

Vocational Secondary Schools Self-Evaluation Templates

## Appendix 1 – self-Evaluation griDS

### Leadership and quality Management

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| Quality Indicator | Standard. | Evidence Strand | Excellent | Very good | Good | Sufficient | Weak | Unsatisfactory |
| Working strategically in partnership with stakeholders | LM1 | Complies with legal and ethical practices |  |  |  |  |  |  |
| LM2 | Vision and strategic plans reflect stakeholders expectations |  |  |  |  |  |  |
| LM3 | Strategies relevant to needs of the labour market |  |  |  |  |  |  |
| LM4 | Strategic plan identifies needs and gaps in performance |  |  |  |  |  |  |
| Communication of vision | LM5 | Staff, learners and stakeholders are active in decision making |  |  |  |  |  |  |
| LM6 | Internal communication and accountability infrastructure is clear |  |  |  |  |  |  |
| LM7 | Stakeholder communication is effective |  |  |  |  |  |  |
| Leading and supporting learning and teaching | LM8 | High expectations conveyed and innovation valued |  |  |  |  |  |  |
| LM9 | Strategies in place to ensure a safe and supportive environment |  |  |  |  |  |  |
| Implementing policies and procedures consistently | LM10 | A framework of policies and procedures is in place |  |  |  |  |  |  |
| LM11 | Policies and procedures in place to support internal QA |  |  |  |  |  |  |
| LM12 | Assessment policy and procedures in place |  |  |  |  |  |  |
| Evaluating performance | LM13 | Self-evaluation conducted routinely |  |  |  |  |  |  |
| LM14 | Programme and dept. performance reports informs planning |  |  |  |  |  |  |
| LM15 | Feedback mechanisms in place to evaluate learning and teaching |  |  |  |  |  |  |
| LM16 | Mechanisms in place to evaluated work-based learning |  |  |  |  |  |  |
| Valuing learning achievement | LM17 | Learning experience evaluated through learners’ feedback |  |  |  |  |  |  |
| LM18 | Graduate destinations are traced |  |  |  |  |  |  |
| LM19 | Retention and success rates monitored and evaluated |  |  |  |  |  |  |
| Overall evaluation of Leadership and Quality  Management | | |  |  |  |  |  |  |

### management of resources and environment

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Quality Indicator | Standard | Evidence Strand | Excellent | Very good | Good | Sufficient | Weak | Unsatisfactory |
| Viable and sustainable provision | RE1 | Enrolment targets set and monitored |  |  |  |  |  |  |
| RE2 | Efficiency of student enrolment costs |  |  |  |  |  |  |
| Management of physical facilities | RE3 | Appropriate use of facilities |  |  |  |  |  |  |
| RE4 | Compliance with health, safety and environmental standards |  |  |  |  |  |  |
| RE5 | Utilisation and maintenance |  |  |  |  |  |  |
| RE6 | Meeting needs of staff and learners |  |  |  |  |  |  |
| Management of resources and materials | RE7 | Learners’ access to necessary technologies |  |  |  |  |  |  |
| RE8 | Staff access to computer and internet resources |  |  |  |  |  |  |
| RE9 | Utilisation and maintenance of equipment |  |  |  |  |  |  |
| RE10 | Provision of appropriate learning materials |  |  |  |  |  |  |
| Management of human resources | RE11 | Appropriately qualified staff |  |  |  |  |  |  |
| RE12 | Balance of full/part time staff and staff/learner ratios |  |  |  |  |  |  |
| RE13 | Staff induction/orientation |  |  |  |  |  |  |
| RE14 | Transparent and equitable policies supporting staff satisfaction |  |  |  |  |  |  |
| RE15 | Performance agreements in place |  |  |  |  |  |  |
| RE16 | Performance appraisal and review in place |  |  |  |  |  |  |
| RE17 | Professional development plans supported |  |  |  |  |  |  |
| RE18 | Transparent recruitment, promotion and reward procedures |  |  |  |  |  |  |
| Overall evaluation of Management of Resources and Environment | | |  |  |  |  |  |  |

### Programme development

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Quality Indicator | Standard | Evidence Strand | Excellent | Very good | Good | Sufficient | Weak | Unsatisfactory |
| Requirements for qualifications | PD1 | Relevance to school goals and labour market need |  |  |  |  |  |  |
| PD2 | Validity and appropriateness of learning outcomes |  |  |  |  |  |  |
| PD3 | Validity work place learning outcomes |  |  |  |  |  |  |
| PD4 | Coherency of programme components |  |  |  |  |  |  |
| PD5 | Sequencing of programme components ensure exit level outcomes |  |  |  |  |  |  |
| PD6 | Appropriate balance of theory, practical, and work-place components |  |  |  |  |  |  |
| PD7 | Validity and variety of assessment techniques and instruments |  |  |  |  |  |  |
| PD8 | Appropriate entry requirements with no false barriers |  |  |  |  |  |  |
| PD9 | Identification of progression pathways |  |  |  |  |  |  |
| PD10 | Specific licensing and regulatory requirements |  |  |  |  |  |  |
| PD11 | Appropriate support to franchised programmes |  |  |  |  |  |  |
| Curriculum development and review | PD12 | Programme review procedures |  |  |  |  |  |  |
| PD13 | Informed need of programme provision |  |  |  |  |  |  |
| PD14 | Effective engagement of stakeholders in programme development and review |  |  |  |  |  |  |
| Curriculum design and content | PD15 | Attributes and skills embedded in programmes |  |  |  |  |  |  |
| PD16 | Practical context of learning and assessment activities |  |  |  |  |  |  |
| Overall evaluation of Programme Development | | |  |  |  |  |  |  |

