Inaugural Review Action Plan
Tipperary ETB
November 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

Tipperary ETB welcomes the report of the Quality and Qualifications Ireland (QQI) appointed independent review team on the inaugural institutional review of quality assurance held in February 2022. Tipperary ETB was very pleased with the engagement of participants, including staff, learners and stakeholders and the open, positive and professional manner with which the review was conducted, chaired and facilitated by the Review Team with the support of QQI. The whole experience for Tipperary ETB was extremely positive, constructive and reflective.

The Tipperary ETB self-evaluation process was a critical reflection and analysis, through consultation, of our FET structures and provision in the context of governance and management of quality, teaching learning and assessment, and self-evaluation, monitoring and review. The contributions from across the ETB have been instrumental in informing the self-evaluation report and particularly the resulting recommendations and actions. It has been a reflective process, a celebration and recognition of what is being done well and a driver for change in areas requiring improvement and action. The self-evaluation journey, including the inaugural review week and culminating in the review team report, has further strengthened collaboration within Tipperary ETB and externally with stakeholders. The process gave a framework and structure for communication, learner voice, feedback, self-reflection and development to name a few.

Tipperary ETB acknowledges, accepts and appreciates the commendations and recommendations named in the report, which will provide a platform for future development, progression and enhancement activity in the ETB.

The Review Panel Report was presented and discussed at all levels of governance within Tipperary ETB, including the Tipperary ETB Board and Executive Senior Management Team (Chief Executive, Director of OSD, Director of Schools and Director of FET), FET Senior Management Team, QA Governance Group, QA Steering Group, and at programme and centre level. The report findings have been shared on the Tipperary ETB website and internal staff hub, in addition to being distributed directly via email to all FET centres, staff and services.

The planned actions identified to address the recommendations of the review group, have been developed by the self-evaluation oversight group and the FET Development & Support Unit, with drafts submitted to the Executive Senior Management, FET Senior Management Team, QA Governance Group and FET QA Office for consultation and feedback throughout. The Action plan contains the twenty recommendations of the review panel, with each being addressed separately, but where applicable, combined in the planned actions to remove duplication of tasks. The timeline for all planned actions in this Action Plan is Q1 2022 to Q4 2025 and progress of same will be monitored by the FET Development & Support Unit. The Annual Quality Report will be submitted one year after submission of the Action Plan, i.e., November 2023.

Part 2: Planned Actions to Address Review Report Findings

	Recommendation [1]	Commentary [2]	Planned Actions [3]	Planned Completion Date [4]
1	The review team recommends Tipperary ETB seek to develop an internal communications mechanism to increase opportunities for staff to engage in review, consultation and planning.	Following the self-evaluation and inaugural review process, Tipperary ETB is focussed on further creating the opportunity for the wider engagement of staff in the contribution to quality assurance in Tipperary ETB, including the creation,	Implement an Area Based Planning (ABP) approach, i.e., a coordinated planning effort, where Programme/Centre Managers, Principals, Administration, Support, Resource and ancillary staff	Q4 2022

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[1] A number of recommendations may be combined where they are addressed by a common action.
[2] Provide an overview of the ETB's plans to address the recommendation.
[3] Add or remove rows as appropriate.
[4] This should be no later than 5 years following the publication of the review report.

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	Recommendation [1]	Commentary[2]	Planned Actions[3]	Planned Completion Date[4]
		promotion and awareness of feedback and contribution pathways. The self-evaluation highlighted the opportunities that exist for engagement but the lack of a structured approach, closing the feedback loop and an inequity of opportunity to contribute based on roles and functions within the organisation.	work together on an overall plan for FET provision across the county. The ABP provides a platform (gives staff a 'voice') for review, consultation and planning in all areas of FET provision, course planning, development, learner supports etc.	
			Develop the Tipperary ETB Staff HUB as an overall internal Information & Communication repository where necessary information is available to staff in usable formats.	Q2 2023
			Set up ABP MS Teams sites for sharing of information, communities of practice, discussions boards and workshops	Q4 2022 Complete
			Establishment of 'QA Clinics' at centre level to support and embed the service with operational staff, including an opportunity for staff to communicate, consult and feedback	Q4 2022

