

QA Review Follow-Up Report

Kilkenny and Carlow Education and Training Board

Date: August - 2023



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann



kcetb

Bord Oideachais agus Oiliúna
Chill Chainnigh agus Cheatharlach
Kilkenny and Carlow
Education and Training Board

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 Kilkenny and Carlow Education and Training Board

It is to be submitted by 23/08/23

The follow-up report has been approved by Martha Bolger, Director of Further Education and Training and is submitted by Sarah Barron, Adult Education Officer

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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.

1.02 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>KCETB reviews its approach to specifying and cross-referencing recommendations within the Inaugural Review SER and associated institutional documentation, in order to improve clarity and accountability.</p>	<p>Review the process utilised for cross-referencing recommendations in the SER in advance of next review</p>	<p>KCETB is committed to implementing and maintaining high standards when writing and reviewing documents. For complex documents including key policies and reports, it is standard to adopt a collaborative approach. The mechanisms used to cross reference the recommendations and mechanisms have now been put in place to ensure documents are cross referenced.</p>
<p>Alongside its own recommendations in relation to governance and management of QA, the review team recommends that it considers:</p>	<p>1. Monitor the KCETB action plan to ensure progress is made on all areas identified.</p>	<p>1. An Action Plan has been set up to monitor progress on the recommendations. These are reviewed at</p>

	<p>2. Engage with SOLAS in a new Strategic Performance agreement which will include Governance and Management of Quality as a key theme.</p>	<p>each Quality Assurance Oversight Committee (QAOC) meeting.</p> <p>2. KCETB signed the new Strategic Performance Agreements with SOLAS in December 2022 with QA identified as a key enabler of the agreement.</p>
<p>Opportunities to involve the Board more fully in self-evaluation and the monitoring of quality improvement plans and other FET performance indicators.</p>	<p>1. A member of the KCETB Board sits on the QAOC and is involved in the approval of all documentation and decisions requiring approval. This will remain in place going forward.</p> <p>2. As part of the Chief Executive's report to the ETB Board, the Director of FET provides updates on QA activities. Further opportunities to inform the board on QA activities will be explored on an ongoing basis</p>	<p>1. & 2.: A KCETB Board member sits on the QAOC and engages fully in self-evaluation and the monitoring of quality improvement plans and other FET performance indicators.</p> <p>The CE & DFET report regularly on QA activities to the KCETB Board and QA present a report.</p> <p>In July 2022 the AEO provided an input to the Board on the Inaugural Review recommendations and associated QA areas.</p>

<p>Group membership (including the IRSG if it is maintained), to involve other relevant stakeholders.</p> <p>The function of the various working groups, to avoid any potential unnecessary and potentially confusing duplication of QA activities.</p>	<p>1. Continue to review the current membership and terms of reference for the working groups.</p> <p>2. Identify relevant external stakeholders that would enhance each working group</p> <p>3. Review the work assigned to each working group to avoid duplication.</p>	<p>1. The suitability of the working groups is reviewed annually with additional members added as required.</p> <p>In May 2023, the QAOC approved the division of the Teaching, Learning and Assessment Working Group into two groups to focus on implementing and reviewing the relevant policies.</p> <p>Two Chairs were appointed, both of whom will be tasked with implementing the actions identified in the review and work areas as deemed appropriate by the QAOC.</p> <p>2. The membership of the working groups is reviewed annually. Externality has been added to the Results Approval Panel (RAP). This first commenced in May 2022, and continued in 2023.</p> <p>3. The Action Plan established in April 2022 to review the actions and tasks assigned to the working groups ensuring</p>
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		<p>that there is no duplication of work across the groups.</p> <p>This is reviewed at each meeting by the QAOC.</p>
<p>Opportunities to increase external representatives on QA committees (QAOC and PAC) to ensure impartiality.</p>	<p>1. Review membership of QAOC to explore the necessity for further internal and external representatives.</p> <p>2. The PAC will review its existing terms of reference to consider the necessity for consistent engagement from Industry or other impartial members being included in PAC meetings.</p>	<p>1. A review of the membership of the QAOC takes place annually in June at the last meeting of the academic year. Currently there are two external members on the QAOC: a past learner representative and a Higher Education representative. In January 2023 the Assistant Training Services Manager was included on the committee.</p> <p>2. The terms of reference of the PAC was reviewed in September 2022. While no changes were made at that time it is acknowledged that the inclusion of employers in programme development is vital and while there is not an employer sitting on the PAC currently they are</p>

		<p>consulted as part of the development and validation process.</p> <p>Links have been made with the South East Regional Skills Forum and a verbal agreement is in place that Programme Approval inputs will be provided as required.</p> <p>A Memorandum of Understanding was signed in June 2023 between KCETB and Tipperary ETB to support externality on our respective QA Governance structures.</p>
<p>The structure and roles of the QA Team, to ensure that it has the necessary capacity and capability.</p>	<p>Review the capacity of the current QA Team to fulfil the QA functions in line with the strategic objectives of the ETB.</p>	<p>The Director of Further Education and Training supported by the AEO with responsibility for QA reviewed the requirements for the QA Team in August 2022. At that time, it was decided to apply for sanction to DFHERIS for a Programme Development Officer.</p> <p>This sanction was received, and the Officer was appointed to the role in March 2023.</p>

Commentary and Reflections

The Inaugural Review provided KCETB with an opportunity to strategically review its Quality Assurance structure both in terms of its Governance structure and the capacity of the QA Team.

Link to Updated Policy & Procedures

[Kilkenny and Carlow Education and Training Board, Strategic Performance Agreements Governance and Management of Quality Policy](#)

1.03 Documentation of QA

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
The new Statement of Strategy (2022-2026) is strongly aligned with the outcomes of self-assessment, including the outcomes of the inaugural review. The review team also recommends that KCETB's self-evaluation action planning is cross referenced to its mission and strategy.	1. Cross referencing all actions detailed in the Self-evaluation action plan to the strategic goals detailed in the Statement of Strategy.	1. The Statement of Strategy was formally adopted by the KCETB Board in November 2021. This strategy outlines the vision, mission, and values of KCETB and sets out the strategic themes and objectives which will guide the organisation over the next five years.

	<p>2. Monitor progress on actions and strategic goals on an ongoing basis.</p>	<p>The Statement of Strategy is monitored on an ongoing basis and actions that underpin this goal are monitored by Executive Management on a quarterly basis through reports to the Chief Executive from the Directors and annually through Annual Reports. KCETB also report to the Department of Education on the achievement of service plan goals on a yearly basis. A formal review meeting takes place annually between KCETB and the Department of Education. The formal review reports the performance delivery agreement and the oversight agreement.</p>
<p>The Teaching and Learning policy is concluded and communicated to all stakeholders as soon as possible.</p>	<ol style="list-style-type: none"> 1. Complete Teaching and Learning policy 2. Conduct consultations with all stakeholders and review policy as necessary 3. Pilot policy and provide appropriate professional development. 	<p>The Teaching and Learning Policy was completed and approved by the QAOC in May 2023. This was following an extensive consultation process with management and teaching staff which was conducted in December 2022 and February 2023. The feedback received</p>

was carefully considered for inclusion in the finalised policy.

