

## Template Inaugural Review Action Plan



### Louth and Meath ETB] [November 2022]

#### Part 1: Dissemination of Review Report Findings

**An outline of how the review findings and recommendations have been disseminated and discussed throughout the ETB's governance and wider organisational structures and networks;**

Following the QQI publication of the LMETB Inaugural Review Report on 11<sup>th</sup> August 2022, a number of communication channels were used to disseminate the information regarding its publication:

- The report was added to the QQI Inaugural Review Section of LMETB's website on 26<sup>th</sup> August 2022 [here](#)
- Social media posts were issued with a link to the Review Report on 26<sup>th</sup> August 2022. Posts were issued on LMETB Further Education and Training Twitter, Facebook and Instagram pages.
- All panel members who took part in the visit of the External Review Panel in March 2022 were notified of the report publication via email which included a link to the report. The panels notified included learners, staff, external stakeholders, including employers and community representatives.
- Details of the Review Report was included as an agenda item at corporate governance board meetings e.g. LMETB Board, Adult Education Sub-committee and Youthreach Board of Management.
- Details of the Review report was included as an agenda item at the Quality Assurance Governance Management Committee (QAGMC).

LMETB are in the process of planning staff support and consultation events to further disseminate information about the report and to consult with staff regarding the actions that have been identified in response to the external review recommendations.

The Action Plan was developed by the QQI Inaugural Review Working Group in consultation with the Director of FET. The draft Action Plan was sent to the Self-Evaluation Steering Group for feedback and approval. The twenty-five recommendations from the Review Report were thematically combined for recommendations that could be addressed by common actions. The QA Office and FET Support Service will be involved in planning for and monitoring the implementation of the agreed actions. LMETB will be expected to submit a follow-up report on its progress on the implementation of the Action Plan 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>Governance</b>				
1	Strengthen the membership of the Quality Assurance Governance Management Committee and its sub-committees through the inclusion of employer and learner representatives.	LMETB has initiated the process of forming a Learner Voice Network, with representation from FET Learners across its FET provision. A Terms of Reference document has been drafted for review/adoption at the initial meeting of the network, which will then go to the QAGMC for approval.	Finalise creation of Learner Voice Network, its Terms of Reference and learner representation on Communications Sub Committee.	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.



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9	<p>Ensure the Programme development, review and evaluation sub-committee includes representatives from all areas of the ETB's FET provision including employers, learners and other stakeholders.</p> <p><b>Responsibility:</b> FET Senior Management/QAGMC</p>	Two learner representatives from the Learner Voice Network will be invited to join the Communications Sub-Committee.		
		LMETB has commenced the process of reviewing its membership of the QAGMC and its three sub-committees so as to enhance the governance capability of these committees to ensure an externality and impartiality to decisions.	Continue to review the current membership of the QA governance committees and identify potential external stakeholders who may enhance the work of each committee by bringing an external and impartial perspective.	Ongoing
		Membership of the Communications sub-committee has been extended to include one representative from LMETB's school's division and one representative from Corporate and Education Services.	Addition of two members from outside of LMETB's FET division to the Communications sub-committee.	Completed
		An employer and a representative from Higher Education will be asked to join the QAGMC.	Addition of an employer and a HE representative to the QAGMC.	Q1 2023



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		A member of the Regionals Skills Fora (RSF) will be asked to become a member of the PDRE sub-committee. Relevant external stakeholders such as employers and/or subject matter experts may be asked to advise the PDRE sub-committee in their considerations on particular programme approval applications as appropriate.	An external stakeholder from the RSF will be asked to join the PDRE. Relevant external stakeholders may be identified to advise on programme development.	Q1 2023
		The work of the QA sub-committee could be enhanced by an external viewpoint from a person knowledgeable in quality assurance processes and systems.	An external stakeholder, knowledgeable in quality assurance will be asked to join the QA sub-committee.	Q2 2023
<b>Integrated Quality Assurance Framework</b>				
2	Consider reviewing the internal ETB structures to create greater visibility for quality assurance. The review team recommends that the ETB should promote consistency across centres, establish standardised processes, and develop a common understanding of quality assurance	LMETB plans to build on the momentum generated by the QQI inaugural review process in increasing the visibility of QA in FET with a number of tangible initiatives. These initiatives will be promoted as FET Support structures so as to encourage the integration of QA within wider FET supports in LMETB and to engender a sense that the role of effective quality	LMETB FET will deliver an Annual FET Support event to include inputs from QA, Technology Enhanced Learning (TEL), Professional Learning and Development (PLD), Learning Support and Programme Development.	Planned for Q4 2022 and then annually thereafter.



