

QA Review Follow-Up Report

Limerick and Clare 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 Limerick and Clare Education and Training Board

It is to be submitted by March 2023

The follow-up report has been approved by College of FET Quality Council] and is submitted by Paul Patton, Director of FET

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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.

1.01 ETB Mission and Strategy

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>The review team recommends that LCETB describe how they will measure their performance, establishing key performance indicators across the departments in achieving their stated strategic objectives</p>	<p>Continue to develop and maintain organisational focus on self-evaluation principles and practices in the implementation of QA policies and procedures</p>	<p>The College of FET Strategic Framework is an umbrella document that provides clear direction for all FET provision and support services. In turn, action plans have been developed and mapped back to the College of FET priorities so progress can be monitored, through their selected indicators of progress.</p> <p>A new Strategic Performance Agreement 2022-24 has also been agreed with SOLAS, highlighting key targets and performance indicators.</p> <p>In December 2022, LCETB launched its 2022-2026 Strategy Statement. It sets out our commitment to ensure we deliver the highest possible standard of service to our partners and provide pathways to our education and training programmes, to our youth work and to the fulfilment of our statutory functions. Fully integrated annual Service Plans will be</p>

		<p>adopted annually by the Board of the ETB and reported on at the end of each year in the Annual Report. Annual Reports are to the Department of Education, Department of Further and Higher Education, Research, Innovation and Science and other funding bodies.</p>
<p>Click here to enter text.</p>	<p>Launch new FET Strategic Framework 2022-2025 to include self-evaluation mechanism.</p>	<p>The College of FET Strategic Framework was launched in July 2022.</p> <p>A Monitoring and Evaluation Framework uses evidence-based approaches to monitor progress in the implementation of this Strategic Framework. It includes measurable quantitative benchmarks, based on our SPA targets with SOLAS. It monitors LCETB's contribution to national FET Strategy, the implementation of recommendations of the Institutional Review of Quality Assurance. At the core of our monitoring process will be a focus on capturing the voice of our learners and staff to inform future planning and decision-making.</p>
<p>Link to Current strategy / documents</p> <p><u>Framework College of FET</u></p>		

[Explore - FET Strategic Framework \(vimeo.com\)](#)
[SOLAS Welcomes FET Strategic Framework \(vimeo.com\)](#)
[Strategy-Statement-2022-2026-WEB.pdf \(lcebtb.ie\)](#)
[SOLAS/LCETB Strategic Performance Agreement - PowerPoint Presentation \(lcebtb.ie\)](#)

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.
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<p>The review team recommends that LCETB act on the terms of reference of the Quality Council, which allows for the appointment of external stakeholders or external expertise to the Council.</p>	<p>Membership of Quality Council updated to include representation from Higher Education institutions, industry and learners as key internal and external stakeholders.</p>	<p>In 2022, the Quality Council membership was reviewed and now includes a representative from Higher Education (Mary Immaculate College), Industry (Mid-West Regional Skills Forum) and a learner representative.</p>
<p>The review team recommends that LCETB ensure that the organisation of the quality assurance work is as simple and efficient as possible, and that key quality criteria and goals are understood and used by all internal and external stakeholders.</p>	<p>Review of how current policies, procedures and guidelines are developed and communicated to internal and external stakeholders following plain English guidelines and principles of universal design.</p>	<p>CollegeofFET.ie Quality Assurance webpages currently being redesigned for learner centred approach and clarity. For instance, the FET Learner Charter and its dedicated website is an example of clarity of design through a consistent design approach managed by the ETB's Communication and Marketing Department.</p>
<p>Link to Updated Policy & Procedures</p> <ul style="list-style-type: none"> • Link to Learner Charter Webpage - https://collegeoffet.ie/charter/ • Link to FET Quality Assurance Webpage with updated procedures - Quality Assurance College of FET 		

1.03 Documentation of QA

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
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<p>The review team recommends that LCETB use the models and materials developed by EQAVET as guidance for the development of their QA work particularly in facilitating the development of a shared understanding of quality and a culture of quality self - assessment at learning practitioner level and at FET campus level.</p>	<p>Click here to enter text.</p>	<p>In August 2021, LCETB invited Keith Brumfitt to share his insights and expert advice on EQAVET with the FET Steering Group. This presentation and discussion informed our approach to the development of a monitoring and evaluation matrix for the College of FET.</p> <p>The College of FET is currently piloting a new QA Software with a UK Company, that will help us to plan, monitor and evaluate a range of quality assurance activities and improve central oversight of self-review and action planning. The pilot involved a comprehensive mapping of various strategies and plans, and includes pre-determined sets of indicators that can be mapped back to a range of other standards, such as QQI and EQAVET to provide a comprehensive model of evaluation.</p>
<p>Link to Updated Policy & Procedures Click here to enter text.</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.
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<p>LCETB recognises that there needs to be a “more cohesive approach to staff induction (including corporate, FET and campus-level processes) should be prioritised.” (SER p50) and the review team supports this recommendation.</p>	<p>The College of FET to work with LCETB Head Office, FET Provision and Support Service Managers to develop a cohesive approach to staff induction at Corporate, FET and campus-level.</p>	<p>In 2022, several new staff induction initiatives were introduced to improve the onboarding process for new employees in particular those involved in teaching and learning.</p> <p>An Onboarding Course was developed by LCETB Corporate Services, which is available to staff through StaffConnect. The course covers critical topics such as Organisational Overview, Communications, Contracts, Policies, Health and Safety, GDPR, Child Protection, Employee Assistance, and Contact Points. Mandatory training elements like GDPR and Tusla Child Protection are also logged through a training portal called Privacy Engine. This new organisation-level onboarding resource is designed to complement induction programmes conducted at the campus/centre level.</p> <p>Another notable development in 2022 was the College of FET Level ESOL Induction for New Staff, which took place for the first time in 2022. (See Case Study 2)</p> <p>Additionally, mandatory QA Induction and the TEL Online Teaching and Learning Course have become crucial components of staff induction for new learning practitioners. The latter is especially important for those who are teaching online or blended.</p>
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		<p>While there is still more work to do in this area, these new developments underscore the organisation's commitment to providing a comprehensive and effective onboarding experience for new staff members.</p>
<p>The review team also recommends that LCETB expand its communities of practice for learning practitioners across its FET provision. This will provide the opportunity for best practice in teaching and learning to be exchanged among staff teaching similar programmes across different divisions of FET.</p>	<p>The College of FET will intentionally build opportunities to form communities of practice into new initiatives – e.g. programme review and development activities, professional learning & development etc.</p>	<p>1. In 2022, the Quality Assurance Support Service (QASS) conducted a series of programme familiarisation sessions and updates for Managers and Teachers involved in delivering the new Early Learning and Care (ELC) programme. Sessions were also held jointly by the Enterprise Engagement Support Service and the QASS for County Childcare Committees to brief them on the new programme. These sessions covered various aspects of the ELC programme including quality assurance, PPP Monitor role and responsibilities, access, transfer, and progression, assessment, and experiences from other ETBs. The sessions were well received with a total of 297 participants, including teachers, managers, monitors, and coordinators. The feedback was positive, and participants appreciated the opportunity prepare for the rollout of the ELC programme.</p> <p>2. The College of FET adopted an MS Teams approach to expand its communities of practice:</p> <ul style="list-style-type: none"> • The NHA Programme is unique nationally with regard to the integrated use of technology. <p>One highlight is the use of a Teacher Share Space, as a Community of Practice, for collaboration and sharing of TEL tools for teaching</p>

and learning along with quick reference guides and grading guidance tutorials.

- In 2022, the **ESOL Professional Development Network** – one of our most established communities of practice began to meet again online.

In 2023, the group had its first face-to-face event since late 2019. The theme of the event was around Self Care and Staff and Learner Supports provided by the organisation and a range of networking activities. The event was very successful and follow-on training events are planned. All ESOL Practitioners are also members of the ESOL Share Space – a MS Team where key ESOL related news and information is shared. Team membership surpassed 110 this year.

- The QASS established a **Learning Network** on MS Teams, which currently has 141 members across the College of FET.

