

Template Inaugural Review Action Plan Cork ETB



11th March 2022

One month after the publication of the **Review Report**, the ETB is required to submit to QQI its **Action Plan**, outlining how it plans to address the recommendations of the **Review Report** and identifying any specific actions to be undertaken. This template has been developed to assist providers in meeting this reporting requirement.

Part 1: Dissemination of Review Report Findings

Cork ETB welcomed the opportunity to engage with the QQI Inaugural Review external Panel which took place virtually in June 2021. The external review process provided Cork ETB with an opportunity to evaluate and reflect on the effectiveness of our quality assurance system. The review also provided us with the opportunity to receive advice on the enhancement of our quality assurance system from the Panel members.

Cork ETB has welcomed the commendations and recommendations outlined in the Panel's report. The review process offers assurance to our learners, past, present and future and to the general public that Cork ETB has effective arrangements in place for the quality assurance of our programmes and our services.

Through the process of the development of our Profile report and in particular our Self Evaluation report, Cork ETB was provided with the opportunity to reflect on our current approach to quality assurance and its enhancement. Through the process we were able to identify areas of good practice and areas where further enhancement is required. Cork ETB is committed to continuing to develop, implement, monitor, and enhance a robust and integrated quality assurance system. We also acknowledge that the commendations and recommendations published in the Panel's report support our own findings through the self-evaluation process.

The QQI Inaugural Review Panel Report has been discussed at all levels of governance throughout Cork ETB including at the Executive Team, Senior Management group, FET Steering Group, the Inaugural review oversight group, Programme Approval Group and Quality Assurance Steering Group. The review findings and recommendations were disseminated to all staff in Campuses/Centres and services.

The actions identified to address the recommendations of the review group, have been developed by the Inaugural Review Oversight group with drafts of the Action Plan submitted to the FET Steering group for consultation and feedback throughout the development of the plan. The Action Plan contains the sixteen recommendations of the Review Panel and while some of the recommendations could have been combined, the decision was taken not to combine any of the recommendations. Our rationale for not combining recommendations was that this was Cork ETB’s inaugural review and while some of the recommendations could be interlinked, it was important that all actions be addressed separately in the first instance.

The progress of the implementation of this plan will be monitored by the Quality Steering Group, and a report submitted on a quarterly basis to the FET Steering group. The Annual Quality Report that will be submitted to QQI yearly from March 2023 will include a progress report on the implementation of the planned actions.

The timeline for all planned actions in this Action Plan is Q1 2022 to Q4 2025.

Part 2: Planned Actions to Address Review Report Findings

	Recommendation^{1 2}	Commentary³	Planned Actions⁴ and Timeline
1	Makes more extensive use of quantitative information and data in the monitoring, evaluation, and review of each college/centre/service’s provision e.g., through the use of key performance indicators	Cork ETB gathers a wealth of data and uses this to inform its strategic planning. However, Cork ETB acknowledges that a largely qualitative approach was adopted in both the review process and its approach to the use of data in its self-evaluation. CETB also recognises the value that can be extracted from the	Establish a Policy and Research working group to explore and implement a mechanism to: - <ol style="list-style-type: none"> 1. Review both internal data and external data available to identify further opportunities for enhancement 2. Use the quantitative information and data available to support evidence-based management decision making that measures each Campus/Centre/service’s

¹ The top 5 recommendations should be addressed first; the full text of the recommendation from the review report should be included.

² A number of recommendations may be combined where they are addressed by a common action.

³ Provide an overview of the ETB’s plans to address the recommendation.

⁴ Add or remove rows as appropriate.

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		<p>systematic use of quantitative and statistical data to guide and inform decision making.</p> <p>Cork ETB will address this recommendation by using the quantitative data available and the systems currently in operations including PLSS, FARR, MIT, QQI, Employer and learner Feedback, continuous improvement plans, CSO data and SLMRU data more effectively.</p>	<p>provision against key performance indicators. Ensure that the qualitative data including research, policy positions, learners feedback etc are used in parallel to complement the quantitative data.</p> <p>3. Ensure that staff using data are informed of the data available, how it can be accessed, and used to support decision making at both Campus/Centre/Service level and at Executive level</p> <p>4. Develop an integrated learner evaluation and feedback system. Part of this system will include mechanisms for extracting and enhancing the data available on the learner experience.</p> <p>5. Develop and implement Continuous Improvement Plan Templates for all Campus/Centres/Services which will be completed on a yearly basis in September, these CIPs will form the basis for updated progress reports (centre and ETB) to be completed in late January each year</p>
2	<p>Develops and implements a quality assurance approach for all areas of the ETB's provision</p>	<p>Cork ETB will work to further embed the culture of quality across every aspect of the organisation. This will be underpinned by a process of improved and streamlined internal communication through its Work Vivo system. Each Campus/Centre/Service will work to develop a culture of quality within its own remit and will work together to achieve our organisational goals as the Cork College of FET.</p>	<p>The Quality Steering group will explore and implement the following: -</p> <p>1. Further enhance the culture of quality across all provisions of the organisation through improved communication, continuous training and contributing to the broader organisational agenda and forums.</p> <p>2. Support each Campus/Centre/Service to complete a Continuous Improvement Plan</p>

