



**FURTHER EDUCATION SUPPORT SERVICE**  
*Seirbhís Tacaíochta don Bhreisoideachas*

FETAC Provider Quality Assurance

Section B9

Self Evaluation of Programmes and Related Services

**Exemplar Samples  
of Provider Self Evaluation  
Documentation/Reports**

Resource for DES – Funded Providers of FETAC Programmes

## **Exemplar samples of Provider Self Evaluation Documentation**

A number of sample extracts from Providers' completed self evaluation reports / documentation have been selected for this document to illustrate a range of self evaluations undertaken and the type of material generated in the reports.

Please note that these are examples only and have been provided with the permission of the providers: Cavan Institute, Soilse and Co Westmeath VEC Adult Education Service.

Sample 1 Self Evaluation Checklist - Access Transfer and Progression

Sample 2 Programme Evaluation Report

Sample 3 Programme Improvement Plan

## Cavan Institute

<p><b>Sample 1: <u>Self Evaluation Checklist</u></b></p> <p><b>In this example the review group identified the evidence which was available to show that Access, Transfer and Progression was operating and a rating was given. Cavan Institute also identified strengths and weaknesses and made recommendations as a result of the discussion on the section. These were then carried forward to the Programme Evaluation Report. The Self Evaluation of Cavan Institute was used successfully to meet the requirements of the Whole School Evaluation process.</b></p> <p><b>Access, Transfer and Progression</b></p>		
Do learners feel that they have adequate information about the programmes and its associated services to enable them to successfully participate in it?	Student Induction, Student Handbook, Web Site, Information Provision, Student Meeting Enrolment, Brochure, Assessment Schedule, Open Day, Class Tutors, Career Guidance	3
<p>Are the following available to prospective learners on entry to the programme(s)?</p> <ul style="list-style-type: none"> <li>• Clear administration arrangements</li> <li>• Statements of entry requirements and selection criteria</li> <li>• Appeals mechanism?</li> </ul>	Admission Procedure, Registration Day, Brochure, Selection criteria??, Appeals Procedure	1
Have learners gained exemption from all or parts of a programme / assessment for an award on the basis of recognition of prior learning?	Module Exemption Form, RPL FETAC, ECDL	3
Have current learner supports / programme adaptations been successful in addressing the needs of learners? Have additional supports been requested?	Curriculum, Assistive Technologies, Facilitate Diversity, Library, Work Placement	3
<b>Access, Transfer and Progression: – Average Grade</b>		<b>2.5</b>

## **Sample 1 – Self Evaluation Checklist: Cavan Institute (Continued...)**

### **Strengths**

Information provision to Learners on Access, Transfer and Progression

Module Exemptions for Learners

Curriculum and Module Reviews

Work Placement

Higher Education Links Scheme

Internal Progression

Guidance Service

Student Consultation Process

Student Entry requirements and Appeals process

### **Areas for Improvement**

Information to Learners on admission, entry requirements and appeals

Learner support on completion of programmes

### **Recommendations**

Specific information to learners and prospective learners on

- Admission arrangements
- Course requirements
- Selection Criteria
- Appeals Mechanism

## Soilse

### **Sample 2: *Programme Evaluation Report***

**This sample contains extracts from sections of the Programme Evaluation Report completed by Soilse the Health Service Executive's (Northern Sector) Addiction Rehabilitation, Adult Education and Vocational Guidance Service. Employing an adult education methodology, Soilse seeks to address the personal, social, educational and vocational needs of participants, people at various stages of recovery from drug addiction who typically have experienced significant marginalisation, disadvantage and disempowerment.**

**The provider adhered closely to the recommended report structure. It very clearly presents a summary of the programme delivered, the methodology of the evaluation and its findings which lead to clear recommendations for the future.**

### **Soilse**

#### ***Programme Summary***

Aims and objectives of the Soilse programme:

#### **Aims**

- To provide holistic needs based addiction rehabilitation service.
- To break the spiral of dependency and social isolation, boredom and peer pressure that accentuate the drug spiral.
- To help former drug users achieve independence and self-direction through personal development programmes.

#### **Objectives**

- To introduce people to recovery from addiction.
- To broaden personal horizons.
- To create new peer networks and lifestyles.
- To provide vocational guidance
- To open avenues to ongoing learning, training, and education.

***As a FETAC registered centre Soilse participant-learners have an opportunity to achieve a major FETAC level 3 award or minor FETAC awards in a range of level 3 and level 4 modules:***

**Evaluation Methodology**

The information sought through our programme self-evaluation concerned:

- The relevance of the original aims and objectives of Soilse's Addiction Rehabilitation programme to current participants-learners.
- The value of the FETAC assessment and accreditation process to learners participating in Soilse's Rehabilitation Programme
- The quality of the FETAC assessment and accreditation process pursued in Soilse
- The extent to which procedures documented in Soilse's FETAC QA manual are practicable.

The criteria used to measure success in these three areas were:

- those outlined in the evaluation checklists and report templates provided by FETAC
- programme retention rates
- award achievement rates
- participant-learner progression routes

The programme self-evaluation was conducted using a broad based approach and an inclusive, adult education methodology. Using the self-evaluation checklist provided by FETAC and Soilse's own programme evaluation templates, the views of participants-learners (past and present) were included through group evaluations, individual reviews and review questionnaires. Those of Soilse staff were included through dedicated meetings, staff reviews and review questionnaires. Those of Soilse stakeholders were included through programme development meetings (VEC, HSE, BTEI). External evaluator involvement commenced following the initial programme self-evaluation conducted by Soilse's QA team. A meeting was then held with the external evaluator to discuss the compilation of a draft report based on the findings of the programme self-evaluation and to agree time frames for the external evaluation process. A review of the draft report and the findings of the self-evaluation were then conducted by the external evaluator and Soilse's FETAC Coordinator. Reasons for the grades assigned in each area of the programme self-evaluation were discussed and, as requested by the external evaluator, sample evidence in the form of documents, resources, locations and descriptions were provided. Some grades were adjusted in the course of this process and recommendations for development were made and documented.

