

QA Review Follow-Up Report

Kildare and Wicklow Education and Training Board

Date: November - 2023



QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann



PREFACE

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

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

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

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

It is to be submitted by 30/11/2023

The follow-up report has been approved by KWETB FET Management Team and is submitted by Ken Seery, Director of Further Education and Training/Chair of the Quality Council

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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.

5 1.0 Follow-up Report Post-Review

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

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

1.01 ETB Mission and Strategy

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>The review team recommends the immediate development of a clearly articulated, long-term vision and strategy for an integrated FET service, which identifies the changes needed for its realisation and related timeframes</p>	<p>Publish FET Strategy Q4 2022</p>	<p>The KWETB Statement of Strategy for 2020-2024 included strategic goals for FET. The forthcoming Statement of Strategy to be published in 2024 will include the KWETB strategy for FET. Presented to FET personnel at FET Connect – Sept 2022.</p>
<p>The review team recommends the immediate development of a single QA framework and a clear plan for its implementation which identifies the changes needed for its realisation and related timeframes. The development and implementation of the new QAF should be prioritised and expedited as a matter of utmost importance to ensure that the ETB's commitment to quality can be fully realised.</p> <p>a. Ensure examples of best practice are identified and inform the development of the new QAF.</p> <p>b. This new QA Framework must include a strong focus on robust internal self-evaluation processes at all levels of the organisation, which expands the approach to seeking feedback to include a much greater range of external perspectives.</p>	<ol style="list-style-type: none"> 1. Complete version 1 of the quality assurance framework (QAF), with reference to good practice. Q4 2022 2. Publish the QAF with a communication, implementation, training and review schedule, including a quarterly report on progress. Q4 2022 3. Review and identify learning from the 2021/2022 self-evaluation process. Q1 2023 4. Devise and publicise a systematic approach to self-evaluation that is timebound and efficient and publish procedures for same in the QAF. Q2 2023 	<ol style="list-style-type: none"> 1. Version 1 of QAF complete 2. Plan for publication/dissemination is in place – <i>Attach plan for dissemination</i> 3. Survey distributed on perceived impact of the self-evaluation and IRQ. 4. Dependent on development of Stakeholder Engagement Sub-Group, established in 2022, and currently considering approaches to self-evaluation, and good practice in self-evaluation. 5. Policy and procedure for Self-evaluation in draft format and yet, to be tested: P 234 of the Quality Assurance framework. Approved for

6		publication and dissemination as V1 of the QAF
<p>Commentary and Reflection</p> <p>A single quality assurance framework has been drafted, initially commenced through the work of eleven working groups in 2021. This work was further developed by members of the QA team, integrating relevant policy and procedures across FET. The work in progress was presented to meetings of the QA Sub-group, and they were consulted regularly about progress and about proposals for dissemination. The QA sub-group and the Quality Council also provided feedback on the QA framework, and the framework was circulated for feedback from Centre Coordinators, Principals and the Training Services and Innovation Team. The Quality Framework was formally approved by the Quality Council in June 2023 on recommendation by the Quality Assurance Sub-Group. A process for dissemination of the QA framework has been agreed, and the first iteration of the framework will go 'live' in January 2024. All programmes commencing in 2024 will be delivered using this iteration of the QA framework.</p>		
<p>Link to Current strategy / documents</p> <p>QAF Plan for dissemination, implementation and review Outcome of any review of the Self-evaluation process</p>		

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 the strengthening of governance and management structures and arrangements to ensure their effectiveness, to include: a. Review of the Quality Council and sub committees Terms of Reference and membership within 12 months to ensure they continue to be fit for purpose and to provide clarity for members and wider audiences. b. regular meetings of all FET teams and a common standard for recording minutes. c. enhanced information and communication flows to and from 'Head Office'. d. increasing the involvement of independent, external experts in QA governance structures.</p>	<ol style="list-style-type: none"> 1. Review and report on the experience of the existing units of governance to date. Q4 2022 2. Update the terms of reference of all QA units of governance. Q1 2023 3. Put in place a series of six-monthly meetings, to include QA experts to contribute to enhancement of governance. Q4 2023 4. Publish a full common schedule of meetings and devise a standard format for minutes, format and timelines for reporting and provide a repository for meeting 	<ol style="list-style-type: none"> 1. A common schedule of meetings is published 2. Governance Review commenced with seminar in October 2023. 3. Review of Governance Unit terms of reference commenced. 4. Plan in place for return to face to face meetings of Quality Council and Governance Units, to take place in KWETB FET locations in rotation, and to feature presentations about the local approach to QA within the site. This