### Teaching and learning

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Quality Indicator | Standard | Evidence Strand | Excellent | Very good | Good | Sufficient | Weak | Unsatisfactory |
| Management of programme and learner data | TL1 | Information available to students prior to enrolment |  |  |  |  |  |  |
| TL2 | Management of current and historical programme information |  |  |  |  |  |  |
| TL3 | Management of programme reports |  |  |  |  |  |  |
| TL4 | Management of programme administration processes |  |  |  |  |  |  |
| Addressing different learner needs and interests | TL5 | Teaching and learning policy in place |  |  |  |  |  |  |
| TL6 | Availability of flexible delivery options |  |  |  |  |  |  |
| TL7 | Dynamic and supportive learning environment |  |  |  |  |  |  |
| TL8 | Self- directed learning activities embedded |  |  |  |  |  |  |
| Effectiveness of work place learning | TL9 | Policy on effectiveness of work place learning |  |  |  |  |  |  |
| TL10 | Relationship with work place providers |  |  |  |  |  |  |
| TL11 | Expectation from work place learning defined |  |  |  |  |  |  |
| Effectiveness of assessment practices | TL12 | Assessment policy understood and implemented |  |  |  |  |  |  |
| TL13 | Valid and reliable assessment instruments related to LOs |  |  |  |  |  |  |
| TL14 | Learner awareness of assessment requirements |  |  |  |  |  |  |
| TL15 | Learner feedback on performance |  |  |  |  |  |  |
| Support and motivation of learners | TL16 | Monitoring of learner progress through programme |  |  |  |  |  |  |
| TL17 | Supportive intervention to remedy lack of progress |  |  |  |  |  |  |
| TL18 | Availability and use of counselling and careers advice |  |  |  |  |  |  |
| TL19 | Levels of uptake of student support services |  |  |  |  |  |  |
| Overall evaluation of Teaching and Learning | | |  |  |  |  |  |  |

### engagement with stakeholders

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Quality Indicator | Standard | Evidence Strand | Excellent | Very good | Good | Sufficient | Weak | Unsatisfactory |
| Participation in national, regional and inter-national activities | E1 | Engagement with stakeholders |  |  |  |  |  |  |
| E2 | Partnerships and formal agreement with stakeholders |  |  |  |  |  |  |
| E3 | Support to staff and learners to build relationships with stakeholders |  |  |  |  |  |  |
| Engagement with local community | E4 | Communications with stakeholders |  |  |  |  |  |  |
| E5 | Responsiveness to stakeholder needs |  |  |  |  |  |  |
| E6 | Support to lifelong learning in the community |  |  |  |  |  |  |
| E7 | Public perception of provider |  |  |  |  |  |  |
| Dialogue with regulatory bodies | E8 | Engagement with QA and funding bodies |  |  |  |  |  |  |
| Overall evaluation of Engagement with Community and Regulatory bodies | | |  |  |  |  |  |  |

## Appendix 2 – self-Evaluation Report TEMPLATEs

### Leadership and quality Management

|  |  |
| --- | --- |
| Quality Indicator | Performance |
| Working strategically in partnership with stakeholders |  |
| Communication of vision |  |
| Leading and supporting learning and teaching |  |
| Implementing policies and procedures consistently |  |
| Evaluating performance |  |
| Valuing learning achievement |  |
| **Overall evaluation of Leadership and Quality Management** |  |

### Management of resources and environment

|  |  |
| --- | --- |
| Quality Indicator | Performance |
| Viable and sustainable provision |  |
| Management of physical facilities |  |
| Management of resources and materials |  |
| Management of human resources |  |
| **Overall evaluation of Management of Resources and Environment** |  |

### Programme development

|  |  |
| --- | --- |
| Quality Indicator | Performance |
| Requirements for qualifications |  |
| Curriculum development and review |  |
| Curriculum design and content |  |
| **Overall evaluation of Programmes Development** |  |

### Teaching and learning

|  |  |
| --- | --- |
| Quality Indicator | Performance |
| Management of programme and learner data |  |
| Addressing different learner needs and interests |  |
| Effectiveness of work place learning |  |
| Effectiveness of assessment practices |  |
| Support and motivation of learners |  |
| **Overall evaluation of Teaching and Learning** |  |

### engagement with stakeholders

|  |  |
| --- | --- |
| Quality Indicator | Performance |
| Participation in national, regional and inter-national activities |  |
| Engagement with local community |  |
| Dialogue with regulatory bodies |  |
| **Overall evaluation of Engagement with Stakeholders** |  |

### Summary statement

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| --- | --- |
| **Summary Statement** |  |

Signatures

|  |  |
| --- | --- |
| **School Director** |  |
| **Quality Assurance Manager** |  |
| **CAQA Evaluator** |  |
| **Date** |  |