

# QA Review Follow-Up Report

Cork ETB Education and Training Board

Date: March - 2023



**QQI**

Quality and Qualifications Ireland  
Dearbhú Cáilíochta agus Cáilíochtaí Éireann



## PREFACE

Following publication of the review report, and one year after submission of its QA review action plan, each ETB submits a **follow-up report** to QQI on progress against the plan, and how it is addressing the outcomes of the review. The report should identify the range of strategic and logistical developments and decisions that have occurred within the ETB since the publication of the review report and address each of the key findings and recommendations that the reviewers presented. Significant milestones should also be included, as well as any reflections and learnings from the inaugural review process.

Each follow-up report is **published in full on QQI's website**, providing transparency on the ETBs' assurance and enhancement of quality to external stakeholders.

The follow-up report is part of the inaugural review process. Subsequent reporting will be through QQI's annual reporting and dialogue processes.

This is the follow-up report for Cork Education and Training Board

It is to be submitted by 13/03/23

The follow-up report has been approved by Cork ETB FET Strategy Group and is submitted by John Fitzgibbons, Director of FET

## CONTENTS

PREFACE .....	2
GUIDELINES ON COMPLETING THE REPORT .....	4
1.0 Follow-up Report Post-Review .....	5
2.0 Teaching, Learning & Assessment .....	25
3.0 Self-Evaluation, Monitoring & Review .....	38
4.0 Update on other additional QA Objectives/actions arising from internal QA planning and monitoring .....	46
5.0 Additional Themes and Case Studies (optional) .....	48
Case Study Title: Cork ETB Professional Learning and Development Sharepoint Training Site.....	49
Case Study Title: Responding to the needs of External Stakeholders.....	53

# GUIDELINES ON COMPLETING THE REPORT

The **Follow-up Report** provides a detailed update on developments since the inaugural review, incorporating the **Action Plan** previously submitted. It will include links to any policies that have been amended or introduced since the **Self-Evaluation and Review Report**. It is the responsibility of each ETB to ensure before submission that all links within the report are correct and functional, and that the policies and procedures referred to are the most up-to-date versions available.

The **Follow-up Report** identifies **key developments, plans and/or decisions arising from the Review Report findings** that have occurred in the year since publication. The report should include progress in relation to specific recommendations, if any, on each topic. To assist you in responding, the template provides tables aligned with the review report's themes and topics. Where no recommendation has been received, **please delete the table. Please note** any changes to policies and procedures during the reporting period and, if applicable, include links to updated policies. QA developments/enhancements undertaken, not directly addressing the review report recommendations, may also be included.

Particular attention is asked to be given to noting any impact arising from the actions, this includes:

- the key areas of focus prioritised for action and any specific changes arising as well as links to any associated outputs (e.g., procedures, reports etc.)
- reflections on the **Inaugural Review** and **Follow-Up Report** process, barriers or challenges arising in implementation of the review recommendations and actions identified within the **Action Plan**.

The ETB is recommended to include some **reflections and learnings** from the review process in commentary.

# 1.0 Follow-up Report Post-Review

Include links to policies and procedures that have **not been already included or have been amended** since the ETB's Self-Evaluation Report as part of the review process.

**Please add or delete rows in the tables below, as required.**

## 1.01 ETB Mission and Strategy

## 1.02 Structures & Terms of Reference for Governance of QA

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>Makes more extensive use of quantitative information and data in the monitoring, evaluation, and review of each college/centre/service's provision e.g., through the use of key performance indicators.</p>	<p>Establish a Policy and Research working group to explore and implement a mechanism to: -</p> <p>Review both internal data and external data available to identify further opportunities for enhancement.</p> <p>Use the quantitative information and data available to support evidence-based management decision making that measures each Campus/Centre/service's provision against key performance indicators. Ensure that the qualitative data</p>	<p>A Data Analytics and Reporting Support Strategy, Planning and Support Unit was established in the Autumn 2022.</p> <p>The Data Planning and Support unit is developing a number of tools and reporting structures that will assist CETB and its management team to:</p> <ul style="list-style-type: none"> <li>• Monitor activity and delivery against defined targets, including the SOLAS/CETB Strategic Performance Agreement (SPA) targets.</li> <li>• Identify areas for additional or reduced delivery.</li> </ul>

	<p>including research, policy positions, learners' feedback etc are used in parallel to complement the quantitative data.</p> <p>Ensure that staff using data are informed of the data available, how it can be accessed, and used to support decision making at both Campus/Centre/Service level and at Executive level.</p> <p>Develop an integrated learner evaluation and feedback system. Part of this system will include mechanisms for extracting and enhancing the data available on the learner experience.</p> <p>Develop and implement Continuous Improvement Plan Templates for all Campus/Centres/Services which will be completed on a yearly basis in September, these CIPs will form the basis for updated progress reports (centre and ETB) to be completed in late January each year.</p>	<ul style="list-style-type: none"> <li>Identify and address learner recruitment, retention, completion and certification/outcome issues.</li> </ul> <p>The Data Planning and Support unit will also support wider FET reporting requirements for SOLAS and DFHERIS, and will provide relevant data reports for internal Cork ETB consideration.</p> <p>A new Strategic Performance Agreement 2022 – 2024 has been agreed with SOLAS. This agreement highlights the key targets and performance indicators for Cork ETB.</p> <p>In November 2021, Cork ETB published the Strategy Statement 2022 to 2026. The development of this Strategy Statement has given stakeholders and staff an opportunity to reflect on where Cork ETB has come from and to identify values, mission and priorities which define the future path for the organisation. Cork ETB's Strategic plan contains five primary pillars and the</p>
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		<p>priorities, goals and objectives outlined in the strategy statement will form the basis for implementation plans for each strand of the organisation.</p>
<p><b>Commentary and Reflections</b> Click here to enter text.</p>		
<p><b>Link to Updated Policy &amp; Procedures</b>  <a href="#">Strategic Performance Agreement 2022 - 2024</a>  <a href="#">Strategy Statement 2022 to 2026</a></p>		

