Inaugural Review Action Plan
Kilkenny and Carlow Education and Training Board
August 2022

Part 1: Dissemination of Review Report Findings

Kilkenny and Carlow Education and Training Board (KCETB) welcomes the Quality and Qualification Ireland (QQI) Inaugural Statutory Review carried out in December 2021. The preparation for and the engagement with this inaugural review was a positive and developmental step in KCETB's quality journey. The engagement in the review process, including the engagement of centres and services in a Self-evaluation process, the ETB's overall Self-evaluation report and the weeklong panel engagement provided KCETB with an opportunity to develop a clear road map for the continuation of our quality journey.

KCETB welcomes the Review Team's commendations and recommendations, and we value the opportunity afforded by the inaugural review process to engage in internal conversations with staff, learners, and partners. This Self-evaluation process has led to the identification of key recommendations, on which the Review Team further expanded. These recommendations will be considered within the context of our existing action plan and monitored on an ongoing basis.

The QQI Inaugural Review Report was presented and discussed at all levels of governance throughout KCETB including the KCETB Board, Quality Assurance Oversight Committee (QAOC), Executive Management Team, Senior Management Team, All Working Groups and Centre Management. The findings were shared on the KCETB QA website and through our QA newsletter which is distributed to staff and learners across all FET centres and services.

The actions identified to address the recommendations have been developed in consultation with the key working groups and stakeholders who will be tasked with the implementation of the tasks identified. The action plan was reviewed by the Chief Executive and Director of Further Education and Training and approved by the KCETB QAOC on the 25th of August 2022.

The eighteen recommendations were combined where possible as they will be addressed by common actions. This will also remove any duplication of tasks and to ensure ease of tracking. The progress on actions identified will be monitored by the QAOC at scheduled intervals through updates from the relevant working groups and the QA Team who will be tasked with implementing the actions identified. In line with QQI requirements an Annual Quality Report will be submitted yearly commencing in May 2023 which will include a progress report on the implementation of the planned actions.

	Recommendation	Commentary	Planned Actions	Planned Completion Date
1	KCETB reviews its approach to specifying and cross-referencing recommendations within the inaugural review SER and associated institutional documentation, in order to improve clarity and accountability.	KCETB acknowledges that there was confusion for the panel in how the recommendations in the Self Evaluation Report (SER) were cross-referenced. KCETB will review its approach for future reports to improve clarity and accountability.	1.Review the process utilised for cross-referencing recommendations in the SER in advance of next review	December 2023

		Governance and Management of Quality		
2	2.1 Alongside its own recommendations in relation to governance and management of QA, the review team recommends that it considers:	The SER process illuminated areas of best practice and areas requiring consideration with reference to the governance and management of quality. The actions identified have been put into a KCETB action plan that will be combined with the recommendations received from the panel.	1.Monitor the KCETB action plan to ensure progress is made on all areas identified.	Ongoing
			2.Engage with SOLAS in a new Strategic Performance agreement which will include Governance and Management of Quality as a key theme.	2022-2024
	2.2 Opportunities to involve the Board more fully in self-evaluation and the monitoring of quality improvement plans and other FET performance indicators.	KCETB will continue to inform and involve the board in all QA areas. As part of the Chief Executive's report to the ETB Board, the Director of FET provides updates on QA activities. In addition, a member of the KCETB Board member has been on the QAOC	1.A member of the KCETB Board sits on the QAOC and is involved in the approval of all documentation and decisions requiring approval. This will remain in place going forward.	Ongoing

