



BORD OIDEACHAIS AGUS OILIÚNA CHIARRAÍ  
KERRY EDUCATION AND TRAINING BOARD

## Quality Improvement Plan Progress Reporting and Planning 2020

Update on progress in respect of Kerry ETB  
activities outlined in the Quality Improvement  
Plan 2019

Kerry ETB Quality Assurance Unit  
March 2020

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## 1. PART ONE

### Introduction

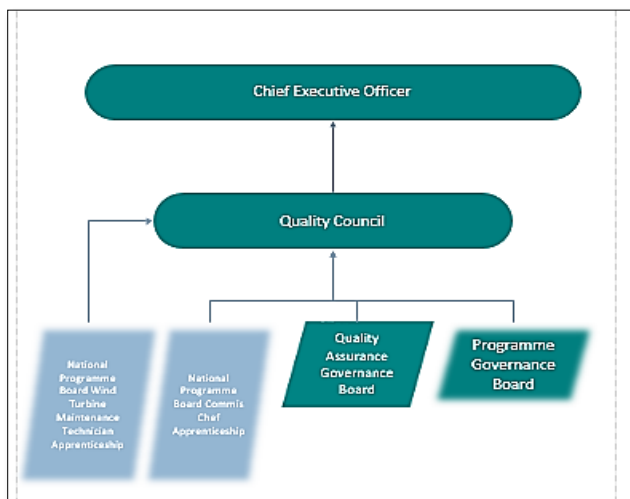
This report provides an update on progress in respect of the activities outlined in the Quality Improvement Plan 2018-2022<sup>1</sup>. The Quality Improvement Plan (QIP) 2018-2022, defines:

- The structures holding authority for improvement planning and governance of quality and quality enhancement
- The structures conducting self-evaluation of programmes and services and how evidence emerging from the process informs improvement measures

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The Quality Assurance Governance Board monitors the implementation of the plan and reports on its progress



to the Quality Council. The Director of Further Education and Training holds the responsibility for the approval for all associated activities and the allocation of resources associated with the implementation of the plan. The five priority areas<sup>2</sup> identified in 2017; on foot of an executive level self-evaluation process serve as a frame within which the annual improvement activities sit. Activities in any given year build on work undertaken in previous years. The plan is now in its third year. This document reports on the progress made in 2019, in respect of the identified priority actions and provides a summary of the following:

- The key areas of focus prioritised for quality improvement activity in 2019
- The main quality improvement achievements in 2019
- Comments on the barriers and challenges encountered in implementing the actions outlined in the Quality Improvement Plan for 2019
- Details on the key areas of focus for quality improvement activity in 2020

#### 1.1 The key areas of focus prioritised for quality activity in 2019

##### 1.1.1 Learner Representation

Learner representation is recorded as a quality improvement objective, in the wider Quality Improvement Plan 2018-2022. An identified action for 2019 was reporting on the nature of learner representation in order to inform both the National Programme Board for the Commis Chef Apprenticeship Programme and the Quality Council about the current models from which they might draw when planning for a more effective means of learner involvement, as they move towards learner representation in their decision making structures<sup>3</sup>. National Programme Board for the Commis Chef Apprenticeship Programme reviewed existing arrangements for learner representation and report to the Quality Council on a timeline for learner representation on the National Programme Board. The Quality Council reviewed the current practice of inviting two learner representatives to discuss their experiences with Kerry ETB. This arrangement is the current means of learner involvement and will continue in 2020. In February the Quality Council agreed to continue with the rolling system of invitations to learner representatives across Kerry ETB locations/districts<sup>4</sup>.

##### 1.1.2 Review Schedule for Kerry ETB Programmes

An identified action for 2019 was the development of a review schedule for Kerry ETB programmes. The schedule for 2020 records the commencement of two programme reviews 2020-22:

- National Tour Guiding

<sup>1</sup> Submitted and published in 2017

<sup>2</sup> Governance and Management of Quality, Delivery of Further Education and Training, the Learner Experience, Information and Data Management and Other Parties Involved in Education and Training

<sup>3</sup> Membership of the National Programme Board for the Commis Chef Apprenticeship and the Quality Council should comprise of 1 learner/apprentice representative ([Terms of Reference](#))

<sup>4</sup> This decision represents the Quality Council's actions for learner representation in 2020.