	Recommendation [1]	Commentary[2]	Planned Actions[3]	Planned Completion Date[4]
			Staff Consultation on Tipperary ETB Statement of Strategy 2023-2027	Q4 2022
			(See Recommendation #14) Develop a FET Internal Self-monitoring and Evaluation Policy and associated procedures, including key performance indicators, production of annual quality reports with schedule of actions and strengthened monitoring and review processes	Q2 2023
2	The review team recommends that Tipperary ETB terms of reference for Quality Assurance Governance be reviewed to consider changing structure to broaden representation and include appropriate internal and external stakeholders.	Tipperary ETB has governance structures that ensure separation of responsibilities between those involved in developing proposals or materials and those involved in the approval of those recommendations (decision-making), ensuring objective oversight is maintained.\n\nThe self-evaluation process has highlighted the need for greater expertise in groups but also allowing for rotation of membership, the issue of duplication of membership across groups raising externality and independence challenges to governance	Separation of the 'Programme Approval Committee (PAC)' and 'QA Governance Group' structures with no QA Governance members sitting on the PAC	Q1 2022 Complete
			Extension of the QA Governance Group membership to include non-programme/operational personnel for wider expertise and externality, broadening representation	Q1 2022 Complete
			Develop and implement a programme management	Q4 2023

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			policy and associated procedures	
			Modify the QA Task Group chair and membership structures to broaden representation, including internal Tipperary ETB and external stakeholders, as required	Q4 2022
3	The review team recommends that an integrated QA system is implemented within the proposed timeframe of 2025, if not earlier. The website should also be updated to include integrated procedures as work progresses. The review team recommends that one Quality Assurance system which ensures a robust set of documented policies and procedures are in place across all provision, services and other related activities is implemented as soon as possible. In the meantime, the team recommends that any potential disparities between the different legacy agreements are monitored effectively.	The QA Systems Integration task, as identified in the self-evaluation and inaugural review, for FET is a Tipperary ETB priority and entails developing a vision and goal for the integration of the quality assurance systems in Tipperary ETB to create one comprehensive, robust and responsive QA system and develop a roadmap for implementation. • North Tipperary VEC QA Agreement • South Tipperary VEC QA Agreement • Institiud Thuamhumhan QA Agreement • Transitional Quality Assurance System (TQAS) QA Agreement For the integration project, Tipperary ETB is considering the FET Strategy 2020-2024, the Tipperary ETB Self-Evaluation Report and	Establish a QA System Integration Working Group with Terms of Reference	Q3 2022 Complete
			Establish a vision and goal for the integration of the quality assurance systems in Tipperary ETB to create one comprehensive, robust and responsive QA system and develop a roadmap for implementation, including short-, medium- and long-term priority areas.	Q2 2023
			Implementation of the one comprehensive, robust and responsive integrated QA system in Tipperary ETB FET	2025

	Recommendation [1]	Commentary[2]	Planned Actions[3]	Planned Completion Date[4]
		Inaugural Review Report, QQI's Core Statutory Quality Assurance Guidelines, and other QQI applicable Guidelines, existing good practice across all QA Systems, all Awarding Bodies, QQI, City and Guilds etc. and National and sectoral approaches to integration across the 16 ETBs Tipperary ETB has started the integration process, with the establishment of the FET Level QA Office, the restructure of the QA Governance groups and terms of reference, the integration of the RAP process, in addition to significant collaboration with other ETBs for sharing of visions and strategies for assessment approaches		
4	The review team also recommends that procedures to cover the governance of training contracted under the contracted providers own QA arrangements are developed as soon as possible.	As identified in the Self Evaluation Report, Tipperary ETB needs to review the role of QA governance and oversight in relation to non-accredited provision, non QQI certification and contracted training QA arrangements working towards a single QA system.	Collaborate with other ETBs in relation to agreeing a shared understanding of QA Governance approaches as it relates to Contracted 2nd Providers	Q1 2023
			Develop and implement procedures to cover governance of FET provision as it relates to Contracted 2nd Providers own QA arrangements	Q4 2023
			(See Recommendation #3)	2025