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4	Identify, at the strategic level, a more consistent and integrated approach to quality assurance in order to create greater parity of experience for learners, staff, employers and other stakeholders.	assurance systems is to support provision in the FET centres.	A FET Support Newsletter will be developed and issue to keep FET centres up to date with developments in QA, TEL, PLD, Learning Support and Programme Development. This newsletter will support the current communication channels (MS Teams and SharePoint) for FET Support functions.	1 <sup>st</sup> newsletter for Q2 2022 and bi-annually thereafter.
14	Speedily develop the single overarching set of policies, procedures and practices for quality assuring all aspects of assessment relating to the ETB's provision.	LMETB is in the latter stages of the recruitment process for an Adult Education Officer (AEO) who will have specific responsibility for quality assurance and enhancement. The newly appointed AEO will manage, report on and oversee the QA Office and all matters relating to the enhancement of quality assurance practices across all LMETB FET provision.		
25	Develop and use a single set of quality assurance policies, procedures and practices across all the ETB's provision, including contracted (second) providers  <b>Responsibility:</b> QA Office/FET Management/ QA sub-committee	The QA Office has started in-person visits to FET centres to ensure consistency of the implementation of assessment processes. Work has begun on standardizing all paperwork associated with assessment submissions, verification and authentication processes.	Addition of a new AEO to the Senior Management Team with specific responsibility for quality assurance and enhancement measures across the ETB.	Q4, 2022
			In-person visits to FET centres by FET Support staff will be carried out to increase the visibility of QA, TEL, PLD and Learning Support.	Started in Q4 2022 and to be continued throughout each academic year.



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		<p>LMETB is continuing to work on developing a single QA framework to be integrated across all FET provision. It is envisioned that it will take time to develop standardised processes so as to ensure that they are fit for purpose across diverse contexts in FET provision, however LMETB sees the value in implementing such a framework so as to ensure a consistent learning experience for all.</p> <p>LMETB has developed draft guidelines for engaging with an external training provider. These guidelines will be further developed to encompass both second providers such as contracted trainers and community training as well as third party providers where the quality assurance arrangements are provided by the third-party provider. The guidelines will provide clarity on the balance of responsibility for QA between both providers.</p>	<p>Standardised Assessment Brief templates and Learner Feedback templates recently disseminated to all FET centres.</p> <p>Development of Assessment Bank resource for use across FET provision. This resource will house exemplars of assessment briefs and allied resources</p> <p>Aligned process for review of module descriptors and Assessment Instrument Specifications to be finalised.</p> <p>Bi-monthly meetings between the QA Office and the Training Standards Office to be scheduled.</p> <p>LMETB will finalise guidelines on engaging with external training providers.</p>	<p>Complete</p> <p>Starting in Q2 2023 and then on-going</p> <p>Q4 2022</p> <p>Q4 2022</p> <p>Q1 2023</p>



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		<p>In 2021, LMETB revised its procedures related to specific aspects of assessment such as reasonable accommodation, assessment deadlines, appeals, examinations and malpractice. The Results Approval Panel policy was also revised taking into consideration RAP processes on the training side of FET provision. The revised assessment procedures and RAP policy are utilised across all FET provision and signal LMETB's intention that all future development of QA policies and procedures will be part of an overarching QA framework for FET in LMETB.</p> <p>An overarching policy on learner assessment will be developed, to add to the existing specific assessment procedures in place, encompassing roles, responsibilities, and communication of assessment information to learners. The development of a Learner Assessment Handbook will complement this policy</p> <p>The QA Office intends to look at a number of priority areas for policy</p>	<p>Development of an overarching learner assessment policy.</p> <p>Consultation on draft Internal Verification and External Authentication guidelines. Presentation of guidelines to governance committees for approval.</p> <p>Development of a Learner Feedback procedure informed by consultation with learners.</p> <p>Review of assessment related paperwork used by all FET centres with a view to standardising across FET provision.</p>	<p>Q4 2023</p> <p>Q1 2023</p> <p>Q2 2023</p> <p>Q4 2023</p>



