

QA Review Follow-Up Report

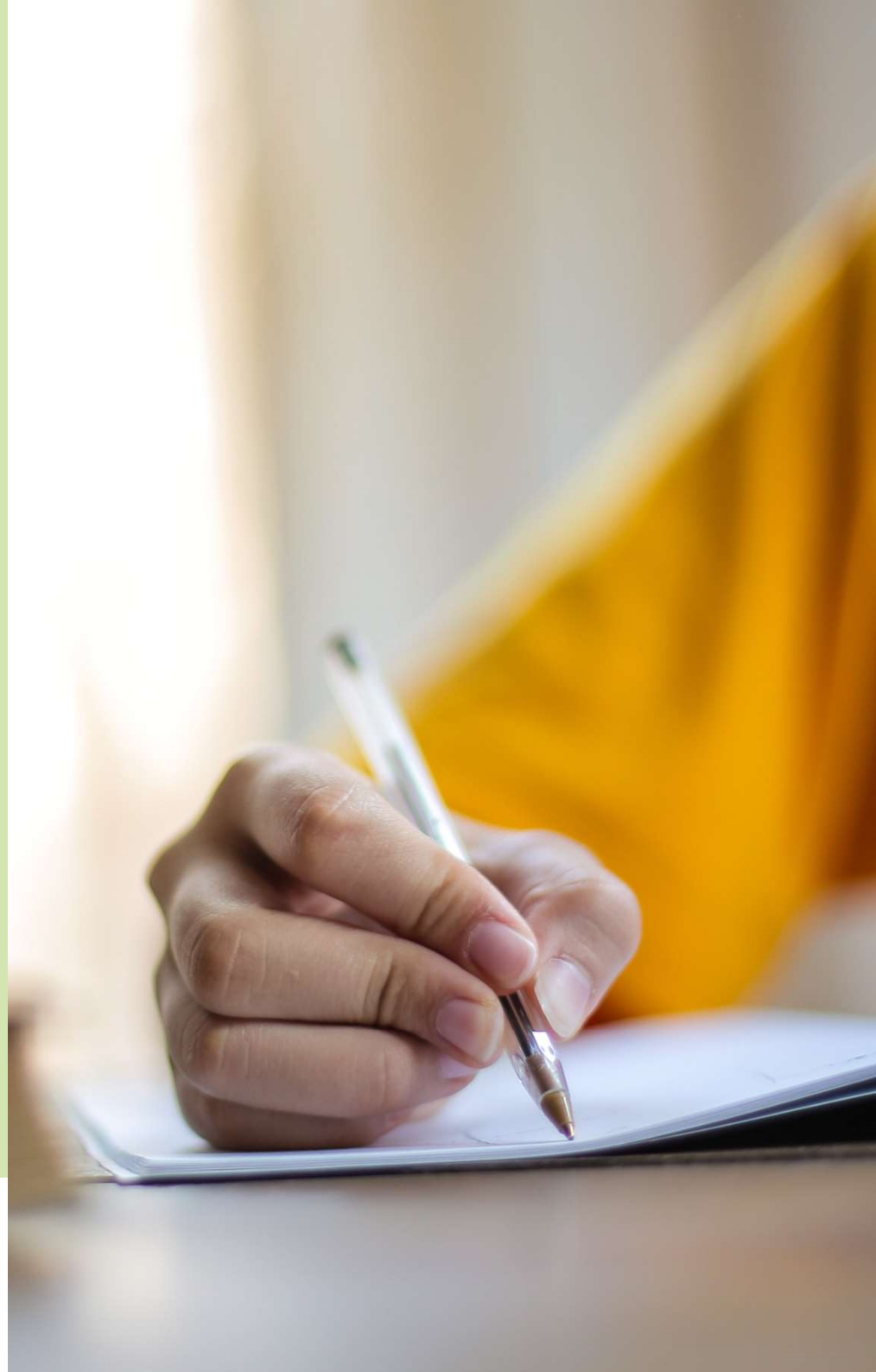
Cavan and Monaghan Education and Training Board

Date: July - 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 Cavan and Monaghan Education and Training Board

It is to be submitted by 11th July 2023

The follow-up report has been approved by the FET Management and Quality Council and is submitted by Dympna McCarron, Director of Quality Assurance and Enhancement.

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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.

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

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>1. The review team recommends that there be consistency when reporting findings in quantitative and qualitative terms. Dissenting voices can potentially reveal perspectives not widely experienced or shared by the majority. Such perspectives could enrich the processes and efforts in the true spirit of equality and inclusion.</p>	<ul style="list-style-type: none"> Annual Learner Voice Survey, including a revised edition for unaccredited and for Level 1 – 3 learners (Q4, 2022 and annually) 	<p>The 2022/23 Learner Survey was conducted between December 2022 and January 2023. Due to timelines involved, CMETB was unsuccessful in engaging the requisite expertise to complete a plain English review in advance of circulation of the survey in December 2022.</p> <p>Based on feedback received from centre managers and learners, the Quality Assurance (QA) Working Group, with support from CMETB's Regional Literacy Co-ordinator, will review the survey prior to circulation of the 2023/24 version in December 2023. Members of this Working</p>

	<ul style="list-style-type: none"> • Annual Staff Survey (Q3, 2022 and annually) 	<p>Group will undertake Plain English training and a simplified, more streamlined version of the survey will be developed so that it is accessible to all learners across all FET centres.</p> <p>CMETB is also looking to create/recruit a panel of experts to assist in the use of Plain English across all Quality Assurance publications.</p> <p>Circulation of the 2022 staff survey was rescheduled to January 2023 to tie in with ongoing work on the development of the CMETB FET College of the Future. In late 2022, CMETB engaged with Creative Media to undertake consultations with CMETB staff, learners and stakeholders in respect of the branding of CMETB FET Services.</p> <p>The staff survey was designed to open up the consultation process to the wider CMETB staff team and the data garnered</p>
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	<ul style="list-style-type: none"> • Programme Evaluations (Q3, 2022 and ongoing) • Professional Learning and Development (PL&D) Evaluations (Q3, 2022 and ongoing) 	<p>from the survey is being collated and fed back to Creative Media.</p> <p>Evaluation of the OEM Apprenticeship has been completed and the programme was recommended for revalidation for a 5-year period by an independent review panel in February 2023.</p> <p>The national working group, of which CMETB is a member, is awaiting feedback from QQI in respect of the programme review and revalidation processes.</p> <p>Feedback forms are circulated to all participants following each PL&D event. This feedback informs the development of the PL&D Calendar which is published on a twice-yearly basis.</p> <p>As part of these PL&D Calendars, the PL&D Working Group has worked to ensure ease of access for all staff to PL&D opportunities by organising events under</p>
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	<ul style="list-style-type: none"> • Learner Advisory Network (Q1, 2023 and ongoing quarterly) • Learner Forum/Learner Connect Week (Annually) 	<p>thematic headings as well as allowing staff sign up for all events using QR codes. This is in addition to traditional registration methods. PL&D events also continue to be offered in face-to-face, fully online and hybrid formats.</p> <p>An initial meeting of the 2023 Learner Advisory Network (LAN) took place in February 2023 in advance of the AONTAS National FET Learner Forum for CMETB. While some interesting discussions took place, attendance was not as high as anticipated. Consequently, the Quality Assurance and Enhancement Service (QAES) is reviewing how the LAN operates as a mechanism for gathering learner feedback on an ongoing basis. A revised project plan will be developed and will be implemented during the 2023/24 academic year.</p>
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	<ul style="list-style-type: none"> • FET Meet (May 2022 and annually) • Review of External Authenticator (EA) Reports (Q3, 2022 and ongoing) 	<p>The 2023 Learner Forum took place on 8th February and was facilitated by AONTAS as part of the National FET Learner Forum.</p> <p>As part of the review of the LAN structure, QAES will explore the logistics of hosting a series of Learner Connect events across the academic year in addition to the annual Learner Forum. The first of these was a Youthreach specific learner forum which took place in May 2023.</p> <p>The annual FET Meet continues to take place at the end of May each year and is themed around key and emerging needs in line with the priorities of the National and CMETB FET Strategies. This event brings all FET staff together to evaluate and provide feedback on specific thematic areas in line with these national and local strategies.</p>
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		6-monthly review reports are circulated to individual FET centres for their review and attention.
<p>2. The review team recommends that CMETB continue in its efforts to work more cohesively by improving internal communications and developing and implementing its strategy in a more cohesive manner. Specifically, the review team recommends that CMETB develop a cohesive communications plan for internal and external communications to inform and support future strategic planning and implementation. While the ETB centres and services are deeply embedded in the communities they service, the review team recommends that CMETB take proactive steps to strengthen its profile.</p>	<ul style="list-style-type: none"> • QAES branding development (Q2, 2022) • QAES branding launch (Q3, 2022) • Ongoing publication of ConexUs! Newsletters (Quarterly) • RFQ for FET Rebranding (Q3, 2022) 	<p>QAES branding developed and launched and is now being actively applied across QAES documentation.</p> <p>ConexUs! Newsletter continues to be published on a quarterly basis, providing Quality Assurance (QA) updates, as well as showcasing examples of good practice from across CMETB FET centres.</p> <p>CMETB has appointed Creative Media to progress a consultation process on the development of FET Branding. Consultation sessions with staff, learners and stakeholders have taken place. An online survey was circulated to the wider CMETB staff in January 2023 and the results are being collated and fed back to Creative Media.</p>

