

11. SELF-EVALUATION, MONITORING AND REVIEW

11.1 Internal review, self-evaluation and monitoring

Craol's Quality Assurance System is communicated and integrated into the day to day activities of the organisation through the transparent availability of policies, procedures, guidelines, roles and responsibilities of staff, governance (including external parties), oversight, self-evaluation, decision making and review. Craol is committed to continuous self-evaluation and monitoring of its services with the aim of maintaining a high standard of quality assurance throughout each sector of the organisation.

Formal and informal processes, such as learner and trainer feedback forms, one to one and class meetings with trainers, minutes of meetings, results approval panel reports and data collated from site visits are used to assess the effectiveness of module delivery, identify any gaps in the process and inform improvements needed to ensure a high standard of quality assurance is maintained.

Regular reviews of policies and procedures, roles and responsibilities and internal and external assessments inform the validity of practices and any changes needed to improve the service. Self-evaluation and monitoring is used within the Craol Coordination Committee, the Academic Committee and any sub-committees convened for specific purposes. All members of Craol are responsible for being aware of QA, self-evaluation of their individual roles and maintaining a high standard of quality assurance throughout the organisation.

11.2 Internal Self-Monitoring

- 11.2.1 Data collated from learner and trainer feedback are part of Craol's internal self-monitoring process. Learner feedback forms are completed mid-module and on completion of modules. These forms include feedback on course content, course material, course delivery, overall satisfaction with the course, achievable module objectives and learner supports. Data is collated and submitted to the Project Coordinator who maintains a database of all modules delivered by individual stations. This tracks the names of trainers, number of certified learners, dates of modules delivered and profile of learners.
- 11.2.2 Site visits are carried out by a member/s of the Craol Training and Quality Assurance Committee or the Craol Project Coordinator. A report based on key performance indicators will be compiled and delivered to the Craol Academic Committee and relevant trainers.
- 11.2.3 Oversight and monitoring of programme/module delivery is carried out from the recruitment of trainers to the certification process for learners. This ensures that quality assurance procedures are adhered to and that training is of a standard that meets QQI guidelines and Craol's Quality Assurance standards
- 11.2.4 An important objective of Craol is to deliver social benefit to local communities. Quantitative outcomes such as number of learners on modules, numbers completing modules, satisfaction with module structure, delivery and assessment methods are indicators of successful training initiatives. Similarly qualitative outcomes, such as becoming adept in new processes, progressing to achieve learning aims and the possibility of working in local communities are also indicators of successful training initiatives.
- 11.2.5 Review objectives are carried out with the ethos, objectives and vision of Craol at the forefront of the process. Learners are encouraged to use the supports provided in order to ensure they get the best out of the learning experience. Supports are available in the Learner Handbook. The results approval panel also documents results and include notes or recommendations which are sent to the Project Coordinator and in turn relayed to the relevant trainers. This data is monitored and documented for future analysis.

11.2.6 Feedback forms are monitored by the Project Coordinator and the Academic Committee and gaps identified are addressed through updating or changing processes which reflect the ongoing needs of learners. Any changes must be approved by the CCC.

11.2.7 Qualitative and quantitative data is collated and reported to the CCC by the Academic Committee, relevant sub-committees and Project Coordinator. This data is used for self-evaluation, self-monitoring and to maintain a high level of quality assurance.

11.3 Self-evaluation, improvement and enhancement

Craol's self-evaluation process ensures that any gaps identified in the organisation through feedback forms, minutes of meetings, internal or external verification or authentication reports, result approval panels notes, one to one or class meetings, class representative feedback and site visit reports are clearly documented along with any actions adopted to improve the running of the organisation.

The practice of self-evaluation is integrated into the QA system of Craol. New trainers are supported through reviews of self-evaluation forms and quarterly QA team meetings. Trainers are briefed on induction on the use of feedback and self-evaluation forms which are used mid-module and on completion of modules and on-site monitoring reports. Learners are encouraged to contribute to an ethos of quality assurance by engaging in regular self-evaluation through Learner Feedback forms.

11.4 Provider-owned quality assurance engages with external quality assurance.

Craol's Quality Assurance System has been developed in line with the statutory regulations pertaining to Disability, Equality and Diversity, Health and Safety, Recruitment, Safeguarding and other relevant regulations and guidelines necessary when delivering training to the public sector. It is also developed in line with the requirements of the Qualifications and Quality Assurance (Education and Training Act) 2012 to 2019 and the core guidelines published by Quality and Qualifications Ireland (QQI).