Longford and Westmeath Education and Training Board

February 2023

Part 1: Dissemination of Review Report Findings

Longford and Westmeath Education and Training Board has welcomed each phase of the QQI Inaugural Review and the subsequent Review Report. The independent review team on the institutional review of quality assurance was held in April of 2022 and the LWETB QQI Review Report was published in October of 2022. The report was distributed to the LWETB Board, the CE, FET Management Team, FET Director, Schools & Youth Director, OSD Director, QOG, QGG, PGG and the Self-Evaluation Steering Group (SESG) to review and distribute to all staff. The report was reviewed in detail and open for comment and feedback. The Review Report is available to all staff, learners and stakeholders via the LWETB website.

LWETB will also disseminate the Review Report via the following communication Pathways:
- Social media posts released to Twitter, Facebook and Instagram – **December 2022**
- Release of the Review Report via the LWETB Quality Newsletter – **Q4 2022 (Released January 2023)**
- Release of the Review Report via the LWETB Guidance Service Newsletter – **December 2022**
- Release of the Review Report via link to Review Report to LWETB Website – **December 2022**
- Release of the LWETB Inaugural Review Action Plan via the LWETB Quality Newsletter – **Q2 2023**
- Release of the LWETB Inaugural Review Action Plan via the LWETB Guidance Service Newsletter – **March 2023**
- Release of the LWETB Inaugural Review Action Plan via link to LWETB Website – **March 2023**
- Release of the LWETB Inaugural Review Action Plan via the LWETB e-Newsletter – **May 2023**

When formulating the LWETB Action Plan, the SESG, FET Management Team, QGG and PGG has discussed and informed the LWETB Action Plan to ensure a well-informed and effective action plan is developed in consideration of the recommendations made of the review panel. Operational, programming and development support is provided through the FET Management Team and QOG. The planned actions and planned completion dates identified within the LWETB Action Plan will be discussed and reviewed on an ongoing basis through the FET Management Team, QOG, QGG, PGG and FETQS Unit to continually inform and monitor the agreed actions in response to the Review Panels recommendations. The thirteen recommendations were combined where applicable and will be addressed by common actions as outlined.

Theme: Governance and Management of Quality

	Recommendation [1]	Commentary[2]	Planned Actions[3]	Planned Completion Date[4]
1	The review team recommends the establishment of a plan and timeline of integration for merging of 1 QA system to include goals and objectives to be communicated to learners, staff and stakeholders (internal and external). Plan is to include progress being made. **Responsibility**: OSD, QOG, FETQS	FETQS have established many FET policies, procedures and QA documentation that align to the QQI 11 Core Guidelines and supersede legacy QA processes and historical systems and this work will continue to progress. FETQS have also developed a robust, clear and documented approach to the alignment of the core guidelines of the Quality System Index (QSI) that outlines all QA documentation, review dates and document structure that meet the needs of FET and 1 QA system. QQI Core Guidelines Adherence in all 11 sections for QA system integration LWETB will focus on the delivery of a 'one' approach to QA systems and deliver a staggered approach to implementation and adherence.	i. QSI: Continuation of the Quality System Index to outline strategy of cohesion and merging of one QA system to that of the FETQS plan to merge inclusive of policy. Procedure and QA system documentation objectives. The QSI will hold a plan of action, QA systems in review, review dates and future goal aspiration timelines. ii. Intranet: Use of the LWETB Intranet to disseminate QA plans, objectives, review and consultation under review for all internal and external stakeholder engagement iii. Communications Strategy: Implementation and dissemination of internal and external stakeholder engagement	FETQS & QOG: Ongoing OSD: Q3 2023 (1st Phase implementation) OSD: Q4 2023 (1st Phase Implementation)
2	The review recommends more diverse representation within QA and wider governance structures, for example: learner voice, employers. Ensure representation is valued and used effectively with clear strategic direction **Responsibility**: HR, QOG, FETQS	LWETB have a strong governance representation of 2 overarching QA governance groups of the PGG and QGG governed and overseen by the QOG and chaired by the FET Director to ensure oversight, compliance and a documented approach to QA is not only adhered to but met with strategic plans, deadlines. LWETB acknowledges the recommendation of stronger learner and	i. Employer Representation: Recruitment of Enterprise Engagement Representative on governance group PGG to represent employer voice and engagement ii. Employer Representation: LWETB representative voice on external boards. STB Management and FET Director representation to engage current and future FET needs. Ongoing engagement and where applicable	PGG: Q1 2023 OSD & QOG: Q2 2023