	<ul style="list-style-type: none"> • Development of FET Communications Strategy (Q1, 2023) • Publication of FET Communications Strategy (Q3, 2023) 	<p>A Communications plan for internal and external communications for CMETB as a whole has been drafted. This plan is aligned to CMETB's Statement of Strategy 2022 – 2026 and to the ICT Action Plan.</p> <p>Drafted between December 2022 and January 2023, the plan is currently being reviewed by an external consultant. Following this review, the plan will be forwarded to the Senior Management Team (SMT) with the estimated timeframe for approval being Q3 2023.</p> <p>The Communications Officer continues to work with FET Services in terms of promotions via the Training Services Promotions Committee. Training Services have agreed a budget for Public Relations (PR). This includes a strong CMETB presence at relevant events.</p>
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	<ul style="list-style-type: none"> FET Breakfast Briefings (Q4, 2022 and quarterly) 	<p>CMETB merchandise is also available, to include 'goodie bags' and information leaflets on all FET Services.</p> <p>Training Services has also produced an employer booklet detailing CMETB FET Services and local initiatives with relevant contact numbers included.</p> <p>Other tools and forums are used to assist with the promotion of the wider FET Services.</p> <p>The FET Breakfast Briefings continue to take place on a quarterly basis as part of the FET PL&D Calendar.</p>
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Commentary and Reflections

Since the completion of the inaugural review in November 2021 CMETB has, as part of its new strategic plan, updated its mission, vision and value statements. CMETB's revised vision is *'empowerment through learning and progression for all'* while its refreshed mission is *'to lead and deliver excellence in education and training for all.'* Core values have been identified as *excellence, learner-centered, community, respect, integrity and inclusive.*

To ensure that FET staff are adequately equipped to support the realisation of these revised vision, mission and value statements, CMETB FET Services has committed to transforming its approach to staff professional learning and development. A Professional Learning and Development

(PL&D) Working Group, with representatives from all FET Services, has been established to support the PL&D, Research and Evaluation Officer in the implementation of this new approach. To date, the PL&D Working Group has developed and published a PL&D Action Plan 2022 – 2024 to support its work and which is aligned to CMETB’s Organisational and FET Strategies, as well as the National FET Strategy and the National PL&D Statement of Strategy.

As part of the PL&D Action Plan, a new twice-yearly PL&D Calendar has been developed to cover the Spring/Summer and Autumn/Winter terms. Events organised as part of the PL&D Calendar are aligned to areas of critical need identified in the National PL&D Statement of Strategy, coupled with additional priority areas identified in consultation with staff as part of the development of the Action Plan. Staff are also consulted on an ongoing basis as part of the annual planning process.

To ensure ease of access for all staff, the PL&D Calendar is published in a flipbook format and includes QR codes to allow convenient access to further information and registration links. In addition, PL&D events continue to be offered in face-to-face, fully online and hybrid formats.

Link to Current strategy / documents

[CMETB PL&D Action Plan](#)

1.02 Structures & Terms of Reference for Governance of QA

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>3. The review team recommends that the analysis of desired results and targets could be more strongly emphasised for benchmarking trends. This approach will support the monitoring of the</p>	<ul style="list-style-type: none"> • QQI Compliance Audit and Benchmarking (Two times per year) • Internal audits – PLSS cross check with QQI reports (Annually) 	<p>Compliance audits/benchmarking activities are completed by QAES twice per year. Upon completion of the FARR Planning process, the Data Reporting Officer and</p>

<p>achievement of objectives, allowing quick reactions where needed.</p>	<ul style="list-style-type: none"> • PLSS Learner Dashboard (Ongoing) • Databytes disseminations/MIS Review (Monthly, ongoing) • Power BI Learner Database reports (Annually in line with Learner Survey) 	<p>Compliance Officer cross-check PLSS with QBS.</p> <p>The Data Reporting Officer is also conducting mock ESF audits.</p> <p>The PLSS Learner Dashboard is now operational, outlining Strategic Performance Agreements (SPA) targets for 2022. Individual FET centres are being regularly updated on their performance against SPA targets by the Data Reporting Officer.</p> <p>Databytes are circulated to staff in all centres by the Data Reporting Officer. In addition, methodologies are currently being developed to aid the assessment of this data against the outputs from the Learner Survey Database so that centres can better appraise their individual performance.</p> <p>Power BI Learner Survey Database has been updated with data from the 2022/23 Learner Survey and summary data was</p>
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	<ul style="list-style-type: none"> • ESF Audits (<i>As required by ESF</i>) • Development of a tracking system to monitor the implementation of strategic actions and KPIs (<i>Q1, 2023</i>) 	<p>provided to FET staff at the February 2023 FET Breakfast Briefing. A Learner Survey Synthesis Report 2019 – 2022 is also being prepared at present.</p> <p>A new ESF system is coming on stream in Q3 2023 and new updated ESF guidelines have been issued. Accurate and complete data sets are required, or CMETB’s funding may be impacted. The Data Reporting Officer conducts monitoring check on economic and educational data and informs centres and services of any data gaps.</p> <p>Excel tracking system designed to track the implementation of the recommendations of the inaugural review and will be used to cross-check with QQI reporting requirements. Implementation of the actions outlined in the CMETB FET Strategy is also being monitored.</p>
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Commentary and Reflections

PLSS is the primary source of data to inform centres on their performance regarding enrolments, outcomes and certification, as well as learner demographics. Tableau is used to visualise this data in a more user-friendly format. Centres have access to the PLSS Reports section of the PLSS

system and can generate their own reports. The course data, including target awards and modules are cross-checked with the validated data within the QBS system. This ensures that centres are adhering to their validated programmes. CMETB envisages that the QA approval process within PLSS will be implemented to aid this process.

The QBS data set out in the reports received from QQI are also imported into Tableau to give an overview of centre provision and delivery.

In 2021 SOLAS produced an Early Leavers Report entitled '*FET Learner Outcomes - Early Leavers.*' The Data Reporting Officer compiled a synthesis report analysing CMETB data within the national context as set out in this report.

Each month, upon receipt of the MIS file (generated by the SLMRU) the Data Reporting Officer focuses on areas of importance depending on the time of year and feeds this data back to centres. Individual centres have access to the MIS file to mine into their centre's data using filters.

In addition, every quarter the Data Reporting Officer confirms with centres their performance towards targets set out in the Strategic Performance Agreement (SPA). The Learner Dashboard assists with the completion of this exercise.

