

FETAC Monitoring Report

Date of Completion

26th March 2009

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Monitoring Report

1. DETAILS OF THE PROVIDER

Name of Provider DBL College

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Foley Street
Dublin 1

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Programme Director

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Type of Provider DBL College is a private provider founded in 2003. It recruits mainly from the international student market. It provides training in its own premises located in the city centre in Dublin.

The College has been registered since March 2006. It offers a wide range of award programmes mainly in language and business related areas. In addition to Level 3, 4 and 5 FETAC award programmes, the College also offers a wide range of programmes accredited by other awarding bodies, including progression routes to higher level certification.

DBL College is subject to Section 43 of the Qualification Act 1999. It offers programmes of three months duration or more.

Forms of Programme Delivery Centre

2. EDUCATION and TRAINING CENTRES

Location	Number of Tutors Trainers Teachers	Number of Learners Awards Achieved in 2008	FETAC Programmes
The Steelworks Foley Street Dublin 1	33 Staff (Including Admin)	70	L3 English as a Second Language
33 Gardiner Place Dublin 1		64	L4 English as a Second Language
		52	L5 English as a Second Language
		5	L5 Tourism Studies
		24	L5 Business Account.
		9	L5 Marketing
		14	L5 International Trade
		42	L5 Information Techn.
		17	L5 Nursing Studies

3. TYPE OF VISIT UNDERTAKEN

Second Monitoring Visit (First Monitoring Visit 6th Sep '07)

4. MONITORING VISIT PLAN

Visit Date	26 th March 2009	
Procedures Monitored	B1: ✓ B2: ✓ B3: ✓ B4: ✓ B5: ✓	B6: ✓ B7: ✓ B8: ✓ B9: ✓
Monitor	<ul style="list-style-type: none"> ▪ John Tynan 	

5. AGREED SAMPLE

Notes re identification of sample:

- The monitoring took place at the Business and IT Centre (Foley Street Campus), where the Principal and QA management are based. A wide range of learner evidence including IV and EA supporting documentation was examined.
- The monitoring focused on implementation of all B1 - B9 procedures at DBL. Programmes looked at in more detail included the FETAC L5 Business Accounting programme (Self-Evaluation) and the FETAC L5 Information Technology programme.
- As well as interviewing the College Principal and QA/Programme Director the monitor also interviewed 3 staff tutors and 9 learners at DBL. Discussion also took place with other staff met during a tour of the College.

Centres Visited	Meetings Held				Programmes Sampled
	Staff inc. Management		Learners		
	Total	Sample	Total	Sample	
The Steelworks Foley Street D1	App. 12 staff	5	App. 60	9	L5 Information Tech.

6. EVIDENCE REVIEWED

Review Of Records

College Induction Presentations
 DBL QA Reports
 Student & Staff Survey Statistics and plans of action to be taken
 DBL Course Brochures, Teacher & Student handbooks
 Health & Safety Policy, Risk Assessment , Safety Assessment
 Fire Drill procedures, Copy of Fire Drill Log
 Sample Incident reports
 Sample PFL agreements
 IV and EA Reports
 Student Information System examples/snapshots etc.

Observation of Facilities and Resources

- DBL College has a suite of classrooms and facilities/equipment for teaching business related programmes. It is well furnished and has substantial library resources. There is a fully networked range of IT resources across the building. The Centre is clean and bright throughout and is on the ground floor with easy access for people with mobility disabilities. There are secure storage areas for assessment materials. There is a dedicated web-site at www.dblcollege.com
- General teaching rooms are laid out in 'lecture style'. IT rooms are set out as appropriate to teaching that subject. There is also a reception area and small kitchen area. Staff rooms have comprehensive teaching materials.

