



COLLEGE OF FET QUALITY REVIEW FRAMEWORK POLICY

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1 Introduction

The aim of the Quality Review Framework is to continue to promote an ongoing culture of quality assurance and enhancement throughout Limerick and Clare ETB's College of FET. The process reflects an embedded and dynamic system that is continuous, reflective, and inclusive and enhancement focussed.

The Framework reflects upon and is informed by:

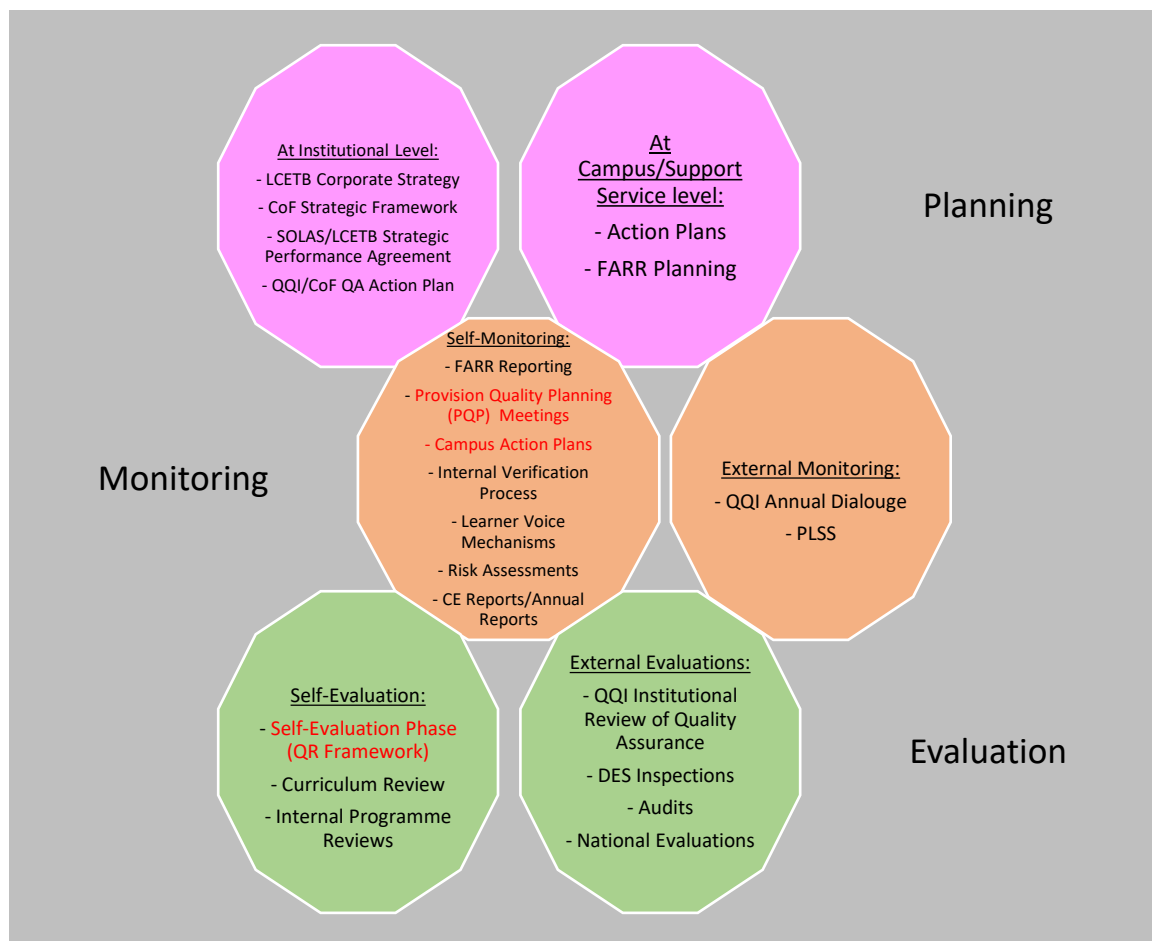
- Future FET: Transforming Learning – the National FET Strategy, 2020-2024
- Limerick and Clare ETB's FET Strategic Framework, 2021-2025
- Quality Assurance Action Plan based on Inaugural Review
- Core and Sector Specific QA Guidelines
- EQAVET European Quality Assurance Reference Framework
- Looking at our Centre – A Quality Framework for CTCs and Centres for Education

The ETB is committed to the quality assurance and enhancement of all its programmes and support services, to improve the learner and learning practitioners' experience across the College of FET.

