

## Inaugural Review Action Plan



[October 2022]

Three months 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 ETBs in meeting this reporting requirement.

### Part 1: Dissemination of Review Report Findings

KWETB's CE, Senior Management Team and Board welcomed the publication of the KWETB Review Report as a significant and positive step in the development of high-quality further education and training services and programmes in the Kildare and Wicklow region. The review report was initially distributed to the members of the Quality Assurance Team and the governance units for feedback and discussion and then circulated to the full FET team, including managers, coordinators, principals and practitioners, who were invited to distribute it to others, to discuss the recommendations at team meetings, and to send questions and feedback to the QA Team. It was also distributed to other departments of the ETB.

An action plan was drafted, and an early draft was circulated to the quality governance units for feedback and changes. An internal working document has been shared as the implementation tool for managing, recording and reporting on actions, and includes reference to changes submitted. This has been summarised as top-level actions, with the commentary column referring these actions to key priorities of the forthcoming FET Strategy. KWETB's Quality Council has approved the Action Plan. The Action Plan is divided into the following sections:

- FET Strategy
- Governance and Management of Quality
- Communications, Consultation and Stakeholder Engagement
- Access, transfer and Progression/Support for Learners
- Teaching, Learning and Assessment
- Staff Development and Support
- Monitoring, Evaluation and Review
- Infrastructure, Information Systems, Data Management and Analysis.

Within the Action Plan certain recommendations were combined thematically to ensure greater coherence, integration and effective implementation. An annual Quality Report will be submitted in November 2023.

## Part 2: Planned Actions to Address Review Report Findings

	Recommendation <sup>1</sup>	Commentary <sup>2</sup>	Planned Actions <sup>3</sup>	Planned Completion Date <sup>4</sup>
<b>FET Strategy</b>				
1	The review team recommends the immediate development of a clearly articulated, long-term vision and strategy for an integrated FET service, which identifies the changes needed for its realisation and related timeframes	Proposed FET Strategy to be consulted on from Sept - November 2022 and strategy to be published Dec 22. The action plan for quality will be linked to the FET strategy to ensure there is coherence and integrity between the two.	Publish FET Strategy	Q1 2023

<sup>1</sup> A number of recommendations may be combined where they are addressed by a common action.

<sup>2</sup> Provide an overview of the ETB's plans to address the recommendation.

<sup>3</sup> Add or remove rows as appropriate.

<sup>4</sup> This should be no later than 5 years following the publication of the review report.



	<b>Recommendation <sup>1</sup></b>	<b>Commentary<sup>2</sup></b>	<b>Planned Actions<sup>3</sup></b>	<b>Planned Completion Date<sup>4</sup></b>
<b>GOVERNANCE AND MANAGEMENT OF QUALITY</b>				
2	<p>The review team recommends the immediate development of a single QA framework and a clear plan for its implementation which identifies the changes needed for its realisation and related timeframes. The development and implementation of the new QAF should be prioritised and expedited as a matter of utmost importance to ensure that the ETB's commitment to quality can be fully realised.</p> <p>a. Ensure examples of best practice are identified and inform the development of the new QAF</p> <p>(b) This new QA framework must include a strong focus on robust internal self-evaluation processes at all levels of the organisation, which expands the approach to seeking feedback to include a much greater range of external perspectives.</p>	<p>A single, integrated quality assurance framework (QAF) will cover all services and enable delivery of transparent, fair and consistent services to learners and other stakeholders.</p> <p>Recognising the importance of self-evaluation as an element of cyclical processes, the SER and IRQ processes will inform the development of approaches to self-evaluation. Opportunities for peer learning, organisational and intra-organisational learning will be embraced to inform the development of QA systems.</p>	<p>1. Complete version 1 of the quality assurance framework (QAF), with reference to good practice.</p>	Q1 2023

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			2. Publish the QAF with a communication, implementation, training and review schedule, including a quarterly report on progress. 3. Plan and implement cyclical review of the QA Framework.	Q1 2023  Commence Q 4 2023 Implement Q2 2024
			4. Review and identify learning from the 2021/2022 self-evaluation process.	Q1 2023
			5. Devise and publicises a systematic approach to self-evaluation that is timebound and efficient and publish procedures for same in the QAF.	Q2 2023
3	The review team recommends the strengthening of governance and management structures and arrangements to ensure their effectiveness, to include:	There will be integrated supports for further education and training, and shared learning will contribute to consistency of approach, which will be	1. Review and report on the experience of the existing units of governance to date.	Q1 2023



