Profile of Cavan Institute

Cavan Institute is a large further education college located in Cavan town. The Institute was established in 1985 and it currently celebrates its 30th anniversary. During a time of high unemployment and mass emigration in the early 1980s, the CEO and committee of County Cavan VEC showed remarkable foresight and vision in their efforts to establish a third level college in the county to stem the tide of young people leaving for work or study.

When Cavan Institute (then Cavan College of Further Studies) opened its doors in 1985, it had a cohort of just 76 students. Today is has almost 1,400 students. Thirty years on, today's economic backdrop echoes that period in many ways. However, the education landscape in this region has been transformed.

Cavan Institute has emerged as a beacon for school leavers and mature students, some of whom cannot afford to travel far afield for their education. Demand for courses has never been so high.

The Institute is now the second largest provider of further education in the state, having enrolled almost 1,400 students on its full-time courses and over 600 students on part-time certified courses during the 2015-2016 academic year. It attracts students from throughout the region, with nearly 50% coming from outside of the county.

Cavan Institute has had an enormous positive impact on the lives of students from all over Ireland over the last three decades and has benefited the local, regional and national economy in consistently producing high-quality graduates.

The Institute represents a model of best practice for the emerging further education sector nationally and rightly takes its place on the continuum of education from second level through to higher education.

Other Important Statistics

Recognised by the Department of Education and Science to deliver 131 Full-Time Programmes

80 Full-Time Teachers, 55 Part-Time Teachers, 53 Academic Support Staff

Quality Assurance Registered provider with FETAC since 2006

<u>**Awards and Programmes**</u>

General Awards Offered:
- QQI
- City and Guilds
- Pearson/BTEC (Business and Technology Education Council)

Industry-Specific/Trades Awards Offered

- Comité International d'Esthetique et de Cosmetologie (CIDESCO)
- Confederation of International Beauty Therapy and Cosmetology (CIBTAC)
- Department of Education & Skills "Junior and Senior Trades"
- International Therapy Examination Council (ITEC)
- International Academy of Travel (IAOT)
- Institute of Accounting Technicians in Ireland (IATI)
- Institute of Certified Public Accountants in Ireland (CPA)
- Institute of Public Administration (IPA)
- Cisco

MOU in place with higher education institutes to deliver the following programmes:

AIT	Year 1 of QQI level 6 award in Arts in Applied Social Studies in Social Care
	Year 1 of QQI level 6 award in Business
LyIT	Year 1 of QQI level 7 Bachelor of Science in Computing
	Year 1 of QQI level 7 Bachelor of Science
DkIT	Years 1 and 2 of QQI Level 8 Bachelor of Arts in Early Childhood Studies (on an outreach basis through our School of Lifelong Learning)

Programme Development at Cavan Institute (2012 to date)

In 2012, as the national programme development process was being planned, Cavan Institute decided not only to contribute to this process but also to write all of its own programmes to each of the new awards and standards published by FETAC. This resulted in a project that involved all staff and a wider team of evaluators drawn from partner Institutes of Technology. Programme development continues at Cavan Institute. As summary of the programmes written to date is provided below:

<u>**Major/Special Purpose Programmes Developed (128 in total)**</u>

2012 - 42 Programmes
- 6 National Major Programmes
- 36 Cavan Institute Level 5 Major Programmes

2013 - 69 Programmes
- 51 Cavan Institute Level 5 Major Programmes
- 18 Cavan Institute Level 6 Major Programmes

2014 - 4 Programmes
- 1 Cavan Institute Level 5 Major Programmes
- 3 Cavan Institute Level 6 Major Programmes

2015 - 13 Programmes
- 2 Cavan Institute Level 4 Major Programmes
- 4 Cavan Institute Level 5 Major Programmes
- 1 Cavan Institute Level 6 Special Purpose Award
- 6 Cavan Institute Level 6 Major Programmes

Minor Programmes (407 in total)

2012 - 112 Minor Programmes
- 3 Cavan Institute Level 4 Minor Programmes
- 108 Cavan Institute Level 5 Minor Programmes
- 1 Cavan Institute Level 6 Minor Programme

2013 - 195 Minor Programmes
- 11 Cavan Institute Level 4 Minor Programmes
- 104 Cavan Institute Level 5 Minor Programmes
- 80 Cavan Institute Level 6 Minor Programmes

2014 - 31 Minor Programmes
- 2 Cavan Institute Level 4 Minor Programmes
- 7 Cavan Institute Level 5 Minor Programmes
- 22 Cavan Institute Level 6 Minor Programmes

2015 - 69 Minor Programmes
- 9 Cavan Institute Level 4 Minor Programmes
- 19 Cavan Institute Level 5 Minor Programmes
- 41 Cavan Institute Level 6 Minor Programmes

