

Inaugural Review Action Plan

Limerick and Clare Education and Training Board

[March 2022]



**COLLEGE OF FURTHER
EDUCATION & TRAINING**

Part 1: Dissemination of Review Report Findings

The findings and recommendations from the review were widely distributed across the ETB, and published on the ETB website, together with other associated documentation. The Director of FET brought the recommendations to the ETB Senior Management Team and to the FET Steering Group, who discussed findings in detail. The report was disseminated to all FET Coordinators, who disseminated it with their staff. The report findings were also discussed at a meeting of the QA Council (07/12/2021), and disseminated to the QA Review Task Group who has reviewed and agreed the final action plan below (Meeting of 08/03/2022). Finally, the QA Council approved the ETB Action Plan (09/03/2022) below to act on recommendations from the panel.

Part 2: Planned Actions to Address Review Report Findings

	Recommendation	Commentary	Planned Actions	Timeline
	PROGRAMME DEVELOPMENT			
1	Review current bank of programmes to ensure that courses offered are relevant to the learning needs and progression ambitions of learners. Programmes that are outdated should not be offered to learners and should be prioritised for updating. Address the legacy dated assessment instruments currently operating under the TQAS.	The FET Division will strengthen its capacity to review and develop FET provision, to ensure it is quality-assured, relevant and responds to the needs of individuals and communities, and address industry skill gaps in the region.	➤ Strategically review curriculum to ensure that programmes are up-to-date, fit-for-purpose and aligned across the organisation.	2021-25
2	Further education programmes associated with the three defunct VECs should be streamlined into one set of programmes that can be delivered across the three ETB regions.		➤ Former legacy programmes will be streamlined into one set of programmes as part of the curriculum review process.	

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6	Undertake an audit of existing legacy programmes in FET to identify programmes that are dated and need to be updated.		➤ Audit of existing legacy programmes in FET will take place as part of the strategic review of curriculum.	
4	Reach a decision on the future of the assessment system in the near future, as that decision will inform the strategic direction of the QA policy and procedures in respect of assessment and give direction to the staff development requirements.		➤ Through QA Governance processes, a teaching, learning and assessment policy will be developed by the organisation which will give organisational oversight.	
7	Seek the resources required to speed up the process of reviewing and revising existing programmes and dated AISs.		➤ Curriculum development budget has been reviewed to ensure sufficient resources are available to the curriculum development functions of the QA Support Service. <ul style="list-style-type: none"> ○ Appointment of Curriculum Development officer ○ Appointment of an Online and Blended Learning officer (and support officer roles) to lead programme development efforts. 	
8	More consideration be given when prioritising the development of new programmes like apprenticeships, which, by their nature, are resource intensive while existing dated programmes continue to be delivered.		➤ The Strategic Regional Planning Network meeting as part of the QA Governance structures, will review curriculum development requests as part of the programme delivery and development policy and procedures.	
9	Progress or lead in the implementation of their own recommendation that “discussion at national level to streamline validation		➤ Through national representation at ETBI Quality Network, Directors of FET Forum and QA Strategy Group, our ETB is well represented and will continue to lead and	

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	requirements processes with QQI” (SER p55) and initiate discussions with key stakeholders.		participate in discussions with QQI on these matters.	
	SELF-EVALUATION			
11	Further develop and maintain its focus on self-evaluation and on ensuring that it is both valid and reliable.	<p>The FET Division uses evidence-based approaches to monitor and evaluate progress in the implementation of its Strategic priorities.</p> <p>Key metrics and indicators are used to monitor our contribution to national FET targets, the implementation of recommendations of the Institutional Review of quality assurance, and the achievements of all FET Provision and Support Services. At the core of our monitoring process will be a focus on capturing the voice of our learners and staff to inform future planning and decision-making.</p> <p>We also share our progress with our partners and stakeholders through reporting and best-practice sharing mechanisms.</p>	<ul style="list-style-type: none"> ➤ Continue to develop and maintain organisational focus on self-evaluation principles and practices in the implementation of QA policies and procedures. ➤ Launch new FET Strategic Framework 2022-2025 to include self-evaluation mechanism. ➤ Carry out a Mid-term Review of the FET Strategic Framework ➤ Develop a centralised FET Monitoring & Evaluation matrix with key indicators of success/progress, effectiveness, and associated metrics for data collection. ➤ Streamline M&E processes, clarify roles and responsibilities, and clarify feedback loops. ➤ Develop an associated M&E Policy, based on a masterplan of all FET monitoring and evaluation activities, and highlighting key roles and involvements of all stakeholders (learners, staff, management, external partners). 	Ongoing
12	Develop a common self-evaluation framework implementable across all FET Centres.			
15	Develop the critical data required to monitor the effectiveness of non-certified programmes. This new data should inform the decision making of the organisation at centre and central level.			
	KPIs for Strategic Plans			
23	The review team recommends that the ETB describe how they will measure their performance, establishing key performance indicators across the departments in achieving their stated strategic objectives.			
22	Use the models and materials developed in EQAVET as guidance for the development of their QA work particularly in facilitating the development of a shared understanding of quality and a culture of self-assessment at learning practitioner level and at FET centre level.			2022
				2024
				2022-23
				2023
				2023