### 1.03 Documentation of QA

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>Develops and implements a quality assurance approach for all areas of the ETB's provision.</p>	<p>The Quality Steering group will explore and implement the following: -</p>	<p>To-date developing and implementing a quality assurance approach for all areas of Cork ETB's provision has not progressed</p>

	<p>Further enhance the culture of quality across all provisions of the organisation through improved communication, continuous training and contributing to the broader organisational agenda and forums.</p> <p>Support each Campus/Centre/Service to complete a Continuous Improvement Plan on a yearly basis and an updated progress report on the plan.</p> <p>Use the information contained in the Continuous Improvement plans to inform the annual quality report submitted to QQI by Cork ETB.</p>	<p>within the timeline envisaged due to staff resources within the QA Unit. In April 2022, two staff members of the Quality Assurance Unit were successful in promotional competitions within FET in Cork ETB and another staff member retired in June 2022. In September 2022, the Quality Assurance Unit welcomed two new QA Support staff and in January 2023 another QA Support staff joined the team.</p> <p>Each staff member is now supporting Campuses/Centres/Services in regional areas of Cork.</p> <p>Our QA SharePoint site which was developed in 2017 now requires further enhancements and this is being discussed with our ICT Department.</p> <p>Communication with all staff in all services and provision of FET has improved. The QA News Update is available to all staff and the frequency of the update has increased.</p>
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		<p>While all QA information is available on the QA SharePoint site, now this information is also being shared to Cork ETB's Workvivo, ensuring all staff have access in a timely manner.</p> <p>Our Quality Assurance Steering membership group and its terms of reference is being reviewed to ensure that membership of the group reflects all services including HR/Finance/ICT which currently are not included in the group.</p>
<p>Develops and implements systematic and regular monitoring of the quality of individual centres/services.</p>	<p>The Quality Steering group will explore, develop, and implement: -</p> <p>A system that will allow for a more effective, analytical approach to both internal and external monitoring of the quality of Campus/Centres/Service, thereby allowing for greater ownership and engagement embedding quality as a key principle as part of Cork ETB service.</p>	<p>A monitoring and evaluation framework is currently in development. The framework will include a mechanism for measuring quantitative benchmarking which are based on our Strategic Performance Agreement targets with SOLAS. This framework will also allow for the monitoring of Cork ETB's priorities, goals and objectives as outlined in the Strategy Statement and improve oversight of the quality of Campuses, Centres and Services.</p>

	<p>A detailed monitoring and oversight of the Continuous Improvement Plans implementations by embedding a quality enhancement approach this will be central item at Centre Management, Senior Executive, and FET Steering group meetings. It will also align with the overall Cork ETB Statement of Strategy.</p> <p>Identify new approaches to quality enhancement in Campuses/Centres/Services through collaboration across Campus/Centres and Services with relevant stakeholders identifying models of best practice.</p>	<p>This monitoring and evaluation framework will also build on the current non-financial monitoring that is in operation with our second providers.</p>
<p>Explore what opportunities exist to use indicators to 'benchmark' the quality of individual centres' provision.</p>	<p>As Cork ETB works through the process of programmatic review, standardised assessment will be introduced for reviewed and revalidated programmes. This may lead to opportunities to explore benchmarking with cognisance of national agreements.</p>	<p>The Data Analytics and Reporting Support Strategy, Planning and Support Unit, established in September 2022, will, as part of its role, prepare a suite of data reports based on certification and outcomes data for Cork ETB centres and services, to provide a more coherent and detailed view of assessment performance, on a centre by</p>

	<p>The further enhancement and implementation of Continuous Improvement Plans, Progress Reports will allow opportunities to use indicators “to benchmark” the quality of individual Campuses and Centres.</p> <p>Explore opportunities to incorporate the learner experience and staff and learner wellbeing as part of the overall quality of provision and organisation culture.</p> <p>Explore opportunities for the deployment of a “distance travelled” assessment tool to contextualize attainment and progression for all learners, particularly those at levels 1 to 3.</p>	<p>centre and cross centre/ETB basis. Key indicators will include:</p> <ul style="list-style-type: none"> <li>• Numbers presenting for certification (from enrolled/commenced learners)</li> <li>• Certification levels attained.</li> <li>• Grading patterns</li> </ul> <p>The Data Analytics and Reporting Support Strategy, Planning and Support Unit will also consider mechanisms/tools for monitoring and tracking “distance travelled” by learners, relative to their starting point.</p>
<p><b>Commentary and Reflections</b></p> <p>Click here to enter text.</p>		
<p><b>Link to Updated Policy &amp; Procedures</b></p> <p><a href="#">Strategic Performance Agreement 2022 - 2024</a></p> <p><a href="#">Strategy Statement 2022 to 2026</a></p>		

## 1.04 Staff Recruitment, Management & Development

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>Use quality assurance processes to enhance and strengthen the existing HR procedures.</p>	<p>Cork ETB will develop a people strategy which will be in line with the Cork ETB strategy statement.</p> <p>Explore best practices available to ensure that quality assurances processes are in place to strengthen the robust HR Procedures currently in place.</p> <p>Cork ETB will develop a standard induction pack for all new and existing staff.</p>	<p>The development of Cork ETB's People Strategy, in line with the strategic objectives set out in its Strategy Statement for 2022-2026 is being progressed by the Corporate Services and Human Resources units within the ETB.</p>
<p>Develop a much better understanding of the effectiveness of work placements and learners' work-based learning.</p>	<p>Cork ETB will establish a Work Based Learning Group to further strengthen the effectiveness of work-based learning within Cork ETB. This group will be made up of a range of ETB representatives and external stakeholders.</p>	<p>This group has not been established and it is in the intention that this group will be in place in quarter 4 2023.</p>

