

# QA Review Follow-Up Report

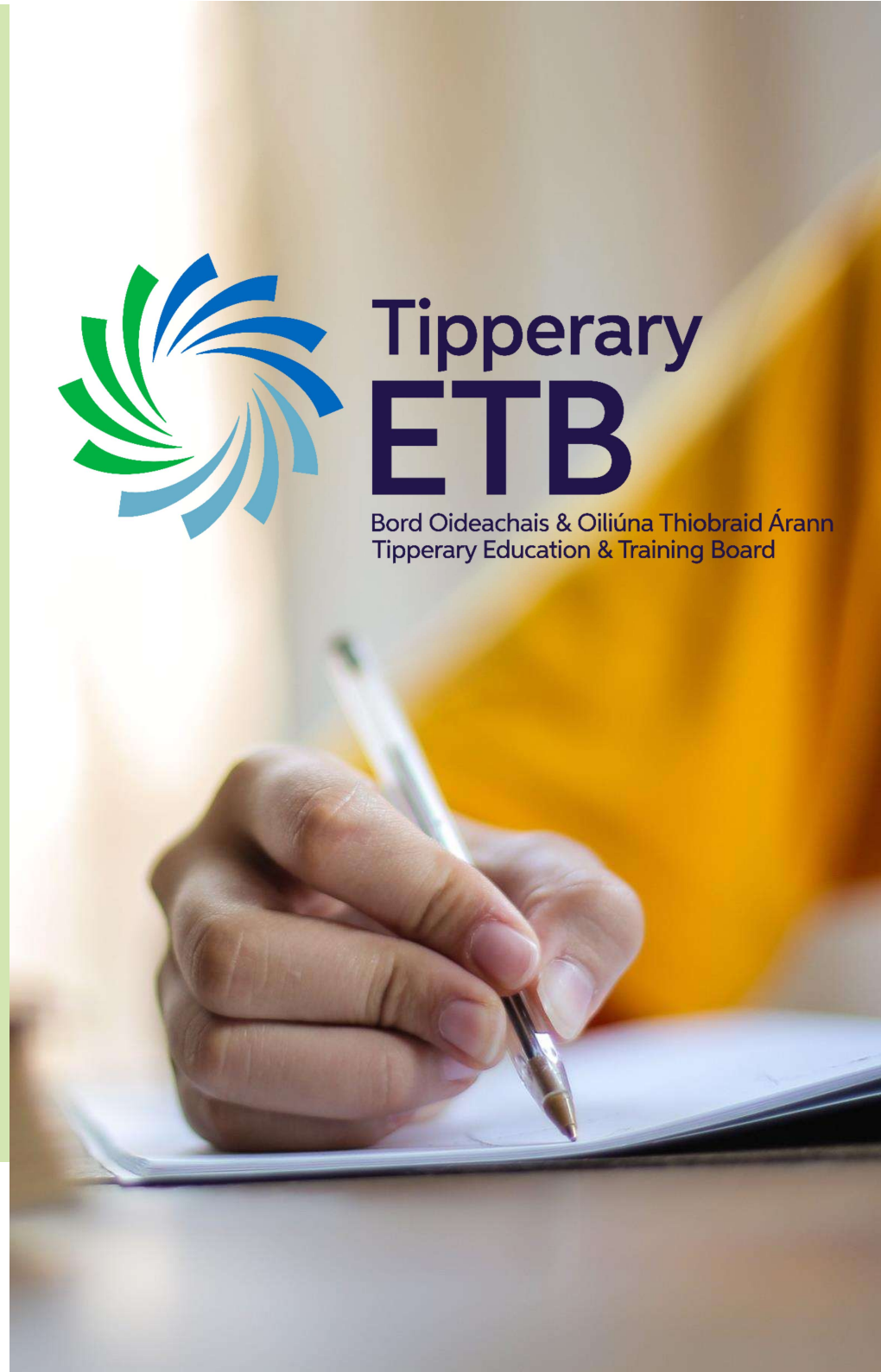
Tipperary Education and Training Board

Date: November - 2023



Tipperary  
**ETB**

Bord Oideachais & Oiliúna Thiobraid Árann  
Tipperary Education & Training Board



**QQI**

Quality and Qualifications Ireland  
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

## PREFACE

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

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

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

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

It is to be submitted by November 2023

The follow-up report has been approved by Tipperary ETB FET QA Governance Group and is submitted by Catherine O'Callaghan (AEO – QA Manager) on behalf of Bernadette Cullen (Chief Executive)

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# GUIDELINES ON COMPLETING THE REPORT

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

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

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

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

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

# 1.0 Follow-up Report Post-Review

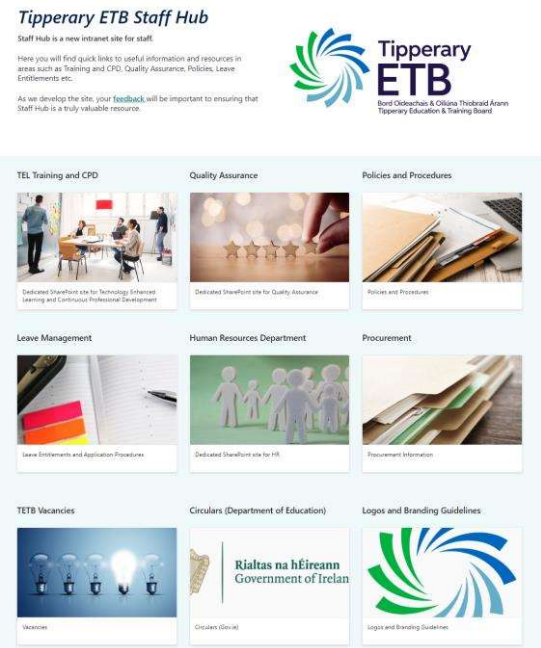
Include links to policies and procedures that have **not been already included or have been amended** since the ETB's Self-Evaluation Report as part of the review process.

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

## 1.01 ETB Mission and Strategy

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
The review team recommends Tipperary ETB seek to develop an internal communications mechanism to increase opportunities for staff to engage in review, consultation and planning.	Staff Consultation on Tipperary ETB Statement of Strategy 2023-2027	In October 2023, Tipperary ETB launched its Statement of Strategy (2023-2027) setting out vision, mission and values, and the key strategic goals and priorities, as a result of an extensive consultation process that was undertaken with all Tipperary ETB stakeholders. Stakeholders were happy with the opportunity to input into the strategy development process and there will be more regular engagement with stakeholders as part of a mid-term review to ensure delivery of priorities is on track.
	Implement an Area Based Planning (ABP) approach, i.e., a coordinated planning effort, where Programme Managers, Centre Managers, Principals, Administration, Support, Resource and ancillary staff work together on an overall plan	October 2022 saw the inaugural coordinated Tipperary ETB Area Based Planning (ABP) events, and over 2022, 2023 and now into 2024, it has become embedded in all planning efforts. The principles of ABP include a coordinated evidence based course planning effort, bringing together Programme/Centre Managers and Principals with a view to working together on an overall plan for FET provision across the county, based on three geographical or catchment areas. The considerations include learner/teacher feedback, previous outcomes, meeting area needs

	<p>for FET provision across the county. The ABP provides a platform (gives staff a 'voice') for review, consultation and planning in all areas of FET provision, course planning, development, learner supports etc.</p> <p>Set up ABP MS Teams sites for sharing of information, communities of practice, discussions boards and workshops</p>	<p>(learner, community, employment), demographic information (population, unemployment, deprivation), meeting key target groups (underrepresented, specific needs), addressing skills gaps (locally, regionally and nationally), progression pathways (in, within, from FE to Higher Education (HE)/Employment) etc. It is a key element of developing the FET College of the Future in Tipperary ETB.</p>
<p>Click here to enter text.</p>	<p>Develop the Tipperary ETB Staff HUB as an overall internal Information &amp; Communication repository where necessary information is available to staff in usable formats.</p>	<p>March 2022 saw the launch of the first phase of the new intranet SharePoint site for staff called "Staff Hub". The site hosts information relevant to staff on current vacancies within the organisation, the Employee Assistance Scheme, Technology Enhanced Learning (TEL), Quality Assurance, Policies and Procedures, Branding Guidelines etc. The aim is to provide all staff with a one-stop-shop for the important information and resources needed as an employee of Tipperary ETB. As the site continues to be a work in progress, feedback is important to ensuring that Staff Hub is a truly valuable resource, with updated versions of the site implemented to include a range of enhancements and new</p>

		<p>content areas, for example, the Human Resource (HR) section has been significantly expanded.</p> 
	<p>Establishment of 'QA Clinics' at centre level to support and embed the service with operational staff, including an opportunity for staff to communicate, consult and provide feedback</p>	<p>The provision of QA Clinics continues. Tipperary ETB QA Clinics provide additional, focused and individualised support for centres to continuously develop and improve the quality of programme delivery. Visits may include support and guidance on a range of topics to support teaching, learning and assessment or quality assurance processes. Visits may be requested by centres or may be arranged by the FET QA Office to follow up on areas of identified need or progress made from previous visits.</p>

