The Further Education and Training Awards Council (FETAC) was set up as a statutory body on 11 June 2001 by the Minister for Education and Science. Under the Qualifications (Education & Training) Act, 1999, FETAC now has responsibility for making awards previously made by NCVA.

Module Descriptor

Monitoring Quality Assurance

Level 6 G30039

www.fetac.ie
Introduction

A module is a statement of the standards to be achieved to gain a FETAC award. Candidates are assessed to establish whether they have achieved the required standards. Credit is awarded for each module successfully completed.

The standards in a module are expressed principally in terms of specific learning outcomes, i.e. what the learner will be able to do on successful completion of the module. The other elements of the module - the purpose, general aims, assessment details and assessment criteria - combine with the learning outcomes to state the standards in a holistic way.

While FETAC is responsible for setting the standards for certification in partnership with course providers and industry, it is the course providers who are responsible for the design of the learning programmes. The duration, content and delivery of learning programmes should be appropriate to the learners’ needs and interests, and should enable the learners to reach the standard as described in the modules. Modules may be delivered alone or integrated with other modules.

The development of learners’ core skills is a key objective of vocational education and training. The opportunity to develop these skills may arise through a single module or a range of modules. The core skills include:

- taking initiative
- taking responsibility for one’s own learning and progress
- problem solving
- applying theoretical knowledge in practical contexts
- being numerate and literate
- having information and communication technology skills
- sourcing and organising information effectively
- listening effectively
- communicating orally and in writing
- working effectively in group situations
- understanding health and safety issues
- reflecting on and evaluating quality of own learning and achievement.

Course providers are encouraged to design programmes which enable learners to develop core skills.
1. **Module Title** Monitoring Quality Assurance

2. **Module Code** G30039

3. **Level** 6

4. **Credit Value** 1 Credit

5. **Purpose**
   
   This module is a statement of the standards to be achieved to gain a FETAC credit in Monitoring Quality Assurance at Level 6.

   This module is designed to offer learners the opportunity to obtain the necessary knowledge, skills and competence to enable them to carry out monitoring of a quality assurance system in the education and training sector in accordance with the provider’s QA policies and procedures.

6. **Preferred Entry Level**

   Level 5 Certificate in, Leaving Certificate or equivalent qualifications and/or relevant life and work experiences.

7. **Special Requirements**

   Learners should have some experience in the education and training sector such as delivery, administration, quality assurance, and monitoring

8. **General Aims**

   *Learners who successfully complete this module will:*

   8.1 Understand the key aspects of the policy and institutional context of QA e.g. Qualifications Act, Awards Councils

   8.2 Understand the role of QA in education and training provision

   8.3 Appreciate the key aspects of the QA monitoring process

   8.4 Appreciate the necessity to encourage continuous improvement in the QA process

   8.5 Work effectively as a QA monitor in a variety of provider contexts

9. **Units**

   The specific learning outcomes are grouped into 3 Units.

   - **Unit 1** Quality Assurance Requirements and Approaches
   - **Unit 2** Quality Assurance Policies and Procedures
   - **Unit 3** Monitoring Skills and Practice
10 Specific Learning Outcomes

Unit 1 Quality Assurance Requirements and Approaches

*Learners should be able to:*

10.1.1 Describe the main features of current legislation governing QA e.g. Qualifications (Education and Training) Act 1999
10.1.2 Explain what is meant by Quality Assurance.
10.1.3 Describe the role and function of the awarding bodies.
10.1.4 Describe the responsibilities of training and education providers under the Act.
10.1.5 Explain the benefits of the new legislative QA system for learners and other key stakeholders.
10.1.6 Describe the role of the respective Awards Council in agreeing a provider’s QA System and distinguish between HETAC and FETAC approaches to quality assurance.
10.1.7 Make effective use of the appropriate Awards Council Quality Assurance Guidelines as a reference resource.
10.1.8 Explain the appropriate use of relevant templates and procedures and identify areas for improvement in the learning design, delivery and assessment processes i.e. identifying learner needs; developing a specification for learning activities; preparing an education or training plan or syllabus; providing fair and consistent assessment of learners.
10.1.9 Explain the relationship between programme review, monitoring and evaluation.
10.1.10 Explain the difference between
   - managing policies and procedures individually, and
   - managing policies and procedures as a whole, using a process approach

Unit 2 Quality Assurance Policies and Procedures

*Learners should be able to:*

10.2.1 Describe the structure of the provider’s QA Policies and Procedures
10.2.2 Explain the content of the provider’s own QA Policies and Procedures
10.2.3 Explain the intent and requirements of each QA Policy and Procedure
10.2.4 Explain the QA Monitor’s responsibilities for monitoring a system to ensure legal compliance as well as conformance with QA Policies and Procedures
10.2.5 List the benefits of documenting a quality assurance system and suggest approaches for doing so in a variety of situations
10.2.6 Describe the basis on which exclusion of QA Policies and Procedures might be permissible

10.2.7 Suggest what objective evidence might be needed to demonstrate conformance with QA Policies and Procedures and HETAC and FETAC requirements.