	<p>Develop a Work-Based Learning Manual including a toolkit for planning and implementing work based leaning activities for FET learners in Cork ETB.</p>	
<p>Develop a much better understanding of the effectiveness of the existing, and any future, mentoring schemes.</p>	<p>Since the review concluded, Cork ETB has begun working on an ETB wide People strategy. As part of this, a specialised induction and mentoring scheme for FET learning practitioners will be established. This will also focus on developing new and emerging leaders, as per Pillar Two of the Strategic Plan of Cork ETB.</p> <p>Encourage leadership mentoring to promote and build leadership capacity and leadership skills across the organisation.</p> <p>Explore EU Erasmus opportunities in particular study visits and work shadowing to learn from international experience.</p>	<p>An induction and mentoring scheme for FET learning practitioners is being developed and will be implemented for all FET staff in 2023.</p> <p>A programme of initiatives to support existing and prospective/developing leaders is being progressed by the ETB's Professional Learning and Development (PLD) team, with a number of options for both individual and group engagement.</p> <p>In the area of management and leadership, Adaptive Leadership training is currently being offered to Senior Management at Cork ETB. Management programmes can currently be accessed by staff in management posts but the cultivation and development of leadership skills on a whole</p>

staff basis is being considered so to provide access to training to develop leadership skills in staff who do not hold a managerial position.

Cork ETB and staff are actively involved in EU Erasmus opportunities. With the appointment of a staff member as European Engagement Co-Ordinator, the engagement of staff and learners in EU Erasmus has increased. Teaching staff were recently involved in project.

### **Commentary and Reflections**

Click here to enter text.

### **Link to Updated Policy & Procedures**

Click here to enter text.

## 1.05 Programme Development, Approval & Submission

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>Rapidly implements a manageable process of programme review to ensure all programmes are up-to-date and meet the needs of learners, employers, and society.</p>	<p>The Programme Approval Group will: -</p> <p>Align with the roll out of Cork College of FET and the Cork ETB Statement of Strategy to develop a schedule of programmatic review for all current Cork ETB programmes. Programmatic reviews will be informed by feedback from relevant stakeholders, including learners, Industry, HE, and learning practitioners and certification date.</p> <p>Implement a review process including a scoping process to detail the necessary elements within the review process and the resources required to support it.</p> <p>Engage and collaborate with other ETBs in the review of existing programmes and the development of programmes.</p>	<p>The Programme Approval Group in Autumn 2021 conducted a review of all Levels 3 and 4 programmes currently being delivered. This included reviewing the data from QQI Statistics regarding Certification and a consultation with staff and learners. A draft proposal for programme review and revalidation was presented to PAG in quarter 2 of 2022. It was agreed however to pause this in light of the Establishment of a Further Education &amp; Training (FET) Programme Project Group and the publishing of QQI draft broad standards at levels 1 – 4.</p> <p>Cork ETBs FET Director and QA Officer are both members of the FET Programme Project Group which have been working with QQI, ETBI, and other ETBs. The purpose of this group is to agree and</p>

	<p>Use industry and sectoral knowledge and data, trends to explore through various stakeholders the opportunities to develop new programmes.</p>	<p>implement approaches to streamlining the programme development and approval processes.</p> <p>Cork ETB in conjunction with the ETBI Quality Assurance Network have scoped out models for programme development, review of the documentation required for validation and a schedule of programme review. This work is not yet completed.</p> <p>Cork ETB in collaboration with other ETBs and SOLAS have developed and validated Micro Credentials for use in industry. In 2022 Cork ETB lead out on behalf of seven ETBS in the review and revalidation of a level 6 programme.</p> <p>A collaboration between Cork ETB and MTU on the development of a level 3 special purpose award in Inclusive Music Ensemble commenced in the Autumn of 2022. The initial collaboration between MTU and Cork ETB arose from the</p>
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development of Cork ETB's Strategy for the promotion of culture and arts. The programme has development and been submitted to QQI for validation.

Cork ETB in conjunction with Kerry ETB, MTU and UCC have commenced a collaborative FET-HE Pathways Project. This is one of the initiatives under the joint SOLAS/HEA National Tertiary Office, and aims to develop new and innovative opportunities for learner pathways and transitions between the sectors, to deliver on the ambition of the Department of Further and Higher Education, Innovation, Research and Science (DFHERIS), as set out in its vision paper for "Progressing a More Unified Tertiary System for Learning, Skills and Knowledge" (May 2022), through the creation of more diverse and better aligned learning and development opportunities, as well as more extensive

		pathways to enable students' personal growth, the development of talents, and the promotion of lifelong learning.
<b>Commentary and Reflections</b> Click here to enter text.		
<b>Link to Updated Policy &amp; Procedures</b> <a href="#">Progressing a More Unified Tertiary System for Learning, Skills and Knowledge</a> (May 2022)		

## 1.06 Access, Transfer and Progression

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
Additional support relating to progression is provided to vocational learners outside the PLC sector.	As outlined in Recommendation 7, the Access, Transfer and Progression Group will work to formalise pathways between all Cork ETB Campuses and Centres.	Since Cork ETB's statutory review report was published, the Active Inclusion Support unit has expanded. One of the functions of this unit is to co-ordinate and ensures access to supports to all learners including those outside the PLC sector.

	<p>Explore the resources required to support all learners in progression paths in all Campuses and Centres.</p> <p>As part of the Cork College of FET, a new website will be designed, and a central admissions system is being considered for all Cork ETB level 5 and 6 learners by September 2023.</p>	<p>One initiative of the Active Inclusion Support Unit is supporting “widening participation” for target learners in progressing on their education journey. This initiative caters for very small groups of students who had expressed a definite interest in a specific course of study, apprenticeship or training opportunity. The programme includes:</p> <ul style="list-style-type: none"> <li>• Supporting learners with accessing Open days in Campuses / Colleges in order to help alleviate any anxiety they may have in relation to their next step on the education / training ladder.</li> <li>• Working with Bus Éireann Travel Assist, to facilitate learners who are over 18 years of age, to get transport to and from the college / campus.</li> </ul>
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Another initiative is the Transition to employment and Education for learners in the Education Unit of Cork Prison. This Employment Transition Programme is a programme that aims to support adult learners into sustainable employment through support services such as the work-ready training. The Active Inclusion Support Team are liaising with the education unit of Cork Prison with a view to supporting students on release to either transition into employment or to continue their education.

