# EXECUTIVE SELF-EVALUATION REPORT

Executive Self-Evaluation Report for Kerry Education and Training Board

# Contents

# 1.    Introduction, Purpose and Objectives

This Executive Self-Evaluation of the governance and management of quality assurance of Further Education and Training in Kerry Education and Training Board was conducted in line with QQI Statutory Core Quality Assurance and Sector Specific Quality Assurance Guidelines for the Education and Training Boards, and within nationally agreed Terms of Reference (See Appendix 1).

Kerry ETB is committed to quality assurance of all its programmes and services.  As a QQI legacy provider, Kerry ETB is currently operating two QA systems:

    a.    Transitional Quality Assurance System (TQAS)
    b.    Kerry ETB Quality Assurance agreement with QQI 2006

This Executive Self-Evaluation process is enhancement based and is focused on improvements to policies, structures and processes which will improve the quality of learning opportunities for all learners within Kerry ETB.  This evaluation specifically looks at Further Education and Training (FET) and considers the governance and management of quality assurance (QA), the effectiveness of the QA systems pertaining to FET Services, and what actions to take to develop and improve.  An improvement plan has been drawn up to support Kerry ETB in meeting its statutory requirements for the establishment and operation of internal QA procedures in line with the QQI Core and Sectoral QA Guidelines. The improvement plan will:

    a.    Define the structures which will hold the authority for improvement planning, governance of quality and quality enhancement
    b.    Conduct self-evaluation of programmes and services and use evidence emerging from the process to inform improvement measures
    c.    Identify gaps and prioritise for improvement in the context of QQI statutory QA guidelines

# 2.    ETB Profile

## 2.1 Overview of Kerry ETB

Kerry Education and Training Board (Kerry ETB), was established on 1st July 2013 under the Education and Training Boards Act 2013, as a dissolution of the former County Kerry VEC. It has a corporate structure which is made up of a democratically appointed Board and a management (executive) team. The 2013 Education and Training Boards Act sets out the functions of the boards amongst which are; as stated in paragraph 1 (c):

'plan provide, coordinate and review the provision of education and training, including education and training for the purpose of employment, and services ancillary thereto in its functional area in

– (i) recognised schools or centres for education maintained by it.

Section 20 of the same act allows ETBs; with the permission of the Minister for the joint performance of its functions in the functional area of other ETBs.  The Board of Kerry ETB comprises 21 members -12 local authority representatives, 2 staff representatives, 2 parent representatives and 5 representatives special interest in/or knowledge of education and training. The functions of the ETB are divided between Reserve (Section 12 ETB Act 2013) and Executive functions (Section 13 ETB Act 2013).

The Board meets ten times each year and the ETB Head Office is located at Centrepoint Building, John Joe Sheehy Road, Tralee, Co Kerry.

## 2.2 Kerry ETB Profile

### *2.2.1 Kerry ETB Mission Statement*

To create and promote the development of a lifelong learning society in Kerry, so that all who live in Kerry have access to the education and training required to fulfil their potential and meet their personal, social, cultural, economic and civic needs.

### Vision

a) To continue to work with our stakeholders to develop and provide inclusive, professional high-quality education and training services in Kerry.

b) To deliver education and training programmes that provide learners and students with quality-assured qualifications, with progression routes to more advanced education/training programmes and employment opportunities.

c) To be recognised as the primary provider of education and training programmes and courses in Co. Kerry.

d) To provide strong educational and training services through our network of primary, post-primary schools and post-leaving certificate programmes and further education training centres.

e) To have a well-managed, efficient and fully accountable organisation that is responsive, ethical, compliant and effectively governed and managed.

f) To work collaboratively with other education and training agencies and community development bodies to meet the personal, social, cultural, economic and civic needs of pupils, students and learners.

g) To partner with employers to respond to the skills needs in a rapidly changing economy.

### Values

Our core values centre on ensuring that every person has a right to access education and training opportunities to realise their potential. We will actively implement these values through our actions and behaviours:

a) Respect
b) Quality
c) Inclusion
d) Equality
e) Learning

| Value | Respect | Quality | Inclusion | Equality | Learning |
|---|---|---|---|---|---|
| **What it means:** | We continually adopt a respectful and inclusive approach to our pupils, students, learners and staff. | We are continually committed to quality in everything that we do.  We put our learners' needs first.  We are focused on continuous improvement in our services and programmes. | Our services and supports are available are open and accessible to all who can derive benefit from them. | We are an equal opportunities organisation and we respect the right to equal treatment of all persons who avail of our services and our own staff. | We focus on providing learning and development opportunities to enable people realise their full potential and progress further in education, training, employment and personal development. |
| **We expect our people to:** | Support colleagues and treat people well. Support those who need it and be optimistic. Deal with issues promptly and be part of the solution. | Provide a high quality service. Respond positively to ideas and look out for opportunities to innovate. Drive change, be flexible, and seek to improve. Find solutions to problems and seek new ideas. | Support all pupils, students and learners to achieve their potential. Be genuine, empathetic, approachable, sensitive and understanding. Be flexible and provide special accommodation where needed. Encourage a diversity of ideas. | Actively encourage diversity in how services are delivered and implemented. Treat people well and fairly. Use objective criteria to make decisions. | Go the extra mile to put learners first. Engage with learners to understand their needs. Ask for feedback and listen to suggestions through self-evaluation. Be fully committed to learning from self-evaluation and educational theory and research. |
| **What Kerry ETB will do:** | Consult with staff and learners through review and self-evaluation. Keep staff informed and updated about local and national developments. Provide access to individual personal support for staff through Employee Assistance Service. | Set up a Kerry ETB Quality Assurance and Curriculum Development Unit (FET) to support the ongoing maintenance of quality across all programmes. Engage with DES Inspectorate Looking at Your School (LAYS) and schools Inspectorate feedback to set and improve quality standards in schools. | Support and monitor progression pathways for students/learners experiencing barriers through social, economic disadvantage, rural isolation or disability. Engage strategically with relevant agencies to facilitate progression pathways. | Treat all staff, pupils, students and learners with fairness and equity. Equality proof all organisation plans. | Provide and engage with relevant annual CPD to ensure continuous improvement. Provide senior management with opportunities for ongoing reflective practice and CPD. Support and encourage a culture of self-evaluation, reflective practice, and learning from best practice in education and training theory. |

## Commitments

Kerry ETB is committed to:

a) Continually promoting excellence in teaching and training to achieve quality learning outcomes
b) Promoting professionalism and responsiveness in our education and training support services and in our administration
c) Embracing individuality, diversity, showing respect and a focus on developing the whole person as a general principle of what we do
d) Delivering education, training and youth services that are both inclusive and multi-denominational and delivered with care and respect
e) Advocating civic, social, community and global responsibilities and continually recognising the role of the student, parent and community in the delivery of our services
f) Promoting the five national outcomes for children and youth articulated in the government's national policy framework for children and young people 2014-2020
g) Partnering with industry to address the skills needs of employers in the context of a changing economy and support
h) Promoting the Irish language through Kerry ETB's services

## Role

The role of an ETB is set out in Section 10 of the Education and Training Boards Act, 2013 including:
a) Establish and maintain recognised schools, centres for education and education or training facilities in its functional area.
b) Plan, provide, coordinate and review the provision of education and training, including education and training for the purpose of employment, and services ancillary thereto in its functional area.
c) Enter into arrangements with, and provide support services to, education or training providers, in accordance with Section 22 of the Act.
d) Establish scholarships in accordance with Section 24 of the Act.
e) Adopt a strategy statement in accordance with Section 27 of the Act.
f) Adopt an annual service plan in accordance with Section 47 of the Act.
g) Cooperate with any body nominated to carry out the internal audit functions under Section 52 of the Act.
h) Provide education and training at the request of, and on behalf of, any body which funds training out of money provided to that body by the Oireachtas
i) Support the provision, coordination, administration and assessment of youth work services in its functional area and provide such information as may be requested by the Minister for Children and Youth Affairs in relation to such support
j) Assess whether the manner in which it performs its functions is economical, efficient and effective

### 2.2.2 Kerry ETB Strategic Plan 2018-2022

Section 27 of the Education Training Board Act 2013 requires that Kerry ETB prepares and submits to the Board a 5-year strategy statement. The Strategy Statement must specify the objectives of the Board, the priorities of the specified objectives and the strategies for achieving those objectives. Kerry ETB has developed its Statement of Strategy- setting out strategic goals and priorities. For each strategic goal, measureable performance indicators, both quantitative and qualitative, will be developed.

| Strategic Goals 2018-2022 |
|---|
| **GOAL 1: Nationally and Internationally Recognised and Quality Assured Programmes** |
| **Focus: The design and delivery of education and training programmes that are nationally and internationally certified, recognised and quality assured.** |
| **GOAL 2: Quality Teaching and Learning** |
| **Focus: To continually enhance our teaching and learning capabilities and promote a culture of continuous improvement and organisational learning so that all stakeholders have confidence in the quality and relevance of our programmes and courses.** |
| **GOAL 3: Innovative Education and Training Responses** |
| **Focus: The development of innovative and creative solutions and responses to the learning needs of young people and adults in a changing society.** |
| **GOAL 4: Access and Progression** |
| **Focus: Supporting students and learners to access and sustain participation in education and training opportunities and to achieve progression in education, employment and/or personal development.** |
| **GOAL 5: Develop Productive Partnerships** |
| **Focus: Developing new and enhancing existing partnerships with relevant bodies at local, community, national and international level to optimise our capability to meet education, training and youth work needs in Kerry.** |
| **GOAL 6: Stakeholder Engagement** |
| **Focus: Communicating with learners, staff, employers, partners, the community and other agencies and education providers to enhance the quality, focus and relevance of our services.** |
| **GOAL 7: Effectiveness and Accountability in Governance and Leadership** |
| **Focus: Ensuring our strategic goals are effectively supported by our management and administrative processes to ensure the highest standards of accountability, compliance and transparency.** |
| **GOAL 8: Marketing, Branding and Communication** |
| **Focus: Effectively marketing our services, developing our brand and communicating with all of our stakeholders.** |
| **GOAL 9: Enhancing the Working and Learning Environment** |
| **Focus: Developing and enhancing the training and development opportunities and facilities available to staff, to improve the environment that staff work in and learners learn in.** |

### 2.2.3 Geography and population

Kerry ETB serves a population of circa 147,554 people. The administrative area covered by Kerry ETB reaches from Tarbert to Lauragh covering an area of 4,807 km. The services currently provided by Kerry ETB include Post Primary Education, Further Education and Training (FET), Community Based Education and Support Services. More recently Kerry ETB has become involved in the provision of Primary level education under the Community National Schools model. All services are delivered at local level. Kerry ETB is the statutory agency with responsibility for the delivery of education and training services in Kerry. FET programmes focus on raising the standard of education of all adults in the context of economic growth and the sustainability and development of communities.

### 2.2.4 Targeting Learner Needs

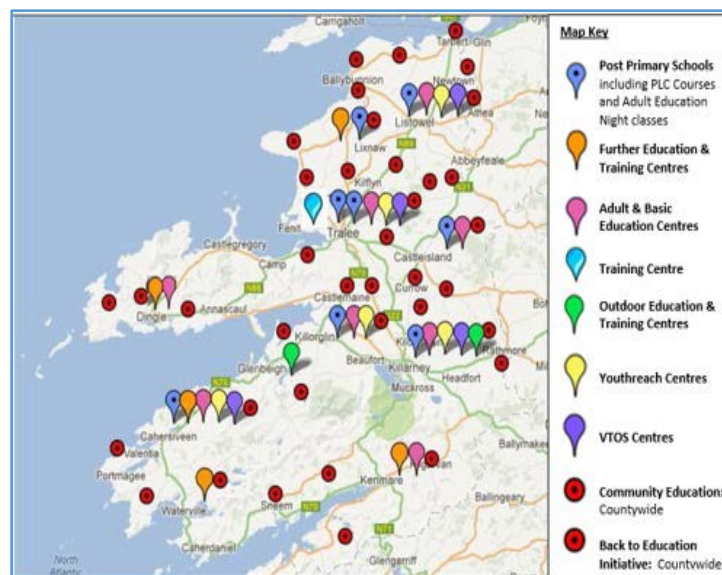Kerry ETB Further Education and Training provision focuses on the needs of four groups of learners:

a) Foundation Learners (Pre-Vocational): These learners tend to be unemployed, early school leavers or individuals with less than upper second-level qualifications. Learners with less effective literacy, numeracy and IT skills. Usually availing of our education programmes pitched between Level 1 and Level 3 of the National Framework for Qualifications (NFQ)

b) Progression Learners (NFQ Level 4): These learners typically have not completed upper second-level education, however, they do not have major literacy or numeracy issues. Usually participating in Level 4 programmes to prepare for progression to vocational programmes at Level 5



c) Vocational Learners (NFQ 5 & 6): These learners will have achieved upper secondary-level education qualifications. Learners may come straight from post-primary school and will opt for a Further Education programme at Level 5/6. Successful completion of these programmes may provide progression to apprenticeships, employment or higher education programmes at Level 7/8

d) Specific Skills Development Learners: These learners will participate in programmes in upskilling programmes in the workplace and participate in apprenticeship training sponsored by an employer

### 2.2.5. Locations

Programmes are delivered in a range of settings –the Kerry ETB Training Centre, PLC Colleges, Further Education and Training Centres, VTOS, Youthreach Centres and the National Learning Network. The majority of the population of Kerry live in rural areas (6 5%). Connectivity between rural areas and towns remains challenging for many people, and for those accessing public services long commutes are required. For example, the drive times within the county for people accessing public services going North - South from Tarbert to Valentia is 128.7 km; taking over 2 hours. Whilst going East to West from Rathmore to Dingle the drive time is 1hr 30 mins. In response- Kerry ETB has developed a strategic rural outreach approach to the delivery of FET, with services available in ten towns and almost 30 centres across Post primary and FET provision. This year Kerry ETB has established a new FET Centre in Dingle.

| Locations | |
|---|---|
| **Kerry ETB Centres** | |
| Post Primary Schools | 8 |
| Community National School | 1 |
| Training Centre | 1 |
| VTOS Centres | 4 |
| PLC Colleges | 2 |
| Further Education and Training Centres | 5 |
| Outdoor Education Centre | 1 |
| Adult Literacy and Basic Education Centres | 4 |
| Head Office | 1 |
| Sports Centre | 1 |
| | **28** |
| | |
| **Outreach Centres** | |
| Community Education | 111 |
| BTEI Centres | 23 |



| Post-Primary Enrolments | |
|---|---|
| Students | 2,382 |

| Community National School | |
|---|---|
| Students | 10 |

| Staff | |
|---|---|
| | 9,997 |

| Learners | |
|---|---|
| Adult Basic Education (Literacy) | 1,254 |
| Apprenticeship Training | 317 |
| Blended Training | 27 |
| Bridging and Foundation Training | 56 |
| BTEI | 1,860 |
| Community Education | 2,200 |
| Community Training Centres | 66 |
| ESOL | 526 |
| Evening Training | 910 |
| ITABE | 38 |
| PLC | 1,420 |
| FET Co – operation hours | 70 |
| Refugee Resettlement | 54 |
| Skills for Work | 36 |
| Specialist Training Providers | 175 |
| Specific Skills Training | 845 |
| Traineeship Training | 267 |
| Voluntary Literacy Tuition | 122 |
| VTOS | 266 |
| Youthreach | 208 |
| | **10,717** |

*2.2.6 FET Service Benefices*

In 2016 Kerry ETB planned to provide a total of 9,714 beneficiaries across its Further Education and Training Provision using a total planned budget of €25,092,422. The actual end of year beneficiaries for 2016 was 10,717. In 2017 Kerry ETB plan to provide 11,022 Further Education and Training (FET) places for learners with a total budget of €25, 108,495.00 to circa 10,957 learners, participating in approximately 1,200 full time, part time and evening courses, across the scheme, in 20 different centres.

## 3.    Executive Self-Evaluation Process

### 3.1 Terms of Reference and the establishment of the Quality Assurance Steering Group

The Terms of Reference for the Executive Self Evaluation (ESE) process were agreed nationally between the FET Directors and QQI. A project lead for the ESE process[1] was assigned within Kerry ETB to co-ordinate the process. A Quality Assurance Steering Group[2] was established as a sub-group of the FET Management Group to undertake the ESE and an external facilitator was identified to work with the steering group in advising and facilitating the process. The Quality Assurance Steering Group members are the Director of FET, the College Principals of Kerry College of Further Education (KCFE) and North Kerry College of Further Education (NKCFE), the Training Centre Manager, two Adult Education Officers (AEO), one Quality Assurance Officer and one administrator. A governance questionnaire, was completed by the steering group and evaluated by an external facilitator. The external advice provided, together with records of steering group meetings formed the basis of this report. The report also draws from the New Apprenticeship Quality Assurance Procedures and the Kerry ETB Strategic Plan 2018-2022. Findings set out in this report informed the drafting of a Quality Improvement Plan – which was recommended by the Quality Assurance Steering Group and approved by the FET Management Group. A key objective of the self-evaluation is to elucidate the current and planned governance arrangements and management responsibilities- specifically in the context of revised quality assurance procedures.

Kerry ETB undertakes to internally publish the membership of all governance groups referenced in this report, together with the terms of reference, once they have been determined. The responsibilities of each of the governance groups in respect of (a) making recommendations and (b) making decisions will be set out in the terms of reference. The membership of each governance group will reflect the nature of the decision making responsibility of that group. For example, where an external perspective would be required- membership of that governance group will include external expertise. It is also the intention of Kerry ETB to publish this report together with the associated improvement plan. In addition, Kerry ETB undertakes to make the outcomes of future governance meetings accessible through the publication of same.