## b) Commis Chef Apprenticeship Programme

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 drawn from with the former FÁS Portfolio or the former VEC Portfolio. Given that; with the exception of three-, all of these programmes are over 5 years in existence. Notwithstanding the fact that the number of programmes will be substantially reduced over time, the task of reviewing this range of programmes is not insubstantial. Kerry ETB will prioritise programmes for review by volume of learners, where there is an identified need for a change to a particular programme. A scoping exercise has been conducted to ascertain the use of the portfolio of FET programmes<sup>5</sup>. The scope of provision in 2019 was batched under 16 categories- 14 of which relate to subject specific categories<sup>6</sup> and 2 of which relate to transversal skills or pathways<sup>7</sup>. The output from the scoping exercise provided Kerry ETB with oversight of (a) the approved scope of provision and (b) data on learner participation- specifically course places/registrations and course completions/deregistration per quarter. The scoping exercise will be completed for the same data run period in 2020 and a comparative will be done of the volume of learners from one period to the next (2019 and 2020). The scoping exercise will trial a 2<sup>nd</sup> model of categorisation with programmes recorded as (a) Courses For Employment and Courses for HE Progression [Level 5-6], (b) Bridging Skills [Level 3-4], and (c) Foundation Skills [Level 1-2]<sup>8</sup>.

### 1.1.3 The Learner Experience

Kerry ETB is mindful of the significant role that learners/apprentices play and the contribution that they make in reviewing programmes. A series of apprentice surveys were developed to capture the views of apprentices engaged in the Commis Chef Programme. These surveys will continue to be administered by the National Programme Coordinator in 2020:

- a) An Initial Views Survey to capture the stage opening views of apprentices about the programme schedule, content and assessment. The survey is designed to be administered within 50 days of course commencement. This timeframe allows for (a) delivery of 3 weeks induction and (b) delivery of 4 foundational modules.
- b) A Stage Level Survey (at the close of each year) to capture apprentice views in the closing stages (both Stage 1 and Award Stage)). This survey is administered twice (Year 1 and Year 2) and there are no changes to the questions posed irrespective of the stage that the apprentice is at. The timeframe for this survey is at least 15 working days before the final stage assessment date.
- c) An Exit Survey to capture the views of those apprentices who leave the programme without completing their qualification.
- d) Four Module Surveys to capture the views of apprentices on teaching, learning and assessment of selected programme modules. These module surveys are designed to be administered within 10 days of commencement of the proceeding module, with the exception of the final module (Culinary Event), which will be administered in tandem with the Stage Level Survey (at the close of Year 2).

### 1.1.4 Information and Data Management

The use of PLSS reports for self-monitoring and planning purposes is recorded as a Quality Improvement Objective in the QIP 2018-2022- with the benchmark of the production of analytical reports of learner registration, retention, completion and certification to inform programme review and programme planning. A key area of focus for quality improvement activity in relation to data and information management was the production of analytical reports. A schedule of analytical reports was recommend to the Quality Council by the Programme Governance Board. Operational Reports providing data on numbers of learners enrolled and finished, certification pending and achieved for all FET provision was reviewed by quarter in 2019. A Grade Achievement Report providing data on QQI certification achievement; including benchmarking of grade against national grade achievement levels was provided for 2019. A Centre Based Profile Report and a Progression Report will be produced biannually in 2020; providing data on learner

<sup>5</sup> Including those programmes associated with other awarding bodies

<sup>6</sup> For example, Engineering and Hair and Beauty etc.

<sup>7</sup> Pathway Programme 1 Transversal Skills and Pathway Programmes 2 Literacy, Numeracy & Basic Technology Skills

<sup>8</sup> Reflecting the strategic priority of creating pathways (Ref: SOLAS FET Strategy, new Framework for Restructuring FET Provision)

### 1.1.5 Other Parties Involved in Education and Training

In the context of quality improvement, Kerry ETB's primary external relationships of relevance are with QQI, with partner ETBs, who are collaborating providers, and with the other awarding bodies. QQI conducted a dialogue meeting with Kerry ETB in May 2019. The key purpose of the meeting was to discuss the continuing development and evolution of Kerry ETB's QA infrastructure, progress to date in implementing the original [Quality Improvement Plan \(QIP\) 2017-2022](#), and the [QIP 2019](#). Kerry ETB welcomes QQI's recognition of the significant organisation change underway across FET Provision<sup>10</sup> and the support provided by QQI to Kerry ETB in its work to progress an integrated procedural framework which will bring into effect its QAP across FET Provision.

