Inaugural Review Action Plan
Dublin and Dún Laoghaire ETB
February 2023

Part 1: Dissemination of Review Report Findings

Dublin and Dún Laoghaire Education and Training Board (DDLETB) welcomed the opportunity to engage with the Quality and Qualifications Ireland (QQI) Inaugural Statutory Review, undertaken in May 2022. Preparation for this inaugural review process began with the ETB undertaking a detailed self-evaluation process across all its Further Education and Training (FET) services, which provided an opportunity to critically reflect on its provision, initiating a dialog process across all of its services to identify areas of effect practice and areas of future improvement. DDLETB valued the opportunity to engage with, and learn from the insights, experience and advice of the review panel, both virtually throughout the week of the review visit, and through the recommendations of the Inaugural Review Report.

The report, received in November 2022, was shared with the DDLETB Senior Management Team, the Inaugural Review Steering Group, the various FET governance groups, all DDLETB FET Managers and the QA Unit. It was further published externally on the DDLETB website, and internally on the DDLETB QA Hub, where it was shared with all FET practitioners.

From the discussions and feedback on the Review Report, this Action Plan was developed in collaboration between the QA Unit, the Director of FET, the Quality Council, the QA Committee and the Programmes Committee, through a series of in-person and online workshops and meetings, as well as through written feedback.

While the Action Plan covers a period of up to five years, it is recognised that further actions may evolve out of the actions listed below, and unforeseen local and national initiatives may be need to be included at a later date. Therefore, this Action Plan is in essence a living document: while it will be reviewed annually, it will inevitably evolve and be added to, just as the ETB and its systems evolve. The planned completion dates for certain actions reflect the need for a degree of flexibility to allow for future additions to the plan.

	Recommendation [1]	Commentary[2]	Planned Actions[3]	Planned Completion Date[4]
		Governance		
3	The review team recommends that DDLETB implement the recommendations identified in the external review of Quality Governance by O'Brien Governance Design (OBGD). The relaunching of the different governance roles is necessary in the next phase of development of the QA system.	DDLETB is committed to the oversight of quality assured delivery of FET provision through a governance system which ensures that strategic priorities are met, that escalates or mitigates areas of risk, distinguishes between the responsibilities for development and approval and reflects the diversity of FET provision within the ETB, ensuring that all stakeholders have an opportunity to have their voice heard.	To implement the recommendations of the governance review and relaunch governance roles	Q4 2023
3	Expanding the role and organising the view of learners is recommended by the review team.	DDLETB is committed to keeping the learner at the heart of all that it does. The Statement of Strategy (2022-2026) has identified the promotion of the learner voice as a strategic goal: to seek regular feedback from learners and to use that feedback to inform provision, planning and decision-making. A Learner Voice Working Group will be convened to support the achievement of that strategic goal and to identify and implement actions to ensure that the learner voice is captured and considered at all levels of the organisation.	To convene a Learner Voice Working Group	Q4 2023
			To consider how the learner voice can be included/considered in governance structures; make recommendations to Quality Council	
			To consider the feasibility of a DDLETB-hosted Learner Forum or equivalent; make	Q2 2024

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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.