This Quality Review Framework enables this by providing a consistent approach to reflecting on and assessing the quality of the College of FET activities through a self-monitoring process of Quality Improvement Planning, Self-Evaluation, and Curriculum Review processes.

This Quality Review Framework sits within the wider context of the College of FET Monitoring and Evaluation Framework, which guides our practice around the collection and analysis of data and uses an evidence-based approach to inform planning and decision-making processes. The Framework also meets our accountability duties as a public funded body and further strengthens and positions the College of FET to respond to the planned introduction of an outcomes-based funding model.

College of FET Monitoring and Evaluation Framework



2 Policy Objectives

The policy objectives are to:

- Provide coherence and consistency of approach in College of FET Quality Review Processes.
- Clarify and communicate the College of FET values and expectations of the Quality Review Processes for learners, staff, and the organisation.
- Assure the processes of quality review and enhancement are prioritised, supported, communicated, and fostered across the College of FET.
- Ensure the effectiveness of our Quality Review Processes.
- Harness digital technologies to advance Quality Review Processes in the College of FET.
- Recognise the valuable contribution learners can make in the College of FET change management processes.
- Capture good practice across the College of FET and share it with all key stakeholders.

3 Scope

The scope of the College of FET Quality Review process references the current College of FET structure of local Programme Categories delivered across a series of FET Campuses. It is designed to equally apply to the evolving College of FET structure. The scope of the Quality Review Framework applies to all Campus Programme Categories and learners associated with the Limerick and Clare ETB College of FET provision.

4 Guiding Principles

The success of the Quality Review Framework will be determined by how successfully its implementation adheres to the following principles.

- Consultation and collaboration with all relevant stakeholders in initial, development and rollout stages
- The Quality Review Framework remains relevant to and valued by all stakeholders.
- The College of FET approach to Quality Review is consistent and standardised.
- The development is focussed on creating a Quality Culture where all stakeholders are motivated towards shared ownership for quality provision enhancement.
- Systematic documentation and celebration of success remains a central focus.
- Campus Self –evaluation Quality action plan development within the agreed timeframe is prioritised.
- Robust relevant Self-monitoring processes are embedded in the framework.

5 The Quality Review Framework

5.1 Overview

The Quality Review Framework is supported by the Quality Assurance Support Service.

It consists of three complementary processes: Quality Improvement Planning, Self-Evaluation, and Curriculum Review.



5.2 CFET Quality Review Framework Summarised					
Title	What is it	Purpose	Focus	Method	Output
Quality Improvement Planning	The Quality Improvement Planning process is a self-monitoring, annual quality indicator driven process, assuring organisational effectiveness and compliance	The Quality Improvement Planning phase ensures Management and staff teams take time to reflect and use key available data to assess its effectiveness around the implementation of FET strategic priorities, and its compliance with QA policies and procedures.	Quality Operations Planning Outputs from External Authentication, Results Approval Panel and Appeals certification processes; Assessment Procedures implementation, Certification period Planning, Programmes / Modules review, Curriculum Development Requirements and General QA related updates. Quality Performance Targets EQAVET Indicators as aligned to Specific Performance Agreement Targets Boarder EQAVET Indicators	The former QIP process is being aligned with the Quality Review Campus Self Evaluation Action Plans and self-monitoring processes. In line with this, the title of these meetings has been changed to Provision Quality Planning Meetings (PQP) meetings¹ The purpose of these meetings is to provide opportunity for Provision to share best practise, to inform Provision Managers on QASS related information and to document any relevant actions arising from meetings to feed into a Campus Quality Planning report (CQPR)¹ . Following completion of PQP Meetings within a Campus – collated reports will be prepared by QASS for feeding into Campus Self Evaluation Action Planning Annual review meetings will take place with Campus Management Teams to review their Self Evaluation Action Plans²	Campus Quality Planning Report