The next step in the implementation phase of the policy will be the creation of professional development opportunities that support high quality teaching and learning. A survey was circulated to staff in April 2023 to give them an opportunity to identify what opportunities they would like to be afforded for the next academic year. These areas have been collated and a schedule is being created for Professional Development for the next academic year.

Commentary and Reflections

The new Statement of Strategy which was formally adopted by the KCETB Board in November 2021, has outlined the strategic vision mission and values for KCETB for the next five years. This coupled with the development of the Teaching and Learning policy provides KCETB with a clear road map for supporting high quality teaching and learning across the organisation.

Link to Updated Policy & Procedures

[KCETB Strategy Statement](#)

[Teaching and Learning policy](#)

1.04 Staff Recruitment, Management & Development

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>KCETB conducts a CPD needs analysis across centres.</p> <p>The output of this would feed into the creation of Professional Development Strategy to support KCETB's progress towards achieving its strategic goals.</p> <p>The review team recommends that consideration be given to establishing a formal structure operating through centre managers to ensure that the development needs of each centre as well as the collective needs of KCETB can be taken into and addressed in a CPD strategy.</p>	<p>1.Continue to conduct annual CPD analysis across all FET centres with roll out to other ETB areas.</p> <p>2.Create annual training plan to meet needs identified in CPD analysis.</p>	<p>1. & 2.: A survey was circulated to staff in April 2023 to give them an opportunity to identify what opportunities they would like to be afforded for the next academic year.</p> <p>The areas identified have been collated and a training plan is being created for Professional Development (PD) for the next academic year. KCETB have also engaged a company to create a PD portal which will support the communication of PD opportunities to staff, provide a platform for staff to engage with learning opportunities and track their professional development journey. This will be in operation by Autumn 2023.</p>

	<p>3. Establish KCETB wide working group tasked with the development of an ETB Professional Development strategy.</p>	<p>3. The completion of the training needs analysis and the creation of the PD Portal has supported the creation of a PD Strategy. Work is underway on this Strategy, and it is anticipated it will be presented for approval by late 2023.</p>
<p>Related to the CPD strategy, the review team recommends KCETB develop an induction programme for new staff around governance, policies, and processes to ensure a continued consistency in message.</p>	<p>1. Review existing induction material and create a new suite of induction material to include QA Training videos.</p> <p>2. Create QA training videos for roll out to new and existing staff to ensure consistency in message around QA Processes and Procedures.</p>	<p>1. & 2.: In June 2022, the QA team developed a suite of QA training videos in the areas of:</p> <ol style="list-style-type: none"> 1. Governance and Management of Quality 2. Quality Assurance Policies 3. Overview of Authentication Processes 4. QA Communications <p>These videos were rolled out to staff. To date, 133 staff have completed the Governance and Management of Quality training, 126 completed the Quality Assurance Policies training, 77 completed the Overview of Authentication Processes</p>

		training and 71 have completed the QA Communications training.
KCETB fills the currently vacant TEL Co-ordinator (or equivalent) position with a suitably qualified and experienced professional with a background in teaching and learning using technology.	New sanction will be sought from DFHERIS for the appointment of a TEL/ PD Co-ordinator.	Sanction has been received for the appointment of a TEL/ PD Co-ordinator and recruitment is ongoing.
Formal communities of practice are created to support staff development and sharing of best practice. Community of practice networks could be established for staff teaching in specific areas as well as in subject-specific areas in addition to any existing communities of practice already established.	The QA team will continue to develop the framework for teaching staff to engage in Communities of Practice in their subject area in line with the programme review schedule and the requirements of specific services.	The QA team has continued to support the development of communities of practice and specific interest forums to support collaboration among teaching staff. To date the following areas are supported: <ul style="list-style-type: none"> ➤ Office Administration, Business and Tourism ➤ Healthcare ➤ Art, Craft and Design ➤ Early Learning and Care ➤ Adult Learning- five subgroups comprising of ESOL, Literacy, Numeracy, Family Learning, and IT ➤ E-Portfolios ➤ Establishing assessment standards

		<p>These groups will continue to operate in line with the requirements of the services and to align to the programme review schedule.</p>
<p>The creation of a consistent KCETB wide policy governing the formal staff appraisal process. KCETB may wish to consider introducing an appropriate model of teaching observation to support staff appraisal and development and the realisation of institutional strategic objectives.</p>	<p>1. Continue to engage in national partnership frameworks 2. KCETB aim to consistently enhance the quality of teaching and learning across all our schools, centres, and services. Strategic Goal One, in the KCETB Statement of Strategy 2022-2026 <i>“Promote high-quality teaching, learning and service delivery standards, embracing new methodologies and innovative approaches”</i> supports this aim with a number of Strategic Actions that underpin this goal. Actions detailed in the Statement of Strategy are monitored by Executive Management.</p>	<p>1. KCETB has continued to engage in national partnership frameworks. 2. The Statement of Strategy was formally adopted by the KCETB Board in November 2021. Strategic Goal One: <i>“Promote high-quality teaching, learning and service delivery standards, embracing new methodologies and innovative approaches”</i> and the associated Strategic Actions that underpin this goal are monitored by Executive Management on a quarterly basis through reports to the Chief Executive from the Directors and annually through reports. KCETB also report to the Department of Education on the achievement of service plan goals on a yearly basis. A formal review meeting</p>