The naming of this Team as a Learning Network, not a Community of Practice, was deliberate, as staff have tended not to engage with a “community of practice” in the past. This space facilitates the sharing of resources and learning across a number of vocational areas including Childcare, Healthcare, Communications, IT, Science and Career Planning. The QASS also post information that has been sent to co-ordinators but targeted at teaching staff, including information on the ETBI Digital Library, Learner Handbook on

		<p>Academic Integrity, Guidelines on Assessment, Deactivation of awards, Updates to Modules and Programmes etc.</p> <p>Staff can also ask questions of their peers and or the QASS. Answers are monitored by QASS to avoid misinformation or to provide a link to the information on StaffCONNECT, email correspondence or College of FET website.</p> <p>As an example, to date, nine Level 3 IT modules have been updated and consolidated into a single version for use across the organisation. A MS Team was formed to facilitate sharing of information, templates, updates etc. and this was monitored by a QA Officer. Teaching staff, resource staff and co-ordinators were involved in this Team, which encouraged the sharing of resources and knowledge across the different modules.</p> <p>3. LCETB was involved with a number of sectoral communities of practice primarily aimed at the development of new programmes, policies, procedures and best practice. Examples of these networks include the QA Network with QA colleagues across the sector who hold regular online or face to face meetings and share resources and updates on Teams, RPL Network, the current Programme Validation, Development and Design Working Group with ETBI, QQI and ETBs, collaboration with SOLAS and ETBs on the development of the Green Suite of Micro Qualifications etc.</p>
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<p>The review team recommends that a formal mentoring scheme be introduced at centre level for new learning practitioners in addition to the induction training provided at centre and central level and that a culture of collaboration among learning practitioners is developed further.</p>	<p>Explore and develop staff mentoring models and structures at FET campus level</p>	<p>This action requires a scoping exercise and some internal research in 2023/2024 to explore what is currently happening around mentoring and the wider induction piece.</p>
<p>Link to Updated Policy & Procedures Click here to enter text.</p>		

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>The review team encourages LCETB to progress or lead in the implementation of their own recommendation that “discussion at national level to streamline validation requirements processes with QQI” (p55) and initiative discussions with key stakeholders.</p>	<p>Through national representation at ETBI Quality Network, Directors of FET Forum and QA Strategy Group, our ETB is well represented and will continue to lead and participate in discussions with QQI on these matters.</p>	<p>Update - Note progress/changes made to P&P, timeline.</p> <p>Progress made in this area include:</p> <ol style="list-style-type: none"> 1. LCETB was involved in the early stages of development of a new Level 3 Programme Supporting Children Learning in Primary School, in conjunction with KCETB and 8 other ETBs. The development process included consultation on the new templates for non-CAS programme applications, which have since been adapted for use nationally. 2. LCETB participated and inputted into ETBI Quality Network workshops and working groups to propose options for National coordination of programme development and curriculum review process, facilitated by ETBI and included representation from the QA Strategy Group, ETBI, QQI and ETB QA management. 3. LCETB was involved in the SOLAS Skills to Advance Green Skills Micro Qualifications, leading out on one programme (Lean Practice for a Sustainable Workplace) and co-validating a number of other programmes. This process included online consultation meetings with SOLAS and ETBs and some consultation with QQI.

		<p>4. The FET Manager for Innovation, Development and Quality was part of a sectoral working group to develop the Academic Integrity Handbook – A Learner’s Guide to Avoiding Plagiarism. This handbook, which was the first of its kind, was designed to introduce the principles of academic integrity and to guide learners on how to avoid the plagiarism trap. It goes hand in hand with the Referencing Handbook for the FET sector and Academic Writing Handbook for Learners in the FET Sector (both of which had a QA Officer from LCETB on the national sectoral working groups)</p>
<p>The review team recommends that LCETB undertake an audit of existing legacy programmes in FET to identify the programmes that are dated and need to be updated.</p>	<p>Audit of existing legacy programmes in FET will take place as part of the strategic review of curriculum.</p>	<p>All reviews or audits of Programmes and or Modules are submitted through the Quality Council Sub-group (Programme Governance).</p> <p>An online Programme Module Revision Form is available to all staff who wish to request an update/change/revision to a current FE Programme Module. This is submitted to the QA Office who review the request, consult with a wider group of teaching staff or an external expert (such as an EA) if necessary and then make the changes agreed. The request may also be refused following consultations.</p> <p>All such requests are carried out taking the time of year into account, to minimise disruption to delivery.</p>

		In February 2023, the QASS undertook an audit of the remaining suite of L3 modules and planning for the development of single versions to complete the L3 module descriptor section. It is hoped to have this completed by Q4 2023.
The review team recommends that LCETB give consideration to seeking the resources required to speed up the process of reviewing and revising existing programmes and dated AISs	Curriculum development budget has been reviewed to ensure sufficient resources are available to the curriculum development functions of the QA Support Service. <ul style="list-style-type: none"> o Appointment of Curriculum Development officer o Appointment of an Online and Blended Learning officer (and support officer roles) to lead programme development efforts. 	In 2021, the Innovation, Development & Quality Support Service welcomed new staff including: <ul style="list-style-type: none"> - Five CEF roles in the areas of Policies, Procedures, Supports and Stakeholder Engagement; Curriculum Development, Teaching, Learning and Assessment; Evaluation, Monitoring, Communication and Analytics; Online and Blended Learning; Professional Learning and Development Coordinator; National Hairdressing Apprenticeship Coordinator; - Three Quality Assurance Support officers, each with regional areas of support assigned. - A Recognition of Prior Learning Support Officer; a Curriculum Development Support Officer, a Professional Learning and Development Support Officer; a Quality Assurance Support Officer and TEL Support Officer specifically assigned to supporting the NHA programme.
The review team recommends that the further education programmes associated with the three defunct VECs should be streamlined into one set of programmes	Former legacy programmes will be streamlined into one set of programmes as part of the curriculum review process.	October 2021 saw the implementation of a single version of 23 Level 1 and twenty-six Level 2 programmes for use across the organisation. This process, which started in March 2019 and was subsequently put on hold due to Covid-19, was overseen

<p>that can be delivered across the three ETB regions</p>		<p>by a QA Officer and involved SMEs from part time and full time Provision. The three regional legacy VEC module descriptors were reviewed by sub-groups of SMEs, and best practice brought together into one version. Where a module was not available internally, it was requested from another ETB so that all L1 and L2 modules are now available to our organisation. An external evaluation was also carried before the modules were finalised and implemented.</p> <p>In September 2022, a working group of local SMEs and FET staff started the process of reviewing 9 L3 IT module descriptors from the three regional legacy VECs. Smaller sub groups reviewed FE descriptors and Training specifications and developed single versions for each of the nine modules. They were then reviewed externally and are available for use across the organisation.</p>
<p>The review team recommends that more consideration be given when prioritising the development of new programmes like apprenticeships, which by their nature, are resource intensive while existing dated programmes continue to be delivered.</p>	<p>The Strategic Regional Planning Network meeting as part of the QA Governance structures will review curriculum development requests as part of the programme delivery and development policy and procedures.</p>	<p>Strategic Regional Planning Network and Quality Council continue to govern requests for programme development, including apprenticeships.</p> <p>In 2022, two additional apprenticeships, in Beauty Therapy and in Barbering were approved for development by LCETB governance structures and subsequently by the National Apprenticeship Office. Both are currently in development.</p>

<p>The review team recommends that LCETB work in collaboration with other ETBs and SOLAS on developing new ways of measuring learning outcomes (other than certification) associated with non-certified programmes.</p>	<p>Develop integration of Quality Assurance into:</p> <ul style="list-style-type: none"> o Wider benefits of learning o Categorisation of non-certified programmes (PLSS/KEATS) o Progression into certified courses 	<p>The QA Support Service has developed a process to monitor, check and review courses that are scheduled on the National Course Calendar (NCC) (See Case Study 3).</p> <p>This process includes both certified and non-certified courses. Most of the latter are scheduled against programmes on the KEATS Framework but the newly developed list of descriptions and outcomes for non-certified courses facilitates and encourages a more plain English and related description of what the learner will do in the course and what they will be able to achieve. This list is themed so all Provision can see what is offer in a vocational area in the non-certified space. Links are then encouraged on the ground between Provision co-ordinators to enable learners to progress through FET if they wish.</p> <p>The QA Support Service currently delivers QA Induction for new teaching staff for certified courses. As we develop the NCC Approvals Process and the list of Descriptions and Outcomes for Non Certified Courses outlined above, we plan to extend this training to those delivering non-certified courses.</p>
<p>Commentary and Reflections</p> <p>It has been noted from user feedback that the list of descriptions and outcomes for the non-certified courses has worked well. This facilitates QA oversight of the courses on offer across the organisation, a review of the information learners will get and more links with non-certified Provision. It facilitates supply of information and knowledge sharing of courses on offer in regions across the organisation. It also illustrates progression opportunities available for learners across a vocational area. This could be into certified courses or employment.</p>		

Currently the two Outdoor Education and Training Campuses do not offer certified courses. There are plans to link with these campuses and offer support in the same way that current Campuses are supported.

Link to Updated Policy & Procedures

[Academic Integrity - Avoiding Plagiarism - LibGuides at Education and Training Boards Ireland, ETBI](#)

1.06 Access, Transfer and Progression

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
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<p>The review team recognises that progression pathways are critical to learners' ambitions and recommends that these be further developed. To advance the development of progression pathways to higher education, the review team recommends that LCETB consider appointing a single point of contact for HEIs in relation to collaboration.</p>	<p>The FET Manager for Innovation, Development and Quality will act as the single point of contact with HEIs in relation to collaboration.</p> <p>New Initiatives and targeted role will be created to support Pathways from School to FET.</p>	<p>The College of FET has signed Memoranda of Understanding with several HEIs, including TUS and WIT and are progressing same with Mary Immaculate College and UL. In order to strengthen and deepen collaboration across a range of initiatives, undertakings, Regional Integrated Tertiary Managers are being appointed by LCETB and TUS to develop, support and coordinate the delivery of a number of projects in the development of an integrated tertiary education and training environment across Limerick and Clare.</p> <p>The Pathways from School to FET programme is funded by SOLAS and aims to:</p> <ul style="list-style-type: none"> ▪ Provide a unique opportunity for students and teaching staffs to engage in active learning in a FET or similar centre. ▪ Enable, support, and encourage students participating to see career pathways from school to FET and onwards. ▪ Increase awareness and participation in Further Education. ▪ Promote linkages with post-primary education, training, and employment opportunities <p>Some of the options developed so far include:</p>
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- **General Pathways Programmes**, such as English classes, math support classes, etc.
- **Sectoral Specific Pathways Programmes**, such as Barista Training, Junior Chef Apprentice Taster, Pathways to Outdoor Education and Pathways to Construction.