Kerry ETB is the coordinating provider for the [Commis Chef Apprenticeship](#). Memorandums of Agreement<sup>11</sup> (MOA) are in place with six collaborating providers<sup>12</sup>. Whilst the [QAP for New Apprenticeship Programmes](#) provides for applications from Independent Education and Training Providers<sup>13</sup>. To date applications for collaborative provision have come from the ETB sector alone. Kerry ETB is mindful of the benefits to (a) the hospitality sector in widening participation and to (b) providers of New Apprenticeships in sharing and developing good practice. Kerry ETB conducted quality monitoring in 2019 with a number of collaborating providers. Records relating to the process of validation and quality assessment monitoring are held by the National Programme Coordinator:

- a) Apprentice records and tracking of process
- b) Moderation of assessment and assessed work
- c) Programme facilities and resources
- d) Employer/mentor visits

Quarterly consolidated reports detailing apprentice records and tracking of process and the moderation of assessment and assessed work were recommended by the National Programme Board and National Examination Board to the Quality Council for approval and ratification.

A Memorandum of Understanding (MOU) between Kerry ETB and University College Cork (UCC) was signed in July 2019, that will see both institutions working together to enhance opportunities for and engagement in outdoor education and training at Cappanalea, [The National Centre for Outdoor Education and Training \(NCOET\), Killorglin, Co. Kerry](#). The Centre, with accommodation for 50 people is located on 57 acres on the side of Caragh Lake, with access to 120 more acres of wilderness and Killarney National Park. This MOU with UCC provides a framework for the continued development of the centre and enhancing the partnership with Kerry ETB and UCC. A Memorandum of Agreement (MOA) between Kerry ETB and Limerick Clare ETB in 2019, that will see Kerry ETB deliver the New Hairdressing Apprenticeship Programme, leading [Advanced Certificate in Hairdressing](#), as a collaborating provider.

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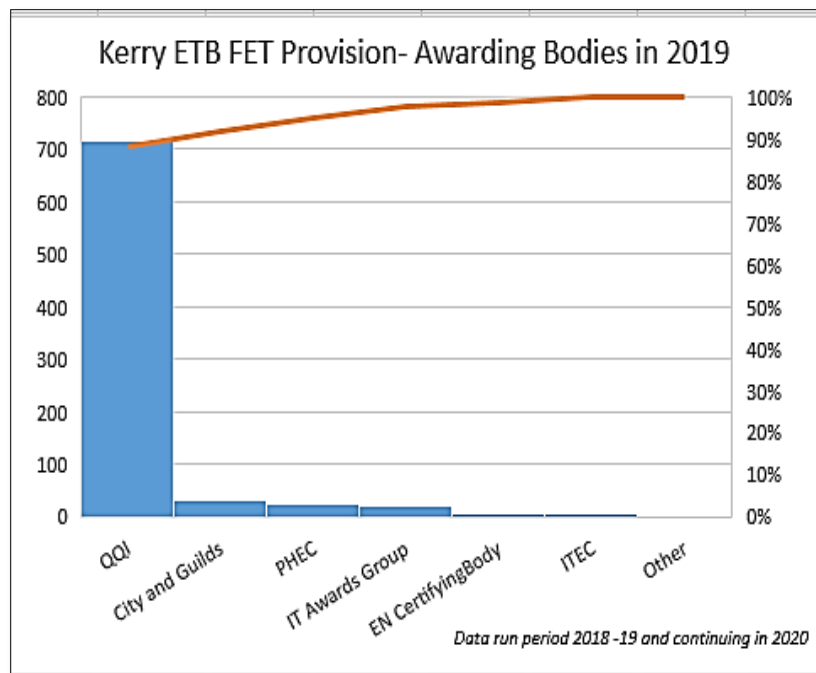
<sup>9</sup> Within 4 weeks of course finish date

<sup>10</sup> [Quality in Irish Further Education and Training September 2019](#), (QQI September 2019)

<sup>11</sup> The MOA records approval for the collaborative provision agreement and the contract between Kerry ETB and the collaborating Provider. The conditions of agreement and the responsibilities of both providers with regard to programme delivery, support, monitoring, standards and the contractual basis of the agreement are set out in the [QAP for New Apprenticeship Programmes](#).