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[1] Adult Education Officer with responsibly for Quality Assurance Unit- AEO (QA)
[2] Terms of Reference of the QA Steering Group are set out in Appendix 2

| Record/Executive Self Evaluation Process | Date | Outputs |
|---|---|---|
| FET Management Group initial scoping meeting re. establishment of QA Steering Group | 07. 11.17 | Meeting record |
| ETBI QA Executive Self Evaluation Meeting | 09.11.17 | |
| Working meeting (project lead) | 12.11.17 | DRAFT TOR (One Note) |
| QA Steering Group | 13.11.17 | Meeting record<br>TOR<br>DRAFT Governance & Quality Management Questionnaire |
| Working Meeting (project lead) | 16.11.17 | Governance & Quality Management Questionnaire (One Note) |
| e-correspondence External Facilitator | 27.11.17 | Initial observations Governance & Quality Management questionnaire |
| Initial Quality Dialogue Meeting with QQI | 29.11.17 | Meeting Note |
| Working Meeting (project lead) | 14.12.17 | DRAFT Executive Self Evaluation Report (ONE Note) |
| Meeting with External Facilitator | 19.12.17 | Meeting record |
| Working Meeting (project lead) | 20.12.17 | Executive Self Evaluation Report<br>Quality Improvement Plan |

## 4. Governance, Planning and Management of Quality

### 4.1 Organisation of services

Kerry ETB's education and training services are organised under three pillars:
a) Schools, Youth and Music
b) Further Education and Training
c) Organisational Support and Development

Each of the three pillars develops an implementation plan aligned with the wider strategic goals or the organisation.  Progress in implementing the strategy is reported annually.

Kerry ETB Services are managed under the Directorships. These three Director roles reflect three pillars of service delivery- with each Director formally delegated authority in their role in accordance with Section 16 of the Education and Training Board Act 2013.

a) The Director of Schools also reports to the CEO and is responsible for assisting the CEO in the leadership of teaching and learning and the governance and management of schools
b) The Director of Organisation Support and Development reports to the CEO and is responsible for assisting the CEO in providing leadership for the organisational governance and management of ETB services
c) The Director of FET reports to the CEO and is responsible for both the delivery of FET provision and the governance and management of FET

**Reserved Functions**

Corporate Level Organisation Chart

Kerry Education and
Training Board

**Executive Functions**

Chief Executive

| Director of Schools, Youth and Music | Director of Further Education and Training | Director of Organisational Support and Development |
|---|---|---|
| Areas: Post Primary Schools, Home School Liaison, Youth Work, Special Education Needs, Local School Completion, Music Education, Irish Language Office, Community National Schools | Areas: Adult Education Provision, Post Leaving Certificate (PLC), Training Services, Outdoor Education and Training | Departments: Finance, Corporate Services and Capital, FETS, Human Resources, Information Technology |

## Reporting Lines to Director of Further Education and Training
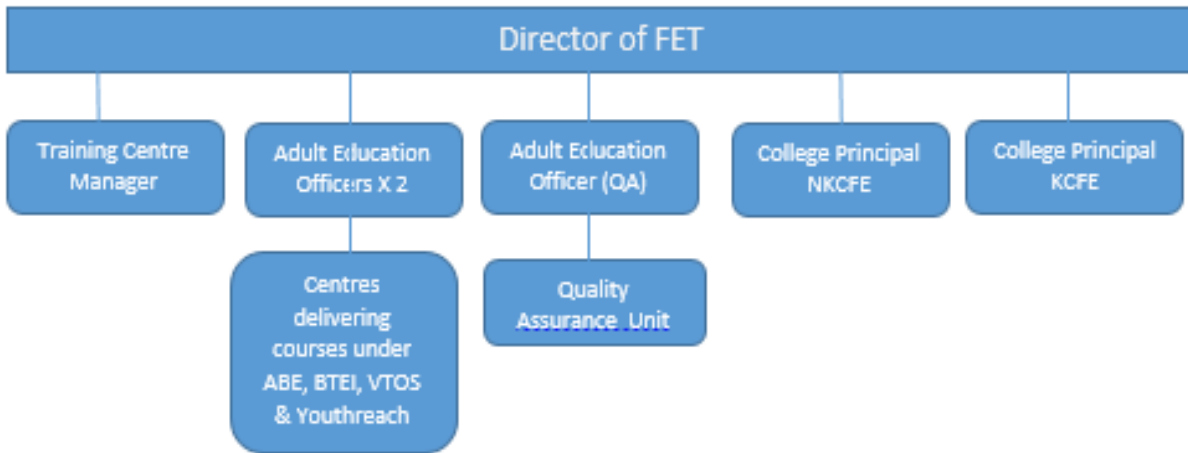


## Quality Assurance Structure for FET
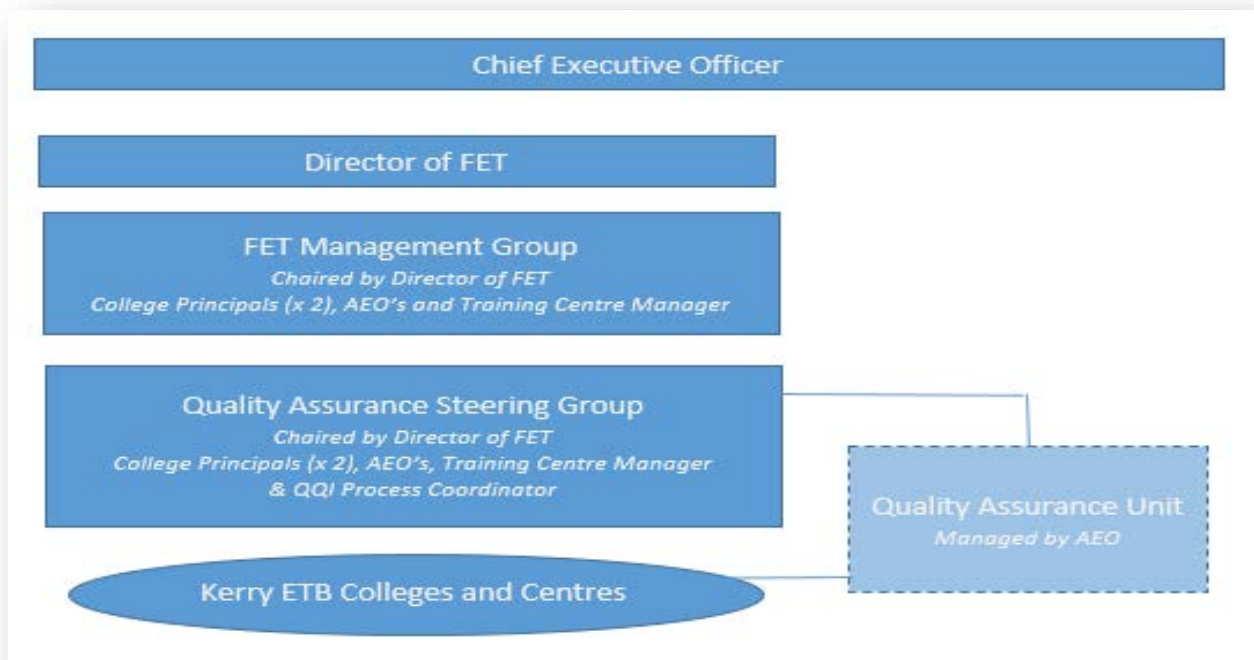


The Director of FET exercises oversight of the quality of FET. It is intended to extend this oversight to the FET Management Group (and at a later point the Quality Council when established). Thus there will be an extension of oversight from a governance perspective. Ultimately the Chief Executive Officer will have delegated responsibility for the governance of quality of FET to the Quality Council.

## 4.2 Responsibility for implementing quality assurance policy and procedures

### 4.2.1 Post Leaving Certificate (PLC)

   a)  Coláiste na Sceilge, Cahersiveen
   b)  Killarney Community College
   c)  North Kerry College of Further Education, Listowel (formerly Listowel Community College)
   d)  Kerry College of Further Education in Tralee (formerly Tralee Community College).

In Killarney Community College, Kerry College of Further Education[3] (KCFE) and North Kerry College of Further Education (NKCFE), the College Principal holds responsibility for the implementation of quality assurance policy and procedures[4]. College Principals report to the Director of FET. Course coordinators[5] reporting to the College Principal have day-to-day responsibility for the running of the courses, delivered by course tutors. In the O'Connell Centre courses funded under the PLC funding strand are co-located with courses funded under other strands, and here overseeing the implementation of quality assurance policy and procedures is the remit of the Centre Manager (O'Connell Centre) who reports to the Adult Education Officer.

Reporting lines PLC



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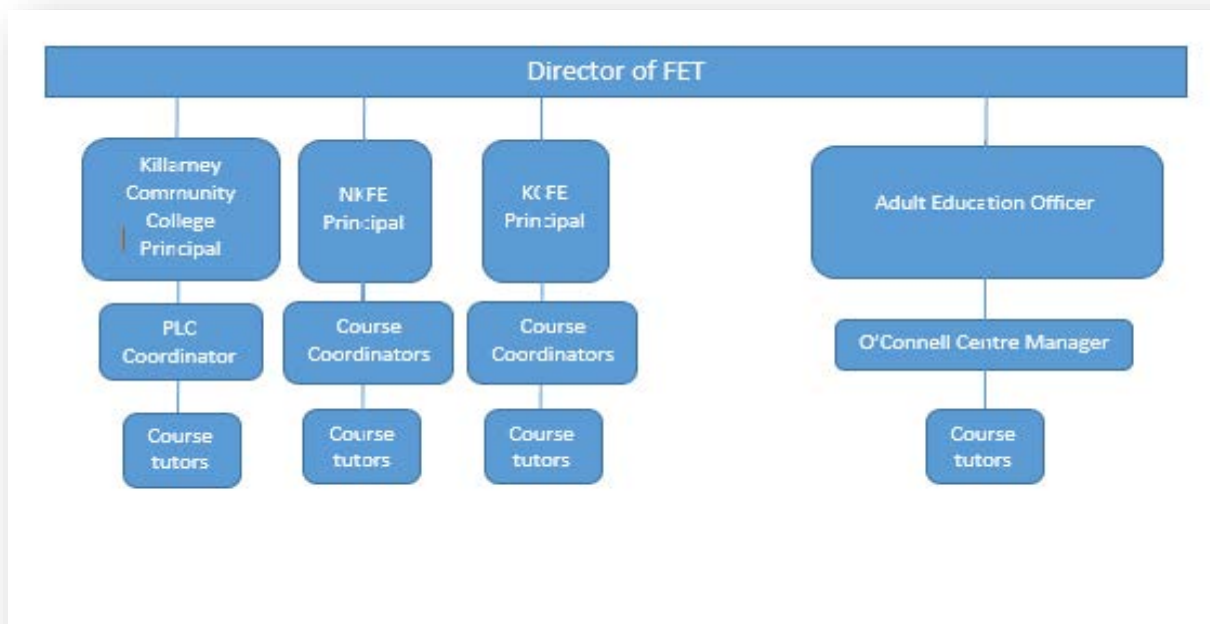
[3] KCFE is a standalone Further Education College. The college has its roots in the secondary school system. Physical separation was achieved in 2015 and a separate roll number allocated by the Department of Education and Skills in 2017

[4] Kerry ETB Quality Assurance agreement with QQI 2006

[5] The Course Coordinator at Killarney Community College is known as the PLC Coordinator

### 4.2.2 The Kerry ETB Training Centre

a) Kerry ETB Training Centre, Monavalley, Tralee.

In Kerry ETB Training Centre the Centre Manager holds responsibility for the implementation of quality assurance policy and procedures[6]. The Training Centre Manager reports to the Director of FET. Assistant Training Centre Managers; reporting to the Training Centre Manager, have day to day responsibility for the running of the courses, delivered by course instructors. Responsibility for assessment and monitoring is separated out and lies with a specific office- Training Standards. This office is managed by the Training Standards Officer (TSO), supported by an Assistant Training Standards Officer (ATSO). The TSO reports directly to the Training Centre Manager. Contracted trainers, together with the National Learning Network and the Community Training Centre who deliver courses on behalf of the Kerry ETB Training Centre are monitored on a monthly basis.

Reporting lines Training Centre



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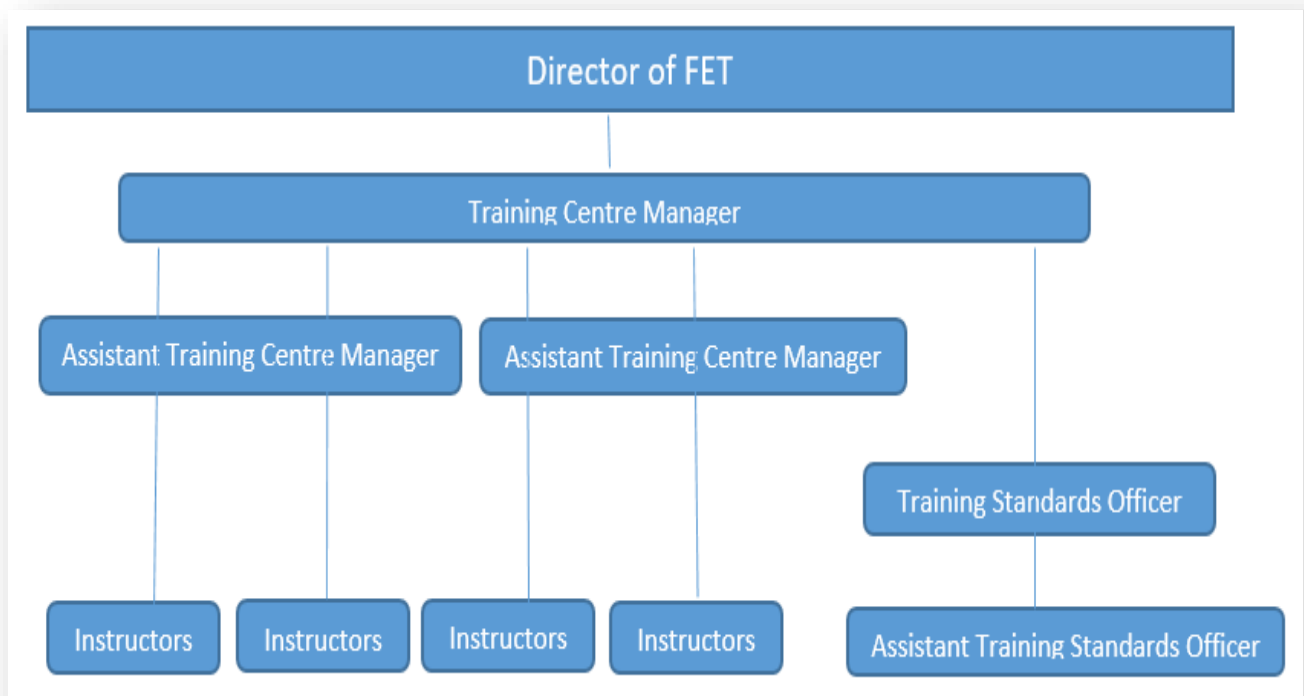
[6] Transitional Quality Assurance System (TQAS)

## 4.2.3 Further Education and Training (FET) Centres

a) O'Connell Centre, Cahersiveen
b) An Tóchar, Causeway
c) Kenmare Adult Education Centre
d) Tech Amergín, Waterville
e) Kerry ETB Further Education and Training Centre, Dingle

In Kerry ETB Further Education and Training Centres[7], the centre managers hold responsibility for the implementation of quality assurance policy and procedures[8]. Centre Managers report to the Adult Education Officer (AEO). Managers have day-to-day responsibility for the running of courses under the BTEI funding strand, delivered by course tutors. In the O'Connell Centre and Kenmare FET Centre, whilst the day to day running of courses under the Adult Literacy funding strand are managed by local Adult Literacy Coordinators, overseeing the implementation of quality assurance policy and procedures is the remit of the Centre Manager.