	Recommendation [1]	Commentary[2]	Planned Actions[3]	Planned Completion Date[4]
12	The review team recommends that LWETB use the experience gained through the SER process to continue to strengthen engagement with external stakeholders to further enhance the capacity to identify emerging needs to develop services/systems to address. **Responsibility**: SLT, FET Management	employer voice representation and this will be explored with support from NALA on engaging learner voice representation as well as our Enterprise Engagement Coordinator for and on behalf of employers to successfully carry out their duties of representation as required. QQI Core Guidelines Adherence: 1. Governance & Management of Quality 2. Programmes of Education & Training 3. Staff Recruitment, Management & Development 4. Public Information & Communications 5. Information and Data Management 6. Other parties involved in Education and Training 7. Self-Evaluation, Monitoring & Review LWETB support the recommendation to strengthen engagement with external stakeholders in the implementation of actions and progression plans put in place to enhance this engagement post SER.	presentation to external boards and invitation to internal QOG meetings to identify future training needs and future opportunities iii. Learner Voice: Development of a Learner Voice Working Group (WG) in accordance to LWETB WG ToR to develop Learner Voice MS Form for all learner engagement on a bi-yearly basis iv. Learner Voice: Development of thematic learner face to face session in conjunction with AONTAS v. Learner Voice: Exploration in the development of a hub for Learner Forum to coincide with LWETB College of a Future i. SEED: STB utilising the SEED system to track and monitor relationships in employer engagement to utilise towards strategic direction of FET programmes. STB to develop sectoral workshops to engage with regional sectors, establish sectoral needs and develop compatible programmes to suit the FET needs	PGG: Q2 2024 PGG Q3 2023 PGG Q2 2025 PGG Q3 2024

	Recommendation [1]	Commentary[2]	Planned Actions[3]	Planned Completion Date[4]
			of Longford and Westmeath including linking in with Midlands Regional Skills Forum	
			vi. Data Driven: LWETB FET Management will utilise date derived from PLSS as the stepping stone to strengthen SARS applications for the establishment of FET Colleges of the Future to the contribution of the Estates Strategy.	FET Management Ongoing
			vii. Data Driven: The FET Management Team will review research that is available to meet the requirements as outlined and meeting the requirements of the LWETB Strategic Performance Agreement to address KPIs identified.	FET Management Ongoing
			viii. Data Driven: Inclusion of SOLAS to update on bulletins, population and industry requirements to cross compare CSO data to conduct TNAs for programme development through the PGG.	FET Management Ongoing
			ix. QA Culture: Develop a QA Induction Guidelines and Presentation for all new and existing LWETB staff internal and externa to LWETB. This will embed, strengthen and enhance a QA culture. The QA Culture Presentation and Induction will strengthen the profile across all stakeholder groups to encourage diversity in representation across governance. QA Culture: Publication and implementation of QA culture branding communication with 'call to action' application for QA governance groupings will be included yearly in the FETQS Quality Newsletter.	FETQS Q4 2023

	Recommendation [1]	Commentary[2]	Planned Actions[3]	Planned Completion Date[4]
			ii. Networking: Establishment of the LWETB Regional ALO to engage with employers and stakeholders within Longford and Westmeath. Establishment and ongoing engagement by the LWETB Enterprise Engagement Officer within SME as well as multi-national representation of employer engagement within Longford and Westmeath. Ongoing engagement and relation building with STB and Training Advisor staff and employers. FETQS meeting existing and potential future second providers and providing informational sessions on QA engagement. Centre level staff engaging with local authorities and Department of Social Protection in formal and informal sessions.	FET Management Ongoing
			iii. Interdepartmental Information Sessions: Planning, establishment and implementation of formal events with QOG oversight of departmental presentations with Q&A engagement sessions for all FET Management and SLT with LWETB Board of Directors 'Who We Are in LWETB'.	FET Management Ongoing
Theme: Documented Approach to Quality Assurance				
3	The review team recommends a clear communication strategy which will loop across SLT, governance, management structures including feedback from and to staff, stakeholders and learner voice. Inform all stakeholders of aims, progress, how feedback is received and	LWETB will develop a range of policies, supports and resource portals to support communication methodologies in a systematic and informational way as to develop a branded visibility of FET in LWETB.