	<p>Develop a FET Internal Self Monitoring and Evaluation Policy and associated procedures, including key performance indicators, production of annual quality reports with schedule of actions and strengthened monitoring and review processes</p>	<p>Tipperary FET QA Office are finalising the draft FET Self Monitoring and Evaluation Framework and Policy.</p> <p>There continues to be ongoing monitoring and evaluation processes in place, for example:</p> <ul style="list-style-type: none"> <li>- Monitoring of Tipperary ETB's performance against the Strategic Performance Agreement (SPA) targets is conducted by FET SMT and Programme/Centre Coordinators and includes measurable and quantitative benchmarking - Tipperary ETB's contribution to the national FET strategy. It is also a set agenda item on the monthly FET SMT meetings. Included here are enrolments, certification outcomes, progression outcomes, widening participation, early completers, programmes, 'distance travelled' etc.</li> <li>- Programme Improvement Plans with scope of quality assurance Assessment and Certification were implemented in September 2023 for all FET programmes/centres, with the exception of 2<sup>nd</sup> provider Training Programmes as the Certification Audit process is in place. The Certification Audit process will be reviewed as part of the QA System Integration project.</li> <li>- The establishment of the FET Student Council in 2022/2023 is integral to any monitoring process to capture the 'Learner Voice' to inform policy and planning.</li> </ul>
<p><b>Commentary and Reflections</b>  <a href="#">Click here to enter text.</a></p>		



### Link to Current strategy / documents

[Tipperary ETB Strategic Performance Agreement 2022-2024](#)

[Tipperary ETB Statement of Strategy 2023-2027](#)

## 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>The review team recommends that Tipperary ETB terms of reference for Quality Assurance Governance be reviewed to consider changing structure to broaden representation and include appropriate internal and external stakeholders.</p>	<p>Separation of the 'Programme Approval Committee (PAC)' and 'QA Governance Group' structures with no QA Governance members sitting on the PAC</p>	<p>Q1 2022 saw the separation of the PAC and QA Governance groups with separate and distinct membership.</p> <p>Following a review of this new process in 2023:</p> <p>A draft 'Programme Approval and Management' policy and draft 'Programme Request' policy are near completion – approval by Tipperary ETB QA Steering Group (QASG) is expected in Dec 2023 and both policies will then go for approval to the Senior Leadership Team (SLT).</p> <p>Changes:</p> <ul style="list-style-type: none"><li>- Programme approval work is moving to being a single stage process (former was 2-stage PAC)</li><li>- New PAC membership covers FET SMT, QA, &amp; operational staff. Some duplication of SMT members is needed, with conflict of interest management clear in Terms of Reference (ToRs) and with proportionate representation from SMT (not all members)</li><li>- Presentations will be made by Programme proposers to the PAC</li><li>- ToRs will outline roles and responsibilities of individuals, departments,</li></ul>

		<p>senior managers and PAC members.</p> <ul style="list-style-type: none"> <li>- Governance pathways will be documented to show extent of decision-making needed for various requests and will account for various levels of risk</li> </ul>
Click here to enter text.	Extension of the QA Governance Group membership to include non programme/operational personnel for wider expertise and externality, broadening representation	<p>2021/2022 saw the addition of two new members/roles to the QA Governance Group: an Adult Education Officer (Community Education and Part Time Programmes (NFQ Levels 4 and 5)) and a Principal to broaden representation and expertise.</p> <p>FET Committee membership includes Higher Education (Technological University of the Shannon (TUS)), Tipperary County Council, Libraries etc. Q4 2023 welcomed an invitation to the chair of the new FET Student Council to join the FET Committee with immediate effect.</p>
	Develop and implement a programme management policy and associated procedures	<p>Draft policies in:</p> <p>Programme Approval and Management (primarily for governance) and Programme Request Policy and procedure (primarily for programme proposers) are near completion</p>
	Modify the QA Task Group chair and membership structures to broaden representation, including internal Tipperary ETB and external stakeholders, as required	<p>The QA Steering Group (QASG) membership was extended in 2022 to now include an external member from the Further Education Support Service (FESS) and guest members as required, e.g. Limerick Clare ETB for Recognition of Prior Learning (RPL); Tipperary ETB Active Inclusion Officer for Reasonable Accommodation and Learner Support.</p> <p>For QA Task Groups – membership has been extended to external</p>

	<p>stakeholders, e.g., working with Kilkenny Carlow ETB (KCETB) and Louth Meath ETB (LMETB) on the draft 'Policy for collaborative provision and partnerships'.</p> <p>MOU agreed between KCETB and Tipperary ETB – staff can be assigned to support QA processes including but not limited to programme and awards approval processes and authentication process.</p>
<p><b>Commentary and Reflections</b> Click here to enter text.</p>	
<p><b>Link to Updated Policy &amp; Procedures</b> Click here to enter text.</p>	

### 1.03 Documentation of QA

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>The review team recommends that an integrated QA system is implemented within the proposed timeframe of 2025, if not earlier.</p> <p>The website should also be updated to include integrated procedures as work progresses.</p> <p>The review team recommends</p>	<p>Establish a QA System Integration Working Group with Terms of Reference</p> <p>Establish a vision and goal for the integration of the quality assurance systems in Tipperary ETB to create one</p>	<p>A draft '<u>Quality Policy</u>' is in place, following approval by the Quality System Integration Working Group. Final amendments required by FET QA Office prior to review and approval by FET Senior Management Team (SMT) and SLT.</p> <p>A <u>QA Roadmap</u> was completed, including gap analysis, with QA categorised broadly into areas: 1) quality assurance 2) governance and management and 3) operational policies. Areas 2 and 3 further subdivided</p>

<p>that one Quality Assurance system which ensures a robust set of documented policies and procedures are in place across all provision, services and other related activities is implemented as soon as possible. In the meantime, the team recommends that any potential disparities between the different legacy agreements are monitored effectively.</p>	<p>comprehensive, robust and responsive QA system and develop a roadmap for implementation, including short-, medium- and long-term priority areas.</p>	<p>and covering all 11 Core Areas of QA.</p> <p>A timed <u>Operational action plan</u> to identify resources and priorities is next step.</p> <p>Policies and procedures in development:</p> <ul style="list-style-type: none"> <li>• Quality Policy</li> <li>• Programme Approval &amp; Management Policy (for Governance)</li> <li>• Programme Request &amp; Approval Procedure</li> <li>• Programme Design, Development, Validation (including revalidation) Policy and Procedure</li> <li>• Monitoring, Evaluation and Review Policy and Procedure</li> <li>• Collaborative Provision Policy</li> </ul> <p>Policies and procedures are in draft form and due for completion at the end of Q4 2023 and will go for governance approval Q1 2024.</p> <p>Policies and procedures under review:</p> <ul style="list-style-type: none"> <li>• ToRs for Quality Assurance</li> </ul>
	<p>Implementation of the one comprehensive, robust and responsive integrated QA system in Tipperary ETB FET by 2025</p>	<p>Integration activities are in progress with regular meetings of the QA System Integration Working Group:</p> <ul style="list-style-type: none"> <li>• Monitoring, evaluation and review of assessment is in progress.</li> <li>• Professional Development (PD) was provided to assessors on reviewing assessment feedback and devising local assessment</li> </ul>

		<ul style="list-style-type: none"> <li>• Improvement planning templates are now in use per centre</li> <li>• Area Based Planning (ABP) process embedded in practice</li> <li>• Integrated Results Approval Panel (RAP)</li> </ul>
The review team also recommends that procedures to cover the governance of training contracted under the contracted providers own QA arrangements are developed as soon as possible.	<p>Collaborate with other ETBs in relation to agreeing a shared understanding of QA Governance approaches as it relates to Contracted 2nd Providers</p> <p>Develop and implement procedures to cover governance of FET provision as it relates to Contracted 2nd Providers own QA arrangements</p>	<p>In Q4 2022, Tipperary ETB collaborated with KCETB and LMETB on agreeing a shared understanding of QA governance approaches as they relate to Contracted Training, resulting in the draft 'Policy for collaborative provision and partnerships' (June 2023) that emphasises due diligence and risk management, particularly when entering new relationships with 2nd providers outside of the Multi Supplier Framework. Tipperary ETB OSD and FET SMT input required for finalisation, approval and implementation.</p> <p>Programme Approval &amp; Management Policy (for Governance) is in draft form and due for completion at the end of Q4 2023. This policy has been updated with enhanced governance in relation to Contracted 2nd providers own QA arrangements, for example, strengthened to address the risks identified.</p>
<p><b>Commentary and Reflections</b> Click here to enter text.</p>		
<p><b>Link to Updated Policy &amp; Procedures</b> Click here to enter text.</p>		

## 1.04 Staff Recruitment, Management & Development

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>The review team recommends that there is development of a cohesive professional and performance development system for staff.</p>	<p>In the absence of a sectoral performance management system, Tipperary ETB Senior Management Teams will look at options regarding Team and Individual support and development models in their areas of responsibility as we await a nationally agreed position on a performance management delivery system</p>	<p>Tipperary ETB has recently launched the 2023-2027 Statement of Strategy with clearly identified unified and cohesive strategic goals and priorities. We are working on detailed implementation plans, which will allow us to action, monitor and report on the progress and performance, by pillar, of the implementation of the strategic goals and priorities. The Implementation Plan will be finalised in Q4 2023.</p> <p>Both the Senior Leadership Team (SLT) across the pillars: OSD, FET and Schools and the Assistant Principal Officers attended project management training to enhance their capacity to deliver on multiple projects simultaneously. In addition, the three Assistant Principals officers have engaged in team building/development training, and it is envisaged that this will be cascaded to individual teams.</p> <p>As part of the Statement of Strategy and Continuous Professional Development (CPD) policy, each pillar has been tasked with the action of identifying annual training plans for staff that will allow them to refine and develop the skills required to meet the complex and ever-changing landscape in which ETBs operate. Each pillar has team development plans and individual development plans to support workforces planning and development.</p>

<p>Click here to enter text.</p>	<p>Develop and implement revised Tipperary ETB Professional Development Policy and Procedure</p>	<p>A revised comprehensive CPD policy has now been approved and can be found on the Staff Hub. Four different categories of CPD have been identified with Categories 1 – 3 being fully funded by Tipperary ETB. These courses are usually of a short nature, may be uncertified or can be deemed essential by a line manager for an employee to fulfill their role effectively. Employees can also identify a course or programme of study that they feel will benefit them in their professional role with Tipperary ETB. This is referred to as Category 4 CPD, and employees can apply to the ETB for financial supports to undertake such CPD. Employees are invited on an annual basis to apply for this category of CPD by completing an application form and providing supporting documentation. A CPD Review team has been established to review and approve applications .</p> <p>In 2023 FET staff are exploring Erasmus opportunities which will support wider PD plan i.e. Tipperary ETB becoming an accredited organisation with <a href="#">Léargas</a> guaranteeing funding annually for staff and learner mobility and thematic partnerships. FET Development and Support Unit staff mobility secured Sept 2023 - Dec 2024</p>
	<p>Progress an application with SOLAS/DFHERIS for a dedicated Professional, Learning and Development (PLD) role</p>	<p>The role of Professional, Learning and Development (PLD) sits across the three pillars of Tipperary ETB: OSD, Schools and FET.</p> <p>Within FET it is supported by the TEL Coordinator and the FET Development and Support Unit. As the FET College of the Future evolves</p>

		within Tipperary ETB, a business case will be considered and progressed for a dedicated PLD role at ETB level.
<b>Commentary and Reflections</b> Click here to enter text.		
<b>Link to Updated Policy &amp; Procedures</b> Click here to enter text.		