¹ See Appendix 2 - **Campus Quality Planning report (CQPR)**

² See Appendix 3 - **Self Evaluation Action Plans**

Self-Evaluation	Self-Evaluation process is a 3-year cycle of review of the quality of, or impact on, the learner's experience, achievements, and contributions and on findings from the many stakeholders engaging in the quality system	Documents best practise and ensures continuous improvement of quality that is structured and planned	Key Self -Evaluation Framework Elements Key Components ³ – Component 1 Teaching, Learning and Assessment Component 2 – Governance, Leadership and Management The standards in both these key components are derived from the Department of Education (DE) Inspectorate publication Looking at our Centres 2023	Collation of required data and information Facilitated Self-Evaluation session at Campus level supported by QASS. Quality Council reviews Campus Self-Evaluation Report and makes recommendations Finalised Campus Self-Evaluation Report ⁴	Self- Evaluation Report and Action Plan
Curriculum Review	Structured and Scheduled Review of Programme Curriculum on a three-year cycle	To foster a culture of continuous improvement and innovation in education and ensures that the curriculum aligns with the needs and expectations of the learners and the demands of the contemporary job market	College of FET Programme Curriculum	Thorough review of the existing curriculum, including its objectives, content, and assessment methods. This review will involve input from key stakeholders including learning practitioners, learners, parents / guardians, and College of FET Management	Curriculum revisions and updates to ensure College of FET Programme Curriculum are meeting needs of learners and progression opportunities

³ See Appendix 4 – **Key Components Template**

⁴ See Appendix 5-**Campus Self- Evaluation Report**

5.3 Identification and Allocation of Quality Measures

The following Quality Measures should be prioritised and allocated by the College of FET Quality Council and Strategic Regional Planning Network.

- 1 Quantitative Measures
 - a. EQAVET indicators linked to Strategic Performance Agreement Targets.
 - b. Broader EQAVET Indicators, Completion Rate, Employment Rate etc.
 - c. Grade Changes at External Authentication – alignment with National standards
 - d. PLSS Data completeness and compliance.

- 2 Qualitative Measures
 - a. Compliance
 - 2.a.1 Child Protection and Adult Safeguarding
 - 2.a.2 Health and Safety
 - b. Learner and Stakeholder Feedback

6 Self-Evaluation and Self-Monitoring

The 3-year **self-evaluation process** reviews progress on the annual Quality Improvement Plans and considers more strategic implementation, looking at impact of progress on Teaching, Learning and Assessment and Governance, Leadership & Management.

The key stages of the Self-Evaluation Process are:

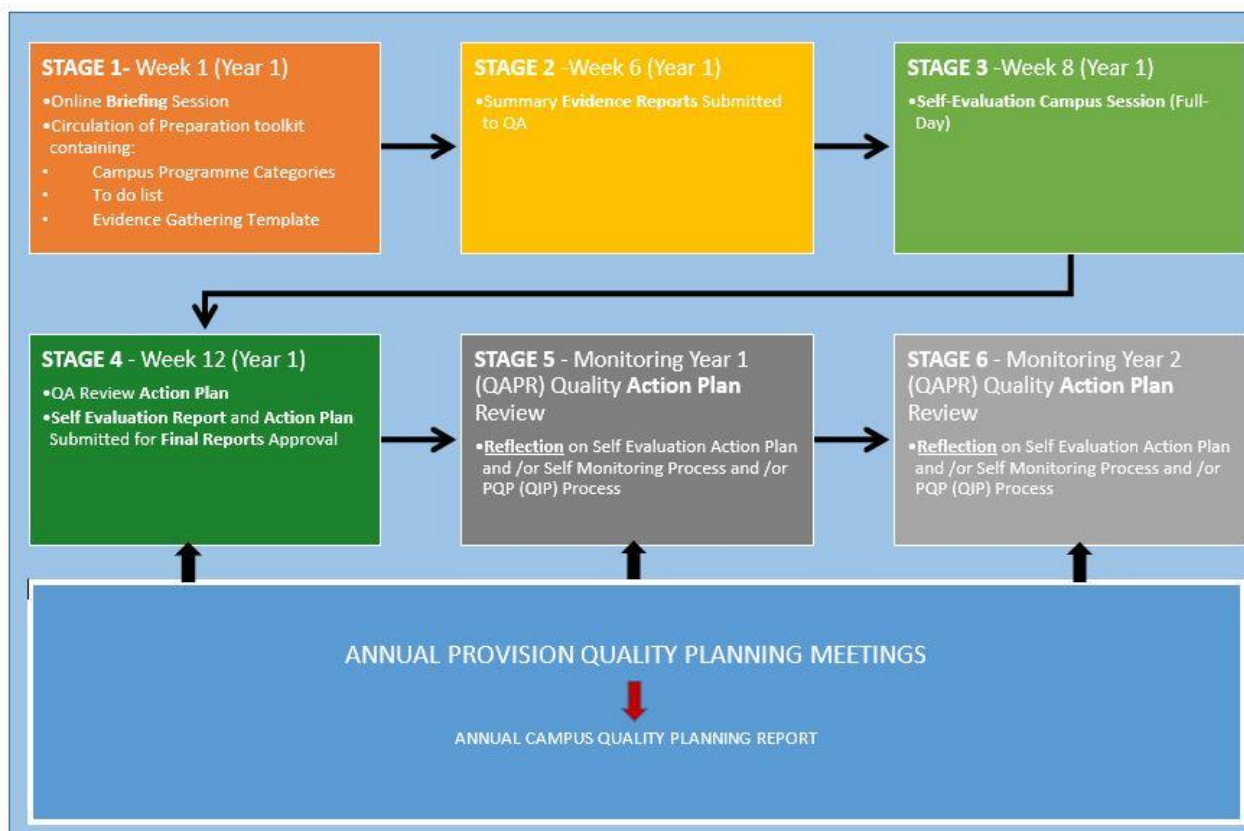


Elements feeding into the main components include:

- Quality Improvement Action Plan from annual self-monitoring process.
- The Learner Voice
- Child Safeguarding
- Programme and Curriculum Review
- Information and Data Management
- Evidence Gathering of Key Performance Indicators
- Stakeholder Feedback
- Review of key Operational Policy and Procedures
- Review of Learner Support Services and Frameworks
- Curriculum Review

6.1 Self-Evaluation and Monitoring Stages

CFET CAMPUS SELF-EVALUATION AND SELF-MONITORING STAGES



Stage 1 Briefing Session and Data Gathering

The Quality Assurance Support Service will hold a briefing meeting with the Campus Programme managers and coordinators well in advance of the scheduled self-evaluation process to discuss the review process, schedule, and required documentation, and to agree deadlines for the receipt of documentation.

The Quality Assurance Support Service will collate and make available all relevant centralised quality assurance related data and information, e.g., certification reports and history, validated programmes, external authenticator reports, Results Approval Panel reports, outcomes of College of FET learner surveys, PLSS data on enrolments, progressions etc.

Managers and Coordinators within the various Programme Categories, together with their staff will collate all local data and information required for quality self-evaluation, e.g., feedback from local learner voice mechanisms, mid and end course evaluations, staff meeting minutes, facilities management meeting minutes, etc.