QQI Core Guidelines Adherence:
1. Teaching and Learning
2. Information and Data Management | i. QMP: The online Quality Management Portal (QMP) will be a web-based portal for all staff and stakeholders to act as the connection point for all live and static QA material, QA system, programme requests, material access and a full QA informational portal hub with training, resources and supports and live updates. | PGG Q2 2024 |
| | | | ii. AMS: The Assessment Management System (AMS) will sit into and in addition and tandem | FET Management Q3 2023 |

	Recommendation [1]	Commentary[2]	Planned Actions[3]	Planned Completion Date[4]
	impact on strategic planning and enhancements of QA **Responsibility**: FETQS, SLT, QOG, MIS, FET Management	3. Public Information and Communication 4. Other parties involved in Education and Training	to the QMP to support the dissemination of AIS materials and FE Module Descriptor distribution on a secure platform for ease of accessibility to all required stakeholders with privilege level access.	
			iii. QMP: The QMP will act as a feedback structure informing impact of strategic planning of QA enhancements which will span across SLT, governance structures and staff including the QSI, live update sections, training material and supports readily available to all centres across LWETB. This will be overseen by the QGG	PGG Q2 2024
			iv. Communication: Usage of bulletin emails systems to promote QMP, direct stakeholder traffic to a one fit-for-purpose QA hub, distribute supports, training opportunities and actions to the QMP to promote inclusion and consultation opportunities	FETQS Ongoing
			v. Educator Handbook: FETQS to develop, consult upon, produce and promote an Educator Handbook to serve as a guide, support, one stop resource location and communication methodology for quality standards for all staff and stakeholders. Updated, overseen and reviewed periodically by FETQS via the QGG	QGG Q2 2023
			vi. Communication: FETQS continuation of representation across ETB networks to communicate best practice initiatives (QA Network, EA Working Group, RPL Network etc)	FET Management: Ongoing
			vii. Website Communication: LWETB to develop a FET learner website to act as a learner communication platform to support,	FET Management: Q3 2024

	Recommendation [1]	Commentary[2]	Planned Actions[3]	Planned Completion Date[4]
			contribute and disseminate learner and public information. This web-based platform will align with all the LWETB social media plan with a dedicated focus on FET marketing, branding and social media promotion and knowledge sharing outlets. This will streamline public consumption information and allow the delivery on key actions as identified through te SER and QQI Review Report to support planned actions, outcomes and planning strategy.	
Theme: Programmes of Education and Training				
6	The review team recommends the development of a Programme Delivery, Development and Validation Policy and subsequent procedures and appendices to ensure this strategic focus is in line with QQI guidelines. **Theme**: Programme Development **Responsibility**: QOG, PGG, FETQS	LWETB is dedicated to the delivery of high quality, fit-for-purpose programmes that meet the national standards and todays industry requirements. Two key policies are therefore required to support these processes and are highlighted as priority areas: - Programme Delivery. Development and Review Policy, Procedure and documentation - Self-Evaluation, Monitoring and Review Policy, Procedure and documentation QQI Core Guidelines Adherence: 1. Governance and Management of Quality 2. Documented approach to QA 3. Programmes of Education & Training 4. Staff recruitment, management and development 5. Teaching and Learning 6. Assessment of Learners 7. Supports for Learners 8. Self-evaluation, monitoring & review	i. Policy & Procedure Development: FETQS Programme Development to commence the drafting of a Programme Delivery, Development and Validation Policy, procedure and required documentation to support the application, review, oversight and governance approval processes required ii. Training and Supports: TEL to support Blended Learning opportunities, integration and UDL for enhancement of TLA iii. Module Enhancement: FETQS to commence a data-gathering plan for collation of modules for review and development. iv. ETB Collaboration: Engage and collaborate with other ETBs in the review of existing programmes and the development of new programmes v. Networking and collaboration: FETQS to work closely with the ETBI Quality Network to continue to develop the CAS Programme Development Initiative	FETQS via PGG: Q4 2024 TEL via PGG: Q4 2024 FETQS via PGG: Q4 2023 Ongoing Ongoing