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		<p>development over the next year. These include:</p> <ul style="list-style-type: none"> <li>• Revised Internal Verification and External Authentication guidelines which are currently in draft format.</li> <li>• A learner feedback procedure to complement the standardised learner feedback form developed in 2022. Effective learner feedback is an essential component of the assessment process and LMETB is looking at innovative means such as the Nurture feedback software to enhance both formative and summative feedback to learners.</li> </ul>		
<b>Staff Support and Development</b>				
3	<p>Establish a quality assurance office as described in the ETB's self-evaluation report</p> <p><b>Responsibility:</b> FET Senior Management</p>	<p>While the appointment of a dedicated QA Officer in 2021 was a welcome development, there is a need to develop the QA Office in line with sectoral norms. The importance of QA and the maintenance of a quality culture within FET would be further</p>	<p>Establishment of the Quality Assurance and Enhancement Unit (QAEU) once the recruitment of an AEO with responsibility for QA is appointed.</p>	Q4 2022





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		<p>supported by establishing a Quality Assurance and Enhancement Unit (QAEU) in LMETB that has a dedicated AEO with sole responsibility for quality assurance as well as a minimum of two dedicated QA Officers supported by administrative assistance. The QAEU would also encompass the Training Standards Office which now has two Training Standards Officers (TSO) and an Assistant TSO. Similar arrangements will be developed with the yet to be recruited TSO for the AMTCE.</p> <p>The QA Office is part of the wider FET Support Service which currently comprises coordinators with responsibility for TEL, PLD/Communications, Programme Development. A Learning Support Officer will be joining in Autumn 2022. The FET Support Service could be further enhanced by the sanction of staff with responsibility for Work-Based Learning, Data Analytics and Communications (as a standalone area).</p>	<p>Enhancement of the FET Support Service via the appointment of additional coordinators with responsibility for Work-Based Learning, Data Analytics and Communications.</p>	<p>Q4 2023</p>

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<b>Support for Teaching and Learning</b>				
5	Identify effective mechanisms to monitor and evaluate the quality of teaching and learning in order to support improvements in the quality of all provision. Such mechanisms could include appraisal, performance procedures, communities of practice networks and other initiatives aligned with continuing professional development.	<p>LMETB aims to consistently support the provision of high-quality education and training. Strategic Goal One, in LMETB's Statement of Strategy 2022-2026, 'Provide a high-quality learner experience' supports this aim with a number of Strategic Actions that underpin this goal.</p>	Continued support of recently- established Communities of Practice. Evaluation of Pilot scheme to inform future expansion to other fields of learning.	Q3 2023
17	<p>Prioritise support for learning and teaching. At a local level there is evidence that the quality of learning and teaching is good. The review team recommends that, at a strategic level, the ETB identifies mechanisms to support a more consistent approach across all its provision.</p> <p><b>Responsibility:</b> FET Management and FET Support Service</p>	<p>The recent establishment of cross-organisational Communities of Practice in five fields of learning as a pilot scheme for 2022-23 seeks to ensure a sharing of best practice and the establishment of a supportive network amongst educators.</p>	Development of a FET Professional Learning and Development Strategy for LMETB, which will ensure that staff will continue to be given opportunities to upskill and engage in teaching and learning related PLD.	Q4 2023
		<p>LMETB has in place mentoring schemes across various provision. LMETB commits to strengthening the mentoring schemes currently in place and to explore opportunities for new mentoring scheme throughout FET provision.</p> <p>The teaching staff membership of the TEL/Professional Learning and</p>	Establishment of further mechanisms and protocols for sharing best practice among staff across the FET Service to support staff development and further	Q4 2023 and ongoing