Stage 2 Submission of Programme Category Evidence Gathering Summary Reports

A Programme Category Evidence Gathering Exercise⁵ carried out as part of the preparation stage for Self-Evaluation, supports staff to reflect at both Programme Categories as well as at Campus level on how they will demonstrate, document and highlight best practise within their service

The process for completion of this exercise will be addressed during the briefing session.

The QASS will make available all centralised quality assurance related data and information, e.g., certification reports and history, validated programmes, external authenticator reports, Results Approval Panel reports, outcomes of College of FET learner surveys, PLSS data on enrolments, progressions etc.

Coordinators within the various Programme Categories, together with their staff will collate all local data and information required for quality self-evaluation, e.g., feedback from local learner voice mechanisms, mid and end course evaluations, staff meeting minutes, facilities management meeting minutes, etc.

A Summary report of Evidence gathered⁶ will be submitted to QASS in advance of the Self – Evaluation Session for presentation by Programme Category representative during the session. The coordinator who will be responsible for preparing and presenting this short report will be agreed during the briefing session

Stage 3 Facilitated Campus Self -Evaluation session

Quality Assurance Support Service will facilitate session for Campus to enable self-evaluation.

All Campus management should attend this session, along with nominated staff and learner representation.

The outline of the session is included below:

- Introduction to College of FET Quality Review Framework Process
- Presentations of Programme Category Evidence Gathering reports
- Strengths and Challenges analysis
- Review of Component 1 Teaching Training and Learning, in relation to how findings relate to Campus.
- Review of Component 2 Governance, Leadership and Management, in relation to how findings relate to Campus (completed by Management teams within the Campus)
- Agreement on self-evaluation outcomes
 - Key issues/findings identified by the Campus or during the self-evaluation process.
 - Key areas of excellent practice to highlight.
 - Areas for enhancement identified.
- Agreement on Draft Campus Self-Evaluation Report, incorporating proposed Action Plan.

⁵ See Appendix 6 - **Summary report of Evidence gathered**

⁶ See Appendix 7 - **Summary report of Evidence gathered**

Stage 4 Self-Evaluation report

The Campus develops a draft **Self -Evaluation Report**⁷ incorporating their Campus **Self-Evaluation Action Plan**⁸ recorded during the campus evaluation session.

Quality Council reviews and approves Campus Self-Evaluation Report. Line Management reviews and approves Programme Categories Self- Evaluation Action Plan.

Stage 5 & 6 Monitoring and Review of Campus Quality Action Plan

Approximately twelve months after the Quality Report and Action Plan has been accepted, each Campus Management team will be invited by QASS to attend a Quality Action Plan Review meeting to review and update their action plan where necessary.

Along with this, Provision Management will continue to be met by QASS as part of the Provision Quality Planning Process and relevant actions arising from meetings will feed into a Campus Quality Planning report (CQPR) – See appendix 2.

The Campus Action Plan report resulting from the Self Evaluation session can then be updated to include any additional actions from this process.

7 Curriculum Review Process

Frequency: Every 3 years

Purpose: Process for programmatic reviews conducted by QASS that will be conducted cross-campus (incl. learner voice, etc.) and potentially at national level.

Focus: To review departmental subject areas.

Method:

- Schedule of Curriculum Review will be developed and approved by the Quality Council on an annual basis.
- For each subject discipline, i.e., Business Studies, Healthcare, ICT, a review of all associated programme curriculum will be conducted.
- Incorporating cross-campus subject-matter expert teams, each major award programme and associated modules will be reviewed for
 - Relevance
 - Accuracy
 - Appropriateness
 - Reflecting current education and industry requirements

Output: Recommendations for curriculum revisions and updates.

⁷ See Appendix 8 – **Self -Evaluation Report**

⁸ See Appendix 9 – **Self Evaluation Action Plan**

8. Quality Review Framework Resources

All QRF toolkit and support documentation can be downloaded from [Quality Assurance](#) Quality Review Framework Section on Staff Connect .