Link to Updated Policy & Procedures

[Link to CMETB synthesis report re SOLAS Data](#)

[Sample of CMETB Databytes – February 2023](#)

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>4. Whereas the review team acknowledges that CMETB realises the importance of working towards the development and implementation of a centre-level QA plan, the review team recommends that comprehensive support be given to the development and implementation of QA plans at centre-level, enhancing cross-centre co-operation and sharing best practice.</p>	<ul style="list-style-type: none"> • Quality Improvement Plans (Q3, 2022 and every two years, ongoing) • Standing agenda item on Quality Assurance Sub-group and FET Management and Quality Council (6 times per year) • QA Centre Plan templates to be developed (Q3, 2022) • QA Plans will be stored on the QAES SharePoint for ease of access (Q4, 2022 and every two years ongoing) • FET Breakfast Briefing dissemination (Quarterly) 	<p>Excel tracking system designed to track the implementation of the recommendations of the inaugural review is acting as CMETB's current Quality Improvement Plan (QIP).</p> <p>Meetings continue to take place 6 times per year and remain a standing agenda item.</p> <p>Quality Reporting template to be issued to all centres in support of QQI reporting requirements.</p> <p>Information from the Learner Survey Database will inform centre inputs into the QA Plan.</p>
<p>5. The review team recommends that CMETB should pay attention to achieving equality and consistency for all learners across all centres through examining how quality management procedures</p>	<ul style="list-style-type: none"> • Learner Survey and Power BI Database (Q4, 2022) 	<p>Learner Survey process completed for 2022/23 and Power BI database updated with the results. Refresher training provided on using the database and all</p>

and documentation leads to comparable equality and consistency for learners. The review team finds, that although CMETB has built up a robust QA system with procedures, rules and regulations determining the management of quality, further attention is needed to ensure a unified approach across all centres.

- Benchmarking Analysis (**Q1, 2023**)

centres have access or can request access via QAES. A synthesis report with trend analysis etc. for 2019 – 2022 is currently being prepared by the Research and Evaluation Officer. This data will also be used to generate mean targets for individual centres.

The QA Working Group plays a pivotal role in the Learner Survey process by helping to create meaningful questions and piloting the survey prior to its circulation to the learner population.

Mean targets will be identified for centres based on the learner survey data. A trend analysis will be conducted via the synthesis report.

CMETB also plans on benchmarking data against other ETBs. A Quality Assurance Learn and Share Day with Donegal ETB took place in May 2023 to share knowledge and models of good practice in areas such

	<ul style="list-style-type: none"> • Development of plan to address inconsistencies in learner experiences (Q2, 2023) • Learner Advisory Network (Q2, 2023) • Development of QA policies and procedures at CMETB level (Ongoing) 	<p>as learner voice and programme development. It is planned that these events will take place at regular intervals going forward.</p> <p>Based on any inconsistencies identified in the trend analysis referenced above, a mitigation plan will be put in place.</p> <p>As outlined above, QAES is currently undertaking a review of the LAN process with a revised project plan to be in place for the 2023/24 academic year.</p> <p>The QA Working Group is continuing to work on the development of a suite of QA policies and procedures which, once formally ratified, are stored on the QAES SharePoint.</p> <p>A new Recognition of Prior Learning (RPL) and Policy Development Officer role is currently being developed.</p>
<p>Commentary and Reflections</p>		

The Quality Assurance and Enhancement Service (QAES) has developed a QA SharePoint as a central repository for all QA documentation, policies and procedures. This SharePoint site was showcased as part of the inaugural Review and hailed as an international model of good practice by the review panel. The site was also nominated by CMETB for the ETBI Excellence Awards which took place as part of the tenth anniversary celebrations of the establishment of ETBs in March 2023.

The QA sub-group and QA Working Group both act as catalysts for driving change in respect of the documentation of Quality Assurance across CMETB FET Services. The role of the QA sub-group is to assist in the development, oversight, planning, co-ordination and improvement of QA policies, procedures and processes. The QA Working Group actively supports the sub-group via its work on the development of a suite of quality assurance policies and procedures.

CMETB also maintains a risk register which is reviewed on an ongoing basis. Regular reviews of the risk register aid the identification of new and emerging risks and other areas for consideration. These contribute to the development of a robust and fit-for-purpose QA system.

ConexUs!, the quarterly QA newsletter, acts as medium for communicating outputs from the QA sub-group and working group to all FET staff.

Link to Updated Policy & Procedures

[CMETB Quality Assurance Sub-group Terms of Reference](#)

[Sample of ConexUs! – Issue 10, March 2023](#)

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>6. The review team recommends that CMETB continue to engage in the national working group in support of an e-recruitment system to further standardise the recruitment process, enhance the candidate experience and improve efficiency in the time it takes to recruit.</p>	<ul style="list-style-type: none"> • e-recruitment system development and piloting (2023) • Final roll out of e-recruitment system (2024) 	<p>As work on the national working group supporting the development of e-recruitment system has not progressed as planned, CMETB is now liaising with other recruitment system providers and intends procuring a new system in 2023.</p>
<p>7. The review team recommends that CMETB create the opportunity to address the challenges faced in the areas outlined in the SER in its 'People Strategy' with additional focus on the following areas:</p> <ul style="list-style-type: none"> • As part of a branding/re-branding strategy, CMETB should focus on making CMETB an employer of choice in the region and should develop a social media strategy to reach out to potential candidates. • CMETB management should continue to support collaboration and employee engagement through CMETB wide initiatives e.g. the promotion of mental health & wellbeing initiatives and flexible working patterns for learners. • The QA induction training and CMETB-wide induction training programme should be 	<ul style="list-style-type: none"> • Develop and implement a corporate strategy for the positioning and promotion of CMETB as an employer of choice (Q4, 2023) • Investigate suitable employer accreditations – Great Places to Work, Excellence through People etc. (Q4, 2022) • Seek relevant accreditations (2023/24 and ongoing) • Ongoing communication with staff to promote Health & Wellbeing through – Spectrum.Life, DCM Wellbeing Hub (Ongoing) • Wellbeing element to be included in PL&D programme (Ongoing as part of the PL&D planning process) 	<p>Work on the development of corporate strategy to be progressed.</p> <p>Work ongoing on positioning CMETB through the following in advance of seeking formal accreditation:</p> <ul style="list-style-type: none"> • Regular newsletters from Spectrum.Life are circulated to staff in line with Corporate Wellbeing Strategy • Remote Working Policy approved and operational. Section Heads and Line Managers completed hybrid working training with IBEC in October 2022.

<p>integrated to enhance awareness around the impact of QA and the importance of a quality culture.</p> <ul style="list-style-type: none"> • CMETB should identify appropriate accreditations for staff to achieve which would strengthen and improve the existing HR policies and procedures and promote external validation of CMETB as professionally valuable e.g. Great Place to Work, Keep Well Award, Investors in Diversity Award. 	<ul style="list-style-type: none"> • Wellbeing element included in annual FET Meet (May 2022 and annually) • Develop and implement a Hybrid/Remote Working Policy (Q3, 2023) • Support induction training with information on these initiatives (Ongoing) • Link in with PL&D Co-ordinator and PL&D Working Group to ensure suitable levels and formats of supportive training (Ongoing) <ul style="list-style-type: none"> • Development of CMETB PL&D Strategy (Q4, 2022) 	<ul style="list-style-type: none"> • Induction provided to all new staff members by their line manager. QAES has also developed three online induction sessions to assist staff with any queries in respect of Quality Assurance. • Training offered to staff via the PL&D Calendar as well as supporting upskilling via the annual PL&D Support Scheme. • Regular training opportunities provided for staff via CMETB's DCM Membership Hub, and these are communicated to all staff. • Wellbeing element continues to form a part of the annual FET Meet. • HR representative sits on the PL&D Working Group to ensure that the PL&D programme is aligned to HR and wider organisational policies and procedures. <p>PL&D Action Plan approved by FET Management and Quality Council in</p>
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	<ul style="list-style-type: none"> • Development of annual PL&D Plan in consultation with PL&D Working Group and individual centres (Q1, 2023 and annually) • Publication of PL&D Calendar (January and September annually, commencing in September 2022) 	<p>December 2022. The PL&D Working Group will support the PL&D Co-ordinator in the implementation of the action plan.</p> <p>Consultations took place in November 2022 on the development of priority areas for 2023. The PL&D Co-ordinator is also liaising with individual centres to help identify additional priorities in line with the FET College of the Future.</p> <p>New flipbook format adopted for the PL&D Calendar and first introduced in September 2022. The calendar will be published on a twice-yearly basis – January and September.</p>
<p>8. The review team recommends that the PL&D Co-ordinator, operating in conjunction with HR, should complete a CMETB wide Training Needs Analysis and Training Plan which will support the FET College of the Future. The review team recommends that CMETB consider expanding PL&D opportunities to include such areas as</p>	<ul style="list-style-type: none"> • CMETB Training Needs Analysis circulated and analysed (Q2, 2022) • PL&D Plan developed in conjunction with PL&D Working Group, which includes HR representation, and individual centres (Q1, 2023 and annually) 	<p>Training Needs Analysis conducted with all FET staff and results have been analysed and fed into the PL&D Action Plan which is being implemented and monitored on an ongoing basis by the PL&D Co-ordinator in collaboration with the PL&D Working Group.</p>

