

QA Review Follow-Up Report

Kerry Education and Training Board

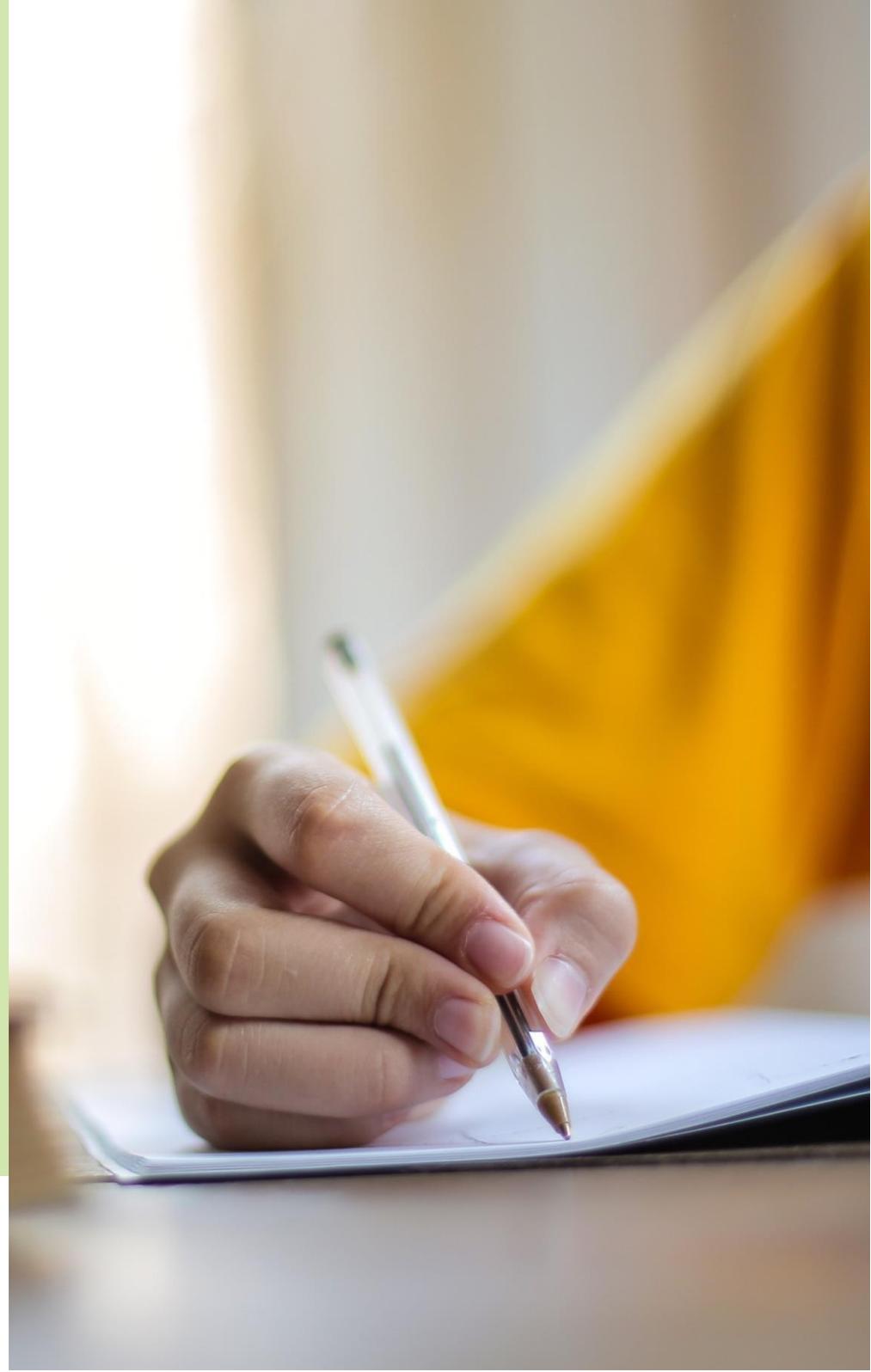
Date: 6th October 2023

Submitted by: Owen O'Donnell (Oct 6, 2023 09:45 GMT+1)



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann



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1.0 Follow-up Report Post-Review

Links to new or amended policies and procedures¹ are included in this document. Links to the Quality Council Annual Report 2022, and new Strategic Statement 2023-2027 are also included.

1.01 ETB Mission and Strategy

Recommendation Number	Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
R1	The review team recommends that Kerry ETB pursue a broader community of interests to ensure the ETBs approach to self-evaluation benefits from a wider range of experience, skills and knowledge and promotes shared ownership of the QA process with all stakeholders.	<i>Involve learners, apprentices and employers in the review of QA procedures and QA Handbook.</i>	<i>The views of learners on procedures for Extension of Assessment Deadlines, Compassionate Consideration, and Reasonable Accommodation have been recorded, (online surveys x 2), (Survey period March 2023), (Focus groups x 2), (April & Aug 2023). The QA Governance Board will draw from this recorded learner feedback when making decisions on revisions to QA procedures.</i>
		<i>Develop shared ownership through improved communication and open</i>	<i>The views of learners on the use of Turn It In (15 learners), (online surveys x 2),</i>

¹ New or amended since the publication of Kerry ETB's Self-Evaluation Report, as part of the Inaugural Review process.

		<p><i>dialogue such as surveys and focus groups annually.</i></p>	<p><i>(survey period May- June 2023), have been recorded. The QA Governance Board will draw from this recorded learner feedback when making decisions on academic integrity arrangements and related QA procedures. For more information see the <u>Case study on this project</u>.</i></p> <p><i>The views of learners on their experience of teaching, learning and assessment (566 learners), (survey period May-June 2023), have been recorded. The QA Governance Board will draw from this recorded learner feedback when making decisions on quality assuring the stages of the learner journey.</i></p>
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		<p><i>The experience of engaging in UDL was shared by Tralee Youthreach at the Kerry ETB UDL Project 2022-23 (learners and staff), event in Q3 2023. Their teacher also shared his experiences of incorporating UDL across teaching, learning and assessment. The UDL Project 2022-2023 engaged primary, post-primary schools and FET Centres and Kerry College Campuses. Staff teams at Tralee Youthreach, Killarney Youthreach, and Kerry College Clash Campus shared their reflections on improvements to course delivery by incorporating UDL principles within teaching and instruction practice.</i></p>	
		<p><i>Further develop links and pathways with HEI's, and advance progression opportunities for Kerry ETB learners to feed forward into programme development.</i></p>	<p><i>As part of an Advanced Progression arrangement between MTU and Kerry ETB.47 Learners from five Kerry ETB FET Centres/Kerry College Campuses registered with MTU in 2022 on 13 Degree level courses.</i></p>

			<p><i>Kerry ETB has commenced delivering Year 1 & 2 of the new tertiary degree programmes in Animation and Business Studies, in partnership with Munster Technological University. The first cohort of learners will transfer from Kerry College to MTU in Sept 2026 (progress from Level 5-6 to Level 7-8).</i></p>
R2	<p>The review team recommends the ETB adopts a systematic approach to ensure the current organisational culture is adopted ETB-wide, with practical examples to help define the desired outcomes. To this end, an action plan should be established to communicate and embed the ETB vision and values at all levels.</p>	<p><i>Pilot use of Continuous Improvement Plans at Kerry College and FET Centre Level to strengthen programme outcomes and assist in the communication of QA Values.</i></p>	<p><i>Centre level reports on Continuous Improvement Planning (CIP), (Oct 2022-May 2023), (3 locations), were considered by the QA Governance Board at its May 2023 meeting. A further set of CIP/Centre level reports, will be considered by the Board in Q4, with a particular focus on QA arrangements that will strengthen programme outcomes and support QA Values.</i></p>