	<p>3. Implement the Teaching and Learning Policy across all KCETB FET centres ensuring ongoing review of the policy</p> <p>4. Enhance professional development opportunities through the creation of a KCETB Professional Development Strategy. This strategy will strengthen CPD through identified needs at centre and individual teaching staff levels.</p> <p>5. Identify innovative approaches to quality enhancement across all KCETB FET centres.</p>	<p>takes place annually between KCETB and the Department of Education</p> <p>The analysis of service plan delivery is reported on an annual basis to the Chief Executive.</p> <p>3. - 5.: The Teaching and Learning Policy was completed and approved by the QAOC in May 2023. A key step in the implementation of the policy will be the creation of professional development opportunities that support high quality teaching and learning.</p> <p>As part of the creation of a Professional Development Strategy, a survey was circulated to staff in April 2023 to give them an opportunity to identify what opportunities they would like it to be afforded for the next academic year. The areas identified include opportunities for innovative approaches to teaching and learning which will support teaching staff across all provision.</p>
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	<p>6. Monitor progress made in relation to SOLAS Strategic Performance Agreements to benchmark KCETB performance nationally.</p>	<p>6. KCETB signed the new Strategic Performance Agreements with SOLAS in December 2022. A Tableau dashboard has been created by SOLAS to support ETB's in monitoring their own performance. The dashboard also benchmarks the ETBs performance across each of the targets for the 16 ETB's. This is monitored on an ongoing basis by the DFET and the Senior Management Team.</p>
<p>Commentary and Reflections Ensuring access to high quality professional development opportunities is a key priority for KCETB. This is clearly set out in our Statement of Strategy and underpinned in our Professional Development policy that is in development. The Inaugural Review provided KCETB with an opportunity to review these opportunities and provide a framework for enhancing the opportunities available into the future.</p>		
<p>Link to Updated Policy & Procedures Kilkenny and Carlow Education and Training Board, Strategic Performance Agreements KCETB Strategy Statement Teaching and Learning policy KCETB Service Plan Kilkenny Carlow Education Training Board Annual Report</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>KCETB continues to build upon its collaborative approach to developing programmes and awards with industry. The review team agrees with the requirement (identified in the SER) to work closely with employers with a view to developing leading programmes for industry. This will require a practice of horizon scanning to see what opportunities exist for collaboration with industry and to ensure programmes align with upcoming employment opportunities within the region. One such opportunity is the potential for development of Traineeships, Apprenticeships and Micro-qualifications/Digital Badging.</p>	<p>1.The Work Based Learning (WBL) group will be tasked with developing terms of reference for Employer Engagement.</p> <p>2.KCETB to create a Client Relationships Management package to manage engagements strategically with all employers to provide targeted interventions and the creation of a ‘needs’ database from employers to ensure industry needs being met.</p>	<p>1. The WBL group conducted a review of the terms of reference to enhance the employer engagement function. A subgroup has been tasked with establishing a framework for standardising the approach to employer engagement across all FET centres.</p> <p>2. KCETB have engaged with SOLAS to procure the SEED CRM system which was developed by MSLETB. This system is designed to be a “multi-channel” employer engagement CRM for the FET Sector and will automate business processes (Call backs, referrals, forms, records of all previous & current engagements & training interventions). It will also provide analytics & reporting capabilities.</p> <p>3. Links are made with industry on an ongoing basis throughout programme delivery. The feasibility of having an</p>

	<p>3.Explore opportunities for employer representation on Quality Structures.</p> <p>4.Continue to engage with national and local opportunities to develop Micro Credentials.</p> <p>5.Develop internal capacity to offer Digital badging for training development and delivered to meet local industry needs</p>	<p>employer on our QAOC was explored and agreement received from the South East Regional Skills Forum (SERSF) to participate in Quality areas when required.</p> <p>4. KCETB have engaged with SOLAS as part of the Skills to Advance Micro credential initiative to obtain differential validation in a variety of identified key skills areas. To date KCETB have received validation to deliver four programmes and work is underway in the validation of five further micro credential areas.</p> <p>5. A Digital badge platform was created in May 2023 which will enable us to offer badges to staff and employers in core areas. To date 14 digital badges have been awarded to participants on a raising literacy awareness training offered earlier this year. It is hoped that the digital badges will ultimately become accredited courses pending demand and awarding body validation.</p>
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Commentary and Reflections

Ensuring the needs of our learners and employers in the region are met is a key strategic priority. The Inaugural Review provided us with focused tasks in this regard. As detailed above, considerable work has been undertaken in the areas of micro credential development and digital badging. A clear roadmap for strategic actions in the area of employer engagement is also underway.

Link to Updated Policy & Procedures

Click here to enter text.

1.06 Access, Transfer and Progression

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>KCETB review their current implementation of the RPL Policy to ensure it is being applied consistently cross centres and programmes and to develop a formal community of practice around RPL.</p> <p>It might be helpful to compile and disseminate RPL studies to assist both the learner and teaching staff in understanding and applying RPL within FET.</p>	<ol style="list-style-type: none">1.Review RPL Policy and present to QAOC for approval.2.Conduct briefings on RPL for Centre Management and Teaching Staff to raise awareness.3.Develop and deliver KCETB RPL Mentor and Assessor training to	<p>1. & 2.: The RPL policy was reviewed and approved by the QAOC in November 2022. Following the issuing of the policy a series of briefings was held for centre management and teaching staff to promote the policy and raise awareness of the availability of RPL for learners.</p>

	<p>enhance capacity of ETB to deliver RPL. Following the conclusion of the training, QA will review the requirement for an RPL Community of Practice.</p> <p>4. Sectoral collaboration to develop an awareness campaign around RPL</p>	<p>3. QA is currently working on the creation of an RPL handbook that will provide the basis for RPL training and the creation of a Community of Practice in the next academic year.</p> <p>4. KCETB have engaged with ETBI and the Prior Learning Assessment Inside Out (PLAIO) journal to publish case studies on KCETB RPL initiatives to raise awareness nationally and internationally. Links have also been made with SETU to establish seamless RPL pathways for learners and employers in the region.</p>
<p>Commentary and Reflections Growing access to and awareness of RPL was a key priority for 2022. The numbers of learners benefitting from RPL has grown since the Inaugural review and there are key strategies in place to support continued growth in this area.</p>		
<p>Link to Updated Policy & Procedures Recognition of Prior Learning Policy</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.
<p>The Assessment Policy should be updated to provide clear and practical guidelines around plagiarism detection and actions to be taken so that a consistent approach can be applied across centres.</p>	<p>1. Review Assessment policy to ensure it provides clear and practice guidelines around plagiarism detection and actions when plagiarism is detected.</p> <p>2. Continue to collaborate with ETBI in the development of FET Academic Integrity Guidelines for Learners and Teaching Staff.</p>	<p>1. Following a review of the Assessment Policy it was agreed that the area of assessment malpractice would be better placed in an Academic Integrity policy. This policy will encompass all areas of assessment integrity including plagiarism. Work is underway on this policy with the view to it being approved by the QAOC in Quarter 4 2023.</p> <p>2. KCETB collaborated with ETBI in the creation of FET Academic Integrity Guidelines for Learners, this was launched in October 2022. This guide is available to learners on the KCETB learner support portal and has been circulated across all provision. The KCETB Academic Integrity Policy will provide guidelines for staff in this area.</p>