		since 2019 and is involved in all documentation and decisions requiring approval.	2.As part of the Chief Executive's report to the ETB Board, the Director of FET provides updates on QA activities. Further opportunities to inform the board on QA activities will be explored on an ongoing basis.	Ongoing
		Opportunities to further inform the KCETB Board on QA activities and the self-evaluation process will be explored.		
2.3	Group membership (including the IRSG if it is maintained), to involve other relevant stakeholders.	The effectiveness of the KCETB governance structure is underpinned by the working groups.	1.Continue to review the current membership and terms of reference for the working groups.	Ongoing
2.5	The function of the various working groups, to avoid any potential unnecessary and potentially confusing duplication of QA activities.	The work of the IRSG was concluded in July 2022 with members, where relevant, requested to join other working groups.	2.Identify relevant external stakeholders that would enhance each working group	Ongoing
		The functions, terms of reference and membership of the working groups were reviewed in September 2021 and will continue to be reviewed annually.	3.Review the work assigned to each working group to avoid duplication.	Ongoing
		Opportunities to identify areas of potential duplication and areas that could be enhanced by including relevant external stakeholders as active group members will be explored.		
2.4	Opportunities to increase external representatives on QA committees (QAOC and PAC) to ensure impartiality.	In line with the QQI Governance and Management of Quality guidelines issued in September 2021, KCETB reviewed the membership of the QAOC to include external representative to ensure impartiality. The membership added at this time included a	1.Review membership of QAOC to explore the necessity for further internal and external representatives.	Ongoing
			2.The PAC will review its existing terms of reference to consider the necessity for	Ongoing

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		past learner and Higher Education representative. The PAC was established in April 2021. External members are invited to the PAC depending on the awards that are being presented for approval. Therefore, the membership of the PAC changes for each meeting to ensure external subject matter experts are included in the meetings.	consistent engagement from Industry or other impartial members being included in PAC meetings.	
	2.6. The structure and roles of the QA Team, to ensure that it has the necessary capacity and capability.	As detailed in the SER, the development of a QA Team has been a key priority within KCETB since the appointment of an initial QA Officer in 2016. The team was further enhanced in January 2020 with the addition of a QA Co-ordinator and staff officer. The role of the QA team is clearly defined within KCETB QA, and consideration is given by the Director of Further Education and Training (DFET) with reference to the staffing requirements of the QA team to ensure they have the capacity to fulfil the roles required.	1.Review the capacity of the current QA Team to fulfil the QA functions in line with the strategic objectives of the ETB.	Ongoing

Statement of Strategy

3	The new Statement of Strategy (2022-2026) is strongly aligned with the outcomes of self-assessment, including the outcomes of the inaugural review. The review team also recommends that KCETB's self-evaluation action planning is cross referenced to its mission and strategy.	The new Statement of Strategy was formally adopted by the KCETB Board 16th November 2021. This strategy outlines the vision, mission, and values of KCETB and sets out the strategic theme and objectives which will guide the organisation over the next five years. The parameters for the Statement of Strategy for each ETB are set by the Department of Education. The Strategy was developed as a parallel piece of work to the SER process with a number of overarching goals in both documents.	1.Cross referencing all actions detailed in the Self-evaluation action plan to the strategic goals detailed in the Statement of Strategy.	Annually up to 2026
			2.Monitor progress on actions and strategic goals on an ongoing basis.	Annually up to 2026

Policy Development, Implementation and Review

4	The Teaching and Learning policy is concluded and communicated to all stakeholders as soon as possible.	KCETB strives to consistently enhance the quality of teaching and learning across all provision. The creation of a Teaching and Learning policy to underpin this aim commenced in March 2021 following the evolution of the Assessment Working Group to the Teaching, Learning and Assessment Working group. The group set to work on developing a Teaching and Learning policy that would encompass all areas of FET across KCETB.	1.Complete Teaching and Learning policy	2022 – with ongoing review
			2.Conduct consultations with all stakeholders and review policy as necessary	2023
			3.Pilot policy and provide appropriate professional development.	2023