		<p><i>Further develop the suite of reports for the FET Quality Council to include an Annual Report for the CEO and Section 44 Committees, a Report on Applications for Programme Approval, and Grade Analysis Reports and ICQ reports to take place at the 5th meeting of every year. Refine the ICQ to include Quality Assurance actions and ensure this is reported to section 44 committees.</i></p>	<p><i>A system for the Flow of Reports is in place. The Chief Executive (CE) receives an Annual Report from the Quality Council (which is published following CE approval).</i></p> <p><i>The Programme Governance Board and QA Governance Board received Reports on Applications for Programme Approval at its Nov 2022 meeting. Collated data on Applications for Programme Approval was noted by the Quality Council at its Dec 2022 meeting.</i></p> <p><i>Section 44 Committees note QA actions and updates as part of the wider consideration of Internal Control reports (ICQ).</i></p>
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Commentary and Reflections

Kerry ETB considers the self-evaluation of QA processes and arrangements to be of particular importance. Kerry ETB noted the commendations of the review team on the development of a well-researched and produced provider profile and self – evaluation report ahead of the Inaugural Review. Reflection sessions; led by an external governance consultant, were held in Q1 2022. Key areas of learning emerging from the Inaugural Review were identified by the Quality Council and sub-units of governance (Programme Governance Board and Quality Assurance Governance Board).

Additional focus was given to the experiences of the Quality Assurance Governance Board, who hold particular responsibilities for the ongoing

monitoring & reviewing of the application of QAP, and conducting periodic self-evaluations of the QAP, as set out in the Terms of Reference of this sub-unit of governance (see pages 7 – 14 of the Quality Assurance Manual 2023), (link provided below).

Kerry ETB is mindful of the need to promote the shared ownership of the QA process with all stakeholders. Kerry ETB is also mindful of the increasing level of autonomy within the ETB sector, (as referred by the Sectoral Report Team in the QQI report on [Quality Assurance in FET in the ETB Sector](#)). The concept of shared ownership is reflected in the new Kerry ETB Strategy Statement 2023-2027. Whilst Kerry ETB's previous core mission has not changed under this new strategy; a stronger emphasis has been placed on working more closely with internal and external stakeholders, particularly marginalised groups (see page 11 of the Kerry ETB Strategy Statement 2023-2027), (link provided below). Furthermore, the strategy makes specific reference to Kerry ETB's obligation to consult with key stakeholders, internal and external to the organisation, under Section 27 of the ETB Act 2013.

Kerry ETB's 12-month consultation (Mar. 2022 - Mar.2023), which formed the new strategy, included focus group sessions with learners, (Feb 2023), and with business representative and other stakeholders (April 2023). The rationale and approach to how Kerry ETB monitors & reviews, and conducts a self-evaluation of its QAP is detailed as part of its policy on Self Evaluation, Monitoring and Review (see page 76 of the Quality Assurance Manual 2023), (link provided below). This policy has drawn from existing experience of consultation processes and from the stronger emphasis Kerry ETB has been placed on working more closely with internal and external stakeholders, particularly marginalised groups under its new strategy.

Link to Updated Policy & Procedures

[Quality Assurance Manual 2023](#)

[Kerry ETB Strategy Statement 2023-2027](#)

1.02 Structures & Terms of Reference for Governance of QA

Recommendation Number	Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
R3	The review team recommends that Kerry ETB embeds similar external representation across all of its governance groups including the Programme Governance Board and the Quality Assurance Governance Board, learners, staff, and external stakeholders such as those from industry and local communities including Gaeltacht areas and should be among the stakeholder groups invited to participate.	<i>Produce a QA e-zine (Sept, Jan, April) to give staff at College/Centre level updates on QA-pointing them to where to go to see the detail of changes, policies, procedures etc. for consideration at staff meetings.</i>	QA e-zine Quality Matters (Issue No 1) was circulated to all staff at Campus/Centre level in Q4 2023. Next issue of e-zine to be published in Q2 2024.
		<i>Harness the position and purpose of the Kerry College Business Support Unit to find a mechanism to include the employer voice in QA structures.</i>	The Kerry College Business Support Unit is developing an Employer Engagement Strategy 2023-2025, which will set specific targets for employer engagement. The Programme Governance Board (PGB) and the Quality Assurance Governance Board (QAGB) will draw data set out in this strategy when making decisions on appropriate mechanisms to effectively include the employer voice within Kerry ETB QA structures.

R4	The review team recommends that all quality assurance policies and procedures are approved by the FET Quality Council, and that the Programme Governance Board and Quality Assurance Governance Board adhere to their defined role in developing policy and making recommendations, ensuring adherence to appropriate approval functions as outlined in the Terms of Reference.	<i>The FET Quality Council and its sub committees will annually review its terms of reference and ensure that they reflect its role.</i>	<i>Terms of Reference (TOR) were previously reviewed in Q2 2021, as part of the Self-Evaluation Reporting (SER) process. A formal review with external input is scheduled for 2024. As part of this review, the sub-units of governance will consider the new Kerry ETB Programme and Course Approval Guide.</i>
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Commentary and Reflections

Kerry ETB noted the commendations of the review team for the significant effort it has devoted to creating and implementing QA Governance Structures, Groups and the appointment of an Independent Chair to its Quality Council. As previously stated, Kerry ETB is conscious of the increased level of autonomy that is developing in the ETB sector as a whole, (as recommended in the QQI report on [Quality Assurance in FET in the ETB Sector](#)). The Kerry ETB Strategy Statement 2023-2027, (link provided below), gives a commitment to working more closely with internal and external stakeholders - in line with its obligation under Section 27 of the ETB Act 2013 to consult with key stakeholders, internal and external to the organisation.

The membership of the Quality Council, which includes an Independent Chair and two representatives from outside the organisation, reflects Kerry ETB's commitment to working closely with external stakeholders. In the Introduction to the Quality Council Annual Report 2022, (link provided below), the FET Director refers to the strength of the Quality Council in bringing together a group of people with perspectives and experiences of Further Education and Training, and the importance of having a diverse range of views. In the foreword to the report, the Chair of the Quality Council refers to the new Strategy for Kerry ETB, and the Quality Council's view of quality as being interwoven across the Strategy and a feature of all sections of the

new strategy, as opposed to a standalone section of the strategy addressing quality. Kerry ETB considers this as an opportunity to embed quality assurance action planning and maximize its potential for internal benefit across FET Programmes and Services.