<p>In addition, the review team recommends that KCETB clarify its position with regard to online invigilation in its Blended Learning, Assessment and Data Protection Policies, having regard to QQI publications on this topic. Should KCETB decide to employ online invigilation, clear guidelines and training needs to be provided, with appropriate checks put in place.</p>	<ol style="list-style-type: none"> 1. Review and update Assessment and Blended learning policies. 2. Create guidelines for centres with referencing to online invigilation. 3. Provide professional development to centres to support the implementation of revised policies and guidelines. 	<p>1. - 3. KCETB has considered the area of online invigilation in a post COVID environment. Currently our Blended Learning or Assessment policies do not allow for the remote invigilation of examinations in any of our centres. Pending the approval of the Statutory quality assurance guidelines for blended on online delivery, KCETB will reconsider the requirements for the delivery of assessment in an online manner. Centres wishing to make changes to programmes or assessments must apply for Programme and Awards (PAC) approval.</p>
<p>Commentary and Reflections</p> <p>Consideration has been given to the area of assessment malpractice and authentic assessment, both locally and through national links. In the era of Artificial Intelligence this area will require a renewed focus into the future.</p>		
<p>Link to Updated Policy & Procedures</p> <p>A Learners Guide to Academic Integrity</p>		

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>KCETB consider the resourcing of data management across its centres to ensure that an ETB wide data strategy can be implemented, and data related issues can be addressed cross functionally within the ETB.</p>	<p>Sanction requested from DFHERIS to support data management.</p>	<p>Sanction was received from DFHERIS in late 2022. Additional resources have been allocated in this area to support the implementation of the Data Management</p>
<p>Conducting an audit of where learner records are stored (both online and in physical locations) and documentation on who has access to this information should be completed as soon as possible. This should be referenced in the Data Protection, Records Retention and Assessment policies and updated at appropriate regular intervals.</p> <p>Developing Standard Operating Procedures for all of their centres and second providers around data protection, to include an audit schedule and consideration of the most effective way to achieve high level oversight of data management between IT and OSD.</p>	<p>1.Roll out Privacy engine to support Data compliance</p> <p>2.Review Learner Management Information System Policy</p>	<p>1. Privacy engine was implemented in KCETB in 2022. This system has enhanced our GDPR systems and provided a system to track compliance in this area.</p> <p>2. A review of the Learner Management Information Systems Policy was conducted in 2022 to ensure compliance as required.</p> <p>3. Following internal analysis we will progress this matter by enhancing our</p>

<p>Prioritising the unification of data through an appropriate IT system and policy to provide for a single source of truth to inform decision making.</p>	<p>1.DFET and DOSD will collaborate nationally to support the enhancement and development of IT systems.</p> <p>2.QA Team to conduct analysis using data from authentication reports, course outcomes and learner and staff feedback.</p>	<p>1. The DFET and DOSD continue to engage in national collaborations to support the enhancement and development of IT systems. The PLSS advisor engages with ETBI and the 16 ETBs through the PLSS advisory group. This ensures a consistency across ETBs in the management of the PLSS and the application of same.</p> <p>2. In January 2023 the QAOC approved the KCETB Data Management Policy. The purpose of this policy is to outline the processes for the collation of programme and learner data associated with KCETB FET provision. The policy details the process for analysing data so it can be used for the planning and self-evaluation of FET provision. A series of data reports are created at ETB level and shared to each centre under a set of key areas. These reports are created at two strategic times in the year and presented to the</p>
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		SMT and centre management to inform decision making. Core elements of the data are shared in the QA.
<p>Commentary and Reflections The recommendations received from the review panel provided KCETB with an opportunity to review data sources and the management of the integrity of these sources. Our capacity has grown significantly in this area over the last year and there is a clear road map for how this can be further enhanced in the coming years.</p>		
<p>Link to Updated Policy & Procedures Data Management Policy</p>		

1.09 Public Information and Communication

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
KCETB should develop a clear and comprehensive corporate branding strategy and policy to showcase their offerings. To support with public information and communication, the review team recommends that KCETB administer constant updates and resources on the public facing website.	<ol style="list-style-type: none"> 1.Redvelop KCETB website to ensure effective communication of KCETB message 2.Develop KCETB communications policy to ensure clear, consistent, and effective communication of the KCETB message and brand. 	<ol style="list-style-type: none"> 1. The KCETB website was updated and officially launched in September 2022. This streamlined website showcases offerings across all provision. 2&3. A staff member was recruited with skills in the area of communication in 2022. A key part of her role has been establishing clear, consistent, and

	<p>3.Review social media platforms in place to ensure alignment to KCETB communications policy</p>	<p>effective communication of the KCETB message and brand. It will also provide a framework for the review of social media platforms.</p> <p>Work has commenced on the KCETB Communications Strategy following the establishment of a Communications Working Group.</p> <p>3.The KCETB Social Media Policy was approved in Q3 2022</p>
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Commentary and Reflections

The area of communication of our message has been a key priority for the last year. The addition of a staff member with skills in communication has supported this priority. Other areas actioned here included:

- The Customer Service Charter and Action Plan was completed.
- New promotional material and signage was rolled out.
- Work commenced on the KCETB Communications Strategy
- KCETB press office function established.
- Ongoing news section (English and Irish) on the KCETB website
- Communications support for FET and Schools events

Link to Updated Policy & Procedures

www.kcetb.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>Formal arrangements in relation to the monitoring of teaching and learning be standardised across all KCETB centres and services to ensure a consistent approach.</p>	<p>1. Continue to engage in national partnership frameworks</p> <p>2. KCETB aim to consistently enhance the quality of teaching and learning across all our schools, centres, and services. Strategic Goal One, in the KCETB Statement of Strategy 2022-2026 <i>“Promote high-quality teaching, learning and service delivery standards, embracing new methodologies and innovative approaches”</i> supports this aim with a number of Strategic Actions that underpin this goal. Actions detailed in the Statement of Strategy are monitored by Executive Management.</p>	<p>1. KCETB continues to engage in national partnership frameworks.</p> <p>2. The new Statement of Strategy was formally adopted by the KCETB Board 16th November 2021. Strategic Goal One: <i>“Promote high-quality teaching, learning and service delivery standards, embracing new methodologies and innovative approaches”</i> and the associated Strategic Actions that underpin this goal are monitored by Executive Management on a quarterly basis through reports to the Chief Executive from the Directors and annually through Annual reports.</p>

	<p>3. Implement the Teaching and Learning Policy across all KCETB FET centres ensuring ongoing review of the policy</p> <p>4. Enhance professional development opportunities through the creation of a KCETB Professional Development Strategy. This strategy will strengthen CPD through identified needs at centre and individual teaching staff levels.</p>	<p>3. & 4.: The Teaching and Learning Policy was completed and approved by the QAOC in May 2023. A key step in the implementation of the policy will be the creation of professional development opportunities that support high quality teaching and learning.</p> <p>As part of the creation of a Professional Development Strategy, a survey was circulated to staff in April 2023 to give them an opportunity to identify what opportunities they would like to be afforded for the next academic year. The areas identified include opportunities for innovative approaches to teaching and learning which will support teaching staff across all provision.</p>
<p>Commentary and Reflections Ensuring access to high quality teaching and learning is a key priority for KCETB. This is clearly set out in our Statement of Strategy and underpinned in our Teaching and Learning policy. The Inaugural review provided KCETB with an opportunity to review these opportunities and provide a framework for enhancing professional development opportunities available into the future.</p>		