Reporting lines FET Centres



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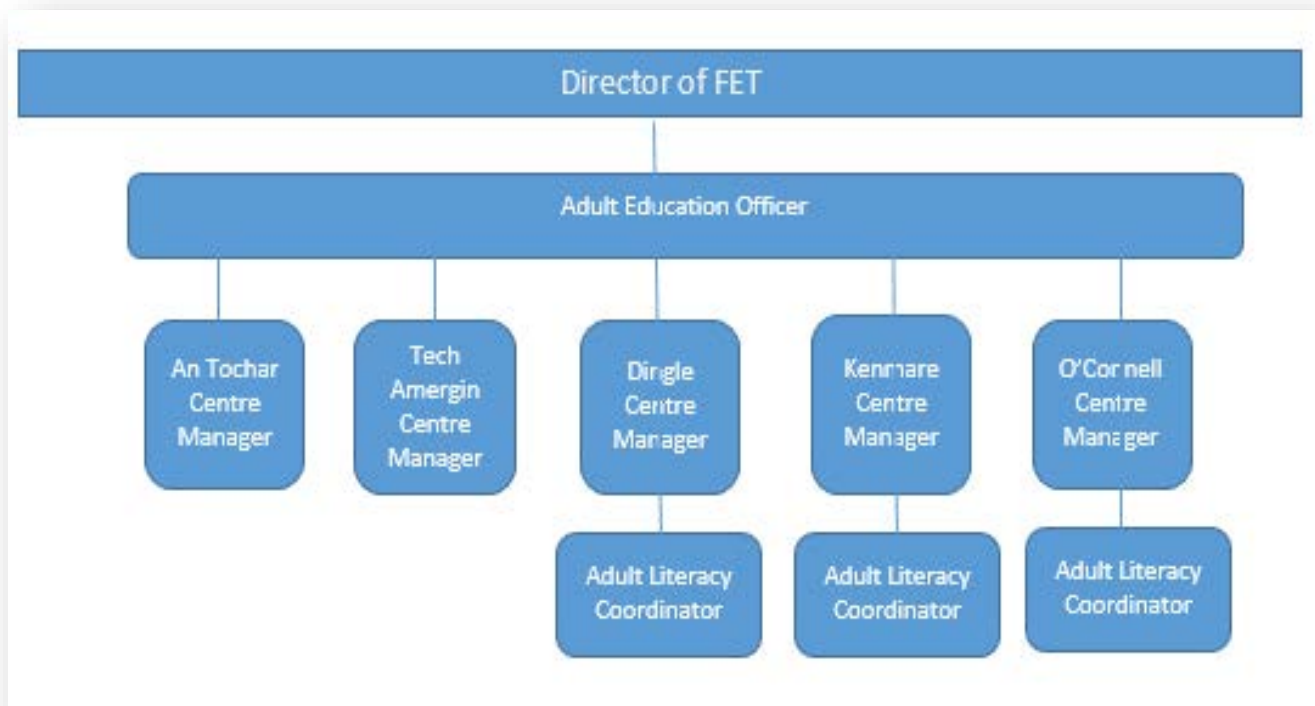
[7] O'Connell Centre, An Tochar, Kenmare Adult Education Centre, Tech Amergin Waterville, Dingle Adult and Further Education Centre
[8] Kerry ETB Quality Assurance agreement with QQI 2006

*.4.2.4 Stand Alone Adult Literacy & Basic Education Centres*
   a) Castleisland, Killegane, Castleisland, Co Kerry
   b) Killarney, 1st Floor, 37 High Street, Killarney Co Kerry
   c) Killorglin, The Lodge, Market Street, Killorglin, Co Kerry
   d) Listowel, 58 Church Street, Listowel, Co Kerry
   e) Tralee, Aras An Phobail, Dean's Lane, Tralee, Co Kerry

In standalone Kerry ETB Adult Literacy Centres, the centre manager[9] holds responsibility for the implementation of quality assurance policy and procedures[10]. Centre Managers in these standalone centres have day-to-day responsibility for the running of courses under the Adult Literacy funding strand, delivered by course tutors. They report to the County Adult Literacy Organiser who in turn reports to the Adult Education Officer (A). Implementation of quality assurance policy and procedures is the remit of these centre managers.

Reporting lines Stand Alone Adult Literacy & Basic Education Centres



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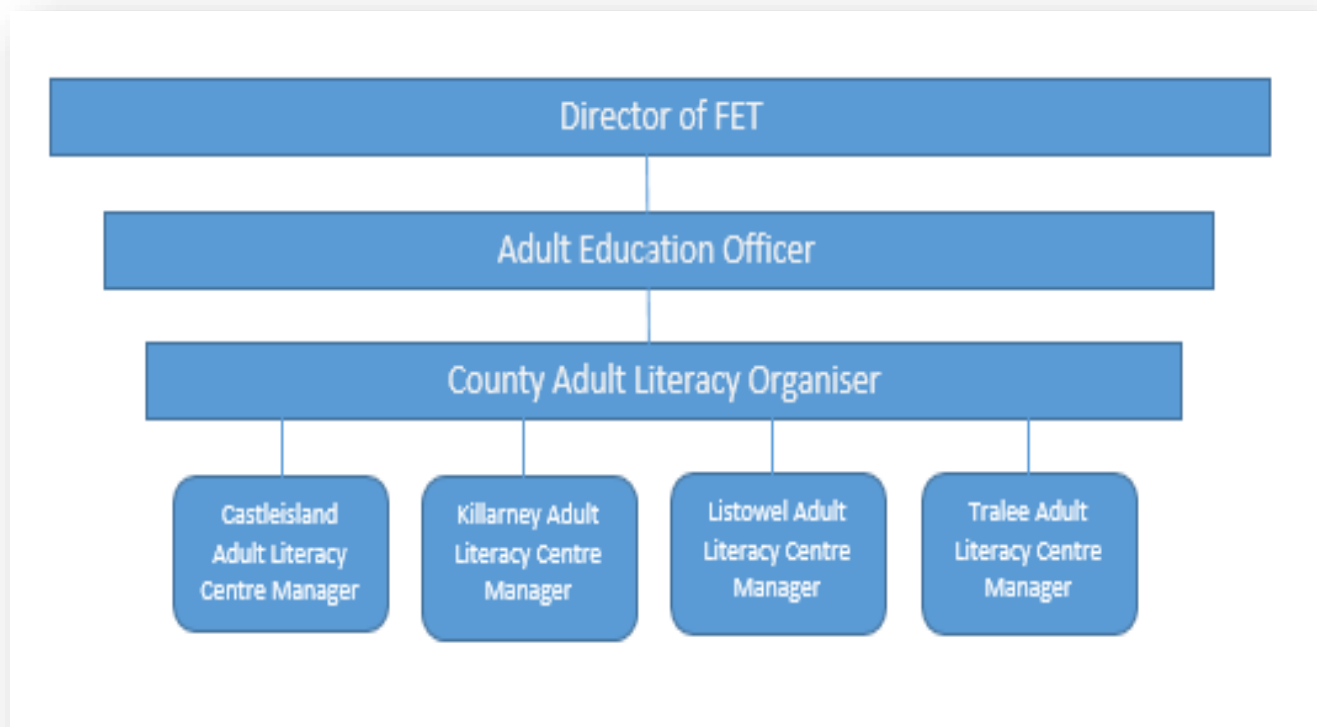
[9] Managers at standalone Adult Literacy Centres are known as Adult Literacy Organisers
[10] Kerry ETB Quality Assurance agreement with QQI 2006

*4.2.4 Stand Alone VTOS Centres and VTOS provision at NKCFE and The O'Connell Centre*

   a)  Tralee VTOS, Clash West, Tralee, Co. Kerry
   b)  Killarney VTOS, Ivy House, New Street Carpark, Killarney, Co. Kerry.
   c)  South Kerry VTOS & Youthreach, The Lodge, Market Street, Killorglin, Co. Kerry.

In standalone Kerry ETB VTOS Centres[11], the centre manager[12] holds responsibility for the implementation of quality assurance policy and procedures[13]. Centre Managers in these standalone centres have day-to-day responsibility for the running of courses under the VTOS funding strand, delivered by course tutors. These Centre Managers report to the Adult Education Officer. Implementation of quality assurance policy and procedures is the remit of these centre managers. In the O'Connell Centre and in North Kerry College of Further Education, whilst the day to day running of courses under the VTOS funding strand are managed VTOS Coordinators, overseeing the implementation of quality assurance policy and procedures is the remit of the Centre Manager and College Principal respectively.

Reporting lines Stand Alone VTOS Centres and VTOS provision at NKCFE and The O'Connell Centre



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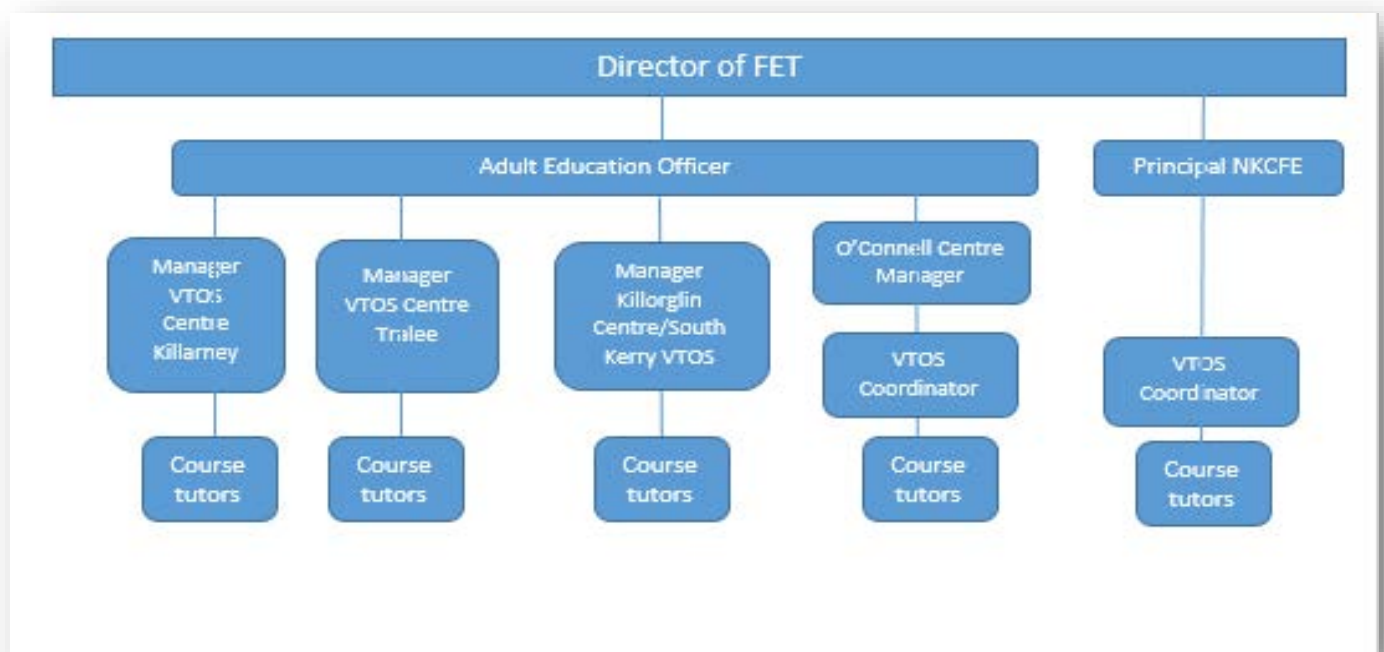
[11] Killarney VTOS Centre, Tralee VTOS Centre and Killorglin Centre/South Kerry VTOS
[12] Managers at VTOS Centres are known as VTOS Coordinators
[13] Kerry ETB Quality Assurance agreement with QQI 2006

### 4.2.5 Youthreach Centres

Kerry ETB provides Youthreach in partnership with the Kerry Diocesan Youth Service (KDYS) in Tralee, Killarney and Listowel. In Killarney Youthreach Centre, Tralee  Youthreach Centre and Listowel Youthreach Centre, the centre managers[14] hold the responsibility for the  implementation of quality assurance policy and procedures[15]. Youthreach provision is monitored on a monthly   basis by the AEO.

Reporting lines Youthreach Centres



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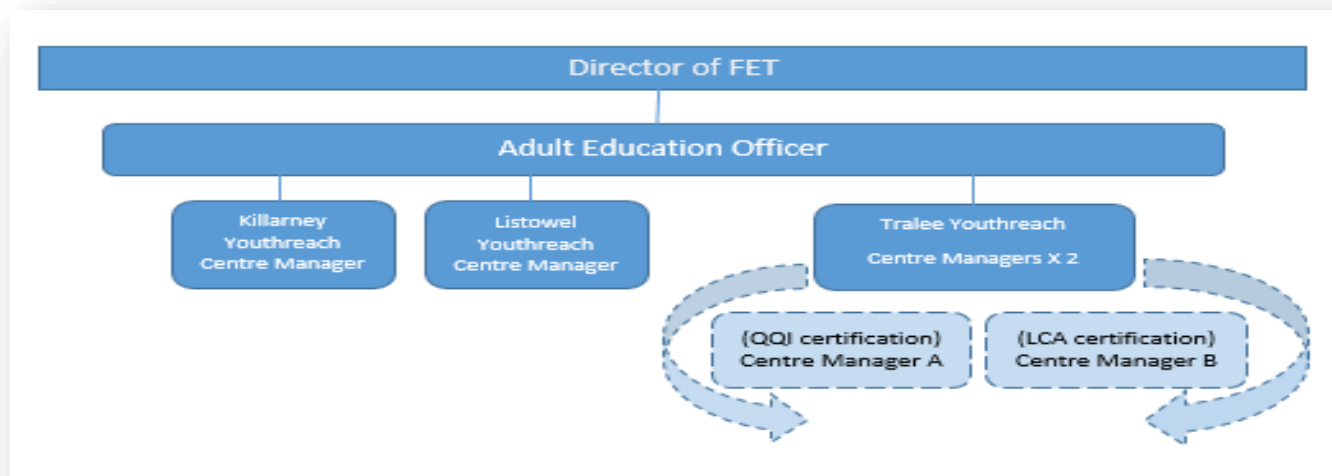
[14] Managers at Youthreach Centres are known as Youthreach Coordinators
[15] Kerry ETB Quality Assurance agreement with QQI 2006

*4.2.6 Outreach courses*
   a) BTEI funding strand
   b) Community Education funding strand

In Killarney Community College, Kerry College of Further Education (KCFE) and North Kerry College of Further Education (NKCFE), the BTEI Coordinator and the Community Education Facilitator (CEF) hold responsibility for the implementation of quality assurance policy and procedures[16]. The BTEI Coordinator and the CEF have day to day responsibility for the running of these courses and report to the AEO.

Reporting lines Outreach courses [BTEI funded and Community Education funded courses]
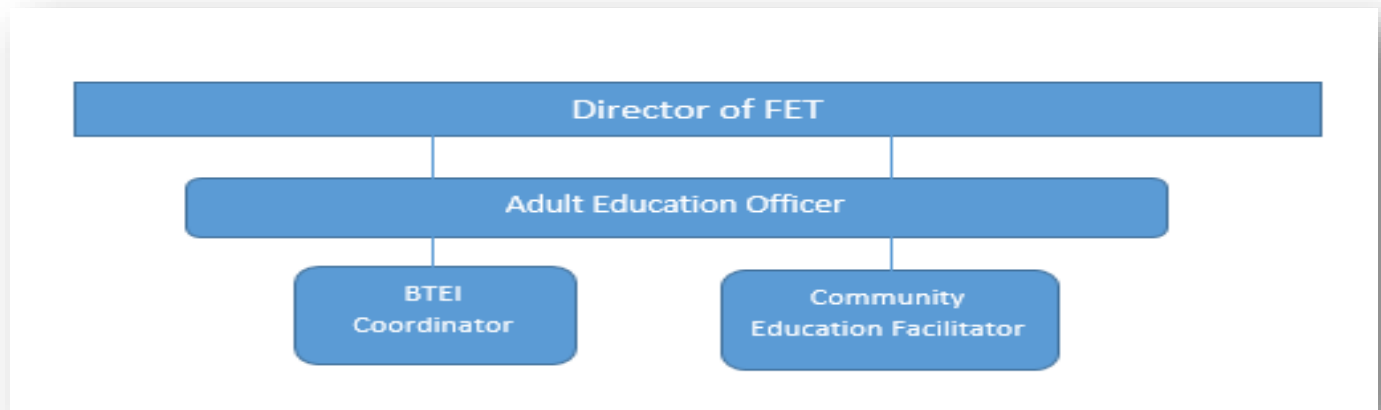


Courses are categorised as *outreach courses*[17] where delivery is based in an isolated geographical location. Kerry ETB serves a wide hinterland and part time courses are often delivered in pockets of the county which are distant from FET centres. Whilst some outreach courses are delivered in locations distant from FET centres there are currently are high number delivered within 40 km of a FET centres.  It is the intention of Kerry ETB to align as much provision as possible with the management structures operating in centres- with centre managers holding responsibility for the implementation of quality assurance policy and procedures for outreach courses assigned to their centre[18].




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[16] Kerry ETB Quality Assurance agreement with QQI 2006
[17] All courses delivered on an outreach basis are part time

18 Assignment of outreach courses to centres within a given district (geographical location0

## 4.3 Risk Management

A centralised approach is taken to FET risk management. Risks relating to the conduct of the assessment are brought forward to the Results Approval Panel meeting where an AEO and/or the Director of FET is present. Minutes of the meeting record the risk identified and clarify the specific area /issue that needs further attention. The centre manager is required to draw up an action plan to remedy/close the risk[19]. Corrective Action Report forms are designed to record actions pertaining to relatively minor issues; pertaining to conduct of assessment, which can easily be remedied within a specified timescale.

Given that a centralised approach is taken to risk management it will be important that the QA Steering Group provides assistance to Kerry ETB in its oversight role by filtering information from individual centres into cross-centre reports- in order that there is oversight across the service; whilst the centres are focussing locally. Filtering information from individual centres into cross-centre reports-will elucidate assessment themes and trends and learner and staff issues, which will need to be proactively addressed by Kerry ETB.

Whilst attention is given to risk at both an ETB sectoral level and a centre level- consideration needs to be given to continuity planning when looking at the current risk management system.  Kerry ETB intends to draw directly from the New Apprenticeship Governance.  Under the QA Procedure for Apprenticeship Programmes inspection visits at any time that the Apprenticeship Quality Committee deems appropriate will be conducted.  Approval to deliver the Apprenticeship Programme may be withdrawn giving 1 months' notice where Kerry ETB identifies major deficiencies in the assessment process or other serious risks. QA Procedure for Apprenticeship also provides for the suspension of approval to deliver the programme for a specified period of time. This may occur where time is required to determine the events that triggered the withdrawal of approval to deliver the programme and to determine whether the risk can be addressed. There is a right to appeal against withdrawal or suspension of approval to deliver the programme- such an appeal involves two external independent experts to adjudicate on the appeal. As Kerry ETB moves towards re-engagement with QQI and a common set of policies and procedures-suspension of centre approval to deliver a Kerry ETB validated programme may be applied until the risk is addressed.