In 2022 The Active Inclusion Support Team in collaboration with the Traveller Visibility Group (TVG) enrolled 18 Traveller women on a QQI level 6 Train the Trainer module: Training evaluation and delivery. This course commenced in October 2022 Cork College of FET Bishopstown campus. This joint initiative is to give the participants the skills and competences to mentor other Travellers. Some of the participants have

secured employment and several other intend to continue in education and training. A second programme is now taking place since January 2023 where Traveller men are attending a Welding programme in the Bishopstown Campus.

Other areas that are actively being progressed within Cork ETB services to support learners include supporting equality, diversity and inclusion: -

- Sharing a common understanding of inclusion and diversity within the Cork ETB community.
- Leading and working collaboratively, across communities, to support educational participation, increase student completion and ensure that we offer a pathway for every learner.
- Proactively identifying and addressing obstacles to access,

participation and engagement (for both students and staff), while also expanding the supports required to enhance retention rates.

A working group under the development of Cork College of FET, has commenced work on a centralised admissions system for all our Campuses (delivery levels 5 and 6 programmes). While the working group is newly formed it is envisaged that progress will be made and that learners for some of our programmes at levels 5 and 6 will be processed through this central admissions system for next academic year 2023/2024.

### **Commentary and Reflections**

Click here to enter text.

### **Link to Updated Policy & Procedures**

[Cork ETB's statutory review report](#)

## 1.07 Integrity and Approval of Learner Results

## 1.08 Information and Data Management

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>Explore how the ETB could develop and strengthen its arrangements for tracking learners following the completion of their programme.</p>	<p>Explore and collaborate with other ETBs and SOLAS regarding a long-term mechanism which could be developed and implemented to track learners on all FET programmes, including Cork ETB programmes and to strengthen the quantitative data on learners as per recommendation one.</p> <p>Review internal best practice for tracking learners on course completion.</p> <p>Engage with Local Higher Education Institutions Access Officers to track and engage with students who have progressed from FET to HE.</p>	<p>SOLAS are currently providing some macro data through the SPA reporting/monitoring process, on outcomes at a macro level, interfacing Cork ETB PLSS learner data with CSO, Revenue and CAO datasets to provide gross data on progression to employment and from FET to HE.</p> <p>The Data Analytics and Reporting Support Strategy, Planning and Support Unit are considering mechanisms to better track outcomes at individual and centre level, with a view to trialling some initiatives in 2024.</p>

	The Access Transfer and Progression Group will work to formalise transfer routes between Campuses and Centres and to map pathways between all Cork ETB campuses and centres.	
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**Commentary and Reflections**

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**Link to Updated Policy & Procedures**

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## 1.09 Public Information and Communication



## 2.0 Teaching, Learning & Assessment

### 2.01 The Learning Environment

### 2.02 Assessment of Learners

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>Considers how it can strengthen the quality assurance of teaching and learning or enhance the accuracy and validity of the proxy measures which are being used.</p>	<p>The QA Unit in conjunction with the Professional Learning and Development (PLD) coordinators will work to establish a Teaching &amp; Learning Group. This group will work to promote good pedagogical practice across Cork ETB.</p> <p>Explore the development and promotion of micro credentials for staff involved in teaching and learning to enhance the quality assurance of teaching and learning.</p>	<p>The Professional Learning and Development Support Service was established in September 2021. A Professional Learning and Development Steering group was established to support, guide, and oversee the work of the service. PLD team initially created a draft PLD Plan in accordance with the Cork ETB Learning and Development Policy, the SOLAS FET Professional Learning and Development Statement of Strategy 2020-2024 and the Cork ETB Service Plan 2020.</p>

	<p>Promote teach meets for subject specific areas to allow the sharing of resources and knowledge and best practice.</p> <p>As part of the Cork College of FET, Communities of Practice will be established in cognate areas, within and across centres and Campuses.</p>	<p>The creation of a dedicated PLD platform was central to increasing staff awareness and engagement with training pieces and this work was completed by Autumn 2022.</p> <p>In framing training opportunities for staff, thematic areas such as teaching and learning, literacy, numeracy and digital skills, learner supports, ICT, technology enhanced learning and quality assurance were prioritised by the PLD Support Service in the 2021/2022 training schedule. In total 56 different training opportunities have been attended by Cork ETB staff covering many of the key thematic areas.</p> <p>Priorities areas for the PLD Team for 2023/2034 include: -</p> <ul style="list-style-type: none"> <li>• A central professional learning and development delivery facility</li> <li>• Professional learning and development portal facility to create shared access to</li> </ul>
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- learning resources
- Track and record staff development and training in FET design and implementation
- Flexible professional development delivery methods
- Development of the PLD SharePoint site to facilitate operational procedures associated with the updated Staff Training and Development policy
- Development of a Staff hub linked to PLD SharePoint to allow staff to share materials and/or evidence of best practice.
- A curated, relevant up to date resource library with an easy classification system.
- Staff Open Day – which would facilitate staff in different Campuses/Centre visiting other Campuses/Centres
- Development of a Champions System in all campuses

		<ul style="list-style-type: none"><li>• Development of training and tool kits in relation to Employer Engagement</li><li>• Create learning networks to leverage professional learning and development impacts</li><li>• Promote best practice in professional learning and development</li><li>• Support continuous improvement in practice</li><li>• Promote the value of professional learning and development</li><li>• Identify ongoing needs to develop the confidence and capability of FET practitioners</li><li>• Develop and roll out strategic initiatives in priority thematic areas.</li><li>• Optimise an integrated approach to planning at local and national levels.</li><li>• Record and track training at Cork ETB is targeting investment to</li></ul>
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ensure relevant professional learning and development

Cork ETB is currently consulting with staff on a TEL Strategy 2023 – 2026 which is due to be published in the quarter 2 of 2023. This has been developed to consider all areas of delivery which will guide and support centre managers and leaders in recognising the valuable work that has been developed to date and provide a framework for further development of our TEL provision.