Link to Updated Policy & Procedures

[Kerry ETB Strategy Statement 2023-2027](#)

[Quality Council Annual Report 2022](#)

1.03 Documentation of QA

Recommendation Number	Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
R11	The review team recommends that clear terms of reference are published within the Quality Assurance manual for the role of the Results Approval Panels in the approval and ratification of assessment results. These should be comprehensive and include the approval of all awarding bodies.	<i>Publication of the Results Approval Panel Terms of Reference in the QA Manual.</i>	<i>Kerry ETB adopted sectoral level results approval procedures. The procedures detail the purpose of Results Approval Panels, the roles and responsibilities of members, (including the Chair), and the conduct of business for panel meetings. Information on the purpose, role, and responsibilities of Results Approval Panels are also referenced in the Quality Assurance Manual (see link below).</i>

Commentary and Reflections

Kerry ETB considers the Documentation of QA to be of particular importance. Kerry ETB noted the commendations of the review team on the evidence presented ahead of the Inaugural Review of a continuing quality culture. The rationale and approach to how Kerry ETB documents its QAP is detailed as part of its policy on the Documented Approach to Quality Assurance (see section of the Quality Assurance Manual 2023), (link provided below). The policy gives due regard to the wider Kerry ETB Framework for the Development of Policies and Procedures, approved by the [Kerry ETB Board](#) in 2018. Kerry ETB considers the Documentation of QA as a key tool for providing accountability and transparency to [internal and external stakeholders](#) on QA matters.

Link to Updated Policy & Procedures

[Quality Assurance Manual 2023](#)

1.04 Staff Recruitment, Management & Development

Recommendation Number	Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
R5	<p>The review team recommends that Kerry ETB develop and implement a coherent programme of Continuing Professional Development (CPD) for all staff, including hourly paid-staff and those delivering second provider contracted training. Such a programme should have clear links to the organisation's mission and strategy, and feature annual review and evaluation of impact, drawing on the views of participants.</p>	<p><i>Establish a FET CPD Strategy group as a subcommittee of the QA Working Group.</i></p>	<p><i>The establishment of a FET CPD strategy group was discussed by the QA Governance Board at its Mar 2023 meeting. Following consideration, the Board established a QA Working Group, (as opposed to a Strategy Group), whose role will include advising the Board on CPD Planning and Implementation It will report to the QA Governance Board in Q1 2024.</i></p> <p><i>A revised Continuous Professional Development Policy and Procedure was approved by the Kerry ETB Board, (07. 2023). This CPD Policy and Procedure [National Framework of Qualifications Levels 6-9], provides Kerry ETB staff with a framework pursue professional qualifications appropriate to the needs of Kerry ETB. The procedure set out the steps to request and seek approval for</i></p>

			<i>financial support and/or leave to undertake professional qualifications.</i>
R6	<p>The review team recommends that the programme of CPD proposed above be further enhanced with a revised policy on staff, recruitment, management and development, aligned with the goals, values, and mission of the ETB. This might include:</p> <ul style="list-style-type: none"> - A formal induction to the organisation, including a briefing on the Kerry ETB Quality Assurance system and any specific QA requirements of the post; - Processes for staff mentoring - Systematic recording of CPD undertaken by staff aligned to the organisation's goals, values and mission. The current policy should be applied consistently across the ETB by staff. 	<i>Develop formal induction processes for all FET staff.</i>	<i>The QA Unit has designed a formal induction for new teaching and instructing staff at Kerry College on QA procedures and arrangements. This served as a reminder session in Q1 and Q2 across FET provision in Kerry ETB.</i>
		<i>Host an annual workforce - planning meeting with HR and the FET Management Team. Plan for panels/ a staff pool to teach in new and emerging areas and for areas where we have a shortage of subject matter expertise.</i>	<i>A plan was agreed in Q3 2023 to prepare for an annual workforce planning meeting in 2024.</i>
			<i>The QA Unit tracks CPD undertaken by FET Staff (quarterly record). An analysis of the CPD record for Q1 and Q2 of 2023 will be presented to the QA Governance Board in Q1 2024.</i>
R7	The review team recommends staff are engaged in all phases of the QA cycle	<i>Review existing Communities of Practice (COP).</i>	<i>The QA Governance Board approved TOR for COP's, which specifically</i>

	<p>and have the opportunity to join a Community of Practice to share learning, deepen knowledge and embed improvement.</p>		<p><i>reference their role and function (knowledge exchange), (learning & sharing).</i></p> <p><i>Peer support is provided through the Early Learning and Care COP to assist teaching and instructing staff delivering courses leading to the new QQI Award Standards in this area at Level 5 and 6.</i></p> <p><i>The QA Unit collated data on the areas of quality enhancement activity engaged in by instructing and teaching staff in Q1 and Q2 2023, including two training sessions delivered by the QA Unit (Assessor Training Jan 2023), (QA Briefing Workshop Feb 2023).</i></p>
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Commentary and Reflections

Kerry ETB noted the commendations of the review team on the systematic approach adopted to staff recruitment, management and development and the range of development opportunities that Kerry ETB make available to its staff, and is mindful of the increasing importance of monitoring and evaluation arrangements to quality assure teaching and instructing practice within the ETB sector, (as referred to in the Sectoral Report Team in the QQI report on [Quality Assurance in FET in the ETB Sector](#)).

The new Kerry ETB Strategy Statement 2023-2027, (link provided below), points to the challenge of the increasing complexity and layering of reporting relationships which could restrict autonomy and leadership capacity. Adaptive Leadership, with a specific focus on an informed, proactive and strategic approach to leadership as opposed to reactive is earmarked for development in the strategy. The objective of designing and delivering a career development programme for staff will be important in this regard. Outcomes from monitoring and evaluation activities for quality assuring teaching and instructing practice will provide an evidence base to draw on when making decisions about this career development programme.

Link to Updated Policy & Procedures

[Kerry ETB Strategy Statement 2023-2027](#)

1.06 Access, Transfer and Progression

Recommendation Number	Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
R8	The review team recommends that Kerry ETB engage and consult widely in reviewing the Kerry College Admissions policy, ensuring it meets the programme entry requirements of all awards offered by the ETB and includes a transparent appeals process. This should be with a view to adopting an inclusive, consistent	<p><i>Review the Admissions Policy through a consultative process.</i></p> <p><i>Bring the Admissions Policy to the Kerry ETB Board.</i></p>	<p><i>At its March 2023 meeting, a Kerry College Admissions Policy was considered by the QA Governance Board, (as part of a wider Kerry ETB consultation process facilitated by the Admissions Office). The policy was adopted by the Kerry ETB Board in April 2023. The Access, Transfer and Progression (ATP) Policy, included as part of the wider Quality Assurance Policy and</i></p>

and enabling approach to admissions across all FET programmes, colleges, and centres, recognising the diverse learner populations in the county.		<i>Procedures (QAP), was noted by the Quality Council at its April 2023 meeting. ^[1]</i>
	<i>Develop a broad Initial Assessment tool for use at Admissions time in learner's journey.</i>	<i>An Initial Assessment tool, (which interfaces with the categories of academic support available to learners at Kerry College, is now in use at course admissions point.</i>
	<i>Provide guidance to those who do not meet the criteria in original application.</i>	<i>The Admissions Office contacts relevant applicants to invite them to drop into the Admissions Office Information Hubs (County wide), to speak with an Admissions Officer about their application.</i>
		<i>A Mentor Programme is in place for learners registered on courses at Youthreach Centres, providing education and training guidance.</i>
		<i>Eight Level 4 courses operate as progression pathways to Level 5 courses in</i>

^[1] The Access, Transfer and Progression (ATP) Policy, included as part of the wider Quality Assurance Policy and Procedures (QAP), (approval of the QA Manual 06.04.2023).