	Recommendation [1]	Commentary[2]	Planned Actions[3]	Planned Completion Date[4]
Theme: Teaching and Learning				
4	The review team recommend a sharing of best practice through CoPs and staff integration across FET to include teaching and support staff (incl. contracted training providers) to enhance a 'one LWETB' approach. **Responsibility**: TEL PL&D, Adult	PL&D intends to form CoPs for UDL and TEL to commence CoPs to support educators in commencing best practice models to support and develop plans for educators to implement best practice models. The LWETB CoPs will facilitate change and development to support a culture of peer learning with emphasis on provision-based CoPs. Support (through TEL initiatives) teaching and instructing staff to design consistent ways of assessment via e-enabled assessment informed by best practice from covid-19 adaptions. This initiative is to support the commencement of a culture where individuals engaged in professional learning and development (PL&D) further share their learning with their peers in a more formal platform QQI Core Guidelines Adherence: 1. Programmes of Education & Training 2. Staff recruitment, management & Development 3. Teaching and Learning 4. Assessment of Learners 5. Other Parties involved in Education & Training 6. Self-Evaluation, Monitoring & Review	i. Communities of Practice: Development of a PGG CoP Working Group to collate educator database per field of learning to commence dedicated CoP groupings ii. CoP: TEL and PL&D to initiate two CoP models of UDL and EdTech to initiate the educator involvement in a CoP to capture and enhance peer to peer collaboration, learning and support to develop the competencies required in the quality improvement works undertaken iii. Procedure: FETQS to develop a CoP procedure with appending documentation to support QA iv. CoP Pilot: FETQS pilot a model of CoP through module enhancement-based emphasis v. CoP Champions: Development CoP champions within centres and LWETB to facilitate change and support a culture of peer learning and support in the engagement of CoPs vi. CoP: Integration of Literacy championing literacy across levels 1-6. Working towards a Integrating Literacy Policy vii. CoP: Commencement of an ESOL level 3.	FETQS & TEL via PGG: Ongoing FETQS & TEL via PGG: Ongoing FETQS via QGG: Q3 2023 FETQS via PGG: Q3 2023 FETQS & TEL via PGG: Q3 2024 ALO: Q2 2024 Adult Literacy Department Heads: Q3 2023

	Recommendation [1]	Commentary[2]	Planned Actions[3]	Planned Completion Date[4]
Theme: Supports for Learners				
9	The review team recommends the development of an across all service learner induction process and also a learner handbook to span across all FET provisions with the same information and supports that are available to any learner with where and how to access. **Responsibility**: FETQS, Open Consultation, SLT, FET Management, FET Coordinators	Delivery of a comprehensive suite of supports, information, guidance and access to learner policies and procedures is a key priority for FETQS. Work has commenced on the following: - Learner Handbook - Learner Induction Presentation - Learner Induction Checklist Educators will also be encouraged to participate in a QA induction Process. FETQS to develop a QA Induction Training Plan to enhance awareness around the impact of QA and the importance of a quality culture. This ensures that all staff and stakeholders are fully aware of governance, policies, and processes to ensure a continued consistency in QA and knowledge building this process. Clear communication, branding, advertisement, briefings and promotion for learners of the Learner Handbook across all provisions and levels, both internally and externally. QQI Core Guidelines Adherence: 1. Documented Approach to QA 2. Programmes of Education & Training 3. Teaching and Learning 4. Assessment of Learners 5. Supports for Learners 6. Information & Data Management 7. Public Information & Communication 8. Self-Evaluation, Monitoring and Review	i. Learner Handbook: FETQS through open stakeholder consultation to develop, consulted upon and published a learner handbook for all learners across all provisions within LWETB ii. Learner Induction: FETQS through open stakeholder consultation to develop a learner induction presentation with checklist. Assurance of all FET learners receiving the same integral introduction to LWETB mission and values, their learning journey, programme and centre with checklist for a documented approach to programme initiation iii. QA internal and external training: FETQS to develop a QA Induction Training Programme for existing, new staff and stakeholders that is pre-recorded and readily available to all on QMP.	FETQS via PGG: Q3 2023 FETQS via PGG: Q3 2023 FETQS via QGG: Q4 2023

