Programme Self-evaluation Policy (ED-Pol-099)

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Department	Professional Affairs
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Related Documents	ED-Pol-099 – Programme Self-evaluation Policy QA-Pol-023 – Quality Assurance and Enhancement Policy ED-Pol-098 – Programme Monitoring and Review Procedure

1.   Purpose

The purpose of this policy is to provide guidance on the self-evaluation of RCPI Education Programmes.

2.   Scope

This policy applies to all validated education programmes and to all staff with any role in a Programme Self-Evaluation.

3.   Responsibilities

The Education Development Manager is responsible for project managing the programme self-evalution with the oversight and guidance of the QA Manager.

The Chair of the Academic Board nominates an External Review Panel and a Chair that is subject to the approval of the Academic Board.

4.   Education Programme Self-evaluation – Guiding Principles

4.1   Self-evaluation

4.1.1   A comprehensive programme self-evaluation is undertaken every five years or earlier if required by concerns arising during monitoring and review.

4.1.2   Programme self-evaluation is scheduled in line with and in advance of review by the QQI.

4.1.3   Programme self-evaluation entails a complete review of the programme design and delivery as well as an analysis of the external environment. The objectives of self-evaluation are to:

- Review the programmes in the context of learner needs, the requirements of employers, industry, professional bodies, the Irish economy and international developments
- Evaluate feedback from programme graduates and the employers of programme graduates
- Evaluate the feedback mechanisms for learners in respect of the programme and the processes for acting on this feedback
- Evaluate responsiveness of the programme to learner needs and educational developments
- Evaluate the formal links which have been established within the healthcare sector and the wider community in order to maintain the relevance of the programmes
- Evaluate the nature and effectiveness of collaborative relationships where relevant
- Evaluate national and international trends and developments in terms of the subject matter
- Evaluate the physical and virtual learning environments for the provision of the programme

- Analyse general programme statistics such as learner numbers, retention rates, success rates, programme diversity etc
- Evaluate changing external environment factors including:
- New developments in terms of teaching, learning and assessment
- Prospective learner needs
- Employer feedback and projections in terms of the future delivery of healthcare
- Evaluate the adequacy of resources and inputs to support programme delivery

4.1.4   Sources of information used during the self-evaluation process include:

- Annual Programme Board Report
- Records of amendments to the programme
- Learner feedback including key performance indicators associated with all aspects of learner satisfaction levels
- Learner perfomance including enrolment, completion rates, classification of award and grading/marking
- Learner career progression
- Applications for Recognition of Prior Learning and the outcomes
- External Examiner reports and response to recommendations
- Profile of teaching faculty members
- Stakeholder focus groups – learners, employers, service users
- SWOT analysis generated following the review of all information

4.1.5   As part of the self-evaluation process, a line-by-line review of the programme is complete including a review of:

- Aims and objectives of the programme
- Entry requirements to the programme
- Access, Transfer and Progression
- Minimum Intended Programme Learning Outcomes (MIPLOs) and Minimum Intended Module Learning Outcomes (MIMLOs)
- The inter-relatedness of modules and sequencing
- The suitability and effectiveness of teaching and learning is aligned to the Teaching, Learning and Assessment Framework (ED-GL-061)
- The integrity of the assessment process
- Information available to prospective and enrolled learners on RCPI website or in programme handbook

4.1.6   The Programme Self-evaluation culminates with a Self-evaluation report and a Programme Quality Improvement Plan, implemented by the Programme Board, which is a detailed plan that describes each area for improvement, the improvement actions, the tasks required to implement the action, the timeframe and to whom responsibility is assigned.

4.1.7   The Self-evaluation Report and a Programme Quality Improvement Plan may include recommendations such as:

- Revision of the programme aims, MIPLOs and the changes required for contructive alignment within the MIMLOs, content, teaching strategies and assessment.
- Addition or subtraction of programme modules
- Modes of learning and assessment, possibly to increase or decrease online engagement
- Presentation of a fully revised curriculum

4.1.8   The completed Self-evaluation Report is approved by the Academic Board.

4.1.9   Changes resulting from the self-evaluation process are implemented in compliance with the Programme Change Procedure (ED-SOP-045).

4.1.10   The outcomes of the Programme Self-evaluation are published and made available to learners, prospective learners and other stakeholders.

4.2   External Review

4.2.1   If the self-evaluation is conducted in preparation for an external review, the Chair of the Academic Board nominates an External Review Panel and Chair.

4.2.2   The External Review Panel is comprised of subject matter experts and academic representatives. The Chair of the Academic Board will nominate panel members and Academic Board will approve the nominations.

4.2.3   The visit of the External Review Panel includes the following:

- Presentation of proposed new or revised programme
- Review of the Self-evaluation Report
- Review of the quality assurance of the programme
- Discussions with programme staff and other relevant stakeholders
- Presentation by the Chair of External Review Panel on the panel findings and conclusions.

4.2.4   A formal written report follows the visit of the External Review Panel containing both findings and recommendations.

4.2.5   The Head of Professional Affairs and the Programme Board prepares a response to the report in the form of an action plan and both the report and the action plan are submitted to the Academic Board for approval. The action plan contains specific tasks, the timeframe in which they must be achieved and resources required.

4.2.6   The Director of Education and Academic Programmes in consultation with the Head of Professional Affairs makes arrangements with validating body with regard to submission of Self-evaluation Report and the findings of the External Review panel.

4.2.7   The Chair of the Academic Board will confirm to the validating body when the proposed Programme Quality Enhancement Plan has been complete.

5.   References

ENQA (2015) Standards and Guidelines for Quality Assurance in European Higher Education Area (ESQ)
https://enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf

Quality Qualifications Ireland (2016) Core Statutory Quality Assurance Guidelines
https://www.qqi.ie/Downloads/Core%20Statutory%20Quality%20Assurance%20Guidelines.pdf

Quality Qualifications Ireland (2017) Policies & Criteria for the Validation of Programmes of Education & Training
https://www.qqi.ie/Publications/Publications/Initial_Validation_policy_7_10_13.pdf

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