	documentation. Establish the practice of routinely sharing a summary of meeting outcomes. Q1 2024	approach is intended to build the profile of the governance units and to promote and develop a 'looped' approach to our culture, improving information and communication flows and demystifying QA, bottom up, and top-down.
The review team recommends that the QA Team produce an annual plan with the priorities for the team identified and the timeline for delivery.	1. Produce a QA Team annual workplan aligned with FET priorities and with timelines identified. Q1 2023 and annually	1. The first QA Team Work Plan was developed in January 2023, referencing the IRQ recommendations, SOLAS Performance agreements and the KWETB Statement of Strategy, 2020-2024.
<p>Commentary and Reflection</p> <p>All QA Governance groups meet regularly, and meeting documents are retained in a dedicated Teams channel. An updated and redefined structure for the Teams site is being developed as part of the review of governance, to improve record-keeping and document management. This will include updating and standardisation of meeting templates.</p> <p>A review of the governance units has commenced, with a first seminar for members of all units in October 2023. A second phase will take place in November and December, including a joint meeting of chairs, secretaries and QA Team liaison persons; and focus group meetings with each of the three sub-groups (Programme Governance Sub-group; QA Sub-group and Stakeholder Engagement Sub-group) and the Quality Council to review in depth the terms of reference of the sub-group.</p> <p>A standard calendar of meetings is published and updated annually. Quality Council meetings will be moving to 50-50 online and in-person from January 2024, to be hosted at KWETB sites, with localised presentations on QA at the site to the Quality Council members.</p> <p>A series of two QA seminars will be planned for 2024. Pending successful application for Erasmus accreditation, it is hoped that some invited international experts will be able to participate in these seminars and advise on our approach to QA.</p> <p>A first workplan was developed by the QA Team in January 2023, based on the recommendations of the IRQ team and on the Action Plan for Quality. The Quality Team meets formally every two weeks, and members are required to complete a fortnightly report on activities. enter text.</p>		
<p>Link to Updated Policy & Procedure</p> <p>Plan for governance review; meetings calendar; sample of meeting agendas and minutes; Governance seminar outline.</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 recommends that KWETB considers more varied and extensive means of consultation with staff and learners on policy development. The consultation process, when strategically designed, may be harnessed as a means of generating 'buy in' from staff and a sense of ownership and investment in the quality system.</p>	<p>1. Engage a cross-representation of FET services in consultation on, and review of the QA Framework, using a variety of mechanisms. Q2 2024</p>	<ol style="list-style-type: none"> 1. Consultation with Sub-groups 2. Circulation of draft QAF for feedback Complete 3. Plan for QAF dissemination, implementation and review developed - Complete 4. Plan for cyclical review of policies and procedures 5. Approach to learner and other stakeholder consultation in development through Stakeholder Engagement Sub-group
<p>The review recommends that KWETB ensures that the staff and learner handbooks are derived directly from the finalised QAF to confirm uniformity of information and practice and that students have easy access to all relevant documentation, such as the Code of Conduct.</p>	<p>1. Publish Staff and student handbooks V1, together with a review schedule. Q2 2023</p>	<ol style="list-style-type: none"> 1. Handbooks will be published following publication of the QAF in January 2024 with the publication date extended to Q1 2024. The learner handbook relevant to the QAF is being prioritised and will be required inclusion for programme/centre learner handbooks.
<p>Commentary and Reflections</p> <p>The QAF development team engaged in consultation with the Quality Council and Sub-groups, which are representative of all units of FET in KWETB regarding the content and layout of the framework and regarding logistical plans for dissemination and distribution, and associated methodology for adoption of the QAF. A draft of the QAF was circulated to all Coordinators, Principals and The Training Services and Innovation Team inviting feedback on the QAF and its relevance. These key stakeholders reviewed the draft QAF and responded either individually or collaboratively to inform the feedback.</p> <p>More planning of the implementation process took place with the QA sub-group and the Quality Council, and a plan is now in place to deliver seminars to all programme managers, principals and coordinators to prepare them to implement the QAF within their programmes. A plan for cyclical review of each section of the QAF over the lifespan of this action plan has been put in place and will be carried out systematically to inform</p>		

improvements to the procedures as they are tested. The interaction between the QAT, programme managers and governance units has been positive and has helped to build the expectation for the implementation of the new QAF.