For instance, a joint initiative between the ETB College of FET and the Schools Division led to ‘taster’ vocational courses being integrated into second level education. In 2022, Culinary Skills and Barista Skills courses were delivered to almost 450 TY students who have an interest in the hospitality sector as a career, or in just learning a skill for life.

- **Pre-Apprenticeship Pathways Programmes:**

The College of FET continued to develop Pathways to Apprenticeship – an initiative offering a range of courses that one can take in advance of an apprenticeship.

- **Taster Workshop Pathways**, such as Family Learning workshops, Beauty and Hairdressing.
- **Special Events** supporting Pathways are coordinated by the EESS in collaboration with regional industry and education partners. This Mid-West sectoral

	<p>New targeted role will be created to support Traveller and Roma Learners in engaging with FET.</p>	<p>approach to skills development is a unique and innovative way to promote skills development in the region.</p> <p>In 2022, examples included:</p> <ul style="list-style-type: none"> ○ In May of 2022, an Explore Engineering showcase at Limerick Racecourse attracted 900 people. ○ In December 2022, the Explore Engineering ‘Inspire Women in Engineering’ event attracted 350 female secondary students from 12 different schools across Limerick and Clare. ○ Showcasing College of FET to over 4,000 learners at the Mid-West IGC Careers Fair (October 2022) ○ The EESS, Raheen and Shannon campuses and the ETB Marketing and Communications department organised and promoted the Apprenticeship and Traineeship Showcase in November 2022 as part of European Vocational Skills Week. <p>During 2022, our Active Inclusion Support Service (AISS) employed two adult educators dedicated to creating pathways for under-represented groups into FET. One role concentrates on facilitating pathways from schools into further education while the second role is concentrated on facilitating pathways for Traveller/ Roma learners.</p>
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Due to the rapidly growing demand for English language support from migrant learners in FET, we identified a need for younger ESOL and Migrant Post Primary Learners who cannot progress to PLC if they don't have a B" Level of English.

We currently have after school supports in eight schools across the region with more schools engaged in talks to link modules to the curriculum in the 2023/2024 school year. We hope to offer tasters and modules of vocational courses and exploring the offering of FET modules as an integrated part of the junior and senior cycle.

In line with the national response by Education and Training Boards Ireland (ETBI), LCETB joined the national effort to meet the needs of Ukrainian refugees as they arrive in Ireland (See detailed LCETB Ukrainian response p. 70).

In addition to supporting the ESOL provision, we identified cohorts of learners that need support to access FET. These learners have diverse needs such as learners with disabilities, new migrants, Travellers, younger post primary Traveller and Roma learners who are falling out of school and not progressing to FET and Traveller and Roma Learners not engaging with FET. We have engaged learners in a variety of programmes including horticulture,

football, creative arts and beauty therapy. It is also important that we continue to support early school leavers by offering them routes back into education and training. Supported Fainlog student group from Rathkeale to attend the Apprenticeship showcase.

Interagency links have been incredibly important in establishing relationships with the cohorts of learners accessing pathways programmes. We have made links with family resources centres, Tusla, SCP, HSCLs, local development companies and CYSPC'S. Our pathways from school adult educator sits on a number of interagency groups across Limerick and Clare. Active Inclusion has always been a central tenet of the work of FET and we are committed to creating pathways for the most marginalised groups in Limerick and Clare.

In addition, by the end of 2021, Community Education and Training Provision across the College of FET agreed a harmonised streamlined approach to developing and engaging with community partner groups throughout the region.

This work began with a review of all modes of community partner engagement, local business processes, flow diagrams, allocation of hours, start-up forms, course forms. As part of this work, the ETB focused on the ethos of

	<p>Appointment of a new Placement Officer to develop a more consistent approach to work placement across all FET provision.</p>	<p>supporting and facilitating community-based adult learning to a wide range of groups across the region developing courses in collaboration with communities and delivered locally. A new web page Communities Limerick and Clare Education and Training Board (Collegeoffet.ie) has been developed to allow community and voluntary groups who are involved in the provision of educational activities for specified adult target groups to register as a partner with the ETB. The supports provided are to enable disadvantaged adults to avail of community education at minimal or no cost. The webpage promotes a multi-stage process in registering community partners and delivering courses across the region. In 2021, over 90 community partners have registered with the ETB through this process.</p> <p>To be progressed.</p>
<p>Link to Updated Policy & Procedures Click here to enter text.</p>		

1.07 Integrity and Approval of Learner Results

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
Click here to enter text.	Click here to enter text.	Click here to enter text.
Commentary and Reflections Click here to enter text.		
Link to Updated Policy & Procedures Click here to enter text.		

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>The review team recommends that there be a stronger emphasis on the evaluation of courses by learners as a valid source of feedback and performance review and that this data should be collected in a timely manner at periods during course delivery to allow for an impact on the learners' experience.</p> <p>The review team recommends that LCETB establish clear mechanisms to capture learners' feedback in a consistent manner at class level across FET provision</p>	<p>Click here to enter text.</p>	<p>Update - Note progress/changes made to P&P, timeline.</p> <p>There are many examples of learner feedback mechanisms at campus level. In its FET Strategic Framework, as part of its Learner-centred approach priority, LCETB committed to <i>'develop consistent and effective mechanisms to capture the learner voice. Use it to inform decision-making at Centre/College Campus level, and FET management level.'</i></p> <p>A CEF was appointed to focus on that piece, and an internal audit of Learner's feedback mechanisms across FET campuses was carried out in 2021.</p> <p>A working group was set up comprising Coordinators FET provision and support services of to develop a Learners' Feedback System across the College of FET. A draft questionnaire has been piloted in FET sites to be rolled out across the College of FET to be rolled out in 2023.</p> <p>The College of FET QASS is also reviewing best practice including former Youthreach CEIP processes, to draft a road map for the rollout of the Campus-wide Quality Improvement Plans that would integrate learner feedback mechanisms. This work will be progressed in 2023.</p>

<p>The review team recommends that LCETB seek ways for enhancing their systems for managing learner data.</p>	<p>Increase resources towards data analytics, monitoring and evaluation of critical indicators of assessment (e.g. grade distributions, etc.)</p>	<ul style="list-style-type: none"> ➤ A number of staff have been trained on the TABLEAU tool as an analytic tool to extract data from PLSS. ➤ Appointment of QA Officer, Monitoring and Evaluation (including Data Analytics) The key objectives of the role are to: <ul style="list-style-type: none"> ○ Promote a culture of continuous improvement, planning, monitoring and evaluation across the College of FET. ○ Support the development and implementation of processes to capture the FET learner and staff voice. ○ Support the development and implementation of appropriate planning, monitoring and evaluation processes and procedures across the College of FET. ○ Ensure the implementation of Child Protection and Adult Safeguarding Procedures across the College of FET. ○ Collect and analyse data from planning, monitoring and evaluation activities to Inform institutional quality enhancement ○ Support key FET staff to develop good planning, evaluation and monitoring skills.
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	<p>Systems for managing learner data will be strategically reviewed to optimise effectiveness- and develop new systems accordingly.</p>	<p>The Learner Management Information Systems Policy relates to a number of key areas associated with Learner Management Information Systems (LMIS) which include appropriate user access controls; adequate security and data protections (GDPR); verification of learner identity and unique identifier; maintaining accurate and up-to-date data; applicant and learner lifecycle management; and the efficient and effective use of learner management information systems in support of provision planning, operational delivery, and reporting requirements. The primary systems referenced are the national Programme and Learner Support System (PLSS) and a companion national course hub and online application website www.fetchcourses.ie (FETCH), and www.learningandskills.ie with the FETCH widget embedded.</p> <p>The policy is also to ensure that accurate; complete; and up-to-date learner inputs, outputs, outcomes; and associated learner details and support data are collected on a per application/intervention/support basis for all FET learners, to meet operational requirements and to fulfil national and EU co-funding source reporting obligations in compliance with the ETB's Policy and Procedures on Data Protection.</p> <p>To be progressed.</p>
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	<p>Develop an ETB certification database, as an internal database, not relying on an external awarding body (QBS/Walled Garden, etc.) and providing certification history, not currently aligned with PLSS.</p> <p>Continue to collaborate with other ETBs on the development of CRM/database for the management of organisational data re. QA and employer engagement.</p>	<p>The rollout of a Strategic Employer Engagement Database (SEED): Seed is a CRM system developed and funded through the SOLAS “Innovation through collaboration fund” for the FET sector. It provides a unifying approach, on a single platform, across all of our employer engagements. - tracking and recording the process from start to finish. This solution integrates seamlessly with our Office 365 applications along with data fed from our existing systems such as PLSS and ACSS. SEED can be used on any desktop, Tablet or Mobile, and also has a web portal feature for employers to request information.</p>
<p>The review team recommends that LCETB develop the critical data required to monitor the effectiveness of non-certified programmes. This new data should inform the decision making of the organisation at centre and central level.</p>	<p>Click here to enter text.</p>	<p>The development of the list of Descriptions and Outcomes for Non-Certified Courses as part of the NCC QA Approvals Process, illustrates the range of course on offer in this non-certified space. This list is monitored and reviewed by the QASS to ensure consistency and standardisation of the descriptions given to learners and community partners and to highlight what is on offer across the organisation. It also</p>

		facilitates the sharing of information and knowledge on courses across the organisation.
Link to Updated Policy & Procedures		