	Recommendation [1]	Commentary [2]	Planned Actions [3]	Planned Completion Date [4]
			recommendation to the Quality Council.	Q3 2024
			To consider a common approach to capture selected learner feedback; make recommendation to the Quality Council	Q4 2024
Quality Assurance (QA) Development and Enhancement				
1	The review team recommends that DDLETB create a strategy that identifies and prioritises areas for improvement… which is risk-based to help DDLETB prioritise their strategic goals and fulfil their mission.	DDLETB has a new Statement of Strategy (2022-2026). As the governance system is reviewed, and the QA Handbook is developed, due consideration will be given to ensuring that it supports the ETB's strategic goal to further embed governance, accountability and risk-management practices. Future quality improvement plans will be cognisant of, and support, the ETB's strategic goals.	To ensure annual quality improvement plans support achievement of the ETB's strategic goals	2023- 2026
2 & 4	The review team recommends that DDLETB continue developing a single, standardised QA system that focuses on specific elements, including: • a policy review schedule • seeking the balance between diversity (the different centres and activities) and standardisation [of practices] • an accessible, easily read, simplified reporting system for all internal verification (IV), external authentication (EA) and results	DDLETB recognises the need to develop a QA Framework, articulated through a common QA Handbook, in line with the QQI Core QA Guidelines. The policies and procedures in this QA Handbook will be prioritised for development by the QA Committee, who will oversee their development, and recommend them for approval by the Quality Council. The policies developed will indicate how risk may be identified and escalated. All working groups developing, and governance units approving these policies and procedures, will have representatives from all services to ensure that the common QA Handbook reflects the diversity of DDLETB provision. As the QA Handbook evolves and policies are developed,	To develop a communications strategy for dissemination of policies as they are developed and implemented	Q3 2023
			To complete a single, overarching QA Handbook to include a review schedule for all policies and procedures	Q4 2024
			To include service-specific procedures where appropriate	Q4 2024

	Recommendation [1]	Commentary[2]	Planned Actions[3]	Planned Completion Date[4]
4	approvals panel (RAP) processes and procedures	these will be communicated to centres and published internally and externally.		
		DDLETB is committed to the governance oversight of all certification data. To facilitate this oversight, the ETB will simplify the analysis of all certification data.	To review IV, EA and RAP analysis processes to facilitate simplified reporting to the relevant QA governance units	Q3 2025
8	The review team recommends that work needs to be done to increase recognition of prior learning (RPL) so that opportunities are opened up for those who have built up on-the-job experience and to create a more accessible learning environment.	DDLETB recognizes that there is an increasing demand for recognition of prior learning (RPL) from learners coming from a variety of educational and experiential background. Therefore, an RPL policy which will facilitate learners to flexibly access a variety of learning pathways, is a priority for policy development.	To convene a working group to develop and implement RPL policy	As prioritised by QA Committee
13 &4	The review team recommends that continuous professional development of DDLETB FET staff be managed and planned through a formal training needs analysis and review process. This should be linked to the new Statement of Strategy.	The DDLETB Statement of Strategy (2022-2026) has identified the need to develop a plan for professional development. The ETB will achieve that strategic goal through the recruitment of a dedicated Professional Development Coordinator, who will support the development of a common approach to training needs analysis, develop the requisite policies and procedures, and engage at national level to support the ETBI strategic goal to develop an integrated CPD strategy. Sanction for this	To recruit a Professional Development (PD) Coordinator	Q2 2023
			To develop PD policy and procedures	Q4 2023

	Recommendation [1]	Commentary[2]	Planned Actions[3]	Planned Completion Date[4]
		position has been sought and granted, and recruitment for this position will commence in Q2 2023.	To develop a plan for ongoing support of staff to avail of professional development opportunities which support the ETB Statement of Strategy	ongoing
			To convene a working group to explore the development of a common approach to training needs analysis across all services; make recommendation to QA Committee	Q1 2024
4	The review team recommends investment in quality culture (based on professionalism, leadership and ownership) using communities of practice (CoPs) and other methods to address issues experienced across the organisation. This will stimulate the professionalism and ownership of people involved, including learners.	DDLETB is committed to promoting and investing in a culture of quality across all of its FET provision. It recognises that that a culture of quality is inextricably linked to the professionalism of its staff, and the encouragement of dialogue, shared learning amongst peers and a shared sense of ownership. This is reflected in the ETB's Statement of Strategy (2022-2026) and its strategic goals regarding reflective practice and the development of a collaborative culture. Therefore, to achieve these goals, DDLETB will identify existing communities of practice within the organisation, and encourage the development of further communities of practice.	To identify existing Communities of Practice (CoPs)	Q1 2024
			To develop potential future CoPs as required, to share best practice in teaching, learning and assessment	Q1 2024 and ongoing
9	The review team recommends that DDLETB develop a set of key performance indicators (KPIs),	DDLETB has access to a large volume and variety of data sources. One such is PLSS, which provides the data to measure the Key Performance Indicators (KPIs) used to	To convene Data Working Group	Q1 2024