		The KCETB policy development process was followed, and the policy is due for completion in 2022.		
10	KCETB review their current implementation of the RPL Policy to ensure it is being applied consistently cross centres and programmes and to develop a formal community of practice around RPL. It might be helpful to compile and disseminate RPL studies to assist both the learner and teaching staff in understanding and applying RPL within FET.	KCETB first rolled out its RPL policy in November 2020 which has enhanced the breadth and understanding of RPL. The RPL policy is under review and will be presented to the QAOC for approval in September 2022. A series of briefings for staff will take place at the implementation phase of this policy. Professional development opportunities around RPL were offered to staff in 2021. These will be developed further in 2022 to increase staff understanding and to foster engagement in the RPL policy. This will also enhance the capacity of the ETB to offer RPL opportunities to learners and Industry in the region. These initiatives will be coupled with bespoke awareness raising campaigns among centre management, learners and employers which will take place through national collaboration and will assist in raising the profile of RPL.	1.Review RPL Policy and present to QAOC for approval.	Q3 2022
			2.Conduct briefings on RPL for Centre Management and Teaching Staff to raise awareness.	Q4 2022
			3.Develop and deliver KCETB RPL Mentor and Assessor training to enhance capacity of ETB to deliver RPL. Following the conclusion of the training, QA will review the requirement for an RPL Community of Practice.	2023
			4.Sectoral collaboration to develop an awareness campaign around RPL	2023

| 11 | 11.1 The Assessment Policy should be updated to provide clear and practical guidelines around plagiarism detection and actions to be taken so that a consistent approach can be applied across centres. | Ensuring academic integrity is vital in a robust assessment system. KCETB have implemented plagiarism detection software that is available to all centres.

To address this recommendation the Teaching Learning and Assessment working group will review the Assessment policy namely the Assessment Malpractice section to ensure it provides clear guidance for assessors for plagiarism detection.

KCETB have engaged with ETBI to support the development of a set of Academic Integrity Guidelines for Learners and Teaching Staff with implementation across all of FET. | 1.Review Assessment policy to ensure it provides clear and practice guidelines around plagiarism detection and actions when plagiarism is detected. | Q1- Q2 2023 |
|----|----|----|----|----|
| | | | 2.Continue to collaborate with ETBI in the development of FET Academic Integrity Guidelines for Learners and Teaching Staff. | Ongoing |
| | 11.2 In addition, the review team recommends that KCETB clarify its position with regard to online invigilation in its Blended Learning, Assessment and Data Protection Policies, having regard to QQI publications on this topic. Should KCETB decide to employ online invigilation, clear guidelines and training needs to be provided, with appropriate checks put in place. | KCETB first published its Assessment and Blended learning policies in 2020 with the Blended learning landscape changing significantly since then. Both policies will be reviewed to reflect the post COVID environment with a set of guidelines created to support centres.

Professional development will also be provided for centres to support the implementation of these guidelines. | 1.Review and update Assessment and Blended learning policies. | 2023 |
| | | | 2. Create guidelines for centres with referencing to online invigilation. | 2023 |
| | | | 3.Provide professional development to centres to support the implementation of revised policies and guidelines. | 2023- 2024 |

QQI
Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

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Kilkenny and Carlow
Education and Training Board

QQI REVIEW

15	KCETB review the current arrangements that are in place to support the consistency of workplace competency assessment and thereafter create the formal arrangements necessary for the delivery, monitoring and assessment of work experience and placement.	The vocational nature of FET means that KCETB collaborate on an ongoing basis with employers across Kilkenny and Carlow. Ensuring a consistent approach to workplace competency assessment was identified as an action in the review process and progress has been made in this regard since the SER was published.	1.Work Placement Policy implemented to ensure a consistent approach to the oversight and assessment of work placement across all centres.	2022
		The Work Placement Policy provides a framework for the coordination, oversight, assessment, and documentation of work placements and was approved by the QAOC in June 2022. The Work Based Learning (WBL) group are now tasked with the development of a set of guidelines for Work based learning competency assessment.	2.WBL group to identify awards where workplace competencies are assessed to ascertain the breadth of provision to be comprehended in the Work based learning competency policy.	2022- 2023
			3.WBL group to develop and pilot Work Based Learning competency assessment guidelines taking into account resourcing and training required to implement the guidelines at centre level.	2024- 2025