### 1.05 Programme Development, Approval & Submission

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
The review team recommends that Tipperary ETB's SMT explore, with QQI, the potential to move to devolved responsibility for programme validation, and to consider whether this is positioned individually or nationally.	Tipperary ETB FET staff to participate in the ETBI/QA Network/QQI Programme Development and Validation Working Group	<p>Tipperary ETB's Director of FET (as member and chair of the ETBI QA Strategy Group) chaired and facilitated the ETBI Quality Network workshops to investigate the national coordination of programme development, validation and review processes. Tipperary ETB QA Manager (AEO) attended and participated in workshops. The workshops included representation from ETBI, QQI, the QA Strategy Group and 16 ETB QA management teams.</p> <p>A pathway is being developed through ETBI for a sectoral approach to programme development and an agreed understanding within the sector of how devolved responsibility may be achieved. Tipperary ETB will be part of these efforts.</p>



	<p>Develop capacity in programme development, programme monitoring and review – sanction approval request from DFHERIS for two Programme Development roles to join the FET Development &amp; Support Unit</p> <p>Contribute to and learn from the evaluation of the collaborated programme development processes, e.g., ELC and Commis Chef to inform future programme development, review and validation whether as an individual ETB or in collaboration with the sector</p>	<p>In April 2023, the FET Development and Support Unit welcomed two ‘Programme Development’ roles (sanctioned Q4 2022). The Programme Development Officers are responsible for programme/curriculum development for all FET programmes and services, along with supporting and developing Tipperary ETB’s quality assurance system.</p> <p>Policies and procedures in development:</p> <ul style="list-style-type: none"> <li>• Programme Design, Development, Validation (including revalidation) Policy and Procedure</li> <li>• Monitoring, Evaluation and Review Policy and Procedure</li> </ul> <p>Policies and procedures are in draft form and due for completion at the end of Q4 2023 and will go for governance approval Q1 2024.</p> <p>Following review of the Commis Chef Apprenticeship collaborating provider development and validation journey, Tipperary ETB has successfully validated two additional post 2016 Apprenticeships using the previous experience and learnings:</p> <ul style="list-style-type: none"> <li>• Advanced Certificate in Hairdressing (Hairdressing Apprenticeship)</li> <li>• Advanced Certificate in Sales (Sales Apprenticeship)</li> </ul>
	<p>Plan and implement the development of a Curriculum Development Structure within Tipperary ETB, in line with</p>	<p>Since April 2023, the role of the Programme Development team is to:</p> <ul style="list-style-type: none"> <li>• Contribute to the establishment of the Programme Development/Curriculum Unit in Tipperary ETB FET</li> </ul>

	<p>national and sectoral developments</p>	<ul style="list-style-type: none"> <li>• Develop and implement Tipperary ETBs model and framework for Programme Development, including associated policies and procedures</li> <li>• Coordinate and project manage Programme Development activity including research, needs analysis and identification/rationale, programme management and governance, structure, access transfer progression and evaluation, to support programme development across FET</li> <li>• Identify, in consultation with relevant FET management and staff, new and emerging opportunities for FET programme development, from non-accredited through Level 1 to Level 6 on the NFQ, to maintain and expand the existing portfolio of provision across Tipperary ETB's FET service (Area Based Planning)</li> <li>• Work in consultation with stakeholders, e.g. FET Programme Managers &amp; Teachers/Tutors, Other ETBs, SOLAS, ETBI, Employers, Higher Education, Awarding Bodies etc. for Programme Development activity</li> <li>• Set up consortia, as required, of Employers and Industry Bodies, including building relationships and creating networks</li> <li>• Work collaboratively with and take an active role in national initiatives, in association with SOLAS and ETBI, to respond to areas of emerging need, particularly in relation to economic, regional or sectoral change.</li> <li>• Implement programme evaluation, submission &amp; validation procedures liaising with the appropriate Awarding body, e.g., QQI (QHUB)</li> </ul>
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		<ul style="list-style-type: none"> <li>Support FET with the QA implementation for expansion into non-QQI programme provision</li> </ul>
<p>The review team recommends that Tipperary ETB establish a programme review body to audit current provision and make appropriate suggestions for new development, amendment, or discontinuation of courses.</p> <p>(Reference: 3.02 Programme Monitoring &amp; Review)</p>	<p>Plan and implement the development of a Programme Review Structure within Tipperary ETB, in line with national and sectoral developments</p>	<p>2024, the FET Development and Support Unit – FET QA Office will prioritise the development of a programme monitoring and review model and framework, including the review of legacy programmes to meet current industry or sectoral requirements. Review will include identifying strengths of programmes, areas for improvement, appropriateness, societal changes, learner needs, employer needs, Area Based Planning feedback etc. A structured process to programme review and validation/revalidation processes is in development. The final draft will be ready for review at the end of Q1 2024.</p>
<p>The review team recommends that Tipperary ETB explore ways to develop new courses/programmes at a national and local level, for example working with other ETBs, within an agreed timeframe.</p>	<p>Explore new programme development opportunities in the area of micro credentials (skills to advance), as coordinating and collaborating provider, working with other ETBs, SOLAS and QQI</p>	<p>Tipperary ETB worked with SOLAS, QQI and a number of ETBs on the Skills to Advance Micro Qualifications initiative, and was the lead ETB in the development and validation (June 2022) of the Level 5 Special Purpose Award in Digital Business Skills and in addition successfully achieved differential validation for the following micro credentials:</p> <ul style="list-style-type: none"> <li>Resource Efficiency for a Sustainable Workplace (L5)</li> <li>The Circular Economy in the Workplace (L6)</li> <li>Business Innovation &amp; Market Development (L6)</li> </ul> <p>Pending Programme and Awards Executive Committee (PAEC) decision:</p> <ul style="list-style-type: none"> <li>Sustainable Supply Chain Procurement (L5)</li> <li>Lean Practice for a Sustainable Business (L5)</li> </ul> <p>Pending submission for validation:</p>

		<ul style="list-style-type: none"> <li>Eco-Driving (L5)</li> </ul>
	Collaborate with other ETBs in the shared development of modules leading to a special purpose award, for example, Learning to Support Children in Primary School (Broad Award Standards at NFQ Levels 1 to 4)	<p>In 2022 Tipperary ETB was invited to collaborate on the development of a new non-CAS Level 3 Programme Learning to Support Children in Primary School (3S22041). 10 ETBs participated in the development of the 25 credit special purpose award. Staff from both the Tipperary ETB Adult Literacy Service and FET QA Office participated on the working groups. KCETB (coordinating provider/lead ETB) achieved validation for the programme in Q1 2023 and Tipperary ETB was successful in application for differential validation (June 2023).</p> <p>Differential validation is also in progress for the following programmes:</p> <p><i>Pending PAEC decision:</i></p> <ul style="list-style-type: none"> <li>Door Security (L4)</li> <li>Security Guarding Skills (L4)</li> </ul> <p><i>Pending submission for validation:</i></p> <ul style="list-style-type: none"> <li>Social Innovation in the Community (L4)</li> <li>Supply Chain Logistics (L6)</li> </ul>
	Develop a working partnership with Higher Education in the region, to develop new courses where mutual expertise exists, providing progression pathways through FET to HE	<p>Tipperary ETB has agreed and implemented <a href="#">Memorandums of Understanding (MOUs)</a> with two Higher Education institutions in the region: Technological University of the Shannon (TUS) and Mary Immaculate College (MIC) committing to a stronger and deepening collaboration across a range of joint undertakings in the region. The aim is to identify opportunities for the alignment of existing Tipperary ETB and HE provision</p>

to create and underpin progression pathways, to identify opportunities for the co-development and potentially co-delivery of innovative, response led and evidence-based FET/HE integrated programmes and to identify the potential for regional specialisms in Tipperary that can be supported by FET and HE.



Tipperary ETB has partnered with MIC on the delivery of the Home Economics and Business Degree. MIC Students will use the Tipperary ETB Thurles FET Centre (Archerstown) Commercial Training Kitchen and Textile Workshop for the delivery of two modules. Progression Pathways have been established to, for example, the MIC BA in Education, Home Economics & Business Studies, with five places reserved for FET and mature learners.