		Recommendation [1]	Commentary[2]	Planned Actions[3]	Planned Completion Date[4]
9		perhaps in collaboration with other ETBs, for each of the services provided. Indicators can be motivating for all involved, including instructors and learners. At a local level, these indicators can be linked to risk assessment and strong leadership. The review team recommends that DDLETB set targets on essential indicators at corporate management level, to limit the number of indicators that need to be managed at each organisational level. The review team recommends	measure the achievement of the targets DDLETB has agreed with SOLAS in its Strategic Performance Agreement, and which are linked to the ETB's Service Plan. These KPIs include progression into employment, into education etc., as outlined in the ETB's Strategic Performance Agreement with SOLAS. Other data sources include QQI's QBS certification statistics as well as learner and employer feedback etc. Therefore, while there is a wealth of data available, the use of different metrics (e.g. in PLSS and QBS) can make a holistic approach to data analysis challenging, and thus limit its use in evidence-based decision making. Therefore, a Data Working Group will be convened to identify the data required by	To identify relevant, standardised data which will facilitate QA governance units to monitor quality assured provision.	Q4 2024
4		• the standardisation and consistency of practice and documentation around annual monitoring and gathering data	DDLETB governance structures for monitoring purposes and to support evidence-based decision making. This group will consider how this information may be extracted from the available data sources.		
1		The review team is of the view that by actively seeking constructive feedback from its stakeholders, the ETB could benefit from improved QA enhancement management processes.	DDLETB values its relationships with its external stakeholders, and the communication processes that currently exist with respect to skills needs identification, course development etc. However, it is recognised that QA management processes could be enhanced by gathering constructive feedback from external stakeholders, to ensure that these processes are optimised to address the stakeholders' need. DDLETB will recruit an Enterprise Engagement Officer and the QA Unit will liaise with them to	To recruit Enterprise Engagement Officer	Q3 2023
				QA unit to liaise with Enterprise Engagement Officer to identify stakeholders willing to provide feedback to enhance QA management processes.	Q2 2024

	Recommendation [1]	Commentary[2]	Planned Actions[3]	Planned Completion Date[4]
		identify the potential for improved feedback processes to enhance its QA management processes		
	Programme Development and Review			
6, 4	The review team recommends that DDLETB continue to review and update its programmes and to ensure they are current and up to date, as part of a systematic internal review process	Discussions are currently underway between the 16 ETBs and QQI to identify a sustainable collaborative approach to the review and development of programmes. DDLETB will continue to engage closely in this discussion process, and future collaborative development processes, as well as engaging in the current and future QQI consultation processes.	To engage with QQI and other ETBs in the consultation on the Broad Standards at Levels 1-4 of the NFQ, and future consultation processes as appropriate	Q1 2023
14	The review team recommends that DDLETB ensure all programmes that require updating within a periodic review cycle are appropriately resourced to ensure appropriate curriculum design that meets the needs of learners and employers. This will also require prioritising programme reviews to resource reviews in the best order. Planning schedule can be part of the QA Handbook.	All new non-CAS awards will include a review date when they are developed, to ensure that the programme will remain fit-for-purpose over time. The QA Unit will maintain a calendar of such reviews, and prioritise them in collaboration with the Programmes Committee. Existing CAS awards will reviewed as appropriate, pending review/redevelopment of awards nationally.	To seek sanction for curriculum development staff, aligned to national staffing structures when agreed	Q2 2023
			Programmes Committee to prioritise programmes and modules to be reviewed	Ongoing as required
			To collaborate in the possible review and redevelopment of CAS awards and programmes as agreed nationally	As agreed nationally