| 17 | The QA Handbook is prioritised and finalised ahead of the current completion date of September 2023 | Having a cohesive suite of QA processes and procedure is a key priority for the QAOC. Work has commenced on this, and significant progress has been made in areas such as Assessment, Programme Approval and Work Based Learning.
There are areas prioritised for the academic year 2022-2023 that will complete the QA Handbook.

The KCETB Policy Development Process sets out key steps in the development of any policy with the consultation and feedback stages of paramount importance. These processes allow time to ensure the policies are effective across FET. The QA Handbook will be completed by September 2023 and will contain all the QA policies and procedures for FET. | 1.QAOC to monitor progress of all working groups to ensure full suite of policies and processes have followed the policy development process and are ready to be implemented in September 2023. | Q3 2023 |
| | | | 2.Publish QA handbook on KCETB QA website. | Q4 2023 |

Staff Support and Development

5	5.1 KCETB conducts a CPD needs analysis across centres. The output of this would feed into the creation of a Professional Development Strategy to support KCETB's progress towards achieving its strategic goals.	KCETB aims to provide professional development opportunities for all its staff to enhance the quality of teaching and learning across all provision. Under Goal 3 of the Statement of Strategy 2022-2026 we aim to *"build the leadership capacity and performance of our people and team by promoting a learning for all culture in KCETB"*. To meet this aim KCETB have committed to creating an integrated annual CPD plan to ensure a whole of organisation approach to professional development for our staff. The KCETB FET service currently conduct an annual CPD analysis for all FET staff. This analysis is supported by FET centre managers and a suite of training is offered throughout the academic year to meet the training priorities identified. The Professional development strategy will provide a framework for future analysis to take place across the whole organisation.	1.Continue to conduct annual CPD analysis across all FET centres with roll out to other ETB areas.	Annually
			2.Create annual training plan to meet needs identified in CPD analysis.	Annually
	5.2 The review team recommends that consideration be given to establishing a formal structure operating through centre managers to ensure that the development needs of each centre as well as the collective needs of KCETB can be taken into and addressed in a CPD strategy.		3.Establish KCETB wide working group tasked with the development of an ETB Professional Development strategy.	2024

	5.3 Related to the CPD strategy, the review team recommends KCETB develop an induction programme for new staff around governance, policies, and processes to ensure a continued consistency in message.	Aligned to the professional development requirements identified annually through the CPD analysis the QA Team as part of the SER process had identified the need to have a consistent approach to the induction of new staff. The development of the QA Website and QA portal with the associated resources available have assisted in this regard to date. The QA team commenced work on a QA Connect project in Q2 2022 which involved the creation of a suite of training videos for existing and new staff.	1.Review existing induction material and create a new suite of induction material to include QA Training videos.	Q4 2022 update annually as required
			2.Create QA training videos for roll out to new and existing staff to ensure consistency in message around QA Processes and Procedures.	Q3 2022 update annually as required
6	KCETB fills the currently vacant TEL Co-ordinator (or equivalent) position with a suitably qualified and experienced professional with a background in teaching and learning using technology.	The TEL/PD post was pivotal in ensuring an effective response during COVID-19. KCETB have tried on three occasions to fill this post with no success. The key tasks of this post are currently being undertaken by the AEOs with responsibility for this area.	1.New sanction will be sought from DFHERIS for the appointment of a TEL/ PD Co-ordinator.	2023
7	Formal communities of practice are created to support staff development and sharing of best practice. Community of practice networks could be established for staff teaching in specific areas as well as in subject-specific areas in addition to any existing communities of practice already established.	Offering opportunities for staff to learn from each other has already been encouraged through the establishment of Communities of Practice (CoP). The first of these groups was establishment in 2020 for the vocational areas of childcare and healthcare. In line with our programme review schedule other areas have been added these include Art and Crafts and more recently Literacy, Numeracy and ESOL.	1.The QA team will continue to develop the framework for teaching staff to engage in Communities of Practice in their subject area in line with the programme review schedule and the requirements of specific services.	Ongoing