	Recommendation [1]	Commentary[2]	Planned Actions[3]	Planned Completion Date[4]
Theme: Information and Data Management				
5	The review team recommends the development of systems to measure the impact of CPD to drive QA and develop how CPD is prioritised **Responsibility**: FET Management, PD Coordinator	LWETB will deliver a coherent plan for the delivery of CPD opportunities in the following keys areas that will be tracked, planned, implemented and reported in line with CPD Plan, under the following key headings: - FETQS - TEL - Learner Handbook - Educator Handbook - Learner Induction - Health & Safety The AEO with responsibility for CPD will assist in the research of staff and stakeholder needs to engage in CPD training QQI Core Guidelines Adherence: 1. Governance & Management of QA 2. Staff Recruitment, Management & Development 3. Teaching and Learning 4. Assessment of Learners 5. Other parties involved in Education & Training 6. Self-Evaluation, Monitoring & Review	i. PL&D: Continue to deliver and advertise CPD and training opportunities through the PL&D TEL Wakelet, MS Teams, LWETB QA Newsletter and briefings ii. Training Material: Easy to access pre-recorded video recordings to detail specific section of the Educator Handbook and the inclusion of this for all new educator staff internal and external iii. Networking: Continue to liaise with PL&D network to nationally develop a system to record PL&D iv. Engagement: Establish a PL&D Working Group with ToR to research ways to evaluate and plan PL&D v. Development: Continuation of developing PL&D workplans with collaboration and through consultation from middle and senior management teams prioritising areas as per the LWETB Strategy Statement and National PL&D strategy.	PL&D via FET Management: Ongoing FETQS via QGG: Ongoing FETQS via FET Management: Ongoing PL&D via FET Management: Ongoing PL&D via FET Management: Ongoing
7	The review team recommends the development of mechanisms for monitoring the guidance service. Namely; Who is accessing the service, who is not engaging and so ensure a consistent service is available across all LWETB centres	The FET Guidance Service has a robust monitoring system in place to date. This consists of our national Adult Guidance Management System which records all our clients and groups and categorises people on socio economic backgrounds, educational backgrounds, age, progression, locality and	i. Review the database and who is accessing the service – Adult Education Guidance Service Management system is the database and Guidance staff and AEO can access it. ETBI currently have ownership of this database. ii. Review existing data and critically analyse the groups/people guidance is not reaching –	Guidance via FET Management: Q2 2023 Guidance via FET Management: Q4 2023

	Recommendation [1]	Commentary[2]	Planned Actions[3]	Planned Completion Date[4]
	to access harder to reach groups. This monitoring system will allow for the measurement of the service quality and impact. **Responsibility**: FET Adult Guidance, FET Management	gender. Guidance has devised a system to track and follow up with the early finishers across all of FET in LWETB using PLSS. The service conducts regular feedback surveys and use the data to inform provision and develop the service. The service pursues a community based, interagency approach to reach the hard to engage with groups. The service is confident in its ability to identify who we are working with. The service will build on these existing systems and develop a process to measure who is not engaging with the service. LWETB FET Guidance Service operates a consistent service across all sectors and campuses in Longford and Westmeath. Since 2016 the service has been managed by one coordinator and has operated as one service across LWETB. This has ensured continuity of service provision across with a standardised approach. The service endeavours to reach all FET learners through common quality service delivery, group guidance, webinars, weekly newsletter and our Wellbeing programme as examples of such. The service is flexible and adaptable and continues to respond to local needs as they rise, e.g. responding to the Ukrainian refugee crisis. The service will continue to work to retain our visibility with all the external stakeholders	Adult Education Guidance Service Management system is the database and Guidance staff and AEO can access it. ETBI currently have ownership of this database. iii. Continue to use feedback surveys and develop reports with actions plans to ensure the service remains current – Surveys include Client feedback and FET teaching staff. All guidance staff have access to the forms. iv. Review our work on a bi-annual to ensure that we are proactively meeting the changing needs of the community of learners both internally and externally – Review will be done by the guidance team and led by the co-ordinator which can be relayed to AEO and FET director	Guidance via FET Management: Ongoing Guidance via FET Management: Ongoing