The goals of the Tel Strategy include: -

- Develop the TEL skills, competencies and experience of our teachers and instructors through training and access to dedicated support systems, personnel and networks
- Provide integrated and beneficial TEL solutions to deliver

		<p>enhancements across aspects of teaching and learning from course design and inclusion/accessibility to feedback and assessment</p> <ul style="list-style-type: none"> <li>• Promote awareness and a broader appreciation of TEL and its potential to enhance learning access, experiences and outcomes</li> <li>• Provide staff with the necessary training and developmental solutions to ensure that they are equipped to adopt and leverage TEL</li> <li>• Enable the further development of blended and online learning by working with colleagues to facilitate TEL</li> </ul>
<p>Produce an annual internal analysis of the effectiveness of the assessment process be conducted in order to avoid a dependence on this external perspective. This internal perspective should combine quantitative and qualitative information and inform the content of any</p>	<p>Explore and implement a process to produce an annual internal analysis of the assessment process across provision, integrate it as part of the overall organisation and programme planning and</p>	<p>The QA Unit in conjunction with the Assessment Working Group, representative from the PLD Support Unit and the Data Analytics and Reporting Support Strategy, Planning and Support Unit, are currently exploring a process to produce an annual</p>

<p>continuing professional development programme for staff.</p>	<p>report functions to funders and the Executive.</p> <p>Collate the data obtained from the monitoring of the implement of Continuous Improvement Plans and progress reports of each Campus/Centre/Service on an annual basis. Produce or incorporate this data as part of the CETB Service Plan and review.</p> <p>Review mechanisms to further enhance external monitoring.</p>	<p>internal analysis of the assessment process across provision. This should be in place by quarter 4 2023.</p> <p>The monitoring and evaluation framework that is currently being developed will support and enhance the external monitoring currently being completed by external authenticators at the end of assessment.</p>
<p>Strengthen the quality assurance of teaching and learning or enhance the accuracy and validity of the proxy measures which are being used (the review team recognises the ETB operates within a national context).</p>	<p>Cork ETB works within the national context of industrial relations. As such any quality assurance of teaching and learning will be informed by this national context.</p> <p>Cork ETB will continue to provide appropriate training for staff on a regular basis.</p> <p>Develop regular professional staff seminars, workshops, and communities of practice to stay abreast of policy and</p>	<p>The Strategic Performance Agreement 2022 – 2024 states that “To further enable the expertise and commitment of FET practitioners, a keen focus on professional development is required. This will equip those in the sector who deliver FET provision with the requisite skills and tools they require, and, in doing so, embed a culture of excellence and high quality. Management and leadership, digital transformation, and quality assurance and programme development are critical areas</p>

	<p>curriculum developments and new teaching resources.</p> <p>Collaborate with colleagues in other ETBs including the various sectoral networks on developing methods to further enhance quality assurance of teaching and learning.</p>	<p>requiring some capability building across FET. There is also an opportunity to further ensure that FET learning is up-to-date and industry-related by pursuing secondments between FET practitioners and those who work in industry, building on some pilot initiatives which are already being progressed by ETBs.”</p> <p>The Professional and Learning Development support services has targeted these areas highlighted in the Strategic Performance Agreement 2022 – 2024.</p> <p>In 2021/22 Cork College of FET staff were offered training and development in face-to-face, blended and online formats. The service will continue its work on streamlining and coordinating its approach while avoiding disruption to service delivery at Cork College of FET campus locations.</p> <p>Professional development in most thematic areas is established and underway. The</p>
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service provided many professional learning and development opportunities in the areas of teaching and learning (including global citizenship and sustainability education), literacy, numeracy and digital skills, learner supports, ICT, technology enhanced learning and quality assurance in 2022.

Three thematic areas are identified for particular attention and focus in 2023.

These are:

- a) Vocational upskilling,
- b) Leadership and Management
- c) Employer Engagement.

The QA Office in conjunction with PLD have organised various training workshops/ seminars on the following:

- Academic Writing
- Assessment Training for Assessors
- Assessment Training for Coordinators
- Integrated Assessment

- Internal Verification
- Provision of Feedback
- Security of Assessment Material
- Set up of Digital and Hard Copy Portfolios
- Writing Assessment Briefs (Levels 1-3) and Examination Papers (Levels 4-6)
- QQI Business Systems (QBS) Training

### **Commentary and Reflections**

Click here to enter text.

### **Link to Updated Policy & Procedures**

[CETB Service Plan](#)

[Strategic Performance Agreement 2022 – 2024](#)

## 2.03 Supports for Learners

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>Strengthen the learners' voice in all aspects of the ETB's provision and governance.</p>	<p>Explore mechanisms to strengthen the learner voice across all areas of FET provision including at Campus/Centre level. Learn from Cork ETB/Aontas Learner Voices engagement and future regional forums.</p> <p>Develop Terms of Reference for the learner voice group and support the development of a Learner Charter.</p> <p>Ensure that the learner voice is represented on a governance group - Quality Steering group and the Assessment working group which reports to the Quality Steering group.</p> <p>Identify ways to strengthen the use of learner feedback and data to enhance</p>	<p>The Cork ETB Strategy Statement 2022-2026 states that "Cork ETB will always act in the best interests of learners" and that "prioritising the needs of learners" is one of the guiding principles of the organisation.</p> <p>The Cork ETB Learner Voices' group was established in early 2021 and have since been actively engaged in promoting the learner voice and providing learner perspectives.</p> <p>The group, who operate in accordance with agreed Terms of Reference, developed the Cork ETB Learner Charter which is published on the Cork College of FET For Learners webpage. The Learner Voices' group were central to the development of this webpage ensuring learners would have access to key information.</p>