		<p>A workshop was held in October 2023 for Tipperary ETB FET Staff and TUS Staff to come together and collaborate. The group looked at regional and national opportunities and needs, programme development responses and actions required. The working group plans to meet again before end of 2023 to focus on provision offerings with a view to working together on creating clear pathways for learners from FET to HE in 2024 and beyond.</p>
	<p>Continue to welcome opportunities to collaborate on programme development with other ETBs, Higher Education, Industry bodies etc.</p>	<p>With the development in capacity for Programme Development in the FET Development and Support Unit, Tipperary ETB can collaborate on programme development opportunities as they arise, from other ETBs, Higher Education and Industry. Greater progress is expected on this with the establishment of the Programme Development Team and the pathway being developed through ETBI for a sectoral approach to programme development and an agreed understanding within the sector of how devolved responsibility may be achieved.</p> <p>Recent examples include:</p> <ul style="list-style-type: none"> <li>• A workshop held in October with FET and TUS staff to discuss collaborative opportunities.</li> <li>• Tipperary ETB staff part of the working group for the Limerick Clare ETB led Barbering Apprenticeship currently in development.</li> <li>• The new Programme Development team are members of the Workforce Development Group and link directly with Employers, Industry, Regional Skills Forum, Local Enterprise Office, Tipperary County Council, County Tipperary Skillnet etc. to investigate and</li> </ul>

explore employer needs and potential programme development opportunities, e.g.,



- QQI has recently commissioned a project team to undertake the development of Integrated Awards Standards for Business Administration, which will guide programme development and validation for awards leading to QQI Qualifications at NFQ levels 5–9. Two Business Teachers represent Tipperary ETB on this team.

### Commentary and Reflections

[Click here to enter text.](#)


### 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>The review team recommends that Tipperary ETB ensure that records are kept of Learner Handbooks/Assessment handbooks (where appropriate) being issued to students to ensure consistency across all centres/programme areas. The handbook should be accessible to all levels to promote readability and context.</p>	<p>Develop and implement the Learner Information Guide and Learner Guide to Assessment for all FET Learners. The Learner Information Guide will be a reformat of the existing learner handbook master Template to a more user- friendly centred guide, in plain English, easy to read, including infographics that is implemented across FET provision.</p> <p>Work with NALA to achieve the plain English quality mark award for both the Learner Information Guide and the Learner Guide to Assessment</p>	<p>September 2022 saw the implementation of the new Learner Information Guide and Learner Guide to Assessment.</p> <p>The Learner Information Guide and Learner Guide to Assessment were both NALA proofed and awarded Plain English mark in Q3 2022.</p> <div data-bbox="1431 659 1720 887" data-label="Image"> <p>The logo features the text 'Plain English' in a purple, sans-serif font. Above the word 'English' is a stylized icon of a person with a checkmark above their head, all enclosed within a white square border. Below the main text, it says 'Approved by NALA' in a smaller, black font.</p> </div> <p><a href="#">Learner Information Guide</a></p> <p><a href="#">Learner Guide to Assessment</a></p>



	<p>Establish a working group to review the Induction process across FET and implement a learner centred, simplified and more accessible and informative Induction process</p>	<p>Induction Working group established with 12 FET programme managers, who reviewed the existing Induction process across the varying programmes and centres to develop a common approach and support tools. A learner induction video resource tool was developed for FET and implemented in Q3 2023:</p>  <p>An Induction Video for Learner Assessment is in development and will be completed in Q1 2024</p>
	<p>Redesign the Tipperary ETB Website to include a Learner Information section, with Learner Information Guide and Learner Guide to Assessment Information contained in an easily accessible online electronic format</p>	<p>A working group has been established, including the FET Wellbeing Coordinator to review all Learner Support Information and collate to one easy to access online electronic format: <b>Student Hub</b>. The Student Hub will include all Learner Support information, e.g., Information Guides, FET Student Council, Library, Access and Inclusion, Health and Wellbeing, Sport and Physical Activities, Career Advice, Assessment Guides, Academic supports, Financial supports etc.</p>

		Progression to the next stage of the Student Hub is pending the roll out of the newly designed and implemented Tipperary ETB Website due for project completion and implementation Q2 2024.
<b>Commentary and Reflections</b> Click here to enter text.		
<b>Link to Updated Policy &amp; Procedures</b> <a href="#">Learner Information Guide</a> <a href="#">Learner Guide to Assessment</a>		

## 1.08 Information and Data Management

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
The quantitative data e.g., review team recommends the use of more analysis of both destination data, and qualitative data to monitor and measure Quality Assurance.	To support the implementation of the ABP approach, develop an area-based data information pack to inform course planning with quantitative and qualitative information, e.g., regional & demographic, learner, employment/ industry, skills needs etc.	<p>The Strategic Performance Agreement (SPA) targets and Tipperary ETB performance against targets, including measurable and quantitative benchmarking is closely monitored by FET SMT and Programme/Centre Managers and has become a monthly standing Agenda item at FET SMT meetings since 2023. Included here is quantitative data, for example, enrolments, certification outcomes, destination data: progression outcomes, widening participation, early completers, programmes, 'distance travelled' etc.</p> <p>The principles of the now implemented Area Based Planning (ABP)</p>

		<p>initiative include a coordinated evidence based course planning effort for FET provision across the county. The considerations include analysis of both quantitative and qualitative data, including learner/teacher feedback, previous outcomes, meeting area needs (learner, community, employment), demographic information (population, unemployment, deprivation), CSO data, meeting key target groups (underrepresented, specific needs), addressing skills gaps (locally, regionally and nationally), local knowledge, progression pathways (in, within, from FE to HE/Employment) etc.</p> <p>The FET QA Office is developing a FET Internal Self Monitoring and Evaluation Policy and associated procedures, including key performance indicators, with a focus on data analysis as a key input, both quantitative and qualitative.</p>
	<p>Develop and implement a Management Information Systems policy and associated procedures to inform strategic analysis</p>	<p>The development of a Management Information Systems policy and associated procedures to inform strategic analysis is underway, with elements already implemented, e.g., SPA (Tableau) agenda item at every FET SMT Meeting, Area Based Planning etc.</p>
<p>The review team recommends the development of systematic feedback needed to provide a stronger platform for the learner voice.</p>	<p>Participate in the annual AONTAS National FET Learner Forum to engage the Tipperary ETB FET Learner’s voice and</p>	<p>At centre and programme level, gathering of learner feedback is embedded in process and there are multiple mechanisms used. The development of a FET wide learner feedback policy in 2024 will enhance the structures and mechanisms in place to bring this valuable feedback</p>

	<p>review the subsequent report findings</p> <p>Develop a learner feedback policy and associated procedures, detailing key performance indicators, ensuring a consistent approach to gathering learner feedback across FET, e.g., survey, focus groups, learner, voice forum etc.</p> <p>Establish the Tipperary ETB FET Learner Voice Forum (LVF) to facilitate and provide an open platform for learners to have a voice and input to how we function as an ETB</p> <p>Through the LVF, establish learner focus groups to consult on specific topics, for example, policy and procedure development, new programme development,</p>	<p>from centre level to FET level to inform change in policy, planning and decision making. With the appointment of a CEF Wellbeing Coordinator and a CEF Quality Assurance Officer, work has started on putting a formal policy and mechanism in place for Learner Feedback.</p> <p>An example of Learner Feedback: The establishment of the FET Student Council (2022/2023) has provided a platform for the 'Learner Voice'. The FET Student Council has sub committees with focus on specific topics, e.g., Access and Disability, Transport, Supports etc. In September 2023: AONTAS gave an advocacy and planning workshop to the FET Student Council with the theme "Making Changes". 22 people joined for the workshop, which looked at identifying two key issues to progress in 2023 and 2024: Lack of Transport for attending courses, and lack of access to relevant Work Experience.</p>
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	programme monitoring, learner supports etc.	
<b>Commentary and Reflections</b> Click here to enter text.		
<b>Link to Updated Policy &amp; Procedures</b> Click here to enter text.		

## 2.0 Teaching, Learning & Assessment

### 2.03 Supports for Learners

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
The review team recommends Tipperary ETB review its staffing and infrastructure to enhance learner support to be more equitable to all learners across all centres.	Conduct a review and gap analysis of current Learner Supports across FET, based on programmes/centres, learner eligibility, geography etc.	<p>Tipperary ETB's FET Active Inclusion Officer conducted a Learner Support Gap Analysis project in Q3/Q4 2022. This project approach was based on the Support Area e.g. reasonable accommodation, counselling, TEL etc., Programme Categories, e.g., PLC, BTEI, Evening Training, Youthreach etc., Geographical locations, Level of Support and Rating.</p> <p>Further research is being conducted into uptake versus availability of supports and learner numbers in the geographic areas and centres as</p>