CORE STATUTORY QUALITY ASSURANCE GUIDELINES

Section	Detail	Comment
1. SETTING THE CONTEXT FOR QUALITY ASSURANCE GUIDELINES AND QUALITY ASSURANCE PROCEDURES	1.3 The national and international experience shows that successful, provider-owned, quality assurance systems have features such as …	QQI guidelines are focused on single large education establishments such as Institutes of Technologies, Universities and large dedicated Further Education centres. International Further Education provision (for example in Scotland, England, France, Finland) is based on a small number of large providers. QQI should have QA agreements with large FE centres and not through ETBs. Internationally, the "provider" is the "centre". The implementation of guidelines whereby QQI has a relationship and agreement with ETBs, who each manage distributed and diverse provision including contracted training through private providers, will be challenging.
2. THE CORE (STATUTORY) QUALITY ASSURANCE GUIDELINES	11 Core areas to be quality assured	All core area guidelines are well documented and will lead to excellent core quality assurance
	2.1 Governance and management of quality	The management of quality may be difficult with diverse provision. The governance guidelines can more easily be implemented where the provider is a single educational institution. Where the provider has a large number of centres of varying capacity, it will be challenging for smaller centres to fulfil the requirements.
	2.2 Documented approach to quality assurance	It will be challenging to develop "a one fit for all centres" provider quality assurance policies and procedures.
	2.3 PROGRAMMES OF EDUCATION AND TRAINING	

	2.3.1 Programme development and approval	It may be necessary to develop different programmes for different centres within a single provider.
	2.3.2 Learner admission, progression and recognition	It may be necessary to develop multiple policies and procedures for different centres within a single provider.
	2.3.3 Programme monitoring and review	Ongoing monitoring and reviewing of programmes is essential.
	2.3.4 Protection for enrolled learners	QQI needs to take a lead role in ensuring that private providers have protection for learners in place.
	2.4 STAFF RECRUITMENT, MANAGEMENT AND DEVELOPMENT	
	2.4.1 Staff recruitment	Applying a general criteria for recruiting staff within providers with multiple centres will be challenging, e.g., must staff have a degree, a teaching qualification and Teaching Council recognition to teach in all centres within a provider or are these criteria applicable only for Department of Education and Science (DES)-funded centres.
	2.4.2 Staff communication	Guidelines are essential for staff communication.
	2.4.3 Staff development	Staff development opportunities are essential but the wording in the guidelines suit the context of a single large education establishment.
	2.5 TEACHING AND LEARNING	
	2.5.3 National and international effective practice	Relevant national and international fora for the enhancement of teaching practice are and should be consulted and engaged with. How will private providers consult and engage?

	2.5.4 Learning environment	There may not be a provider level environment. The environment may only exist at centre level, with varying levels of environment quality from centre to centre. Physical premises, equipment and facilities are different for all centres. Private providers may have no physical environment.
	2.6 ASSESSMENT OF LEARNER ACHIEVEMENT – GENERAL GUIDELINES	Excellent guidelines in relation to assessment including: • Assessment Materials • Assessment Processes • Learner Work • Record of Learner Assessment These core guidelines can be applied to all centres of the provider.
	2.7 SUPPORTS FOR LEARNERS	Not all centres within an ETB, or indeed private providers, will have relevant supports in the following areas: 1. Integrated Approach 2. Pastoral Care 3. Academic and Support Services 4. Learner Representation 5. Career Guidance There is a presumption in the guidelines that the provider is an educational centre with relevant supports.
	2.8 MANAGEMENT INFORMATION AND DATA	Key requirements as outlined include: • Information Systems • Learner Information Systems • Management Information Systems • Completion Rates • Record maintenance and retention • Data Protection Additional information required of providers which should be in the guidelines includes:

		• Retention and Certification Rates • Progression Statistics • Feedback to Learners • Attendance Records • Progress Reports • Access to Provider Online Facilities
	2.9 PUBLIC INFORMATION AND COMMUNICATION	All QA reports and information should be available to the public. Are all providers and centres resourced to provide relevant information and are appropriate ICT resources in place for same? This information can easily be facilitated by large providers with a single or multi-site campus and large FE centres.
	2.10 OTHER PARTIES INVOLVED IN EDUCATION AND TRAINING	The guidelines here are vague and general.
	2.11 SELF-EVALUATION, MONITORING AND REVIEW	
	2.11.1 Provider-owned internal review, self-evaluation and monitoring	Clear guidelines.
	2.11.2 Internal self-monitoring	Self-monitoring procedures are clear and concise.
	2.11.3 Self-evaluation and improvement and enhancement	The self-evaluation report and improvement plan will meet the objective of impact on learners and other stakeholders.
	2.11.4 Provider-owned quality assurance engages with external quality assurance	External quality assurance should be extended to centres as well as providers.
ANNEX 1	LEGAL BASIS FOR QQI CORE QUALITY ASSURANCE	Very detailed outline of legal basis for QQI core Quality Assurance Guidelines for providers.

	GUIDELINES FOR PROVIDERS	The reference to provider in some cases should be to the centre, e.g., fees and services.
ANNEX 2	GLOSSARY OF TERMINOLOGY	Centre should be referenced in glossary. There are a number of "centres" for certain "providers".
ANNEX 3	ADDITIONAL RESOURCES	References to Higher Education, Universities, NQAI but no reference to Further Education or FETAC.