<p>mentoring, coaching and Learning Portals (LinkedIn Learning).</p>	<ul style="list-style-type: none"> • Collaboration with SOLAS, ETBI and National PL&D Co-ordinators Network on the development of a PL&D Hub for ETBs (Q3, 2022 and ongoing) • Taster workshops delivered at FET Meet (Q2, 2022 and annually) 	<p>Work is also ongoing on the development of a QQI accredited micro qualification on feedback which will, once validated, provide a valuable PL&D opportunity for teaching staff.</p> <p>PL&D Co-ordinator regularly engages with ETBI, as part of the National PL&D Co-ordinators Network, on the development of a national PL&D calendar of events. Discussions are also ongoing on the development of a national PL&D Hub.</p> <p>Taster sessions are provided at the annual FET Meet in line with PL&D TNA requirements as well as new and emerging needs e.g. AI/Chat GPT, sustainability etc.</p>
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Commentary and Reflections

The Quality Assurance and Enhancement Service (QAES), in conjunction with the Procurement and IT Departments, is currently working on a tendering process for the development of a CMETB PL&D Hub. The intention is to procure a hosted solution that allows staff members register for, provide feedback on and receive digital badges for all PL&D undertaken. The hub should also have the capacity for staff to track their PL&D by adding records of any external PL&D training undertaken. Staff will also have the option of requesting specific training via the hub. It is anticipated that tenders for this project will issue in Q3 2023 with development works to commence thereafter. It is expected that testing and piloting of the system will occur in Q1 2024.

Link to Updated Policy & Procedures

[Sample of PL&D Brochure – Spring/Summer 2023 Edition](#)

[CMETB PL&D Action Plan](#)

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>9. The review team recommends that CMETB develop specific Key Performance Indicators (KPIs) for tracking programme development as this does not seem to be included in the enhancement categories in the Conclusions Section in the SER. The team suggests these could be included as part of the QA SharePoint as this seems to be a powerful tool for accessing the most-up-to-date and relevant information.</p>	<ul style="list-style-type: none">• Process Development Design (Q2, 2022) • Programme Development KPIs agreed:<ul style="list-style-type: none">○ 6 new or revalidated programmes – (Q4, 2022)○ 10 new or revalidated programmes – (Q4, 2023)○ 14 new or revalidated programmes – (Q4, 2024)	<p>A Stage/Gate programme development process has been designed and is being actively implemented across FET Services.</p> <p>Target for 2022 has been exceeded with 15 new or revalidated programmes achieved. Work underway on a number of new programmes for 2023.</p> <p>The new Audio and Music Production (AMP) QQI Level 6 Major Award is the first non-CAS Level 6 award to be developed and validated by an individual ETB.</p>

		<p>OEM Engineering Apprenticeship successfully revalidated without conditions in Q1 2023.</p> <p>CMETB is also working in collaboration with QQI on the piloting of the draft Broad Standards at Levels 1 – 4 via the development of new ESOL awards at Levels 1 and 2, together with the development of an unaccredited bridging programme which is currently being piloted.</p> <p>A tracker of all programmes is being maintained and stored on the QAES SharePoint.</p>
<p>10. The review team recommends that the ETB monitor and review their ongoing programmes in light of being fit for purpose and meeting national and regional needs and consider gaps in provision. It is recommended that the ETB builds on the present momentum and works with other ETBs and QQI to further develop policy and programmes using a blended learning approach. The review</p>	<ul style="list-style-type: none"> • Programme review in association with ETBs nationally (Q1, 2023) • Blended Learning Strategy (Q2, 2022) • Blended Learning Policy (Q4, 2022) 	<p>Ongoing discussions with QQI being led on behalf of the sector by ETBI.</p> <p>Blended learning strategy has been developed and approved by the FET Management and Quality Council. The strategy will be reviewed in line with QQI's work on the development of <i>Statutory</i></p>

team recommends that the ETB, in reviewing programmes and introducing new programmes, should consider reducing the number of programmes and see if existing programmes can be updated.

- Review of validated programmes and delisted as appropriate (**Q4, 2022 and ongoing**)

Quality Assurance Guidelines for Providers of Programmes Supported by Digital Education. A Blended Learning Policy is currently being developed and will reflect the QQI guidelines as they evolve.

Audit of centre QQI awards undertaken on an ongoing basis. All centres are requested to submit a list of awards they have built on PLSS and these are checked against QQI reports to ensure centres are not delivering awards they are not validated for. These audits will also check for awards that have been deactivated by QQI. Based on the QQI report for 2022 no compliance issues have been identified.

Commentary and Reflections

Because programme development is new ground for ETBs, CMETB initially pursued a trial-and-error approach. In light of this approach, CMETB has now created its own process for the development of CAS and Non-CAS awards. This new CMETB programme development process is the product of collaboration with stakeholders who participated in various new projects over the past two years.

The process breaks new programme development into a stage-gate system, with the programme having to pass through a gate in order to progress to the next stage of development. Because the programme descriptor document is large and complex, preparatory and scoping exercise are included before the programme descriptor is circulated among new programme development teams.

Preparatory exercises are included in the initial stages of the process to help the Subject Matter Experts (SMEs) come to terms with key concepts such as MIPLOs, MIMLOs and mapping exercises, which can seem quite complex and daunting to SME's unfamiliar with the terminology.

Stakeholder consultation is essential and should be conducted as early as possible in the process. Enabling learners and enterprises to have a voice in the curriculum development is also essential.

The emphasis on keeping MIPLOs broad and few in numbers is a good way of ensuring that programmes will not become outdated.

In terms of quality assurance, internal review of the programme, prior to submission to QQI via QHub, is essential and serves to ensure that application meet a high standard.

QQI panel reviews conducted by SMEs as part of the validation process have tended to yield very positive and helpful feedback.

Link to Updated Policy & Procedures

[CMETB Programme Development Stage/Gate Process \(Non-CAS\)](#)

[List of newly validated programmes for CMETB](#)

1.06 Access, Transfer and Progression

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
No recommendations were made under this heading.	Click here to enter text.	Click here to enter text.

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.
No recommendations were made under this heading.	Click here to enter text.	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.
11. The QA platform and database support the analysis of data, performance indicators and trends. The review team recommends that CMETB develop and implement a digital transformation strategy in tandem with work at a national level to further support information collection and dissemination across the whole of CMETB. The review team also recommends that	<ul style="list-style-type: none"> Development of an ICT Strategy to be aligned to the overall national ICT Strategy (Q4, 2023) Integration of data and FET systems into this strategy development (Q4, 2023) Expand current ICT Working Group to incorporate FET Data Officer and 	In addition to the specific actions set out in the Action Plan, CMETB also needs to consider the impact of Artificial Intelligence (AI) in light of the emergence of platforms such as ChatGPT, Google Bard etc.

<p>opportunities need to be developed to allow greater access for centres and staff to relevant data and information across CMETB while also adhering to GDPR obligations.</p>	<p>include focus on overall Digital Transformation (Q4, 2023)</p> <ul style="list-style-type: none"> Continued promotion of SharePoint and support for staff to access this platform (Q2, 2022 and ongoing) 	<p>SharePoint site continues to be promoted amongst all CMETB staff.</p>
<p>12. The review team recommends that the ETB consider its data protection risks and ensure it is compliant with DP and GDPR regulations.</p>	<ul style="list-style-type: none"> Ongoing Risk Register reviews as part of governance processes (Quarterly) 	<p>Service level and overall FET Risk Registers are in place and are reviewed on a quarterly basis.</p>

Commentary and Reflections

PLSS is used to initiate learner payments for both Wave 1 (trainees and Specific Skills learners) and Wave 2 (Youthreach and VTOS learners). The learner record is captured on PLSS and in turn the learner is “transferred to TACS,” which is the learner attendance system. It also feeds People XD, which is the payment system operated by ESBS to pay the learners. The compilation of data across three systems means there is an ability to cross-check data so that it is up to date and accurate.