		<p>opposed to programme categories. Equity in provision of supports for all learners can then be considered, based on learner numbers, needs and availability of supports.</p> <p>Examples of outcomes:</p> <ul style="list-style-type: none"> <li>• Increased and coordinated promotion of supports including communications, social media and PD for staff. A working group to review all Learner Support Information and collate to one easy to access online electronic format: <b>Student Hub</b>. The Student Hub will include all Learner Support information, e.g., Information Guides, FET Student Council, Library, Access and Inclusion, Health and Wellbeing, Sport and Physical Activities, Career Advice, Assessment Guides, Academic supports, Financial supports etc. (Q2 2024)</li> <li>• Q4 2023, a Service Level Agreement (SLA) 1 Year Pilot (pending SLT/Board approval) between Tipperary ETB and Millenium Family Resource Centre (FRC) to provide counselling/psychotherapy supports to Tipperary ETB students to a max of 6 sessions. The Counsellor is IACP qualified, Garda Vetted and receives supervision with support from the FRC. Following pilot, there will be a review with a view to extending this support across the County with support from additional FRC organisations.</li> <li>• Mainstreaming of the Fund for Students with Disabilities (FSD) to be made available to all FET learners (see below).</li> <li>• Establishment of the FET Student Council</li> </ul>
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	<p>To bring Tipperary ETB one step closer to equity in Learner Supports, the Fund for Students with Disabilities (FSD) is to be made available to all FET Learners (currently just PLC Learners)</p>	<p>In 2022 an Inclusion Framework was developed for Tipperary ETB. Since the framework inception specific inclusion goals, alongside existing core service provision, were identified and measured to address through FET. The developments have included the mainstreaming of the Fund for Students with Disabilities (FSD) to be made available to all FET learners.</p> <p>FSD: The fund for students with disabilities operates in addition to legal frameworks (e.g., Equal Status Act, Disability Act) which provide a basic floor of rights for people with disabilities to participate in FET, and the fund works to compliment mainstream resources provided for in all further education and training services. To make it available to all of FET (not just PLC) involved PD for all Programme/Centre staff, and promotion at staff meetings, and promotion to Learners. A structure was put in place, including a monthly evaluation panel meeting. In 2022, FSD supported 42 students with a range of verifiable disabilities, for example, Autism Spectrum Disorder, Blind/Visual Impairment, Neurological, Specific Learning Difficulty etc.</p>
	<p>Develop and implement a Discretionary Learner Fund (DLF) to provide funding to support educationally disadvantaged learners in accessing and participating in FET, to fund and support individual learners or</p>	<p>The Tipperary ETB Discretionary Learner Fund aims to provide funding to support educationally disadvantaged learners in accessing and participating in FET. The fund is available to fund and support individual learners or projects that can demonstrate a direct impact on the learner. The purpose of the Discretionary Learner Fund is to assist FET providers to increase participation, enhance retention, and support successful transfer and progression outcomes for learners. The fund</p>

	<p>projects that can demonstrate a direct impact on the learner</p>	<p>places a strong focus on any project or individual learner intervention that focus on supporting learners who experience educational disadvantage. In 2023, one example of DLF funding under category ‘Enhancing learner engagement, retention and success’ included a trip to Bloom for a horticulture class: <u>‘Colour Purple Garden’</u> who were invited to display a Postcard Garden at BLOOM, with the target group being homeless, in active addiction, mental health related issues and complex socio environmental factors.</p>
	<p>Redesign the Tipperary ETB Website to include Learner Support Information contained in an easily accessible online electronic format</p>	<p>See Section 1.6 Access, Transfer and Progression</p>



	<p>Establish FET service plan in the Development and Support Unit to include a strategic approach to learner support services including a strategy for well-being and active inclusion.</p>	<p>The <u>Active Inclusion Advisory Group</u> was established in 2022, chaired by the Active Inclusion Officer (CEF), meeting quarterly to promote, oversee and advise on Inclusion in Tipperary ETB FET. ‘Active Inclusion’ is given expression in our Future FET: Transforming Learning 2020-2024 (SOLAS FET Strategy) which means to integrate the principle of equity of access more fully into the everyday life of our service so that it permeates all programme and services. The core values of FET are lifelong learning, social justice, active citizenship and economic prosperity. The Active Inclusion Strategy is in draft, due to complete Q1 2024. Active Inclusion Strategic priorities have already been implemented, including the Fund for Students with Disabilities (All FET), Universal Design for Learning (UDL) Implementation Plan, Discretionary Learner Fund (DLF), Access Transfer &amp; Progression Policy, GET into FET pilot, REACH funding, Dyslexia Screening and Assessment, Public Sector Duty review etc.</p> <p>The <u>Wellbeing Strategy</u> 2023-2027, due for completion Q1 2024, sets out Tipperary ETB’s commitment to promoting more awareness of a culture of Wellbeing in the ETB by putting in place measures and actions that will support staff, students and stakeholders. It requires a whole ETB approach to positively embed Wellbeing into every aspect of the service through curriculum, collaborations, physical/mental health approaches and supports for students, staff and stakeholders. An internal <u>Wellbeing Advisory Group</u> has been established, followed by an <u>External Advisory Group for Wellbeing</u>, with membership including the Public Participation</p>
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		<p>Network (PPN), Mental Health Ireland, Jigsaw, Youthwork Ireland, TUS, HSE, County Council, Development Companies, Adult Literacy for Life Coordinator etc. The overarching strategic aims are:</p> <ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Physical and Mental Wellbeing</li> <li>• Curriculum</li> <li>• Staff and Students</li> </ul> <p>With a number of actions or projects already implemented, e.g., the establishment of the FET Student Council, Wellbeing on Agenda of Staff Meetings, Active Consent Training, Professional Learning &amp; Development</p>
<p>The review team recommends ensuring IT support is available at centres to ensure digital and enhanced learning can be equitably accessed across all Tipperary ETB courses and geographical locations.</p>	<p>Develop and implement the Tipperary ETB Universal Design for Learning Implementation Plan for FET</p>	<p>The Tipperary ETB <a href="#">Universal Design for Learning Implementation Plan</a> for FET was launched in 2022. A UDL Task Group was established and the implementation got underway. Tipperary ETB FET has adopted the CAST (Grace Meo, Rachel Currie-Rubin, 2015) universal design for learning implementation process. The implementation of UDL at an organisational level is a process, not an event, and implementation requires more than the adoption of a new teaching and learning pedagogy (LaTurner &amp; Lewis, 2013). There is recognition within this implementation process therefore that FET providers are multifaceted, operating in central and dispersed varied locations, with many different resource levels, and each variable can impact on delivery. In summary the implementation process requires Tipperary ETB service and programme providers to focus on leadership across five phases: explore, prepare, integrate, scale and optimise.</p>

		<ul style="list-style-type: none"> <li>- In September 2023: AHEAD and UCD Access &amp; Lifelong Learning teamed up to jointly deliver the Digital Badge for UDL. This course, hosted by the National Forum for the Enhancement of Teaching &amp; Learning, will provide participants with a strong introduction to the UDL Framework and give them the opportunity to implement UDL approaches within the teaching activities they are currently undertaking. Staff from across Tipperary ETB FET programme areas are engaging in this PD. Tipperary ETB Part time tutor facilitating UDL Digital Badge Peer Group for FET Tipperary ETB</li> <li>- The UDL Task group are exploring Erasmus opportunities to support UDL implementation Q4 2023.</li> <li>- UDL Self Assessment Tool is currently being developed and will be circulated in Q4 2023 to FET Centres</li> <li>- Tipperary ETB Active Inclusion Officer (CEF) part of national FE and HE sector working group developing Charter for Universal Design in Tertiary Education (Tipperary ETB FET learners are engaged in national learner survey as part of a consultation process)</li> </ul>
	<p>Restructure the Technology Equity Scheme (TES) to Programme/Centre level (North, Mid, South regions), locally managed and distributed, with FET level overall administrative support</p>	<p>The Programme and Centre Managers received an allocation of equipment from the Technology Equity Scheme (TES) Sept 2023 to June 2024, to manage, distribute and monitor at local level. There is a dedicated resource centrally monitoring as FET Level overall administrative and IT support.</p>

	Develop and implement the Tipperary ETB Blended Learning Procedure	The <a href="#">Blended Learning Procedure</a> has been developed and implemented across Tipperary ETB – September 2023. This procedure will be reviewed in 2024, following final approval of the QQI QA Guidelines for Blended and Fully Online Programmes by the QQI Policy and Standards Committee
	Complete the roll out of the organisational wide WIFI infrastructure implementation, with the FET Centre, Archerstown	The Phase 5 development of the Archerstown Training Centre was completed in September 2023. All areas on campus have access to WIFI.
	Develop the new ICT Department structure to support the overall IT Infrastructure of FET and the organisation	<p>Tipperary ETB was unsuccessful in securing additional resources from both SOLAS and the Department of Education to augment the ICT Team. Following an extensive review of available resources and grades from within the organisation, and a successful recruitment process, the ICT department is now resourced as follows, including a reorganisation of the IT department through reassignment of the Grade VII post to head of IT:</p> <p><u>New structure</u>  1 * Grade VII – IT Manager – defined job description  1 * Grade VI - defined job description  1 * Grade III – defined job description</p> <p><u>Previous structure</u>  2 * Grade VI  1 * Grade III</p> <p>Nationally, a working group has been established by the Chief Executives of ETBs, to work with both the Department of Education and SOLAS, on an agreed organisational structure for ETBs and how this should be</p>

	<p>resourced. This process is referred to as Organisational Design Phase II (ODII) and is a work in progress at present.</p> <p>We have also completed a project to standardise and enhance the WIFI infrastructure in our schools and centres. We have engaged a third-party provider to support and manage the WIFI system on an organisation wide basis . The system is proving to be quite stable, and clarity has been provided to users as to the protocol to adopt when issues arise.</p> <p>We have also commenced working on an overall IT support contract and have sought professional help to assist us in the preparation of the tender. However, as this is quite a complex process it will take some time to complete.</p> <p>As part of our 2023-2027 Statement of Strategy, we have also identified strategic goals and priorities for the organisation. Our strategy implementation plan has identified key priority actions for the IT Department including Cyber Security, Business Continuity and implementation of national agreed policies, as well as other priorities. The delivery of these key priority actions will support and ensure that digital and enhanced learning can be equitably accessed across all Tipperary ETB courses and geographical locations.</p>
<p><b>Commentary and Reflections</b> Click here to enter text.</p>	
<p><b>Link to Updated Policy &amp; Procedures</b> Click here to enter text.</p>	