Link to Updated Policy & Procedures

[KCETB Strategy Statement](#)

[Teaching and Learning policy](#)

2.02 Assessment of Learners

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
KCETB review the current arrangements that are in place to support the consistency of workplace competency assessment and thereafter create the formal arrangements necessary for the delivery, monitoring and assessment of work experience and placement.	<ol style="list-style-type: none">1.Work Placement Policy implemented to ensure a consistent approach to the oversight and assessment of work placement across all centres.2.WBL group to identify awards where workplace competencies are assessed to ascertain the breadth of provision to be comprehended in the Work based learning competency policy.3.WBL group to develop and pilot Work Based Learning competency assessment guidelines taking into account resourcing and training required to implement the guidelines at centre level.	<p>1.The Work Based Learning group completed the Work Placement Policy, and it was approved by the QAOC on the 24th of June 2022. The policy outlines the policy and procedures in relation to all work placement activities at KCETB. It covers key activities in relation to work placement including:</p> <ul style="list-style-type: none">• Defining work-based learning, work experience and work practice• Planning for the work placement• Monitoring and assessing the work-based learning activities• Providing guidance on specific QQI awards

- Standards of professional conduct
- Administrative supports available
- Key documents to be completed

A series of briefings was held with the relevant centres and the policy is now being implemented across FET.

2.&3. A subgroup of the Work Based Learning group (comprised of centre management and Subject Matter Experts (SME's)) has been tasked with conducting a review, creating a policy, and developing guidelines to support the implementation of the competency assessment guidelines across all FET centres.

Commentary and Reflections

Ensuring the needs of employers is met in the region is a key strategic priority, The work undertaken by the Work based Learning group, in conjunction with the plans in place for the future, provide a clear framework for moving this priority forward.

Link to Updated Policy & Procedures

[KCETB Work Placement Policy](#)

2.03 Supports for Learners

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>KCETB implement a standard Learner Handbook and finalise development of the Learner Support Portal to ensure that learners in all settings have a clear understanding of how and why they are assessed and relevant assessment procedures for appeals.</p>	<p>1.Learner Handbook to be developed and published to ensure that learners in all settings have a clear understanding of how and why they are assessed and relevant assessment procedures for appeals.</p> <p>2.Update Learner portal to reflect revised Learner Handbook.</p>	<p>1. & 2. The Public Information and Communication group supported by the Learner Support and Well-being Co-ordinator have created a draft Learner Handbook. This document is at consultation phase currently and it is anticipated that it will be ready for circulation across all centres, pending approval by the QAOC, from January 2024.</p> <p>A review of the Learner Support Portal was also conducted with additional information around assessment, and learner supports added.</p>
<p>Commentary and Reflections The Learner is at the heart of everything we do in KCETB and ensuring they are supported on their learning journey is of paramount importance. Significant work has been undertaken in the area of a consistency of information that is available to learners with a clear roadmap as to how this will be prioritised into the future.</p>		

Link to Updated Policy & Procedures

Click here to enter text.

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.
The QA Handbook is prioritised and finalised ahead of the current completion date of September 2023	<p>1.QAOC to monitor progress of all working groups to ensure full suite of policies and processes have followed the policy development process and are ready to be implemented in September 2023.</p> <p>2.Publish QA handbook on KCETB QA website.</p>	<p>1. & 2. The QA Team established an Action Plan to monitor the progress of all working groups on key tasks.</p> <p>The QA handbook is due for approval by the QAOC in Q4 2023 and will cover all eleven sections of the Core Statutory Guidelines.</p> <p>Following approval, the QA handbook will be published on the QA website. The sections currently completed are available for review on the QA website.</p>
Commentary and Reflections Following the Inaugural Review, a key priority for the QA team was ensuring there was a clear and consistent focus on consistent policies and procedures across all Further Education and Training. The QA handbook is a key part of this priority and will be implemented in Q4 2023.		

Link to Updated Policy & Procedures
[KCETB QA Policies](#)

3.02 Programme Monitoring & Review

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>KCETB develops a systematic approach to reviewing course content to ensure modules and programmes are fit for purpose for both learners and industry and re-examine programme review schedule to link with national priorities</p>	<p>1.KCETB implemented a Programme and Awards Approval and Review policy that sets out the structures for programme validation and review. 2.Continue to roll out annual programme review schedule as approved by QAOC. 3.Engage and collaborate with other ETBs in the review of existing programmes and the development of new programmes.</p>	<p>1. The KCETB Programme and Awards Approval and Review policy was developed and approved by the QAOC in May 2022. This policy, and the associated Programme and Awards Committee (PAC), provides a framework for the management of programmes within KCETB.</p>
<p>Putting mechanisms in place to standardise the approach to learner feedback to ensure areas for improvement development are acted upon in a timely manner. This will support KCETB’s work to ensure that learner voice is heard at all levels of provision.</p>	<p>1.Public Information and Communication (PIC) group to devise ETB wide end of course learner feedback form for use and distribution across all KCETB FET centres.</p>	<p>1. & 2. In April 2022 the PIC group established a framework for learner end of course feedback. This was circulated to all learners in April 2022 with 477 responses received. The learner feedback mechanisms have since been</p>

	<p>2.Feedback information from learner feedback to centres in a timely manner to ensure the data can be used to support teaching, learning and service delivery across all FET centres.</p> <p>3.Continue to hold Voice for learner forum events for the ETB.</p> <p>4.Establish Focus groups of learners to consult on specific topics including but not limited to programme reviews, policy development and programme provision.</p>	<p>expanded to include a mid-year feedback form. An early finisher form is in development with a view to this being circulated for the first time in the 2023-2024 academic year.</p> <p>The feedback received is broken down by centre with the information shared with centres for their consideration.</p> <p>3. KCETB held a Learner forum in February 2023, facilitated by Aontas. In total 79 Learners attended the event, and 245 learners completed a survey prior to the event.</p> <p>4. Learner feedback on topics relating to programme provision and reviews is obtained through the learner feedback processes which have been established. A past KCETB learner currently sits on the QAOC. Consideration is being given</p>
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		to the best way to integrate the learner voice into policy development.
<p>Making greater use of data and evidence to enhance performance, and support quality within and across the ETB.</p> <p>PLSS data can play a key role in determining programme suitability and future proofing provision.</p>	<ol style="list-style-type: none"> 1. Identify and review both internal and external data available to identify further opportunities for enhancement. 2. Use the quantitative information and data available to support decision making that measures key performance indicators that are agreed by the SMT. 3. Share information with SMT and centre management to inform decision making through QA newsletters, the FET Forum and in SMT updates. 4. Review PLSS and QA processes to identify opportunities for integration. 	<p>1. - 3.: In January 2023 the QAOC approved the KCETB Data Management Policy. The purpose of this policy is to outline the processes for the collation of programme and learner data associated with KCETB FET provision. The policy details the process for analysing data so it can be used for the planning and self-evaluation of FET provision. A series of data reports are created at ETB level and shared to each centre under a set of key areas. These reports are created at two strategic times in the year and presented to the SMT and centre management to inform decision making. Core elements of the data are shared in the QA Newsletter and at the FET forum.</p> <p>4. The QA team took over responsibility for the overall management of PLSS</p>