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		<p>To support this the QA Unit will revise the Continuous Improvement Plan template. This will encompass all aspects of quality and will inform the annual quality report to be submitted to QQI. In doing so, the culture of quality and continuous self-improvement will be further embedded within Cork ETB.</p>	<p>on a yearly basis and an updated progress report on the plan</p> <p>3. Use the information contained in the Continuous Improvement plans to inform the annual quality report submitted to QQI by Cork ETB.</p>
3	<p>Develops and implements systematic and regular monitoring of the quality of individual centres/services</p>	<p>Recommendation 3 overlaps with recommendations 1,2 and 8. As outlined in Recommendation 1, <u>to</u> Cork ETB will formulate a Policy and Research group to improve our use of data. This will be used to further inform the systematic and regular monitoring of each Cork ETB Campus/centre/service. Furthermore, as per Recommendation 2, <u>the</u> QA Unit will revise the Continuous Improvement Plan template. This will encompass all aspects of quality and will inform the annual quality report to be submitted to QQI. In doing so, the culture of quality and continuous self-improvement will be further embedded within Cork ETB.</p>	<p>The Quality Steering group will explore, develop, and implement: -</p> <ol style="list-style-type: none"> 1. A system that will allow for a more effective, analytical approach to both internal and external monitoring of the quality of Campus/Centres/Service, thereby allowing for greater ownership and engagement embedding quality as a key principle as part of Cork ETB service. 2. A detailed monitoring and oversight of the Continuous Improvement Plans implementations by embedding a quality enhancement approach this will be central item at Centre Management, Senior Executive, and FET Steering group meetings. It will also align with the overall Cork ETB Statement of Strategy. 3. Identify new approaches to quality enhancement in Campuses/Centres/Services through collaboration across Campus/Centres and

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			Services with relevant stakeholders identifying models of best practice
4	Rapidly implements a manageable process of programme review to ensure all programmes are up-to-date and meet the needs of learners, employers, and society	As outlined in the self-evaluation report, Cork ETB is acutely aware of the need to review its programmes to be current with the needs of learners, employers, and society. In collaboration with our partner ETBs, Cork ETB will implement a process of programme review overseen by the Programme Approval Group.	<p>The Programme Approval Group will: -</p> <ol style="list-style-type: none"> 1. Align with the roll out of Cork College of FET and the Cork ETB Statement of Strategy to develop a schedule of programmatic review for all current Cork ETB programmes. Programmatic reviews will be informed by feedback from relevant stakeholders, including learners, Industry, HE, and learning practitioners and certification date 2. Implement a review process including a scoping process to detail the necessary elements within the review process and the resources required to support it 3. Engage and collaborate with other ETBs in the review of existing programmes and the development of programmes 4. Use industry and sectoral knowledge and data, trends to explore through various stakeholders the opportunities to develop new programmes
5	Strengthen the learners' voice in all aspects of the ETB's provision and governance	Cork ETB is fully committed to strengthening the learner's voice in all aspects of its provision and governance. The establishment of the Learner Voice group and publication of a Learner Charter are the first steps along this journey.	<ol style="list-style-type: none"> 1. Explore mechanisms to strengthen the learner voice across all areas of FET provision including at Campus/Centre level. Learn from Cork ETB/Aontas Learner Voices engagement and future regional forums.

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			<ol style="list-style-type: none"> <li data-bbox="1413 240 2054 347">2. Develop Terms of Reference for the learner voice group and support the development of a Learner Charter <li data-bbox="1413 347 2054 531">3. Ensure that the learner voice is represented on a governance group - Quality Steering group and the Assessment working group which reports to the Quality Steering group <li data-bbox="1413 531 2054 675">4. Identify ways to strengthen the use of learner feedback and data to enhance teaching and learning and service delivery across Campuses and Centres <li data-bbox="1413 675 2054 930">5. Explore the possibility of an alumni officer role in Campuses under the new department structures within the Cork College of FET to track learners and also to build relationships with potential new alumni as future employers/stakeholders <li data-bbox="1413 930 2054 1038">6. Implement a process to ensure that feedback from learners is embedded into all programmatic reviews going forward
6	Simplify and streamline the opportunities for external partners (particularly employers) to contact and engage with the FET directorate	Cork ETB has developed strong links with employers both at Campus/Centre level and at ETB level. Cork ETB acknowledges the value of employer engagement and is committed to strength and streamline the opportunity for all external partners and stakeholders to engage with FET directorate.	<ol style="list-style-type: none"> <li data-bbox="1413 1038 2054 1182">1. Establish a Work Based Learning group and as part of the functions of the group, the employer engagement priority of Cork ETB will be strengthened <li data-bbox="1413 1182 2054 1396">2. Ensure that external stakeholders continue to have appropriate, formal, structured opportunities to provide input into the various governance structures that underpin programme review, development, and design