Unit 3 Monitoring Skills and Practice

Learners should be able to:

10.3.1 Outline the monitoring process from initiating the monitoring visit to conducting monitoring follow up.

10.3.2 Explain how a QA monitoring visit is planned and conducted.

10.3.3 Describe the process for reporting and following up on a QA monitoring visit to include: identifying strengths and areas for improvement; communicating findings to the manager responsible; assisting in the formulation of an improvement plan; arranging a follow up site visit where necessary.

10.3.4 Explain the role of a Monitor to plan, conduct, report and follow up on a QA system monitoring visit in accordance with appropriate international standards.

10.3.5 Undertake the roles and responsibilities of Monitors while taking into account professional responsibilities, ethics, conflict of interest and relationships with awarding bodies.

10.3.6 Explain the differences in the purpose and conduct of QA monitoring carried out by the following
- First Provider
- Second Provider and
- Awards Councils
11 Portfolio of Assessment

Summary                  Skills Demonstration  40%
Collection of Work       40%
Examination (Theory – Based)  20%

11.1 Skills Demonstration
In one or more skills demonstration, candidates will be assessed in a broad range of practical skills and knowledge in the specific learning outcomes relating to planning, implementing, reviewing and evaluation of QA monitoring. The internal assessor should design a series of activities and exercises that require the candidate to demonstrate the specific skills and aptitudes required to work effectively as a monitor including:
- Preparing a QA monitoring plan
- Preparing a QA monitoring checklist
- Carrying out a QA monitoring visit, including effective use of checklists, question technique, listening skills, and note taking
- Managing time during the monitoring visit
- Writing a QA monitoring report
- Evaluating proposals for continuous improvement

11.2 Collection of Work
Using guidelines provided by the internal assessor, candidates will compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role play exercise, or in real-life/work situations.

The collection of work will contain four items developed in response to briefs provided by the internal assessor. The briefs should afford candidates the opportunity to demonstrate their understanding of key aspects of the QA monitoring process such identification of gaps in QA policies or procedures, development of appropriate responses etc.

11.3 Examination  The internal assessor will devise a theory-based examination that assesses candidate’s ability to recall and apply theory and understanding, requiring responses to a range of question types including multiple choice, short answers and structured questions. The examination will be based on specific learning outcomes in Units 1 – 3 and will be 1 hour in duration consisting of 10 x 5 mark multiple choice questions and 5 x 10 mark short questions. These questions to be answered in writing.

10. Grading
   Pass  50 – 64%
   Merit  65 – 79%
   Distinction  80 – 100%
Candidate Name: _______________________________ PPSN: _______________________
Centre: _______________________________ Centre No.: ________

<table>
<thead>
<tr>
<th>Assessment Criteria</th>
<th>Maximum Mark</th>
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<tr>
<td><strong>Planning</strong></td>
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<tr>
<td>- preparation of a detailed QA monitoring plan including</td>
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<td>a comprehensive QA monitoring checklist</td>
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<td><strong>Implementation</strong></td>
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<tr>
<td>- effective use of checklists, time, engagement,</td>
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<tr>
<td>questioning technique, listening skills, and note</td>
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<tr>
<td>taking</td>
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<td><strong>Reporting and Evaluation</strong></td>
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<td>- production of a comprehensive, accurate written QA</td>
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<td>monitoring report</td>
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<td>- systematic evaluation of proposals for continuous</td>
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<td>improvement</td>
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**TOTAL MARKS**  
This mark should be transferred to the Module Results Summary Sheet  
40

*Internal Assessor’s Signature: _______________________________ Date: ____________

*External Authenticator’s Signature: ___________________________ Date: ____________
### Marking Sheet 2

**Quality Assurance**

**G30039**

**Collection of Work 40%**

Candidate Name: ____________________________  PPSN: ____________________________

Centre: ______________________________________  Centre No.: ___________________

### Assessment Criteria

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<td><strong>Item No 3</strong></td>
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<td>• Effective and detailed response to the brief demonstrating comprehensive understanding and analysis of QA monitoring</td>
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**TOTAL MARKS**

*This mark should be transferred to the Module Results Summary Sheet*

40

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External Authenticator’s Signature: ____________________________  Date: __________
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**Internal Assessor’s Signature:** ___________________________  Date: __________

**External Authenticator’s Signature:** ________________________  Date: __________
Assignment  
An exercise carried out in response to a brief with specific guidelines and usually of short duration.

Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor.

Assignments may be specified as an oral presentation, case study, observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.

Collection of Work  
A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.

Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role play exercise, or in real-life/work situations.

This body of work may be self-generated rather than carried out in response to a specific assignment eg art work, engineering work etc.

Examination  
A means of assessing a candidate’s ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.

Examinations may be:

- practical, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions
- oral, testing ability to speak effectively in the vernacular or other languages
- interview-style, assessing learning through verbal questioning, on one-to-one/group basis
- aural, testing listening and interpretation skills
- theory-based, assessing the candidate’s ability to recall and apply theory, requiring responses to a range of question types, such as objective, short answer, structured, essay. These questions may be answered in different media such as in writing, orally etc.

Learner Record  
A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired.

Candidates compile a personal logbook/journal/diary/daily diary/record/laboratory notebook/sketch book. The logbook/journal/diary/daily diary/record/laboratory notebook/sketch book should cover specified aspects of the learner’s experience.

Project  
A substantial individual or group response to a brief with guidelines, usually carried out over a period of time.

Projects may involve:
research – requiring individual/group investigation of a topic
process – eg design, performance, production of an artefact/event

Projects will be based on a brief provided by the internal assessor or
negotiated by the candidate with the internal assessor. The brief will
include broad guidelines for the candidate. The work will be carried out
over a specified period of time.

Projects may be undertaken as a group or collaborative project, however
the individual contribution of each candidate must be clearly identified.

The project will enable the candidate to demonstrate: \( \text{(some of these – about 2-4)} \)

- understanding and application of concepts in (specify area)
- use/selection of relevant research/survey techniques, sources of
  information, referencing, bibliography
- ability to analyse, evaluate, draw conclusions, make
  recommendations
- understanding of process/planning implementation and review skills/
  planning and time management skills
- ability to implement/produce/make/construct/perform
- mastery of tools and techniques
- design/creativity/problem-solving/evaluation skills
- presentation/display skills
- team working/co-operation/participation skills.

**Skills**

**Demonstration**

*Assessment of mastery of specified practical, organisational and/or
interpersonal skills.*

These skills are assessed at any time throughout the learning process by
the internal assessor/another qualified person in the centre for whom the
candidate undertakes relevant tasks.

The skills may be demonstrated in a range of conditions, such as in the
learning environment, in a role-play exercise, or in a real-life/work
situations.

The candidate may submit a written report/supporting documentation as
part of the assessment.

Examples of skills: laboratory skills, computer skills, coaching skills,
interpersonal skills.
FETAC Assessment Principles

1. Assessment is regarded as an integral part of the learning process.

2. All FETAC assessment is criterion referenced. Each assessment technique has assessment criteria which detail the range of marks to be awarded for specific standards of knowledge, skills and competence demonstrated by candidates.

3. The mode of assessment is generally local i.e. the assessment techniques are devised and implemented by internal assessors in centres.

4. Assessment techniques in FETAC modules are valid in that they test a range of appropriate learning outcomes.

5. The reliability of assessment techniques is facilitated by providing support for assessors.

6. Arising from an extensive consultation process, each FETAC module describes what is considered to be an optimum approach to assessment. When the necessary procedures are in place, it will be possible for assessors to use other forms of assessment, provided they are demonstrated to be valid and reliable.

7. To enable all learners to demonstrate that they have reached the required standard, candidate evidence may be submitted in written, oral, visual, multimedia or other format as appropriate to the learning outcomes.

8. Assessment of a number of modules may be integrated, provided the separate criteria for each module are met.

9. Group or team work may form part of the assessment of a module, provided each candidate’s achievement is separately assessed.
# FETAC Module Results Summary Sheet

**Module Title:** Monitoring Quality Assurance  
**Module Code:** G30039

<table>
<thead>
<tr>
<th>Candidate Surname</th>
<th>Candidate Forename</th>
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<th>Mark Sheet 2</th>
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Signed: ___________________________________________  
**Date:** ____________________

**Internal Assessor:** ___________________________________________  
**Date:** ____________________

This sheet is for internal assessors to record the overall marks of individual candidates. It should be retained in the centre. The marks awarded should be transferred to the official FETAC Module Results Sheet issued to centres before the visit of the external Authenticator.

Grade*  
D: 80 - 100%  
M: 65 - 79%  
P: 50 - 64%  
U: 0 - 49%  
W: candidates entered who did not present for assessment