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	<p>a. review of the Quality Council and Sub-committees Terms of Reference and membership within 12 months to ensure they continue to be fit for purpose and to provide clarity for members and wider audiences</p> <p>b. Regular meetings of all FET teams and a common standard for recording minutes</p> <p>c. Enhanced information and communication flows to and from 'head office'</p>	<p>underpinned by open and transparent communications and a systematic approach to scheduling and recording meetings and outcomes of meetings. A strategy to ensure clear communications are at the centre of practice and governance will be developed. There will be regular review of Governance unit activities, and an annual report will be included in the annual FET report.</p>		
			<p>2. Update the terms of reference of all QA units of governance.</p>	Q1 2023
			<p>3. Put in place a series of six-monthly meetings, to include QA experts to contribute to enhancement of governance.</p>	Q4 2023



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	d. Increasing the involvement of independent, external experts in QA governance structures		4. Publish a full common schedule of meetings and devise a standard format for minutes, format and timelines for reporting and provide a repository for meeting documentation. Establish the practice of routinely sharing a summary of meeting outcomes.	Q1 2024
4	The review team recommends that the QA team produce an annual plan with the priorities for the team identified and the timeline for delivery included.	An annual workplan will be developed by the QA Team and QA Officer to inform work and to enable progress reporting. This will support the development of the integrated QA system, while providing for the continuity of existing practices and dependencies.	1. Produce a QA Team annual workplan aligned with FET strategic priorities and with timelines identified.	Q1 2023 and annually thereafter

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<b>COMMUNICATIONS, CONSULTATION AND STAKEHOLDER ENGAGEMENT</b>				
5	The review team recommends that KWETB considers more varied and extensive means of consultation with staff and learners on policy development. The consultation process, when strategically designed, may be harnessed as a means of generating 'buy-in' from staff and a sense of ownership and investment in the quality system	Following the publication of version 1 of the QAF, there will be information-giving and promotion of the framework, across the levels of the organisation, including all stakeholders, contracted training providers and community providers delivering KWETB validated programmes.	1. Engage a cross-representation of FET services, including learners and relevant stakeholders in consultation on, and review of the QA Framework, using a variety of mechanisms.	Q2 2024
6	The review team recommends that KWETB ensures that the staff and learner handbooks are derived directly from the finalised QAF to confirm uniformity of information and practice and that students have easy access to all relevant documentation, such as the Code of Conduct.	Following publication of the QAF, staff and student handbooks will be developed, drawing on examples of good practice. The ALISS service; Aontas guide on Plain English, and principles of UDL will be consulted and applied in the development of both to ensure that they are accessible or can be made accessible as the need arises. A dedicated platform for publication of the handbooks will be developed.	1. Publish Staff and student handbooks V1, together with a review schedule.	Q2 2023



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8	The review team recommends that KWETB enhances the communication channels across the organisation and 'head office' to ensure best practice is identified and shared between staff, peer learning is promoted and organisational developments and enhancements are widely known and understood	Feeding the need to improve knowledge and application of the QA framework and ensuring that communications are clear, unambiguous and understood across the organisation, a communications strategy will partly provide for improved communications from 'head office' to centres and vice versa.	1. Develop and publish a Communication Strategy	Q2 2024
17	The review team recommends and supports the proposal to develop a comprehensive PR 'marketing strategy with plans for targeting specific groups effectively' (SER, P67). This will be an important step in increasing the publication and promotion of KWETB programmes	In accordance with FET strategy, there will be improved visibility and promotion of FET branding in the region and beyond.	1. Consult on and devise a communications strategy for all aspects from marketing of services and information to learners to information to staff and stakeholders.	Q4 2024
14,26,30	The review team recommends that KWETB enhances their current good practice by formally seeking feedback from HEI partners which can be shared and promoted within the ETB	Building and improving on existing relationships with HEIs will result in improved progression paths, support for research projects and organisational learning. The involvement of stakeholders will inform development and will result in improved work-based learning and work	1. Include HEIs in the brief of the Stakeholder engagement sub-group	Q1 2024