## 3.0 Self-Evaluation, Monitoring & Review

### 3.01 Self-Evaluation Monitoring & Review

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>The review team recommends that Tipperary ETB reviews and prioritise Quality Improvements required over the next 3 years, detailing how and when the ETB will address the actions needed, and who will have responsibility. This process could be supported through the further development of Annual Quality Improvement Plan (QIP) and halfyearly progress reports.</p>	<p>Develop a FET Internal Self-monitoring and Evaluation Policy and associated procedures, including key performance indicators, production of annual quality reports with schedule of actions and strengthened monitoring and review processes.</p> <p>Develop and present Annual Quality Improvement Plan progress reports as an agenda item at the monthly FET Senior Management Team Meetings</p>	<p>Tipperary FET QA Office is finalising the draft FET Self Monitoring and Evaluation Framework and Policy.</p> <p>In the absence of documented policy, there continues to be ongoing monitoring and evaluation processes in place, for example:</p> <ul style="list-style-type: none"> <li>- The Strategic Performance Agreement (SPA) targets and Tipperary ETB performance against targets, including measurable and quantitative benchmarking, monitored by FET SMT and Programme/Centre Managers and monthly Agenda item at FET SMT meeting. Tipperary ETBs contribution to the national FET strategy. Included here are enrolments, certification outcomes, progression outcomes, widening participation, early completers, programmes, 'distance travelled' etc.</li> <li>- Programme Improvement Plans with scope of quality assurance Assessment and Certification – implemented in September 2023 for all FET programmes/centres, with the exception of 2<sup>nd</sup> provider Training Programmes as the Cert Audit process is in place. The Cert Audit process will be reviewed as part of the QA System Integration</li> </ul>

		<p>project.</p> <ul style="list-style-type: none"> <li>- The establishment of the FET Student Council in 2022/2023 is integral to any monitoring process to capture the 'Learner Voice' to inform policy and planning.</li> </ul>
<p>The review team recommends that Tipperary ETB develop a policy and procedures to formalise collection and review of learner feedback on their courses to feed into the quality assurance system and strengthen the learners' voice in some governance groups.</p>	<p>Participate in the annual AONTAS National FET Learner Forum to engage the Tipperary ETB FET Learner's voice and review the subsequent report findings</p> <p>Develop a learner feedback policy and associated procedures, detailing key performance indicators, ensuring a consistent approach to gathering learner feedback across FET, e.g., survey, focus groups, learner, voice forum etc.</p> <p>Establish the Tipperary ETB FET Learner Voice Forum (LVF) to facilitate and provide an open platform for learners to have a</p>	<p>At centre and programme level, gathering of learner feedback is embedded in process and there are multiple mechanisms used. The development of a FET wide learner feedback policy will put a structure and mechanism to bring this excellent feedback from the centre level to FET level to inform change in policy, planning and decision making.</p> <p>With the appointment of a CEF Wellbeing Coordinator and a CEF Quality Assurance Officer, work has started on putting a formal policy and mechanism in place for Learner Feedback. The establishment of the FET Student Council (2022/2023) has provided a platform for the 'Learner Voice'. The FET Student Council has sub committees with focus on specific topics, e.g., Access and Disability, Transport, Supports etc. In September 2023: AONTAS gave an advocacy and planning workshop to the FET Student Council with the theme "Making Changes". 22 people joined for the workshop, which looked at identifying two key issues to progress in 2023 and 2024: Lack of Transport for attending courses, and lack of access to relevant Work Experience.</p> <p>Q4 2023 welcomed an invitation to the chair of the new FET Student Council to join the FET Committee with immediate effect. The link between</p>

	<p>voice and input to how we function as an ETB</p> <p>Through the LVF, establish learner focus groups to consult on specific topics, for example, policy and procedure development, new programme development, programme monitoring, learner supports etc.</p>	<p>the FET Committee, the FET Student Council and the Tipperary ETB Board will be key in guiding the development of the FET College of the Future in Tipperary.</p>
<p><b>Commentary and Reflections</b> Click here to enter text.</p>		
<p><b>Link to Updated Policy &amp; Procedures</b> Click here to enter text.</p>		

### 3.02 Programme Monitoring & Review

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>The review team recommends that Tipperary ETBs develops and implements a programme review process to provide for a more</p>	<p>Plan and implement the development of a Programme Review Structure within Tipperary ETB, in line with national and</p>	<p>Tipperary ETB's Director of FET (as member and chair of the ETBI QA Strategy Group) chaired and facilitated the ETBI Quality Network workshops to investigate the national coordination of programme development, validation and review processes. Tipperary ETB QA</p>



<p>robust, coherent and systematic approach to monitoring and review.</p>	<p>sectoral developments</p> <p>In the context of national and sectoral processes in this area, implement a programme monitoring and review process, including a review body, that is systematic, periodic and collaborative for both centre-level and Tipperary ETB-level monitoring and review activity</p>	<p>Manager (AEO) attended and participated in workshops. The workshops included representation from ETBI, QQI, the QA Strategy Group and 16 ETB QA management teams.</p> <p>A pathway is being developed through ETBI for a sectoral approach to programme development and an agreed understanding within the sector of how devolved responsibility may be achieved. Tipperary ETB will be part of these efforts.</p> <p>2024, the FET Development and Support Unit – FET QA Office will prioritise the development of a programme monitoring and review model and framework. Policies and procedures in development include the Programme Monitoring, Evaluation and Review Policy and Procedure due for completion at the end of Q4 2023.</p> <p>The PAC (programme approval) process – draft - has been updated to allow for the inclusion of Programme Reviews. Terms of reference for the Governance and Management of the updated approval process are also in draft form. Both will be ready for governance review and approval at the end of Q4 2023 and for implementation in Q1 2024. A structured process to programme review and validation/revalidation processes is in development. The final draft will be ready for review at the end of Q4 2023.</p>
<p>The review team recommends that Tipperary ETB develops its capacity to review and develop programmes.</p>	<p>Develop capacity in programme development, programme monitoring and review – sanction approval request from DFHERIS</p>	<p>In April 2023, the FET Development and Support Unit welcomed two ‘Programme Development’ roles (sanctioned Q4 2022). The Programme Development Officers are responsible for programme/curriculum</p>

	<p>for two Programme Development roles to join the FET Development &amp; Support Unit</p>	<p>development for all FET programmes and services, along with supporting and developing Tipperary ETB's quality assurance system.</p> <p>Joining the existing resources in the FET QA Office, will provide capacity to develop and implement a programme review model and framework in Tipperary ETB FET.</p> <p>Within the programme staff, resources will be allocated as required to support this structure, for example, two Tipperary ETB FET Business Teachers have joined the sectoral project team to review and Develop Integrated Business Administration Awards Standards (QQI has recently commissioned a project team to undertake the development of Integrated Awards Standards for Business Administration, which will guide programme development and validation for awards leading to QQI Qualifications at NFQ levels 5 – 9)</p>
<p>The review team recommends that any Curriculum Development body established to look at ETB provision should include, as a priority, the need to review legacy programmes which may now not be relevant or meet current industry or sector requirements.</p>	<p>Plan and implement the development of a Programme Review Structure within Tipperary ETB, in line with national and sectoral developments</p>	<p>In 2024 the FET Development and Support Unit – FET QA Office will prioritise the development of a programme monitoring and review model and framework, including the review of legacy programmes to meet current industry or sectoral requirements. Review will include identifying strengths of programmes, areas for improvement, appropriateness, societal changes, learner needs etc. A structured process to programme review and validation/revalidation processes is in development. The final draft will be ready for review at the end of Q4 2023.</p>
<p><b>Commentary and Reflections</b>  <a href="#">Click here to enter text.</a></p>		

### Link to Updated Policy & Procedures

Click here to enter text.

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

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
The review team recommends that Tipperary ETB strengthen its engagement with employers by formalising or systemising the existing engagement activities carried out by its Workforce Development team.	Continue to engage with Employers and External Stakeholders, through the function of the Workforce Development Team, to further enhance and strengthen links.	The Workforce Development group is a Tipperary ETB FET group established to bring key members of Tipperary ETB staff together to respond to the needs of the Workforce, including Employees, Employers, industry groups and industry representative organisations.
	Develop Terms of Reference for the Workforce Development Team	The role of the Workforce Development Group was reviewed, including the <u>Terms of Reference</u> and Membership, to ensure Tipperary ETB is meeting the needs of employers and industry across the County. <ul style="list-style-type: none"><li>• Build the profile of Workforce Development Services available through Tipperary ETB.</li><li>• Enhance the Workforce Development advertising and marketing material</li><li>• Develop a coordinated approach to Workforce Engagement among key members of staff</li></ul>