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		<p>Development MS Team and the FET Quality Assurance MS Team is continuing to grow. These networks on MS Teams are providing a supportive platform for collaboration and information sharing amongst staff.</p> <p>Furthermore, continued consultation with centres and staff in developing PLD initiatives in the areas of teaching and learning will ensure consistent dissemination of best practice across the organisation.</p> <p>LMETB works within national frameworks of partnership with representative organisations and is constrained in some instances by national agreements in how recommendations regarding appraisal and performance procedures could be further considered.</p>	<p>enhance the student experience.</p> <p>Strengthening the mentoring schemes currently in place e.g TEL mentor scheme, and to explore opportunities for new mentoring schemes throughout FET provision.</p> <p>Develop cross-organisational staff seminars, workshops and communities of practice to stay abreast of developments in teaching and learning</p>	<p></p> <p>Q3 2023 and ongoing</p> <p>Q4 2022 and ongoing</p>



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<b>Induction/Professional Learning Development</b>				
6	Develop and implement an ETB-wide strategy for the design, monitoring and evaluation of the induction programme offered to all FET staff.	<p>As part of its self- evaluation process, LMETB had identified the need to have a consistent approach to the induction of new FET staff across the organisation, with a broader cohort of staff to be reached for induction training through revised processes. Since 2020, the development of 3 MS Teams for PLD/TEL, QA and Staff Induction, with the associated resources available, have assisted in cross-organisation supports for new staff. The planned LMETB FET-wide Induction will be integrated to ensure that staff in all centres and in all roles, including leadership, teaching, administrative and support roles, are aware of the integral role of Quality Assurance and have the required information to enable them to carry out their roles effectively. The FET Support Service will be automatically notified by FET Management of the appointment of new staff across FET.</p> <p>LMETB will also build on existing processes for the provision of mentoring to new staff.</p>	Review existing induction material and create a new suite of induction resources on an appropriate platform and in an appropriate format which allows continuous review and enhancement of material	Q3 2023
			Implement relevant dissemination methodologies across the organisation of induction material and implement ongoing review and evaluation processes to ensure induction remains fit for purpose.	Q3 2023 and ongoing
			Build on existing processes for the provision of mentoring to new staff.	Q3 2023 and ongoing



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7	<p>Develop and promote an ETB strategy for the professional development and learning of all FET staff.</p> <p><b>Responsibility:</b> FET Management and PLD Officer</p>	<p>The LMETB FET Professional Learning and Development (PLD) office currently offers a biannual PLD calendar, based on needs identified at centre and organisational level. The development of an LMETB PLD Strategy will provide a framework for future needs identification, and will outline LMETB FET’s vision, goals and planned actions regarding Professional Learning and Development for all staff across the section. Staff members will have access to support and opportunities for development based on a systematic approach to the identification of their continuing professional training and development needs.</p>	Development of an LMETB Professional Learning and Development Strategy, based on national and local priorities and themes.	Q4 2023
			Promotion of PLD Strategy via existing staff networks such as QA Newsletter, MS Teams, staff collaboration events etc.	Q1 2024
			Continue to consult with FET centres and Senior Management regarding Review and Evaluation of PLD Strategy.	Q1 2024 and ongoing
			Continued collaboration with SOLAS, ETBI and National PLD Co-ordinators’ Network on the development of a national PLD Hub for ETBs.	Q4 2022 and ongoing



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<b>Programme Review</b>				
8	Identify when each programme, course and qualification need to be revised or reviewed. This information should be used to establish an agreed schedule of work to ensure every part of provision is up-to-date and meets the needs of learners and employers.	LMETB is focused on ensuring that programmes delivered are relevant, up to date and have the best possible currency with learners. Through engagement and collaboration with the ETBI QA Network and other appropriate networks, LMETB will further develop and refine its approach to gathering learner feedback and information on the effectiveness of teaching and learning, informed by best available evidence, with the goal of better supporting FET provision in enhancing teaching and learning.	Programme Review in association with ETBs nationally. LMETB will contribute to a sectoral-devised approach to the re-development of QQI CAS awards.	2023 and ongoing
24	Establish and use a consistent approach to recording when programme and module reviews need to be completed, whether they have been completed on schedule, and what changes have been made to programmes.	LMETB is represented on an ETBI-led sectoral working group that is reviewing the processes and documentation for re-development of the existing QQI Common Awards System (CAS) QQI awards. A sectoral approach will be devised in conjunction with QQI and LMETB will then implement the sectoral advice and ensuing processes.		