FARR planning requires centres to project learner enrolment at both the beginning of the year and at mid-year. PLCs are also required to complete their October Returns. Learner projections indicate a guideline of expense required from a two-fold perspective. Firstly, from the course type i.e., is the course delivered by contracted or in-house training or is it a course that may require additional specialist equipment? etc. Secondly, what is the capacity of the class – how many chairs, desks etc. are required. This information assists SOLAS in allocating funding to CMETB.

1.09 Public Information and Communication

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
No recommendations were made under this heading.	Click here to enter text.	Click here to enter text.

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>13. The review team recommends that CMETB engage with relevant parties to clarify issues raised and seek to streamline and accelerate procurement processes.</p>	<ul style="list-style-type: none"> Rollout of P2P across CMETB (Q2, 2022) Supporting Guidelines and FAQ documentation (Q2, 2022 and ongoing) 	<p>The P2P platform has been deployed across CMETB.</p> <p>Wave 1 and Wave 2 learner payments are now initiated on PLSS. This information is then imported into both TACS and People XD in order to process learner payments.</p> <p>Regular updates are circulated on procurement guidelines and processes. Compliance updates are also circulated on an ongoing basis.</p>
<p>Commentary and Reflections</p> <p>CMETB complies with procurement policies as set down and communicated by the Procurement Department. Where in place, goods and services are secured via the relevant OGP Frameworks. Outside of these frameworks, multiple quotations are requested in line with the procurement policy to ensure that value for money is achieved. CMETB consistently works to secure required services and goods in a timely manner while adhering to the procurement policy.</p>		

CMETB is also the lead ETB in the migration to Shared Services which is due to take place in Summer 2023. The main change for CMETB will be that all invoices will be processed by ESBS rather than CMETB.

Link to Updated Policy & Procedures

[CMETB Procurement Policy](#)

2.02 Assessment of Learners

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>14. The review team recommends that CMETB develop policies and processes for RPL.</p>	<ul style="list-style-type: none"> • Draft discussion on RPL Unit (Q2, 2022) • Resourcing of Central RPL Hub (Q4, 2022) 	<p>Draft discussions have commenced in relation to the establishment of a centralised RPL Unit. An RPL and Policy Development Officer is to be recruited and an operational plan to be developed. It is hoped that this will progress to completion in Q4, 2023.</p>
<p>15. The review team also recommends that CMETB liaise with other ETBs and work to develop a tool to measure 'distance travelled.'</p>	<ul style="list-style-type: none"> • Review and update of existing distance travelled discourse with ETBI and others (Q4, 2022) • Third Level best practice review (Q1, 2023) 	<p>Discussions with ETBI have commenced and are ongoing.</p>

<p>16. The review team recommends that work placement practices should be further enhanced to improve consistent formative and summative assessment feedback to all learners.</p>	<ul style="list-style-type: none"> • CMETB ideation of distance travelled metric (Q2, 2023) • Number of centres to pilot Nurture feedback software (Q2, 2022) • Development of Marking Rubric and Feedback Guidelines to consider work placements (Q3, 2022) • QA Working Group to review work placement specific guidelines (Q4, 2022) 	<p>Nurture pilots have been taking place in Cavan Youthreach and Cavan Institute.</p> <p>QA Working group commencing work on both of these in Q2, 2023.</p>
<p>Commentary and Reflections</p>		
<p>While piloting of the Nurture feedback software has taken place in Cavan Youthreach and Cavan Institute, issues have been identified with the software by both centres. It was felt that the software needs to be better integrated with Microsoft Teams and link directly into Teams Assignments. If this were to happen, it was felt that tutors would be more inclined to utilise the software. This feedback is being brought back to Nurture for them to explore how best to adapt the software for deployment within FET centres.</p>		
<p>Link to Updated Policy & Procedures</p>		
<p>CMETB Guidelines on Developing Assessments and Marking Rubrics for Assessment and Providing Feedback to Learners (Draft policy)</p>		

2.03 Supports for Learners

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>17. The review team recommends that CMETB increase efforts to ensure that all learners are aware of the supports available and can access them in a timely and straightforward manner. Efforts should also be made to ensure that learners involved in the training services are aware of the guidance service offered by the Adult Guidance Service (AGS). The review team also recommends that the ETB takes a proactive approach to raise the profile of CMETB among learners.</p>	<ul style="list-style-type: none"> • Learner Support Officer to be appointed (Q1, 2022) • Development of Learner Support website and noticeboards/spaces in centres (Q3, 2022) • Learner Advisory Network (Ongoing) 	<p>Learner Support Officer has been appointed and is actively working across all services to promote and provide learner supports, which also includes wellbeing and mental health supports for FET learners.</p> <p>Learner Support website and noticeboards are operational across all FET centres, and these are being updated on a regular basis. The Learner Support website, which includes a Digital Learning Hub and a Wellbeing Hub can be accessed here.</p> <p>As outlined earlier, QAES is reviewing how the Learner Advisory Network (LAN) operates and is putting in place a project plan for the 2023/24 academic year.</p>

	<ul style="list-style-type: none"> • Induction process to include information on learner supports available (Ongoing) • CMETB Communications Plan for raising the profile of supports available to learners (Q3, 2023) 	<p>Induction presentations have been updated to include references to available learner supports.</p> <p>Communications Plan to be developed in conjunction with Learner Support Officer and Communications Officer and in line with overall CMETB Communications Strategy.</p>
<p>Commentary and Reflections</p> <p>The appointment of a dedicated Learner Support Officer has had a significant impact on the availability of and awareness of learner supports for all FET learners. A Digital Learning Hub and a Wellbeing Hub have been developed and are accessible to all learners via the CMETB Learner Support page on the CMETB website. Professional counselling supports have been put in place for learners and wellbeing champions have been appointed across all FET Services. There have also been synergies created between the work of the Learner Support Officer and QAES with the Learner Support Officer invited into the QA Working Group as part of the development of a Reasonable Accommodations for Learners with Disabilities Policy.</p>		
<p>Link to Updated Policy & Procedures Reasonable Accommodations for Learners with Disabilities Policy CMETB Learner Support Webpage</p>		

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.
No recommendations were made under this heading.	Click here to enter text.	Click here to enter text.

3.02 Programme Monitoring & Review

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
18. The review team recommends that CMETB address how programme delivery and outcomes are monitored across multiple centres, including the collection of feedback from learners/stakeholders and how the methodology is unified between centres/programmes. The review team also recommends that CMETB ensure that the scope of its Programme Approval Committee or its successor is extended to include monitoring of instructors' and learners' feedback in periodic review of programmes so that the process becomes not only	<ul style="list-style-type: none"> Plan incremental review of process (Q1, 2023) Ensure learner and instructor voice is augmented as part of new processes (Q1, 2023) 	<p>This work will be progressed in line with the national review and advice.</p> <p>The development of a Learner Exit Survey is to be considered in consultation with FET Services.</p>

comprehensive but also inclusive and truly representative of all voices.		
Commentary and Reflections		
Based on the various External Authentication (EA) Reports received throughout the year, the QA Co-Ordinator compiles an annual review which is circulated to all centres. This annual review highlights the top ten commendations from across the EA reports as well as outlining any suggestions for improvement noted by the External Authenticators.		

