

Appendix 2 Self Evaluation Checklist

Grading Scale:

3 = Strength

There is plentiful evidence to indicate that achievement in this area is above average. This is an example of good practice which should be disseminated.

2 = Acceptable

There is evidence that achievement in this area meets expectations. With further development, this could become an area of strength

1 = For Improvement

There is little or no evidence that achievement in this area meets expectations. Improvement is needed.

Provider:	DBL College	Programme	FETAC 5 Business Accounting FETAC 5 International Trade FETAC 5 Marketing
Evaluators	Elaine Cohalan	Grainne Seaver	
Date:	September 2009		
Question		Comment / Evidence Type(s)	Grade
Communications			
Are learners able to give feedback on their individual and collective experiences? Are there any barriers to communication?		Learners have regular open contact with all staff at DBL. Administrative staff are available via phone, email, or at the reception desk in the college. Programme Director is available during office hours Monday – Friday. The principal is available via appointment should administrative staff / Programme Director be unable to deal with an issue. Learners are asked to fill in anonymous questionnaires at least once a year – any issues would be brought to the attention of teaching staff and management staff. A suggestion box is also located in the college for learners to submit their suggestions. Any reasonable and positive	3

	ones are considered.	
Is information relevant to programmes and services consistently available to the staff involved in their delivery?	<p>All staff are supplied with relevant course module outlines, course books and other such relevant materials. Should a member of staff feel they need more resources; appropriate ones are sourced and procured.</p> <p>All staff also have internet access.</p> <p>Staff also have access to computer labs, laptops, projectors and screens for their classes.</p>	3
Are staff able to contribute feedback and suggestions for the improvement of the programme(s) and associated services	<p>Staff are constantly encouraged to contribute feedback and suggestions at monthly staff meetings.</p> <p>Teaching staff also fill in anonymous questionnaires at least once a year also regarding the programme, resources, facilities, management, resources etc., and are also asked for suggestions for improvement.</p> <p>Teaching staff also fill in 'Feedback forms' for their particular courses at the end of each term. This relates to resources, equipment, facilities and support provided for teaching that module and asks for the teachers' suggestions for improvement.</p>	3
Are communications media for supplying information to and receiving feedback from the local community, employers and other external agencies effective?	<p>The college is accessible through a website (www.dblcollege.com), email (admissions@dblcollege.com) via phone (01-8559437), fax (01-8559421) and physically (Unit C3, The Steelworks, Foley Street, Dublin 1).</p>	3
Communications: – Average Grade		3

Question	Comment / Evidence Type(s)	Grade
Equality		
Is there an Equality Plan in place? Are staff trained to implement it?	Yes. All staff are supplied with staff handbooks. In these handbooks the college's equality procedures are explained, staff equality responsibilities are explained and complaints procedures are clarified. A full explanation of the staff handbook is part of the staff induction process.	3
Is it known if any person has experienced discrimination in access to the programme or services? Is there a mechanism in place for this to be known by the provider/	Has not occurred. An appeals process and complaints procedures are in place should this occur.	3
Equality:- Average Grade		3
Staff Recruitment and Development		
Are the staff involved in programme delivery well matched to their role and clear about their job specifications?	All teaching staff have are minimum degree level educated in the field they are teaching. They also have extensive experience in programme design and delivery. All teaching staff have their full job specifications and responsibilities clarified in their contract and in their handbook. This is fully explained in their induction. All staff are subject to at least one class observation per year. Recommendations made are passed onto the teacher to allow for continual improvement.	3
Have new staff had access to an effective induction process?	All new staff meet with the Programme Director who explains their role, gives them a tour of the school, supplies them with all the books, resources that they need, goes through their contract and the staff handbook with	3

Question	Comment / Evidence Type(s)	Grade
	them. (This would include information on college procedures, staff role, responsibilities etc).	
What percentage of staff have availed of staff development over the past two years?	50% 5 of the 10 tutors took part in a 'FETAC level 6 Train the Trainer' course in 2009 which was arranged internally.	3
Are staff development issues regularly reviewed by management?	<p>Our teaching staff have regular open meetings (once a month) with the Programme Director to discuss issues (resources, facilities, equipment, learner conduct, timetables, examinations, module descriptors etc).</p> <p>All teaching staff also have open access to the Programme Director. Any issues that may arise day to day can be addressed immediately in this way.</p> <p>The Programme Director also meets with each individual member of staff at least twice a year where they are free to air any concerns, suggestions etc.</p> <p>Teaching staff fill in 'Feedback forms' for their particular courses at the end of each term. This relates to resources, equipment, facilities and support provided for teaching that module and asks for the teachers' suggestions for improvement.</p> <p>Staff also fill out an anonymous questionnaire at the end of</p>	3