	Recommendation [1]	Commentary[2]	Planned Actions[3]	Planned Completion Date[4]
			Implementation of the one comprehensive, robust and responsive integrated QA system in Tipperary ETB FET	
5	The review team recommends that there is development of a cohesive professional and performance development system for staff.	Tipperary ETB doesn't operate a formal staff performance management development system. The lack of a formal appraisal system could be perceived as a missed opportunity to offer staff direction around PD which would enhance their performance, develop competence and support their professional development for progression within FET or the ETB as a whole. Staff performance management and appraisal is a complex issue and cannot be resolved by Tipperary ETB alone, it needs a sectoral solution for implementation in ETBs.	In the absence of a sectoral performance management system, Tipperary ETB Senior Management Teams will look at options regarding Team and Individual support and development models in their areas of responsibility as we await a nationally agreed position on a performance management delivery system	Q2 2024
			Develop and implement revised Tipperary ETB Professional Development Policy and Procedure	Q3 2022
		The success of Tipperary ETB in delivering on its strategic objectives and fulfilling its mission of providing a quality Education and Training service for Tipperary, is dependent on its people. The Professional Development Policy in place facilitates support for staff who wish to engage in Professional Development activities/opportunities that are relevant to their role, and the ETB is committed to reviewing and updating same.	Progress an application with SOLAS/DFHERIS for a dedicated Professional, Learning and Development (PLD) role	Q4 2023

	Recommendation [1]	Commentary[2]	Planned Actions[3]	Planned Completion Date[4]
		Tipperary ETB will implement an agreed organisation wide Professional Development (PD) strategy, once this has been agreed nationally with all stakeholders.		
6	The review team recommends that Tipperary ETB's SMT explore, with QQI, the potential to move to devolved responsibility for programme validation, and to consider whether this is positioned individually or nationally.	Nationally, the 16 ETBs, through the QA Network and ETBI, are working with QQI in streamlining and simplifying the programme development and validation process, including the potential move to devolved responsibility, i.e., where a programme can be reviewed, updated and evaluated locally/ETB level prior to submission for validation to QQI. A working group has been established to progress this.	Tipperary ETB FET staff to participate in the ETBI/QA Network/QQI Programme Development and Validation Working Group	Q3 2022 Complete
			(See Recommendation #16) Develop capacity in programme development, programme monitoring and review – sanction approval request from DFHERIS for two Programme Development roles to join the FET Development & Support Unit	Q4 2022
			(See Recommendation #18) Plan and implement the development of a Curriculum Development Structure within Tipperary ETB, in line with national and sectoral developments	Q2 2023
8	The review team recommends that Tipperary ETB explore ways to develop new courses/programmes at a national and local level, for example	Tipperary ETB identified in the self-evaluation report the challenge of not currently being in a position to embark on significant programme development work, and its ability to go solo in this area is limited	Explore new programme development opportunities in the area of micro credentials (skills to advance), as coordinating and collaborating	Q4 2022 Complete

	Recommendation [1]	Commentary[2]	Planned Actions[3]	Planned Completion Date[4]
	working with other ETBs, within an agreed timeframe.	in its current capacity for how it can contribute. In addition, there is a lack of documented and structured programme development and validation processes. Having strong collaborative history with other ETBs, Higher Education and Industry/Employers in the region, there is opportunity for Tipperary ETB to capitalise on these connections in the area of programme development (Reference 16 & 17)	provider, working with other ETBs, SOLAS and QQI	
			Collaborate with other ETBs in the shared development of modules leading to a special purpose award, for example, Learning to Support Children in Primary School (Broad Award Standards at NFQ Levels 1 to 4)	Q4 2022
			Develop a working partnership with Higher Education in the region, to develop new courses where mutual expertise exists, providing progression pathways through FET to HE	Q4 2023
			Continue to welcome opportunities to collaborate on programme development with other ETBs, Higher Education, Industry bodies etc.	Ongoing
9	The review team recommends that Tipperary ETB ensure that records are kept of Learner Handbooks/Assessment handbooks (where appropriate) being issued to students to ensure consistency across all centres/programme areas.	As identified in the self-evaluation report, the Tipperary ETB Learner Handbook is an important tool in the learner admission and access process as a learner support, but with just over 50% of learners stating that they were issued with a Learner Handbook, this highlights significant room for improvement in this area.	Develop and implement the Learner Information Guide and Learner Guide to Assessment for all FET Learners. The Learner Information Guide will be a reformat of the existing learner handbook master	Q3 2022 Complete