			<i>Kerry College. 56 learners completed these pathway courses at Level 4 in Q3 2023 and are registered with Kerry College for Q4 2023. In addition, 24 learners commenced on level 4 pathway courses in Q4 2023, having internally transferred from six courses operating as pathway courses from Level 3 to 4. It is envisaged that these 24 learners will register on courses at Level 5 in Kerry College in Q4 2024.</i>
R9	The review team recommends the ETB explore the use of both accredited and experiential Recognition of Prior Learning	<i>Appoint staff members to resource RPL, pilot initiatives and capture learning.</i>	<i>A staff member of the QA unit was allocated responsibility to provide initial support for RPL in Q2 2023.</i>
	(RPL) to allow for advanced entry and programme module exemptions so that those in employment have an opportunity to gain qualifications.	<i>Pilot RPL processes, including clear paths and approaches.</i>	<i>An RPL Pilot commenced in Q1 2023. A collated report on the outcomes of the RPL Pilot process will be considered by the QA Governance Board in Q4 2023.</i>

Commentary and Reflections

Kerry ETB considers the quality assurance of access, transfer and progression (ATP) arrangements to be of particular importance. Kerry ETB noted the commendations of the review team on the strategic approach in establishing the Kerry College model, for the work of Kerry ETB staff in providing access to programmes for diverse learner populations, and for the work undertaken in the RPL area. Kerry ETB is mindful of the diverse learner

05.10.2023

population that it serves, and captures statistical data on learner diversity which interacts with wider annual reporting by the [SOLAS Data Analytics Unit](#) and the new [DFHERIS Sectoral Research and Evaluation Group](#).

The rationale and approach to programme access, RPL, transfer, and progression is detailed as part of the Kerry ETB policy on Access, Transfer and Progression (see page 35 of the [Quality Assurance Manual 2023](#)), (link provided below). This policy gives due regard to the stronger emphasis placed on working more closely with internal and external stakeholders, particularly marginalised groups under the new Kerry ETB Strategic Statement 2023-2027.

Link to Updated Policy & Procedures

[Quality Assurance Manual 2023](#)

[Kerry ETB Strategy Statement 2023-2027](#)

1.07 Integrity and Approval of Learner Results

Recommendation Number	Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
R10	The review team recommends that learner induction includes alerting learners and staff to the risks of plagiarism. In this context, the support available to learners should include help with academic writing and guidance on assignments.	<i>Develop a Harvard Referencing Style, one-page handout.</i>	<i>The Academic Integrity Policy was considered by the QA Governance Board (QAGB) at its Jan 2023 meeting. The QAGB recommended the policy to the Quality Council, who approved it at its Feb 2023 meeting. Final approval of the Academic Integrity Policy was given by the Chief Executive on the 15.04.23</i>
			<i>To maintain consistency, the QA Unit has developed a one-page Handout for learners on using the Harvard Referencing Style. The resource was approved by the QA Governance Board at its Nov 2022 meeting, and has been published internally on the Kerry ETB SharePoint for use by teaching and instructing staff as part of Learner Induction.</i>

		<i>Explore the rollout of Turn It In across Kerry College Campuses integrated into Kerry ETB Office 365.</i>	<i>The use of Turn It In (integrated into learners MS 365 accounts) was piloted in semester 2, 2023. Feedback from learners was captured and collated by the QA Unit.²</i>
R11	The review team recommends that clear terms of reference are published within the Quality Assurance manual for the role of the Results Approval Panels in the approval and ratification of assessment results. These should be comprehensive and include the approval of all awarding bodies.	<i>Publication of the Results Approval Panel Terms of Reference in the QA Manual.</i>	<i>Kerry ETB adopted sectoral level results approval procedures, which include the purpose of Results Approval Panels, the roles and responsibilities of members, (including the Chair), and the steps involved in the conduct of meetings. These details on the purpose, role, and responsibilities are referenced in the Quality Assurance Manual (see link below).</i>
R12	The review team recommends that Kerry ETB develops a systemic approach to using certification data to contribute to the effective quantitative measurement of programme success levels in addition to the qualitative details available in external authenticator reports.	<i>Ensure that quality improvement is informed by and responds to identified risks and emerging issues.</i>	<i>Individual Centre level reports on Continuous Improvement Planning (CIP), (Oct 2022-May 2023, were considered by the QA Governance Board at its May 2023 meeting.</i>
		<i>Strengthen the alignment of risk registered with teaching, learning and assessment processes.</i>	<i>Risk registers have been aligned with QA arrangements for teaching, learning and assessment.</i>

² Technology Enhanced learning Pilot- Case Study: Turnitin Sept 2023 accompanies this Follow On Report as additional information on Academic Integrity

		<p><i>Ensure that areas that are identified as strengths are retained and enhanced within the governance system.</i></p>	<p><i>A collated report on emerging themes from CIP/Centre level reports, will be considered by the QA Governance Board in Q4.</i></p>
<p>Commentary and Reflections</p> <p><i>Kerry ETB regards the integrity and approval of results to be of particular importance, and notes the review team's commendation of its work to ensure and maintain the integrity of the assessment process, its systematic, consultative approach in introducing the assessment regulations within the QA Governance structures and the continued use of workshops and resources for staff and students in supporting academic integrity. The rationale and approach to quality assuring the assessment process is detailed as part of the Kerry ETB policy on the Assessment of Learners (see page 52 of the Quality Assurance Manual 2023) (link provided below), and a new Academic Integrity Policy, (link provided below), has been put in place to interface with the assessment policy (see page 52).</i></p>			
<p>Link to Updated Policy & Procedures</p> <p>Kerry ETB Academic Integrity Policy</p>			

1.08 Information and Data Management

Recommendation Number	Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
R13	The review team recommends that policies and procedures are developed for the use of data to help support programme review, alongside self-evaluation and monitoring. This will help to inform provision planning and benchmarking against key performance indicators including socio economic data sources (e.g., Pobal, HP Deprivation Index).	<i>Develop additional mechanisms to capture data.</i>	<i>Quantitative data on the learner journey for the new Programme PG25057 Content Development for Film & Television, (staff: learner ratios, retention, grade attainment, graduate progression), (delivered through contracted training), will be included in a Programme Level Report. This report will serve as an exemplar for data capture.</i>
		<i>Set quarterly Management Team meetings to analyse PLSS reports and quarterly SOLAS MIS reports in the QA Unit, develop a systematic approach to collection and storage of data for programmatic and cyclical review process.</i>	<i>The report will also go forward to the Senior Management Team in Q1 2024 to support their review of the full lifecycle of quality assurance at operational level for this programme.</i>

A new programme database (Kerry ETB SUN Coding System) is being developed to interface with the National Programme Database in PLSS. The database (and associated system) will serve as an internal control mechanism for the work of the Programme Governance Board (consideration of Course Approval Applications).

Commentary and Reflections

Kerry ETB considers the role of data in capturing the full lifecycle of quality assurance to be of particular importance, and notes the commendation by the review team of Kerry ETB's approach to the use of data and information in monitoring and reviewing provision, while ensuring compliance with the statutory and regulatory requirements of Data Protection and GDPR. Qualitative and quantitative of quality indicators are referenced in the Quality Council Annual Report (see section below).

Kerry ETB is mindful of the increasing importance of quantitative data in supporting quality assurance within the ETB sector, (as referenced by the Sectoral Report Team in the QQI report on [Quality Assurance in FET in the ETB Sector](#), and welcomes the reports recommendation that QQI, SOLAS and ETB's work collaboratively in relation to access to and management of data, QA indicators and benchmarks. Kerry ETB captures and reports on specific quantitative data under its strategic agreement with SOLAS (link provided below). This data is an important factor in agreeing the key performance indicators that will be used for annual quality reporting (AQR) to QQI in the future.