## 4.4 Agreement of FET policies

Policies pertaining to FET are agreed as part of the Kerry ETB Governance structure. The Director of FET provides updates to the Kerry ETB Board at approx. 10 meetings annually. The FET Service Plan is approved by ETB Board. Financial Policy and Human Resource Policy (both of which would have a bearing on FET provision) are also approved by the Board. A number of wider policy reviews have taken place. However, the policies concerned pertain to all provider services as opposed to FET services in particular:

| Critical Incident Policy | Health and Safety Policy | Risk Register | Procurement Policy | Garda Vetting Policy |
|---|---|---|---|---|

Policies are reviewed at the appropriate management forum(s) - FET Management Group, Kerry ETB Internal Audit Committee etc. Reviewed polices then go forward to the Kerry ETB Board for ratification. As Kerry ETB moves towards re-engagement with QQI- particular focus will be on policy and procedure relating to FET, and the management of same through the governance system. The QA Steering Committee will make recommendations to the FET Management Group, who will make decisions regarding approval.  When established, the Quality Council will hold the approval role.

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[19] There is a distinction between a plan setting out actions to address/close risk and corrective action.  Corrective action pertains to relatively minor issues associated with the conduct of assessment, which can easily be remedied within a specified timescale

## 4.5 Programme parameters

Kerry ETB delivers programmes developed to lead to Major and Special Purpose awards under the Common Awards System (CAS), together with programmes leading to non-QQI awards and one programme leading to a Professional Award[20]. Kerry ETB has over 120 programmes validated by QQI. With the exception of the Commis Chef Apprenticeship Programme, the National and Regional Tour Guiding programmes and the Digital Skills Production programme- all programmes are drawn from either the former Fás suite of validated programmes or former VEC National Shared programmes. The programme structure is based on the model common in ETB's, with a wide range of modules named within the structures- providing scope for the programme to be used across a range of courses[21]. In relation to programmes leading to Special Purpose Awards- Kerry ETB developed two specific programmes leading to Regional and National Tour Guiding. Again the programme structure is based on the model common in ETB's. Kerry ETB subsequently shared these programmes within the sector. Both the Regional and the National Tour Guiding programmes which originated with Kerry ETB are now categorised as National Programmes (e.g. a wider shared programme). Kerry ETB has recently developed a bespoke programme to meet media skills requirements of industry[22]. External validation was required in order to demonstrate the quality of the programme. Following a process of review and benchmarking the programme was accredited by City and Guilds[23]. Whilst both the Commis Chef Programme and the Digital Skills Production Programme are structured around independent modules, levels and sequential stages, the modules themselves are not shared with different Kerry ETB programmes.

## 4.6 The currency of Kerry ETB programmes

With the exception of the Commis Chef Apprenticeship Programme, and Tour Guiding programmes - all of the remaining QQI validated programmes are over 5 years in existence. In the context of the stronger emphasis now placed on providing skills that meet current societal and economic needs- confirming the currency of Kerry ETB programmes is key to quality assured delivery. To date, changes to a validated programme have pertained to the programme structure- where a college/centre seeks to have additional modules added. There is an agreed process which centre managers follow when proposing a change to an existing Kerry ETB validated programme. Modifications to course structures, which fall outside of the programme structures, are tracked annually with a view to managing the course modification within the 20% rule. To date Kerry ETB has managed this process successfully[24].

### 4.6.1 Programme review

Course review is scheduled annually at centre level, and the outcomes are recorded and reported to the Director of FET. Courses which are delivered under the Youthreach funding strand complete a formal self-evaluation under the National Internal Centre Evaluation (ICE) process, which incorporates a more systematic course review[25]. Course reviews pertain to centre based course delivery rather than provider level programme delivery. Kerry ETB has not currently undertaken a systematic review of QQI validated programmes. With the exception of the previously named programmes-a review schedule for programmes leading to CAS awards has not been drawn up. As Kerry ETB moves towards re-engagement with QQI and a common set of policies and procedures; with specific criteria set for each validated programme- reviews will be undertaken. Programme Review groups will be established under the 6 broad fields of learning associated with Kerry ETB validated programmes.

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[20] Commis Chef Apprenticeship Programme developed under the Professional Award type structure

[21] In relation to the course range- different courses (drawing from a common programme) are based on a specific module selection – cross checked/in line with the relevant award specification

[22] Digital Skills Production-developed by staff from the Kerry ETB Training Centre/Digital Media Centre

[23] The programme builds on the Training Centres existing quality model applied to courses leading to C & G awards. TQAS quality assurance policy and procedures are applied to the programme

[24] Kerry ETB is the provider of 120 programmes. To date it has not inadvertently become involved in changes that required a re-validation application- divergence is both minimised and managed such that modifications to courses can fall within the 20% rule

[25] A review of Youthreach is underway at National level- outputs from same will be included in relevant programme reviews undertaken by Kerry ETB

The Quality Assurance Unit will hold responsibility for setting the review schedule, whilst the FET Management Group will hold responsibility for considering the reports from the review process. When established, the Quality Council will approve the documentation from the review prior to submission to the awarding body.

A Programme Board will be established as part of the governance structure for the National Commis Chef Apprenticeship (for which Kerry ETB is the coordinating provider). The board will assist Kerry ETB in its work to update the programme. Its membership includes both employers and training providers- thus ensuring that programme modifications and more substantive developments will be in line with changing industry needs. This Programme Board meets every 2$^{nd}$ month to consider reports on programme operations, and advise Kerry ETB on programme modifications, developments and wider industry reviews. It is important that future policy and procedures for programme development and review are aligned to apprenticeship procedures.  A similar structure could provide  connectivity between  Kerry ETB (as  a corporate  structure)  and  centres (as local  structures) - establishing clear links between (a) programme delivery and (b) programme review is key to quality delivery.

### 4.6.2 Development of new programmes

There is a structured application process in place for all new programme proposals and for permission to deliver programmes already validated. Proposals for new programmes are made by the centre managers to the FET Management Group.  When the proposal is approved, a programme development working group is formed and the proceeding work is coordinated by the AEO (QA) and the Quality Assurance Officer. Subject matter experts draw up both indicative content and sample assessment, which is then reviewed by an external subject matter expert. In tandem- the Quality Assurance Officer draws up the application for validation documents. The completion of these documents involves consultation with both the centre manager and the subject matter experts.  An external evaluator is then engaged to review all application documentation and revisions are made as part of a self-evaluation process.

To date only the Training Centre has developed new Programmes (Commis Chef Apprenticeship Programme, National Tour Guiding and Regional Tour Guiding). A National Steering Group and a National Working Group, (working on articulating the programme curriculum and assessment), were in place for the development of the Commis Chef Apprenticeship programme, National Tour Guiding and Regional Tour Guiding with Kerry ETB as the lead provider for the validation process. Programme development for the Digital Skills Production Programme (which is a City and Guilds Accredited Programme) was undertaken by a working group confined to Kerry ETB level- as the programme itself was not developed for National use or for sharing within the sector.

Resource requirements are associated with both the development process and the introduction and delivery of a new programme. The Director of FET holds responsibility for decisions in respect of the allocation of resources required for both development and delivery of all programmes including new programmes. Timely and detailed information from centre managers regarding the costing of programme resource and facilities is important. Full information on the resource and staff requirements at the point of programme proposal is required, in order to establish whether the proposal can be approved for the programme development phase.

### 4.6.3 Programme approval

The importance of the separation of programme development from programme approval is recognised.  There are two defined points regarding the submission of documentation for validation where governance is required. The 1$^{st}$ point is approval of a proposal to develop a programme and the 2$^{nd}$ is approval of the documentation to be submitted to the awarding body. Currently, the PAC makes its recommendations to the Director of FET who has final approval.  The formal signing off of the validation application by the Director of FET represents formal approval of the programme. This  process  could  be strengthened  through  extending  the role  of the  PAC to include programme review. Monitoring information from programme reviews will highlight aspects of programmes in related fields of learning which work well and areas where improvement is needed.  Programme review will involve close consideration of exceptional issues arising at centre level (both across centres and within centres).

The review process will also identify how to proactively address these. Engagement in programmatic review, together with the inclusion of summary reports from programme reviews, will strengthen the capacity of the PAC to make informed decision's regarding approving programmes prior to the application for validation stage. The involvement of the PAC in respect of amendments to programmes is also important- particularly where there are significant implications arising from a proposed amendment. As Kerry ETB moves towards re-engagement with QQI- a particular focus will be on policy and procedure relating to programme review and approval, and the management of same through the governance system. A 2$^{nd}$ point of approval will be established. The PAC (as the 1$^{st}$ unit of governance for programme approval) will make a recommendation to the Quality Council (as the 2$^{nd}$ unit of governance). Thus when established, the Quality Council will hold the approval role.



## 5.    Delivery of FET

### 5.1 Course delivery

Oversight of courses takes place locally. Delivery of PLC courses are overseen by local college principals. Delivery of courses run under ABE, BTEI, VTOS and Youthreach programmes is overseen by local coordinators and centre managers. The Adult Education Officer (AEO) oversees courses funded under the ABE, BTEI, VTOS and Youthreach funding strand, whilst the Training Centre Manager oversees courses delivered at the Kerry ETB Training Centre. Course review is scheduled annually at local level. The outcomes of course reviews are recorded and in turn reported to the Director of FET. The Training Standards Office monitors conduct of assessment for courses delivered at the Training Centre. PLC principals oversee conduct of assessment for PLC courses at their colleges, whilst the AEO oversees the assessment process for all courses delivered under BTEI. VTOS, Youthreach and ABE funding strand. Ratification of course results takes place at local Results Approval Panel meetings. Review of course feedback from learners is conducted at local level. Generally, the collated results from course feedback/learner surveys are considered at local course review meetings. As previously stated, courses under the VTOS and Youthreach funding strand complete a formal self-evaluation under the National Internal Centre Evaluation (ICE) process, which incorporates a more systematic course review and recording of learner feedback.

### 5.1.1 Staff qualifications

Courses are delivered by qualified staff. Staff delivering at PLC Colleges, Further Education and Training Centres, VTOS and Youthreach Centres and Adult Literacy and Basic Education Centres are registered with the Teaching Council. Staff delivering courses at the Training Centre hold a qualification in training delivery. Staff involved in course delivery are employed in line with Kerry ETB recruitment protocols[26]. Managers at centre level hold responsibility for decisions regarding the modules taught at centre level. As Kerry ETB moves towards re-engagement with QQI and a common set of policies and procedures- specific criteria regarding subject matter expertise will be set for each validated programme.

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[26] Recruitment of staff for FET service delivery is managed by the Human Resources Department. National agreements and procedures apply to the various grades/descriptions of staff involved in FET delivery

### 5.1.2 Upskilling and professional development

Management at centre level identify staff support and training needs. The AEO circulates training workshops which are scheduled by the Further Education and Training Support Service (FESS) and also organises briefings for staff at centre level on conducting the assessment process. PLC Colleges organise local workshops on an annual basis for staff. Centres delivering courses under the VTOS and Youthreach funding strand also organise local workshops on the basis of a written annual plan. However, Kerry ETB will need to address how to upskill teaching and training staff so that we are best placed to respond to industry needs. CPD will need to move from the 'general' to the 'specific'- particularly in relation to supporting the delivery of courses that are required by industry. The requirements of curriculums are not static. In addition, Kerry ETB will need to plan for the provision of 'training packages' for staff – which will (a) address industry needs and (b) respond to the individual staff member who (through their local manager) requests specific training. It is envisaged that Kerry ETB will move to conducting annual review meetings with individual instructors and tutors. Annual review is already in place for the National Apprenticeship Programme. Annual review meetings conducted by centre managers will identify specific skills training needs and record the instructor's/tutors future development objectives. This will assist Kerry ETB with allocating 'training packages' to staff- and move from the 'general' to the 'specific'- particularly in relation to supporting the delivery of courses that are required by industry.

### 5.1.3 Oversight of upskilling and professional development

The Further Education Support Services (FESS) hold a number of training events for staff engaged by the ETB sector, whilst eCollege provides online courses in the IT area. Kerry ETB also engages with ETBI and SOLAS regarding planning for staff training at a sectoral level. A number of training events have been scheduled to support leadership and management and ICT. Both FESS and ETBI training events are promoted by AEO's and centre managers. Currently, participation in these events is recorded at centre level, as opposed to systematically recorded at ETB level. Data on upskilling and professional development should inform decisions about the nature of any future 'training packages' for staff. As a first step Kerry ETB will need to establish the extent to which these training events are availed of- through recording the nature and range of training events availed of by staff and establishing how such training assists Kerry ETB to upskill staff in line with industry needs. As previously stated upskilling and professional development will need to move from the 'general' to the 'specific'- in recognition that the requirements of programme curricula are not static. The intention is to move to providing more proactive professional development and upskilling events/supports- developing relevant procedures on a staged basis with a view to extending same to the wider ETB level.

## 5.2 Assessment

### 5.2.1 Assessment planning

Centre Managers hold responsibility for ensuring that the assessment for each course is planned in advance of course delivery:

a.  The timing of assessment events and deadlines must be defined
b.  How marks are to be allocated and assessment criteria applied must be defined
c.  The total assessment load must be defined and confirmation that consideration of same has been included in the planning of course delivery must be confirmed
d.  The integration of assessment across a number of minor awards must be considered for all courses constituting more than 1 module and confirmation that consideration of same has been included in the planning of course delivery must be confirmed

### 5.2.2 Confirming the validity of assessment instruments

The centre manager also holds responsibility for ensuring that valid assessment instruments are used. The security and integrity of verified assessment instruments must be guaranteed by the centre manager:

    a. An electronic file management system must be used to store and retain assessment instruments
    b. Locally devised assessment instruments must be provided in word format and electronically filed prior to course delivery
    c. DRAFT test instruments must not be filed as verified assessment instruments
    d. All verified assessment instruments must be retained and archived electronically by the centre manager

### 5.2.4 Standardised assessment instruments

Assessment instruments for courses at the Training Centre are standardised[27]. Whilst common theory tests (examination papers) are in use for some courses in PLC Colleges, the standardisation of assessment instruments does not occur outside of courses operating in the Training Centre.

### 5.2.5 Peer Review of assessment marking

Peer review of course assessment takes place in the Training Centre annually[28]. Focus is placed on consistency of assessment- establishing that assessments have been marked in line with the award standard and assessment specification. Good practice is recorded and issues of non-conformance are brought forward to the Training Standards Officer.

### 5.3 Establishing and Maintaining consistency of assessment

It is the intention of Kerry ETB to establish and maintain a consistent approach to assessment across all centres, and all courses. The standardised of assessment instruments and peer review will have a role to play across the service. As Kerry ETB moves towards re-engagement with QQI and a common set of policies and procedures - specific criteria will be set for each validated programme and particular assessment instruments associated with each programme developed. The QA Steering group will have a role in providing practical assistance to Kerry ETB in its oversight role. Data will be prepared by the Quality Assurance Unit to inform the development and improvement of quality assured assessment practice, including the assessment instruments- their design, application, review and modification.



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[27] The majority of standardised assessment instruments are provided through the CAMS system – as a carryover from former FAS programmes.
[28] TQAS- a minimum of 1 assessment event for all tutors

## 5.3 Internal Verification, External Authentication and Results Approval
Assessment data is approved at centre level through External Authentication and Results approval.

### 5.3.1 Internal Verification
Internal verification (IV) is a review of provisional results by a staff member who is not involved in course delivery or assessment. IV involves checking that provisional assessment results and grades are properly computed and recorded.  This is done on a sampling basis.  Internal Verification also involves confirming that assessment evidence is present for all recorded marks and grades. A review of course assessment instruments is not part of internal verification. The validity and reliability of the course assessment instruments is confirmed by the centre manager prior to internal verification. The centre manager assigns reasonability for IV to centre staff. IV confirms that the correct assessment instruments have been used, that the learner details and results are correctly recorded and for a sample of learners no errors have occurred in relation to the calculation of learner marks.  A report recording the outcomes of IV is filed for External Authentication and Results Approval.  Where an anomaly arises in respect of (a) calculation of marks (b) the omission of learner evidence (c) incorrect learner details, a Corrective Action Report form is completed by the member of staff conducting IV.  The centre manager holds responsibility for ensuring that the action to remedy the issue is completed prior to the authentication process moving to the next stage.  Corrective action[29] reports are filed for External Authentication and Results Approval.

As Kerry ETB moves towards re-engagement with QQI- particular focus will be on assessment procedures, and the management of same through the governance system. Certification audits will be carried out by the Quality Assurance Unit.  Oversight of issues arising from IV across the service and emerging themes and trends is required. The Quality Assurance Unit will have a role in producing cross centre reports- highlighting areas of the IV process that are working well and issues that need to be proactively addressed through the governance system.