## **Sample 2 – Programme Evaluation Report: Soilse (Continued...)**

### **Strengths**

- Assessment and identification of participant-learner needs
- Identification of gaps/weaknesses in service provision
- Programme development and related planning
- Learner and staff communication systems and feedback mechanisms
- Adult education methodology and learning techniques
- Integrated programme evaluation systems
- Participant-learner care planning, education planning, and vocational guidance
- Soilse Code of Practice

### **Areas for Improvement**

- Skills base of sessional facilitators
- Back up planning
- Participant-learner induction documents
- Document management systems
- Childminding support for programme applicants and participants with children
- Soilse website
- Equality training
- Health and Safety measures

## **Sample 2 – Programme Evaluation Report: Soilse (Continued...)**

### **Recommendations**

The main recommendations arising from the evaluation process are:

- To devise and resource a recruitment and training plan to address sessional facilitator skill deficits in the areas of FETAC assessment and adult education.
- To further develop contingency/ back-up arrangements to minimise programme interruption due to staff absence. This will involve recruiting a facilitator panel in advance of vacancies arising, securing agreement on locum cover arrangements with funding providers, securing a funding line to support short notice interventions, revising and revamping our speaker panel, and making greater use of educational technology and multimedia resources than at present.
- To compile a learner handbook detailing all aspects of the Soilse programme
- To compile a statement for inclusion in Soilse's administration systems handbook detailing how and where reports, evaluations, meeting agendas and minutes etc. are documented and stored.
- To provide a half-time follow on programme to sustain participant learner progress.
- To continue advocating with stakeholders about adequate funding for childminding support for participant-learners.
- To conclude revision of Soilse website and forward to HSE for inclusion as link.
- To ensure all staff receive equality training and updating.
- Conduct a health and safety audit following our upcoming move to new premises.



**Co Westmeath VEC Adult Education Service**

**Sample 3: Programme Improvement Plan**

*This Improvement Plan very simply sets out the improvements to be made by the provider. Responsibility and timelines are assigned to the actions to be undertaken.*

Self Improvement Plan 2008

<b>Recommendation</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Carried over from 2007</b>
<b>1 Learner Input</b> <ul style="list-style-type: none"><li>• Continue current good practice of Learner surveys being reported and implemented through Assess Learner Needs Working Group.</li></ul>	Assess Learner Needs Working Group	3 years	Carried over from 2007
<ul style="list-style-type: none"><li>• Continue current good practice of Learner surveys being reported and implemented through the FETAC Quality Assurance Procedure.</li></ul>	Internal Evaluator	1 year	Carried over from 2007
<ul style="list-style-type: none"><li>• Consider the introduction of Comment Boxes in Centres.</li></ul>	AEO, Centre Directors	1 year	New recommendation

**Sample 3 – Programme Improvement Plan: Co Westmeath VEC Adult Education Service (Continued...)**

<p><b>2 Equality Action Plan</b></p> <ul style="list-style-type: none"> <li>Implementation and training in relation to Equality Plan.</li> </ul>	<p>CEO, AEO, CEF</p>	<p>1 Year</p>	<p>Related to 2007 recommendation</p>
<p><b>3 Health and Safety</b></p> <ul style="list-style-type: none"> <li>Ensure all centres revise their Health &amp; Safety Policies at a minimum every 3 years.</li> <li>Address any outstanding Health &amp; Safety Issues.</li> </ul>	<p>Centre Directors</p> <p>Centre Directors</p>	<p>3 years</p> <p>1 year</p>	<p>Carried over from 2007</p> <p>Related to 2007 recommendation</p>
<p><b>4 Staff Development</b></p> <ul style="list-style-type: none"> <li>Sustain current good practice of staff development, especially in areas of training and management support.</li> </ul>	<p>AEO, Staff Development working Group, Centre Directors</p>	<p>Continuous</p>	<p>Carried over from 2007</p>

**Sample 3 – Programme Improvement Plan: Co Westmeath VEC Adult Education Service (Continued...)**

<p><b>5 Policy Development</b></p> <ul style="list-style-type: none"> <li>• Develop overall Youthreach Centre Policy Document</li> <li>• Completion and roll out of Staff Induction Policy</li> <li>• Completion and roll out of Entry &amp; Appeals Policy</li> </ul>	<p>AEO, Centre Director</p> <p>Staff Induction working Group</p> <p>AEO, Centre Managers</p>	<p>2 years</p> <p>1 year</p> <p>1 year</p>	<p>New recommendation</p> <p>Related to 2007 recommendation</p> <p>Related to 2007 recommendation</p>
<p><b>6 Communications and Promotion</b></p> <ul style="list-style-type: none"> <li>• Continue to develop formal links with community, employers and other agencies.</li> <li>• More effective promotion of the service and activities, e.g. VEC website and other promotional tools</li> </ul>	<p>Promotion and Marketing Working Group, Centre Directors at Local Level</p>	<p>Continuous</p>	<p>Carried over from 2007</p> <p>Related to 2007 recommendation</p>
<p><b>7 Programme Development</b></p> <ul style="list-style-type: none"> <li>• Examine possibility of further / enhanced Art &amp; Craft Programmes being offered to Learners, particularly Practical Based Programmes</li> </ul>	<p>AEO, Assess Learner Needs Working Group, Centre Directors</p>	<p>2 years</p>	<p>New recommendation</p>



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