across FET in September 2022. As part of this process a review of the existing Learner Management Information System Policy was undertaken to identify opportunities to integrate QA processes. The addition of a QA approval functionality to the PLSS system has meant that all accredited provision must be reviewed by QA in advance of it being published. The addition of this functionality has brought a uniformity to naming, scheduling and oversight in terms of programme validation in advance of any programme going live to learners.

Commentary and Reflections

The recommendations received from the review panel provided KCETB with an opportunity to review our data sources and our capacity to utilise data to inform programme provision. Our capacity has grown significantly in this area over the last year and there is a clear road map for how this can be further enhanced in the coming years.

Link to Updated Policy & Procedures

[Programme and Awards Approval and Review policy](#)

[Data Management Policy](#)

[Learner Management Information System Policy](#)

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.
No recommendations received in this area	Click here to enter text.	Click here to enter text.

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

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

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

No.	QA Objectives	Update on Status	Link to updated/new Policy
	These should relate to objectives not already discussed in the progress report.	Provide brief update on status, whether completed or in progress.	
1	<p>Enhancing the Learning Environment</p> <p>In December 2022 the Department approved KCETB for a FET College of the Future (FCOF). KCETB is working closely with SOLAS and DFHERIS in this regard</p>	<p>KCETB has submitted a site appraisal report to SOLAS for consideration.</p> <p>Buildings Officer appointed to review, and support fit for purpose buildings</p>	Click here to enter text.

2	<p>Access, Transfer and Progression</p> <p>In September 2022 KCETB commenced reviewing its FET provision focussing on learner pathways and access, transfer, and progression within FET. It also looked at supports required for learners as well as progression to Higher Education and Employment.</p>	<p>Key actions in this area to date are the review of Level 1-4 provision aiming to provide clarity for learners in progression pathways across FET and onwards to HE or employment.</p> <p>In addition, the enhancement of the progression relationships with Higher Education Partners such as SETU is underway.</p>	<p>Click here to enter text.</p>
4	<p>Governance and Management of Quality:</p> <p>In January 2023 the QAOC approved the Research Integrity Policy for all FET programmes where learners are required to undertake primary research as part of their assessment.</p>	<p>The policy was developed to provide support for learners who are undertaking primary research as part of their assessment. A key skill for any researcher is to ensure that consideration is given to ethics when undertaking research. Hence the development of a policy was identified as a priority.</p> <p>The policy outlines the principles and responsibilities for research ethics within KCETB and is in operation across all FET centres and colleges</p>	<p>Research Integrity Policy</p>

5.0 Additional Themes and Case Studies

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 1: Recognition of Prior Learning (RPL) (Governance and Management of Quality)

Introduction

Recognising the benefits of the Recognition of Prior Learning (RPL) observed during the COVID-19 response, in late 2020 KCETB decided to further enhance its RPL offering. During the COVID-19 response, RPL formed part of the Further Education and Training (FET) offering for learners participating on programmes that required access to work placement. RPL was used for FET learners who had vocationally relevant life and work experience compatible with the mandatory work placement element of the award. To support our capacity to grow this offering further, KCETB reviewed its Recognition of Prior Learning Policy (RPL) in November 2022. The learning gained during the COVID-19 response, and over previous years, was taken on board to inform the updated policy.

Description of issue

The advent of the COVID-19 pandemic in 2020 meant that KCETB centres and colleges had to move to remote delivery of teaching, learning, and assessment. FET learners participating on programs which required access to work placement were particularly disadvantaged when trying to meet the requirements of their award when placements were no longer available to them. It was found that many FET learners had vocationally relevant life and work experience, which was compatible with the mandatory work placement element of the award. Recognising this experience would enable them to meet the requirements of the overall programme and allow them to progress to employment or higher education.

In total ten learners participated in this process, with the majority coming from part-time programs in Back to Education Initiative (BTEI) at NFQ Level 5 in Healthcare Support (5M4339), Early Childhood Care and Education (5M2009) and one learner from a full-time Post Leaving Certificate (PLC) Level 6 Horsemanship programme (6M3505). The KCETB QA Department took the lead in the process and were supported by mentors and assessors in the relevant subject areas. The staff supporting this process comprised of one Adult Education Officer, one QA Co-ordinator, one mentor and three subject specific assessors. The time commitment from both the assessors and mentors was significant

given the complex nature of the work placement requirements across the range of programs. However, the diverse range of programme offerings enhanced our level of understanding of the processes involved.

Following a review of the benefits for learners of having access to this process it was decided to work towards further enhancing our RPL offering.

Action

To further enhance our capacity to roll out RPL to a broader range of learners, the learnings from the COVID 19 response and the previous TOBAR programme which took place in 2018 were taken on board to review our RPL process. The KCETB RPL policy was reviewed and updated prior to formal approval by the QAOC in November 2022. Parallel to the development of the revised procedures, the RPL team at KCETB worked with two groups in 2022 to formally recognise experience and work achieved in the workplace.

For the defence forces, their work in the areas of Health and Safety, Communications, Work Experience, IT skills and Sports was recognised for 7 learners across 29 awards at QQI levels 4 and 5. The group received their certificates in February 2023 at a ceremony organised in the James Stephens Army Barracks in Kilkenny.



RPL awards Defence Forces, Kilkenny - February 2023

Another employer which benefitted from the RPL process was Nutribio. This group brought together nine members of their Sales team to obtain certified recognition of their sales experience. The group was mentored and supported to match their work activities to the QQI level 6 award

Consultative Selling. In February 2023, the participants were presented with their individual awards at a ceremony in Mount Wolseley in Tullow, Co Carlow.



Figure 1 RPL awards - Nutribio, Carlow - February 2023

Both projects were supported enthusiastically by the teaching and support staff at KCETB. The work involved was acknowledged by the employers who commended the individual RPL participants and KCETB for working collaboratively to achieve formal certification for the knowledge, skills and competencies that are achieved in the workplace. The RPL participants gave very positive feedback on how beneficial the RPL process was for them.