Question	Comment / Evidence Type(s)	Grade
	<p>each term.</p> <p>Any issues that arise from any of the above that cannot be resolved at that level are addressed in the Academic Council Meeting (once a month) between all 3 Programme Director, Principal & Registrar.</p>	
Staff Recruitment and Development – Average Grade		3
Access, Transfer and Progression		
<p>Do learners feel that they have adequate information about the programmes and its associated services to enable them to successfully participate in it?</p>	<p>All course information is available on the college's website, with links to appropriate pages on the FETAC website. All course information is also available via hardcopy in the college's reception. All administrative staff are fully briefed on all the information a potential / current learner would request. The Programme Director is available during office hours for detailed requests.</p> <p>Learners are asked to fill in an anonymous questionnaire at least once a year and are asked these questions.</p> <p>A suggestion box is also located in the learner common area. Here suggestions / comments etc are encouraged.</p>	3

Question	Comment / Evidence Type(s)	Grade
<p>Are the following available to prospective learners on entry to the programme(s)?</p> <ul style="list-style-type: none"> • Clear administration arrangements • Statements of entry requirements and selection criteria • Appeals mechanism? 	<p>When learners enrol on a course all of this information is clearly outlined.</p> <p>Also:</p> <ul style="list-style-type: none"> • A reception area and administration office sits at the main entrance to the college. • Entry requirements are clearly stated on all course brochures and in marketing campaigns (on and offline). • Learners are supplied with 'handbooks' when they enrol on a course at DBL College. This includes information on: <ul style="list-style-type: none"> ○ Registration ○ Course dates ○ Timetables ○ Learner rights and responsibilities ○ Learner Visa Details ○ What to do in an emergency ○ Legal advice ○ DBL's Complaints procedure ○ Appeals procedure 	3
<p>Have learners gained exemption from all or parts of a programme / assessment for an award on the basis of recognition of prior learning?</p>	<p>Has not occurred. Policy and procedure is in place should this occur.</p>	3

Question	Comment / Evidence Type(s)	Grade
Have current learner supports / programme adaptations been successful in addressing the needs of learners? Have additional supports been requested?	<p>Yes, the course is run over 2 years – this is in recognition of the fact that learners generally work as well as study and are not completing the course in their native language.</p> <p>The timetables are also adapted to suit a learner who works part time.</p> <p>All learners complete a Language & Exam Preparation resource module as well as their other 8 standard course modules.</p>	3
Access, Transfer and Progression: – Average Grade		3
Programme Development, Delivery and Review		
Does the need which led to the development of this programme still exist?	<p>Yes, the college runs full time English programmes. A large amount of the learners on the English programmes wish to progress to University level study and there is a high level interest in this area. Our English programmes therefore act as a natural feeder to this FETAC programme which, in turn, feeds into higher level programmes at University (Level 6,7, & 8)</p>	3
Is there a document which sets out the programme structure, delivery and assessment methodologies? Is this available to learners and other interested parties	<p>Overall course descriptors are available online (www.dblcollege.com) and available via hard copy in the college's main reception. Learners are also directed to FETAC's website for individual module descriptors (with links from DBL College's website)</p> <p>Teachers are supplied with hard and soft copies of these documents and asked to explain them in full to the class.</p>	3

Question	Comment / Evidence Type(s)	Grade
Have such programme documents been checked and approved by management as being in accordance with Mission, demand, assessment policy and resource availability?	Yes, all new programmes go before the Academic Council before they are released.	3
Are delivery styles used on the programme(s) appropriate to the needs of learners?	<p>Yes, delivery includes:</p> <ul style="list-style-type: none"> • Audio visual presentations • Group Activities • Practical exercises • Exercises • Tests • Interactive discussions <p>All staff are subject to at least one class observation per year.</p> <p>Recommendations are made based on the needs of the group.</p> <p>All learners fill in an anonymous questionnaire which asks about the delivery style of their teachers. There is also a suggestion box into which learners can make recommendations.</p> <p>There is a strong emphasis on language understanding also (glossaries & dictionaries distributed).</p>	3
Does the programme team meet to review programme delivery and other issues? Is the information acquired used effectively?	Our teaching staff have regular open meetings (once a month) with the Programme Director where programme delivery and other issues are discussed and resolved. Any issue that cannot be resolved at this point is followed up by the Programme Director with FETAC.	3