		<ul style="list-style-type: none"> <li>• Determine current and future skills needs and develop appropriate responses</li> <li>• Consider Training Needs Analyses as a key support for Employers in the region</li> <li>• Collaborate on the action plan to achieve key national and local strategic priorities</li> <li>• Interpret and react to key information which can support economic and workforce priorities</li> <li>• Facilitate key stakeholders to attend Workforce Development meetings to inform Tipperary ETB of the needs, supports or collaboration opportunities</li> <li>• Contribute towards Programme Development considerations in Tipperary ETB through liaising with Key Stakeholders</li> <li>• Support Recognition of Prior Experiential Learning (RPEL) to map skills and knowledge gained through work and life experiences to a relevant certification</li> <li>• Promote Work Placement Opportunities which are beneficial to both employers and learners.</li> </ul>
	<p>Review membership of Workforce Development Team, considering externality (regional skills forum), employer engagement, new programme development,</p>	<p>The group is chaired by the Employer Engagement Officer. Membership was extended to include the Regional Skills Forum (South East and Mid West), the PLSS/MIS Administrator and the newly appointed FET QA Office Programme Development coordinators.</p>


	apprenticeship services, area-based planning and data management	
The review team recommends the implementation of the contracted training framework to further enhance the specific skills training and traineeships in FET.	Implement the new Contracted Training Framework (2022-2026)	This was completed by the Office of Government Procurement (OGP) and Tipperary ETB, with five qualified contractors successful. Tipperary ETB is working with these contractors across 11 career clusters to deliver programmes in line with Area Based Planning and the FET Strategic Performance Agreement. In consultation with the Contractors, a range of new courses have been developed and run, responding to the needs of learners and employers such as NZEB, retrofitting, insulation, Emergency Medical Technician etc.
<b>Commentary and Reflections</b> Click here to enter text.		
<b>Link to Updated Policy &amp; Procedures</b> 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 <small>These should relate to objectives not already discussed in the progress report.</small>	Update on Status <small>Provide brief update on status, whether completed or in progress.</small>	Link to updated/new Policy
1	<b>Artificial Intelligence</b>	In April 2023, Tipperary ETB established an Academic Integrity Working Group to specifically address <b>Artificial Intelligence (AI)</b> and Tipperary ETB’s approach to managing AI in FET. This was a direct response to the threat and opportunity posed by artificial intelligence (AI), e.g. ChatGPT, in the Education and Training sector. The goal was to develop a Tipperary ETB driven approach/strategy to managing artificial intelligence that is informed by national bodies e.g. QQI, TEL coordinators group, ETBI Academic Integrity Working Group, ETBI, Research groups, Post Primary and HE sectors etc. Initially looking at awareness PD for Teaching staff and students, keeping up to date on the developments in AI, and looking at redevelopment of assessment strategies, creating and updating guidelines, policies, procedures and other material to support teaching & assessment staff.	 AI in Further Education.pptx

		2 PD sessions were held for FET Teaching staff in August (in person) and October (online) 2023 specifically addressing and informing staff in the area of AI, including all the supports available.	
2	<b>Public Sector Equality and Human Rights Duty</b>	<p>Public Sector Equality and Human Rights Duty in Tipperary ETB: An Implementation Plan for the Duty (DRAFT – Q4 2023 – currently under review)</p> <p>This Duty implementation plan establishes the ambition, approach, and steps to be taken by Tipperary ETB to implement the public sector equality and human rights duty (the Duty), across all of our function areas.</p> <p>As a provider of Primary, Post-Primary and FET, a central focus of work is to ensure equality of access, participation, and outcome for children, young people, and adults who avail of services and supports. As an employer, Tipperary ETB has a duty to ensure a workplace that promotes equality and is free from all forms of discrimination. The statutory provisions of the Duty, therefore, enable Tipperary ETB to build on and strengthen this tradition, and to provide a framework to support a whole-organisation approach to promoting equality, preventing discrimination, and protecting the human rights of our service users and staff.</p> <p>The Duty requires public bodies to have regard to the need to eliminate discrimination, promote equality, and protect human rights for service users, policy beneficiaries, and employees, across all function areas.</p> <p>As part of the development of the Statement of Strategy a review of organisational values was conducted resulting in the same values for all parts</p>	Click here to enter text.

		<p>of the organisation (Schools, OSD, FET): <u>excellence, equality, care, respect and community</u>. Tipperary ETB employs a values-led approach as a frame for work to implement the Duty, aligning work on the Duty with these core values to ensure that the core values are engaged and embedded in policies, plans, initiatives, services and programmes, in a manner that enhances the approach to addressing equality and human rights concerns for staff and learners.</p>	
3	<p><b>Tipperary ETB Brand Redesign and Launch</b></p>	<p>Following the establishment of a working group including staff from Schools, FET and OSD, and the engagement of an external Branding Consultant, workshops and wider consultation ensued resulting in a significant overhaul and rebrand for Tipperary ETB. This was completed over Q2/Q3 2023 and launched as part of the Statement of Strategy (2023-2027) in October 2023. There is a new Tipperary ETB logo, typeface, colour palette, photography, tagline and brand assets with Tipperary ETB Brand Guidelines being implemented across the ETB.</p> <div data-bbox="943 842 1615 1158" data-label="Image"> </div> <p><b>Your journey, our commitment.</b></p>	<p>Click here to enter text.</p>



4	<p><b>Biodiversity Strategy</b> (draft – due for completion Q1 2024)</p>	<p>Tipperary ETB recognises the urgency to preserve and protect biodiversity and as an educational institution we play a crucial role in fostering awareness, knowledge and action among students, staff and the wider community. The aim of this 5 year strategy is to enhance awareness, knowledge and the skillset of people in Tipperary, particularly in the agri-food sector. The programmes we plan to roll out over the duration of the strategy and beyond will provide students with education focussed on sustainability and biodiversity. The strategic approach is to promote biodiversity conservation encompassing:</p> <ul style="list-style-type: none"> <li>• curriculum integration</li> <li>• research initiatives</li> <li>• campus practices</li> <li>• community engagement</li> </ul>	<p>Click here to enter text.</p>
5	<p><b>Continuous and Summative Assessment Feedback to Learners</b></p>	<p>Over 2023/2024 Tipperary ETB is piloting the ‘<a href="#">Nurture</a>’ tool across a number of Centres to close the loop on learner feedback - continuous and summative assessment feedback to learners. Nurture is a Microsoft supported application for simplifying the capture of formative assessment and feedback from Learners, functioning within Microsoft Teams. Tipperary ETB’s TEL Coordinator organises PD, assesses technology requirements, liaises with Nurture and other ETBs participating in the pilot, and any other requirements, including ongoing monitoring, and analysis of the pilot outcomes.</p>	<p><a href="#">Closing the Feedback Loop in Microsoft Teams - YouTube</a></p>
6	<p><b>Ukraine Response</b></p>	<p>Tipperary ETB working with the Department of Further Higher Education Research, Innovation and Science, the Department of Education, SOLAS and ETBI is committed to ensuring a coordinated approach across Schools and FET to meet the education needs of children and adults from Ukraine. The Minister</p>	

of Education, as an emergency response to the emerging crisis arising from the war in the Ukraine, approved the establishment of a regional network of multi-agency education support teams, called Regional Education and Language Teams (REALT) across Ireland in early 2022. Tipperary ETB provides administrative support for the Tipperary REALT team.

The key roles of Tipperary REALT are:

- Provides a point of contact in Tipperary for Ukrainian families with queries regarding education services and access to schools.
- Identify availability within local schools, pass this information to parents.
- Signpost services and supports to families and schools.

Schools and Centres remain the primary contact point for Ukrainian families seeking supports, however Tipperary REALT is available to assist and to ensure co-ordination and efficient use of resources.

There is a designated email address and phone number for enquiries from or on behalf of displaced Ukrainian people. This email address is monitored daily, all enquires are passed to the Schools or Further Education & Training (FET) contact as appropriate. Parents/guardians seeking school places can do so through Tipperary REALT online application form, using a direct link and QR code.

**Total Enrolments in primary and secondary education of arrivals from Ukraine in Tipperary and nationally, for the academic year 2023/2024\***

Primary Level

Second Level

	County		
	Tipperary	333	206
	National	10,655	6,845
<hr/>			
<p><i>* Figures taken from the 'Arrivals from Ukraine in Ireland, Series, CSO. <a href="#">Arrivals from Ukraine in Ireland Series 11 - CSO - Central Statistics Office</a> accessed on the 13/11/2023.</i></p>			

## 5.0 Additional Themes and Case Studies (optional)

### Case Study Title: **FET Student Council**

#### **Introduction and Description of issue**

In 2021, during the self evaluation process, Tipperary ETB recognised the need for the establishment of formal internal mechanisms to prioritise the learner voice in future planning, policy and decision making. Following the February 2022 Inaugural Statutory Review of Quality Assurance, it emerged as a top priority. The Tipperary ETB FET Student Council was established in 2022 with its first meeting January 2023, giving a platform for the 'Learner Voice'. This approach, central to the development of the FET College of the Future, places the learner at the heart of planning at FET level.

#### **Action**

In March 2022, over 100 Tipperary ETB FET learners participated in the AONTAS Learner Forum. Following the forum, a Learner Voice forum and Call to Council event was organised and held over three days in October 2022, featuring face-to-face workshops in different Tipperary locations. The primary aim was to engage learners in Nenagh, Thurles, Clonmel, and surrounding areas to gather their perspectives on forming a Student Council for Tipperary ETB and to seek expressions of interest in contributing to its development. A survey complimented the face-to-face workshops, ensuring all Tipperary ETB learners had an equal opportunity to voice their opinions. Regional events were chosen to facilitate learner participation, with transportation support provided. The potential for online meetings was facilitated to widen access for learners facing transportation, employment or scheduling challenges.

Over 70 learners participated in focus groups and surveys, representing various programmes and community groups. Each forum commenced with an introduction to Tipperary ETB's mission and the necessity for a Learner Voice. The potential role of a Student Council was outlined. Participants were divided into smaller working groups for discussions on topics related to the establishment of a Learner Voice via a student council, learner well-being, and engagement with management. Questions, primarily open-ended for face-to-face sessions, encouraged thorough discussions.

Small group discussions and feedback were recorded, and the results were compiled. For online sessions on October 20th, the survey questions were based on collective responses from the face-to-face forum meetings. The Likert scale responses in the online survey provided further insights.

### Key Outcomes/Impacts

On November 30, 2022, Tipperary ETB extended an open invitation to the Anner Hotel in Thurles, through various channels, including social media, PLSS SMS service, Centre Coordinators/Staff, to engage learners interested in establishing the Tipperary ETB Student Council. Approximately 50 learners attended. During this gathering, feedback from recent online surveys and focus groups was shared with participants. The Student Council officers were nominated, and learner preferences for specific council positions were identified. The inaugural Student Council meeting was held in January 2023. The Student Council convene twice a month, alternating between online and face-to-face sessions.