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	Learner Voice			
10	Explore more structured learner engagement and representation at centre level as this would give more ownership to learners and more responsibility to the ETB to respond to the matters raised.		<ul style="list-style-type: none"> ➤ Explore mechanisms to ensure learner engagement and representation at campus level. 	2021-2022
3	Establish clear mechanisms to capture learners' feedback in a consistent manner at class level across its FET provision. Learner evaluations should also be included in the centre's self-evaluation process and in the evaluation meetings with the QASS.		<ul style="list-style-type: none"> ➤ Appointment of a QA Officer on Evaluation, Monitoring, Communication and Analytics to lead Learner Voice project. ➤ Audit existing FET learner consultation/feedback mechanisms ➤ Develop and pilot a consistent approach and tools for learner consultations across the FET Division. ➤ Roll out new learner feedback mechanism across all FET Campuses ➤ The ETB Communications Department will be engaged on the Learner Voice project to measure the impact for learners of ETB marketing and communication strategy and activities. 	2021 2021 2022 2022-23 2022-2023

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	DATA MANAGEMENT			
13	Seek ways for enhancing systems of managing learner data.	The ETB will address this recommendation by further enhancing its outcomes-based approach to measuring performance. It will lead to accountability, informed and effective decision-making, and enhanced quality assurance processes.	<ul style="list-style-type: none"> ➤ Increase resources towards data analytics, monitoring and evaluation of critical indicators of assessment (e.g. grade distributions, etc.) ➤ Systems for managing learner data will be strategically reviewed to optimise effectiveness- and develop new systems accordingly. ➤ Develop an ETB certification database, as an internal database, not relying on an external awarding body (QBS/Walled Garden, etc.) and providing certification history, not currently aligned with PLSS. ➤ Continue to collaborate with other ETBs on the development of CRM/database for the management of organisational data re. QA and employer engagement. 	2022-2024
14	Work in collaboration with other ETBs and SOLAS on developing new ways of measuring learning outcomes (other than certification) associated with non-certified programmes.	The ETB will continue to engage at national level to develop ways of measuring impact and highlighting wider benefits of learning on non-certified provision.	<ul style="list-style-type: none"> ➤ Develop integration of Quality Assurance into: <ul style="list-style-type: none"> ○ Wider benefits of learning ○ Categorisation of non-certified programmes (PLSS/KEATS) ○ Progression into certified courses 	2021-ongoing

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	STAFF DEVELOPMENT AND SUPPORT			
16	The ETB recognises that there needs to be a “more cohesive approach to staff induction (including corporate, FET and centre-level processes) should be prioritised.” (SER p50) and the review team supports this recommendation.	The ETB will offer FET staff a range of resources, time, space and strong partnerships to build on their expertise and learn new skills to enhance the teaching and learning experience, and to implement our strategic priorities.	➤ The FET Division to work with LCETB Head Office, FET Provision and Support Service Managers to develop a cohesive approach to staff induction at Corporate, FET and campus-level.	2022-2024
17	Expand communities of practice for learning practitioners across its FET provision. This will continue to provide opportunities for best practice in teaching and learning to be exchanged among staff teaching similar programmes across different divisions of FET.		➤ FET Division will intentionally build opportunities to form communities of practice into new initiatives – e.g. programme review and development activities, professional learning & development etc.	2022-2024
5	Strengthen the role of the EAs in monitoring consistency of assessment and ensure effective and timely feedback to learning practitioners.		➤ The ETB will continue to administer a centrally managed External Authentication process for all of our provision via the Quality Assurance Support Service. As part of the development of a Teaching, Learning and Assessment policy and strategy across the College of FET, we will continue to review and improve the provision of effective and timely feedback to learning practitioners.	2021-ongoing
18	Continue to develop case studies setting out exemplars of good practice using existing systems to further disseminate these to learning practitioners across the FET division.		➤ Review and update current system of documenting and disseminating best practice at FET Division level	2022-2023
19	Formal mentoring scheme be introduced at centre level for new learning practitioners in addition to the induction training provided at		➤ Explore and develop staff mentoring models and structures at FET campus level	2022-2024