Link to Updated Policy & Procedures

[Kerry Education and Training Board Strategic Performance Agreement 2022-2024](#)

[Quality Assurance Manual 2023](#)

1.09 Public Information and Communication

Recommendation Number	Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
R14	The review team recommend the creation of a 'Public information and Communications' policy in line with the QQI core guidelines to support the publication of programme information and quality assurance reporting in clear and accessible formats available to learners, staff, and external stakeholders; and that the Quality Assurance Handbook should be promoted, and available to all staff and relevant stakeholders, including collaborating providers.	<i>Quality Assurance Handbook should be promoted, and available to all staff and other stakeholders, including collaborating ETB providers.</i>	<i>The QA Manual has been published and is available on the Kerry ETB SharePoint. The wider publication of the manual on the Kerry ETB Website is scheduled for Q3.</i>
		<i>Update QA section of Kerry ETB website and publish information on the operation of the QA infrastructure.</i>	<i>The QA section of Kerry ETB website has been updated to include revised information on how the QA infrastructure in Kerry ETB operates.</i>
		<i>Gain visibility of QA Procedures for contracted training. QA Policies in the handbook will be scheduled for review.</i>	<i>The QA Manual is used by contracted training providers delivering courses through contracted training.</i>

Commentary and Reflections

Kerry ETB notes the review team's commendation of a continuing and evolving quality culture. This follow up report against the Kerry ETB [Quality Assurance Action Plan](#) and how it addresses the outcomes of the review, demonstrates year on year progress in meeting quality objectives and

addressing recommendations made by the review panel. The [new QA e-zine](#) Quality Matters is also an important communication tool in the evolving quality culture. The new Kerry ETB Strategy Statement 2023-2027 (link provided below), points to the challenge of communicating a clear message that embeds a good understanding with the public of the work of Kerry ETB. Clear and assessable Quality Assurance reporting signposts how the FET service delivery pillar supports the wider strategic goal of ensuring that all materials and publications are widely available, accessible and understood.

Link to Updated Policy & Procedures

[Kerry ETB Strategy Statement 2023-2027](#)

2.0 Teaching, Learning & Assessment

2.01 The Learning Environment

Recommendation Number	Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
R15	The review team recommends that the ETB continues to work towards complying fully with the Official Languages (Amendment) Act 2021, exploring further enhancement of FET services and provision through Irish in	<i>Create opportunities to speak and nurture the language e.g. centre based at coffee mornings during Seachtaine Na Gaeilge.</i>	<i>Staff across Kerry ETB Campuses and FET Centres gathered for coffee and comhrá as Gaeilge as part of Seachtain na Gaeilge in Q1 2023. Two further Irish Language coffee mornings were held in September</i>

	<p>the Gaeltacht. The ETB should explore establishing a working group working with representatives from other ETB areas with a strong Gaeltacht and Irish language tradition to develop a systematic approach through which to share and enhance best practice and jointly develop provision through the medium of Irish.</p>		<p><i>2023 at Kerry College Denny Street Campus and Head office.</i></p> <p><i>The Irish Language Officer in Kerry ETB is conducting a survey which is being carried out by the Kerry ETB Irish Language Officer to determine staff level of fluency and interest in the Irish language. Survey responses will inform decisions on the nature of courses and events for staff in Q1 and Q2 2024.</i></p>
<p>R16</p>	<p>The review team recommends that the ETB develop strategic approaches to pathways that allow the growing number of young people leaving the meánscoileanna/post-primary to continue their tertiary education through the Irish language.</p>	<p><i>Introduce FET courses as Gaeilge where resources are available.</i></p>	<p><i>Kerry ETB delivered 15 Irish language proficiency courses (186 learners) in Q1 2022 to Q1 2023. Further courses are planned for Q4 2023. These courses are based on the Teastas Eorpach na Gaeilge (TEG) syllabuses- Bonnleibhéal 1 and 2, Meanleibhéal 1 and 2, and Ardleibhéal 1, and provide learners with the skills to communicate independently through Irish in both general and work-related situations.</i></p>

			<p><i>Further linguistic skills training courses will take place in Q4 2023 and Q1 2024 - taking the learner through five stages of language development from foundation level to advanced proficiency level (A1 through to C1).</i></p> <p><i>Kerry ETB delivered two taster courses for transition year students in 2022-23- giving 24 students direct experience of skills training in the area of Beauty Therapy and Health Related Fitness. A further seven taster courses are scheduled for 2023/24 for transition students- continuing with the focus on Health Related Fitness (5 courses) and exploring future employment role's through Career Planning (2 courses).</i></p>
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Commentary and Reflections

The Kerry Education and Training Board is committed to providing services to the Irish and Gaeltacht community throughout the county. Kerry ETB serves two Gaeltacht areas in the county - Uíbh Ráthaigh and Corca Dhuibhne. Kerry ETB notes the review team's commendation in establishing an agreement with [Oidhreacht Corcha Dhuibhne](#) (OCD), and the opportunity that this agreement provides to expand the provision of Irish Language courses. Kerry ETB collaborates with OCD and other stakeholders working in the Gaeltacht from pre-school level through to further education and training, and understands both the importance of providing services in Irish and identifying aspects of its FET programmes and services where the language can be spoken and developed (link provided below).

The two recommendations made by Inaugural Review panel ([R15](#)), ([R16](#)), for the quality area The Learning Environment, pointing to the need to deliver FET courses through the medium of Irish. Kerry ETB has responded, (see update above). Since the publication of the [Panel Report](#), Kerry ETB has also responded to the Ukrainian crisis – under emergency measures to provide English language training to those who have moved to Kerry from Ukraine. Kerry ETB continues to provide English language training for this group in 2023. This emergency provision is documented in a [case study](#).

Link to Updated Policy & Procedures

Kerry ETB [FET Irish Language Provision](#)

2.02 Assessment of Learners

Recommendation Number	Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
R17	The review team recommends that the ETB explore alternative means of assessing learners that better recognises the diversity of its student body.	<i>Kerry ETB will expand UDL supports and practices.</i>	<i>In 2022, 88 staff engaged in twenty-five UDL CPD events, included in these 19 staff went on to complete the AHEAD UDL Badge. Kerry ETB is a registered member of AHEAD. In 2023, peer learning sessions continue to be facilitated by the Kerry ETB Technology Enhanced Learning Officer.</i>
		<i>Embed UDL in Teaching, Learning and assessment processes.</i>	<i>FET Centres and Kerry College Clash Campus were engaged in a yearlong project to incorporate UDL principles within teaching and instruction practice.</i>
		<i>Develop UDL practices for synchronous and asynchronous learning.</i>	<i>Instructing and teaching staff (x 8) joined the wider Kerry ETB UDL Champions Community of Practice in Q1 and Q2 of 2023, (meeting virtually on a weekly basis).</i>

		<p><i>Support (through the appropriate COP's), teaching and instructing staff to design appropriate ways of assessment via e-enabled assessment - informed by the good practice that has emerged from adaptations to assessment in response to Covid 19 restrictions.</i></p>	<p><i>Two sites were selected to use MS Teams for assessment processes, (including external authentication), (approved as pilot sites by the QA Governance at its Nov 2022 meeting. The views of staff the pilot, (16 staff), (36 learners), on using MS Teams as an assessment platform for practical-based courses have been recorded³ (survey period May-June.2023). The QA Governance Board considered an analysis of the pilot at its Sept 2023 meeting.</i></p> <p><i>An adaptation to the NFQ L5 Communications module, (mandatory across all programmes leading to CAS Awards in Kerry ETB), was agreed by the QA Governance Board, following a pilot in Kerry College Clash Campus. The pilot structured the course content under modified themes/topics, modified the technique and weighting</i></p>
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³ Technology Enhanced learning Pilot- Case Study: MS Teams Sept 2023 accompanies this Follow On Report as additional information on Academic Integrity.