7. Assessment of ECSL Quality Assurance System

Evaluation Criterion	Evaluation	
	Good Practice	Area for Improvement
<p>7.1 Effective <u>Implementation</u> of Quality Assurance Procedures</p> <ul style="list-style-type: none"> Is the provider implementing the quality assurance procedures as agreed (including consistently implementing the procedures in the centres of a multi-centre provider)? 	✓	
<p>7.2 Effective <u>Monitoring</u> of Quality Assurance Procedures, and evaluation of effectiveness of the procedures</p> <ul style="list-style-type: none"> Does the provider systematically monitor its progress towards achieving an appropriate range of quality goals and in particular further improving and maintaining the quality of its education and training provision? Is corrective action taken to remedy deficiencies identified by implementation of the quality assurance procedures? Is the effectiveness of the quality assurance procedures evaluated? 	✓ ✓ ✓	
<p>7.3. Effectiveness of Quality Assurance Procedures</p> <ul style="list-style-type: none"> Are the quality assurance procedures as implemented effective in maintaining and improving the quality of programme design and delivery? 	✓	

8. Good Practice Identified	
Policy Area	Good Practice
	Summary Statements of Key Elements of Good Practice Identified in this Policy Area
Communication	<ul style="list-style-type: none"> ▪ Clear communication of strategic QA objectives of the College to 'ensure compliance with standards of education and training'. ▪ Student survey findings systematically analysed. They include a number of areas including communications, improving skills and assessment methods. Students encouraged to make suggestions for improvement. All student comments are logged. ▪ High standard of printed publicity and promotional materials. ▪ All course information leaflets highlight FETAC name of award and level, benefits in taking the course, admission requirements, subjects covered, and assessment methods. ▪ Modern IT database student record system. Regular staff meetings, related to QA and teaching, minuted. ▪ Staff commend direct access to Principal and senior staff. ▪ Informative web-site, learner friendly, awards focused. Proactive promotion of College slogan "For a Better Future".
Equality	<ul style="list-style-type: none"> ▪ College distributes "Access and Equal Opportunities" guidelines to all staff and learners via staff and student handbooks. Clear definitions included and 'what to do' instructions as appropriate. ▪ QA surveys explore equality issues. A 2% discrimination indicator is documented and discussed as appropriate.
Staff Recruitment and Development	<ul style="list-style-type: none"> ▪ Comprehensive staff induction. Standard presentation updated on a periodic basis. Includes mission, key stages of the College's development, College structures and key data. ▪ Clear department structure. Clarity in student support service roles and other support areas such as admin, cleaning, security. ▪ Teaching staff have many examples of in-house professional development incl. resource management, peer learning etc. ▪ Strong QA co-ordination. Well qualified manager responsible was teacher in the College before taking on QA role. ▪ Well managed process of annual teacher observation carried out according to set QA procedures. ▪ Teacher's handbooks relate specifically to the FETAC award programme. Teachers' duties are clearly specified.
Access, Transfer and Progression	<ul style="list-style-type: none"> ▪ Flexibility in access to courses. Rolling start dates every seven weeks. Two year courses starting October and February. ▪ Progression towards university level education is a constant feature promoted throughout all DBL documents and activities. ▪ Professional guidance and advice staff on hand for learners.

<p>Programme Development, Delivery and Review</p>	<ul style="list-style-type: none"> ▪ Detailed seven week semester teaching plans in place. Basic objectives and unit criteria/objectives all carefully noted. Individual lesson plan templates provided for staff, these map out module learning outcomes for each class. Class attendee registers generated by course database system. ▪ Effective H & S management at DBL. Systematic risk assessment process in place. Fire extinguisher checks and 3 monthly fire drills. First aiders/location of first aid supplies/kits noted throughout. Emergency contacts clearly promoted. ▪ Disciplinary action reflects procedures in place. Incident reports kept securely, logged and management action taken to remedy inappropriate student behaviour resolving issues promptly. ▪ Very clear College rules and internal appeals procedure. ▪ QA annual report includes systematic analysis of every teaching space/facilities/equipment. New resources required highlighted with explanation for their need and named staff responsibility. ▪ In-depth 'student handbook and learner journal'. It is designed to assist language acquisition. Contains helpful European Languages self-assessment grid. ▪ Analysis of Jan '09 71 learner evaluations has "<i>Teachers</i>" as the highest category of "<i>Things most liked about the college</i>".
<p>Fair and Consistent Assessment of Learners</p>	<ul style="list-style-type: none"> ▪ Comprehensive internal verification and external authentication process evident at DBL. Best practice EA report with many comments about good practice clearly specified. Results presented consistent with national standard. ▪ Very clear template provided for assignments which states clear requirements, continuous assessment guidelines and deadlines. ▪ Formal "receipt of assignment" documented process in place. ▪ Well designed assessment briefs. Assessment evidence for verification purposes well organised. Staff follow assignment briefs and set marking schemes according to procedure. ▪ Formal results approval panel, fully documented/minuted, clear senior management authority role in approval of results.
<p>Protection for Learners</p>	<ul style="list-style-type: none"> ▪ Business management, information and other programmes specified in formal protection for learner agreements with two similar colleges' in the local Dublin area.
<p>Subcontracting/Procuring Programme Delivery</p>	<ul style="list-style-type: none"> ▪ DBL College does not sub-contract.
<p>Self Evaluation of Programmes and Services</p>	<ul style="list-style-type: none"> ▪ Comprehensive annual QA report which is produced as a result of serious senior management commitment and long-term approach to real step by step continuous improvement. ▪ QA Report highlights procedures using a number of tools in four main subject areas – assessment, teaching quality, external awards and facilities/equipment. ▪ Monitoring of QA takes place in a transparent and clear manner