Staff and learner handbooks will be published following induction to the new QA Framework,

**[Link to Updated Policy & Procedures
Plan for Implementation and Dissemination of QAF](#)**

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 KWETB fully and consistently implement the organisation’s approach and policies for performance management and professional development. This should include the introduction of a mentoring system for new teaching / instructing staff to support new staff in curriculum and assessment.</p>	<ol style="list-style-type: none"> 1. Develop the PLD Plan to support the FET strategy. Q1 2023 2. Research, design and introduce a process for induction and mentoring of new staff. Q2 2024 3. Launch LEAD Centre of Excellence. Q3 2025 	<ol style="list-style-type: none"> 1. PLD Strategy 2024-2027 is on track for publication at the start of Q2 2024. 2. There is an organisational process for the induction of new staff together with an informal approach to staff mentoring at local level. Working on reviewing approaches to staff induction across FET at all levels. With FET Induction event in planning stages for Q1 2024. 3. Soft launch of LEAD Q3 2023; social media and branding. Aiming for formal launch of LEAD Centre of Excellence Q3 2024 this is dependent on resourcing.
<p>The review team recommends that KWETB Enhances the communication channels across the organisation and between centres and ‘Head Office’ to ensure best practice is identified and shared between staff, peer learning is</p>	<ol style="list-style-type: none"> 1. Develop and publish a Communication Strategy Q2 2024 	<ol style="list-style-type: none"> 1. A new Assistant Principal Officer in OSD with responsibility for IT and Corporate Services which includes the Communication brief, has been recruited with a start date in

<p>10 promoted, and organisational developments and enhancements are widely known and understood.</p>		<p>January 2024. A Public Relations company has been engaged by the ETB to assist in marketing and communications.</p>
<p>Commentary and Reflections The development and publication of a Communications Strategy is an organisation-wide target with a proposed end date in Q2 2024. Recruitment has been completed for the appointment of a new Assistant Principal Officer in OSD with responsibility for IT and Corporate Services which includes the Communication brief. A Public Relations company has been engaged by the ETB to assist in marketing and communications. A coherent approach has been taken to the provision of professional development opportunities, and a policy for the induction of new and transferring staff has been put in place. As part of the development of integrated QA and Professional development initiatives, a suite of micro-learning content was developed and disseminated to provide FET staff with easily accessible induction to Quality, and these are widely available through the online PD hub and you-tube. The Learning Enhancement and Development Project is an exciting new development that will support in-house approaches to team learning and development of expertise, knowledge sharing and development. A policy on new FET staff induction was agreed and implemented as part of the Statement of Strategy in 2021 and continues to be supported. An organisation-wide CRM system for ETB staff has been procured and is currently being rolled out across the organisation to improve and enhance communication between centres/services and OSD ('Head Office') and has been rolled out first with the wider FET management group.</p>		
<p>Link to Updated Policy & Procedures Click here to enter text. Induction Framework Policy for Newly Appointed, Transferred, Seconded and Promoted Staff in Kildare and Wicklow ETB</p>		

1.05 Programme Development, Approval & Submission

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>The review team welcomes the stated intention to “establish a defined process for the systematic evaluation, review and monitoring of existing programmes” (SER p. 106) and recommends that: a. an audit of the existing programmes should be undertaken urgently to identify the priority programmes that will need re-development. Consideration should be given to collaborating with other ETBs in the development of new programmes. b. KWETB collaborates with other ETBs to</p>	<ol style="list-style-type: none"> 1. Adopt the ETBI/QQI approach for the review of existing programmes and for update and revalidation. Q3 2023 2. Collaborate with other ETBs in the development of a standard approach to programme review, development and validations Q1-2 2024 3. Prepare a plan for the review and auditing of programmes of further 	<p>1. KWETB is currently engaged with other ETBs through the ETBI QA Network and the DFET Strategic Forum (QA) in the development of an approach for the review of existing programmes and for update and revalidation. There is active engagement between the ETB sector and QQI to agree the way forward for this work.</p>

<p>fast track the achievement of its stated intention to “implement a quality assured process for the review and updating of existing programme descriptors (SER p. 31).</p>	<p>education and training, for the purpose of renewing the programme prospectus. Q4 2023</p> <p>4. Audit existing programmes to determine relevance. Devise a plan for redevelopment/renewal of programmes and development of new programmes. Update of existing suite complete by 2025. Q3 2024</p>	<p>2. As part of the above piece of work, KWETB is actively collaborating on the development and agreement with QQI of a standard approach to programme review, development and validation. KWETB has responded to QQI’s survey on potential arrangements for blended and fully on-line programmes and is awaiting next steps.</p> <p>3. Given the above discussions, KWETB has deferred its plan for review and auditing of programmes for the renewal of the programme prospectus to Q2 2024. The structure of the QAF will support enhancement of procedures for programme review, development, approval and submission.</p>
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Commentary and Reflections

KWETB is participating in the collaborative development by ETBI/ QQI of an approach to programme review, development and validation, through membership of the QA Network and DFET Forum.

KWETB plan for the review and auditing of programmes of FET and renewal of the FET programme prospectus will be scoped and developed as a project in the QA team 2024 workplan.

There are challenges in relation to resources and expertise in the sector. While the effort made in refreshing and updating existing programmes and large-scale development of national curricula is recognised, there are significant issues in relation to strategic and logistical approaches to programme and standards development. The scale of the work of updating and refreshing has drawn expertise and energy away from scoping and developing new and innovative curricula.