	Recommendation [1]	Commentary [2]	Planned Actions [3]	Planned Completion Date [4]
4 & 6	The review Team recommends DDLETB identify all FÁS Legacy programmes that require updating and progress as a matter of urgency.	DDLETB recognises that many Assessment Instrument Specifications that were inherited from SOLAS at the time of the amalgamation are now out of date. DDLETB developed governance systems to oversee the quality assured review and development of these Assessment Instrument Specifications, and to date, 63 have been completed and reviewed. The Assessment Development Group will have oversight of this process, and will prioritise future assessments for review/development, in collaboration with other ETBs where appropriate.	Assessment Development Group to be reconvened to identify assessments to be developed/reviewed	Q3 2023
			ADG to recommend prioritised list to Programmes Committee	Ongoing
15	The review team recommends that DDLETB develop further pathways for learners to contribute to society by creating programmes that support the Euro Skills agenda or contribute to achieving Sustainable Development Goals (SDGs). New and existing programmes should be developed [to] support these global goals and local needs.	DDLETB has been closely engaged in the collaborative development of non-CAS awards (e.g. development of the Early Learning and Care programme, and the development of a suite of micro-qualifications), which meet the Euro Skills Agenda, and Sustainable Development Goals. All future programme and course development applications will be asked to consider how they meet the Euro Skills Agenda or contribute to the Sustainable Development Goals, where this is applicable. Course approval documentation will be amended, and a workshop will be delivered to outline these goals to participants.	To collaborate in the development of non-CAS awards and programmes as agreed nationally	Ongoing
			To validate and roll-out a range of micro-credentials supporting the Green Skills Agenda and Sustainable Development Goals	Q1-Q4 2023 and ongoing
			To deliver a workshop and introduce amended course approval documentation to include consideration of the Euro Skills Agenda and the Sustainable Development Goals.	Q2 2023
7	The review team recommends that DDELTB uses communities of practice as a working method and model of	DDLETB successfully engaged in a collaborative process for the development of the Early Learning and Care programmes on behalf of the 16 ETBs, which involved the	To submit the evaluation report on the Early Learning and Care	Q1 2023

	Recommendation [1]	Commentary[2]	Planned Actions[3]	Planned Completion Date[4]
7	good practice in curriculum design and QA processes and expand this to other appropriate curricular areas. A more holistic approach should be taken in course development, involving industry experts, external authenticators, prospective learners and tutors in order to ensure a complete learning programme where the learner's needs can be fully met so that the learner can become a highly employable member of the labour force.	use of communities of practice in its development and implementation phases. This programme development process involved industry experts, teachers, learners and HE partners in both the consultation phases and on the programme board. This approach to curriculum development is being evaluated, and the evaluation should be distributed, so as to inform future curriculum development in DDLETB and the 15 other ETBs.	programme development process to the Programmes Committee for noting To circulate the report to the 16 ETBs and other interested organisations	
		DDLETB further recognises the value of including a range of stakeholders, such as industry experts, tutors, learners etc. in the development of courses. The QA Unit will revise the Course Approval Application Form to encourage further evidencing of feedback from a range of relevant stakeholders as part of a holistic course development process.	To revise the Course Approval Application Form (PC02) to include evidence of feedback with external stakeholders in course development as appropriate	Q2 2023
16	The review team recommends that DDLETB establish a range of employer advisory boards in the academic year 2023-2024 that will contribute to ongoing curricular and programme evaluation.	The QA Unit will further liaise with the Enterprise Engagement, Stakeholder Engagement and Communications Officer to identify employers willing to participate in a programme review and development process.	To identify employers who would be willing to participate in programme review and development processes as required	Q4 2023 and ongoing as required