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[29] Corrective action pertains to relatively minor issues which can easily be remedied within a specified timescale (e.g. prior to the next stage of the authentication process)

*5.3.2 External Authentication*

External authentication is the independent review of assessment processes and results in order to (a) ensure the credibility of centre assessment processes and (b) to ensure that assessment results have been marked in a valid and reliable way[30]. External authentication involves examining internal verification reports, sampling a range of assessment results and moderating assessment results in accordance with standards outlined in the Award Specification. It also involves the provision of constructive feedback, completion of External Examination Reports; outlining areas for improvement; and providing recommendations on assessment results for the Results Approval Panel. The external authentication (EA) of assessment is carried out on a sample basis by a person external to the centre who is appropriately qualified to moderate assessment results in the field of learning of each course assigned to him/her. The centre manager assigns reasonability EA and assignment of EA must change after the 3rd round of course assessment. The designated person can be reassigned in the 5th round. Centre managers hold responsibility for ensuring that EA is not assigned to a person who does not hold a qualification in the field of learning of each course assigned to them[31]. Any non-conformances identified during external authentication are recorded in the EA Report. The centre manager must request further information to be recorded regarding non-conformances where necessary. Acceptance of the EA Report confirms that the centre manager is satisfied that the identified non-conformance has been explained and an appropriate constructive feedback regarding improvement actions has been detailed. Any matters of concern identified during external authentication must be documented in the EA Report. Acceptance of the EA Report confirms that the centre manager fully understands the identified matter of concern. EA reports are filed for Results Approval.
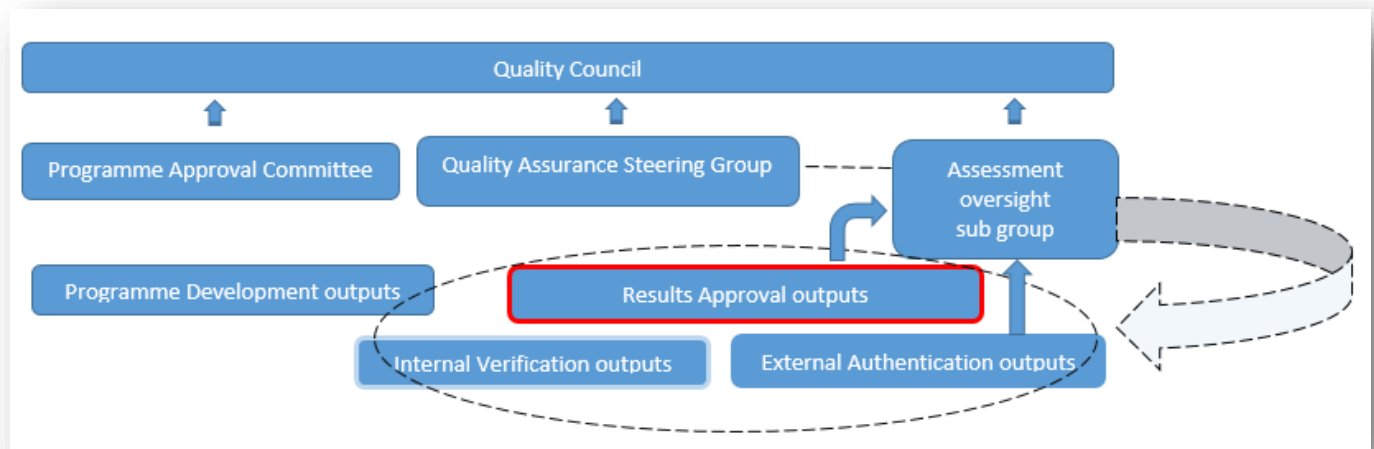
Oversight of issues arising from EA across the service and emerging themes and trends is required. The Quality Assurance Unit will have a role in producing cross centre reports- highlighting areas of the EA process that are working well and issues that need to be proactively addressed through the governance system.



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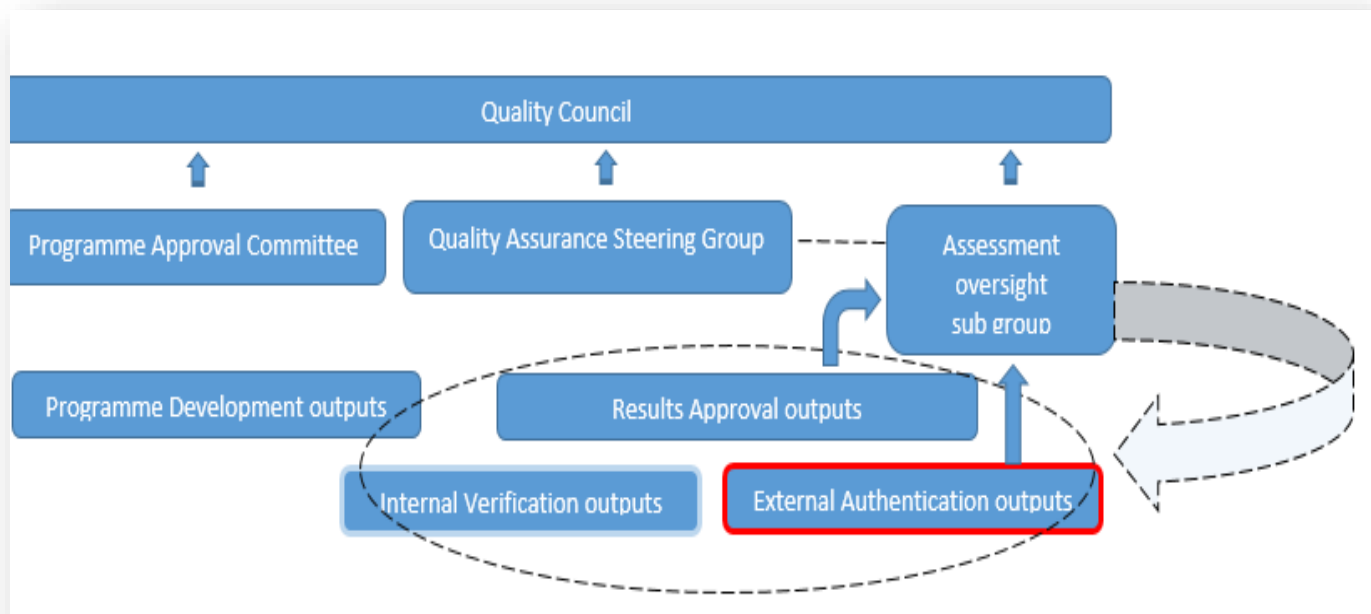
[30] Kerry ETB centres select from the QQI panel of EAs, whilst the Training Centre draw from a panel established by SOLAS

### 5.3.3 Results Approval

The Results Approval Panel (RAP) is a decision making forum which formally reviews provisional assessment results from all courses at a given centre. The Results Approval Panel[32] adjudicate on the evidence presented and ratify results- recording the findings of their adjudications in the Results Approval Report.  The RAP represents the formal authorisation point to call for certification (e.g. authorising the centre manager to forward requests for certification to the awarding body). Significant issues that may arise in the approval of results must be adjudicated on by the Results Approval Panel. All provisional assessment results are processed through the Results Approval Panel. Actions agreed during the results approval process must be fully documented and only those results which are formally signed off on by the panel can be deemed ratified results[33]. The centre manager holds responsibility for the processing of course results- confirming that records submitted[34] for certification are accurate and quality assured.



Oversight of issues which arise in the approval of results and which have been adjudicated on by the Results Approval Panel across the service is required.  The Quality Assurance Unit will have a role in producing cross centre reports- highlighting areas of the Results Approval process that need to be proactively addressed through the governance system.

### 5.3.4 Assessment appeals

The results ratified by the Results Approval Panel are provisional results.  A provisional result is not the basis for an award. A provisional result may be changed arising from the completion of a recheck or an appeal. Provisional Results are issued to learners following the approval of results by the RAP. Ten working days from the date the results were issued are allowed for the learner to appeal a provisional result. When 10 working days have passed the provisional result is deemed to be a final result- unless the result is being appealed.  The final result is the basis for an award. Learner appeals are processed centrally and independently by the Kerry ETB Appeals Office. There are two stages at which decisions are taken in relation to an assessment appeal:

   a)  Appeal Stage 1 – Recheck: conducted at centre level
   b)  Appeal Stage 2- Remarking: conducted by the Appeals Office (coordinated by the Quality Assurance Unit)

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[32] Panels are made up of management at centre level, course coordinators (if in place at centre level), AEO and/or the Director of FET
[33] Only ratified results can be used to request certification

[34] By requesting certification through QBS the centre manager is confirming that s/he has (a) reviewed the records submitted for certification, and (b) is satisfied that they are accurate and quality assured

## Recheck

The marks awarded for a particular module or part of a module are rechecked at centre level.  A recheck is carried out to ensure that there have been no arithmetical or clerical errors, that the marks awarded are appropriate and that all the marks to which the learner is entitled have been included in the final total:

a)  The recheck is coordinated by the centre manager and must take place within 3 working days of receipt of notice from the learner that the provisional result is being appealed
b)  The centre manager must notify the Appeals Office of the outcome of the recheck
c)  The Appeals office notifies the awarding body of the outcome of the recheck.  Where the outcome of the recheck is an upgraded result- this upgraded result will form the basis for a QQI award
d)  The centre manager informs the learner in writing that; following a recheck conducted by the centre, the result has been upgraded or remains unchanged

## Appeal Stage 2-remarking

The 2nd stage involves a remarking of the assessment evidence. The procedure followed after the recheck has been completed is as follows:

a)  The centre manager confirms that stage 1 has been completed.  The Appeals Office then proceeds with the remarking of assessment evidence
b)  The Appeals Office arranges for the remarking of the learner evidence
c)  The outcome of the remarking process forms the basis for an award
d)  The Appeals Office notifies the centre manager in writing of the outcome of the remarking and also notifies the awarding body of the outcome of the remarking
e)  The centre manager informs the learner in writing that; following a remarking of the assessment evidence:
  I.      There is no grade change
  II.     The original result has been upgraded

## Reporting lines Appeals Office
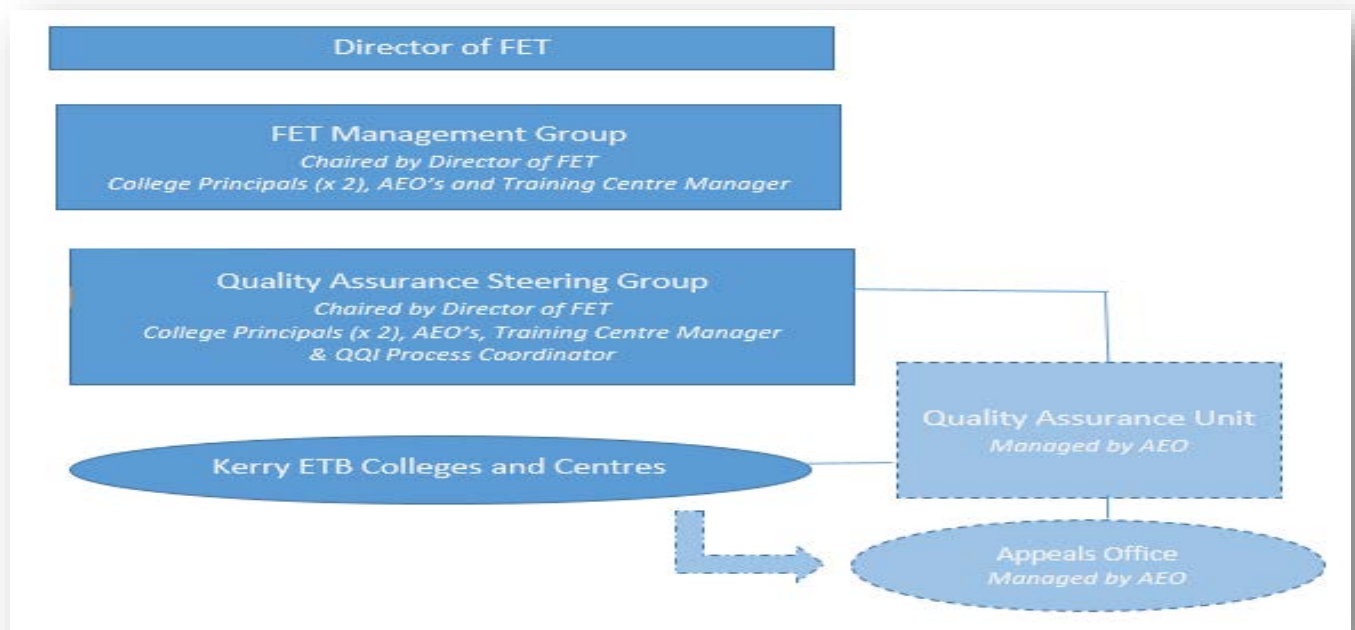
As Kerry ETB moves towards re-engagement with QQI- particular focus will be on assessment procedures, and the management of same through the governance system. The QA Steering Committee will note the outcomes of assessment appeals and make recommendations on foot of a review of same. When established, the Quality Council will consider the recommendations- holding the approval role in relation to the assessment appeals process. It is the intention to align this appeals process with the Commis Chef Apprenticeship Programme appeals process.

## 6. The Learner Experience

### 6.1 Learner admission

A range of Admissions Policies for Kerry ETB colleges/centres have developed over time- each of which is in line with Equality Legislation. Each policy references the type of information which is given to the learners about the course. Likewise, a number of templates have developed over time for recording access interviews:

a) Assessment of formal learning and achievement
b) Work based learning and experience
c) Informal learning

Access interviews are typically used to assess learner's suitability for a course and are conducted by the centre manager, course recruitment officer or an experienced instructor/tutor on the course plus another staff member. Applicants who are not offered a place on the course are provided with information on other relevant courses.

### 6.1.2 Course Entry

Different courses have different entry requirements. Published course information sets out the particular entry requirements. In a small number of cases, complaints have arisen from applicants where a college/centre has not provided detailed information on the specific entry requirement that apply to the course. Centre managers; who hold reasonability for managing the implementation of access, transfer and progression policy and procedures[35] have worked with the applicant to resolve these complaints- in the main by clarifying the course entry requirements.

Non-standard entry arrangements are in place to take account of differences between course applicants, in terms of their prior learning, maturity and capabilities. Mature applicants who do not meet the course entry requirements qualify for non-standard entry-which is an assessment of the applicants prior learning experiences and abilities in line with the course entry requirements. An applicant with a disability may also qualify for non-standard entry; on the basis that because of the disability they are not in a position to meet the standard entry requirements. An assessment of the applicants prior learning experiences and abilities in line with the course entry requirements is made. Course application closing dates are also published and centres notify course applicants of (a) receipt of their application and (b) the next stage of the application or registration process[36]. A single uniform application form was introduced in September 2017 for FET provision (through PLSS forms). There is a data impact statement associated with this PLSS application method informing applicants of usage and sharing implications in place for PLSS. Applicants confirm that they accept the usage and sharing of the information set out in their application.

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[35]Transitional Quality Assurance System (TQAS). Kerry ETB Quality Assurance agreement with QQI 2006
[36] An access interview applies to full time courses

## 6.2 Access, Transfer and Progression

### 6.2.1 Access

Entry requirements are set out in published course information. However, details regarding access (known as entry criteria) in Kerry ETB programme descriptors[37]; from which these courses draw, are generic as opposed to course specific. The criteria as referenced in the programme descriptors state that:

a) Any learner seeking access to a particular programme would have the knowledge, skills and competencies at the level of the NFQ detailed in the programme descriptor for access on to that programme

b) Where the learner does not have a major award at the level indicated for access on to the course, relevant life skills or work experience may be taken into account, as long as they possess the skills which would be required to allow them to participate successfully in the course

Whilst these generic statements are not in themselves incorrect, centres have to determine that the learner has the knowledge, skill and competence required to successfully engage and participate on a given course. For example, an applicant who is not a native English speaker may be required to test their proficiency and achieve a particular level of proficiency – this requirement is not captured in generic statements. As Kerry ETB moves towards re-engagement with QQI; and a common set of policies and procedures, specific criteria will be set for each validated programme and all new programmes will have specific access criteria. Programme access criteria would form the basis of course minimum entry requirements

a) Specific programme entry requirements will be detailed in validated programme documentation (new programmes)

b) For legacy programmes (e.g. former shared programmes and former FÁS programmes) Programme access criteria would form the basis of course minimum entry requirements. Colleges/centres will publish entry criteria setting out:

| Minimum requirements for general learning | The qualification that will be accepted as indicating that the general learning requirements are met |
|---|---|
| Minimum discipline specific learning requirements | The subject related qualifications that will be accepted as indicating that the minimum discipline specific learning requirements are met |
| Minimum language proficiency requirements | The course entry requirements should reference the language through which the course is being delivered, and what evidence is required from applicants who are non-native speakers to demonstrate language proficiency |

As Kerry ETB moves towards re-engagement with QQI and a common set of policies and procedures with specific criteria are set for each validated programme, admission reports should be drawn up at centre level following each new cohort of learner admission. The content of the report should include information on non-standard entries, qualifications and comments on induction and/or admission processes. Data on course admissions should inform the development and improvement of quality assured admission processes.

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[37] Access criteria set out in programme descriptors were agreed as part of a wider sectoral approach – ETBI shared programme development process

*6.2.2 Transfer*

Currently the structure of Kerry ETB validated programmes is modular. A learner leaving a course before completion receives a statement of the modules completed. Transcripts of results list the credits achieved for assessed modules. Details regarding transfer arrangements in Kerry ETB programme descriptors[38]; are generic as opposed to course specific. The programme descriptors state that there are opportunities to transfer to those programmes offering certification at the equivalent level. In a small number of cases new course applicants have sought to transfer credits achieved for communications and/or work experience to a course which is in a different field of learning. Kerry ETB centres have been mindful of the fact that knowledge, skill and competence acquired in particular course context/field of learning may not necessarily transfer to a different course context without additional learning.