Link to Updated Policy & Procedures
See QAF

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 supports and recommends KWETB's stated intention to "plan, design and put in place internal learning pathways to improve progression and transfer for learning" (SER, p. 55).</p>	<ol style="list-style-type: none"> 1. Establish a working group of the QA Sub-group on Access, Transfer and Progression to report back to the Quality Council by Q4 2024 and inform procedure development and decision-making. Q4 2024 2. Improve links between KWETB services to enhance progression opportunities for learners by developing an infographic demonstrating these. Q4 2023 	<ol style="list-style-type: none"> 1. European mobility projects in implementation phase with the brief to study and investigate practice within peer institutions. 2. KWETB is ranked by SOLAS as the Number 1 ETB in relation to internal progression within FET as part of the Strategic Performance Agreement monitoring on Tableau. 3. The creation of an infographic is deferred.
<p>The review team recommends that KWETB expands the current pilot projects developed under ALISS to place learners on programmes that they want and have the capability to undertake.</p>	<ol style="list-style-type: none"> 1. Plan to upscale the now complete pilot project to reach all locations throughout FET services. Q4 2024 2. Develop additional digital content and Study Hub resources. Q4 2024 	<ol style="list-style-type: none"> 1. The ALISS Co-ordinator post has been vacant since April 2023 due to a one-year staff secondment. The approval of a replacement is in process internally and it is hoped that the post will be filled in 2024. 2. The development of additional digital content and resources is part of the role of the Co-ordinator.
<p>The review team recommends that KWETB considers the development of a modified application processes for learners with additional needs or literacy challenges</p>	<ol style="list-style-type: none"> 1. Participate in national consultations on the common application form and inform changes. Implement good practice in access. Q3 2024 	<ol style="list-style-type: none"> 1. KWETB continues to engage on the development of the Learner Details Form as part of its membership of the ETBI PLSS Advisory Group. It should be noted that KWETB is not empowered to modify these national application processes which are set down by SOLAS as a condition of funding.

		KWETB will instead focus on the support to be provided to learners in completing the required Learner Details Form to develop a more positive experience for the learner.
<p>The review team recommends that KWETB facilitates guidance services to work more cohesively and consistently across the organisation to ensure all prospective learners have access to a seamless and equitably resourced service.</p>	<p>1. Integrate all guidance, learner recruitment, counselling and student support services and associated services and enable them to deliver consistent advice and support services to all learners Q2 2026</p>	<ol style="list-style-type: none"> 1. As part of the progress towards integration, sanction for additional guidance posts in South and Mid Kildare has been given by the DFHERIS and those posts were filled in 2023. 2. Recruitment remains an on-going challenge with four posts remaining un-filled. 3. Counselling services are provided through a contract with Spectrum Life for learners who are over 18 years of age. 4. On-going planning meetings within the guidance service will continue to address and work towards integration. 5. The integration of these services is part of the strategy towards the implementation of the FET College of the Future model.
<p>The review team recommends that KWETB Enhances their current good practice by formally seeking feedback from HEI partners which can be shared and promoted within the ETB.</p>	<p>1. Include HEIs in the brief of the Stakeholder engagement sub-group Q1 2024</p>	<ol style="list-style-type: none"> 1. The Stakeholder Engagement Sub-group is established and is currently tasked with researching good practice in stakeholder engagement and piloting approaches and methodology for learner, staff and external focus groups.

1.07 Commentary and Reflections

The focus for 2023 has been on the development of the QA Framework. There will be a shift to focus on access, transfer and progression as a project of the QA Sub-group in 2024

The ALISS Co-ordinator post has been vacant since April 2023 due to a one-year staff secondment. The approval of a replacement is in process internally and it is hoped that the post will be filled in 2024. The development of additional digital content and resources is part of the role of the Co-ordinator. This service and the integration of services with a focus on learner support forms part of the strategy towards the implementation of the FET College of the Future model.

The ETB is constrained by national requirements in terms of changes to the application form, however, there is evidence that this ETB is providing substantial support for prospective learners in the application process, based on our 'widening participation' target. ESF audit process shows that there is significant compliance and achievement in this area.

Consistency and coherence of services that support learner access, transfer and progression will be at the forefront of the development of practice to enhance opportunities for learners through the process of development and envisioning of the FET College of the Future.