	<p>teaching and learning and service delivery across Campuses and Centres.</p> <p>Explore the possibility of an alumni officer role in Campuses under the new department structures within the Cork College of FET to track learners and also to build relationships with potential new alumni as future employers/stakeholders.</p> <p>Implement a process to ensure that feedback from learners is embedded into all programmatic reviews going forward.</p>	<p>The Learner Voices' Group is represented on the Cork ETB Assessment Working Group (AWG). In conjunction with the AWG, the group have collaborated in the development of a series of videos to provide learners with an introduction to the key points in the assessment process in Cork ETB. The videos are available on the Cork College of FET For Learners webpage.</p> <p>The QA Unit in conjunction The Assessment Working Group are reviewing the QA Policy and procedures and the Learner Voices' Group are part of the consultation process and will provide feedback on the proposed changes.</p> <p>The AONTAS FET Learner Forum took place in Cork ETB last year to obtain and collate feedback from learners. This event is scheduled to take place again with Cork ETB in April 2023.</p>
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Learner suggestion boxes are present in FET campuses and centres to afford learners opportunity to make suggestions to management, suggestions can also be made digitally through MS Forms.

Learner feedback has been gathered using focus groups and embedded in any new programmes developed since 2021.

### **Commentary and Reflections**

Click here to enter text.

### **Link to Updated Policy & Procedures**

[Cork ETB Strategy Statement 2022-2026](#)

[Learner Charter](#)

[Cork College of FET For Learners webpage](#)

# 3.0 Self-Evaluation, Monitoring & Review

## 3.01 Self-Evaluation Monitoring & Review

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>Consider how to monitor the ETB’s central services (e.g., finance, IT, HR etc.) contribution to the quality of FET provision.</p>	<p>In conjunction with senior management staff in Cork ETB’s central services, explore options on further enhancement of embedding quality assurance in Cork ETB’s central services.</p> <p>Align with new various strategic initiatives emerging from the Cork ETB Strategy Statement 2022-26.</p>	<p>The priorities, goals and objectives outlined in the Cork ETB Strategy Statement form the basis for a series of Implementation Plans across the different strands and units of the ETB.</p> <p>Actions from the implementation plans form part of the ETB’s annual service plan and are monitored by the Executive and Senior Management Teams. The contribution of the various actions to Cork ETB’s Strategic Objectives, and the five pillars on which the strategy is rooted:</p> <ul style="list-style-type: none"> <li>• Teaching and Learning</li> <li>• Team and Organization</li> <li>• Communicating and Connecting</li> </ul>

- Supporting Equality, Diversity and Inclusion
- Infrastructure

These are focused on quality and development.

### **Commentary and Reflections**

Click here to enter text.

### **Link to Updated Policy & Procedures**

[Cork ETB Strategy Statement 2022-26](#)

### 3.02 Programme Monitoring & Review

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>Rapidly implements a manageable process of programme review to ensure all programmes are up-to-date and meet the needs of learners, employers, and society.</p>	<p>The Programme Approval Group will: -</p> <p>Align with the roll out of Cork College of FET and the Cork ETB Statement of Strategy to develop a schedule of programmatic review for all current Cork ETB programmes. Programmatic reviews will be informed by feedback from relevant stakeholders, including learners, Industry, HE, and learning practitioners and certification date.</p> <p>Implement a review process including a scoping process to detail the necessary elements within the review process and the resources required to support it.</p> <p>Engage and collaborate with other ETBs in the review of existing programmes and the development of programmes.</p>	<p>Please see updates under Section 1.05 pages 15 – 18.</p>



	Use industry and sectoral knowledge and data, trends to explore through various stakeholders the opportunities to develop new programmes.	
<b>Commentary and Reflections</b>		
Click here to enter text.		
<b>Link to Updated Policy &amp; Procedures</b>		
Click here to enter text.		

### 3.03 Oversight, monitoring & review of relationships with external parties

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
Simplify and streamline the opportunities for external partners (particularly employers) to contact and engage with the FET directorate.	Establish a Work Based Learning group and as part of the functions of the group, the employer engagement priority of Cork ETB will be strengthened.	Employers Support Team (Skills to Advance) is in place in Cork College of FET Bishopstown Campus to support business in Cork City and county in their educational and training needs.

Ensure that external stakeholders continue to have appropriate, formal, structured opportunities to provide input into the various governance structures that underpin programme review, development, and design.

Explore mechanism how Campuses and Centres can strength their local employer engagement relations including developing a Cork ETB employer engagement toolkit demonstrating Cork ETB work placement at all levels in FET.

The Employers Support Team objectives are:

- To promote the education and training services of Cork College of FET to businesses
- To provide opportunities for upskilling and reskilling to those in employment
- To provide bespoke training for companies

Ongoing relationship building and communication with industry representatives is key to success in this area. The group is also working in close collaboration with various groups within Cork ETB who engage with business and industry.

An Employer Support Team (Skills to Advance) is in place in Cork College of FET Bishopstown Campus to support business

in Cork City and county in their educational and training needs.

The Support Team objectives are:

- To promote the education and training services of Cork College of FET to businesses
- To provide opportunities for upskilling and reskilling to those in employment
- To provide bespoke training for companies

In partnership with local industry, Cork ETB offer a Staff Placement in Industry Programme, which provides a unique opportunity to teachers and tutors in Cork city and county campuses to undertake a short-term subject related placement in industry.

This programme strengthens relationships between local business and campuses and allows teachers integrate new skills and

knowledge into their teaching/tutoring practice. It also fosters opportunities for host industry to directly engage with the student learning experience through field trips, guest speakers etc.

Another initiative is the Inclusive Supportive Employment which enables people with disabilities transition through further education into meaning employment in the Arts and Creative sector. The initiative offer diverse and relevant opportunities for people with specific skills who carry a disability to engage in work, both paid and unpaid. It provides a flexible model that can be adapted for other skills areas and used by other organisations and in other areas of Cork ETB.

Another programme currently in operation is the Employment Transition Programme. The emphasis of the programme is placed on learners who are transitioning from further education courses to employment and may need an extra level of support.