Whilst the generic statement is not in itself incorrect, centres do have to determine that the knowledge, skill and competence previously acquired in particular course context/field of learning is transferable to the current course context without additional learning. This question of determining transferability of credits is not captured in generic statements. Centre managers; who hold reasonability for managing the implementation of access, transfer and progression policy and procedures[39] have worked with the applicant to resolve the matter- in the main by clarifying why credits achieved for modules in one course context/field of learning may not transfer to a different course context without additional learning.

As Kerry ETB moves towards re-engagement with QQI and a common set of policies and procedures- details on the transfer of credits will be set out for all new programmes and the transfer arrangement for current validated programmes will be clarified:
  a) Specific transfer of credits will be detailed in validated programme documentation (new programmes)

  b) For legacy programmes (e.g. former shared programmes and former FÁS programmes) the generic statement re. opportunities to transfer to those programmes offering certification at the equivalent level will form the basis of credit transfer arrangements. Colleges/centres will publish further detail setting out the module credits that will transfer to the course in question without additional learning


*6.2.3 Progression*

Kerry ETB reports annually on the outcomes for learners using the Funding Allocation Requests and Returns (FARR) system. Data is not complete for all learner records across all centres and there are challenges for some centres tracking learner progression post course completion. A high number of learners attending PLC courses progress to Higher Education Courses through a range of routes; including through the Higher Education Links scheme and the progression agreement with Institute of Technology Tralee. Notwithstanding the challenges for some centres in tracking learner progression -reporting on year of completion, and progression status post course completion is key to the development and improvement of course provision. Data relating to same is needed in order to compile consolidated reports for wider planning and programmatic review-specifically, to inform changes to admission and induction processes.

*6.2.4 Recognition of Prior Learning (RPL)*

A quality assured procedure is in place for assessing learning acquired prior to admission to the Commis Chef Apprenticeship Programme and awarding credit/exemptions. The procedure also sets out an assessment mechanism to determine standard access equivalences. Kerry ETB is currently developing appropriate tools relating to portfolio preparation/documenting evidence to be used by apprentices and the RPL Committee in the application and decision making process. In respect of other FET provision - Kerry ETB does not currently operate quality

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[38] Access criteria set out in programme descriptors were agreed as part of a wider sectoral approach – ETBI shared programme development process

[39]Transitional Quality Assurance System (TQAS). Kerry ETB Quality Assurance agreement with QQI 2006

assured RPL procedures. In some respect non-standard entry access interviews do recognised prior learning – but the recognition applies to course entry only and is not a formal mechanism which extends to awarding credit/exemptions[40]. Kerry ETB is currently piloting formal procedures for RPL which extends to awarding credits/exemptions in respect of two courses:

a) Regional Tour Guiding
b) National Tour Guiding

Lessons from assessing learning acquired prior to admission to the Commis Chef Apprenticeship Programme and awarding credit/exemptions, together with lessons from the piloting of awarding credits/exemptions for Tour Guiding awards will inform the development of an RPL policy in the future.

## 6.3 Learner information
Learners who register on a course with a Kerry ETB centre, complete a course induction in the initial week of their course.  As part of this scheduled session, the centre provides general information about the college/centre, course-specific information including a course calendar and timetable which details the course training and assessment schedule.  Information is also provided on:
a) Course attendance policy
b) Learner responsibilities regarding assessment; including special assessment arrangements and adaptations, repeating assessment, assessment malpractice and appealing assessment results
c) Course work placement policy; including vetting disclosures for those work placement which involve working or activities with children and vulnerable adults
d) Complaints procedure

Centre managers are responsible for providing specific information to enrolled learners about the complaints procedures operating at their centre.  As Kerry ETB moves towards re-engagement with QQI and a common set of policies and procedures details a single formal complaints process will be established.  This provider level complaints procedure will be informed by data drawn from records of individual complaints from applicants and enrolled learners.

## 6.4 Learner support
Learner guidance, academic support and psychological support is provided to learners enrolled in Kerry ETB courses. College principals and Centre Managers are responsible for providing information about learner supports available to enrolled learners at their college/centre

| Learner guidance | Kerry ETB colleges receive an allocation for the provision of guidance and counselling session as part of the colleges staffing allocation[41]. Kerry Adult Guidance Service provides learner guidance to those registered on courses other than PLC courses.  Effective guidance on the selection of appropriate learning pathways is particularly relevant to Kerry ETB leaners because of the module nature of Kerry ETB programmes.  As Kerry ETB moves towards re-engagement with QQI and a common set of policies and procedures- details on the transfer of credits will be set out for all new programmes and the transfer arrangement for current validated programmes will be clarified.  This information is key to effective guidance services on the selection of appropriate learning pathways. |
|---|---|

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[40] Where a registered learner has previously achieved a non-CAS module that has been migrated to a component listed in the programme structure (i.e. old FETAC/NCVA) that is not more than 5 years old, they may receive an exemption from that module. Applications for exemptions are limited to the QQI list of exemptions listed on QBS. The exemption is for course assessment purposes only and not course participation.  The learners original QQI certificate of award transcript for the basis of the application for exemption.
[41] The allocation was significantly reduced some years ago and is being restored incrementally

| Academic Support | Learner support centres operate in both Kerry College of Further Education (KCFE) and North Kerry College of Further Education (NKCFE) |
|---|---|
| | The Learning Support Centres at KCFE and NKCFE also support learner's applications to the Higher Education Authority to fund assistive technology. Centre Managers are responsible for ensuring that arrangements are made to fund assistive technology for learners with special education needs on courses other than PLC courses. Kerry ETB Training Centre is currently putting in place a system of learning support modelled on the type of support provided in the Learning Support Centres. |
| | Academic Support[42] for learners enrolled in courses other than PLC courses is also provided. However, the nature and availability of this academic support varies. Notwithstanding the fact that there are merits in tailoring academic support to an individual case, funding for learning supports is associated with a specific service funded under a particular funding strand. Thus (as an example) the nature and availability of learner support to improve English language competency, is not uniform. Whilst ESOL[43] classes may be available through the Kerry ETB adult literacy service- ESOL supports directly linked to FET courses is limited and non-native speakers of English continue to experience difficulties with the technical terminology associated with their course material. |
| Psychological Support | Within each centre, and for each course, a designated person, such as the course coordinator, student advisor, course tutor, assistant manager or other named person is available to address learner concerns. The Psychological Support Service is available to students in Youthreach centres offering short term support and providing broad psychological support to learners, subject to the Youthreach centre making a request. In addition, the Psychological Support Service responds to critical incidents that occur within Kerry ETB FET provision. . |

## 6.5 Learner representation

Student Councils are in place at NKCFE and KCFE and a Kerry ETB Student Forum (representing students from Kerry ETB Post Primary schools) is also in place. Learner representation is also provided for on the new Commis Chef Apprenticeship programme- through apprentice representation on the Apprenticeship Quality Council and Programme Board. These are examples of good practice – however learner representation is required across all FET provision in order to ensure learner views inform service reviews and plans. Adequate representation is key to quality assured delivery and a standard protocol for learner representation is required. Initially this representation could be organised through a class representative structure or a learner committee.

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[42] Additional literacy of maths support or additional one to one tutoring
[43] ESOL- English Speakers of Other Languages

## 6.6 Learner feedback

FET Learners provide formal feedback at centre level as part of a midterm review (full time courses) or end of term review (part time courses). End of course evaluations are also completed by learners enrolled in courses at the Kerry ETB Training Centre. Centres draw from this feedback when considering future iterations of the course (for example selection of elective modules). There is currently no process to review learner feedback at ETB-level on a systematic basis. As Kerry ETB moves towards re-engagement with QQI and a common set of policies and procedures- data on leaner feedback will be collated:

| Periodic updates on the progress of cohort of learners at Kerry ETB colleges/centres | |
|---|---|
| Completed standard surveys on course content, delivery and management of courses | Consolidated comments from learners (class representative focus group meetings, learner committee consultation meetings |
| Records of formal complaints from enrolled learners | Records on pending or in progress academic appeals |

## 7.    Information and Data Management

## 7.1 Information to the Public

Kerry ETB, as a public body, is covered by the provisions of the Freedom of Information Act 2014. In accordance with Section 8 of this Act, Kerry ETB publishes information on its organisational structures, business processes, plans and services on a routine basis and as part of normal business activities. The Kerry ETB website, www.kerryetb.ie is a key point of access to information for the public:

  a. Service information
  b. Kerry ETB organisational structures Decision-Making Processes
  c. Procurement
  d. Financial Information

Kerry ETB is subject to the provisions of the Data Protection Acts 1988 & 2003 and is registered with the Office of the Data Protection Commissioner. Access to personal information held by Kerry ETB is available on request from the person to whom it relates, and learners are informed of their right to request any data pertaining to them. A Designated Data Protection Officer is in place. It is intended to publish the following Data Protection Policies together with an application form to access personal data:

  a. Data Protection Policy
  b. Data Breach Management Policy and Procedures
  c. CCTV Policy
  d. Records Retention Schedule
  e. Details on how to make a freedom of information request

Kerry ETB is preparing for the changes that will come into effect in May 2018 with the requirements of the General Data Protection Regulation (GDPR) (Regulation (EU) 2016/679). Advice is sought from the Data Protection Officer in the development of new procedures for Further Education and Training in order to ensure that the requirements of GDPR are upheld.

Access to databases holding records of members of the public (past and current learners) is by authorised personnel only- for the purposes of entering data in centres and for reporting centrally within Kerry ETB. Kerry ETB are introducing a single procedure for recording those named as having authorised access to these records and a list of personnel entitled to access PLSS and their level of access will be maintained both at college/centre level and at Kerry ETB Head office. A robust data impact statement is in place for PLSS which informs learners of usage and sharing implications. Learners are required to sign this statement, and the information is presented in both written and video formats.

## 7.2 Information for Staff

### 7.2.1. SharePoint

Information for staff is currently published on the Kerry ETB Intranet.  Kerry ETB are developing a staff SharePoint site which will provide a single interface for information relating to eleven main areas:

| Further Education and Training | Primary and post primary education | | Capital and Procurement |
| --- | --- | --- | --- |
| Human Resources | Corporate Services | Finances | Information Technology |
| Health and Safety | Legislation | Procurement | Data Protection |

As the SharePoint site is populated it will replace existing sections of the Kerry ETB website for staff (Kerry ETB Intranet).  As Kerry ETB moves towards re-engagement with QQI and a common set of policies and procedures are developed, the SharePoint will become the host site for the following:

 a. QA Policies and Procedures
 b. Descriptors for QQI Validated Programmes
 c. Information on managing assessment
 d. FET Staff and Learner Handbooks
 e. Support documentation for learners

Thus, the existing sections of the Kerry ETB Training Centre intranet site, which is the repository for policies and procedures under the Transitional Quality Assurance System (TQAS), will be replaced. Kerry ETB SharePoint will be the Platform for the management of information to staff and the access point for staff information.

### 7.2.2 Kerry ETB Further Education and Training Forum

The Kerry ETB FET Forum meets 6 times a year.  The forum meets as a discussion and communications group- establishing Principals and Managers meet with Senior FET Managers:

| Kerry ETB FET Forum | Inaugurated 13.10.13 |
| --- | --- |
| Terms of reference | To plan in a strategic manner future provision of FET by Kerry ETB, maximising the opportunities for learners in consultation with staff, learners, employers and all relevant partners |
| Areas of work | Review of existing provision and levels<br>Review of Quality Assurance, programme development and skills needs<br>Development and publication of FET Strategy |
| Key Considerations | Learner centred provision<br>Course Outcomes<br>Clarity re. strategic direction<br>Levels of integration and coordination |

As Kerry ETB moves towards re-engagement with QQI the FET Forum will act as a conduit for internal consultation on a common set of policies and procedures and FET implementation plans.

## 7.3 Kerry ETB Data Management Systems

Kerry ETB centres use a management information system known as the Programme and Learner Support System (PLSS). PLSS is a national SOLAS/ETBI initiative and data is hosted by SOLAS. PLSS is used to manage course information, leaner records and reporting- providing the key data on FET course outputs and outcomes. PLSS provides a secure sharing, collecting and use of data system through four portals:

  a.  National Programme Database (NPD)- repository of FET programmes being delivered nationally
  b.  National Course Calendar (NCC) –schedule of programme. Data in the NCC is transferred to the Further Education Resource Hub (FETCH) website [fetchcourses.ie](fetchcourses.ie)- allowing applicants to search, view and apply for courses online
  c.  Learner Database – Data from FETCH online applications is transferred into the Learner Database. Further data entered at ETB level for enrolled learners creates a secure learner record
  d.  Funding Allocation Requests and Reporting System (FARR)-Kerry ETB 's rollout of PLSS means that centres plan courses annually in a linked system known as FARR.  Data from both the NCC and Learner Database is transferred to the Funding Allocations Requests and Reporting System (FARR) and is used in SOLAS reports.

Prior to the implementation of PLSS, a number of information management systems operated at centre level.  The process of phasing out of some of these legacy systems is underway. Data is not complete for all learner records across all centres and the introduction of the Learner Data base has posed challenges for some centres. Data recorded in other systems is currently being 'batched' and uploaded directly to the Learner Database. It is the intention to have a uniform single system for the information management system to manage course and funding planning, course management, learner data, evaluation and reporting.  This system will be PLSS.

The implementation of PLSS across Kerry ETB FET Services will provide oversight of both current and planned provision- assisting FET Management to address duplication of course provision and to close gaps. In 2018 all Kerry ETB FET courses will be scheduled in the NCC. The Learner Database which manages applicant referrals and learner registrations and records data for retention, completion, accreditation and progression rates will be fully operational across the service. Secondary systems may be retained by centres to facilitate (a) attendance capture and (b) the uploading of learner results to QQI's QBS system. However, with the exception of the key feature of creating integrated timetables and recording learner attendance (both of which are features of VSWare and MIT ENROL[44]), additional features and functions will be released in PLSS which capture and transfer learner results from PLSS to QBS for certification purposes.  From 2018- any secondary systems retained by a centre will import learner from PLSS – the task of uploading data in batches to the Learner Database will be complete and the practice of exporting data from secondary system into PLSS will be stood down.

Kerry ETB also uses QQI's QBS to manage validation applications for programmes and to submit assessment results to QQI to request and record certification. The Results Capture and Certification Request System (RCCRS) is used in the Training Centre to generate and submit certification requests to QQI. The use of RCCRS may be phased out when additional features and functions are released in PLSS to capture and transfer results from PLSS to QBS for certification purposes[45].

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[44] VSWare and MIT ENROLL are legacy management information systems deployed in PLC Colleges.  The SOLAS Trainee Apprenticeship Payroll System (TAPS) manages payments to learners on Training Centre Courses who are entitled to payments and also to apprentices.  Payments are based on the information recorded on the Time and Attendance Clocking System (TACS). Both the TAPS and TACS will shortly be replaced with a new Trainee Apprentice Payroll System – a system which will include the payments to Youthreach learners.  These systems include features for creating integrated timetables and record learner attendance.  SalesPulse is also a system currently in use to manage learner information.  Its use will continue until PLSS has the functionality to record information required for PEIL reporting (European Structural Funding)

[45] Results for learners on SOLAS Apprenticeships would also need to be captured/transferred in PLSS.  Thus an updated version of RCCRS would need to be incorporated into the particular feature of the PLSS system – a decision which would rest with SOLAS.

There are a number of additional systems in use by the Training Centre:

a. The Apprenticeship Client Services System CACMS- Curriculum, Assessment contents Management System and SAP[46] for financial accounting purposes
b. The Centralised Assessment Management System (CAMS) – the central repository for assessment instruments associated with former FÁS validated programmes
c. A master Kerry ETB Moodle site and sub-sites has been set up for the New Commis Chef Apprenticeship Programme to support Kerry ETB as Coordinating provider and collaborating providers to manage course records

In respect of CACMS, SAP and CAMS, a decision on the future of these systems will be made in due course at National level.  Kerry ETB will continue to operate these systems until that time.

## 7.4 Data Analysis

Kerry ETB has access to a considerable supply of data from both FARR and QBS reports.  There is potential to draw from this data rich environment and extract particular information to further strengthen decision making using a schedule of analysis from specific data

a) Reports from QQI: Grade analysis to inform assessment planning, sampling strategy's and planning leaner supports
b) FARR reports: Collating data to inform policy [crosschecking relationship between practice and policy]

### 7.4.1 Learner Tracking

Learner tracking is currently undertaken on an ongoing basis at Youthreach and VTOS Centres and at Kerry ETB Training Centre.  A learner tracking project was undertaken in 2015-2016 at KCFE and NKCFE.  Learner tracking is key to quality assured delivery and a standard protocol for tracking learner progression across all FET provision is required.  Results collated from learner tracking reports will help Kerry ETB to define, measure, and monitor the benefits of its wider service provision.

# 8. Collaborations and Stakeholder Relationships

## 8.1 SOLAS

Kerry ETB has a significant engagement with SOLAS- the state organisation with responsibility for funding, planning and coordinating Further Education and Training. The Further Education and Training Strategy 2014-2019 set out by SOLAS sets priorities[47] for FET investment and a framework for developing the ETB sector. These priorities both inform and guide the development of Kerry ETB FET Services. Kerry ETB submits an annual FET plan to SOLAS on the proposed delivery of FET programmes, in accordance with National FET policy and targets and in line with identified employer needs and learner profiles. Following dialogue with SOLAS, a budget allocation is awarded to Kerry ETB for the delivery of its proposed services.