			<p><i>of the assessment plus the range of learning outcomes assessed by each assessment technique.</i></p> <p><i>Benchmarking of results and survey responses from learners were considered by staff delivering the pilot in order to assess the impact on learning outcomes achieved.</i></p> <p><i>Feedback from External Authenticators was also considered. The Programme Governance Board approved this modified Communications module for delivery across FET progression (all FET Centres and Campuses) commencing in Oct 2023.</i></p>
		<p><i>Invest in instructional design.</i></p>	<p><i>67 events took place in 2022- focusing on technology enhanced learning (TEL), (447 staff), (1,368 hrs CPD).</i></p> <p><i>In addition, 25 sessions focusing on UDL took place (88 staff), (1,068hrs CPD).</i></p>

Commentary and Reflections

The efficient delivery of Kerry ETB's suite of digital services to staff and learners will be an important factor in the quality and use of UDL and continued system development in this area. Kerry ETB is mindful of the changing external, internal and regulatory environment; which will be a factor in how digital services evolve, and notes the initial [advice on AI issued to providers in March](#) of this year. Digital technologies development will need to interface with QA Policy and align with QA processes, particularly in the areas of teaching, learning and assessment. The Kerry ETB policy on the Assessment of Learners is detailed in the Quality Assurance Manual 2023 (see page 52), (link provided below), and a new Academic Integrity Policy has been put in place to interface with the assessment policy (see page 52). Kerry ETB is upgrading its digital platform (MS Teams) for Q4 2023- streamlining the login process and providing enhanced digital Security.

Link to Updated Policy & Procedures

[Quality Assurance Manual 2023](#)

2.03 Supports for Learners

Recommendation Number	Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
R18	The review team recommends that that Kerry ETB staff continue to be empowered and invited to lead where appropriate; their appetite for continued development being met; and their deep knowledge captured in all development and improvement work undertaken by the ETB.	<i>Allocate staff time to participate in focused CPD opportunities and COPs.</i>	<p><i>Feedback on arrangements to quality assure teaching learning and assessment, from Communities of Practice (COP), were considered by the QA Governance Board at its October 2022 meeting.</i></p> <p><i>The QA Unit collated data on the areas of quality enhancement that staff have been concentrating on in 2023.</i></p>
R19	The review team recommends that Kerry ETB learn from the emerging trends in the Open Learning Centres and ensure learners outside these Centres, in more remote and rural areas	<i>Develop a Learner Support Policy to be actioned by the Kerry College Support Unit.</i>	<i>The Kerry ETB policy on Learner Support is detailed in the Quality Assurance Manual 2023. The policy is being actioned by the Open Learning Centres (previously known as the Learner Support Units).</i>

	<p>including the Gaeltacht, have access to similar support.</p>		<p><i>Kerry ETB tracks the number of learners who avail of psychological support services provided under contract by Kerry Adolescence Guidance Services and Southwest Counselling Service.</i></p> <p><i>These services for learners enrolled in Youthreach in 2022/23 is documented in a case study included in this report.</i></p> <p><i>A record of the support provided by the HSE Psychological Support Unit is also maintained where trauma informed interventions are required by a given FET Centre/Campus.</i></p>
<p>R20</p>	<p>The review team recommends continuous engagement with learners and that all learner representatives across the Kerry ETBs governance structures and learner bodies (e.g. Kerry College Learner</p>	<p><i>Kerry ETB will support and promote the representative role among the Kerry ETB learner population.</i></p>	<p><i>The Quality Council (QC) invited learners to attend its meetings in April and Dec 2022. The views and experience of learning at the O’Connell FET Centres and the Clash Campus were shared by the learners as part of the meeting</i></p>

	<p>Council) are provided with full induction, training and continued support and that their roles are widely promoted among the Kerry ETB learner population.</p>		<p><i>agenda. The invited learners pointed to the important role played by technology in providing access to teaching and learning when on-site training was suspended as a result of Covid19 restrictions, and the value of academic support, provided by the Open Learning Centres at Kerry College. In Q1 and Q2 2023 the Quality Council invited learners to attend its April and May 2023 meetings. The views and experience of learning at Tralee Youthreach (LCAP group) were shared by the learners as part of the meeting agenda. The learners spoke about the value of UDL, particularly for neuro diverse learners.</i></p> <p><i>Kerry ETB's 12-month consultation (Mar 2022- Mar 2023), which informed the new Kerry ETB Strategy Statement, included focus group sessions with learners, (Feb 2023), (18 learners).</i></p>
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Commentary and Reflections

Kerry ETB is mindful of the diverse learner population that it serves, and captures statistical data on learner diversity which interacts with wider annual reporting by the [SOLAS Data Analytics Unit](#) and the new [DFHERIS Sectoral Research and Evaluation Group](#). It considers the provision of learner support to be of particular importance. The rationale and approach to the provision of learner support is detailed as part of its policy on Learner Support (see page 62 of the Quality Assurance Manual 2023), (link provided below).

Well-being support and the work of pastoral support teams, strengthens learner retention-an area that the Quality Council took a particular interest in 2022, (see page 7 of the Quality Council Annual Report), (link provided below). Academic support (provided at the Open Learning Centres) supports academic integrity. Kerry ETB participated in the [Peer Learning Session on Academic Integrity in February](#) and noted the initial [advice on AI issued to providers in March](#) of this year. The changing external, internal and regulatory environment will be a factor in how academic and non-academic support services evolve across Kerry ETB FET provision.

In addition, a change in approach to course scheduling for full time courses at Clash/Denny Street Campus and Listowel Campus was noted in an external review of Semesterisation at Kerry College, due to be published in Q4 2023. The Quality Council and its sub units of governance (PGB and QAGB), will consider this report in Q1 2024.