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.
19. Whilst it is not a requirement of community education, as its core objective is inclusion, the review team recommends that the ETB consider accreditation, or a distance travelled metric.	<ul style="list-style-type: none"> Review and update of existing distance travelled discourse with ETBI and others (Q4, 2022) Third Level best practice review (Q1, 2023) CMETB Ideation of distance travelled metric (Q2, 2023) 	Discussions with ETBI have commenced and are ongoing.
20. The review team recommends that CMETB continue to work on a national level and international level in developing programmes in response to learner, employer and national needs.	<ul style="list-style-type: none"> Specific targets in this respect will be integrated as part of the new and revalidated programme targets for 2022, 2023 and 2024 as outlined above. 	At a national level CMETB has proactively engaged with SOLAS on the development of micro-credentials in Business Innovation and Market Development as part of the Skills to Advance Initiative.

		<p>Internationally, CMETB works with a number of UK bodies to expand its programme offering in response to learner needs. These include City & Guilds, FDQ, Pearsons and BTEC.</p>
<p>21. The review team recommends that CMETB work to strengthen its relationship with Third Level Institutes on an ETB wide basis. The review team recommends that CMETB explore opportunities to develop courses allowing learners to stay in the region while completing Years one and two of third level courses.</p>	<ul style="list-style-type: none"> • Review current agreements with existing third level networks (Q2, 2023) • Seek to expand reach of these linkages (Q3, 2023) • Investigate opportunities to deliver more Year 1 and Year 2 third level courses locally at CMETB (Q4, 2022 and ongoing) 	<p>Cavan Institute has commenced discussions with Dundalk Institute of Technology in regard to outreach delivery of some of their programmes. The range of options suitable for outreach delivery were discussed by both institutions in 2022. Discussions are scheduled to resume in early 2023.</p> <p>Monaghan Institute are collaborating on establishing advanced entry routes with Dundalk Institute of Technology's (DkIT) School of Business and Humanities. The fields of Business, Sport, Event Management and Accounting will be focused on initially. This will see students completing Level 5 and 6 studies in MI progressing into a four-year L8 honours</p>

		<p>degree in DkIT. The module mapping process has started with the Business degree and MI hope to participate in the pilot commencing this September which will be further developed in the coming academic year.</p> <p>Monaghan Institute is planning to continue its partnership with ATU Donegal this September and will be offering the L7 Health and Social Studies Degree on an out-reach basis from September. This will be non-CORU accredited. Monaghan Institute also hopes to extend its provision by offering the L8 (honours degree) one-year add on course as an outreach programme. A new Memorandum of Understanding (MoU) will be signed in the Autumn. Monaghan Institute and ATU continue to collaborate and are investigating other progression opportunities.</p>
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		<p>The Dean of the Faculty of Social and Life Sciences at Wrexham University visited Monaghan Institute in Q1 2023 to meet with management and guidance representatives from Cavan and Monaghan Institutes to promote links between Further Education colleges and Wrexham University, particularly in Health and Caring courses. The benefits of Irish learners attending Wrexham University include free fees, reduced accommodation costs and a two-year work placement post-graduation. A Memorandum of Understanding (MOU) has been drawn up by Cavan and Monaghan Institutes and Wrexham University and will be jointly signed at an event in Summer 2023.</p> <p>Progression routes are also available to OEM Apprenticeship graduates via Technological University of the Shannon (TUS) Athlone and Limerick Campuses, Atlantic Technological University (ATU) Sligo Campus, South East Technological</p>
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		University (SETU), University of Limerick and Dundalk Institute of Technology.
<p>22. The review team recommends that in view of the border location of CMETB further cross-border initiatives with Northern Ireland's third level institutes should be explored.</p>	<ul style="list-style-type: none"> • Organise preliminary meeting with EANI (Q2, 2022) • Meeting with South West College (Q2, 2022) 	<p>Preliminary meeting with EANI has taken place.</p> <p>Meeting with South West College took place in February 2022 in respect of the FET College of the Future.</p> <p>Ballyhaise Agricultural College partnering with South West College on scoping out a Regional Green Skills and Modern Methods of Construction development programme – Green Skills Accelerator Programme (GSAP). This programme will respond to the call for applications for Theme 2.3 Programme Area Skills Development of the PEACEPLUS programme. This multi-strand initiative will operate across the Irish Central Border Area Network (ICBAN) and will be delivered by both organisations in collaboration with key educational partners in the region.</p>

		Meeting held with Southern Region College as part of the rebranding of CMETB FET Services.
<p>23. The review team recommends that CMETB explore nationally how to develop programmes to respond to emerging needs whilst being cognisant of the need to adhere to QA. The review team recommends that CMETB explore possibilities for co-projects with partners. There is evidence of other possibilities for co-projects with partners in the region.</p>	<ul style="list-style-type: none"> • Micro-credentials in Business Innovation and Market Development x 6 (Q2, 2022) • Differential validation of KCETB's Stand Up Paddleboarding and Lowland Leadership (Q2, 2022) • Environmental Sustainability Awareness at Level 4 and Environmental Sustainability for Workplace at Level 5 (Q3, 2022) • Audio and Music Production at Level 6 (Q3, 2022 with delivery commencing in September 2023) • Target 6 new and revalidated programmes – Year 1 (Q4, 2022) 	<p>Micro-credentials have been developed and validated by QQI. Delivery to commence in April 2023.</p> <p>Programmes successfully validated.</p> <p>Programmes successfully validated.</p> <p>Programme successfully validated and delivery scheduled to commence in Cavan Institute in September 2023.</p> <p>2022 target successful achieved and surpassed as outlined earlier.</p>

	<ul style="list-style-type: none"> • Target 10 new and revalidated programmes – Year 2 (Q4, 2023) • Target 14 new and revalidated programmes – Year 3 (Q4, 2024) 	
<p>24. The review team recommends that CMETB develop a unified collaboration with employers and ensure that employers have a central contact in the ETB. The ETB should explore the development of a centralised database to assist in identifying employers who have a relationship with the ETB and new employer partners. The ETB should continue to engage with employers regarding further access for workers to upskilling and should also seek to expand workplace opportunities for learners.</p>	<ul style="list-style-type: none"> • Employer Engagement Project (Q3, 2022) 	<p>In order to develop a Business Engagement Working Group, CMETB has established a CMETB Employer Engagement Working Group. This group has identified the need for clear communications within CMETB for employers and plans to mainstream this service within CMETB before inviting employers to a committee. A survey has been circulated to all services in respect of work with employers and contact staff.</p> <p>CMETB held a briefing session for all administration staff in January 2023 with 121 staff in attendance. This briefing outlined all programmes within FET with relevant contact details.</p> <p>An Employer Engagement folder is being finalised which contains an outline of</p>

	<ul style="list-style-type: none"> • SEED Project (Q4, 2022) 	<p>CMETB services, thus providing clear communications for employers. This folder will be going to print shortly.</p> <p>Two new staff members have been recruited to work within the Employer Engagement section, which includes apprenticeships, Skills to Advance and Evening School provision.</p> <p>Employer Engagement meetings are taking place and there has been a request to restructure this and implement a working group to deal with employer queries and requests for training, along with the design of new courses.</p> <p>Sustainability training to take place within all traineeships and evening provision from Q2 2023.</p> <p>The SEED Project is progressing, and meetings have taken place with CMETB</p>
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	<ul style="list-style-type: none"> Investigation of Occupational Skills Profiles (OSPs) leading to the development of new Traineeships – 1 per year (Q1, 2023) 	<p>Procurement, Compliance and IT departments to discuss roll-out.</p> <p>CMETB has explored the potential for an Upholstery Traineeship and a skills need has been carried out with a number of employers within this industry and a presentation has been made to the Irish Wood Federations.</p> <p>A new building was sought for leasing. Application made to SOLAS and plans designed to cater for the Upholstery Traineeship needs.</p> <p>CMETB received a request in Q1 2023 for a Welding Traineeship, and this is currently being explored.</p> <p>A new Healthcare Traineeship commencing in Q2 2023.</p> <p>Ongoing meetings with employers and completion of skills audits – Interest is</p>
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		directed towards Skills to Advance or Evening Provision.
25. The review team recommends that the ETB develop a process which allows timely responses in programme provision to meet the needs of employers and the local community.	<ul style="list-style-type: none"> Establishment of Business Engagement Working Group (Q3, 2022) 	As per response above regarding the development of a Business Engagement Working Group.
26. The review team recommends that CMETB explore how to maintain a base of suitably qualified teachers and instructors and how to keep them upskilled.	<ul style="list-style-type: none"> Annual teacher recruitment campaign operated in January – July of each year (Ongoing) Host Professional Masters in Education & FET students on an ongoing basis (Ongoing) HR to work with Communications Officer in promotion of vacancies (Ongoing) 	<p>Initial teacher allocation for PLC is advised by SOLAS in April with the opportunity to seek curricular concessions.</p> <p>Personnel Planning meetings between CE, Director of Schools/FET and HR with principals takes place in March/April.</p> <p>FET student requests for work experience in Admin centres/FET centres to gain experience in administration are facilitated.</p> <p>On placement of adverts on etbjobs.ie, the HR Recruitment Officer liaises with the Communications Officer regarding the promotion of posts on CMETB's social media accounts.</p>