	Recommendation [1]	Commentary[2]	Planned Actions[3]	Planned Completion Date[4]
	The handbook should be accessible to all levels to promote readability and context.		template to a more user-friendly centred guide, in plain English, easy to read, including infographics that is implemented across FET provision.	
			Work with NALA to achieve the plain english quality mark award for both the Learner Information Guide and the Learner Guide to Assessment	Q3 2022 Complete
			Establish a working group to review the Induction process across FET and implement a learner centred, simplified and more accessible and informative Induction process	Q1 2023
			Redesign the Tipperary ETB Website to include a Learner Information section, with Learner Information Guide and Learner Guide to Assessment Information contained in an easily accessible online electronic format	Q4 2023
10	The review team recommends the use of more analysis of both quantitative data e.g., destination data, and	Tipperary ETB gathers data from multiple sources, i.e., PLSS, CSO, SLMRU, QQI Certification data, Outcome data, both quantitative and qualitative, to inform	(See Recommendation #1) To support the implementation of the ABP approach, develop an area-	Q4 2022

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	qualitative data to monitor and measure Quality Assurance.	strategic planning across FET. The ETB acknowledges that it's at the initial stages of a structured systematic approach to data analysis, dissemination and implementation. Having recently appointed a dedicated Management Information Systems Administration role in FET, there is now capacity to develop and implement a Management Information Systems policy and associated procedures to inform strategic analysis.	based data information pack to inform course planning with quantitative and qualitative information, e.g., regional & demographic, learner, employment/ industry, skills needs etc.	
			Develop and implement a Management Information Systems policy and associated procedures to inform strategic analysis	Q4 2023
12	The review team recommends Tipperary ETB review its staffing and infrastructure to enhance learner support to be more equitable to all learners across all centres.	Learner supports in Tipperary ETB range from psychological, advocacy, wellbeing, guidance, information to literacy and numeracy, ICT facilities and equipment as well as financial and a sense of belonging and connectedness. The self-evaluation process showed there are various levels, consistency, access to and availability of learner support in Tipperary ETB FET Service, and a Learner Support Strategy needs to be implemented, that gives	Conduct a review and gap analysis of current Learner Supports across FET, based on programmes/centres, learner eligibility, geography etc.	Q4 2022
			Establish FET service plan in the Development and Support Unit to include a strategic approach to learner support services including a strategy for well-being and active inclusion.	Q3 2023

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		consideration to equity in support across provision where practicable. It is widely acknowledged across all stakeholders that learner support is a core ethos within Tipperary ETB FET provision	To bring Tipperary ETB one step closer to equity in Learner Supports, the Fund for Students with Disabilities (FSD) is to made available to all FET Learners (currently just PLC Learners)	Q3 2022 Complete
			Develop and implement a Discretionary Learner Fund (DLF) to provide funding to support educationally disadvantaged learners in accessing and participating in FET, to fund and support individual learners or projects that can demonstrate a direct impact on the learner.	Q3 2022 Complete
			Redesign the Tipperary ETB Website to include Learner Support Information contained in an easily accessible online electronic format	Q4 2023
13	The review team recommends ensuring IT support is available at centres to ensure digital and enhanced learning can be equitably accessed across all Tipperary ETB courses and geographical locations.	The self-evaluation process and ETBI's 'Evaluation of the impact of the COVID 19 modifications to Teaching, Learning & Assessment' captured very valuable learning from COVID-19 mitigation processes. The Tipperary ETB pivot to 'Emergency Remote Teaching' involved the widespread transition	Restructure the Technology Equity Scheme (TES) to Programme/Centre level (North, Mid, South regions), locally managed and distributed, with FET level overall administrative support	Q1 2023