1.09 Public Information and Communication

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>The review team recommends that LCETB continue to be proactive in developing an open and transparent approach to making information available to the public, and its internal and external stakeholders. It is important that, as the use of data is improved to measure the outcomes of its programmes, LCETB publish the outcomes of these processes.</p>	<p>The QA Support Service in collaboration with the Communications Department and Operations, Planning and Reporting Manager continue to develop and evolve the information to the public and learners via the collegeoffet.ie website</p>	<p>In 2021, the Director of FET led efforts to implement the College of the Future concept in LCETB, and ‘the evolution of FET facilities and provision into a distinct integrated College of FET that can serve as a beacon of community-based learning excellence’ (SOLAS FET Strategy).</p> <p>Significant developments included a change of website to CollegeofFET.ie with campus landing pages. Huge marketing and communication investments were made, including posters, marketing campaigns and collaterals.</p> <p>In 2021, our FET Learner Charter was launched. This resource is a complete and user-friendly guide for every learner enrolling on any FET course. It sets out the values of Limerick and Clare Education and Training Board, and provides a framework that allows learners, our staff, and learning practitioners to know and understand their respective responsibilities. It is based on the principle of collaboration and co-operation between FET learners and staff. The Learner Charter contains web links to referenced resources. To ensure FET staff and learners always have access to the most up-to-date version of the Charter and associated policies, staff and learners can use the dedicated website for access.</p>

In 2021, a new web page Communities | Limerick and Clare Education and Training Board (Collegeoffet.ie) was developed to allow community and voluntary groups who are involved in the provision of educational activities for specified adult target groups to register as a partner with the ETB. The supports provided are to enable disadvantaged adults to avail of community education at minimal or no cost. The webpage promotes a multi-stage process in registering community partners and delivering courses across the region.

Link to Updated Policy & Procedures

[Home \(collegeoffet.ie\)](#)

[Communities | Limerick and Clare Education and Training Board \(lcebtb.ie\)](#)

[LCETB-Learner-Charter-2122.pdf \(collegeoffet.ie\)](#)

2.0 Teaching, Learning & Assessment

2.01 The Learning Environment

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>The review team recommends that LCETB continue to develop case studies setting out exemplars of good practice using existing systems to further disseminate these to learning practitioners across the FET division.</p>	<p>Review and update current system of documenting and disseminating best practice at College of FET level</p>	<p>The College of FET has developed a Best Practice Toolkit that can be used by FET practitioners to document their examples of good practice. This tool was used to compile the best practice case studies included in this report and will be kept in a repository accessible by all staff.</p> <p>Several FET Staff have presented their good practice and work at various national and international conferences (E.g. RPL best practice, ELC training, NHA, blended learning approach, etc.)</p> <p>In addition, Show & TEL is a PD initiative consisting of lunchtime bite-sized inputs, each lasting less than 30 minutes, showcasing best practice in the use of learning technologies across FET. The inputs are by Learning Practitioners for Learning Practitioners and are recorded and available in the Show & TEL Stream Channel (See Case Study 1).</p>
<p>It is recommended that LCETB examine the possibility of opening a portal to enable</p>	<p>Designated staff of community providers will be given access to</p>	<p>Limerick Community Education Network and the VSCCS & HSE partners have access to FET site on StaffCONNECT. This allows</p>

<p>all staff of community providers to access policy and procedures documents and templates.</p>	<p>policy and procedure documents and templates via the ETB's StaffCONNECT SharePoint platform.</p>	<p>access to all sections such as the Programmes folder that contains the modules, Assessment Resources folder that contains all the Assessment Procedures and Assessment Templates, Policies folder that contains Programme Governance documents, Communication etc.</p>
<p>The review team recommends that LCETB establish clear mechanisms to capture learners' feedback in a consistent manner at class level across its FET provision. Learner evaluations should also be included in the centre's self-evaluation process and in the evaluation meetings with the QASS</p>	<p>Appointment of a QA Officer on Evaluation, Monitoring, Communication and Analytics to lead Learner Voice project. Audit existing FET learner consultation/feedback mechanisms</p> <p>Develop and pilot a consistent approach and tools for learner consultations across the College of FET. Roll out new learner feedback mechanism across all FET Campuses</p> <p>The ETB Communications Department will be engaged on the Learner Voice project to measure the impact for learners of ETB</p>	<p>A QA Officer on Evaluation, Monitoring, Communication and Analytics to lead Learner Voice project was appointed in 2021 to start the Learner Voice project.</p> <p>An internal audit of Learner's feedback mechanisms across FET campuses was carried out, and a working group was set up comprising Coordinators FET provision and support services of to develop a Learners' Feedback System across the College of FET. A draft questionnaire has been piloted in FET sites to be rolled out across the College of FET to be rolled out in 2023.</p> <p>To be progressed,</p>

	marketing and communication strategy and activities.	
The review team recommends that LCETB explore more structured learner engagement and representation at centre level as this would give more ownership to learners and more responsibility to the ETB to respond to the matters raised.	Explore mechanisms to ensure learner engagement and representation at campus level.	<p>Progress in this area include:</p> <ul style="list-style-type: none"> • In 2021, at governance level, a Learner Representative has been appointed as a new member of the Quality Council. • In 2022, our Mulgrave Campus (LCFE) Student Union had over 70 active class representatives representing courses across both the Mulgrave St. and Kilmallock Rd. campuses. • In the NHA Apprenticeship, each class cohort has a learner representative. In 2022, some learner reps were consulted and gave critical feedback for the revalidation of the apprenticeship programme. • Annual AONTAS learner fora in 2021 (online) and in 2022 (in person), as part of the Learner Forum national project. A large number of cross-provision FET learners gave their feedback through these events and follow up questionnaires compiled into LCETB Learner Forum Reports.
<p>Link to Updated Policy & Procedures LCETB Learner Forum report 2021.pdf</p>		

2.02 Assessment of Learners

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
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<p>LCETB reach a decision on the future of the assessment system in the near future, as that decision will inform the strategic direction of the QA policies and procedures in respect of assessment and give direction to staff development requirements</p>	<p>Through QA Governance processes, a teaching, learning and assessment policy will be developed by the organisation, which will give organisational oversight.</p>	<p>To be progressed</p>
<p>LCETB strengthen the role of the EAs in monitoring consistency of assessment and ensure effective and timely feedback to learning practitioners</p>	<p>The ETB will continue to administer a centrally managed External Authentication process for all of our provision via the Quality Assurance Support Service. As part of the development of a Teaching, Learning and Assessment policy and strategy across the College of FET, we will continue to review and improve the provision of effective and timely feedback to learning practitioners.</p>	<p>The QA Support Service continues to manage the allocation of EAs across the organisation, over the six available QQI certification periods. In 2022, LCETB recruited 83 EAs working across a number of campuses, at any one certification period. This includes the recruitment of EAs and the associated finance and HR paperwork, linking the EAs with campuses, getting the reports and disseminating them to campuses and getting feedback from EAs at the end of the process. This process now also includes the VSCCS sector and the HSE Disability Centre. The QASS also manages the recruitment of EAs for all the collaborating providers for the National Hairdressing Apprenticeship. There are plans underway to have a dedicated space on the College of FET site where all information for EAs will be housed. This includes finance and HR Forms, Briefing Sessions, Guidelines etc.</p>

		QA deliver training to practitioners, <i>Feedback to Learners on Summative Assessment Tasks</i> , aimed at those who deliver L4-6.
LCETB address the legacy dated assessment instruments currently operating under the TQAS.	See p.16	See page 16
The current communities of practice be expanded to provide further opportunity for learning practitioners to obtain peer support and to review their own work against shared standards	The College of FET will intentionally build opportunities to form communities of practice into new initiatives – e.g. programme review and development activities, professional learning & development etc.	See P.14 re. Development of Communities of practice across the College of FET. In addition, a community of practice approach has informed the development of a series of themed events for FET provision Coordinators and Managers, including an event on our commitment to develop the College of FET multi-campus approach to provision and support services – <i>One Strategy, One Team, One College</i> . In February 2023, another event took place, themed around the ' <i>Digitalisation of FET</i> '.
<p>Link to Updated Policy & Procedures Click here to enter text.</p>		