	<ul style="list-style-type: none"> • Create and maintain substitute panels with ongoing recruitment to ensure short term vacancies can be filled promptly (Ongoing) • Continue to organise PL&D at school/centre level and at corporate level to ensure personal and professional development is encouraged and supported (Ongoing) • Advise staff of support schemes and study leave entitlements (Ongoing) • Development of PL&D Strategy which supports best practice in personal and professional development (Q4, 2022) 	<p>Teacher substitute panel is advertised on etjobs.ie from August and remains open until April. Applicants are assessed re. qualifications, Teaching Council registration and Garda Vetting and placed on the Substitute Panel which is circulated to schools/institutes so that teachers are available when substitutes are required.</p> <p>PL&D Calendars are published twice yearly, and staff are also supported when participating in centre level PL&D and external PL&D in their own time via the PL&D Support Scheme.</p> <p>PL&D Support Scheme in place and details are circulated on an ongoing basis via the PL&D Calendar. Applications to the scheme open annually in Q4.</p> <p>PL&D Action Plan developed and approved by the FET Management and Quality Council in December 2022. The PL&D Working Group is supporting the PL&D Co-</p>
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	<ul style="list-style-type: none"> • Annual PL&D Plan developed and published (Q1, 2023 and annually) • Dedicated PL&D Support Scheme to be advertised and promoted amongst FET staff (Q4, 2022 and ongoing) 	<p>ordinator on the implementation of the Action Plan.</p> <p>Consultation process conducted in November 2022 to help inform key priority areas for 2023 and these are being reflected in the PL&D Calendar.</p> <p>The PL&D Co-ordinator is meeting with individual FET centres to help identify emerging/ongoing needs in respect of PL&D and which are aligned to the FET College of the Future.</p> <p>As above – Support Scheme in place and applications open in Q4.</p> <p>Staff are also invited to apply to HR for Study Leave in line with relevant DES circular.</p>
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Commentary and Reflections

Due to the Covid-19 pandemic the last formal meeting of the North East Further and Higher Education Alliance (NEFHEA) took place in June 2019. Despite this, Dundalk Institute of Technology (DkIT) has been actively engaged in discussions with individual departments in both Cavan and Monaghan Institutes.

There have been discussions between the institutes and DkIT since May 2022 in relation to advanced entry arrangements to a range of Year 2 DkIT programmes for September 2023 where programmes are already quite well aligned and advanced entry is reasonably straightforward.

It is hoped further discussions will begin at the start of the 2023/24 academic year to commence the mapping of learning outcomes across a range of programmes where advanced entry is less straightforward and the expectation is that arrangements will be in place for September 2024 entry.

Link to Updated Policy & Procedures

[CMETB PL&D Support Scheme](#)

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	Review CMETB's building portfolio to assess their ongoing suitability.	CMETB keeps its building portfolio under constant review and works to develop this portfolio in response to needs. Recent developments include: <ul style="list-style-type: none"> • New modular unit for Cavan Institute • New temporary facility for the Supply Chain and Logistics Centre of Excellence • Approval for new building for Cavan Institute as part of the FET College of the Future. 	Click here to enter text.
2	Utilise Tableau licences and emerging data to support CMETB's strategy development documentation.	Data Reporting Officer utilises Tableau to disseminate reports to centres and services. A national	Click here to enter text.

		Tableau Champions group has been established to help boost the awareness of the functionality within Tableau and how it can be best used to assist operations within ETBs.	
3	Support the development of a 'distance travelled' measurement tool for use across CMETB.	CMETB is current investigating existing tools in this space.	Click here to enter text.
4	Consider establishing a CMETB Alumni.	Work has yet to commence on this.	Click here to enter text.
5	Engage in national programme development through CMETB participation on ETBI working groups.	CMETB actively participates in programme development activity nationally including programme documentation review and CAS review.	Click here to enter text.

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: Learner Voice at CMETB

Introduction

CMETB actively promotes the learner voice on an ongoing basis at centre level as well as on a FET wide basis via its annual Learner Voice Process. The Learner Voice Process is conducted via the Quality Assurance and Enhancement Service (QAES) so that it is independent of centres directly involved in programme and service delivery. The process commences in December each year with the circulation of the annual learner survey and culminates in the annual learner forum in February. Feedback garnered from the process feeds relevant CMETB strategies, quality processes and service delivery on an ongoing basis.

Description of issue

The annual CMETB Learner Survey has been devised and tested in conjunction with the Quality Assurance Sub-group and charts the learners' journey with CMETB from initial point of contact right through to course completion.

The learner survey is conducted via Microsoft Forms and is branched so that each learner only gets asked questions that are relevant to their particular learning journey with CMETB. First conducted in this format in 2019/20 the data gathered via the survey was manually analysed and collated in a FET-wide report, as well as centre level reports. This was a very onerous and time-consuming process.

Since 2020/21, however, the data analytics process has been fully automated using Power Automate and PowerBI. With over 2,415 responses between 2019 and 2023, the learner survey database is a powerful tool which allows management and individual centres, and services access the data and cross-reference the data.

Overall service level data is presented to FET management and staff via a FET Breakfast Briefing, while all centres and services have access to the database and are actively encouraged to analyse the data relevant to their own centre or service.

The data from the learner survey database helps inform the annual Learner Forum which takes place in February/March each year. In advance of the Learner Forum, CMETB convenes the Learner Advisory Network (LAN). The LAN is where learner representatives from each FET Service is invited to meet with QAES to discuss the learner survey feedback and to help plan the structure and focus of the Learner Forum.

Action

The following timeline outlines the key stages and dates of the CMETB Learner Voice Process:

- October/November – Review of survey questions and testing of updated survey
- December/January – Circulation of survey to all current FET learners in December with the link to the survey remaining active until the end of January
- February – Data in the PowerBI databased is 'cleaned' and reviewed for anomalies etc.
- February – Overview data is presented to all FET centres/services via a FET Breakfast Briefing
- February/March – Learner Advisory Network (LAN) is convened to help with the planning of the Learner Forum
- February/March – Annual CMETB Learner Forum takes place with learners from all FET centres/services invited to attend and participate. CMETB typically engages with AONTAS on the forum as part of their National Learner Forum work.
- March – December – Outputs from the learner survey and forum are used at FET-wide and centre/service level to enhance the learner experience at CMETB.

Key Outcomes/Impacts

In 2019/20 when this format was first adapted for the circulation of the learner survey, the data from the learner responses submitted via Microsoft Forms had to be manually analysed and collated. This was a very labour intensive and time-consuming process as FET-wide and individual centre level reports had to be produced. In 2020/21, however, the process was automated with learner responses automatically feeding into the PowerBI database. The PowerBI database is live so as each learner response is submitted the database is updated. The impact of this automated,

interactive database is that individual FET centres can have access to the most up-to-date information, and they can compare the data across centres and at a FET-wide level, as well as comparing their own data across years with the database now containing four years' worth of data.

Key Learnings

Feedback from Youthreach learners who attended the AONTAS National Learner Forum for CMETB learners in February 2023 highlighted that they were the smallest group in attendance. As such, the Youthreach learners felt that their voices were not perhaps heard as part of the discussions at the forum. CMETB responded by organising a Youthreach specific Learner Forum, which took place in May 2023.