This section also includes a QRF User's Guide Handbook providing guidance on accessing and use of relevant templates

Appendix 1 Provision Quality Planning (PQP) meetings

For Completion during PQP meeting by QASS with Provision Managers

Provision Name		Centre Number	
Date		Time	
Academic Year		Venue	
Attendees			

Component 1 - Teaching, Learning and Assessment					
No.	Items	Areas for Discussion	Action Agreed	Person Responsible	Status
1.	Previous CQIP Report	-			
2.	Review of Recent Certification Periods <ul style="list-style-type: none"> - IV Reports - EA Reports - RAP Meeting - Appeals (if relevant) - PLSS Updates 				
3.	Assessment Procedures & Tracking Form				
	Planning for next authentication period Risk Categorisation Estimates	-			
4.	Digital Assessment	-			

Component 2 - Governance, Leadership and Management

1.	<p>Programme/Modules</p> <ul style="list-style-type: none"> - Changes to any programmes or modules delivered in the provision - Staffing Updates - Module Revision Form - Level 4 module updates 	-			
2.	<p>Curriculum Development Requirements</p>				
3.	<p>Monitoring and Evaluation</p>				
4.	<p>QA Updates QA PD</p>				

Appendix 2 Campus Quality Planning Report (Collated from PQP Meeting)

This document will be populated by QASS following the meeting with priority actions listed chronologically.

Campus Name	
Teaching and Learning	Areas identified as part of PQP
1.	
2.	
3.	
Governance, Leadership and Management	Areas identified as part of PQP
1.	
2.	
3.	
Other Elements Reviewed	Areas identified as part of PQP
1.	
2.	
3.	

The completed template will feed into Campus Self Evaluation Action Plans

Appendix 3 Self-Evaluation Report Action Plan Template

To be completed by QASS following Self -Evaluation Session

Campus: _____

Date of Self -Evaluation: _____

Timeframe for actions	Agreed Action.	Person Responsible	To be completed by when: (State month or ongoing)	Reviewed on:	Completed on:
Teaching, Learning and Assessment					
Governance, Leadership and Management					
Child Safeguarding					
The Learner Voice					
SCOT Analysis					
Stakeholder Feedback					
Summary Report of Evidence Gathered					
Review of Key Operational Policies and Procedures					

Review of Learner Support Services and Frameworks					
Curriculum Review					

The above action plan should be reviewed regularly at Facility Management Meetings and/or Staff meetings to ensure regular monitoring takes place

Yearly monitoring and review session details to be inserted below:

Quality Improvement Planning Meeting date:	Attended by:	Comments/outcomes:

Appendix 4 Key Components Templates

Introduction

During the Quality Review Framework Campus Self-Evaluation process, two key Components are reviewed:

Teaching, Learning and Assessment and **Governance, Leadership and Management**.

All Campus staff will carry out a Self-Assessment of Teaching, Learning and Assessment using Component 1 Template on the day of the Self Evaluation Session.

Component 2 will be reviewed by Campus Management teams in advance of the Self Evaluation Session and feedback shared on the day.

In this way components can also be used by both centre leaders and practitioners to enhance the quality of provision.

Working in Programme Category Groups, Management and Staff Teams are asked to reflect on pre-determined standards Informed by DE Inspectorate **Looking at our Centres**.

They identify how these standards are being met within their practise. The team will identify their strengths as well as areas for development and the exercise will enable them to take ownership of their own development and improvement.

They will also identify where improvements and actions are needed.

These will then be fed back to the larger group and actions will become part of the self-evaluation report.

Component 1: Teaching, Learning and Assessment

The Teaching Learning and Assessment Component is divided into key aspects with associated standards of effective practice outlined for each aspect.