	Learner Supports			
	Recommendation [5]	**Commentary[6]**	**Planned Actions[7]**	**Planned Completion Date[8]**
11	The review team recommends that DDLETB implement a standardised assessment of learners' level of English for relevant courses so that all learners can start at a base level and progress simultaneously, making it easier for learners to relate to each other	DDLETB recognises the importance of learners having a similar level of English language within the classroom in order to engage in the learning and with each other. Centres currently assess learners levels of English, either for admission or to identify supports needed, although the method of assessing/screening may vary from centre to centre, depending on the service and the needs of its learners. DDLETB will organise a seminar for managers to consider and agree on a standardised approach to assess English language readiness for learning.	To organise a seminar for FET management to consider and agree on a standardised approach to the assessment of English language readiness for learning.	Q2 2023
12	The review team recommends that DDLETB invest in resourcing additional counselling services for learners in the FET centres. The review team recommends that DDLETB develop additional resources for learners in the areas of career guidance support, counselling supports, learning support (Maths & English), disability support services,	DDLETB recognises the significant mental health and other challenges that many of its learners experience. DDLETB has identified the enhanced provision of learner supports as a strategic goal in its Statement of Strategy (2022-2026) and will implement a series of actions to achieve those goals. These include the upskilling of key staff to address the specific needs of their learners, the promotion of Universal Design for Learning (UDL), and the establishment of a Community of Practice for learner supports to research existing supports and identify additional resources to be developed.	Selected staff to undertake training in *Trauma-informed practice to support people who have experienced psychological trauma.*	Q3 2023 and ongoing
			To establish a Community of Practice (CoP) for Learner Supports to identify additional resources to be developed	Q1 2023 and ongoing

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[7] Add or remove rows as appropriate.
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12	and psychological support across FET provision.		to support learners with special educational needs	
			To conduct small scale action research to review learner support systems, and report to DFET	Q3 2023
			To identify and provide a range of PD opportunities to staff teaching learners with additional needs	Q2 2023 and ongoing
			To promote uptake of PD opportunities in the AHEAD Universal Design of Learning (UDL) digital badge.	Q3 2023 and ongoing
Other				
5	The review team recommends that, while it is always appropriate to recruit the most qualified candidate, DDLETB also develop a diversity and inclusion agenda to be introduced into the current recruitment and selection process to reflect the diversity of the learner population.	DDLETB is committed to implementing the Public Sector Equality and Human Rights Duty of Care. To this end, the Statement of Strategy (2022-2026) has identified the development of a strategy which will implement that Public Sector Duty of Care to promote equality, prevent discrimination and protect the human rights of all of its stakeholders.	To develop and implement a strategy of Public Sector Duty of Care across the organisation.	Q4 2026

17	The review team recommends that DDLETB gather qualitative data on the value of non-accredited courses for these learners who have come through the ETB to help with marketing and image. DDLETB should develop its training needs analysis and progression plans for these learners.	DDLETB welcomes the review panel's recognition of the transformative nature of its provision on many learners' lives, particularly those engaging in non-accredited learning, but acknowledges that more could be done to promote that through the publication of more qualitative data, such as learner testimonials etc. Therefore, relevant services will develop a plan to identify how to: • build on current data gathering in relation to non-accredited courses • identify how to use the data gathered • identify how progression pathways may be more further promoted internally and externally.	Relevant services to develop a plan to gather and use qualitative data to promote the value of non-accredited learning, and identify how progression pathways could be promoted	Q1 2024
10	The review team recommends that DDLETB increase the effectiveness of its communication policy (including media policy) by monitoring and publishing results that appeal to more employers, learners and stakeholders in the community. This should include more qualitative data (testimonials, success stories, community involvement) in reports on quality assurance.	The QA unit will develop a Public Information and Communications policy for inclusion in the QA Handbook, which will outline how qualitative data such as learner testimonials should be gathered and communicated in quality assurance reports, and for marketing purposes to the appropriate working groups. DDLETB's Statement of Strategy (2022-2026) has identified the development of a communications and marketing strategy as a strategic goal, and these actions will support the achievement of that goal.	To develop a Public Information and Communications policy	As prioritised by QA Committee
			To appoint an Access Officer for DDLETB	Q2 2024