**Stock-taking Tool for Internal Quality Assurance (IQA)**

**Name of Institution: Institute of Tourism Studies**

**Level of Training Provided (Further/Higher):**

**Sector(s) of training Provision:**

**Size: Staff: Student:**

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| --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Standard** | **Aspects to consider** | **Existing processes within ITS – what evidence exists for such processes** | | **Level of Fulfilment of Standard** | |
| **1.** | **An effective policy for quality assurance** | Do you have a quality assurance policy?  Are IQA processes and mechanisms described in official policies?  Are roles and responsibilities spelled out in these policies?  Does your policy/mission statement commit officially to academic integrity?  Do you policy(ies) commit against any form of discrimination?  Is there a commitment for participation of different stakeholders?  Is there commitment to ensure quality of subcontracted activities/training? |  | |  | |
| **2.** | **Institutional Probity: entities should have appropriate measures and procedures to ensure financial probity** | Is your turn over more than €50,000?  Does your institution have yearly audit accounts?  Does your institution have regular budget plans?  Are the legal representatives and persons occupying headship positions fit to oversee the delivery of Further and Higher education courses? |  | |  | |
| **3.** | **Appropriate Design and approval of programmes:**  **Self-accredited entities should use ECTS/ECVET, are learning outcomes based, implement appropriate teaching methods, resources, be in line with the Referencing report, involves external stake-holders, students, have formal approval procedures.**  **Accredited by NCFHE: to follow programme accreditation process of NCFHE** | Do you use ECVET/ECTS?  Do you use learning outcomes approach?  How do you ensure that lecturers are adequate – do you have minimum requirements?  How do you ensure a student-centred approach?  Do you have a formal process for approval of new courses/renewal of existing courses?  Do you have formal processes to carry out labour needs analysis?  How do you ensure that qualifications are in line with Referencing document?  What formal processes ensure input of external stakeholders?  How are students involved in the design process?  How is progression from one qualification level planned? |  | |  | |
| **4.** | **Student-centred learning, teaching and assessment: encouraged students to take active role,** | Pedagogy:  Do you promote different pedagogical approaches?  How do you cater for student diversity, special needs?  How do you evaluate the pedagogy used in the delivery of courses?  How do you enable flexible pathways?  Assessment:  Are criteria and modes of assessment published in advance?  Are students given feedback on their assessment?  Do you ensure fairness in assessment? Is there more than one assessor? How do you ensure consistent assessment?  How do you ensure that lecturers are aware of assessment procedures and processes?  Do you have a system of appeals on assessment? | |  | |  |
| **5.** | **Student admission, progression, recognition and certification:**  **Regulations covering all phases of student life: admission; progression; recognition; and certification** | How do you ensure that admission processes and criteria are fair, consistent and transparent?  Do you provide an induction programme to the institution and programme?  How do you collect, process and manage information on student progression?  Do you have specified selection criteria?  Do you provide documentation including: qualification level learning outcomes, Content description in line with NCFHE regulations (diploma supplement, certificate supplement? | |  | |  |
| **6.** | **Competence of teaching staff:** | Do you have clear, fair and transparent processes for recruitment? For conditions of employment?  For professional development of staff?  How do you promote link between education and research?  How do you ensure that part-time staff is up to date with methodological requirements of course delivery? |  | |  | |
| **7.** | **Appropriate learning resources and student support: appropriate funding for learning and teaching** | How do you ensure that you provide adequate resources? E.g. libraries, learning equipment, study facilities, IT infrastructure, human support services?  How do you ensure access of resources to diverse students (disabilities, foreign etc.)?  Do support staff have access to further training and development? |  | |  | |
| **8.** | **Appropriate information management: collect, analyse and use relevant information for effective management** | **Do you keep track of the profile of your students in the different courses?**  **Do you look at participation of vulnerable groups?**  **Do you collect and analyse student participation, retention, and success rates?**  **Do you keep track of employment tracks?**  **Do you participate in NCFHE yearly statistics collection exercise?** |  | |  | |
| **9.** | **Appropriate public information** | **Do you publish:**  **Selection criteria for your courses?**  **The learning outcomes of the courses offered?**  **Qualification level and no. of ECTS/ECVET?**  **Processes for teaching, learning and assessment?**  **Pass rates?**  **Further learning opportunities?**  **Do you publish enough information for prospective students to make informed choices?** |  | |  | |
| **10.** | **On-going monitoring and periodic review of programmes** | **Do you do ongoing monitoring? In what way?**  **Are students involved, and in what way?**  **Are other stakeholders included in the review e.g. employer?**  **Do you communicate actions taken as a result of review? And in what way?** |  | |  | |
| **11.** | **Cyclical external quality assurance** | **Do you use a system of external quality assurance?**  **For courses and/or institution?**  **How often and how is it organised?** |  | |  | |