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	<p>The review team recommends that the QA team should be given direct, formal and routine access to the full range of stakeholders to inform QA processes. KWETB should develop a central database of employers engaged with KWETB to support the QA function. This database should include employers active with the ETB in providing work experience and work placement opportunities, engaging in programme development or receiving education and training services for employees. The data base should also name the department that manages the relationship with that employer.</p> <p>The review team recommends that KWETB formalises QA processes for, and oversight of, the monitoring and review of external relationships as a priority. This could be achieved by:</p> <p>a. Strengthening the role of the QA team in monitoring and informing contracted</p>	<p>experience for learners and will contribute to the development of relevant opportunities for learners to develop skills learned in real life environments. Collaboration with stakeholders will support the improved development of relevant programmes of further education and training.</p> <p>The QA team will become a strongly integrated part of FET services, resulting in improved communications and effective, timely development of policy, procedures and programmes, informed by all actors and bringing consistency to integrated QA, developing an enhanced culture of quality.</p>		
			<p>2. Include procedures for external relationships and partnerships in the Quality Assurance Framework and establish standard mechanisms for reporting on the impact</p>	<p>Q4 2022</p>



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	<p>training providers on their use of KWETB procedures and validated programmes</p> <p>b. Strengthening the relationship between the QA team, governance structures and contracted training and community providers</p>		<p>of external relationships.</p>	
			<p>3. Review existing relationships with employers and their impact on work placement and work-based learning.</p>	<p>Q4 2023</p>
			<p>4. Create and maintain a central database of employers and other stakeholders.</p>	<p>Q3 2024</p>



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			5. Proactively engage employers in consultation, for example, in programme and assessment development.	Q4 2024
			6. Identify the role of the QA team formally to all stakeholders and include the QA Team in KWETB promotional material.	Q4 2023
			7. Develop a plan for the launch and delivery of the new Quality Assurance Framework by the QA Team to community providers and existing and future contracted training providers delivering KWETB validated programmes and programmes leading to the awards of other awarding bodies. Present the new QA	Q4 2022



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			framework to external stakeholders. Launch the QA framework, Q1 2023.	Q1 2023
27	The review team recommends that KWETB establishes clear mechanisms to formally capture the learner voice consistently at programme, centre and central level to inform decision-making.	There will be equitable learner and stakeholder inclusion and involvement in decision-making. This will be prioritised in work planning and implementation.	<ol style="list-style-type: none"> <li>1. Identify and develop specific tools to capture learner voice, including qualitative focus groups and anonymous methods.</li> </ol>	Q2 2024
			<ol style="list-style-type: none"> <li>2. Further develop the role of the existing Stakeholder Engagement Sub-group to lead this development.</li> </ol>	Q1 2024



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			3. Establish a formal process for capturing learner voice e.g., a standard anonymous survey for completion during and at the end of programmes and on early exit.	Q4 2025
<b>ACCESS, TRANSFER AND PROGRESSION/SUPPORT FOR LEARNERS</b>				
10	The review team supports and recommends KWETBs stated intention to "plan, design and put in place internal learning pathways to improve transfer and progression for learning" (SER p55)	There will be improved pathways and permeability for learners within KWETB FET services, and improved understanding of pathways external to KWETB services.	1. Establish a working group of the QA Sub-group on Access, Transfer and Progression to report back to the Quality Council by Q4 2024 and inform procedure development and decision-making.	Q4 2023
			2. Improve links between KWETB services to enhance progression opportunities for learners by developing	Q4 2023

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			an infographic demonstrating these.	
12	The review team recommends that KWETB considers the development of a modified application process for learners with additional needs or literacy challenges	There will be improved access options enabling ease of access to opportunities for the growing range of diverse learners which KWETB will attract over the next five years.	1. Participate in national consultations on the common application form and inform changes. Implement good practice in access.	Q3 2024
22,11	<p>The review team recommends that KWETB proceed with its plan to expand the ALISS service and study hub to all learners including those in training services</p> <p>The review team recommends that KWETB expands the current pilot projects developed under ALISS to place learners on programmes that they want and have the capability to undertake.</p>	Learners throughout FET will have equitable rights to apply for supports to meet their needs, and to experience fair, transparent and timely assessment to determine how they can be supported. KWETB plans to upscale this provision.	1. Plan to upscale the now complete pilot project to reach all locations throughout FET services.	Q4 2024
			2. Develop additional digital content and Study Hub resources.	Q4 2024