Key Outcomes/Impacts

The initiatives outlined and the review of the RPL Policy has had many benefits for KCETB. The initiatives undertaken have been publicised widely internally within the organisation through our QA newsletters and the subsequent briefings on the revised RPL policy, both of which

have served to raise awareness of the availability of RPL for centre managers and teaching staff. It has also enhanced the organisations capacity to offer RPEL to a broader range of learners across our services and employers in the region by broadening our assessor base.

In the 2022-2023 academic year there were 32 RPL applicants; up from 15 in 2021 which represented a 213% increase growth in RPL numbers.

For 2023-2024, we are continuing to grow the capacity to offer RPL opportunities to our learners by offering professional development opportunities to teaching staff to further enhance our assessor base. A targeted promotional campaign to make learners and employers aware of RPL options is also being developed.

Key Learnings

KCETB's experience in RPL has been growing since the initial TOBAR Defence Forces project in 2018. The advent of COVID-19 afforded us with an opportunity to serve the needs of our learners and to grow our capacity in the area. In the last number of years, the learnings have increased, enhanced our RPL policies and enabled us to build a strong foundation to further develop our RPL provision for learners and employers in the region.

Case Study Title 2: Family Learning KCETB Adult Learning Service (Teaching, Learning and Assessment)

Introduction

The Adult Learning Services (ALS) in Kilkenny and Carlow, wished to expand certification options for learners participating in their family learning provision to meet needs identified locally and in national policies. In February 2022 ten Education and Training Boards (ETBs) came together to develop a programme to meet this need and to support parents of primary school children, in their role as primary educators of their children.

The programme's focus would enhance parents' understanding of the core skills of Literacy, Numeracy and Digital Literacy. It would also support parents to develop the skills and knowledge required to enable them to see the home environment as a valuable learning space. This case study will detail the rationale for the development of the award, the process undertaken and detail the key impacts of the programme and family learning provision across KCETB ALS.

Description of issue

Family Learning is a core part of provision across the ALS in Kilkenny and Carlow. The programmes have far-reaching impacts on both parents/ guardians, children and the wider community thus helping to improve life chances and tackle disadvantage. They provide parents with an opportunity to get back on the educational ladder and build their confidence to progress.

Key policy areas which recognise the importance of family learning include:

- FET Strategy 2020-24 document, '*Future FET: Transforming Learning*' identified Family Learning as an effective means of diversifying literacy and numeracy provision.

- The *Adult Literacy for Life Strategy* sets out the necessity to ‘grow family literacy and family learning approaches as part of a targeted programme of support for health, social care, and family support interventions’ (2021: p.12)
- The *Enabling Intergenerational Learning: Guidelines and Background report on Family Literacy Practices in Irish ETB’s (2020)* notes ‘the potential for devising short QQI modules or elements of modules that match family literacy purposes’ (p122)

A key target of the SOLAS Strategic Performance Agreements (SPA) targets is that 50% of Adult Literacy provision must receive certification. To support the ALS in meeting this target it was decided that an award that provided certification opportunities for learners participating in Family Learning programmes would be developed. Following a review conducted by the Adult Literacy Organisers (ALO) they felt a programme that was specifically focused on supporting parents in their role as primary educators would support them in meeting their certification targets, and support progression opportunities for learners engaging in family learning programmes.

Action

KCETB QA commenced developing the award in February 2022 with nine other ETB’s. In total a team of 11 people developed the award with representation from Subject Matter Experts, Adult Literacy Organisers and Quality Assurance Officers and Managers. The breadth of membership ensured that a broad range of perspectives were considered. Three subgroups were established to work on the four core areas of literacy, digital literacy, maths and learning to support children which were identified following an initial consultation process. Given the breadth of ETBs involved a Shared Curriculum approach was deployed and QQI were consulted on an ongoing basis to ensure all key areas were attended to, including the consideration of the new Broad Standards guidelines.

In line with Section 17.3 of the Policies and criteria for the validation of programmes of education and training an extensive consultation process was undertaken to ensure the group had “*sought out and taken into account the views of stakeholders*”

(QQI:2017: p.17). The consultation was far reaching and included consultation with the ALOs, tutors in the literacy services, learners and agencies who would benefit from their clients participating on the award along with national agencies working in the area.

By July 2022 the Learning to Support Children in Primary School Non-CAS Special Purpose Award (SPA), which had four embedded programmes at QQI level 3, was developed.

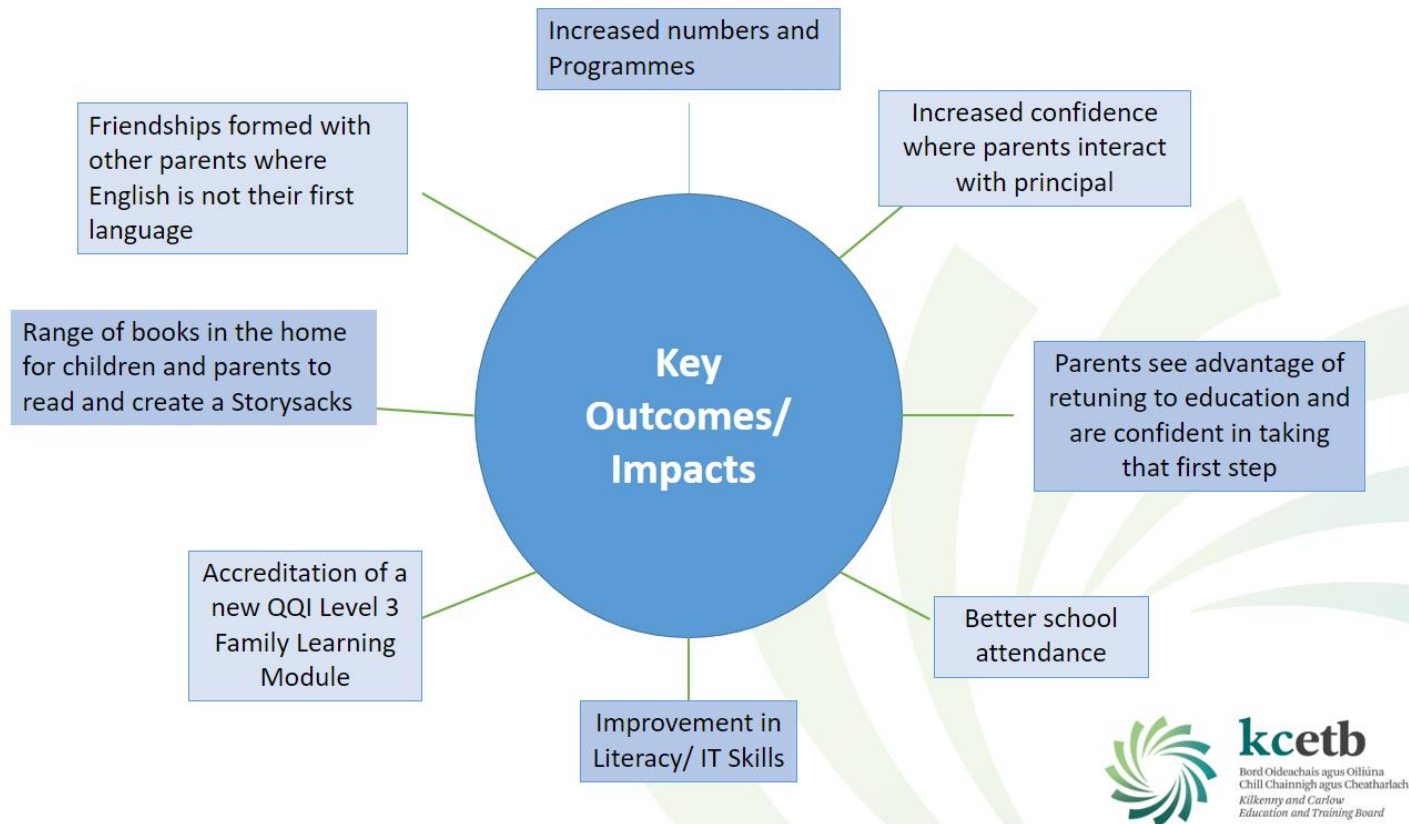
- Supporting Children with Learning in Primary School
- Supporting Children with Literacy in Primary School
- Supporting Children with Digital Literacy in Primary School
- Supporting Children with Maths in Primary School

