P10 Internal Audit / Evaluation Form

The purpose of this form set out audit / monitoring criteria and record audit outcomes made.

Section 1: Particulars of Audit			PLEASE USE BLOCK CAPITALS
Date:		Area for Audit:	Programme Knowledge Bank
Auditor(s):			
Section of QMS / Relevant Services:	P10		
Staff Member Audit:			

Grading Scale:

3 = Strength	There is **plentiful documentary 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.

Plan of Action for Audit / Monitoring: **Results:**

	Standard Item	Yes	No	Grade	Comment / Evidence
1.	Are the obligations arising from QQI's Policies and Criteria for Validation of Programmes into your procedures for programme development, approval and review?				
2.	Do the procedures make clear that your programmes will: · be written using learning outcomes · be developed based on evidenced need · align with the relevant award standards · be subject to internal evaluation and approval prior to submission for validation · comply with requirements of Access, Transfer & Progression · be subject to ongoing monitoring and periodic review				
3.	If your programmes will incorporate blended learning, have you incorporated the relevant quality assurance guidelines relating to programme design, structure, assessment etc. (Ref. Section 4, BLGs)?				
4.	If your learners enrolled on any of your programmes will spend a significant amount of time on work placement, is the selection, monitoring and support of workplace provision and assessment covered by your procedures?				
5.	Are statistics on learner enrolments, retention, completion and progression monitored and reported on?How is this information captured and stored?				
6.	Are the resources required for programmes – human, financial, physical, ICT etc - regularly monitored and reported on?				
7.	What are the qualitative and quantitative indicators of quality used for your programmes, i.e. in reviewing the programme, what measures do you use to evaluate its success or otherwise?				
8.	Do you benchmark programme indicators against comparable providers?				
9.	Is the process for amending programmes based on monitoring / review clear and documented?				
10.	Is information about programmes subject to internal approval prior to publication?				
11.	Is recognition of prior non-certified learning (RPL) offered to learners? If so, is this process documented and monitored for consistency?				
12.	How does your assessment strategy inform programme development?				
13.	Is it clear what supports are available to learners and how they are accessed?				

14.	Are particular supports made available to international learners?				
15.	Are particular supports made available to learners with disabilities?				
16.	Is there a role with overall responsibility for coordinating the various learner supports and monitoring their effectiveness?				
17.	Are learner representatives encouraged / facilitated to be involved in quality assurance processes?				
18.	Are questions regarding the availability and adequacy of supports included in learner satisfaction surveys?				
19.	Are the areas of potential vulnerability in your quality assurance of assessment known in the organisation?				
20.	Are the systems to promote security in assessment – materials, processes, learner work and records, in place and monitored for effectiveness?				
21.	Are there policies in place for informing and governing the conduct of assessment – from programme development to learner appeals?				
22.	Are the outcomes of assessment, formative and summative, used to inform learners' progress?				
23.	How do you know how your award outcomes and other programme data compare with those of other providers operating in the same area, nationally or internationally?				
24.	How is the learning from results approval panel / exam board meetings used to inform and improve future practice?				
25.	How does your assessment strategy inform programme development?				
26.	Are there approval processes for new assessment instruments?				
27.	How is assessment of skills quality assured when carried out in an 'on the job' setting?				
28.	What are the primary issues to consider when quality assuring assessment in a blended learning programme?				
29.	How would you deal with cases of plagiarism, alleged or admitted?				
30.	Is there a policy on handling disagreements between external examiners / authenticators and lecturers / tutors?				

Scoring total Applicable

Scoring total Yes

Overall Score

Section 3: Sign Off

Staff Member / Trainer: Indicate your level of agreement with the feedback/scoring offered by the auditor on the evaluation of this area:

Totally agree	☐
Agree with some aspects	☐
Disagree	☐

Staff Member: _____ Date: _____

Auditor: _____ Date: _____

P10 Internal Audit / Evaluation Form

Auditor Name:
Date of Audit:

Internal Audit
Non-Conformance
Report Summary

	Action to be resolved	Current Status	Progress Plan	Person in Charge	Date Action Opened	To be completed by
1.						
2.						
3.						
4.						
5.						

Section 3: Sign Off

Staff Member:		Date:	
Auditor:		Date:	