2.03 Supports for Learners

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
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<p>The review team recommends that LCETB ensure that the support provided to vulnerable learners by the guidance counsellors continues to be prioritised given the increasing number of such learners enrolling on its programmes.</p>	<p>New Access, Transfer and Progression Policy will be developed outlining the role of the IRGSS, Provision and Support Services, ensuring inclusivity and equality of opportunity for our prospective and current learners.</p> <p>New ESOL and Migrant Learner Framework will be put in place to support the planning and delivery of inclusive, effective teaching, learning and assessment to Migrant Learners who are accessing a wide range of FET courses, including ESOL.</p>	<p>Launched in September 2022, the College of FET Learner Support Framework outlines the structures and processes, which the College of FET has put in place to ensure all learners and potential learners receive the necessary information, advice, guidance and support required to ensure their successful participation and engagement with FET provision appropriate to their needs and aspirations.</p> <p>Following development, extensive consultation and Quality Council approval, the College of FET Access, Transfer and Progression policy was published on the College of FET Quality Assurance website in January 2023. This policy sets out the approach taken by LCETB to Access, Transfer & Progression (ATP) in the College of FET ensuring inclusivity and equality of opportunity for our prospective and current learners.</p> <p>The AISS developed and launched the College of FET ESOL and Migrant Learner Framework in 2022. Building on the work of the AMIF project and significant research across the College of FET, the Framework allows for the development of structures to support the planning and delivery of inclusive, effective teaching, learning and assessment to Migrant Learners who are accessing a wide range of FET courses, including ESOL and covers</p>
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	<p>New Learner Mental Health and Wellbeing Framework and Action Plan (including a new Critical Incident Management Protocol) will be developed (using primary research conducted in October 2021). The LMHW Framework and Action Plan takes a UDL approach and will outline the next steps including structures, priorities, responsibilities and the sharing of best practice.</p>	<ul style="list-style-type: none"> • Provision Planning • Access and initial Assessment • Assessment and Accreditation, • Curriculum and Materials Development • Staff Development. <p>Building on the work done in previous years in respect of our Public Sector Duty and feedback from over 130 people who participated in our consultation, the College of FET launched our Learner Mental Health and Wellbeing Framework in 2022. The framework outlines how LCETB promote and support Learner Mental Health and Wellbeing in a consistent, structured and planned way.</p> <p>The Framework supports the College of FET in providing leadership and resources to promote and support Learner Mental Health and Wellbeing and during 2022, funding was made available to Campus Mental Health and Wellbeing Teams to run events and activities, which support and promote good mental health amongst our campus communities.</p>
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	<p>Learning Hub Network will continue to focus on ensuring device equity across our provision and building the digital skills of learners, in order to enhance access to FET.</p>	<p>In addition, through the REACH funding, the AISS Learner Assistance Fund supported 211 individual disadvantaged learners from across the College of FET in accessing Learner Assistance Funding of €50,000. Many of the Learners priorities this year were in respect of additional costs associated with travelling to and from classes.</p> <p>In addition, the College of FET aims to create an environment where a disability or health need (including a mental health need) is not a barrier to learning and all individuals have the opportunity to achieve their full potential. During 2022, over €200k was allocated to provide supports for learners with disabilities under both the Fund for Learners with Disabilities (FLD) and the College of FET Learner Support Fund.</p> <p>The Learning Hubs have a defined role within the campuses and act as a shop front for a range of learning supports while also providing resources and facilities to support both self-directed and tutor led learning. Their locations have been chosen to target learners coming from unemployment blackspots/ areas of deprivation and the hub team have played a critical role in providing individualised, targeted supports to learners throughout the Covid -19 Pandemic.</p>
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	<p>Learner Mentoring Initiative will be rolled out to all Youthreach provision.</p>	<p>Working with the TEL team, an online suite of Moodle programmes has been developed in a virtual hub to support the work of the network of learning hubs.</p> <p>During 2022, the Learning Hub Network of 9 hubs continued to provide a physical space where the Active Inclusion Support Service team, in collaboration with Technology Enhanced Learning Support Service (TEL) offer one to one and small group supports to learners.</p> <p>Funding was secured in 2021 to expand the range of supports traditionally available through the Special Education Needs Initiative (SENI) to all Youthreach provision. New LMI Resource staff were appointed across the five ‘new’ LMI centres to build campuses’ capacity. The completion of the roll-out of this initiative ensures that the ETB is delivering a high-quality Further Education and Training LMI integrated service in its eight Youthreach Provision, involving 100 staff and 267 learners.</p>
<p>The review team recommends that LCETB explore the development of an internationalisation strategy to expand opportunities for international / EU projects to develop support staff, managers, learning practitioners and learners</p>	<p>Develop and resource an international strategy to expand international/EU projects.</p> <ul style="list-style-type: none"> o Appointment of an EU project research worker 	<p>The College of FET have taken a number of steps forward in the area of internationalisation for staff and for learners.</p> <p>In 2022, two College of FET Staff Professional learning and development accreditation projects were approved – one in VET and the other in Adult Education. Erasmus+ accreditation is a quality label awarded by the European</p>

		<p>Commission to organizations that have successfully implemented high-quality projects under the Erasmus+ program. The accreditation is valid for the entire duration of the program and allows organizations to apply for funding more easily with simplified administrative procedures. It enhances the organization's reputation, credibility and provides greater visibility and recognition at the European level.</p> <p>As part of the applications, the College of FET developed 'Erasmus Plans', that links mobility activities with our organisation's needs and objectives including those of the QAIR and our Strategic Framework. These are laid out in the linked applications. In total we hope to send almost 200 staff on mobility over the life span of the project.</p> <p>In 2022, our first international mobilities returned post pandemic with 18 staff travelling to locations like Iceland, Italy and Estonia on courses/conferences. The College of FET hosted a number of staff from Norway on a job shadow in both 2021 and 2022.</p> <p>Other examples include:</p> <ul style="list-style-type: none">• The Mulgrave Street, LCFE Campus team was successful in their learner and staff mobility accreditation
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		<p>application in 2022, increasing the work experience opportunities that will be made available to PLC learners.</p> <ul style="list-style-type: none"> • The Hospitality Education and Training Campus continues to send learners on high quality work experience in Spain. • The Raheen Campus hosted a group of young adult learners from a vocational school in Germany in 2022, with the intention of growing this relationship in to the future. <p>Finally the College of FET piloted a new centralised Internationalisation Fund – to support FET Staff who would like to attend short duration international conferences or networking events related to any of our strategic priority areas – which are outside the Erasmus criteria. This fund helps us to pursue our aims around internationalisation as well as providing a way of acknowledging and valuing the commitment and expertise of our staff. In 2023, we are sending 3 staff to the UK and Malta from this fund.</p>
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Commentary and Reflections

Staff respect decisions made by learners about the disclosure or sharing of confidential information and undertake to communicate effectively with clients to help them understand the implications of any decision not to disclose or share information. During 2022, significant supports were available to staff across the college of FET to enhance their awareness of how the learning environment can be adapted to meet the needs of our learners with disabilities with resources developed underpin this work.

Link to Updated Policy & Procedures

[Learner-Support-Framework-WEB.pdf \(lcebtb.ie\)](#)

[22 12 05 College of FET Access Transfer Progression Policy V1.0.pdf \(collegeoffet.ie\)](#)

[ESOL-and-Migrant-Learners-Framework-LCETB.pdf](#)

[Microsoft Word - Disability Awareness Booklet Legislation Etiquette Language - UPDATE 5.docx \(lcebtb.ie\)](#)

[Microsoft Word - LCETB Disability Awareness Information for FET Practitioners - Links Fixed all.docx](#)

[Learner-Mental-Health-and-Wellbeing-Framework-LCETB.pdf](#)

[Learning Hub Show&TEL Channel](#)

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>The review team recommends that that LCETB further develop and maintain its focus on self-evaluation and on ensuring that it is both valid and reliable.</p>	<p>Continue to develop and maintain organisational focus on self-evaluation principles and practices in the implementation of QA policies and procedures.</p>	<p>Quality Council subgroup (Quality Assurance) has the following responsibilities relating to Monitoring and Evaluation:</p> <ul style="list-style-type: none"> • Approving a schedule for quality reviews and submitting this to the Further Education and Training Quality Council for noting; • Reviewing and commenting upon the quality review schedule and submitting this to the Further Education and Training Quality Council for noting; • Making recommendations to the Further Education and Training Quality Council for the • approval of programme and other quality review documentation and outcomes that is required to be submitted to an awarding body; • Receiving reports on follow-up on actions arising from quality reviews and reporting to the Further Education and Training Quality Council on issues or recommendations arising;

		<ul style="list-style-type: none"> • Receiving reports on significant and common issues arising through monitoring processes and reporting to the Further Education and Training Quality Council on any recommendations arising; • Escalating identified areas of risk to the Further Education and Training Quality Council.
<p>The review team recommends that LCETB develop a common self-evaluation framework implementable across all FET centres.</p>	<p>Develop a centralised FET Monitoring & Evaluation matrix with key indicators of success/progress, effectiveness, and associated metrics for data collection.</p> <p>Streamline M&E processes, clarify roles and responsibilities, and clarify feedback loops.</p> <p>Develop an associated M&E Policy, based on a masterplan of all FET monitoring and evaluation activities, and highlighting key roles and involvements of all stakeholders (learners, staff, management, external partners).</p>	<p>The College of FET Strategic Framework provides clear direction for all FET provision and support services. In turn, action plans have been developed and mapped back to the College of FET priorities. A new Strategic Performance Agreement 2022-24 has also been agreed with SOLAS, highlighting key targets and performance indicators.</p> <p>An audit of PME tools and roles was conducted in 2022, to identify key progress indicators used by provision and support services across the College of FET. A common list of indicators was compiled highlighting both qualitative and quantitative indicators of progress for the College of FET, including sources of evidence (e.g. PLSS, databases, staff and learners consultations, various Annual reports, forms, etc.).</p> <p>This will be used to develop a common Framework and policy once an M&E Working group is set up in 2023.</p>