<sup>12</sup> Cavan Monaghan ETB, City of Dublin ETB, Cork ETB, Galway Roscommon ETB, Kildare Wicklow ETB, Limerick Clare ETB

<sup>13</sup> An Independent Education and Training Provider will normally be a private organisation operating on a for-profit basis



Kerry ETB continued its involvement with other awarding bodies in 2019. Courses associated with other awarding bodies’ operated under the Kerry ETB QAP reflecting the fact that Kerry ETB QA arrangements are provider owned and comprehensive- covering all courses and related services Page | regardless of whether or not these lead to 5 QQI awards, and other awards recognised within the qualifications framework.

A data sharing agreement between Kerry ETB and ITEC was signed in 2019. The data shared is for the purposes of recording the course enrolment and the associated ITEC qualification, and to facilitate the call for certification of learners<sup>14</sup>.

### 1.1.6 Enhancing Teaching and Learning

A record of CPD activity across FET

Provision was centrally collated in 2019. The nature of the activity was categorised under seven priority areas. The table below sets out levels of engagement in CPD activity across these seven areas:

| PROFESSIONAL DEVELOPMENT PRIORITY AREA     | SUM OF FET STAFF PARTICIPANT NUMBERS | TOTAL ORGANISATIONAL PD TIME PER THEME |
|--|--------------------------------------|--|
| Vocational Upskilling                      | 336                                  | 1,437                                  |
| Management Training                        | 234                                  | 1,306                                  |
| Working with and Supporting Adult Learners | 174                                  | 706                                    |
| Technology Enhanced Learning               | 152                                  | 703.5                                  |
| Quality Assurance                          | 190                                  | 552                                    |
| ICT  | 64                                   | 100                                    |
| Enterprise Engagement                      | 1                                    | 21                                     |
| <b>TOTAL</b>                               | <b>1,151</b>                         | <b>4,825</b>                           |

In addition, three centrally organised enhancement workshops for FET Tutors and Instructors took place:

- Quarter 1: Assessment for learning- conducting initial assessment to identify dyslexia<sup>15</sup> (22 attended)
- Quarter 2: Supports for Apprentices- providing literacy and numeracy support (25 attended)
- Quarter 3: Programme assessment- integration of assessment across subjects (19 attended)
- Quarter 4: Using video and media artefacts to evidence practical competence (evidencing learning outcomes), (9 attended)

## 1.2 The Main Quality Improvement Achievements in 2019

### 1.2.1 Commencement of the transformation initiative- Kerry College of Further Education and Training

In 2019, Kerry ETB commenced the transformation of two former colleges and a former training centre into the four campus [Kerry College of Further Education and Training](#).

Single programme specifications were developed by communities of practice and adopted in September in three discipline areas (cross-campus). A single point of contact and information through a new Kerry College Recruitment Unit was established in the 2<sup>nd</sup> quarter of 2019.

<sup>14</sup> 256 Certificates were issued over the course of 2019 to Kerry ETB Learners in the [Level 2 Diploma for Beauty Specialists](#) or in units associated with this award

<sup>15</sup> In addition, 2 participants engaged in a follow up webinar (Dyslexia Association of Ireland) in Q2

### 1.2.2 Formalising the approval to deliver new courses

A procedure for Kerry ETB Colleges/Centres to apply for approval to deliver new courses was established with the adoption by the Quality Governance Board of a new course approval protocol. A formal application process to the Board for 18 courses was made by three Colleges/Centre in 2019.