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			<ol style="list-style-type: none"> 3. Explore mechanism how Campuses and Centres can strength their local employer engagement relations including developing a Cork ETB employer engagement toolkit demonstrating Cork ETB work placement at all levels in FET
7	Explore how the ETB could develop and strengthen its arrangements for tracking learners following the completion of their programme	Cork ETB is committed to strengthen its arrangements for tracking learners following completion of their programme. This will be partly fall under the remit of the Policy and Research Group as discussed in Recommendation 1. Cork ETB will collaborate with its partners in education including other ETBs, SOLAS, and our local HEI partners to explore best practices to do this.	<ol style="list-style-type: none"> 1. Explore and collaborate with other ETBs and SOLAS regarding a long-term mechanism which could be developed and implemented to track learners on all FET programmes, including Cork ETB programmes and to strengthen the quantitative data on learners as per recommendation one. 2. Review internal best practice for tracking learners on course completion 3. Engage with Local Higher Education Institutions Access Officers to track and engage with students who have progressed from FET to HE. 4. The Access Transfer and Progression Group will work to formalise transfer routes between Campuses and Centres and to map pathways between all Cork ETB campuses and centres.
8	Consider how to monitor the ETB's central services (e.g. finance, IT, HR etc.) contribution to the quality of FET provision	Cork ETB's central services are monitored and audited both internal and externally. Cork ETB concurs that quality assurance encompasses every aspect of the organisation and that perhaps the focus thus far has been overly focused on assessment, and that this	<ol style="list-style-type: none"> 1. In conjunction with senior management staff in Cork ETB's central services, explore options on further enhancement of embedding quality assurance in Cork ETB's central services

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		<p>underpinned much of the engagement with the external panel. However, assessment is at the heart of what we do, and this may somewhat justify this direction. As we move into the next steps in our quality journey, Cork ETB will reflect on the steps that may be taken to further embed quality assurance, and a culture of quality into all aspects of our services and provision.</p>	<p>2. Align with new various strategic initiatives emerging from the Cork ETB Strategy Statement 2022-26</p>
9	<p>Explore what opportunities exist to use indicators to ‘benchmark’ the quality of individual centres’ provision</p>	<p>Cork ETB is cautious about the use of benchmarking data without contextualising qualitative inputs, for example in, comparing centre performance, not only in light of national agreements but also as QQI uses criterion-based marking, which can make comparisons between centres less meaningful. Performance is influenced by many factor and this will be carefully considered in light of national agreements.</p> <p>Cork ETB is also of the opinion that an important metric for benchmarking individual and centre development is the identification of the “distance travelled” by the learner during their engagement with Cork ETB services.</p>	<p>1. As Cork ETB works through the process of programmatic review, standardised assessment will be introduced for reviewed and revalidated programmes. This may lead to opportunities to explore benchmarking with cognisance of national agreements.</p> <p>2. The further enhancement and implementation of Continuous Improvement Plans, Progress Reports will allow opportunities to use indicators “to benchmark” the quality of individual Campuses and Centres</p> <p>3. Explore opportunities to incorporate the learner experience and staff and learner wellbeing as part of the overall quality of provision and organisation culture</p> <p>4. Explore opportunities for the deployment of a “distance travelled” assessment tool to contextualize attainment and progression for all learners, particularly those at levels 1 to 3.</p>