## 8.2 Qualifications and Quality Ireland (QQI)

QQI has developed Core and Sector Specific Quality Assurance Guidelines for ETBs which inform the development of quality assurance policies and procedures for Kerry ETB. Kerry ETB is mindful of its role and relationship with QQI, and its responsibilities and commitments under the Qualifications and Quality Assurance (Education and Training) Act 2012. This Executive Self-Evaluation is the first step in approving new quality assurance policies and procedures for Kerry ETB.

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[46] SAP is interfaced with TAPS and TACS.
[47] The strategic goals of the FET Strategy are- Skills for the Economy, Active Inclusion, Quality Provision, Integrated Planning and Funding, and strengthening the Standing of FET

## 8.3 Other Awarding Bodies

Kerry ETB has quality assurance arrangements in place with a number of other awarding bodies. Kerry ETB will incorporate these arrangements, as well as unaccredited provision, within its new quality assurance policies and procedures. A single set of quality assurance policies, procedures and practices will operate across all FET activity. Kerry ETB understands the requirement that provider owned quality assurance procedures will be comprehensive. Kerry ETB procedures will cover all education and training courses and related services regardless of whether or not these lead to QQI awards, and other awards recognised within the qualifications framework (NFQ)



Course Provison/Awards/QQI 68%/Other 32%



Other Awarding Bodies



Other Awards/ISCED
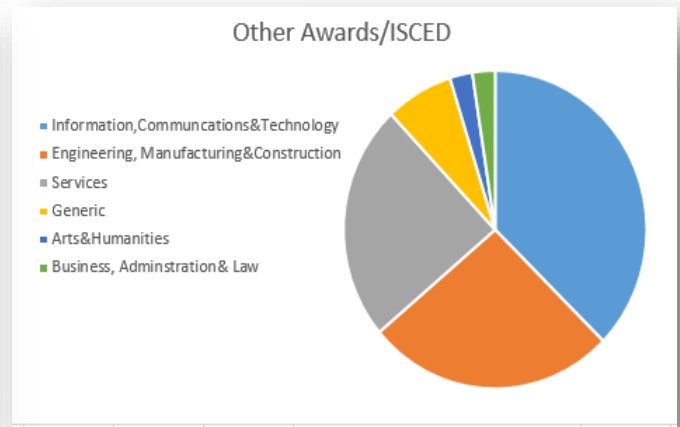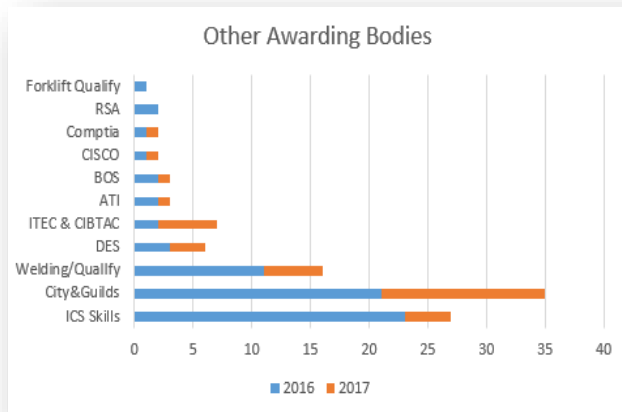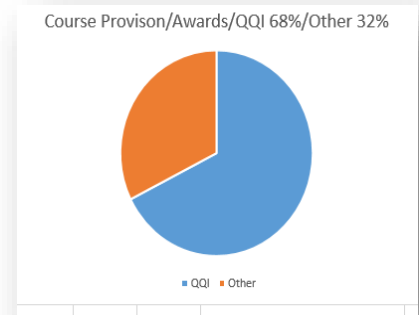
## 8.4 Education and Training Boards Ireland

Education and Training Boards Ireland (ETBI), is the national representative association for Ireland's sixteen Education and Training Boards. ETBI provides a broad range of coordination and professional supports to ETBs, including facilitating collaboration between ETBs, staff development and the coordination of policy development. ETBI supports and coordinates a number of working groups and forums which assist ETBs to develop policy and enhance practice. Kerry ETB draws from the work of these groups- contributing to the improvement of ETB services nationally and strengthening the capacity to apply a consistency of approach:

   a) Chief Executives Forum
   b) Directors Forum
   c) FET Directors QA Strategy Group
   d) FET Steering Group
   e) Quality Assurance Forum
   f) New Apprenticeship Development Group

## 8.5 Employers

Authorised Officers working from the Training Centre formally engage with employers in the context of apprenticeship and employer registration. Contact with employers is also a feature of the work of staff at centres delivering courses which include a work experience/work practice element. A designated member of staff at Kerry College of Further Education (KCFE) is assigned  responsibility for employer engagement in respect  of work placement. Kerry ETB also participates in the South West Regional Skills Forum[48]- engaging in structured dialogue with enterprise agencies, sectoral groups, Higher Education providers and state support agencies with a view to agreeing tailored FET courses. Kerry ETB recognises the need to plan courses on the basis of client and labour market needs and the central importance of a business planning process which includes consultation with employer representatives.

Business planning is part of wider course planning at Kerry ETB Training Centre. The National Digital Skills Centre at the Kerry ETB Training Centre partners with Radio Kerry in the delivery of the Radio Broadcasting Course. Transmission Links Ireland are partners in the delivery of the Kerry ETB Overhead Linesman Traineeship.  A further ten specialist companies partner Kerry ETB in the delivery of the Wind Turbine Traineeship. As Kerry ETB moves towards re-engagement with QQI and a common set of policies and procedures; drawing from the model currently operating at the Training Centre will be put in place to provide for a structured business process for programme planning and development.

## 8.6 Department of Employment Affairs and Social Protection

The Department of Employment Affairs and Social Protection (DEASP) through its Intreo offices are a strategic partner in planning education and training provision for those who are out of the labour market. DEASP/Intreo staff are involved in the area groups which focus on planning- and streamlining referrals into Kerry ETB FET courses. A formal referral protocol between Kerry ETB and DEASP/Intreo is in place[49]
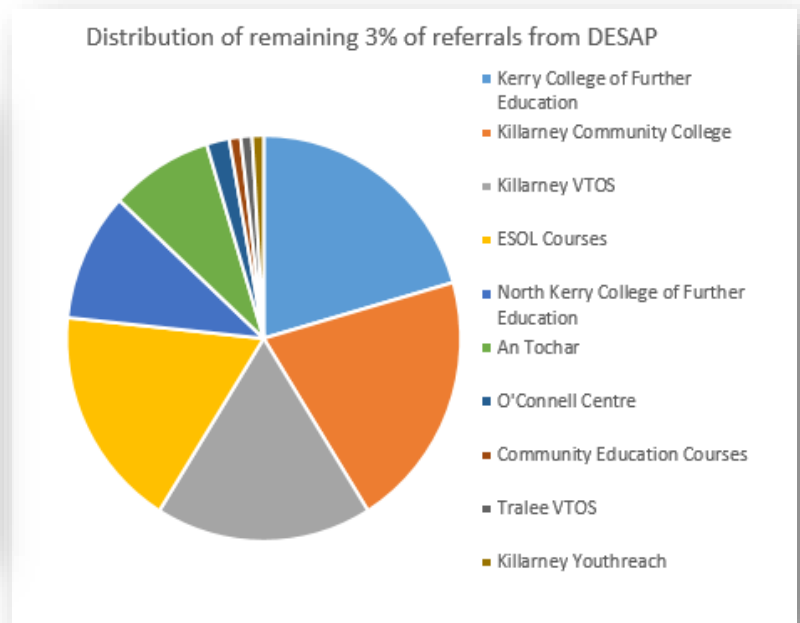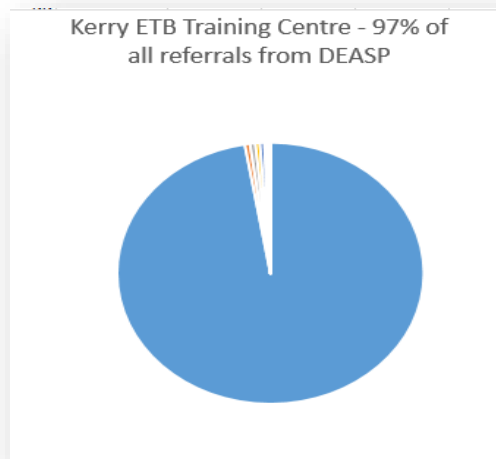
[48] Organisations and agencies represented on the Regional Skills Forum include IBEC, Tralee Chamber Alliance and Kerry Business Network, Cork Chamber of Commerce and Cork Business Association, Tralee Institute of Technology, Cork Institute of Technology and University College Cork, Skillnet, Enterprise Ireland, IDA Ireland, Fáilte Ireland, Intreo (Department of Employment and Social Protection) and staff from Kerry and Cork Local Employment Offices.
[49] Interagency Operational Framework Department of Social Protection and Kerry Education and Training Board September 2016

## 8.7 Third Level Partners

### 8.7.1 Progression Agreement with Institute Technology Tralee

Kerry ETB has specific arrangements in place which provide additional progression opportunities to those learners exiting Kerry ETB Courses who are seeking to progress to Higher Education courses. Two places are reserved for learners enrolled on Kerry ETB PLC Courses in Nursing Courses at Institute of Technology Tralee. Further places are reserved on a number of other courses:

| Institute of Technology Tralee | |
| --- | --- |
| *The number of reserved places is 5% of the overall total of available places* | |
| TL820/TL720 BA Travel and Tourism Management | TL800/TL780 BA Early Childhood Care and Education |
| TL805 BA Information Systems Management | TL802 BA TV Radio & New Media Broadcasting |
| TL803 Music Technology | TL811 BSc in Computing with Games Development |
| TL821 BA in Adventure Tourism Management | TL820 BA in Travel and Tourism Management |
| TL811 BSc in Computing with Games Development | TL801 BA in Animation, Visual Effects & Motion Design |
| *TL8 Courses- Stage of Entry=Yr. 2. Specific grade requirements apply* | |
| TL781 BA in Social Care | |
| *TL7 Courses- Stage of entry=Yr. 1.* | |

## 8.8 Specialist Training Providers

Specialist Training Providers (STP's) provide training programmes for learners with a range of disabilities, physical and intellectual, under a specific contract with Kerry ETB. The courses are delivered by the National Learning Network (NLA). The Quality Assurance processes and requirements for these courses are the responsibility of Kerry ETB, under the Transitional Quality Assurance System (TQAS).

| Catering | City and Guilds Certification |
| --- | --- |
| Woodwork | City and Guilds Certification |
| Employment Skills (General) | QQI Certification |
| IT Skills (General) | QQI Certification |
| Sports Skills | QQI Certification |
| Retail Skills | QQI Certification |



Enrolled Learners National Learning Network 2017
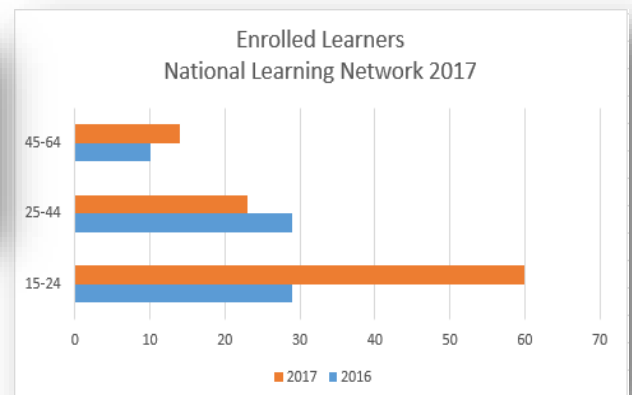
## 8.9 Contracted Training Providers

Kerry ETB sub-contracts training provision for a range of training courses. Operating procedures concerning contracted training provider's responsibilities are in place and are monitored by the Training Standards Office:

a) Tendering Process
    b) Financial and non-financial monitoring
    c) Review of the courses delivered

SOLAS is currently revising these procedures and a new contracted training framework is being drawn up for a competitive tendering process- coordinated by SOLAS on behalf of the ETB sector. It is expected that the new framework will be populated and operational by year end 2017. The revised framework will require some reconsideration of how resources are allocated to the monitoring of training provision by contracted training. The Quality Assurance processes and requirements for courses delivered by contracted trainers are the responsibility of Kerry ETB and monitored under the Transitional Quality Assurance System (TQAS).

# 9 Apprenticeships/Traineeships & Work Based Learning

## 9.1 Craft Apprenticeship Programmes

Kerry ETB is providing phase two apprenticeship training in Electrical, Plumbing, Carpentry, Motor Fitting (MAMF), Metal Fabrication and Stone Masonry. Kerry ETB also delivers Phase 4 and Phase 6 in Stonemasonry and coordinates and monitors phase 4 & 6 in Agricultural Mechanics. Kerry ETB has strengthened its capacity to deliver in Electrical and Plumbing by fitting out new training facilities. Kerry ETB delivers these Craft Apprenticeship Programmes on behalf of SOLAS. The Quality Assurance processes and requirements for these programmes are the responsibility of SOLAS, as approved through QQI's validation procedures and policy. Currently there are 157 employers participating in craft apprenticeship programmes, employing 355 apprentices across craft industries associated with the following trades:

| Agricultural Mechanic Phase 4 | Agricultural Mechanic Phase 6 |
|---|---|
| Carpenter/Joiner Phase 2 | |
| Electrical Phase 2 | |
| Fitting Phase 2 | |
| Metal Fabrication Phase 2 | |
| Motor Mechanic Phase 2 | |
| Plumbing Phase 2 | |
| Stonecutting Phase 2 | Stonecutting Phase 4 and Phase 6 |

Kerry ETB; through the Training Centre has provided subject matter experts at national level for the review and development of apprenticeship programmes; specifically, carpentry and plastering. Kerry ETB was the lead education and training provider in the development of the New Stonecutting Apprenticeship[50]- and delivers all phases- 2, 4, and 6, in partnership with the Office of Public Works and SOLAS.

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[50] Kerry ETB are the sole providers of this programme- supporting delivery of the skilled workforce required at National Level to conserve and restore Irish heritage sites

## 9.2 New Apprenticeship Programmes

Kerry ETB is the coordinating provider for the new Commis Chef Apprenticeship programme.  This new programme is in its initial phase[51]. Collaborating providers deliver the Commis Chef Apprenticeship programme on behalf of Kerry ETB.  The Quality Assurance processes and requirements for the Commis Chef Apprenticeship programme are the responsibility of Kerry ETB, as approved through QQI's validation procedures and policy.

### 9.2.1 Kerry ETB strategy for New Apprenticeship provision

Kerry ETB policies and procedures for the Commis Chef Apprenticeship Programme have been informed by national policy and driven by analysis of the needs of employers and learners. Specific needs and targets, relating to apprentice provision are addressed through:

a. Development of internal organisational capacity
b. Programme development and provision
c. Engagement with employers
d. Increasing levels of professional autonomy of staff

| Programme Development and Provision | Development of QA systems resulting in increased autonomy over provision- plus additional benefits arising from close involvement with industry; who partnered Kerry ETB in the design and delivery of the programme |
|---|---|
| | Formal structure for the programme development and maintenance, resulting in stronger internal capabilities. |
| | Formal introduction of evidence based decision making for programme development and management. |
| Engagement with employers | Programme developed through direct involvement with industry, resulting in better understanding of both the local labour market conditions and learner demands in the design of the programme. |
| | Governance structure for the programme provides for a way to draw on the national industry organisations, by incorporating a Consortium Steering Group within the programme governance. |
| | Continued engagement with the regional economy through involvement of Kerry ETB management and staff with local industry colleagues. Direct engagement between instructors and industry personnel through cyclical reviews conducted by National Programme Board |
| Development of internal organisational capacity | Establishment of Apprenticeship Quality Council within Kerry ETB, resulting in staff holding responsibility for overall quality with authority to do so. |
| | Governance structure for Commis Chef Apprenticeship Programme and the redefinition of roles, resulting in staff acting more autonomously, and allowing Kerry ETB as a provider to act authoritatively in response to national agencies and organisations |

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[51] 11 apprentices have started in Limerick Clare ETB and 9 Apprentices have started in Galway Mayo ETB. The Irish Hotels Federation [who hold the chair at CSG level], will formally launch the programme in January 2018.