Question	Comment / Evidence Type(s)	Grade
Are timetables adhered to?	Yes, all timetables are posted in the reception area, on notice boards and in the staff room. Staff are supplied with their individual timetables and learners are supplied with their class timetables.	3
Are up to date records of learner participation and progress readily available to staff and learners?	<p>A database is maintained on the college server and accessible to all administrative staff. This holds records of learner:</p> <ul style="list-style-type: none"> • Name • Address • Telephone Number • All courses they have enrolled on • Their % attendance on all courses • Modules they are scheduled on. • Days they attended class • Examination results <p>Learners and teachers can access this information through the administration staff at the main reception.</p>	3
Are the resources necessary for successful achievement by learners of the programme objectives allocated to and maintained on the programme(s)?	Books, course plans, course outlines, course notes & materials (as developed before module commencement), assignment and portfolio outlines etc are allocated to the appropriate teacher and backup soft and hard copies are maintained by the Programme Director. Copies of books can be borrowed by learners from the college library.	3

Question	Comment / Evidence Type(s)	Grade
What is the programme completion rate for this programme i.e. what percentage of those who began the programme have attained the target award?	5 modules completed per learner: Total success from learners who attempted assessment: 247/377 = 66%	2
Are the requirements of Health & Safety legislation being complied with?	DBL has a health and safety policy that is in line with legislation. This policy is published on our notice boards and the Programme Director ensures it is complied with. Fire drills occurred 4 times a year and are scheduled to occur during all timetables. First aid kits and logs are maintained in the reception, staff room and kitchen. DBL College completes a Safety Statement and Risk Assessment annually. This is distributed to all staff and available in the main reception.	3
Has this programme been reviewed on a regular basis and the findings considered by management?	All programmes are continually monitored and reviewed through staff meetings, class observations, information received from feedback etc. Individual modules are reviewed upon their completion, i.e. at the end of the semester, and findings are considered and improvements made by the Programme Director & tutors involved.	3
Programme Development, Delivery and Review – Average Grade		2.9

Question	Comment / Evidence Type(s)	Grade
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Fair and Consistent Assessment of Learners		
<p>Are learners satisfied with the level of information and feedback they have received on their assessments?</p>	<p>Learners receive provisional results of their assessments at least 4 weeks after completion of the semester. These are published on the college notice boards. Learners are given rights of appeal and details on how to do so before the results are registered with FETAC.</p> <p>After internal verification, FETAC registration and external verification has occurred, the statements of results are received via FETAC. These are distributed to Learners who are, again, given rights of appeal and details on how to do so.</p> <p>Where learners have specific queries about their results, they can arrange to meet with the Programme Director to discuss it.</p>	3
<p>Are learners and staff satisfied with the security and integrity of assessment processes and materials?</p>	<p>All surveys and meetings suggest so.</p>	3

Question	Comment / Evidence Type(s)	Grade
How successful has the reasonable accommodations procedure been in facilitating participation in assessment by those who otherwise, due to personal circumstances, may have been unable to do so? Is there data available on this?	Has not occurred. Policy and procedure are in place should this occur.	3
Are assessors consistent in their marking of learner assessments?	As part of the internal verification process; random sampling and cross marking occurs internally to ensure standardisation of marking.	3
Has the assessment carried out by external parties been fair, consistent and contributing to learner achievement?	Yes, external assessors have been found to be vigilant, professional and fair.	3
Are the standards being achieved by learners consistent with the national standards for the award(s) available on this programme?	This information was not available	n/a
Has the process of returning data to FETAC for certification purposes been found to be accurate and reliable?	Yes, the intranet site could do with some modifications but in general is quite a good system.	3
Has the procedure for Corrective Action been used? Has it been effective in addressing non conformances in assessment practice?	Has not occurred. Policy and procedure are in place should this occur.	3
Has the learner appeal system been effective in addressing concerns of individual learners regarding their assessments?	Has not occurred. Policy and procedure are in place should this occur.	3
Fair and Consistent Assessment of Learners – Average Grade		3
Protection for Learners		
Are learners aware of their position in the event of a programme ending prematurely?	When enrolling and through the marketing campaign, this is highlighted as an advantage of enrolling in a FETAC programme. The protection of learners policy is also highlighted in the learner handbook.	3

Question	Comment / Evidence Type(s)	Grade
Protection for Learners – Average Grade		3
Sub-contracting / Procuring Programme Delivery		
When programme delivery has been procured through the use of another provider, have consistent criteria been applied and formal agreements arrived at?	Has not occurred.	n/a
Have the reports submitted by contracted providers and our monitoring arrangements been sufficient to maintain confidence in the quality of procured programmes?	Not applicable	n/a
Sub-contracting / Procuring Programme Delivery – Average Grade		n/a