Link to Updated Policy & Procedures

ALISS Year 2 Evaluation Report

1.07 Integrity and Approval of Learner Results

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
N/A	Click here to enter text.	Click here to enter text.
Commentary and Reflections KWETB will continue to embrace and further develop acknowledged good practice in this area with a focus on stewarding and protecting the National Framework of Qualifications, and cognisant of the need to ensure that practice in this area is linked directly to practices in delivery of programmes and planning, development and integrity of assessment.		
Link to Updated Policy & Procedures N/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.
<p>The review team recommends that KWETB seeks ways to enhance systems for managing learner data, using the “Potential Enhancements” identified in the SER (p. 64) as a starting point.</p>	<p>1. Continuously upskill all staff in the use of data systems and connect this to decision-making, monitoring and review. Publish a plan for training and report of delivery of training. Q3 2025</p>	<p>1. Regular, scheduled training is in place for staff on the use of PLSS which incorporates the main data collection, management and reporting function of FET. This training is reported on in the quarterly CPD reporting which forms part of the ETB’s reporting on and monitoring of the implementation of the Statement of Strategy.</p>
<p>The review team recommends that KWETB considers ways to expand in-house ICT supports.</p>	<p>1. Review current ICT support and support needs, report on these and plan for future development of ICT support, including expansion of the FET ICT support team if this is required.</p>	<p>Pending appointment of ICT and CS Officer.</p>
<p>Commentary and Reflections There is regular training in the use of the PLSS system. FET personnel have been inducted to the new CRM system which is designed to improve and document interactions and communications with the OSD section. There is ongoing training for personnel in the use of the P2P and online creditors’ system. A recently appointed Data Analysis Officer has commenced concerted use of data to inform decision-making, currently focused on development of the FET College of the Future and associated planning and projections.</p>		
<p>Link to Updated Policy & Procedures PLSS Training Report 2022-2023</p>		

1.09 Public Information and Communication

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>The review team recommends and supports the proposal to develop a comprehensive PR “marketing strategy with plans for targeting specific groups effectively” (SER, p. 67). This will be an important step in increasing the publication and promotion of KWETB programmes.</p>	<p>1. Consult on and devise a communications strategy for all aspects from marketing of services and information to learners to information to staff and stakeholders. Q4 2024</p>	<p>This project is in the scoping stage (DFET and Corporate Services) . The Stakeholder Engagement Sub-group is piloting an approach to focus groups – commenced in 2022.</p>
<p>Commentary and Reflections A project regarding public communication and information is in the scoping phase, and it is anticipated that external input will be commissioned to support this. The focus of the Stakeholder Engagement Sub-group pilot is on communication of the KWETB brand; learners’ experiences of information available before they applied for programmes; how learners find out about programme content, and their experiences of being informed about what to expect of the programme they are embarking on and the likely outcomes for them.</p>		
<p>Link to Updated Policy & Procedures Click here to enter text.</p>		

17 2.0 Teaching, Learning & Assessment

2.01 The Learning Environment

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
<p>The review team recommends that KWETB develops an estate strategy to enable the achievement of KWETB's ambitions in the longer term.</p>	<p>1. Develop an Estates Strategy to cover the maintenance, improvement and development of safe, welcoming environments. Q4 2026</p>	<ol style="list-style-type: none"> 1. The development of an Estates Strategy for FET is being led by SOLAS at national level. An initial information template was completed and submitted to SOLAS by KWETB in 2022. A validation exercise is currently on-going involving a detailed survey of all owned and leased FET building stock. 2. KWETB was approved by DFHERIS to proceed to the next stage in developing a proposal for a FET College of the Future in November 2022. This project involves the development of a new FET College on the existing BIFE site and envisages the creation of a state-of-the-art education and training campus which will deliver apprenticeship programmes, pre-apprenticeship courses, and establish a proposed National Centre of Excellence in Film and TV and Media.

16 Commentary and Reflections

The development of an Estates Strategy for FET is essential to sectoral growth and development. KWETB will work within the national framework with SOLAS and the DFHERIS in this development, The development of a new FET College in North Wicklow is a generational project and work is on-going on the development of a Preliminary Business Case (PBC) for submission to SOLAS and DFHERIS in January 2024.

Link to Updated Policy & Procedures

Click here to enter text.

2.02 Assessment of Learners

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
The review team recommends that KWETB develops procedures for checking or approving the quality of locally devised assessment. This should include the development of a plan to address the dated AISs in training as a matter of urgency and validate new AISs through the QA governance structures. KWETB should work with second providers on updating those most dated AISs	<ol style="list-style-type: none">1. Establish a process for the development and approval of locally devised assessment; scope and carry out development and enhancement where necessary. Q4 20232. Improve links with Higher Education Institutions and other advanced progression routes to inform programme development. Q2 2025	<ol style="list-style-type: none">1. Locally Devised Assessment is carried out at centre/service level by assessors and is funded by the DFHERIS and SOLAS. Locally Devised Assessment is overseen by the Centre Manager as part of the supervision of staff. Locally Devised Assessment is reviewed internally in the IV process and externally by the EA process. The RAP, QA Sub-group and Quality Council receive reports regarding Locally Devised Assessment and make the necessary improvements as advised and agreed. There are no current plans for the development of further approval processes beyond this already established practice.2. The Stakeholder Engagement Sub-group is established and is currently tasked with researching good practice in stakeholder engagement and piloting approaches and