### 1.2.3 Capturing learner feedback

Kerry ETB implemented a uniform system for capturing learner feedback in 2019. A single evaluation form for use across FET Provision came in to effect in May. An evaluation template based on 14 questions (with a range of rating and descriptive type response options), was piloted using Microsoft Forms. Learners finishing in quarter two and quarter four were surveyed<sup>16</sup> and a Learner Feedback Report together with quarter two feedback was reviewed by the Quality Assurance Governance Board in September 2019. Data relating to overall satisfaction levels, teaching and learning facilities and practices, and engagement in learner support activities (through Open Learning Centres) was reviewed. The evaluation template provides Colleges/Centres with a mechanism to roll out learner satisfaction surveys. Data capture of this nature will form the basis of a wider analysis of learner's experience of teaching, learning and assessment. Following the recommendation of Programme Governance Board to the Quality Council at the close of 2019, a standardised procedure will be implemented by colleges/centres which will result in the collation of learner feedback by college/centres and the compilation of a college/centre report on emerging themes and trends. This information will feed forward into programme review.

### 1.2.4 The centralised management of external authentication

In April, Kerry ETB facilitated a sectoral level briefing session on the [new national panel](#) of External Authenticators for FET programmes. Sixty-two subject matter experts (SME) were drawn from the panel in 2019 to provide Kerry ETB with impartial and independent advice and informed comment on academic standards and learner achievement in relation to standards, and the quality of the assessment process at both module and programme level. The process of selecting and appointing SME's to act as External Authenticators was centralised for a number of college/centres in 2019 as part of a pilot project<sup>17</sup>. Kerry ETB held a Provider Level briefing session for those appointed as External Authenticators in the second quarter of 2019. Recommendations from the process took the form of a report and any issues raised were responded to by the relevant college/centre manager and considered by the Results Approval Panel operating for the college/centre. For each individual programme external authenticators submitted one report. Details of the number of reports each external authenticator was required to submit were detailed in a confirmation letter and schedule of work. A total of 98 reports were submitted, providing feedback to the college and teaching team(s) on the overall judgement of learner performance and the quality of the assessment process. A collated report drawing on (a) the External Authentication Reports and (b) the Results Approval Panel Reports prepared by the QA Unit, were reviewed by the Quality Governance Board and Quality Council in the 3rd quarter of 2019.

Strategic themes and issues were identified which have informed the planning of authentication and prompted additional enhancement actions to support the assessment of learners by tutors and instructors:

- a) A need for the integration of assessment at NFQ Levels 1-3: Tutors engaged in training on the integration of assessment
- b) An absence of correct referencing by learners at NFQ 3-6: Promotion and publication via SharePoint of a referencing handbook for learners
- c) A need to further enhance consistency of marking and to employ benchmarking of grades as part of a consideration of the higher proportion of distinction and merit component grades<sup>18</sup>: The piloting of the peer review of assessment is planned as part of three disciplinary communities of practice<sup>19</sup>

A collated report was also compiled on the centralised management of external authentication (External Authentication Central Management Pilot Project). The Quality Assurance Governance Board made a number of recommendations to the Quality Council arising from a review of the report.

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<sup>16</sup> Survey/Learner Feedback/Response rates: Kerry College Clash Campus 23%, Monavalley Campus 6%, Listowel Campus 40%

<sup>17</sup> External Authentication Central Management Pilot Project- a total of 23 subject matter experts were contracted to work a total of 50 authentication 'working days'

<sup>18</sup> When compared to Award Grades (Component and Major) at National Level

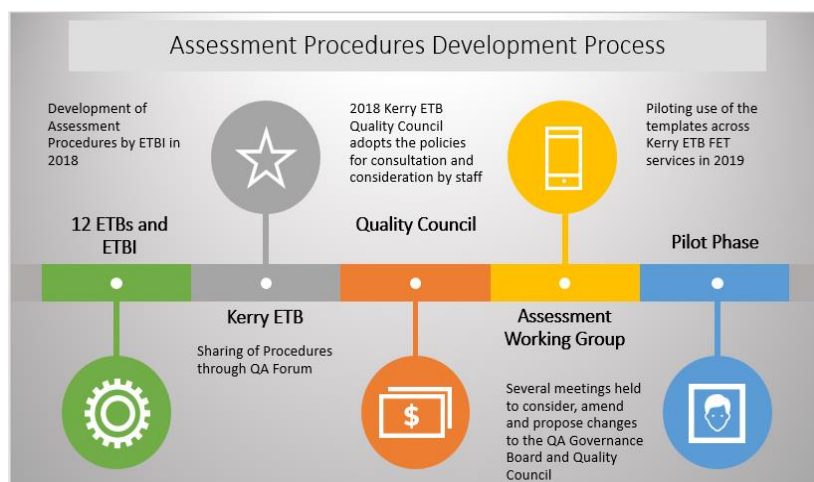
<sup>19</sup> Office Administration, Hairdressing and Beauty Therapy