	<p>as part of the College's system of quality control. QA reports are available for all accessible via the College's own website.</p> <ul style="list-style-type: none"> ▪ Commendable third party reports about DBL services from QA organisations including ACELS Advisory Council for English Language Schools and Department of Education. ▪ Clear recommendations in programme improvement plan. Actions carefully selected to raise standards of teaching and quality of resources. ▪ Documents available which track action resulting from previous FETAC monitoring report (Oct 07). Most actions fully implemented with some minor actions ongoing at current time. ▪ Good balance of strengths and areas for improvement noted in programme evaluation report, with SMART Recommendations.
<p>Summary of Good Practice</p>	<ul style="list-style-type: none"> ▪ Evidence of effective quality assurance at DBL. Strong leadership and management of the College with good staff team-work. Comprehensive set of 41 policies, procedures and associated documents underpinning DBL's quality assurance framework. ▪ High level of diligence observed at DBL College assuring strict QA procedures to ensure compliance with six awarding body/certification systems - FETAC, HETAC, LCCI, OCR, ECDL, ACELS.

9. Areas for Improvement: Recommendations to Provider		
9.1 Essential Recommendations	The Provider must	By this date
Required Actions	None	N/A
9.2 Development Recommendations	The Provider should consider:	
	<ul style="list-style-type: none"> ▪ B1 Communications - a more prominent staff noticeboard with a clear section where important deadlines/meetings etc can be highlighted and updated regularly. This would particularly benefit those staff in attendance only on a part-time basis. 	
	<ul style="list-style-type: none"> ▪ B3.3 Staff development - adapting the classroom observation procedures to allow some flexibility with the member of staff being observed to 'elect' for a follow-up observation with an opportunity to raise the standard of their teaching. This would benefit those staff where upon a first observation they may not have reached the standard of teaching desired. 	
	<ul style="list-style-type: none"> ▪ B6.7.1 and B6.7.2 - assessment procedures to be updated as part of DBL's current effective QA process reviewing the QA Manual with a new June/July '09 version with a tracking of revisions front-sheet. 	

10. FETAC Monitoring: Conclusions and Outcomes

Centre	DBL College
Registration No.	Centre No. 38036J
Date of Monitoring Visit	26 th March 2009
Type of Monitoring Visit	First
Monitoring Conclusions	<ul style="list-style-type: none"> ▪ Quality Assurance at DBL College is effective in maintaining and improving the quality of programmes and services.
Monitoring Outcomes	<ol style="list-style-type: none"> 1. Provider commended on good quality practices as noted in section 8 above. 2. Provider to consider developments discussed on the monitoring visit and noted in the report section 9. 3. FETAC monitoring recommended in 2 years.
Monitor	John Tynan
Date	26 th March 2009

11. Provider Feedback

In this section the Provider, having participated in the Monitoring process, is invited to provide Feedback following the completion of the Draft Monitoring Report by FETAC Monitor.

Feedback and Comments

The monitoring process was conducted in a very professional and efficient manner.

The College was given ample notice of the date the monitor was due and also given details on what information and reports should be made available for the day.

The monitor was keen to find elements of good practice and take the circumstances of the college into consideration.

Communication regarding recommendations was open and presented in a constructive manner.

The College felt that the process was not only fair but also very beneficial.

Feedback From: Elaine Cohalan

Date: 18/05/09



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