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		to Moodle and Microsoft Teams as FET staff swapped the classroom to online platforms. While the impact of not being able to attend in-centre was significant, affecting the number of learners attending FET throughout 2020/2021 and delaying the delivery of some programmes, staff showed significant and substantial innovation and creativity to continue teaching and learning, minimising disruption to learners, which was particularly challenging for learners with high support needs or in practical areas.	Develop and implement the Tipperary ETB Universal Design for Learning Implementation Plan for FET	Q4 2023
			Develop and implement the Tipperary ETB Blended Learning Procedure	Q4 2023
			Complete the roll out of the organisational wide WIFI infrastructure implementation, with the FET Centre, Archerstown	Q4 2023
		Tipperary ETB is committed to continuing and enhancing the use of ICT across our centres/programmes, with equity of access a priority and enhanced learning experience and support central factors.	Develop the new ICT Department structure to support the overall IT Infrastructure of FET and the organisation	Ongoing
14	The review team recommends that Tipperary ETB reviews and prioritise Quality Improvements required over the next 3 years, detailing how and when the ETB will address the actions needed, and who will have responsibility. This process could be supported through the further development of Annual Quality	Tipperary ETB has a newly established FET Development and Support Unit with responsibility for the management of self-monitoring and evaluation. All quality improvements will be prioritised over the next 3 years with a clear roadmap of planned actions, owner, budget, completion dates etc. Progress reports will be presented to the FET Senior Management Team monthly for review, the Director of FET will present to	Develop a FET Internal Self-monitoring and Evaluation Policy and associated procedures, including key performance indicators, production of annual quality reports with schedule of actions and strengthened monitoring and review processes.	Q3 2023

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	Improvement Plan (QIP) and half-yearly progress reports.	the Executive Senior Management Team periodically.	Develop and present Annual Quality Improvement Plan progress reports as an agenda item at the monthly FET Senior Management Team Meetings	Q4 2022 Ongoing
11	The review team recommends the development of systematic feedback needed to provide a stronger platform for the learner voice.	There are a variety of mechanisms used in Tipperary ETB to collect information and feedback from learners on their experiences within FET. Currently the learner perspective is collected across FET via informal and formal feedback mechanisms, i.e., post course evaluation forms, learner group evaluations, confidential learner feedback forms, work experience employer evaluations, centre-tutor-programme manager feedback for learners with intellectual disabilities. In addition to the learner journey outcomes and feedback, the views of staff, the processes and the teaching and learning environments are regularly reviewed and monitored as part of the quality assurance system. Recommendations and actions from authentication (IV and EA) reports and Results Approval Panel Report(s), learner complaints and appeals all input to the internal self-monitoring and quality improvement plan.	Participate in the annual AONTAS National FET Learner Forum to engage the Tipperary ETB FET Learner's voice and review the subsequent report findings	Q1 2022 Complete

Q4 2022 |
15	The review team recommends that Tipperary ETB develop a policy and procedures to formalise collection and review of learner feedback on their courses to feed into the quality assurance system and strengthen the learners' voice in some governance groups.		Develop a learner feedback policy and associated procedures, detailing key performance indicators, ensuring a consistent approach to gathering learner feedback across FET, e.g., survey, focus groups, learner voice forum etc.	Q4 2023
			Establish the Tipperary ETB FET Learner Voice Forum (LVF) to facilitate and provide an open platform for learners to have a voice and input to how we function as an ETB	Q4 2022 Complete
			Through the LVF, establish learner focus groups to consult on specific topics, for	Ongoing

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			example, policy and procedure development, new programme development, programme monitoring, learner supports etc.	
16 17 18 7	The review team recommends that Tipperary ETBs develops and implements a programme review process to provide for a more robust, coherent and systematic approach to monitoring and review.