The Quality Council approved the recommendations in September 2019:

- The QA Unit will extend the central management of external authentication across all Further Education provision. Administration and payments will be processed through the QA unit
- Future pilot projects of a similar nature will commence in the 2<sup>nd</sup> quarter of the year
- Additional time for the training of external authenticators will be allocated. It is recognised that such training may need to take place on a Saturday in order to accommodate those living outside County Kerry and in full time employment
- Further development, consultation and agreement is required on the Kerry ETB External Authentication 7 Procedures. This work should be undertaken by a working group

### 1.2.5 Delivery of FET Assessment of Learning- The Assessment Working Group Process

The Assessment Working Group; established in 2018 as a sub group of the Quality Assurance Governance Board, continued its work in 2019. Outputs from the working group represent identifiable enhancement actions in respect of assessment- particularly in relation to consistency of approach to quality assuring the assessment process<sup>20</sup> and consistency in approach in respect of records management<sup>21</sup>.



The working group served as a formal consultation group for reviewing the New Assessment Procedures and Assessment Templates<sup>22</sup>. The working group held six meetings in 2019 to consider, amend and propose changes to the Quality Assurance Governance Board<sup>23</sup>. They concluded their work on modifying and enhancing the assessment templates in November and proposed them for consideration to the Quality Assurance Governance Board<sup>24</sup>. Information on the new procedures and templates, and the timelines associated with the consultation process was disseminated through a series of nineteen information and briefing sessions<sup>25</sup>. These sessions served as an additional consultation mechanism. A final consultation phase was initiated in November. Five focus group sessions were held and forty-four written submissions on the New Assessment Procedures and Assessment Templates were received. The Assessment Working Group; having considered the feedback from the final consultation phase recommended the procedures and templates to the Quality Assurance Governance Board in December 2019. The Assessment Working group formally finished their business in December 2019. The Quality Council has approved the procedures and templates in January 2020, together with a review schedule which will run from Dec 2021-2024.

<sup>20</sup> Assessment Procedures

<sup>21</sup> Assessment Templates

<sup>22</sup> The Quality Council had adopted the procedures for consultation and consideration by FET staff in 2018

<sup>23</sup> Version 1.11 had been agreed, approved and published on the Kerry ETB SharePoint in January 2019. The wider use of V1.11 in Kerry ETB college/centres began in September 2019

<sup>24</sup> V.1.12 Assessment Templates agreed by Assessment Working Group Nov 2019. Approval of V1.12 BY THE Quality Assurance Governance Board Jan 2020

<sup>25</sup> 225 FET Staff (Instructors/tutors and key QA Staff attended)



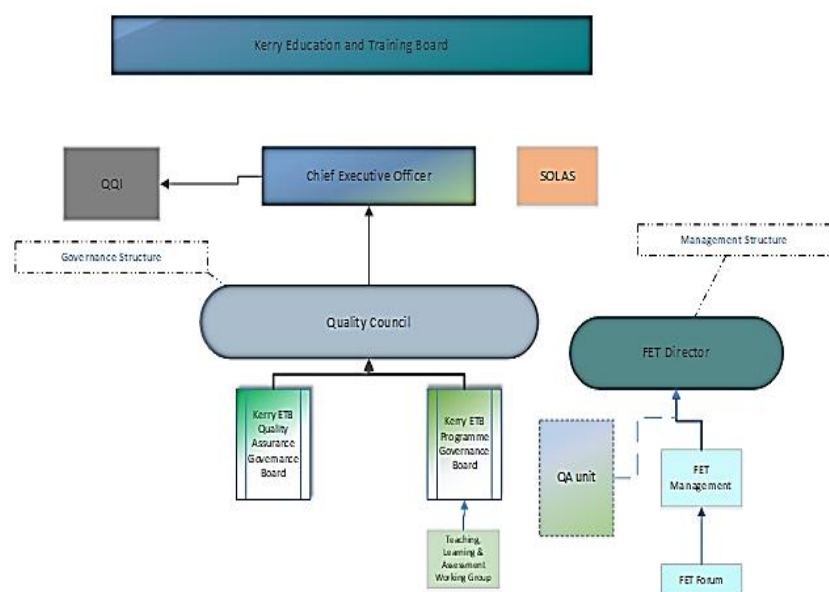
### 1.3 Comments on the barriers and challenges encountered in implementing the actions outlined in the QIP for 2019