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13, 23	<p>The review team recommends that KWETB facilitates guidance services to work more cohesively across the organisation to ensure all prospective learners have access to seamless and equitably resourced services</p> <p>The review team recommends that supports are available across centres of different sizes and fully integrated with career guidance to ensure consistency. The review team supports KWETB's intention to 'develop an equitable system of supports for learners regardless of centre or funding strand, eliminating barriers to support. Support learners equally across the whole of further education and training through an objective central office' (SER p.96)</p>	<p>There will be a seamless system of support and advice available for all learners in FET.</p>	<p>1. Integrate all guidance, learner recruitment, counselling and student support services and associated services and enable them to deliver consistent advice and support services to all learners</p>	<p>Q2 2026</p>
<b>TEACHING, LEARNING AND ASSESSMENT</b>				



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20	The review team recommends that KWETB make a decision on the future model for assessment development across FE &T	Assessment will be modernised and rendered relevant to current contexts and needs, and learners across all services will experience consistency of standards for assessment, responding to locally devised assessment based on standard criteria.	1. Research and propose a model for assessment development and submit it to the Quality Council for approval and implementation.	Q4 2023
			2. Include the approved model in the Quality Assurance Framework.	Q2 2024
21	The review team recommends that in centres where locally devised assessments are operating, KWETB should introduce cross-moderation at regional level to support consistency in the development of assessment and development of assessment and develop exemplars of assessment instruments and marking schemes.	Lead by the QA team and programme managers, practitioners and examiners will develop enhanced awareness of standards for assessment and support efforts to ensure that standards are consistently maintained and coherent with the national framework of qualifications. In turn, this expertise will inform the development of learning outcomes when programmes are being developed, and the delivery and understanding of standards for RPL.	1. Publish and implement a plan for assessment development	Q4 2023
			2. Scope, plan and carry out a small-scale action research project in cross-moderation at regional level focused on standards in assessment.	Q3 2024



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			3. Review cross-moderation project outcomes, report on the project and extend good practice. .	Q4 2025
<b>STAFF DEVELOPMENT AND SUPPORT</b>				
7	<b>STAFF DEVELOPMENT AND SUPPORT</b> The review team recommends that KWETB fully and consistently implement the organisation's approach and policies for performance management and professional development. This should include the introduction of a mentoring system for new teaching and instructing staff to support new staff in curriculum and assessment.	The PLD plan includes the LEAD project and the development of a Level 9 Special Purpose Award in excellence in teaching, learning, curriculum in assessment, and an induction and mentoring process for staff. These actions are aligned with the FET strategy and with KWETB's Staff Recruitment, Development and Support policy.	1. Develop the PLD Plan to support the FET strategy.	Q4 2022/Q1 2023
			2. Research, design and introduce a process for induction and mentoring of new staff.	Q1/2 2024
			3. Launch LEAD Centre of Excellence.	Q3 2025
<b>MONITORING, EVALUATION AND REVIEW</b>				



	<b>Recommendation <sup>1</sup></b>	<b>Commentary<sup>2</sup></b>	<b>Planned Actions<sup>3</sup></b>	<b>Planned Completion Date<sup>4</sup></b>
9	<p><b>MONITORING, EVALUATION AND REVIEW</b> The review team welcomes the stated intention to "establish a defined process for the systematic evaluation, review and monitoring of existing programmes" (SER p.106) and recommends that</p> <p>a. an audit of the existing programmes should be undertaken urgently to identify the priority programmes that will need redevelopment. Consideration should be given to collaborating with other ETBs in the development of new programmes.</p> <p>b. KWETB collaborates with other ETBs to FastTrack the achievement</p>	<p>Understanding and knowledge of the 'why' and 'how' of self-evaluation and its purpose, will contribute to a more reflective and reflexive approach to quality improvement, and programme review, building capacity and readiness to engage in the improvement and design of of assessment and the design of programmes for example.</p> <p>The KWETB suite of existing programmes will be reviewed and updated to reduce instances of duplication and to improve ability to create coherent learning pathways. The criteria for this review will include appropriateness to learner, community, sectoral, employer and labour market needs, aligning with national FET strategy while meeting locally identified needs, building on, and developing expertise as a FET College of the Future.</p>	<p>1. Adopt the ETBI/QQI approach for the review of existing programmes and for update and revalidation.</p> <p>2. Collaborate with other ETBs in the development of a standard approach to programme review, development and validations</p>	<p>Q3 2023</p> <p>Q1-2 2024</p>