KCETB who were the lead ETB, submitted the programme descriptor, (which comprehended the newly devised QQI broad standards at levels 1-4,) to QQI for validation. This programme was validated by QQI in February 2023 and was officially launched as part of ETB week on the 1st of March 2023. The award is now open to differential validation from other ETBs and will be delivered to learners cross Kilkenny and Carlow from September 2023, thus supporting the service to meet its certification targets.

Key Outcomes/Impacts

The programme development process undertaken ensured a programme, with a clearly justified need, input from a broad range of experts, and an extensive consultation process was developed. The consideration of the broad standards in the development process also meant that the award is more applicable across a broad range of areas. More over the opportunities afforded by this award to the ALS will ensure parents continue to be supported in their role.

Family learning programmes have far-reaching outcomes for parents as detailed in the graphic below which was prepared by the ALS:



Family learning is seen by the ALS as a mechanism to target those most distanced from education and support them in their role as the primary educators of their children. Participation on these programmes has been found to have a positive longitudinal

impact on families by increasing school attendance, improving literacy skills, and opening the door to further educational opportunities for parents.

Key Learnings

There were several key learnings for all parties in terms of the development of the Special Purpose Award and family learning provision. For the Quality Assurance team, the experience of developing a Special Purpose Award with nine other ETBs expanded our understanding of the programme development process and provided an opportunity to collaborate on a broad scale with other ETB's.

For the ALS the expansion of family learning programmes provide them several valuable insights namely:

- The importance of having a practical and fun programme where the learning outcomes are achievable.
- Allowing the parents to play an active role in the programme.
- The importance of collaborating with schools, FRC, libraries and other agencies.
- Having the right tutors and resources

Finally for the learner having access to an award which formally recognises and supports parents in their role as the primary educators of their children in areas such as literacy, numeracy, and digital literacy, will provide them with certification and further progression options into the future.

Case Study Title 3: Enhanced Data Analysis Processes (Self-Evaluation, Monitoring and Review)

Introduction

Following on from the recommendations received as part of the Inaugural Review, KCETB set about enhancing the analysis of the data available to strengthen programme provision. Several key steps were involved in this process most notably the development of the Data Management Policy, which provided a framework for the analysis of data. In addition, the development of learner feedback processes provided a structure for formal learner feedback across all provision. This case study will detail the challenges experienced and detail the actions undertaken to enhance our data analysis capacity.

Description of issue

During the Self-evaluation process and the subsequent panel visit, it was found that while there was an extensive array of data available, from QQI provider data, PLSS data and data provided through programme reviews, there was no consistent mechanism to analyse this data to inform provision. This was identified as a key action by the panel. The QAOC set the QA team the task of addressing this area in September 2022.

Action

In considering what key actions should be undertaken to enhance the analysis of the data available, KCETB first considered what data was available. The data available was found to be far diverse including QQI provider data, PLSS data and data provided through programme reviews along with data provided from SOLAS through the SPA Tableau Dashboards. Following this comprehensive review, the DFET was consulted to get a greater idea of what information would be required to support FET provision into the future. To support this scoping exercise a meeting was held with a neighbouring ETB to obtain information on what data analysis processes were in existence and to obtain feedback on the effectiveness of same.

Following this scoping exercises, a Data Management Policy was drafted and approved by the QAOC in January 2023. The purpose of this policy was to outline the processes for the collation of programme and learner data associated with KCETB FET provision to enhance the use of data for planning and self- evaluation.

The Centre Data reports are created twice a year in September covering mid-year data and February which covers end of year data. In line with the Data Management Policy the reports look at completion rates, early leaver/finisher reasons, certification rates and grade distributions by centres across programme categories. The centres are benchmarked against their 3 year and 1-year statistics with the report highlighting if a centres statistics are outside an agreed percentage change, either positive or negative as a space for discussion.

As a parallel process, the Public Information and Communication Group (PIC) were developing mechanisms for obtaining learner feedback and sharing it with centres in a timely manner. A similar review process took place to which identified core areas requiring feedback from learners. Three distinct learner feedback forms are now in place – a form for courses 14 weeks or longer, a form for courses under 14 weeks, and a mid-course for courses over 33 weeks. The next priority for the group is the development of a learner withdrawal form.

The first end of year learner feedback form was circulated to centres in April 2022 with 477 responses. This number increased to 884 responses for the end of year feedback form for the 2022/23 academic year. Each centre then receives the feedback relevant to their centre with reports generated twice a year - in September, to cover the end of year course forms, and again in January, to cover the mid-course forms. There is also a report generated at ETB level that is circulated to the QAOC.

Key Outcomes/Impacts

A key outcome from implementing the Data Management policy is that there is now an agreed format with specific times in the year where data available is analysed. This information is shared with centres in a timely manner and supports centre managers in their decisions around programme provision.

Ensuring the learner voice is harnessed was a key priority post the Inaugural review and the work undertaken by the PIC has meant that learners are now consulted three times per year through the learner feedback process.

The addition of Tableau data analysis software and the creation of templates to support the analyse and visualise of data has enhanced the overall analytical ability of the team.

Key Learnings

The utilisation of Tableau to analyse data has increased the capacity within the QA team to utilise data and data analytics software to answer pertinent questions raised at the QAOC and support the future development of KCETB. The provision of data to the centres to inform provision has provided supports to centres in terms of programme provision planning into the future.