	Deputy CEO St. Michael's House
Session: Educational Philosophy and QA. Tuesday 24th3.30-5.00 pm		
	Name	Position
1	Raymond Watson	Course Director: BA in Applied Social Studies (Disability)
2	Mick Keating	Course Coordinator: BA Honours in Applied Social Studies (Disability)
3	Ray Lynch	Course Director: Certificate, Higher Certificate and BA in Applied Management (Non Profit/Human Services)
4	Tracy Warner	Third Year Coordinator: BA in Applied Social Studies (Disability)
5	Claire Hopkins	Second Year Coordinator: BA in Applied Social Studies (Disability)
6	Alacoque McAuley -Savage	First Year Coordinator: BA in Applied Social Studies (Disability)
7	Margarita Hendrick	Manager of Academic Affairs
8	Aine Melinn	Assistant College Director
Session: Access, Transfer and Progression. Tuesday 5.00-6.00 pm		
	Name	Position
1	Margarita Hendrick	Manager of Academic Affairs
2	Bridget Megarry	Tutor: BA in Applied Social Studies (Disability)
3	Mick Keating	Course Coordinator: BA Honours in Applied Social Studies (Disability)
4	Raymond Watson	Course Director: BA in Applied Social Studies (Disability)
5	Ray Lynch	Course Director: Certificate, Higher Certificate and BA in Applied Management (Non Profit/Human Services)
Session: Reflective Meeting with College Director 6.00-6.30pm		
	Name	Position
1	Karen Finnerty	College Director

Day 2 Wednesday 25th February 2009

Session: OnLine Learning Environment. Wednesday 9.00-10.00 am			
Name		Position	
1	Raymond Watson	Course Director: BA in Applied Social Studies (Disability)	
2	Conor Murray	Corporate Services Manager	
3	Alacoque McAuley Savage	First Year Coordinator: BA in Applied Social Studies (Disability)	
4	Niav McEvoy	Second Year Tutor: BA in Applied Social Studies (Disability)	
5	Judy Kavanagh	Administration Assistant	
Session: Objective 3 QA at operational level Wednesday 10.00-11.00am			
Name		Position	
1	Ray Lynch	Course Director: Certificate, Higher Certificate and BA in Applied Management (Non Profit/Human Services)	
2	Mick Keating	Course Coordinator: BA Honours in Applied Social Studies (Disability)	
3	Tracy Warner	Third Year Coordinator: BA in Applied Social Studies (Disability)	
4	Claire Hopkins	Second Year Coordinator: BA in Applied Social Studies (Disability)	
5	Bridget Megarry	First Year Tutor: BA in Applied Social Studies (Disability)	
6	Conor Brady	First Year Tutor: BA in Applied Social Studies (Disability)	
7	Gerry Clarke	Third Year Tutor: BA in Applied Social Studies (Disability)	
8	Margarita Hendrick	Manager of Academic Affairs	
9	Loreto Martin	Associate Tutor	
Stakeholder Session 1: Wednesday 11.15 am-12.00 pm (Learners and Graduates)			
Name		Employer Agency	Learner Status
1	Emer Jones	St. Michael's House Dublin	Graduate: BA in Applied Social Studies (Disability) Level 7& 8
2	Julette Kearney	St John of Gods, Dublin	Graduate: BA in Applied Social Studies (Disability) Level 7& 8
3	Don Campbell	Brothers of Charity Waterford	Graduate: BA in Applied Social Studies (Disability) Level 7 Current Student: Level 8
4	Kate Sarsfield	Community Workshop Wexford	Current Student: BA in Applied Social Studies (Disability) (3 rd Year)
5	Heather Howell	St Catherine's Association, Wicklow	Current Student: BA in Applied Social Studies (Disability) (3 rd Year)
6	Keith Dowling	KARE, Kildare	Current Student: BA in Applied Social Studies (Disability) (2 nd Year)
7	Keith Walsh	Gheel Autism Services, Dublin	Current Student: BA in Applied Social Studies (Disability) (1 st Year)

8	Christina Cunningham	St. Michaels House	Graduate: BA in Applied Social Studies (Disability) Level 7 Current Student: Certificate in Applied Management
9	Gill Walsh	St. Michaels House	Current Student: Certificate in Applied Management

Stakeholder Session 2: Wednesday 12.00-12.45 pm (Agency/stakeholder representatives)

<i>Name</i>		<i>Employer Agency</i>	<i>Current Position</i>
1	Tony Stewart	Prosper Fingal Intellectual Disability Service North Co. Dublin	<ul style="list-style-type: none"> • HR Manager with Prosper Fingal • Former agency rep on OTC programme board
2	James Rickard -	Rehab Services Physical Disability Service National body	<ul style="list-style-type: none"> • Diversity Development Officer • Former agency rep on OTC programme board
3	Eileen Costello-Conneely	Ability West Intellectual Disability Service Galway	<ul style="list-style-type: none"> • Quality Co-ordinator with Ability West • College graduate (2 programmes) • Current associate tutor
4	Ivan Cooper	The Wheel Umbrella representative group of non-profit agencies National body	<ul style="list-style-type: none"> • Director of Advocacy • Sat on validation panel for the accreditation of management programmes in 2008
5	Geraldine Boland	St. Michaels House Intellectual Disability Service Dublin	<ul style="list-style-type: none"> • Staff Training and Development Manager