Key aspects	Standard	How we show we are meeting this standard	Action needed if any	By when	By whom
Learner Experience and outcomes	Learners engage purposefully in meaningful learning and or Learning activities, show motivation to learn and enjoy learning.				
	Learners experience respectful interactions that are challenging and supportive.				
	Learners develop and demonstrate the knowledge, skills and attitudes required to understand themselves, their relationships and for lifelong learning.				
	Learners demonstrate the knowledge, skills and understanding required by the chosen curriculum and programme.				
	Learners are aware from the outset of summative Assessment, the tasks that will be undertaken				

	and are aware of related success criteria.				
	Learners understand and attain the stated learning outcomes for each subject, course/ programme, module and, where relevant individual learning plan				
	Learners have a sense of ownership for their Learning.				
	Learners reflect on their progress.				
	learners' personal, social, and emotional learning is supported				
Practitioners' Individual Practice	The practitioner prepares for and responds to individual learning needs; differentiates teaching methodologies and assessment activities, as necessary.				
	The practitioner has the requisite subject knowledge, pedagogical knowledge, and classroom management skills.				
	The practitioner selects and uses planning, preparation, methodologies and assessment				

	practices that progress learners' learning and achievement.				
Learning Practitioners Collective Practice	Learning practitioners' value and engage in professional development and professional collaboration.				
	Learning practitioners work together to devise learning opportunities for learners across and beyond the curriculum.				
	Learning practitioners contribute to building whole-staff capacity by sharing their expertise.				
	Learning Practitioners follow Campus Child Safeguarding Compliancy Reporting process				
	Learning Practitioners adhere to all CFET Policy and Procedures relating to quality Teaching, Learning and Assessment				

Component 2: Governance, Leadership and Management

For Completion by Campus Management Teams in advance of Self Evaluation for sharing during the session

Key Aspects	Standard	How we show we are meeting this standard	Action needed if any	By when	By whom
Governance	Maintains a high standard of governance in the following areas:				
	A. Learner Centred Approach				
	B. Staffing				
	C. FET Curriculum				
	D. FET Infrastructure and Performance				
	E. Partnerships for Seamless Transitions				
	F. Legislative requirements in operating Campus				
	G. QA Certification and Assessment Processes				
	H. Child Safeguarding				
	I. Data Management				

	J. Data Retention				
	K. Social Justice and Inclusivity				
	L. Learner Support Frameworks				
	M. GDPR Adherence				
	N. Learner Charter				
	O. Communicating effectively with Stakeholders				
	P. Processes are in place to ensure Specific Performance Agreement Targets (SPA's) are agreed in Participation Rates in FET Programmes (<i>Eqvet Indicator 3</i>)				
	Q. Processes are in place to ensure Specific Performance Agreement Targets (SPA's) in engagement of vulnerable groups (<i>Eqvet Indicator 8</i>)				
Key Aspects	Standard	How we show we are meeting this standard	Action needed if any	By when	By whom
	The Campus Fosters a culture in which learners flourish				

Leading teaching and Assessment	The Campus Fosters a culture in which learning is central to provision activities.				
	The Campus promotes and facilitates the development of learner voice, participation, and leadership.				
Key Aspects	Standard	How we show we are meeting this standard	Action needed if any	By when	By whom
Organisation and Leadership	The Campus Management team manage resources to create, maintain and develop a learning organisation.				
Leading Development	Processes in place to ensure SPA targets are achieved in Completion rates <i>(EQAVET Indicator 4 - Completion rates in FET Programmes)</i>				
	Processes are in place to ensure targets are achieved in meeting placement rates <i>(EQAVET Indicator 5 -Placement Rate of graduates from FET Programmes)</i>				
	The Campus engages fully with Self Evaluation and ongoing monitoring Processes				
	Campus has meaningful Engagement with all key Stakeholders				

	<p>A system promoting professional development, responsibility and accountability is in place <i>(EQAVET Indicator 2 - Investment in Learning of teachers and trainers)</i></p>				
	<p>Campus management team:</p> <ul style="list-style-type: none"> Engage in professional dialogue with peers. 				
	<ul style="list-style-type: none"> Are mindful of their own wellbeing in their practice as leaders. 				
	<ul style="list-style-type: none"> Empower staff to carry out leadership roles. 				