8	The creation of a consistent KCETB wide policy governing the formal staff appraisal process. KCETB may wish to consider introducing an appropriate model of teaching observation to support staff appraisal and development and the realisation of institutional strategic objectives.	KCETB works within national frameworks of partnership with representative organisations and is constrained in some instances by national agreements in how these recommendations could be further considered. KCETB aim to consistently enhance the quality of teaching and learning across all our schools, centres, and services. Strategic Goal One, in the KCETB Statement of Strategy 2022-2026 "*Promote high-quality teaching, learning and service delivery standards, embracing new methodologies and innovative approaches*" supports this aim with a number of Strategic Actions that underpin this goal. Alongside the goal and actions detailed in the Statement of Strategy, the quality of teaching and learning at centre level is supported through a variety of mechanisms. These include, but are not limited to CPD opportunities for teaching staff, Communities of Practice to enhance collaboration opportunities across subject areas and policy development in areas such as teaching, learning and assessment. In addition, the strengthening of the centre led	1.Continue to engage in national partnership frameworks	Ongoing
14	Formal arrangements in relation to the monitoring of teaching and learning be standardised across all KCETB centres and services to ensure a consistent approach.		2.Actions detailed in the Statement of Strategy are monitored by Executive Management.	Ongoing up to 2026
			3.Implement the Teaching and Learning Policy across all KCETB FET centres ensuring ongoing review of the policy	2023
			4.Enhance professional development opportunities through the creation of a KCETB Professional Development Strategy. This strategy will strengthen CPD through identified needs at centre and individual teaching staff levels.	Q3 2024
			5.Identify innovative approaches to quality enhancement across all KCETB FET centres.	Annually

		self- evaluation processes enables strategic oversight of standards across centres.	6.Monitor progress made in relation to SOLAS Strategic Performance Agreements to benchmark KCETB performance nationally.	Annually

Programme Development and Review

9	KCETB continues to build upon its collaborative approach to developing programmes and awards with industry. The review team agrees with the requirement (identified in the SER) to work closely with employers with a view to developing leading programmes for industry. This will require a practice of horizon scanning to see what opportunities exist for collaboration with industry and to ensure programmes align with upcoming employment opportunities within the region. One such opportunity is the potential for development of Traineeships, Apprenticeships and Micro-qualifications/Digital Badging.	KCETB collaborate with a broad range of employers across the two counties. This work is supported by the Southeast Regional Skills Forum and more recently by the appointment of a KCETB Employer Engagement Officer who is tasked with engaging with developing a highly professional employer engagement function for FET in KCETB. KCETB have also enhanced its programme development capacity through engagement with national initiatives in the area of Micro credential qualifications and more recently in the local development of digital badging capacities. The possibilities that exist in having employer representation on QA governance structures such as the Programme and Awards Committee or the QAOC will be explored.	1.The Work Based Learning group will be tasked with developing terms of reference for Employer Engagement.	2023
			2.KCETB to create a Client Relationships Management package to manage engagements strategically with all employers to provide targeted interventions and the creation of a 'needs' database from employers to ensure industry needs being met.	2022- 2023
			3.Explore opportunities for employer representation on Quality Structures.	Ongoing
			4.Continue to engage with national and local opportunities to develop Micro Credentials.	Ongoing