		methodology for learner, staff and external focus groups.
The review team recommends that KWETB make a decision on the future model for assessment development across FE and training.	<ol style="list-style-type: none"> 1. Research and propose a model for assessment development and submit it to the Quality Council for approval and implementation. Q4 2023 2. Include the approved model in the Quality Assurance Framework. Q2 2024 	<ol style="list-style-type: none"> 1. As part of the development of the QAF, it was agreed to retain a two-stranded, dual mode approach to assessment and as such the model currently includes Locally Devised Assessment in FE Centres and centrally devised assessment (AISs) in Training. As new programmes are validated, the dual mode is included in the development. 2. The QAF includes the dual mode of assessment and it was approved by the Quality Council on recommendation from the QA Sub-group.
The review team recommends that in centres where locally devised assessments are operating, KWETB should introduce cross moderation at regional level to support consistency in the development of assessment and develop exemplars of assessment instruments and marking schemes	<ol style="list-style-type: none"> 1. Publish and implement a plan for assessment development Q4 2023 2. Scope, plan and carry out a small-scale action research project on cross-moderation at regional level focused on standards in assessment. Q3 2024 3. Review cross-moderation project outcomes, report on the project and extend good practice. Q4 2025 	<ol style="list-style-type: none"> 1. Deferred to 2024; clarity required regarding the TUI position regarding cross moderation. 2. KWETB will revisit plans for integrated Programme-level External Authentication across FET with a focus on ensuring the maintenance of standards across the ETB to ensure consistency of assessment development. 3. Sharing of good practice in the development of assessment instruments and marking schemes as part of LDA will be facilitated.
<p>Commentary and Reflections</p> <p>KWETB will revisit plans for integrated Programme-level External Authentication across FET with a focus on ensuring the maintenance of standards across the ETB to ensure consistency of assessment development. It should be understood an integral part of internal management assessment policies focus on the maintenance of standards in locally devised assessment. It is an extensively monitored and reviewed practice.</p>		

Link to Updated Policy & Procedures

Click here to enter text.

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 that KWETB proceed with its plan to expand the ALISS service and the Study Hub to all learners including those in training services (SER, p. 96).	<ol style="list-style-type: none">1. Plan to upscale the now complete pilot project to reach all locations throughout FET services. Q4 20242. Develop additional digital content and Study Hub resources. Q4 2024	<ol style="list-style-type: none">1. The ALISS Co-ordinator post has been vacant since April 2023 due to a one-year staff secondment. The approval of a replacement is in process internally and it is hoped that the post will be filled in 2024.2. The development of additional digital content and resources is part of the role of the Co-ordinator.
The review team recommends that supports are available across centres of different sizes and fully integrate with career guidance to ensure consistency. The review team supports KWETB's intention to "Develop an equitable system of supports for learners regardless of centre or funding strand, eliminating barriers to support. Support learners equally across the whole of further education and training, through an objective central office" (SER, p. 96).	<ol style="list-style-type: none">1. Integrate all guidance, learner recruitment, counselling and student support services and associated services and enable them to deliver consistent advice and support services to all learners Q2 2026 (in twice)	<ol style="list-style-type: none">1. As part of the progress towards integration, sanction for additional guidance posts in South and Mid Kildare has been given by the DFHERIS and those posts were filled in 2023.2. Recruitment remains an on-going challenge with four posts remaining un-filled.3. Counselling services are provided through a contract with Spectrum Life for learners who are over 18 years of age.

21		<ol style="list-style-type: none"> 4. On-going planning meetings within the guidance service will continue to address and work towards integration. 5. The integration of these services is part of the strategy towards the implementation of the FET College of the Future model.
<p>Commentary and Reflections The provision of transparently available and well-understood supports are critical to equity for all learners, and development work will focus on consistency of support across programmes, and linked to KWETB's emerging organisational approach to EDI Click here to enter text.</p>		
<p>Link to Updated Policy & Procedures 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 KWETB takes steps to ensure that quality is owned (internally driven to meet internal needs) and utilised to help achieve strategic ambitions for FET. An annual, institutional cycle of monitoring and review could help achieve that. This should include the development and promotion of a culture and framework for self-evaluation at class level and centre level. Centres should review the outcomes of their work annually examining feedback from learners, staff and stakeholders and data on retention, certification and progression. Such reviews could be supported by the QA Team.</p>	<ol style="list-style-type: none"> 1. Introduce Deming's Plan, Do, Check and Act Quality Cycle as a basic approach to all critical actions and projects, referencing EQAVET recommendations on cyclical approaches to QA Q4 2024. 2. Create and review a QA workplan annually. Q4 2022 and annually 3. Build on good practice such as the Youthreach CEIP (Centre Evaluation and Improvement Planning Process) to develop a standard approach to continuous improvement for use in all programmes leading to awards. Q4 2025 	<p>A QA Team Workplan was devised for 2023 and the practice will be continued on an annual basis.</p>
<p>The review team recommends that KWETB makes greater use of data to inform strategic decision-making, including in performance review, target setting and provision development.</p>	<ol style="list-style-type: none"> 1. Continuously upskill all staff in the use of data systems and connect this to decision-making, monitoring and review. Publish a plan for training and report of delivery of training. Q3 2025 	<ol style="list-style-type: none"> 1. Regular, scheduled training is in place for staff on the use of PLSS which incorporates the main data collection, management and reporting function of FET. This training is reported on in the quarterly CPD reporting which forms part of the ETB's reporting on and monitoring of the implementation of the Statement of Strategy. 2. Comprehensive data analysis is being provided on an ongoing basis to FET management and the wider FET team to inform decision-making and planning. Data dashboards have been devised and made