Session: Clarification Meeting with College Director 3.00-3.30pm

<i>Attendee's name</i>		<i>Position</i>
1	Karen Finnerty	College Director

Session: Provisional Verbal Feedback

<i>Attendee's name</i>		<i>Position</i>
1	Raymond Watson	Course Director/Audit Team Member
2	Margarita Hendrick	Manager of Academic Affairs / Member of Audit Team
3	Aine Melinn	Assistant College Director/ Audit Team Member
4	Karen Finnerty	College Director /Audit Team Member

Appendix D

Agenda

Institutional Review, Open Training College, Tuesday 24 February 2009

Day One

Session chaired by Dr. Pat Cashell, Review Chairman
Venue: Stillorgan Park Hotel

10.00pm- 12.30pm Private meeting of panel - Panel induction and planning

12.30pm – 1.30pm Lunch in Stillorgan Park Hotel

Depart for Open Training College at 1.30pm

2.00pm – 3.20pm Meeting with senior management team

3.20pm – 3.30pm Coffee

3.30pm – 5.00pm Staff Meeting: Educational Philosophy and QA

5.00pm- 6.00pm Staff Meeting: Access, Transfer and Progression

6.00pm – 6.30pm Reflective Meeting with Director

Day Two

Venue: Open Training College

9.00am – 10.00am On-Line Learning Environment including On-line demonstration – My OTC

10.00 – 11.00am Staff Meeting: QA at operational Level

11.00am - 11.15 am Coffee

11.15am–12.00pm Meeting with a selection of learners and graduates

12.00pm- 12.45pm Meeting with representative stakeholders

12.45pm – 2.00pm Private lunch for panel (Panel to consider QA documentary evidence)

2.00pm – 3.30pm Private Meeting of Panel final recommendations

3.30pm – 4.00pm Preliminary oral Feedback from panel to Executive

Appendix E

List of supplemental documentation

Section 2: The Institutional Review: Self-Evaluation Process

1. Terms of Reference for Institutional Review of the Open Training College in the Spring Semester of 2009
2. Minutes of Internal Audit Team meetings
3. Gantt chart for the Open Training College Institutional Review process (2008-2009)

Section 3: Review of Quality Assurance arrangements

4. Qualifications (Education & Training) Act (1999)
5. HETAC (2002) Guidelines and Criteria for Quality Assurance Procedures in Higher Education and Training
6. OTC Quality Assurance Policies and Procedures Manual (2008)
7. HETAC Supplementary Guidelines for Institutional Review
8. HETAC Supplementary Guidelines for the Review of the Effectiveness of Quality Assurance Procedures (Objective 3 of Institutional Review)
9. Standards and Guidelines for Quality Assurance in the European Higher Education Area (2005)
10. OTC Institutional Review Report A: Comparative Evaluation of OTC QA with European Standards
11. OTC Institutional Review Report B: Document Analysis of the Implementation of OTC QA Policies and Procedures 2004-2008
12. OTC Institutional Review Report C: Review of Objective Evidence of the Implementation of OTC QA Policies and Procedures 2004-2008
13. OTC Institutional Review Draft Report D: Internal Self-Assessment against Standards and Guidelines on QA (ENQA, HETAC and NQAI)
14. OTC Institutional Review Final Report D: Internal Self-Assessment against Standards and Guidelines on QA (ENQA, HETAC and NQAI)
15. Records of staff briefing session and review days: November 2008
16. OTC QA Self-Evaluation Review Report 2006/07

Section 4: Review Access, Transfer and Progression

17. NQAI (2003) Policies, Actions and Procedures for Access, Transfer and Progression for Learners.
18. Submission documents to HETAC for the accreditation of new programmes.
19. The Open Training College and Dublin Institute of Technology Accreditation of Prior (Experiential) Learning Pilot Project: Final Report (VaLEx Report)

20. OTC Graduate and Agencies Survey Report (2008)
21. HEA: National Plan for Equality of Access to Higher Education (2008-2013)
22. OTC Student Handbook for HETAC accredited courses 2008/09

Section 5: Governance and Strategic Planning

23. St. Michael's House Annual Reports (2000-2007)
24. Minutes of OTC Academic Council meetings (2004-2008).
25. OTC Strategic Plan 2003-2008
26. Records of staff review day: April 2008

Section 6: Public Confidence

27. St. Michael's House HR Policies and Procedures Manual (2008)
28. Quality Assurance annual programme reports 2004-2008
29. Melinn, A. (2001) Impact of training: A review of the impact of training over three years on graduates of the Open Training College. Autumn 2001. Dublin: Frontline
30. Department of Education and Science (2000) Learning for Life: White Paper on Adult Education.
31. Health and Social Care Professionals Act (2005)

Section 7: Recommendations

Draft Quality Improvement Plan