	Recommendation [1]	Commentary[2]	Planned Actions[3]	Planned Completion Date[4]
		QQI Core Guidelines Adherence: 1. Governance and Management of Quality 2. Documented Approach to QA 3. Programmes of Education & Training 4. Teaching and Learning 5. Teaching and Learning 6. Assessment of Learners 7. Supports for Learners 8. Information & Data Management 9. Public Information & Communication 10. Self-Evaluation, monitoring and review		
8	The review team recommends the development of data collation mechanisms for the systematic collection of data and its use. This data will be used to review and evaluate provision and used for performance management indicators. This data is to be used to enhance operational and strategic planning to enable a more consistent FET experience across LWETB. The data mechanism and system can be used to develop KPIs and plans to develop and align to clear targets while measuring to ensure a self-evaluated continuance in enhancements needed and made **Responsibility**: MIS, FET Management, FETQS	LWETB to continue to develop and enhance our communications strategies to support the effective promotion of FET services at organisation and centre level. e.g. improve the consistency of industry links across the FET provision, increase learner voice participation at centre and LWETB level, develop systematic learner, staff and external stakeholders feedback structures and organise information events for key external stakeholders QQI Core Guidelines Adherence: 11. Governance and Management of Quality 12. Documented Approach to QA 13. Programmes of Education & Training 14. Teaching and Learning 15. Information & Data Management 16. Public Information & Communication 17. Self-Evaluation, monitoring & review	i. KPI: PLSS system allows for identified KPI targets to be monitored with additional dashboards provided by SOLAS allowing for further analysis. Utilising and sharing of this data on PGG governance group to feedback data loop to inform programme needs. Inclusion of above notation that SOLAS to receive an invitation to FET Management Sessions to update of programme TNA. ii. PLSS: Utilising the PLSS text system to send learner surveys and questionnaires including AONTAS invitations for face to face thematic focus sessions iii. QMP Development and tender process of the QMP to keep internal and external stakeholders up to date on all QA with interaction capability	*MIS via FET Management: Ongoing* *MIS via FET Management: Ongoing* *FETQS via PGG: Q2 2023*

	Recommendation [1]	Commentary[2]	Planned Actions[3]	Planned Completion Date[4]
10	The review team recommends mechanisms for embedding the learner voice across all relevant activities and governance. A clear and accountable process ensures feedback informs strategy and accountability. This needs to be supported by a coherent and consistent feedback loop in acknowledging learner voice is heard and actioned. **Responsibility**: MIS, FET Management	The learner is at the core of all that LWETB do in terms of service and provision of teaching, learning and assessment. As a result of the review panel findings LWETB will develop a public information and communication strategy, in conjunction with mechanisms to deliver a consistent approach to gathering and analysing learner feedback across all levels and centres throughout LWETB. QQI Core Guideline Adherence: 1. Documented approach to QA 2. Programmes of Education & Training 3. Supports for Learners 4. Information & Data Management 5. Public Information & Communications 6. Self-Evaluation, Monitoring & Review	iv. Policy Establishment: A Management Information Policy is to be developed to support provision planning, operational delivery and reporting requirements creating a looped engagement process for all stakeholders v. Learner Engagement and Voice: Augmenting the learner voice through Learner Surveys, AONTAS thematic sessions, PLSS engagement portal and learner forums through the establishment of an LWETB College of the Future vi. Employer and External Stakeholder Engagement: Augmenting the employer and industry voice utilising SEED as the documented approach to engagement to inform strategy and accountability periodically and systematically vii. Apprenticeship Management System: Direct link from STB to employers in the engagement, strategic approach to engagement and training plans for all apprentices	MIS via QGG: Q3 2023 FETQS via PGG: Ongoing FET Management: Q3 2023 FET Management: Q4 2023
Theme: Self-Evaluation, Monitoring & Review				

	Recommendation [1]	Commentary[2]	Planned Actions[3]		Planned Completion Date[4]
11	The review team recommends the introduction of a continuous and system self-monitoring and evaluation to support organisational learning. This is to be supported by data – standards, targets and indicators – as well as benchmarking and the systematic collection of feedback from learners, staff and stakeholders. **Responsibility**: MIS, FET Management, Governance, FETQS	LWETB are committed to identifying key performance indicators (KPIs) which will be monitored on an ongoing basis including the agreement of our strategic performance agreements. QQI Core Guidelines Adherence in all 11 sections for QA system integration	i.	Plan: Development of the Annual Service Plan led by FET Director to deliver on Strategic Goals and as such KPI outcomes identified and actioned through the 2023 Service Plan Support Services Document	FET Management: Q4 2023
			ii.	SER: Utilising the future focus areas identified through this process to review and plan outstanding QIP areas. Actions identified will be risk assessed to establish prioritisation	FET Management via QOG: Ongoing
			iii.	Policy Development: Develop a Self-Evaluation and Monitoring Policy based on all FET monitoring and evaluation activities to support future provision planning and development	FET Management via QGG: Q3 2025
			iv.	System Management: Explore QA measurement systems with project management software	FET Management: Q3 2025