		<p>In parallel, the College of FET is currently piloting a new QA Software with a UK Company (MESMA), that will help us to plan, monitor and evaluate a range of quality assurance and improve central oversight of self-review and action planning. The pilot involves a comprehensive mapping of various strategies and plans, and includes pre-determined sets of indicators that can be mapped back to a range of other standards, such as QQI and EQAVET to provide a comprehensive model of evaluation.</p>
<p>Link to Updated Policy & Procedures Access, Transfer and Progression Policy</p>		

3.02 Programme Monitoring & Review

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>The review team recommends that LCETB review its current bank of programmes to ensure that courses offered are relevant to the learning needs and progression ambitions of learners. Programmes that are outdated should not be offered to learners and should be prioritised for updating.</p>	<p>Strategically review curriculum to ensure that programmes are up-to-date, fit-for purpose and aligned across the organisation.</p>	<p>We are involved in the current QQI/ETBI Programme Review Process, a national sectoral initiative with one of the priorities being to review curriculum. As this process develops, we will be reviewing curriculum in partnership with the other ETBs.</p> <p>As new non-CAS programmes are developed, it is more common practice to name a Programme Manager and include a timeline for review. This was not evident in current programmes. Centres are currently delivering the new ELC programme and the Programme Manager is involved in the National Community of Practice. This programme is reviewed and updated annually and our practitioners feed into this review.</p> <p>LCETB has co-validated some and was the lead provider for one of the Solas Skills to Advance Green Skills suite of micro qualifications. Such programmes are current and responsive to industry needs and allow learners to more easily attain qualifications in small bite size chunks of learning.</p> <p>We are in the process of revalidating the National Hairdressing Apprenticeship, keeping the programme current and fit for</p>

		<p>purpose. The revalidated programme will include feedback from consultations with teaching staff, stakeholders, industry and learners on how to improve the programme.</p> <p>As mentioned previously, there has been work undertaken with Levels 1 and 2 to standardise the modules into a single version and this has moved on to Level 3 with nine IT modules now in a single version. While the main motive was to bring the modules into a single version, the content was also reviewed where it was felt that it was out of date or not currently fit for purpose.</p> <p>Staff are encouraged to use the Programme Module Revision Form to request updates to modules. This eForm is reviewed by the QA Support Service and consultations are carried out with teaching staff and external experts as necessary.</p>
<p>Link to Updated Policy & Procedures</p>		

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.
<p>The review team recommends that LCETB explore the development of common application and reporting systems for community providers under a common contract or MoU and move away from two separate systems under training and further education. (not referring to Contracted Training providers)</p>	<p>Develop a new harmonised partner registration process for community groups across the ETB i.e.</p> <ul style="list-style-type: none"> o Community groups will register and sign SLAs for annual partnerships. o Strengthen governance systems and procedures around the implementation of SLAs. o Community partners will be able to apply for tuition hours through bulk hours application 	<p>1. A new Community Education and Training partner Local Business Process was developed in 2021.</p> <p>Community Education and Training Provision across the ETB agreed a harmonised streamlined approach to developing and engaging with community partner groups throughout the region. This work began with a review of all modes of community partner engagement, local business processes, flow diagrams, allocation of hours, start-up forms, and course forms. As part of this work, LCETB focused on the ethos of supporting and facilitating community-based adult learning to a wide range of groups across the region developing courses in collaboration with communities and delivered locally. A new web page Communities Limerick and Clare Education and Training Board now allows community and voluntary groups who are involved in the provision of educational activities for specified adult target groups to register as a partner with the ETB. The supports provided are to enable disadvantaged adults to avail of community education at minimal or no cost. The webpage promotes a multi-stage process in registering community partners and delivering courses across the region. In 2021, over 90 community partners have registered with the ETB through this process. The key steps include:</p>

		<ul style="list-style-type: none"> ➤ Community Groups initially apply to register as a community partner with the ETB. ➤ The ETB will annually invite registered partners to make a bulk-hours application with a broad outline of a plan for the coming year. ➤ Once this application is approved, community partners sign a Service Level Agreement with the ETB. ➤ Community partners will then complete an individual drawdown request for each individual course instance. <p>2. Also in 2022, LCETB signed Memorandums of Understanding with five schools and centres, to provide Quality Assurance to their provision of Further Education and Training. These centres are the Voluntary Secondary and Community Comprehensive Schools, Kilrush Community School, Mary Immaculate School, Lisdoonvarna, St. Joseph’s Secondary School, Spanish Point ,Scoil Mhuire, Ennistymon and the HSE Disability Services, Limerick. These centres now come fully under Limerick and Clare Education and Training Board Quality Assurance processes and procedures, with assigned QA Support Officers as liaison and support.</p>
<p>Link to Updated Policy & Procedures Click here to enter text.</p>		

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 These should relate to objectives not already discussed in the progress report.	Update on Status Provide brief update on status, whether completed or in progress.	Link to updated/new Policy
1	Programme Development, Delivery and Review – BLENDED AND ONLINE LEARNING	<p>In September 2021, a new blended and online learning department was established within the TEL Support Service, tasked with planning for the delivery of blended learning courses in 2022 and the development of a blended and online strategy and policy documents (draft format to be finalised in 2023)</p> <p>In January 2022, the ETB's FET Steering Group agreed to the secondment of several learning practitioners to work with the Blended and Online Learning team and the TEL Support Service. They were tasked with designing QQI modules for blended delivery. The aim of the Blended Learning Secondment Project is to develop evidence-based quality blended provision. To achieve this aim, learning practitioners work together to design and develop blended learning module outlines, learning aids both synchronous and asynchronous and explore eModeration practices.</p>	Click here to enter text.

		Presentation of the ETB's planned approach to blended and online learning and the Blended Learning Design secondment project at the Irish Learning Technology Association (ILTA) conference in Cork, May 2022.	
2	Governance – INNOVATION, DEVELOPMENT AND QUALITY SUPPORT SERVICE (IDQSS)	<p>In 2021, the establishment of the IDQSS was a significant structural development within College of FET, with the integration of the support functions of Quality Assurance, Curriculum Development, Professional Development, Technology Enhanced Learning, Monitoring and Evaluation, and the development and management of 2016+ apprenticeship programmes. This integrated approach provides the opportunity to deliver a coordinated, strategic, effective and integrated support service, aligned to the achievement of the key priorities of the College of FET, supporting the delivery of quality teaching and learning across the College of FET. In 2021, the IDQSS welcomed new staff including:</p> <ul style="list-style-type: none"> - Five CEF roles in the areas of Policies, Procedures, Supports and Stakeholder Engagement; Curriculum Development, Teaching, Learning and Assessment; Evaluation, Monitoring, Communication and Analytics; Online and Blended Learning; Professional Learning and Development Coordinator; National Hairdressing Apprenticeship Coordinator; - Three Quality Assurance Support officers, each with regional areas of support assigned. - A Recognition of Prior Learning Support Officer; a Curriculum Development Support Officer, a Professional Learning and 	Click here to enter text.

		Development Support Officer; a Quality Assurance Support Officer and TEL Support Officer specifically assigned to supporting the NHA programme.	
3	Access – COLLEGE OF FET UKRAINE RESPONSE 2022	<p>Limerick and Clare Education and Training Board’s College of FET is committed to being part of the Irish Government’s humanitarian response in welcoming people fleeing the war in Ukraine and seeking protection in Ireland. Limerick and Clare Education and Training Board College of FET has been part of the interagency response in both counties and are members of the Local Authority Community Fora in Limerick and Clare in addition to the sub structures coordinating efforts in conjunction with the DSP, HSE, Local Development Companies, Immigration services and other community and voluntary organisations.</p> <p>As a College of FET, we developed a service wide, integrated response. A cross service operational group established to include Core Skills, ESOL, Guidance and Active Inclusion meets weekly with the relevant Adult Education Officers to plan provision, review issues, manage budget and develop innovative responses.</p> <p>Our Integrated response to date has included:</p> <ul style="list-style-type: none"> • The establishment of our FET Ukrainian Response Group which has 112 members and is updated on a daily basis. 	Click here to enter text.