Link to Updated Policy & Procedures

[Quality Assurance Manual 2023](#)

[Quality Council Annual Report 2022](#)

[Kerry ETB Strategy Statement 2023-2027](#)

3.0 Self-Evaluation, Monitoring & Review

3.01 Self-Evaluation Monitoring & Review

Recommendation Number	Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
R21	The review team recommends the ETB continues to development its self-evaluation methodology, expanding target groups involved in feedback; better planning self-evaluation; evaluating new/existing programmes and assessment of learners in line with the QA Handbook; improving the data source(s) so as to complement feedback on self-evaluation findings; improving the development of evaluation tools (such as surveys/focus groups	<i>Kerry ETB will introduce better planning self-evaluation by improving the development of evaluation tools (such as surveys/focus groups, questionnaires), and statistical analysis.</i>	<p><i>The QA Unit prepares periodic reports on the external authentication process, using thematic analysis to identify areas for improvement and good practice. The QA Governance Board considers these reports as part of their meeting business. The QAGB forward these reports to the Quality Council for noting.</i></p> <p><i>The QA Unit has developed a survey tool to capture feedback from learners across FET Centres/Kerry College Campuses. A collated report on the responses (566 learners), was considered by the QA Governance Board at its Sept 2023 meeting.</i></p>

	questionnaires) and statistical analysis.	<i>Pilot the use of Continuous Improvement Plans at centre level, if successful expand to provide a useful data source.</i>	<i>Centre level reports on Continuous Improvement Planning (CIP), (Oct 2022-May 2023 Pilot Phase), were considered by the QA Governance Board at its May 2023 meeting.</i>
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Commentary and Reflections

The rationale and approach to how Kerry ETB monitors & reviews, and conducts a self-evaluation of its QAP is detailed as part of its policy on Self Evaluation, Monitoring and Review (see page 76 of the Quality Assurance Manual 2023), (link provided below). This policy has drawn from existing experience of consultation processes and from the stronger emphasis Kerry ETB has been placed on working more closely with internal and external stakeholders, particularly marginalised groups under its new strategy. It is the intention of Kerry ETB to align and integrate Self Evaluation and quality reporting with other wider monitoring and review processes in order so that the QA Policy agenda makes an active contribution to the compatibility, coherence and overall approach to achieving the goals set out in the new Kerry ETB Strategic Statement 2023-2027 and meeting the performance targets detailed in its Strategic Performance Agreement with SOLAS (link provided below).

Kerry ETB considers quality dialogue meetings with QQI to be of particular importance.⁴ These meetings are a valued mechanism to engage with QQI about how FET programmes and services are quality assured in Kerry ETB - the interpretation of data and comparable data points, (and how to capture and report on them with regularity), the decisions made by the different units of the governance system holding a recommendation or an approval role, and most importantly the context within how QA operates; including the strategy and mission of Kerry ETB.

Link to Updated Policy & Procedures

[Quality Assurance Manual 2023](#)

[Kerry ETB Strategy Statement 2023-2027](#)

[Kerry Education and Training Board Strategic Performance Agreement 2022-2024](#)

⁴ The agenda and dialogue is informed by and responds to QA issues and objectives, identified in preceding quality reports.

3.02 Programme Monitoring & Review

Recommendation Number	Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
	<p><i>Whilst the review team did not make specific recommendations regarding Programme Monitoring & Review, at the time of the Inaugural Review, Kerry ETB considers this particular aspect of its QAP to be of particular importance. Monitoring and evaluation are central to the quality of programmes and the learner experience. The responsibilities of the Programme Governance Board (PGB) for the monitoring and review of programmes is set out in the Terms of Reference of this sub-unit of governance (see page 10 of the Quality Assurance Manual 2023), (link provided below). On-going monitoring reports provide the Programme Governance Board (PGB) and the QA Governance Board (QAGB), with oversight, and form the basis of information used when conducting programmatic review. The PGB is scheduled to consider a Programme level Report on the new Kerry ETB programme PG25057 Content Development for Film & Television in Q4 2023 (as post of on-going monitoring). The report will include quantitative data on the learner journey, (staff: learner ratios, retention, grade attainment, graduate progression).</i></p> <p><i>Responsibilities for monitoring and review processes are set out in the Terms of Reference for the boards and further detail is provided in the individual role descriptions for serving board members, (see pages 7 - 14 of the Quality Assurance Manual 2023), (link provided below). Kerry ETB's approach to conducting a programmatic review ahead of the re-validation of programmes will be informed by the process undertaken by Kerry ETB to establish an Independent Review Panel to evaluate the 1st iteration of the Commis Chef Apprenticeship Programme. Kerry ETB revised this programme, in response to specific conditions set by the panel in 2022.</i></p>		
	<p>Link to Updated Policy & Procedures</p> <p>Quality Assurance Manual 2023</p>		

3.03 Oversight, monitoring & review of relationships with external parties

Recommendation Number	Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
R22	The review team recommends that Kerry ETB develop a policy and approach to Stakeholder Engagement to help develop and improve the QA system; this should allow a wide variety of voices to contribute feedback and suggestions for improvements on all phases of the quality cycle, and all matters relating to the learner experience.	<i>Kerry ETB will develop an Employer Engagement Strategy and Plan.</i>	<i>The Kerry College Business Support Unit is developing an Employer Engagement Strategy 2023-2025, which sets specific targets for employer engagement.</i>
		<i>Kerry ETB will develop an Employer Engagement Strategy and Plan.</i>	

Commentary and Reflections

Kerry ETB notes the commendation of the review team on the development and expansion of the [Commis Chef Apprenticeship](#), the commencement of the [Wind Turbine Maintenance Technician Apprenticeship](#), and for taking a lead nationally in these programmes. The significant changes to governance and QA systems that occurred as part of these processes were harnessed by Kerry ETB as an opportunity to embed quality reporting and maximize its potential for internal benefit.

Key policy developments across the full range of education and training services offered by Kerry ETB have informed the new Kerry ETB Strategy Statement 2023-2027. The establishment of the Department of Further and Higher Education, Research, Innovation and Science (DFHERIS), is referenced as a

05.10.2023

significant development for FET provision in Kerry in the new strategy statement. DFHERIS is [preparing its strategy statement for 2023-2025](#). This current report on the progress of the Kerry ETB Quality Action Plan 2022-2027 is timely - presenting Kerry ETB, QQI and the ETB Sector with the opportunity to reflect on mechanisms to inform future oversight of the FET sector as a whole.

5.0 Additional Themes and Case Studies

A case study on psychological support

Introduction

Kerry ETB has a formal contract with South West Counselling Centre to provide one to one psychological support to students in Killarney Youthreach, LCA Tralee, Tralee Youthreach and Listowel Youthreach. The service was delivered for 3.0 hours per week in the centres. The assigned counsellor provided one to one support to students. Support was also provided to centre manager/co-ordinator regarding the psychological welfare of the students.

This formal arrangement commenced because there was an increase incidence of young people feeling anxious, low self-esteem and presenting with complex mental and psychological health issues. Reflecting the increase prevalence of mental health difficulties, personal counselling is one of the key supports provided to Youthreach learners.

Description of issue

Vulnerable learners are presenting with issues for which they need psychological support and in 2022/ 23 these included:

- Neglect and physical abuse in home
- Anxiety
- Drug addiction
- Sexuality & sexual health
- Suicide ideation
- Childhood sexual abuse
- Sexual assault
- Trauma
- Anger
- Depression
- Restrictive eating disorder
- Displacement due to war

- Self-harm
- Self esteem
- Self-identity
- Grief/loss

Having support with these issues allows the learners time to learn in their Youthreach settings and provides safe and professional services to meet psychological needs.

