

P7 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:	<input type="text"/>	Area for Audit:	<input type="text" value="Course Coordinator Life Cycle - Events in the Future"/>
Auditor(s):	<input type="text"/>		
Section of QMS / Relevant Services:	<input type="text" value="P7"/>		
Staff Member Audit:	<input type="text"/>		

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.

Section 2: Plan and Outcomes

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: <ul style="list-style-type: none"> · 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 there an approach to effective teaching and learning, appropriate to your programmes, which underpins programme				

	development and delivery? Is there a policy on Teaching and Learning which communicates this?				
14.	Is the quality of the learning experience monitored on an on-going basis? How are learner feedback questionnaires designed to provide useful information? How is the information gained from this monitoring used in subsequent programme development and improvement?				
15.	How do you recognise good quality learning experiences?				
16.	Are blended learning materials and media developed with a view to support effective teaching, learning and assessment? Is this monitored? (Ref 4.1, 4.2 BLGs)				
17.	Are Work Placements and Work Based Learning monitored to ensure that effective teaching and learning can take place?				
18.	Are the diverse needs of learners identified and facilitated? Give examples of diversity that you can and cannot facilitate.				
19.	How are staff supported to improve their teaching and assessment skills?				
20.	Are there criteria for checking the suitability of potential venues as effective teaching and learning environments?				
21.	How will learners know how to make a complaint should they need to? Is the procedure for handling complaints documented and approved?				
22.	Is there a policy governing what information is published about validated programmes? (Ref Section 9.1, 9.2 CGLs)				
23.	Is programme information approved for accuracy prior to publication in hard copy or on websites?				
24.	Is there a commitment to publish quality assurance evaluation reports which the provider has carried out?				
25.	If you are collaborating in any way with another provider in the delivery of a programme, does all programme information make clear which provider has the validated programme and, therefore, responsibility for quality assurance?				

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:

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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:	<input type="text"/>	Date:	<input type="text"/>
Auditor:	<input type="text"/>	Date:	<input type="text"/>