The timeframe originally envisaged for many of the areas identified for quality improvement in 2019 proved to be overly optimistic<sup>26</sup>. Many of these areas are set to be implemented on a collaborative basis with FET Staff – through the establishment of sub groups/working groups. Because FET Staff are engaged in their core activities<sup>27</sup> and are at times working in the context of other competing demands at their given centre, the progress of a range of actions/activities listed in the QIP for 2019 has been challenging. Notwithstanding this challenge, Kerry ETB plans to continue and to extend the implementation of quality and enhancement activities on a collaborative basis with staff- identifying this model as holding the potential to drive a quality culture.

### 1.4 Details on the key areas of focus of quality improvement activity in 2020

Monitoring and Review is a key area of focus of quality improvement activity in 2020 and is recorded as such in the annual quality improvement plan. The [launch of the new quality review programme for ETB's by QQI](#), highlighted the potential of review process to demonstrate particular sectoral level initiatives which have served as drivers of quality enhancement through the demonstration of good practice. The review team is scheduled to visit Kerry ETB in 2021. The review process requires Kerry ETB to evaluate the implementation of its quality assurance procedures. The close consideration of quality processes; both planned and operational will be a key area of focus in 2020. Preparing for an Inaugural Review represents a key juncture for Kerry ETB. Kerry ETB is mindful of the guidance provided by QQI in respect of the approach to self-evaluation and the implementation plan; including the engagement methods and documenting the progress and challenges which Kerry ETB has made. An important first step will be the establishment of the Inaugural Review Steering Group, which will take the project lead on the process of self-evaluating the implementation of quality assurance procedures. The steering group will scope out and shape the way in which over the course of the year, Kerry ETB will engage with stakeholders, compile information from evaluative discussions and synthesis the outcomes of the evaluation process.

Initial planned tasks are set out in the QIP for 2020 under the Monitoring and Review strand. These will evolve as the steering group embarks on its work of identifying and documenting what is working and how the implementation of quality processes can be improved. A Self-Evaluation Report (SER) will be submitted to QQI in January 2021- communicating the reality of how quality assurance procedures are implemented across the service.



#### 1.4.1 Teaching Learning and Assessment Working Group

It is the intention of Kerry ETB to establish a Teaching, Learning and Assessment (TLA) Working Group<sup>28</sup>, which will act as a sub group of the Quality Assurance Governance Board- serving as an identifiable entity focused on teaching and learning. Outputs from the working group will feed forward in to the self-evaluation process- identifying themes and threads and evaluating the enhancement objectives undertaken by Kerry ETB to date.

<sup>26</sup> Half of the actions/activities listed in the QIP for 2019 did not meet the original completion date and are recorded as delayed. These actions have moved forward into the 1<sup>st</sup> quarter of 2020, with the exception of the Quality Assurance and Enhancement Handbook (Q3 2020)

<sup>27</sup> Instructors/Tutors, College/Centre Managers, those in leadership roles (Posts of responsibility) at college/centre level

<sup>28</sup> Approval of the Terms of Reference (TOR) by the Quality Council 02.20. Planned inaugural meeting of the working group 04.20