These learners come from homelessness, addiction and trauma backgrounds and benefit from the unique and one-on-one support the programme provides.

### **Commentary and Reflections**

Click here to enter text.

### **Link to Updated Policy & Procedures**

Click here to enter text.

## 4.0 Update on other additional QA Objectives/actions arising from internal QA planning and monitoring.

### Guide:

An update should be provided on any objectives/planned actions for the year **not already addressed in the follow-up report**.

The table is designed to assist in this process and should include headline information only.

No.	QA Objectives	Update on Status	Link to updated/new Policy
	These should relate to objectives not already discussed in the progress report.	Provide brief update on status, whether completed or in progress.	
1	Documentation of QA - Develop a visual Quality Assurance manual which will encompass all procedures and relevant information, which will be accessible to Cork ETB staff.	This is currently being developed and will be available for the academic year 2023/2024.	
2	Documentation of QA - The Assessment Working group and the QA office are currently in the process of reviewing Cork ETB assessment procedures.	In progress and will be available for the 2023/2024 academic year.	Click here to enter text.
3	Documentation of QA - Cork ETB are developing an Academic Integrity Policy, Procedures and resources in conjunction with the Assessment Working group, PLD and TEL Support.	In progress and will be available for the 2023/2024 academic year.	Click here to enter text.

4	Programme Development, Delivery and Review - Cork ETB is developing a Blended Learning procedure in conjunction with the TEL Group.	In Progress.	<a href="#">Click here to enter text.</a>
5	Teaching and Learning - Green Innovation Campus – NZEB and Retrofitting Centre of Excellence.	In Progress and should be opened for delivery of programmes in quarter 3 2023.	<a href="#">Click here to enter text.</a>

## 5.0 Additional Themes and Case Studies (optional)

### Guide:

You are invited to provide up to 3 x **short case studies**, 1-2 pages, as part of your ETB's Follow-up Report demonstrating QA enhancements and impacts arising from the review process and implementation of the review report recommendations. **You are encouraged to reflect on and highlight areas that may be of interest to other providers and would benefit from wider dissemination.** Note: Submission of case studies are not mandatory to the follow-up report. However, please know that any submitted case studies will be published on QQI's website in full unabridged format.

### Guideline for Case Study

QQI recommends that written case studies should:

- ⇒ Be between half a page and two pages in length
- ⇒ Limited to 2-2500 words
- ⇒ Relate to a specific time- and subject-bound issue
- ⇒ Include an introduction that sets out a brief overview of contextual matters
- ⇒ Include any relevant supporting data and data analysis
- ⇒ Include links to any sources cited
- ⇒ Include a clear concluding paragraph with overview of key outcomes/learning



## Case Study Title: **Cork ETB Professional Learning and Development SharePoint Training site**

### **Introduction**

The SOLAS FET PLD Strategy 2020-2024 set out clear goals in relation to Staff professional learning and development. Cork ETB's Strategic Statement 2022-2026 clearly details its commitment to support staff in developing their professional practice. In response to the statutory review recommendations Cork ETB identified Staff training and support as a priority development area.

To that end the Cork ETB Professional Learning and Development Support Service was established in September 2021. The goals of the service are quite simple. It aims to support staff in assessing their professional learning and development requirements and offering transparent and easily accessible training supports. It aims to provide quality meaningful training pieces in line with staff and Cork ETB priority needs and to update existing policies and procedures to provide clarity and transparency for Staff. Staff are Cork ETB's most vital resource and ensuring their continued ability to access appropriate and relevant training is of the utmost importance.

On its appointment the PLD team conducted a Training Needs Analysis to ascertain the views of staff in relation to PLD, their priority training requirements and possible challenges impacting staff accessing PLD. It quickly developed an Action plan based on the TNA results. One of the key objectives was to create a dedicated PLD Training Platform necessary to focus all PLD related information in one place to increase staff accessibility to, and engagement with, PLD training opportunities and information.

### **Description of issue**

On establishment the Professional Learning and Development Support Service recognised that while there was an existing PLD culture amongst Cork ETB staff it was ad hoc and as such dependent on the individual staff member, or their managers, to identify, source and/or engage with appropriate training pieces. Training, related to several thematic areas, needed to be identified and sourced but importantly Staff needed to be made aware of the training availability. The PLD team believed that a more structured approach would benefit staff, management, and the organisation at large.

Initially the PLD Support Service used emails as the main communication tool and MS Forms as a means of recording EOIs in training, registration and evaluating for training. It became obvious very quickly that this was not the most efficient nor effective means of reaching staff or gathering necessary data related to training.

The PLD team needed a dedicated platform where it could, at minimum, advertise training events, record registration, track attendance and evaluations of the training offered. It needed to collect data which could be easily managed and filtered. This, in turn, would be used for better planning PLD future actions in line with organisational and staff requirements.

#### Action

The creation of a dedicated PLD Training Platform, ultimately utilising the Sapiens plugin, was central to increasing staff awareness of and engagement with training pieces. The ultimate aim was to create a training site that both staff and managers could access to view training opportunities while also facilitating forward planning. The site, in the long term, would act as a central repository for all things PLD related, training calendar, policies and procedures and PLD news as examples.

The PLD team therefore began to search for suitable software/applications that might suit its purposes. It firstly considered the use of Privacy Engine as a possible training management system as the system was already being used for compliance training pieces at Cork ETB. Having reviewed it, however, it became obvious while it was suited particularly to compliance training it did not provide the functionality or flexibility the PLD team required.

In September 2021, the team met with representatives of SharePoint Sapiens for a demonstration of their SharePoint add-on application. As Cork ETB already uses MS Office 365 and SharePoint as the primary ICT system for all Cork ETB staff, the use of an application that could be integrated with the MS Office platform already established seemed appropriate. The SharePoint Sapiens Employee Training Management plug in provided the

functionality the PLD team needed. As examples, it had a built-in calendar to advertise training events, registration was easy for the user, viewing registration numbers, communicating directly with participants and exporting data was straightforward for the PLD team.