		<ul style="list-style-type: none"> • The establishment of the REALT Team within LCETB – interagency group responsible for supporting children in accessing school places and transport. • The development of and writing content for a Ukrainian Page on the LCETB Website. • The funding for the translation and publication of the Ukrainian Education Booklet • Writing of Business Case to secure additional ESOL budget for Core Skills Provision. • Writing of Business Case to secure additional management resources – funded from the AISS Budget. • Application to REACH funding for Transport/ Rental Costs to support ESOL • Application to REACH Fund and Management of Learner Assistance Fund to Support significant number of Migrant Learner • Purchase of an additional 200 devices for the Learning hub device library to meet increasing demand for Device Equity Loans. • In 2023, engagement with RPL process to certify cohorts of experienced Ukrainian learners in Childcare and Healthcare sectors. 	
4	Access. Transfer and Progression – PUBLIC SECTOR DUTY PROJECT	Limerick and Clare Education and Training Board has a strong inclusive and learner-centred ethos, and is committed to its public sector duty as specified in the Irish Human Rights and Equality Commission Act 2014.	https://lcebtb.ie/wp-content/uploads/2021/09/LCETB_PSD_Action_Plan.pdf

		<p>In 2021, the ETB completed the Assessment Phase of the Public Sector Duty Project. This was followed by the Public Sector Duty Implementation Process (September 2021) with both documents being adopted and published to the lcetb.ie Limerick and Clare Education and Training Board have allocated responsibility for ensuring the implementation of the public sector duty to a sub group of the ETB's Equality, Diversity and Inclusion Working Group. The EDI Working Group is made up of staff from across the three divisions of the ETB who have taken responsibility for developing the Public Sector Duty Values Statement, Public Sector Duty Action Plan and undertaking the Assessment phase of the Public Sector Duty.</p> <p>This implementation process is based on the ETB's Public Sector Duty Values Statement with the Values Statements of Priority acting as benchmarks for the ETB's planning and review cycle. Implementation of the Public Sector Duty will be embedded into key moments in Limerick and Clare Education and Training Board's planning and review cycle.</p>	<p>https://lcetb.ie/wp-content/uploads/2021/11/LCETB_PSD_Implementation_Process.pdf</p> <p>https://lcetb.ie/wp-content/uploads/2021/11/LCETB_PSD_Assessment_Report.pdf</p>
5	<p>Teaching and Learning –</p> <p>CENTRES OF EXCELLENCE</p>	<p>As part of the implementation of the national priorities around FET Capital Infrastructure and the College of the Future vision, LCETB has developed several centres of excellence in Limerick and Clare.</p> <ul style="list-style-type: none"> - FET Hospitality Campus 	<p>Click here to enter text.</p>

		<p>The FET Hospitality Campus was awarded the “Recognition of Quality Culinary Education, World Association of Chefs Societies” in 2021. Limerick and Clare ETB is the first ETB and the second college in Ireland to receive this accreditation. This puts the Hospitality Campus in the international arena with colleges in Asia, Australia and the USA. The Hospitality Campus has an international platform and will be engaging with international colleagues and learners.</p> <p>- Green Innovation Campus - NZEB and Retrofitting</p> <p>After the introduction of Near Zero Energy Building standards in Ireland, an upskilling process within the construction industry was required to ensure enterprises understand what these building standards mean for them and how they can comply. The Limerick and Clare Education and Training Board is one of the five centres of excellence offering retrofit training in 2021.</p> <p>- Digital Media Centre of Excellence</p> <p>In September 2022, significant investment was announced to support the establishment of a new Film and Digital Media Centre of Excellence in Limerick, at the College of FET Mulgrave Campus.</p>	
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		<p>This key project in Limerick forms part of a first phase of projects to be advanced under the national Further Education and Training (FET) Strategic Infrastructure Upgrade Fund (SIUF).</p> <p>- New College of the Future – FET Campus in Newcastle West, Co. Limerick.</p> <p>In December 2022, LCETB was chosen as one of ten locations nationally to develop a proposal for a further education College of the Future, under the College of the Future Major Projects Fund. The project envisages a new FET campus built in Newcastle West, Co Limerick. This proposal will transform learning in County Limerick with an expansion of further education courses in the county and deliver full-time programmes in Newcastle West for the first time. This Fund and the proposed development in Limerick have the potential to deliver on a range of strategic objectives and the proposal will proceed to Preliminary Business Case Stage in 2023. The proposed project will have a digital focus ensuring learners have access to the skillsets they need for the modern workforce. It also creates great opportunities for the learners in enhancing the links with Higher Education institutions.</p>	
	<p>Access –</p> <p>APPROACH TO RPL</p>	<p>The strategic approach to embedding Recognition of prior learning was defined in the College of FET Strategic Framework 2022-2025.</p> <p>Two key priorities were identified –</p> <p><u>Priority 1: Learner-Centred Approach</u></p>	<p>College of FET Strategic Framework 2022-2025</p>

	<p><i>1.7: Continue to develop mechanisms to recognise prior learning and certify experiential learning.</i></p> <p><u>Priority 2: Staffing</u></p> <p><i>2.7: Explore the area of Recognition of Prior Learning (RPL) to identify and certify the range of staff skills and competencies.</i></p> <p>The development of associated policies and procedures have supported this initiative, including:</p> <ul style="list-style-type: none"> • Access, Transfer and Progression Policy, outlining policy for RPL for access and recognition of prior certified and experiential learning • RPL procedure: Defining the procedure and process for identifying, documenting, assessing and certifying prior learning, with associated forms and templates. • Extensive Staff Professional Learning and Development initiatives have been applied to support this development including: <ul style="list-style-type: none"> ○ Introduction to RPL for Mentors and Assessors – a digitally badged PL&D programme delivered by LCETB staff, now in its 3rd iteration. ○ Ongoing opportunities to attend certified training, for example MTU Level 9 RPL Programme with Deirdre Goggin on site ○ Rollout of staff Briefings and Workshops ○ Attendance at RPL Practitioners Network events ○ Community of Practice for Mentors and Assessors on MS Teams 	<p>Access, Transfer and Progression Policy</p> <p>Recognition of Prior Learning Procedure and associated templates.</p>
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RPL has been applied across a number of College of FET campuses, primarily in the areas of Healthcare, Childcare and Business. 68 portfolios were submitted for certification in 2022.

RPL for award of the Advanced Certificate in Hairdressing resulted in the successful completion of the award programme solely through a process of recognition of prior experiential learning was completed in October 2022. This process is now being rolled out across the national collaborating providers of the National Hairdressing Apprenticeship.

The project was an award winner at the recent ETBI Excellence in FET awards in March 2023.

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: **SHOW AND TEL - Limerick and Clare ETB College of FET**

Introduction

Show & TEL is a professional development initiative consisting of lunchtime bite-sized inputs, each lasting less than 30 minutes, showcasing best practice in the use of learning technologies across FET. The inputs are delivered by Learning Practitioners for Learning Practitioners and are recorded and available in the Show & TEL Stream Channel.

[Show & TEL Stream Channel.](#)

Description of issue

Show & TEL focuses on:

- building staff digital capacity and skills
- showcasing and sharing of staff experiences of training, conferences, and professional development opportunities available to staff both in house and outside of the organisation.

Action

A record number of 47 Show & TEL sessions were run in 2022 across two academic terms, with presentations given by both Limerick and Clare ETB staff and external guest speakers. 50 of our own staff were involved in presenting and sharing best practice reaching a live audience of 1,062 and a “watch on demand” audience of 957. The most popular live session was the first ‘Blended Learning Design Programme Showcase’ Shown in December 2022. The Blended Learning Design Programme is the first of its kind in Ireland and attracted a wide audience who were excited to see what the secondees had been working on since September.

In 2022, Show and TEL deliberately grouped topics into themed weeks, which helped the audience to identify the sessions they are most interested in. It also allows us as showrunners to include key themes from the new FET Strategy and TEL Action Plan. For instance:

- Show & TEL focused on building staff digital capacity and skills through the provision of a dedicated digital induction month in September 2022, which introduced and provided updates for our supported technologies for staff returning to work and for new staff on-boarding with us. Throughout 2022, hands-on training in new and existing software for TEL (e.g., Mindmeister, Ellii, MS PowerPoint, MS Outlook, MS Video Editor, MS Forms, etc.) followed on from our strategy of encouraging learning practitioners to present technical ‘how-to’ videos in the interest of promoting peer learning and

support. In-centre, hands-on training for new classroom hardware, including the interactive classroom screens and visualizers, was preceded by demo Show and TEL sessions that were recorded to allow for on-demand access to assist learning practitioners in the learning of these new technologies. This was one of the resources most used by teaching staff in 2022.

TEL showrunners also collaborated with colleagues in Active Inclusion Support Service to dedicate one Show & TEL session per month to showcase all the learner hubs across LCETB including their staff, supports, learners, and projects. This has proven to be hugely successful, drawing strong audience figures and raising awareness of the learner supports available locally. The sharing of projects by hub staff related to specific disabilities has raised much needed awareness of the technological supports available for different challenges our learners present with. The launch of the Disability Awareness Information Booklet for Learning Practitioners through Show & TEL in September by Ann McLoughlin was also a milestone in Show & TEL's partnership with AISS.

In 2022, Show and TEL Showrunners in partnership with our colleagues in PL&D dedicated 5 Show & TEL sessions to the showcasing and sharing of staff experiences of training, conferences, and professional development opportunities available to staff both in house and outside of the organisation. The sharing of participant redesigns from the Universal Design for Learning training highlighted the immense value of the course, encouraging more teaching staff to enrol for upcoming training to improve their own practice. Shared staff experiences at conferences in Europe and their travelling, networking and learning opportunities further promoted the value of attending educational conferences in Europe and applying for Erasmus + opportunities. Recorded inputs received high viewing figures in addition to live attendees at the session.

In 2023, showrunners will take to the road to record footage of our teaching staff in action across the Limerick and Clare region. This will dramatically broaden the scope of the topics and subjects covered during the Autumn 2023 season of Show & TEL. It will also grow audiences and participants at the sessions.