The review team recommends that Tipperary ETB develops its capacity to review and develop programmes.

The review team recommends that any Curriculum Development body established to look at ETB provision should include, as a priority, the need to review legacy programmes which may now not be relevant or meet current industry or sector requirements.

The review team recommends that Tipperary ETB establish a programme review body to audit current provision and make appropriate suggestions for | Tipperary ETB identified in the self-evaluation report the lack of documented and structured programme development and validation processes in addition to programme monitoring and review processes. There is centre level programme monitoring and review but currently no formal Tipperary ETB-led process/practice that centrally collates and analyses feedback.

The challenge of not currently being in a position to embark on significant programme development work, and the ETB's ability to go solo in this area is limited in its current capacity for how it can contribute.

Following the self-evaluation and inaugural review processes, there is a national and sectoral move in this area, an acknowledgement that capacity needs to be built, structures and processes need to be developed and progress needs to happen. This is a priority for the sector and Tipperary ETB. | Develop capacity in programme development, programme monitoring and review – sanction approval request from DFHERIS for two Programme Development roles to join the FET Development & Support Unit | Q4 2022 |
| | | | Plan and implement the development of a Curriculum Development Structure within Tipperary ETB, in line with national and sectoral developments | Q2 2023 |
| | | | In the context of national and sectoral processes in this area, implement a programme monitoring and review process, including a review body, that is systematic, periodic and collaborative for both centre-level and Tipperary ETB-level monitoring and review activity | Q4 2023 |

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	new development, amendment, or discontinuation of courses.		Complete the documented FET procedure to describe Tipperary ETB's Programme Development, Approval and Submission processes	Q4 2023
			Contribute to and learn from the evaluation of the collaborated programme development processes, e.g., ELC and Commis Chef to inform future programme development, review and validation whether as an individual ETB or in collaboration with the sector	Q4 2023
			Continue to welcome opportunities to collaborate on programme development with other ETBs, Higher Education, Industry bodies etc.	Ongoing
19	The review team recommends that Tipperary ETB strengthen its engagement with employers by formalising or systemising the existing engagement activities carried out by its Workforce Development team.	Tipperary ETB has developed strong links with Employers in the region and offers various services ranging from employee upskilling courses (e.g., Skills For Work, Explore, Skills To Advance, online courses, customised/bespoke training, access to Apprenticeships, Traineeships) as well as support to conduct training needs analysis, work placements and employer events,	Continue to engage with Employers and External Stakeholders, through the function of the Workforce Development Team, to further enhance and strengthen links.	Ongoing
			Develop Terms of Reference for the Workforce Development Team	Q1 2023

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		including specific industry breakfast briefings and webinars etc. The ETB also works with several external parties, including Regional Skills Fora, DSP, LEO, Chambers of Commerce, Local Authority, Industry Consortia, Contracted Trainers and so on. Tipperary ETB is committed to further strengthening its engagement with employers through the Workforce Development Team with extended membership, externality and renewed Terms of Reference	Review membership of Workforce Development Team, considering externality (regional skills forum), employer engagement, new programme development, apprenticeship services, area-based planning and data management	Q1 2023
20	The review team recommends the implementation of the contracted training framework to further enhance the specific skills training and traineeships in FET.	Contracted Training is a flexible, innovative, and responsive approach to the delivery of training across the county. Tipperary ETB will identify training needs based on unemployment/employment analysis, skills shortage, labour shortage gaps, demographic information & regional analysis of the area. Tipperary ETB is undertaking an Area Based Planning process to better understand course requirements based on these needs. This will ensure delivery of flexible, innovative courses across the county with pathways identified to further progression to FE/HE/employment.	Implement the new Contracted Training Framework (2022-2026)	Q1 2022 Complete (Five qualified contractors were awarded the contracts for this delivery and Tipperary ETB will be working with them across 11 clusters to deliver programmes in line with the FET Service plan)

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		Tipperary ETB will work with the Contractors to develop new courses, curriculum & assessment development based on their subject matter expertise & specific technical requirements.		