				5.Develop internal capacity to offer Digital badging for training development and delivered to meet local industry needs	2022- 2023
18	18.1 KCETB develops a systematic approach to reviewing course content to ensure modules and programmes are fit for purpose for both learners and industry and re-examine programme review schedule to link with national priorities. This could be supported by:	KCETB is aware of the need to review programme content to ensure provision meets the needs of learners, employers, and society. KCETB will continue to develop its programme review structure as detailed in the SER and work sectorally to review current programmes to ensure they are revalidated and meet the needs of industry.		1.KCETB implemented a Programme and Awards Approval and Review policy that sets out the structures for programme validation and review.	Q2 2022
				2.Continue to roll out annual programme review schedule as approved by QAOC.	Annually
				3.Engage and collaborate with other ETBs in the review of existing programmes and the development of new programmes.	Ongoing
	18.2 Putting mechanisms in place to standardise the approach to learner feedback to ensure areas for improvement development are acted upon in a timely manner. This will support	The learner is at the heart of everything we do in KCETB. A KCETB voice for learner's forum was first established in November 2019 and has been supported by a variety of initiatives along the way including learner		1.Public Information and Communication group to devise ETB wide end of course learner feedback form for use and distribution across all KCETB FET centres.	Commenced in April 2022 with a view to expanding into midterm and early finisher forms for the academic year 2022-2023

KCETB's work to ensure that learner voice is heard at all levels of provision.	newsletters, learner feedback surveys and learner consultations. As a result of the findings of the SER these mechanisms are being further enhanced by the Public Information and Communication (PIC) working group to ensure a consistent approach to gathering and analysing learner feedback across all levels and centres. A consistent learner feedback form was launched in April 2022 which was sent to all learners across all levels and unaccredited provision to obtain feedback. This feedback is collated by the QA team and analysed at centre and ETB level. With feedback actioned accordingly.	2.Feedback information from learner feedback to centres in a timely manner to ensure the data can be used to support teaching, learning and service delivery across all FET centres	Ongoing in line with programme provision at centre level
		3.Continue to hold Voice for learner forum events for the ETB.	Ongoing
		4.Establish Focus groups of learners to consult on specific topics including but not limited to programme reviews, policy development and programme provision.	Ongoing
18.3 Making greater use of data and evidence to enhance performance, and support quality within and across the ETB. 18.4 PLSS data can play a key role in determining programme suitability and future proofing provision.	KCETB gathers a large variety of data and currently uses this to inform strategic planning. KCETB acknowledges the requirement to have a more systematic approach to data analysis and has commenced using Tableau to analyse key data available which includes but is not limited to PLSS, FARR, QQI, Employer and learner feedback, CSO data, SLMRU data and identified regional skills needs.	1.Identify and review both internal and external data available to identify further opportunities for enhancement.	Commence Q3 2022 with ongoing review
		2.Use the quantitative information and data available to support decision making that measures key performance indicators that are agreed by the SMT.	Commence Q3 2022 with ongoing revision and updating as deemed necessary by QAOC

| | | The QA team currently cross reference this information against certification outcome data from QQI and awarding body to monitor learner progress.

The QA team will be responsible for the co-ordination of PLSS from Q3 2022 with opportunities for the integration of process and procedures being undertaken in advance of this transition. | 3.Share information with SMT and centre management to inform decision making through QA newsletters, the FET Forum and in SMT updates. | Commence Q3 2022 with ongoing updates. |
| | | | 4.Review PLSS and QA processes to identify opportunities for integration. | Q3 2022 |

DATA MANAGEMENT				
12	12.1 KCETB consider the resourcing of data management across its centres to ensure that an ETB wide data strategy can be implemented, and data related issues can be addressed cross functionally within the ETB. The review team recommends that KCETB consider:	KCETB will address this recommendation by further enhancing its approach to data management and control across all provision. Sanction has been requested for additional resources to support data management from DFHERIS. KCETB currently have a process for GDPR training and an associated policies and processes that all centres must participate in and adhere to. Privacy engine, which is a data protection, privacy system was procured by KCETB in Q2 2022 to support the organisation in its GDPR compliance.	1.Sanction requested from DFHERIS to support data management	In line with permissions from DFHERIS