Key Outcomes/Impacts

A record number of 47 Show & TEL sessions were run in 2022 across two academic terms, with presentations given by both Limerick and Clare ETB staff and external guest speakers, reaching a live audience of 1,062 and a "watch on demand" audience of 957. The most popular live session

was the first 'Blended Learning Design Programme Showcase' Shown in December 2022. The Blended Learning Design Programme is the first of its kind in Ireland and attracted a wide audience who were excited to see what the secondees had been working on since September.

The sessions were rated as excellent by 80% of total respondents. Respondents rate the length of the live sessions, their availability to watch back on demand, and the variety of topics covered as the most common reasons for a high rating.

The proposed reasons for the popularity of the three sessions that garnered the most feedback are:

- Teachers were inspired by the innovation and passion on display at the UDL Showcase.
- Audio editing and podcasting are of great interest to many teachers and these Show & TELs provided valuable information to both advanced editors and absolute beginners who were perhaps unsure of where to begin.
- The breathwork Show & TEL provided teachers with an opportunity to give themselves permission to recharge and slowdown in between what can often be a demanding schedule.

Key Learnings

The most watched video on playback was 'Using the Classroom Screens', highlighting the importance of having recordings available on demand for staff to access whenever they have the time and for practical day to day teaching skills that use new but commonly available technologies such as classroom equipment.

Adding timestamps to each video in 2022 now allows the viewers of the recorded sessions to search and find the relevant section of the video they are interested in and access the information as often as needed and with greater ease. Anecdotal feedback on this addition has been overwhelmingly positive.

In 2022, a new focus was put on communication and promotion of upcoming sessions. This included making monthly promotional posts of the upcoming events, posting more details on individual sessions the day before, and scheduling meetings in the Show & TEL channel. These all worked well as staff feedback in 2021 showed that staff often forgot about or missed Show & TEL sessions.

Plans for a new podcast series will be explored to compliment and broaden the pedagogy and emerging technology discussions begun in Show & TEL sessions - a first for FET in Ireland. To compliment this outward facing theme more external guests will be invited to Show & TELs to promote

the development of cooperation and sharing of ideas across FET nationwide. Also, in 2023 Show & TEL recordings will be moved to a new home platform for ease of viewing and sharing with external parties.

Case Study Title: Induction Session for new ESOL Learning Practitioners - Limerick and Clare ETB College of FET

Introduction

In 2022, following the growing demand for ESOL classes for migrants, asylum seekers, refugees, and displaced Ukrainians, the College of FET recruited almost 40 new ESOL learning practitioners. In order to welcome these new staff members, the College of FET designed and hosted for the first time an online Induction Session specifically targeted at ESOL learning practitioners.

KEY STAKEHOLDERS: ESOL learning practitioners, key staff members from the ESOL provision, FET Co-ordinators, FET Active Inclusion, Information Recruitment and Guidance, and Professional Learning and Development Support Services, as well as LCETB senior management.

Description of issue

One of the Recommendations from the Institutional Review of QA was ‘to develop a cohesive approach to staff induction at Corporate, FET and campus-level.’

Action

The Induction Session was designed to provide a comprehensive overview of the FET ESOL provision in the Limerick and Clare ETB and give new ESOL learning practitioners an understanding of the supports available to both ESOL staff and learners. The session covered the new ESOL Migrant Framework and introduced the new staff members to the scale of ESOL provision in the College of FET. Attendees had the opportunity to meet with key staff members and learn about the specific supports available, such as Learning Hubs, the ESOL Share Space, Information Recruitment and Guidance Support Services, etc.

RESOURCES REQUIRED: The Induction Session was held on MS Teams and required 2 hours of paid time for all part-time staff attendees, as well as planning and collaboration between presenters.

Key Outcomes/Impacts

With 41 attendees, the feedback from the session was overwhelmingly positive. Most attendees found the session to be very informative and helpful in understanding LCETB's ESOL provision and the support available to both tutors and learners. They appreciated the opportunity to meet with key staff members and learn about their roles and responsibilities.

CHALLENGES: Some attendees found the session to be information-heavy, with a lot to absorb in a single session. Some also struggled to make sense of the various systems and terminology used by different LCETB campuses and would have appreciated a simpler guide to bring them into the ETB working environment. Suggestions were made for future sessions to be broken down into smaller sections and for a simple guide for new tutors to be created to help them navigate the various systems and terminology used by ETB campuses.

Key Learnings

The Induction Session provided a valuable opportunity for new ESOL learning practitioners to get an overview of LCETB's ESOL provision and understand the supports available to both tutors and learners. It also created a platform for attendees to meet with key staff members and start building relationships within the organisation. Based on the positive feedback, several other Induction sessions were then held in person. Additionally, suggestions from attendees were taken into account, resulting in the creation of the 'Meet Your Support Service' resource and space for Support Service staff to showcase their work and meet new and experienced ESOL practitioners for the first time post-pandemic at a follow-on ESOL event. At the ESOL Networking Day LCETB Services displayed summaries of what they do and their key documentation. This was provided in paper format and it could also be accessed by using QR Codes. These information sheets can be incorporated into future induction sessions. The information overload could be addressed by increasing the session time or splitting it over 2 longer induction sessions. Also, to provide an induction checklist; mapping the titles of the session inputs, where these could be ticked off as they are covered.

Case Study Title: National Course Calendar QA Approval Process

Introduction

A Course Approval Process for the National Course Calendar (NCC), overseen by the QA Support Service (QASS) and the FET Operational Planning Support Manager, was piloted in Ennis Campus during the summer of 2022. This involved a review of certified and non-certified courses which were scheduled on the NCC in advance of publishing and delivery. This local business process was aiming to ensure a more standard and consistent approach to the scheduling of courses on NCC. This functionality was then extended to all Campuses across the organisation in October 2022.

Description of issue

Lack of consistency in the scheduling of certified and non-certified courses on NCC leading to incorrect descriptions on outward facing portals such as FETCH.

Scheduling of courses that did not come through the required approval processes of the local Quality Council sub-group (Programme Governance) or SRPN processes.

Action

In phase 1 of this process, QA Approval was required for all certified courses. The "Approved" box on NCC could not be ticked locally by Provision until the QASS reviewed the course and ticked the "QA Approved" box.

As part of the initial rollout process, QASS developed Checklists for Certified Courses using the feedback gained from the pilot. These Checklists contained guidelines on all the fields on the NCC.

Following the initial rollout, a Client App was developed to streamline the process and to reduce the correspondence required between the QASS and local Provision. Prior to this a MS Form had been developed but this proved to be too time consuming for local Provision.

The screenshot shows a web-based form titled "QA Approvals Form - Editor" with a version number of 2.06. The form is organized into two columns of input fields. The left column includes fields for Course Reference (398152), Course Title (TEST - DO NOT APPLY - MORNING SESSION - Healthcare Support), Course Approved (Yes), PLSS Provider (redacted), Provision Category (PLC), Extended Category (PLC - Not determined), Start Date (16/01/2023), Finish Date (22/04/2023), Application Status (Active), Course Contact (redacted), Available to CAO (No), Work Placement (No), Delivery Time (Daytime), and Delivery Type (Fulltime). The right column includes fields for Programme Title (Healthcare Support 5M4339 (NL07101)), Programme Code (NL07101), Programme Award (5M4339 Healthcare Support), Awarding Body (QQI-FE), Award Level (Level 5 Certificate), ISCED Classification (Health and welfare), SOLAS Skills Cluster (Health, Family other Social Services), and Provision Manager (with a LookUp button). The top of the form has navigation buttons: Default, Filter, Clear, and Refresh.

A report generated from PLSS of all the current, active, closed and cancelled courses is generated daily and uploaded to the Client App, through the Update Import Process Form. This updates the courses visible on the App. A module modified report is generated at the end of the week and this updates the modules which have been uploaded/reviewed on the NCC.

The App has been further enhanced with fields for QASS to input details of the revisions required and a Provision Update Notification field where local Provision can tick when revisions have been applied.

Retrospective approval was applied by SOLAS to courses that were Active or Complete prior to this process.

In Phase 2, a similar Checklist was developed for non-certified courses. Provision can currently schedule and publish such courses without QA approval as the QA Approved box has not yet been enabled by Solas. However, adherence to the principles of the process and the new Checklist was encouraged until such time as this box is active. To further support non-certified Provision, the QASS met with co-ordinators and established a resource bank of non-certified course descriptions and outcomes. This is being used and shared across the organisation and updated as required.

Key Outcomes/Impacts

This new and critical process now acts as a quality assurance check that programme and module details are appropriately selected, learning outcomes clearly stated, the course description is concisely presented, and that the necessary campus programme and module validations are in place before the existing 'Course Approval' step is enabled.

The list of non-certified courses now means that:

1. QASS has a helicopter view of the non-certified courses on offer and the courses come through a checking process before they are scheduled, allowing for clear descriptions and outcomes for learners,
2. Provision are not scheduling non-certified courses without QA approval and are actively engaging in the development of the bank of descriptions and outcomes for such courses.
3. Provision across the organisation can now see all the non-certified courses on offer and adapt or adopt for their region.
4. Progression links can be made between certified and non-certified Provision allowing for a more streamlined offering in vocational areas.