Action

In 2022/ 23 44 learners engaged with the support services as follows:

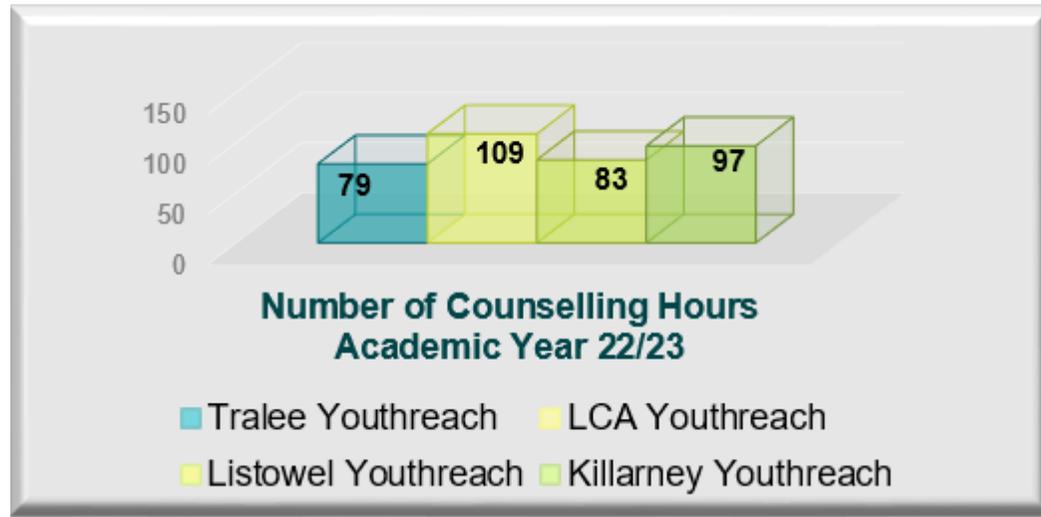
Centre	Clients	Female	Male
Killarney Y/R	9	7	2
Tralee Y/R	11	7	4
Listowel Y/R	7	3	4
Tralee LCA	17	11	6
Total	44	28	16

The gender breakdown is:



Key Outcomes/Impacts

A key impact was the number of learners who engaged with the services. Please see table below:



Key Learnings

This formal arrangement is to be continued as it supports learners formally learn and achieve certification while also supporting them in developing skills to navigate psychological distress.

Case Study Title: Intensive English Language Summer Provision to Learners who Require Additional Language Support

Introduction

Kerry ETB plays a key role in response to the Ukrainian crisis and others feeling conflict globally. Kerry ETB participates regionally in the [Ukrainian Response Steering Group](#), working collaboratively with other statutory, local development and community-based organisations to meet the education and training needs of those seeking refugee from Ukraine. 6200 people from Ukraine are provided with refuge in Kerry. In the summer of 2023, Kerry ETB organised a Summer English language programme to assist in the development of language needs. This is in addition to other provisions delivered as part of the training schedule and academic year.

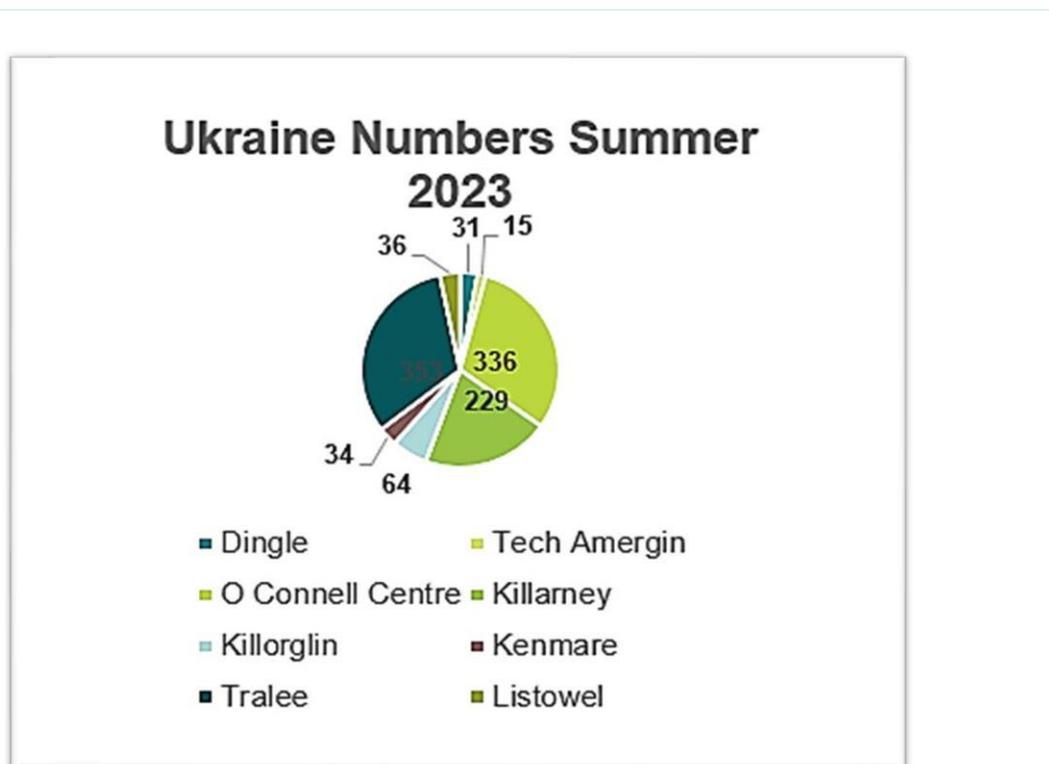
Description of issue

Several applicants to Kerry ETB FET and Kerry College courses required intensive English language tuition to help them prepare and achieve a level of English language for full participation in learning and assessment. Kerry ETB responded to this need in June and July 2023. The chart below illustrates the numbers and the locations of provision, which all took place in Kerry ETB FET Centres.

Participants were offered courses that helped prepare them for IELTS. All participants were tested using British Council tests to ascertain their level at commencement and completion.

Action

A total of 1219 learners engaged in 109 courses offered with a total of 340 tuition hours provided to this initiative. The courses were delivered in June and July across eight different locations.



Key Outcomes/Impacts

Although the programmes were intensive there was a 90% attendance and completion rate. We estimate 15% will now progress to Kerry College from the Killarney and Tralee classes, while all participants in other FET Centres will now engage locally with that FET Centre. The integration of Ukrainian nationals into other ESOL programmes with other nationalities will also take place given the high demand for our services from international protection applicants.

Key Learnings

Several key learnings have emerged from this initiative:

- Kerry ETB now recognises that it is time to move from emergency measure provision to the integration of these learners into mainstream course offerings. The FET Centres and Kerry College Admissions Office have addressed this for the 2023/ 24 provision.
- To support learners' progress through language level, intensive tuition modules of a minimum of 6 hours per week are required.
- Initial assessment of learners' language skills and matching them to the correct course level is critical, and this knowledge can help inform the delivery modes and methodologies such as using technology, online.

QQI Follow-Up Report

Final Audit Report

2023-10-06

Created:	2023-10-06
By:	Blaithin Shanahan O'Mahony (bomahony@kerryetb.ie)
Status:	Signed
Transaction ID:	CBJCHBCAABAAwJ8o-yO5mI9MIZ_ZncgdKTaKEiFVupMs

"QQI Follow-Up Report" History

-  Document created by Blaithin Shanahan O'Mahony (bomahony@kerryetb.ie)
2023-10-06 - 8:35:55 AM GMT
-  Document emailed to owen.odonnell@kerryetb.ie for signature
2023-10-06 - 8:36:28 AM GMT
-  Email viewed by owen.odonnell@kerryetb.ie
2023-10-06 - 8:38:22 AM GMT
-  Signer owen.odonnell@kerryetb.ie entered name at signing as Owen O Donnell
2023-10-06 - 8:45:31 AM GMT
-  Document e-signed by Owen O Donnell (owen.odonnell@kerryetb.ie)
Signature Date: 2023-10-06 - 8:45:33 AM GMT - Time Source: server
-  Agreement completed.
2023-10-06 - 8:45:33 AM GMT