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15	Reviews how data is used to inform quality assurance. The review team recommends that greater emphasis should be placed on the collection and use of internal data to ensure high quality outcomes as opposed to the current focus on data for external stakeholders.	<p>LMETB initiated the development of a process for the review of module descriptors in Q3 of 2022. This process provides a mechanism for teaching staff to update content in modules to ensure the module’s continued relevancy and fitness of purpose. A process map showing how changes are suggested, reviewed (for substantial changes) and recorded is currently being developed. An aligned process for the review of Assessment Instrument Specifications (AIS) is being developed in conjunction with the Training Standards Office and will be finalised in Q4 of 2022.</p> <p>LMETB recognises that there is a need to strengthen its capacity to collate and analyse its own data and as such aims to develop a process and planned timeframe with appropriate benchmarking mechanisms identified. This process will enable Key Performance Indicator development from data collection and analysis to provide for continuous improvement across FET provision. Internal benchmarking will support quality</p>	Process for systematic approach to module review and AIS review is under development.	Q4 2022



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		<p>improvement and enhancement to ensure consistency of learner experience across FET.</p> <p>LMETB acknowledges the richness of internal quantitative data available. The intention is to develop a more systematic approach to data use and to derive data from existing databases such as PLSS in a more meaningful manner to support strategic decision-making. Data analysis will be supported by data visualisation platforms such as Tableau. The cross-referencing of internal data on outcomes with certification data available from QQI and other awarding bodies will be used to monitor learner progress and for internal benchmarking where appropriate.</p> <p>While LMETB values and recognises the importance of quantitative data in supporting decision-making, it is conscious that the collection of qualitative data is also a key metric. LMETB is developing a comprehensive process for evaluating the learner experience via qualitative data which will be collected on an annual basis</p>	<p>Amalgamate current procedures on collection and use of data in order to develop overarching policy in this area.</p> <p>Harmonise learner feedback gathering instruments to allow improved data analysis through the development and design of an annual Learner Experience survey.</p>	<p>Q3 2023</p> <p>Q2 2023</p>





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		<p>across all FET provision. While mid-course and end of course evaluation processes are in place in FET centres, the aim is to introduce a systematic approach to the collection and analysis of learner feedback on their experience of engaging with LMETB, from recruitment to achievement. Such a process will provide a feedback loop by facilitating dialogue between centres and their learners. Learners' views on matters such as course content, delivery and assessment will be part of an explicit and robust review framework that will drive improvements across FET provision. Aligned to this annual learner feedback survey is a recognition of the importance of the 'distance travelled' by many FET learners during their engagement with LMETB. The qualitative data gathered will provide a means of capturing the distance travelled by FET learners through their participation on LMETB courses.</p>		
		<p>Processes for the centre review of programmes as well as a systematic thematic-based programmatic review</p>	<p>LMETB will develop a policy and consistent process around centre-</p>	<p>Q3 2023</p>



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10	Review the manageability of the workload and responsibilities assigned to the Programme development, review and evaluation sub-committee.	<p>across FET provision are currently in development and will be guided by a Programme Monitoring and Review policy with associated procedures. The proposed centre-based review of programmes will encompass learner, staff and stakeholder feedback mechanisms with all programmes subject to progress reporting on a consistent basis to support continuous improvement.</p> <p>The development of a themed-based programmatic review process is a longer-term objective for LMETB and will look at the review of delivery of programmes according to subject theme across all FET provision. A schedule for the themed areas of delivery will be agreed once a process is in place.</p>	<p>based programme reviews in FET centres.</p> <p>LMETB will develop a policy and consistent process around themed systematic programmatic review across FET provision.</p> <p>LMETB will develop a process for consolidating centre-based programme reviews for presentation to the PDRE sub-committee.</p>	<p>Q3 2024</p> <p>Q4 2023</p>