Appendix 5 Campus Self Evaluation Report

Campus Self-Evaluation Report

Content includes.

1. Introduction to QR Framework Self Evaluation Process.
2. Executive Summary
3. Summary report of Programme Categories Qualitative and Quantitative Evidence Gathered in advance- (reports as appendices)
4. Strengths and Challenges Analysis
5. Self-Evaluation Action Plan
6. Conclusion

Appendices

Programme Category Key Components Reviewed

Programme Category Strengths and Challenges Analysis

Appendix 6 Evidence Gathering Exercise

Gathering of Evidence for Self-Evaluation

The Data Gathering exercise, carried out as part of the preparation stage for Self-Evaluation, supports staff at both Programme Category and Campus level to reflect on how they will demonstrate, document, and highlight best practise within their service.

As part of this exercise, Programme Category teams are asked to document evidence demonstrating best practise in achieving the strategic priorities of 1) Building Skills 2) Fostering Inclusion and 3) Creating Pathways and also where relevant to reflect on how processes can be improved to become more streamlined, quality enhanced, costs reduced and greater efficiencies achieved.

The process for completion of the Self-Evaluation Evidence Gathering template is discussed as part of self-evaluation briefing sessions along with identifying who will be responsible for completion of same.

The QASS (Quality Assurance Support Service) will make available all centralised quality assurance related data and information, e.g., certification reports and history, validated programmes, external authenticator reports, Results Approval Panel reports, outcomes of College of FET (Further Education and Training) (Further Education and Training) learner surveys, PLSS data on enrolments, progressions etc.

Coordinators within the various Programme Categories, together with their staff will collate all local data and information required for quality self-evaluation, e.g., feedback from local learner voice mechanisms, mid and end course evaluations, staff meeting minutes, facilities management meeting minutes, etc.

Please note:

The period being reviewed is the last academic year up to and including the date for your Programme Categories Self Evaluation session.

Evidence Gathering Exercise

	Programme Category Name: Campus Name: Date			
	Gathering of Evidence – Preparation in advance (Please retain this working document at Campus level)			
FET Strategic Priorities	Expected outcomes	Gathered by Whom	By When	Evidence available illustrating 'Best Practise' in this Strategic Priority
Building Skills	Aligned with Key Skill needs of region and industry addressing skills gaps			
	Staff Professional Development and wellbeing			
	Strong Partnership Development			
	Keeping Campus at the Heart of the Community			
	Fit for Purpose Campus with resources for specific skills development			
	FET Centres of Excellence with specialist Provision			
	Environmentally friendly green skills focussed provision to equip learners with skills to			

	live and work in a more sustainable world.			
	Increased small trader/SME apprenticeship opportunities			
	Blended learning opportunities for learners			
Fostering Inclusion	Inclusive Teaching and Learning Practises integrating Prior Learning and work assessment			
	Fostering Diversity within Campus including representation of learners from under-represented groups			
	A welcoming engaging Learning Environment benefiting learners and staff			
	FET Curriculum informed by Universal Design for Learning			
	Technology to support inclusion is provided			
	Centrally Coordinated system for capturing Learner and staff voice			
	Coordinated system for Capturing and Promoting the Learner Voice at local level			

	Key stakeholders represented in Governance structures			
Creating Pathways	Roadmap of Quality learning FET Pathways provided internally and externally			
	Strong Connection with employers and stakeholders to provide upskilling or reskilling for learners			
	Effective Learner on-boarding and Guidance in place			
	Learner Support accessed where needed			
	Clear entry points and natural progression pathways provided for learners			
	Campus creating seamless progression pathways to Tertiary Education Landscape			
	International opportunities available for staff and learners			

Appendix 7 Summary Report of Evidence Gathered

Summary Report of Evidence Gathered (For submission in advance of Self Evaluation Session)					
Programme Category Name: Campus Name: Date					
Introduction					
Source of Evidence Gathered	What we do very well in this area	Areas for Improvement Identified	*Actions	By whom	By when