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19	<p>of its stated intention to "implement a quality assured process for the review and updating of existing programme descriptors"</p> <p>The review team recommends that KWETB develops procedures for checking or approving the quality of locally devised assessment. This should include the development of a plan to address the dated AISs in training as a matter of urgency and validate new AISs through the QA governance structures. KWETB should work with second providers on updating those most dated AISs.</p>		<p>3. Prepare a plan for the review and auditing of programmes of further education and training, for the purpose of renewing the programme prospectus.</p>	Q4 2023
			<p>4. Audit existing programmes to determine relevance. Devise a plan for redevelopment/renewal of programmes and development of new programmes. Update of existing suite complete by 2025.</p>	Q3 2024
			<p>5. Establish a process for the development and approval of locally devised assessment; scope and carry out development and enhancement where necessary.</p>	Q4 2023

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			6. Improve links with Higher Education Institutions and other advanced progression routes to inform programme development.	Q2 2025
24	The review team recommends that quality is owned (internally driven to meet internal needs) and utilised to help achieve strategic ambitions for FET. An annual, institutional cycle of monitoring and review could help achieve that. This should include the development and promotion of a culture and framework for self-evaluation at class level and centre level. Centres should review the outcomes of their work annually, examining feedback from learners, staff, stakeholders and data on retention, certification and progression. Such reviews could be supported by the QA team.	An embedded system of quality will emerge, with an integrated QA team, linked closely to the locus of programme delivery.	1. Introduce Deming's Plan, Do, Check and Act Quality Cycle as a basic approach to all critical actions and projects  2. Create, review and report on a QA workplan annually.  3. Build on good practice such as the Youthreach CEIP (Centre Evaluation and Improvement Planning Process) and innovation frameworks to develop a standard	Q4 2024  Q4 2022 (annually thereafter)  Q4 2025

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			approach to continuous improvement for use in all programmes.	
29	The review team recommends that KPIs should be reintroduced consistently to set targets in areas such as retention, certification and progression in all education and training programmes delivered by centres and second providers and those outcomes should be measured and recorded. This quantitative data should be used by centre managers and senior management in future planning.		1. Apply cyclical data collection and review to target setting (see also 15,16, 25, &28), linked to the 'plan, do, check and act' cycle.	Q3 2026
<b>INFRASTRUCTURE, INFORMATION, DATA MANAGEMENT AND ANALYSIS</b>				
15	The review team recommends that KWETB seeks ways to enhance systems for managing learner data using the 'potential enhancements identified in the SER (p64) as a starting point.	There is consistent engagement in delivery of training and information about learner data systems, and this will continue to develop so that data can be used effectively for analysis and accurate evidence-based decision-making.	1. Review current ICT support and support needs, report on these and plan for future development of ICT support, including expansion of the FET ICT support team if this is required.	Q3 2024
16	The review team recommends that KWETB considers ways to expand in-house ICT supports	High quality ICT infrastructure and systematic approached to procurement and maintenance will contribute to		



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25	The review team recommends that KWETB makes greater use of data to inform strategic decision-making, including in performance review, target-setting and provision development.	successful delivery of high-quality programmes of FET. Well understood and maintained data systems will support the gathering and analysis of high-quality data for the purpose of evidence-based decision-making. KWETB will continue to provide support and training to staff in the use of the PLSS system, and extend its use to enable the use of data for the purpose of programme and quality improvement.		
28	The review team recommends that data from the PLSS should be used to inform reviews of programme outcomes in centres and across centres and to give management at centre level and central level the data (evidence) to support strategic decision making		2. Continuously upskill all staff in the use of data systems and connect this to decision-making, monitoring and review. Publish a plan for this training and report on the delivery of the training.	Q3 2025



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18	The review team recommends that KWETB develops an estate strategy to enable the achievement of KWETB's ambitions in the longer term	All FET learners will have the experience of accessing FET in high quality, accessible FET buildings, equipped with high standard equipment and operated to reduce the impact on the global environment.	1. Develop an Estates Strategy to cover the maintenance, improvement and development of safe, welcoming environments.	Q4 2026