The PLD team began the process of securing approval to purchase the necessary license for the SharePoint Sapiens Employee Training Management System. The approvals process took time as it required the cooperation, and approval, of a number of Cork ETB departments to ensure the system was compatible with existing Cork ETB IT policy and procedures.

The license was purchased in late May 2022. On purchase of the license the ICT department then needed to create the necessary SharePoint site which the Sapiens application would plug into. Thus, the site was not launched until October as the PLD team needed first to beta test the site. With the help and support of Adrian Deasy, Cork ETB ICT Department, the site went live on Thursday 13th October 2022.

As with any new system there have been some minor teething problems. The site requires staff to use an @corketb.ie email address. While it has been policy that staff should only use a Cork ETB email account when doing business on behalf of Cork ETB, this has not always been strictly enforced. Part time staff, in particular, may not always access their work email. This is an issue that is being resolved at present.

#### Key Outcomes/Impacts

1. To date, the PLD Training site has proven quite successful. In the last 90 days alone, 14/12/22-13/03/2023, there have been 4,790 visits to the site. Since its establishment in October 2022 the site has been visited 13,543 times by over 1,043 unique viewers. Given the number of Cork ETB FET staff is in or around 1200 people this means that approx. 85% of FET staff have visited the site.

Site visits

13,543

**4,794**

320



**2. Over 60 separate training pieces have been offered to Cork ETB FET staff covering key thematic areas such as QA, Teaching and Learning, Literacy, ICT, TEL, Health and Safety and more through the site.**

Training Provision 2021/2022:



3. From October 2021 to December 2022, 275 staff, approx. 22.9% of FET staff, have accessed training provided through the site.
4. Staff can view the calendar in advance and make appropriate training choices for their needs. It allows for better planning and better use of time.
5. Training can be tailored by the staff member to their needs and those of their learners.
6. Staff can view both course registrations and achievements. In other words, they can view and track their own training.
7. Managers can also view training which allows for better planning on a campus/area basis especially where staff may need to be released to attend training.
8. PLD Staff can monitor registration for courses, record attendance and send evaluation forms directly to participants.
9. PLD staff can gather data on training uptake and the quality of training to improve the service provision in the long term.

10. The Sapiens Employee Training Management Application is a standard add-on. There is significant room to customise the application to better serve the needs of CETB staff and the PLD Support Service.

### Key Learnings

Having a single PLD Training platform is effective in communicating training opportunities to FET staff. Staff are engaging more with training relevant to their practice as a result.

Staff are utilising the training site but often using the direct registration links rather than simply checking into the site. More promotion could see them using different aspects of the site, not just the training calendar. Policies and Procedures, External training opportunities and FAQ pages will hopefully see more traffic with increased promotion of the site.

The Sapiens Plug In can be leveraged more. The PLD team, attempting to streamline a number of different procedures, has engaged SharePoint Sapiens to customise the site for Cork ETB needs. The development plans will focus all training related activity on the PLD site.

Once the development work is complete the applications for attending training and/or funding applications will be automated through the PLD site:

- Staff will be able to apply for funding and online approval by line managers.
- Where relevant payment for attending, or delivering, training will also be automated through the system.

Managers will be able to:

- Approve training and payment applications for their staff attending/delivering training.
- Be able to view training undertaken and completed by their staff.

This will allow managers to assess gaps in staff training allowing for enhanced forward planning at a local level.

The tracking capability will be vastly improved by the customisation of the SharePoint Sapiens Plug In to truly meet the future needs of Cork ETB.

PLD will continue to build on the variety of training and upskilling opportunities already provided in line with SOLAS and Cork ETB strategies. The more PLD can meet the training needs of Cork ETB staff the better the service provision which will benefit all learners attending Cork ETB centres.

## Case Study Title: **Responding to the needs of external stakeholders**

### **Introduction**

**As per the recommendations of the Statutory review, Cork ETB need to simplify and streamline the opportunities for external partners to engage with the FET Directorate. The Business Support Team in Cork College of FET- Bishopstown Campus encompasses Apprenticeship Service and Skills to Advance and provides for external partners to engage with Cork College of FET.**

### Description of issue

A Cork based Hotel Group had identified an issue with staff retention and recruitment post Covid. Many staff had left for other jobs and there was a lot of new staff in the organisation. The group identified a strong need to develop leadership at all levels of the company in order to increase staff retention and develop career pathways within the Hotel group.

### **Action**

**Skills to Advance Team in Bishopstown campus were first contacted by the Regional Skills Forum, who had been working with the Hotel Group.**

**The Skills to Advance manager met with representatives from the hotel group learning and development department. The hotel had conducted a training analysis of their needs and the findings brought to the meeting. The Skills to Advance team then discussed various**

options. It was decided to offer the group a suite of qualifications accredited by the Institute of Leadership and Management (ILM). ILM is an internationally recognised qualification. The final course design was co-designed by the Skills to Advance team and the hotel group.

### **Key Outcomes/Impacts**

**The final Programme has three levels:**

- 1. Navigate Programme**
- 2. Emerging Leaders**
- 3. Complete Leaders**

#### **Navigate Programme**

**The Navigate Programme is aimed at upcoming supervisors and assistant managers, and those who wish to move into a supervisory or managerial role.**

**Certification: ILM Level Three Award in Leadership and Management**

#### **Emerging Leaders Programme**

**The Emerging Leaders Programme is aimed at existing supervisors and assistant managers.**

**Certification: ILM Level Three Certificate in Leadership and Management**

#### **Complete Leaders Programme**

**The Complete Leaders Programme is aimed at the Senior Management Team.**

**Certification: ILM Level Four Certificate in Leadership and Management**



**The first group of learners has started the programme and it has been very successful so far.**

### **Key Learnings**

**Single point of contact – through the Business Support Team is key for clarity and ease of access for external stakeholders.  
By working collaboratively with industry Cork College of FET, can respond quickly to the needs of external stakeholders.**