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	<p><b>Responsibility:</b> QA Office and FET Management</p>	<p>based processes detailed above. A consolidated report of programme reviews from all FET centres will be presented to the PDRE sub-committee on an annual basis.</p>		
<b>Recognition of Prior Learning</b>				
11	<p>Develop and use a policy for the recognition of prior learning and prior experiential learning.</p> <p><b>Responsibility:</b> QA Office/FET Management</p>	<p>LMETB recognizes that there is an increasing demand for recognition of prior learning (RPL) from learners therefore a formal process for RPL is a priority for policy development. LMETB is committed to working towards developing a formal process through sectoral engagement and learning from best practice.</p> <p>LMETB will commit to targeted professional development funding for</p>	<p>LMETB is committed to developing a policy for the recognition of prior learning, both experiential and certified.</p> <p>LMETB will look to fund training in RPL in order to</p>	<p>Q4 2023</p> <p>2023-24</p>



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		RPL programmes and engagement with national RPL networks to build capacity and subject matter expertise.	build teacher and FET staff capacity in this area.	
<b>Access, Transfer and Progression</b>				
12	Identify the inconsistencies in individual centres' approaches to admissions and develop and use an ETB-wide admissions policy.	<p>LMETB is commencing a review of admission practices across its FET provision. This review will include tracking initial assessment methodologies and programme entry requirements. The aim being to ensure an inclusive and enabling approach to admissions across FET provision that recognizes the diversity of FET learners that may present.</p> <p>It is LMETB's intention to provide a transparent and consistent admissions process from application, to initial assessment process and onwards to course registration. The current LMETB FET Admissions policy is due for review and update, so it is timely to take stock of existing practices to ensure a revised policy is relevant and fit for purpose.</p>	<p>LMETB will commence a review of admissions practices across its FET provision.</p> <p>Review of LMETB FET Admissions Policy and associated Admissions Appeals process.</p>	<p>Q1 2023</p> <p>Q2 2023</p>



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13	Use the available quantitative data to review and update existing policies relating to access, transfer and progression.	<p>LMETB’s Access, Transfer and Progression policy is due for review and update. When the policy was written in 2019, the ETB did not have access to some of the data analytical tools, such as the data visualization tool Tableau, which is now available. The policy may need to be updated to reflect the need for FET centres to review data on learner access, transfer and progression as a means of identifying patterns of concern so that action may be taken to address possible issues. Data may also be tracked to ensure visibility of internal and external access, transfer and progression opportunities between FET centres and areas of provision, noting that the tracking of external access, transfer and progression will require collaboration with external agencies.</p> <p>LMETB recognises that the revised Access, Transfer and Progression policy should include an application process for a formal internal transfer system. Training and support should be provided to FET centres, to ensure</p>	<p>LMETB will review and update its Access, Transfer and Progression policy. This policy will include a formal application process for internal transfer across FET provision.</p> <p>Training and support will be provided to FET centres, to ensure consistent implementation of the processes around access, transfer and progression.</p>	<p>Q4 2023</p> <p>Q2 2024</p>



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	<b>Responsibility:</b> Guidance Service/QA Office/FET Management	consistent implementation of the processes around access, transfer, and progression.		
<b>Learner Communication and Support</b>				
16	Completes the development work on the FET learners' handbook.	Ensuring an effective standard of communication with learners is a key priority in LMETB's QA and enhancement processes.	Learner Handbook to be developed and published to ensure that learners in all settings have information relevant to their learning experience in FET and will have a clear understanding of assessment processes and Quality Assurance arrangements across the organisation.	Q2 2023
19	Develop and use a standardised learner handbook across all FET centres in order to strengthen consistency in relation to assessment.	LMETB has commenced the process of creating a Learner Handbook, which will be uniform across the whole FET section and will include consistent communication around supports, assessment procedures and related information for learners.		
18	Develops and use a more consistent approach to informing learners of what is expected from assignments.	The QA section of LMETB's website provides information for learners in areas such as supports available, appeals procedures etc. The content here will be reviewed and will inform the development of the Learner Handbook. In addition, all learner information will also be available in a	Develop dedicated FET Learner Information Section on the LMETB website which will contain the Learner Handbook and related information. This section will be continually	Q3 2023 and ongoing