23		available with support to senior and middle management across FET.
<p>The review team recommends that the QA Team should be given direct, formal and routine access to the full range of stakeholders to inform QA processes. KWETB should develop a central database of employers engaged with KWETB to support the QA function. This database should include employers active with the ETB in providing work experience and work placement opportunities, engaging in programme development or receiving education and training services for employees. The data base should also name the department that manages the relationship with that employer.</p>	<p>1. Include HEIs in the brief of the Stakeholder engagement sub-group Q1 2024</p>	<p>Stakeholder engagement sub-group established. Currently tasked with researching good practice in stakeholder engagement and piloting approaches and methodology for learner, staff and external focus groups.</p>
<p>Commentary and Reflections</p> <p>The first step in responding to this recommendation was to establish a work plan for the QA Team, and this has been achieved and forms the basis of regular QA Team meetings. Introduction of a cyclical standardised approach to institutional monitoring and review and improvement will be commenced under the 2024 workplan, including QA project planning and realisation. Current practice in this area includes review of certification data and achievement of FET targets to enable localised planning and development of programmes, relevant to sites of delivery and the FARR application. Localised centre evaluation takes place, but this is to be improved through the adoption of a cyclical approach similar to the Youthreach CEIP process for enhancement. This project will commence in 2024, and will draw on the potential for making use of European expertise and connections to support development of meaningful self-evaluation.</p> <p>A new role for the purpose of data analysis and strategic planning has been established to focus on coherent use of current data and data projection for long-term and short-term planning.</p> <p>Currently, staff receive upskilling training in the full range of data systems available to them, appropriate to their designated tasking, for example, the PLSS, P2P and CRM systems.</p> <p>A stakeholder database has not yet been scoped and developed; this project is due to commence in the 2024 workplan.</p>		
<p>Link to Updated Policy & Procedures QA Team Workplan; Draft Stakeholder Engagement Terms of Reference.</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 KWETB establishes clear mechanisms to formally capture the learner voice consistently at programme, centre and central level to inform decision-making at all levels.</p>	<ol style="list-style-type: none"> 1. Identify and develop specific tools to capture learner voice, including qualitative focus groups and anonymous methods. Q2 2024 2. Further develop the role of the existing Stakeholder Engagement Sub-group to lead this development. Q1 2024 3. Establish a formal process for capturing learner voice e.g., a standard anonymous survey for completion during and at the end of programmes and on early exit. Q4 2025 	<ol style="list-style-type: none"> 1. Stakeholder engagement sub-group currently piloting approaches to learner and staff focus groups. Current theme is communications. . 2. Stakeholder engagement sub-group is tasked with identifying good practice in capturing learner voice 3. Stakeholder engagement Sub-group is currently piloting a methodology for focus groups in order to establish a routine consistent approach to engaging with stakeholders.
<p>The review team recommends that data from the PLSS should be used to inform reviews of programme outcomes in centres and across centres and to give management at centre level and central level the data to support strategic decision-making.</p>	<ol style="list-style-type: none"> 1. Continuously upskill all staff in the use of data systems and connect this to decision-making, monitoring and review. Publish a plan for training and report of delivery of training. Q3 2025 (in twice) 	<ol style="list-style-type: none"> 1. Regular, scheduled training is in place for staff on the use of PLSS which incorporates the main data collection, management and reporting function of FET. This training is reported on in the quarterly CPD reporting which forms part of the ETB's reporting on and monitoring of the implementation of the Statement of Strategy. 2. Comprehensive data analysis is being provided on an ongoing basis to FET management and the wider FET team to inform decision-making and planning. Data dashboards have been devised and made available with support to senior and middle management across FET