		The actions detailed below will assist us in meeting this goal.		
	12.2. Conducting an audit of where learner records are stored (both online and in physical locations) and documentation on who has access to this information should be completed as soon as possible. This should be referenced in the Data Protection, Records Retention and Assessment policies and updated at appropriate regular intervals	Privacy engine, which is a data protection, privacy system was procured by KCETB in Q2 2022 to support the organisation in its GDPR compliance.	1. Roll out Privacy engine to support Data compliance	Q2-Q4 2022
		KCETB rolled out a Learner Management Information System Policy in September 2020 which detailed the processes and procedures for the management of learner data and the retention schedule for same. This policy will be reviewed to ensure it meets the requirements in terms of high-level oversight of data management.	2. Review Learner Management Information System Policy	Q2-Q4 2022
			3. Consider tendering of service to create SOP and conduct audit of all data including Learner data	2023
	12.3. Developing Standard Operating Procedures for all of their centres and second providers around data protection, to include an audit schedule and consideration of the most effective way to achieve high level oversight of data management between IT and OSD.	KCETB will consider employing the services of an external audit company to support us in the review of our policy and if necessary to develop a set of Standard Operating Procedures (SOP) to support in the oversight of our data management and in auditing our compliance to the retention of all data including learner data. All policies will be reviewed and updated to reflect the inclusion of these SOP's	4. Review Policies to reflect SOP areas and inclusion of revised processes	2023-2024

	12.4. Prioritising the unification of data through an appropriate IT system and policy to provide for a single source of truth to inform decision making.	KCETB will address this recommendation by continuing to collaborate with other ETBs on the development of IT systems that support the management of organisational wide data.	1. DFET and DOSD will collaborate nationally to support the enhancement and development of IT systems.	Ongoing
		As referenced in Recommendation 14 KCETB has processed its capacity in terms of Data analysis to inform decision making. The QA Team will analyse data using authentication data reports, course outcomes and learner and staff feedback which will support decision making going forward.	2. QA Team to conduct analysis using data from authentication reports, course outcomes and learner and staff feedback.	Annually

Branding Strategy			
13	KCETB should develop a clear and comprehensive corporate branding strategy and policy to showcase their offerings. To support with public information and communication, the review team recommends that KCETB administer constant updates and resources on the public facing website.	The new Statement of Strategy was formally adopted by the KCETB Board November 2021.	1. Redevelop KCETB website to ensure effective communication of KCETB message	Q4 2022
		One of the key strategic themes set out in this strategy is the enhancement of the KCETB Brand. The Communications working group under the direction of the CE have set to work on key priorities to ensure these objectives are met.	2. Develop KCETB communications policy to ensure clear, consistent, and effective communication of the KCETB message and brand.	Q4 2023
			3. Review social media platforms in place to ensure alignment to KCETB communications policy	Q4 2023

Learner Communications and Supports

16	KCETB implement a standard Learner Handbook and finalise development of the Learner Support Portal to ensure that learners in all settings have a clear understanding of how and why they are assessed and relevant assessment procedures for appeals.	Ensuring an effective standard of communication with learners has been identified as a key priority. KCETB centres currently have their own learner handbooks. KCETB through the Public Information and Communication (PIC) is working towards the creation of a single uniform approach to the Learner Handbook which will include consistent communication around supports, assessment procedures and related information for learners. The KCETB Learner support portal was launched in September 2021, this portal provides supports for learners in areas such as academic writing, wellbeing, and IT supports. The content in the portal is being reviewed and updated on an ongoing basis and is available to learners across all FET provision.	1.Learner Handbook to be developed and published to ensure that learners in all settings have a clear understanding of how and why they are assessed and relevant assessment procedures for appeals.	2023-2024
			2.Update Learner portal to reflect revised Learner Handbook.	2023-2024