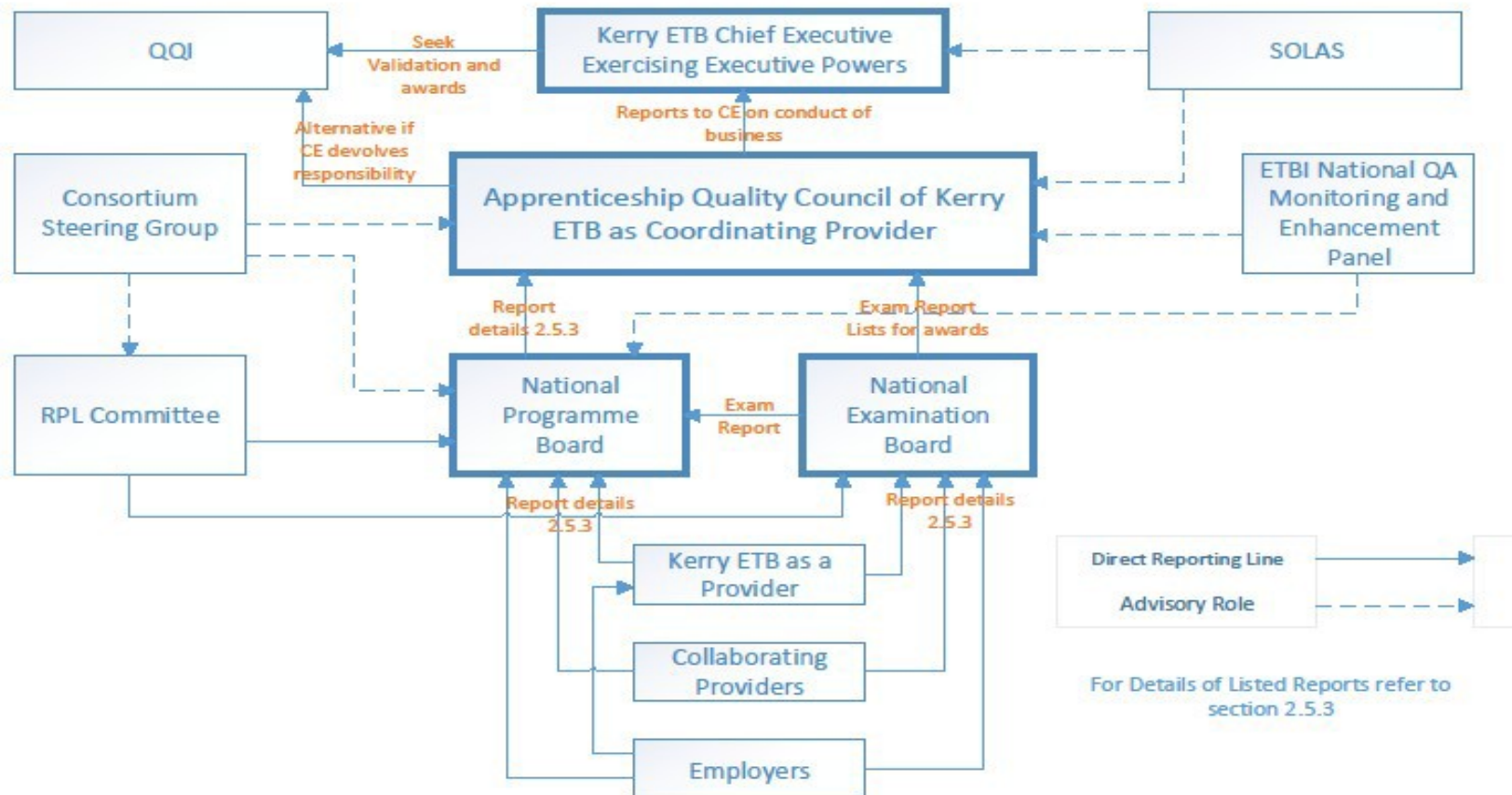## 9.2.2 Kerry ETB Quality Assurance system for New Apprenticeship provision

To deliver the validated National Commis Chef Apprenticeship Programme, Kerry ETB, as Coordinating Provider and in compliance with QQI guidelines and requirements, has established a new Apprenticeship Quality Assurance framework and procedures, the key elements of which are:

a. New Apprenticeship Quality Council
b. National Commis Chef Consortium Steering Group
c. National Commis Chef Programme Board
d. National Commis Chef Examination Board
e. ETBI New Apprenticeship Monitoring and Enhancement Panel
f. A Comprehensive Reporting Regime
g. Quality Assurance Arrangements with Employers
h. Quality Assurance of Collaborating Providers
i. The Apprentice

All boards and executive committees established within this framework by Kerry ETB have prescribed membership, terms of reference and operating procedures concerning their responsibilities and remit. A designated Chair and Secretary are identified. Agendas and minutes are maintained and available to all members. Communication is mapped within the structures and associated roles to support the feedback and feedforward of outputs, specifically the decisions made and actions undertaken by individual boards and committees (see the Flow Chart overleaf).

Flow Chart

# National Commis Chef Apprenticeship Programme
# Quality Assurance Framework



QQI

Kerry ETB Chief Executive
Exercising Executive Powers

SOLAS

Seek Validation and awards

Reports to CE on conduct of business

Alternative if CE devolves responsibility

Consortium Steering Group

Apprenticeship Quality Council of Kerry ETB as Coordinating Provider

ETBI National QA Monitoring and Enhancement Panel

Report details 2.5.3

Exam Report Lists for awards

RPL Committee

National Programme Board

Exam Report

National Examination Board

Report details 2.5.3

Report details 2.5.3

Kerry ETB as a Provider

Direct Reporting Line

Advisory Role

Collaborating Providers

For Details of Listed Reports refer to section 2.5.3

Employers

## 9.3 Traineeships

Kerry ETB Traineeships provide work-based learning in partnership with employers. Kerry ETB traineeships in Beauty Therapy, Installation and Maintenance of Overhead Lines, Medical Administration and ICT Support Technician improve both the employment outcomes for participants and the recruitment, retention and productivity within industry.  Further capacity to deliver Traineeships in new technical areas is planned specifically a new Traineeship for Marine Engineering Technicians[52]. Quality Assurance processes and requirements for Kerry ETB Traineeships are the responsibility of Kerry ETB, under the Transitional Quality Assurance System (TQAS). A minimum of 30% of traineeships time is allocated to training in the workplace. Successful participants receive an award or industry certification at Levels 4 to 6 on the National Framework of Qualifications.

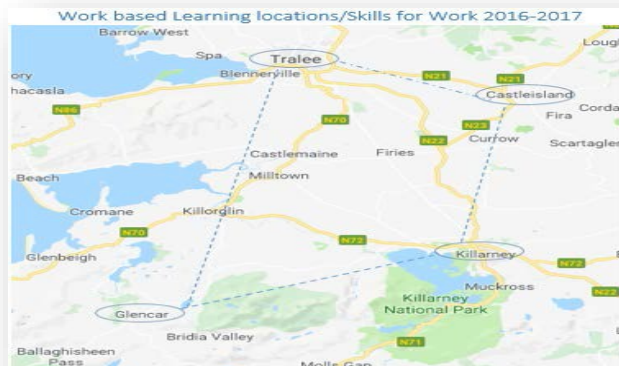| Kerry ETB Traineeships 2016-2017 | | |
|---|---|---|
| ISCED | Skills Cluster | Learners |
| Engineering, Manufacturing and Construction | Electrical | 32 |
| | Engineering Mechanical | 32 |
| Services | Sport and Leisure | 72 |
| | Hair, Beauty & Complementary Therapy | 16 |
| Business Administration and Law | Sales and Marketing | 20 |
| | Business and Administration | 38 |
| Health and Welfare | Health, Family and Social Services | 60 |
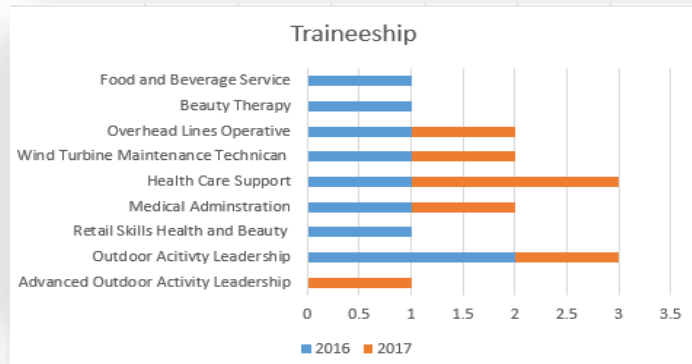


It is the intention of Kerry ETB to extend the range of Traineeships to the following training courses:

a)  Hairdressing
b)  Broadcast Production
c)  Digital Production
d)  Radio Production

## 9.4 Work based Learning

Kerry ETB provides training to employees to address basic skills gaps in the workplace. The Skills for Work programme strand funds this specialist training, and a Kerry ETB coordinator for the programme is in place.  Courses focus on raising the competency level of employees with low level educational qualifications.  Courses are delivered on company premises or in an ETB Adult Literacy and Basic Education centre,

| Skills for Work | Work based learning | |
|---|---|---|
| | 3 Courses annually | 23 learners |
| | 2-3 hrs learning over 11-12 weeks | |



Work based Learning locations/Skills for Work 2016-2017

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[52] In line with the Expanding apprenticeship and traineeship in Ireland Action Plan 2016-2020

## 10.    Conclusions and Planned Actions (Improvement Plan)

This Executive Self Evaluation has been carried out by Kerry ETB against QQI Core Statutory QA Guidelines and it's Sector-Specific QA Guidelines for the ETB sector. A particular focus has been placed on governance arrangements- and consideration given to (a) what is currently in place and (b) requirements emerging from the QA Guidelines. The QA Guidelines (particularly the sector-specific guidelines) highlight the importance of establishing a multi-layered[53] governance structure- providing connections between centres and ETB governance. Kerry ETB understands the need for oversight across the centres- making informed decisions, considering trends and themes, and taking action to address quality issues. Kerry ETB also recognises the distinction between governance structures and management structures- governance structures must provide connectivity with centres whilst allowing each centre to manage their own business. Kerry ETB draws from one set of resources. Whilst Kerry ETB governance have oversight of the collective resources available, the Director of FET holds responsibility for decisions in respect of the allocation of FET resources. It is the intention of Kerry ETB to establish a Quality Council with some external membership. The Quality Council will have oversight at provider level and decision-making authority informed by a number of governance groups which will have a recommendation role in respect of key quality areas.



Specific areas for improvement and priority actions have been identified in the Kerry ETB Quality Improvement Plan. The plan is for the period October 2017-December 2022. Five areas of priority have been identified
   a) Governance & Management of Quality
   b) Delivery of FET
   c) Learner Experience
   d) Information & Data Management
   e) Other Parties Involved in Education & Training

The AEO with responsibility for the Quality Assurance Unit (AEO (QA)); in consultation will the Kerry ETB Quality Assurance Steering Group, will coordinate the implementation of the Quality Improvement Plan- monitoring its implementation and reporting on  progress to the  FET Management Group. The  Director  of FET holds the responsibility for the approval for all associated activities and the allocation of resources regarding same.

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[53]  For a multi-layered governance system to operate successfully- the terms of reference for those entities reporting into the governance structure should indicate when and how this information transfers from one to the other and what happens to it when it does (i.e., when is information transferred only for noting, when is information transferred for decision-making etc.).

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ETB EXECUTIVE SELF-EVALUATION [2017]
TERMS OF REFERENCE [*Version 0.1]*

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1.  Background and Context

    The 16 Education and Training Boards (ETBs) were established in 2013 following the amalgamation of former Vocational Education and Training Committees (VECs) and the transfer of 13 former FÁS training centres.

    The 2012 Qualifications and Quality Assurance Act 2012 sets out detailed responsibilities that apply to the ETBs for quality assuring their programmes of education and training and related services. Quality and Qualifications Ireland (QQI) published Core Statutory Quality Assurance (QA) Guidelines in April 2016 and Sector Specific Quality Assurance Guidelines for the Education and Training Boards in May 2017.[54] Since establishment in 2013 ETBs have been operating legacy quality assurance arrangements which transitioned to QQI under section 84 of the Act.

    The FET Strategy 2014-2019 provides a clear policy context for quality in further education and training (FET). One of the five goals within the strategy is 'Quality Provision - *that FET will provide high quality education and training programmes and will meet national and international quality standards.*' [55] ETBs are moving now to new phase of quality assurance and establishing the foundations for the development of a sectoral QA Framework that will assure quality across the sector and enable the sector to deliver on both its statutory and policy objectives for quality. This is a transformational change and developmental process; several sectoral development projects are progressing and will impact in this regard.

2.  Executive Self-Evaluation

    It is the responsibility of each provider, i.e. ETB, to devise procedures for quality assurance and to have its own systematic processes for evaluating its own activity and for formulating plans and recommendations for its own improvement.  The self-evaluation process needs to be flexible and appropriate to the provider and its stage of development. ETBs are relatively new statutory entities, within a significant transformational change process, including for structures and governance. In the context of the requirements of QQI Core and Sector Specific QA Guidelines, there is need to evaluate the effectiveness of legacy QA procedures which may no longer fit for purpose. Within the current developmental context of ETBs, this self-evaluation process is designed to:
    - assist in building capacity and identify gaps within ETBs to ensure compliance with QQI statutory core and sector specific QA Guidelines
    - enhance ownership of quality and quality enhancement processes
    - demonstrate leadership within the ETB
    - result in recommendations for improvement and priority actions for each ETB
    - recognise the environment, contexts and emerging structures of the ETBs

This is an ETB executive management level self-evaluation which will be undertaken in the context of QA sectoral development projects and in accordance with these Terms of Reference.

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[54]    http://www.qqi.ie/Publications/Publications/Sector%20specific%20QA%20Guidelines%20for%20ETBs.pdf
[55]    https://www.education.ie/en/Publications/Policy-Reports/Further-Education-and-Training-Strategy-2014-2019.pdf

### 2.1 Purpose

The purpose of the ETB executive self-evaluation process is to evaluate the governance and management of quality assurance and the effectiveness of quality assurance procedures, and to contribute to the development of an improvement plan which will support the ETB in meeting its statutory requirements for the establishment and operation of internal quality assurance procedures, recognising the developmental and transitional contexts.

### 3. Objectives

The objectives of the ETB Executive Self-Evaluation are:

I. To contribute to and support the ETB quality improvement planning and ETB ownership and governance of quality and quality enhancement.
II. To promote the improvement of quality assurance and further embedding of a quality culture in the ETB.
III. To support sectoral level improvement by ensuring there is a consistency in the approach to the executive self-evaluation process, thematic focus and criteria applied self-evaluation report format and improvement plan.
IV. To identify current gaps and priorities for improvement in the context of QQI statutory QA guidelines.

### 4. Process and Methodology

The executive self-evaluation will be conducted with an external advisor/facilitator(s). A project lead for the executive self-evaluation process will be identified in the ETB.

The FET Management Group in the ETB, in collaboration with the external facilitator(s) will identify the evidence basis for the self-evaluation, and will produce the ETB executive self-evaluation report addressing the agreed objectives, criteria and terms of reference.

The final report will be agreed and signed off through the ETB Chief Executive and will form the basis of the ETB Improvement Plan.

## Kerry ETB Quality Assurance Steering Group
## TERMS OF REFERENCE

The Quality Assurance Steering Group shall be appointed by Further Education and Training FET Management Group and shall be responsible to them for developing and monitoring the implementation of Kerry ETB's Quality Assurance procedures, in line with QQI Statutory Core Quality Assurance Procedures and Sector Specific Quality Assurance Guidelines for Education and Training Boards. Kerry ETB's QA procedures will be informed by relationships with the ETB sector, and in this respect our QA procedures will draw from shared collaborative sectoral quality assurance procedures.

The Quality Assurance Steering Group is a sub-group of the FET Management Group having the following responsibilities in relation to taught FET courses. The purpose of the group is to monitor all matters relating to the standards of taught courses- their quality, and the academic environment in which they operate. The Quality Assurance Steering Group shall report to the FET Management Group:

- Undertake the review of Kerry ETB Quality Assurance Procedures across the FET Service in line with QQI Statutory Core Quality Assurance Procedures and Sector Specific Quality Assurance Guidelines for Education and Training Boards
- Undertake the self-evaluation of existing quality assurance procedures and processes
- Draft the Quality Improvement Plan for approval by the FET Management Group
- To review current teaching & learning strategies and advise the FET Management Group with regard to how best to develop/support innovative teaching/training methods. This review should include data relevant to creating an environment in which learners can take responsibility for their own learning (practice to policy strand)
- To review and develop a Continuous Professional Development Strategy for staff and to assist and monitor the delivery of same
- To have oversight of new Kerry ETB RPL Procedures- including monitoring and review and to advise the Quality Council with regard to the further development of same (practice to policy strand [piloting of RPL 2017-18])
- To have oversight of existing assessment policy, procedures and business processes- with a particular emphasis on how business processes ensure that assessment is fair, consistent and effective in measuring the extent to which learners achieve the stated learning outcomes. Develop new assessment policy, procedures and business processes- taking account of shared collaborative sectoral quality assurance
- To review current supports for learners and advise the FET Management Group with regard to developing and improving both academic and pastoral support services and learner representation and feedback mechanisms. The Quality Assurance Steering Group shall have oversight of the methods in place for systematically gathering staff, learner and employer feedback on the programmes and support services and the outputs from same
- To chart up existing Information and Data Management systems. To have oversight of existing and new systems for management information- including MIS for Kerry ETB Management, learner information and public information systems
- To review current second provider contractual arrangements and to draft MOA which define the quality assurance roles and responsibilities of any second provider, (including reporting and monitoring arrangements), for approval by the FET Management Group
- To have oversight of existing self-evaluation and monitoring processes and outputs and to develop new self-evaluation, monitoring and review processes which inform quality improvement plans
- To prepare and submit an annual report on its work to the FET Management Group

The Quality Assurance Steering Group may establish sub-groups and working parties, some of whose members may be external to the group or external to the ETB, as approved by FET Management Group. The Chairperson shall be responsible for reporting the decisions of the Quality Assurance Steering Group to the FET Management Group and for transmitting the relevant decisions and views of FET Management Group to the Steering Group.

## Membership

The Quality Steering Group shall consist of the Director of Further Education and Training, two FET College Principles, one Training Centre Manager, one Adult Education Officer, two Quality Assurance Officers and one administrator.  Other persons may be invited to attend where appropriate.

## Meetings

The Quality Steering Group shall meet at least once a month and at such other times as required. Minutes should be recorded and published on the Staff Intranet.