<p>The review team recommends that KPIs should be re-introduced consistently to set targets in areas such as retention, certification and progression in all education and training programmes delivered by centres and second providers and those outcomes should be measured and recorded. This quantitative data should be used by centre management and senior management in future planning.</p>	<p>1. Apply cyclical data collection and review to target setting (see also 15,16, 25, &28), linked to the 'plan, do, check and act' cycle. Q2 2026</p>	<p>1. KPIs are set for each ETB by SOLAS and DFHERIS on a multi-annual basis through the Strategic Performance Agreement. These KPIS are reported on and monitored on a monthly basis. Comprehensive data is collected and updated in a centralised system (PLSS) on a cyclical basis in relation to every FET learner in the ETB. This data includes enrolment, retention, certification and progression as standard in relation to the approximately 10,000 unique learners engaging in KWETB courses on an annual basis.</p>
<p>Commentary and Reflections Stakeholder Engagement Sub-group projects</p> <p>Rigorous and detailed data collection, monitoring and review practices are in place across the ETB sector with the implementation of the PLSS system. Every learner and every course is recorded and reported on in comprehensive detail against an annual schedule published by SOLAS. KPIs have been in place in the FET sector since 2018 and the current multi-annual Strategic Performance Agreements record this and are in the public domain. Comprehensive internal support structures have been put in place in KWETB to support managers and administrators in this work.</p> <p>Link to Updated Policy & Procedures Click here to enter text.</p>		

3.03 Oversight, monitoring & review of relationships with external parties

Recommendation (as recorded in the review report)	Planned Actions	Update - Note progress/changes made to P&P, timeline.
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<p>The review recommends that KWETB formalises and centralises QA processes for, and oversight of, the monitoring and review of external relationships as a priority. This could be achieved by:</p> <ul style="list-style-type: none"> o Strengthening the role of the QA Team in monitoring and informing contracted training providers on their use of KWETB QA procedures and validated programmes. o Strengthening the relationship between the QA Team, governance structures and contracted training and community providers. 	<ol style="list-style-type: none"> 1. Include procedures for external relationships and partnerships in the Quality Assurance Framework and establish standard mechanisms for reporting on the impact of external relationships. Q4 2022 2. Review existing relationships with employers and their impact on work placement and work-based learning. Q4 2023 	<ol style="list-style-type: none"> 1. Procedures for external relationships and partnerships were developed as part of the QAF and have been formally approved by the Quality Council. 2. There is on-going relationship management between the ETB and employers. The scoping of the review will be commenced in Q1 2024 and the deadline for completion will be extended to Q1 2025.
<p>Commentary and Reflections</p> <p>The Quality Team will continue to work closely with contracted training and community providers in the support and monitoring of the ETB's Quality Assurance procedures. The new QAF will be rolled out to the contracted training and community providers and offer an opportunity for the further strengthening and development of these relationships. Representation from amongst the Community and Contracted Training Officers on the Governance units has been a feature since their establishment. The further development of communication strategies will form part of the on-going governance review which will include contracted training and community providers as stakeholders.</p>		
<p>Link to Updated Policy & Procedures</p> <p>Click here to enter text.</p>		

27 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	Guidelines for Multimodal Assessment	This guideline was developed in response to issues that arose at Results Approval Panel meetings and at the request of the QA Sub-group of the Quality Council - Completed	Click here to enter text.
2	Application for Erasmus accreditation	In application phase	Click here to enter text.
3	Guidelines for Signatures	This guideline was developed to promote concepts of responsibility for work produced, and a reduction in unnecessary bureaucracy, in response to discussions at RAP meetings and governance units. Completed	Click here to enter text.
4	Report on ALISS	Year 2 report published, currently this project does not have a Coordinator	Click here to enter text.
5	KWETB Induction Framework Policy	Published	Click here to enter text.

5.0 Additional Themes and Case Studies (optional)

Guide:

You are invited to provide up to 3 x **short case studies**, 1-2 pages, as part of your ETB's Follow-up Report demonstrating QA enhancements and impacts arising from the review process and implementation of the review report recommendations. **You are encouraged to reflect on and highlight areas that may be of interest to other providers and would benefit from wider dissemination.** Note: Submission of case studies are not mandatory to the follow-up report. However, please know that any submitted case studies will be published on QQI's website in full unabridged format.

Guideline for Case Study

QQI recommends that written case studies should:

- ⇒ Be between half a page and two pages in length
- ⇒ Limited to 2-2500 words
- ⇒ Relate to a specific time- and subject-bound issue
- ⇒ Include an introduction that sets out a brief overview of contextual matters
- ⇒ Include any relevant supporting data and data analysis
- ⇒ Include links to any sources cited
- ⇒ Include a clear concluding paragraph with overview of key outcomes/learning

Case Study Title: Click here to enter text.

Introduction

Click here to enter text.

Description of issue

Click here to enter text.

Action

Click here to enter text.

Key Outcomes/Impacts

Click here to enter text.

Key Learnings

Click here to enter text.