	<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>
21	Make explicit how the quality of each support service is monitored and evaluated in order to provide a more formalised and consistent approach in each FET centre.	dedicated FET learner information section of the LMETB website.	reviewed and developed.	Q2 2023
		An FET Learner Support Officer is soon to be recruited in LMETB. Working within the context of the wider FET Support team, this role will serve to ensure that there is an integrated and consistent learner support system across LMETB FET, including disability, academic, health and wellbeing supports.	A review of current learner supports will be carried out with a view to creating a systematic approach to supporting learners across FET programmes.	
		A review of current learner supports will be completed and an analysis of findings will inform a plan of action for learner supports in the organisation.	Develop system to monitor and evaluate learner supports provision, including via consultation with learners.	
		Processes to monitor and evaluate the quality of learner supports provision will be enhanced, to ensure the provision continues to meet evolving learners' needs. This will include consultation with learners via the		



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	<b>Recommendation</b> <sup>1</sup>	<b>Commentary</b> <sup>2</sup>	<b>Planned Actions</b> <sup>3</sup>	<b>Planned Completion Date</b> <sup>4</sup>
22	Implement the SOLAS Guidance on Universal Design for Learning (UDL) to support the diverse needs of learners.  <b>Responsibility:</b> FET Support Team and FET Management	normal feedback mechanisms in place as part of LMETB's QA processes		Ongoing
		LMETB staff have participated in the national rollout of the 10-week UDL Digital Badge with Ahead every year since 2020.	Continue to facilitate the national UDL Digital Badge and offer ETBI UDL Training to FET staff.	
		An annual UDL showcasing event will be arranged to give graduates of this course a chance to share examples of inclusive practice within LMETB.	Organisation of annual UDL showcasing event to share best practice across FET.	Q2 2023 and ongoing





	<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>
		To raise awareness of UDL and the importance of creating inclusive teaching and learning environments, training will be offered online as well as via centre visits.	In-person visits to FET centres by FET Support staff to raise awareness of UDL	Q4 2022 and ongoing
<b>Work Experience</b>				
20	Review how quality assurance arrangements are applied to all forms of work experience.  <b>Responsibility:</b> FET Management and QA Office	A strategic approach to delivering learning opportunities in collaboration with work experience providers is adopted across FET provision in LMETB. Appropriate levels of resources (including staff) are committed to ensure that the necessary oversight is sustained.  It is LMETB's intention to review its Work Experience policy and procedures to ensure that appropriate and proportionate safeguards to manage the risks of the various	LMETB will review and revise its a Work Experience Policy to ensure that a robust framework for the coordination, oversight, assessment, and documentation of work placements is in place. The review of the policy will include providing guidelines for assessing work-based learning competencies as well as a	Q4, 2023



	<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>
		arrangements are determined and put in place. This includes ensuring a consistent approach to workplace competency assessment.	template for a written agreement setting out the obligations of LMETB and the employer which is regularly monitored and reviewed.	
<b>QA Planning</b>				
23	<p>Identify a small number of quality assurance priorities for each year and identify who will lead on ensuring their implementation.</p> <p><b>Responsibility:</b> FET Senior Management and QA Office</p>	<p>The compilation of both the Self-Evaluation Report and this Action Plan based on recommendations from the Review Report, has helped to focus planning in quality assurance in LMETB. The whole review process has been extremely beneficial in this regard. Recommendations and proposed actions have been discussed with the FET senior management team to ensure that they fit with the strategic priorities of the organisation. Each action identified in this plan has been assigned an 'action owner' and realistic timelines have been established.</p>	<p>Formulation of the Action Plan with monitoring of implementation of actions.</p>	On-going