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	centre and central level and that a culture of collaboration among learning practitioners is developed further.			
26	Explore the development of an international strategy to expand the opportunities for international/EU projects to develop support staff, managers, learning practitioners and learners.	The FET Division will create links with European partners, in order to inform organisational development and expand upskilling opportunities for learning practitioners, managers, and learners.	<ul style="list-style-type: none"> ➤ Develop and resource an international strategy to expand international/EU projects. <ul style="list-style-type: none"> ○ Appointment of an EU project research worker 	2022-2023
GOVERNANCE STRUCTURES				
20	Act on the terms of reference of the Quality Council which allows for the appointment of external stakeholders or external expertise to the Council.	The FET Division will enhance its robust Governance structures to enhance transparency and provide a legitimate space for decision-making on QA matters across the organisation.	<ul style="list-style-type: none"> ➤ Membership of Quality Council updated to include representation from Higher Education institutions, industry and learners as key internal and external stakeholders. 	2022
21	Ensure that the organisation of the quality assurance work is as simple and efficient as possible, and that key quality criteria and goals are understood and used by all internal and external stakeholders.		<ul style="list-style-type: none"> ➤ Review of how current policies, procedures and guidelines are developed and communicated to internal and external stakeholders following plain English guidelines and principles of universal design. 	2021-ongoing

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	LEARNERS			
25	Ensure that the support provided to vulnerable learners by the guidance counsellors continues to be prioritised, given the increasing number of such learners enrolling on its programmes.		<ul style="list-style-type: none"> ➤ New Access, Transfer and Progression Policy will be developed outlining the role of the IRGSS, Provision and Support Services, ensuring inclusivity and equality of opportunity for our prospective and current learners. ➤ New ESOL and Migrant Learner Framework will be put in place to support the planning and delivery of inclusive, effective teaching, learning and assessment to Migrant Learners who are accessing a wide range of FET courses, including ESOL. The Framework will cover: <ul style="list-style-type: none"> ○ Provision Planning ○ Access and initial Assessment ○ Assessment and Accreditation, ○ Curriculum and Materials Development ○ Staff Development ➤ New Learner Mental Health and Wellbeing Framework and Action Plan (including a new Critical Incident Management Protocol) will be developed (using primary research conducted in October 2021). The LMHW Framework 	<p>2022</p> <p>2022</p> <p>2022</p>

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			<p>and Action Plan takes a UDL approach and will outline the next steps including structures, priorities, responsibilities and the sharing of best practice.</p> <ul style="list-style-type: none"> ➤ Learner Mentoring Initiative will be rolled out to all Youthreach provision. ➤ Learning Hub Network will continue to focus on ensuring device equity across our provision and building the digital skills of learners, in order to enhance access to FET. 	<p>2022-23</p> <p>2021-ongoing</p>
PROGRESSION PATHWAYS				
24	<p>Progression pathways are critical to learners' ambitions and recommends that these be further developed. To advance the development of progression pathways to higher education, the review team recommends that the ETB consider appointing a single point of contact for HEIs in relation to collaboration.</p>	<p>The ETB will continue to play a key role in the Tertiary Education landscape in the Mid-West region to create seamless transitions for learners into and from FET.</p>	<ul style="list-style-type: none"> ➤ The FET Manager for Innovation, Development and Quality will act as the single point of contact with HEIs in relation to collaboration. ➤ New Initiatives and targeted role will be created to support Pathways from School to FET. ➤ New targeted role will be created to support Traveller and Roma Learners in engaging with FET. ➤ Appointment of a new Placement Officer to develop a more consistent approach to work placement across all FET provision. 	<p>2022</p> <p>2021-2022</p> <p>2022</p> <p>2022</p>

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	SECOND PROVIDERS OF FET			
27	Examine the possibility of opening a portal to enable all staff of community providers to access policy and procedure documents and templates.	The FET Division will continue to ensure an integrated system of quality assurance in relation to its collaborative activities with second providers and community partners.	➤ Designated staff of community providers will be given access to policy and procedure documents and templates via the ETB's StaffCONNECT SharePoint platform.	2022
28	Explore the development of common application and reporting systems for community providers under a common contract or MoU and move away from two separate systems under training and further education. (This does not refer to contracted training providers)		➤ Develop a new harmonised partner registration process for community groups across the ETB i.e. <ul style="list-style-type: none"> ○ Community groups will register and sign SLAs for annual partnerships. ○ Strengthen governance systems and procedures around the implementation of SLAs. ○ Community partners will be able to apply for tuition hours through bulk hours application. 	2022
	PUBLIC INFORMATION			
29	Continue to be proactive in developing an open and transparent approach to making information available to the public, and its internal and external stakeholders. It is important that, as the use of data to measure the outcomes of its programmes is improved, the ETB publish the outcomes.	The ETB will enhance its learner-centred approach to communication and marketing.	➤ The QA Support Service in collaboration with the Communications Department and Operations, Planning and Reporting Manager continue to develop and evolve the information to the public and learners via the collegeoffet.ie website.	2021-Ongoing