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10	Considers how it can strengthen the quality assurance of teaching and learning, or enhance the accuracy and validity of the proxy measures which are being used	The QA Unit and Professional Learning and Development (PLD) coordinators will work to establish a Teaching & Learning Group to promote good pedagogical practice across Cork ETB. Staff will continue to be given opportunities to upskill and engage in CPD. Communities of practice will be established in cognate areas as part of the Cork College of FET.	<ol style="list-style-type: none"> 1. The QA Unit in conjunction with the Professional Learning and Development (PLD) coordinators will work to establish a Teaching & Learning Group. This group will work to promote good pedagogical practice across Cork ETB 2. Explore the development and promotion of micro credentials for staff involved in teaching and learning to enhance the quality assurance of teaching and learning 3. Promote teach meets for subject specific areas to allow the sharing of resources and knowledge and best practice 4. As part of the Cork College of FET, Communities of Practice will be established in cognate areas, within and across centres and Campuses
11	Produce an annual internal analysis of the effectiveness of the assessment process be conducted in order to avoid a dependence on this external perspective. This internal perspective should combine quantitative and qualitative information and inform the content of any continuing professional development programme for staff	Cork ETB acknowledges that the internal analysis of the effectiveness of the assessment needs to be strengthened. A system needs to be in place where both the quantitative and the qualitative data can inform decisions being made in relation to programme planning, programme delivery, teaching and learning and continuing professional development. This internal analysis will take place on an annual basis.	<ol style="list-style-type: none"> 1. Explore and implement a process to produce an annual internal analysis of the assessment process across provision, integrate it as part of the overall organisation and programme planning and report functions to funders and the Executive. 2. Collate the data obtained from the monitoring of the implement of Continuous Improvement Plans and progress reports of each Campus/Centre/Service on an annual basis. Produce or incorporate this data as part of the CETB Service Plan and review.

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			3. Review mechanisms to further enhance external monitoring
12	Additional support relating to progression is provided to vocational learners outside the PLC sector	This recommendation overlaps with recommendation 4 and 5 in the panel report. Through our own self evaluation process, it was apparent that the supports to learners was not equal across all provision. Through the Access, Transfer and Progression group further pathways will be explored and Cork ETB is committed to developing an integrated guidance service as per the SOLAS FET Strategy.	1. As outlined in Recommendation 7, the Access, Transfer and Progression Group will work to formalise pathways between all Cork ETB Campuses and Centres 2. Explore the resources required to support all learners in progression paths in all Campuses and Centres 3. As part of the Cork College of FET, a new website will be designed, and a central admissions system is being considered for all Cork ETB level 5 and 6 learners by September 2023
13	Use quality assurance processes to enhance and strengthen the existing HR procedures	Cork ETB has robust HR procedures in place, which are governed by national agreements and procedures. Cork ETB is committed to developing a people strategy and a communications strategy. Cork ETB will periodically review our culture, working environment team satisfaction and identify scope for enhancement.	1. Cork ETB will develop a people strategy which will be in line with the Cork ETB strategy statement 2. Explore best practices available to ensure that quality assurances processes are in place to strengthen the robust HR Procedures currently in place 3. Cork ETB will develop a standard induction pack for all new and existing staff
14	Develop a much better understanding of the effectiveness of work placements and learners' work-based learning	Cork ETB will establish a Work Based Learning Group to further strengthen the effectiveness of work-based learning and integrate the good practice which is happening within Cork ETB. As part of our European engagements, Erasmus programmes will continue to	1. Cork ETB will establish a Work Based Learning Group to further strengthen the effectiveness of work-based learning within Cork ETB. This group will be made up of a range of ETB representatives and external stakeholders

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		be offered and Cork ETB will continue to learn from our European partners to strength our practice	<ol style="list-style-type: none"> 2. Develop a Work-Based Learning Manual including a toolkit for planning and implementing work based leaning activities for FET learners in Cork ETB.
15	Develop a much better understanding of the effectiveness of the existing, and any future, mentoring schemes	Cork ETB has in place mentoring schemes across various provision. It was acknowledged through the self-evaluation process that the effectiveness of such schemes is not evaluated at Cork ETB level. Cork ETB also commits to strengthening the mentoring scheme currently in existing and exploring opportunities for new mentoring scheme throughout all Campuses/Centres and services.	<ol style="list-style-type: none"> 1. Since the review concluded, Cork ETB has begun working on an ETB wide People strategy. As part of this, a specialised induction and mentoring scheme for FET learning practitioners will be established. This will also focus on developing new and emerging leaders, as per Pillar Two of the Strategic Plan of Cork ETB 2. Encourage leadership mentoring to promote and build leadership capacity and leadership skills across the organisation 3. Explore EU Erasmus opportunities in particular study visits and work shadowing to learn from international experience.
16	Strengthen the quality assurance of teaching and learning or enhance the accuracy and validity of the proxy measures which are being used (the review team recognises the ETB operates within a national context).	<p>Cork ETB works within the national context of industrial relations. As such any quality assurance of teaching and learning will be informed by this national context.</p> <p>Cork ETB will continue to strengthen and promote high quality teaching and learning as outlined in Recommendation 10.</p>	<ol style="list-style-type: none"> 1. Cork ETB works within the national context of industrial relations. As such any quality assurance of teaching and learning will be informed by this national context 2. Cork ETB will continue to provide appropriate training for staff on a regular basis 3. Develop regular professional staff seminars, workshops and communities of practice to stay abreast of policy and curriculum developments and new teaching resources

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			<p>4. Collaborate with colleagues in other ETBs including the various sectoral networks on developing methods to further enhance quality assurance of teaching and learning</p>