### Key Actions for the Student Council for 2023

1. Student Council Training with AONTAS (refer to [Learners as Leaders Handbook](#)).
2. Representation at the AONTAS 'Learners as Leaders Development Education Programme' [Forum](#).
3. LGBTQI+ inclusion training for all Student Council Members.
4. Formation of two sub-groups to address key areas: Transport and Work Experience for Tipperary ETB learners (In September 2023: AONTAS gave an advocacy and planning workshop to the FET Student Council with the theme "Making Changes". 22 FET students

identified two key issues to progress in 2023 and 2024: Lack of Transport for attending courses, and lack of access to relevant Work Experience)

5. Invitation to register and participate with the PPN and have Student Council members engage in the transport for Tipperary PPN group.
6. Participation in ETBI feedback on FET Strategy.
7. Hosting a Student Council Focus Group on UDL for the ETBI Inclusion Office.
8. Involvement in the Learner Mental Health Framework level 1 accreditation to develop a project promoting mental health and well-being for learners.
9. Representation at the USI + AHEAD Disabled Student Learner Advisory Group.
10. Invitation for a Student Council member to serve on the FET Committee.
11. Participation in the NTSTEP National Student Engagement forum at DCU.
12. The Chair of the Student Council will speak at the launch of the new Tipperary ETB Statement of Strategy 2023-2027.

### **Key Learnings**

The creation and success of the Tipperary ETB FET Student Council (Tipperary ETB Learner Voice Forum and Call to Council) can be attributed to the role of past and current learners from various programmes in Tipperary who contributed to this initiative, and through the invaluable support of FET Programme Coordinators, Teachers and Tutors who played a crucial role in engaging and recruiting students. This support needs to be an ongoing process due to the short term course duration for a large cohort of FET students and the wide geographic spread. The FET Student Council has given a structure and platform to the student voice, and does need coordination, support and management to continue and flourish. In October 2023, following an inspirational speech from the Chair of the FET Student Council to the Tipperary ETB Board, Chief Executive, Senior Leadership Team across FET, Schools and OSD, Senior Managements Team, Staff and Students, an invitation to join the FET Committee was extended, bringing the Student voice directly into the governance structures.

## Case Study Title: **Universal Design for Learning Implementation Plan for FET**

### **Introduction/ Description of issue**

Active Inclusion is a key goal of the FET Strategy 2014-2019 which states that ‘the FET sector will seek to increase levels of active inclusion through the provision of high quality, more accessible and flexible education and training programmes and supports suited to the identified needs of the individual’. It is also given expression in our Future FET: Transforming Learning 2020-2024 (SOLAS FET Strategy) which means to integrate the principle of equity of access more fully into the everyday life of our service so that it permeates all programme and services. The core values of FET are lifelong learning, social justice, active citizenship and economic prosperity. Tipperary ETB FET is committed to inclusion and sees it as a dynamic principle which requires a systematic approach across the organisation. The development of the UDL Implementation Plan for FET is one of the measures that strengthens and supports this inclusion goal within the teaching and learning space. The integration of UDL within existing learner supports and services:

- Support for All – whole programme/service approaches/classroom subject support
- Support for Some – Individual and / or group approaches
- Support for a Few – Individual

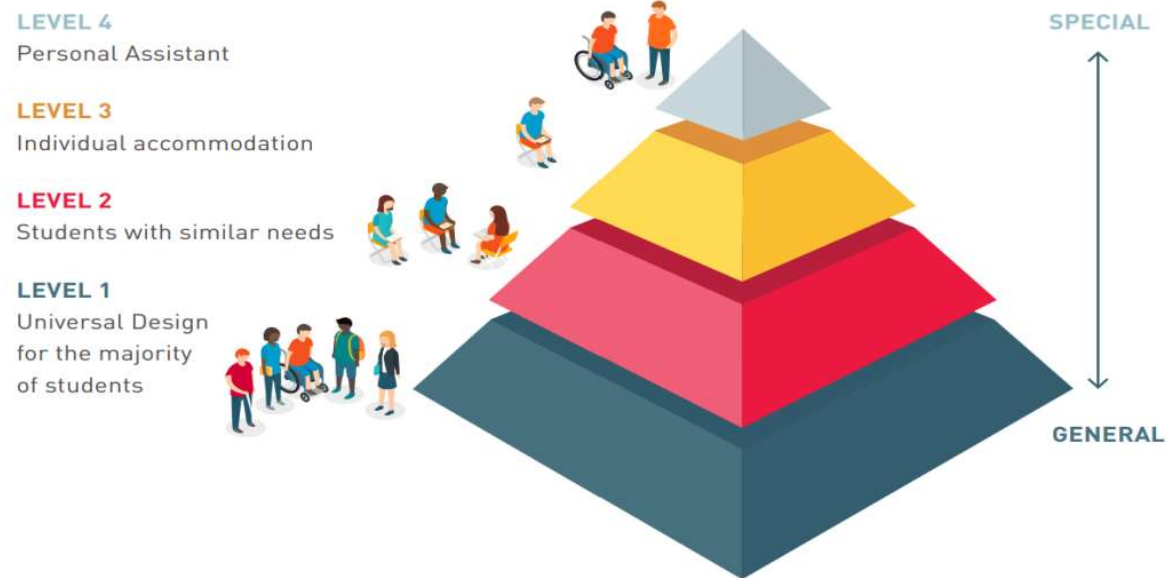


Figure 1: [The Universal Design for Learning Pyramid](#) Inclusive Education Pyramid (adapted from Basham, Israel, Graden, Poth, & Winston, 2010; Robinson & Hutchinson, 2014; UDLL/NTNU, 2016, p. 63).

### Action

The Tipperary ETB [Universal Design for Learning Implementation Plan](#) for FET was launched in Q4 2023. The UDL Implementation Plan itself aims to support and enhance inclusion and accessibility systematically within the teaching and learning space. The Implementation Plan is a road map for tasks and actions that will support implementation over a 3-5 year duration. Tipperary ETB FET has adopted the CAST (Grace Meo, Rachel Currie-Rubin, 2015) universal design for learning implementation process. The implementation of UDL at an organisational level is a process, not an event, and implementation requires more than the adoption of a new teaching and learning pedagogy (LaTurner & Lewis, 2013).



There is recognition within this implementation process therefore that FET providers are multifaceted, operating in central and dispersed varied locations, with many different resource levels, and each variable can impact on delivery. In summary the implementation process requires Tipperary ETB service and programme providers to focus on leadership across five phases: explore, prepare, integrate, scale and optimise.

- Phase 1: A UDL Task Group was established to oversee the implementation through encouragement, support and monitoring
- Phase 2: The next phase after the establishment of the Task Group is the role of the FET Programme Manager, who will set up a UDL programme provider team 2 and build capacity around the team process, complete PD on UDL, identify aspects of UDL in practice and decide on an area of focus for 6 months. The Programme Manager ensures that it has the enquiry data it will need to monitor learner s' progress as they implement UDL and decides if a learner group in the programme could pilot a UDL learner peer learning project
- Phase 3: Scale to other courses/programmes across FET by developing an organisational action plan and mentoring support
- Phase 4: Scaling implementation

### **Key Outcomes/Impacts**

Q4 2022 -> Q3 2023

- UDL Implementation Plan published
- UDL Task Group established to provide oversight on delivery of actions
- FET Staff Engagement and Consultation - UDL Implementation Plan presented to all programme managers
- Development of UDL Self Assessment Tool underway which will be used to map journey and progress over 3-5 year journey (Due for completion and distribution Q4 2023)
- Development underway of UDL staff support / site within professional development area of Tipperary ETB Staff Hub
- Promotion of UDL professional development opportunities: September 2023: AHEAD and UCD Access & Lifelong Learning teamed up to jointly deliver the Digital Badge for UDL. This course, hosted by the National Forum for the Enhancement of Teaching & Learning, provides participants with a strong introduction to the UDL Framework and gives them the opportunity to implement UDL approaches within the teaching activities they are currently undertaking. Staff from across Tipperary ETB FET programme areas are engaging in this PD  
Tipperary ETB Part time tutor facilitating UDL Digital Badge Peer Group for FET Tipperary ETB
- The UDL Task group explore Erasmus opportunities to support UDL implementation

- Tipperary ETB Active Inclusion Officer (CEF) part of national FE and HE sector working group developing Charter for Universal Design in Tertiary Education (Tipperary ETB FET learners engaged in a national learner survey as part of a consultation process)

### Key Learnings

The UDL Implementation Plan is a work in progress, being 3 to 5 years in duration. Good collaboration and mapping of the journey from stage to stage will be an important part of the process. Tipperary ETB is invested and committed to this UDL implementation plan and there is evidential interest from within FET demonstrated by our UDL FET Practitioners survey, which highlighted a willingness and interest to learn, collaborate, and implement UDL within FET. It is expected that this plan will support change, however, it is not considered an exercise with an end point or UDL destination in mind.

This plan will also be supported with sufficient resources and expertise with the intention of generating meaningful discussion and will showcase what works and what will iteratively improve practice consistent with UDL principles. Tipperary ETB recognises that there are different entry points to UDL implementation. Some FET programme teams may begin by engaging in general professional development to understand the UDL principles, other teams may examine what they are already doing in UDL and use the implementation phases to determine the next steps, and some may jump in and utilise UDL technology tools and apply these to UDL principles and so on. This plan allows for all these different starting points.

Tipperary ETB is confident that the phased implementation, supported by direct work of the UDL Task group and programme providers, will ultimately lead to change embedding inclusive education principles across FET.