This Youthreach Learner Forum was an overwhelming success with over 80 Youthreach learners in attendance. All learners actively participated in the event and provided very positive, honest and constructive feedback on their experiences of Youthreach, as well as feedback on public perceptions of Youthreach, to include their parents/guardians, peers and the wider community. The learners also provided valuable feedback on the event and how it should be formatted in future, with the overarching consensus being that it was a very useful, positive and productive event. Similar feedback was provided by the Youthreach staff members who attended the event to support the learners.

Based on this experience, QAES is proposing the piloting of individual service learner Forums in Q1 2024. Service specific forums will help build learner confidence in a more comfortable environment as learners will initially be providing feedback amongst their fellow service users only. These service specific forums will conclude with a CMETB wide forum where overall feedback from the individual forums will be presented and discussed by representatives from each of the services.

Case Study Title: Programme Development at CMETB

Introduction

CMETB has created its own process for the development of both CAS and Non-CAS awards. This new process is the product of collaboration with stakeholders who participated in various new projects over the past two-years. The process breaks programme development into a stage-gate system, with the proposed programme having to pass through a gate (review process) in order to progress to the next stage of development.

Description of issue

Because programme development is new ground for ETBs, CMETB initially pursued a trial-and-error approach. Based on the learnings from this ad hoc approach to programme development, CMETB worked with stakeholders involved in the process over the past two-years to develop a comprehensive programme development process.

Programme development can be a lengthy and complex process and it is for this reason that CMETB opted to implement a stage-gate system to the programme development process. The proposed programme must pass through a gate in order to progress to the next stage of development.

Action

Given that programme development can be a lengthy and complex process, particularly for new programme development teams, preparatory and scoping exercises have been included in the Stage-gate system and are completed before the programme descriptor is circulated to the development team.

In the first instance, centres wishing to develop a new programme must submit a request to proceed with programme development to the Programme Proposals Committee (PPC). Using Form PD01 for this purpose, centres must provide key details about the proposed programme, to include a clear rationale for the programme. At the PPC meeting, the centre will be expected to assure the committee of clear evidence of need for

the programme, as well as support for the programme and capacity to deliver it in the centre. If approved by the PPC, the application will be forwarded to the FET Management and Quality Council for review and final approval.

Once approved by the FET Management and Quality Council, the preparatory exercises will be completed to help new programme development teams come to terms with key concepts such as MIPLOs, MIMLOs and mapping exercises.

Inclusive of the preparatory exercises, there are five different stages and gates and part of the programme development process and each of these take a defined period of time to complete as outlined below. A number of workshops are also conducted with the programme development team at each stage of the process:

- Stage 1: Scoping and Preparatory Exercises (5-6 weeks, 2 workshops)
- Stage 2: Programme Overview and Delivery Plan (6 weeks, 2 workshops)
- Stage 3: Module Development (4-5 weeks, 2 workshops)
- Stage 4: Curriculum Development and Validation (4 weeks, 2 workshops)
- Stage 5: Descriptor completion with summary (3-4 weeks, 1 workshop)

Based on this process, it is expected that the programme development team will complete a first draft of the programme descriptor within approximately 26 weeks from the date of approval to the start of the programme development process. Once completed, the programme descriptor must be returned to the Programme Design and Validation and Review (PDVR) Officer for review. Once the PDVR Officer has reviewed the programme descriptor for consistency of content, the programme development team will meet with the PDVR Officer to discuss any issues that may need to be addressed before final submission can take place.

Once the programme descriptor is finalised it is submitted to QAES to commence the self-evaluation process. QAES will assemble a suitably qualified and independent team to assess the programme descriptor against the stated QQI criteria. Once this process has been completed, the programme descriptor is submitted to the FET Management and Quality Council for final approval before it is submitted to QQI for validation.

For more detailed information on the CMETB Programme Development Procedure for Non-CAS Major Awards, please click [here](#).

Key Outcomes/Impacts

Breaking the programme development process down into the stage-gate system has help make the process easier to navigate for new development teams. In addition, given the complexity and duration of the process, providing a clear timeline for programme completion has helped to keep programme development teams on track, insofar as possible.

In addition, the emphasis on keeping MIPOs broad and few in number is a good way of ensuring that programme retain their currency and do not become prematurely outdated.

It has also allowed for a pipeline of new programme development and transparency around the status of the programmes and serves to highlight resourcing issues quickly. As a result, CMETB has achieved a significant number of new programme and differential validations over the past 18 months, as outlined in the [attached programme development tracker](#).

Since the implementation of this new stage-gate system for programme development, CMETB has developed the Audio and Music Production (AMP) QQI Level 6 Award, which is the first Non-CAS Level 6 Award to be developed and validated by an individual ETB. Additionally, CMETB is currently working in collaboration with QQI on piloting the draft Broad Standards at Levels 1 – 4 via the development of new ESOL awards at NFQ Levels 1 and 2. These awards are being developed in tandem with a unique unaccredited bridging programme aimed at supporting ESOL Literacy learners to successfully access accredited ESOL programmes.

Key Learnings

Based on experiences of the stage-gate system to date, a number of key learnings have emerged:

1. Enabling learners and enterprise to have a voice in the curriculum development process is essential to help ensure that the programme meets the learners' needs, while also meeting the needs of industry.
2. In terms of quality assurance, internal review of the programme prior to QHub submission is essential and serves to ensure that applications meet a high standard.
3. Using the QHub platform to upload documentation and relevant information is not without issues. In particular, the information required on QHub is not always aligned with that required to complete the programme descriptor. This significantly increases the time it takes to make a submission. In addition, the site has a tendency to "forget" information that has already been added to the application. CMETB are working with the QQI team to mitigate these impacts.
4. Panel reviews, where there is a face-to-face element, have been positive and engaging. Feedback from both desk and face-to-face reviews has been both positive and helpful.

Case Study Title: Quality Assurance Communications at CMETB

Introduction

The Quality Assurance SharePoint site is an online repository designed to house key quality assurance documentation in a way that is easily accessible to all CMETB FET staff.

Description of issue

With an ongoing increase in the breadth and scope of documentation being produced in respect of quality assurance, circulating these documents via email is not sustainable nor the most effective method for providing ongoing access to the most up to date document versions. Over the past few years the Quality Assurance and Enhancement Service (QAES), via the work of the Quality Assurance (QA) Working Group, has commenced work on the development of a suite of QA policies and procedures. At the same time, CMETB has also completed its inaugural quality review which required the development and publication of a range of key documents. Also, a number of important quality linked strategy documents have been produced in respect of Blended Learning, Professional Learning and Development (PL&D) and Technology Enhanced Learning (TEL).

Consequently, an accessible single library resource was required to house and provide access to all QA resources, documents and templated. As CMETB has rolled out the Microsoft 365 suite to all staff, it was logical to develop a SharePoint site to act as this centralised repository.

Action

CMETB had the expertise internally to develop the Quality Assurance and Enhancement Service (QAES) SharePoint site. The site was designed in a user-friendly and visually engaging manner. Core QA documentation has been laid out in a tabular Quality Assurance Handbook format with 12 different chapters/tabs making up this handbook, as follows:

1. Documented approach

2. Governance and Management of Quality
3. Programme Development, Approval, Monitoring and Review
4. Staff Recruitment, Management and Development
5. Teaching and Learning (including the learning environment)
6. Assessment of Learners
7. Supports for Learners
8. Information and Data Management
9. Public Information and Communication
10. Collaboration
11. Self-Evaluation and Review
12. Blended Learning

There are also links to the staff induction resources, ConexUs! Newsletter and general QA news and publications within the SharePoint site.

Key Outcomes/Impacts

All CMETB FET staff have access to the QAES SharePoint and are advised to regularly check the site for the most up to date version of documents, especially policies and procedures.

The site was showcased to the independent review panel as part of the inaugural review and was commended by the panel as an international model of best practice.

Key Learnings

Based on the experience of developing and using the QAES SharePoint site to date, the following key learnings have occurred:

1. Bi-annual reviews of the SharePoint site are required to ensure it remains up-to-date and includes the most recent versions of documents.

2. Consistent signposting to the site, particularly amongst new staff is required. ConexUs!, the QAES newsletter, acts as a key mechanism for communicating with staff and keeping them aware of the SharePoint site on an ongoing basis.