#### 1.4.2 The Kerry ETB Quality Assurance Governance Structure

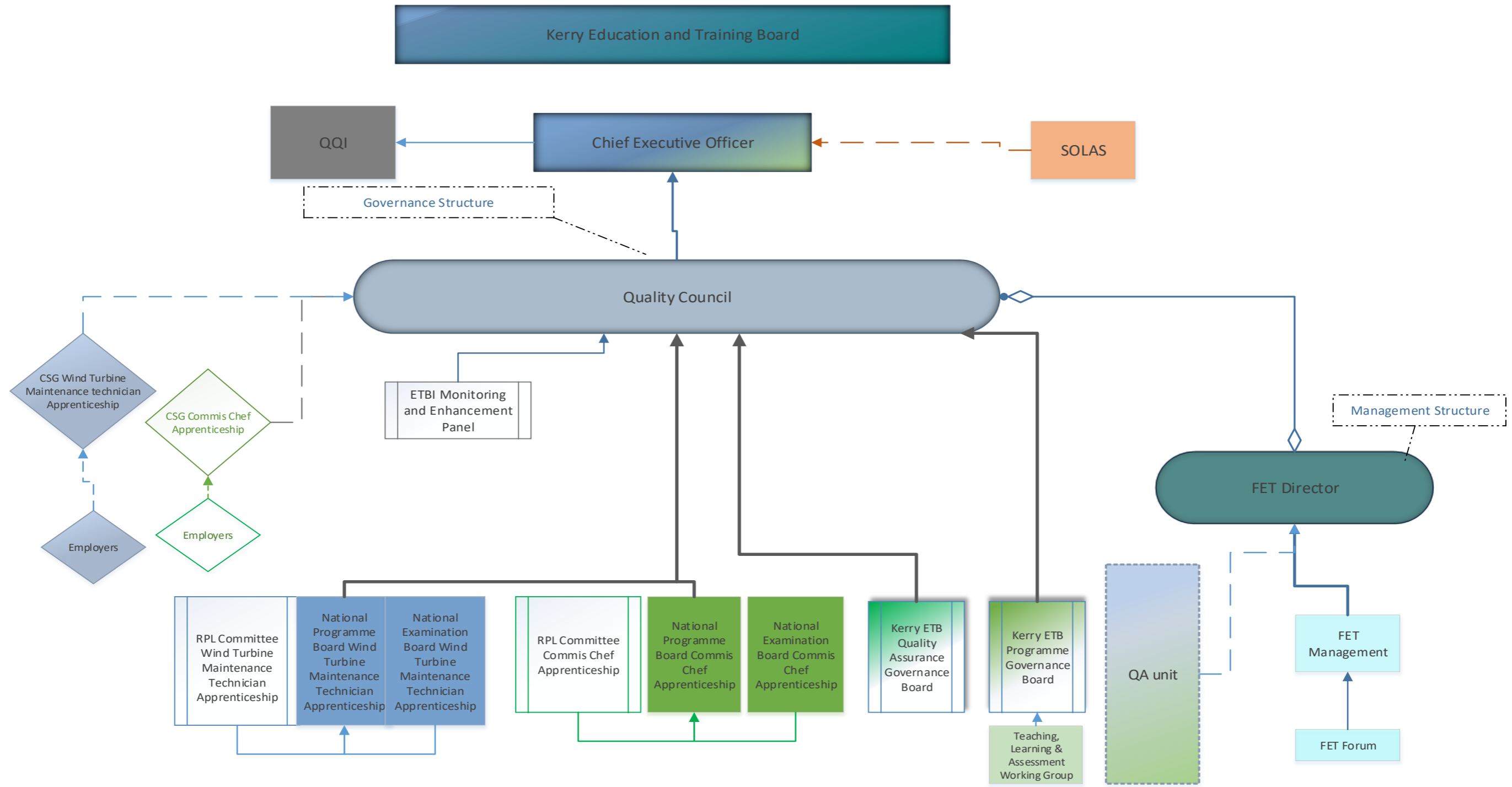
Kerry ETB has developed a Wind Turbine Maintenance Technician (WTMT) Apprenticeship<sup>29</sup>. Post validation, Kerry ETB will be a coordinating provider of two apprenticeships<sup>30</sup>. In respect of governance structures and procedures, a modification to the visual for the Kerry ETB Governance Structure will be published which demonstrates the inclusion of the Consortium Steering Group, National Programme Board, the National Examination Board and the RPL Committee for the WTMT Apprenticeship and their relationship with existing units of governance. The key structures of the governance system are set out diagrammatically overleaf.

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<sup>29</sup> The planned timeframe for application to QQI for the validation of this programme is Q2 2020

<sup>30</sup> Commis Chef Apprenticeship and Wind Turbine Maintenance Technician Apprenticeship

Kerry Education and Training Board Quality Assurance Governance Structure

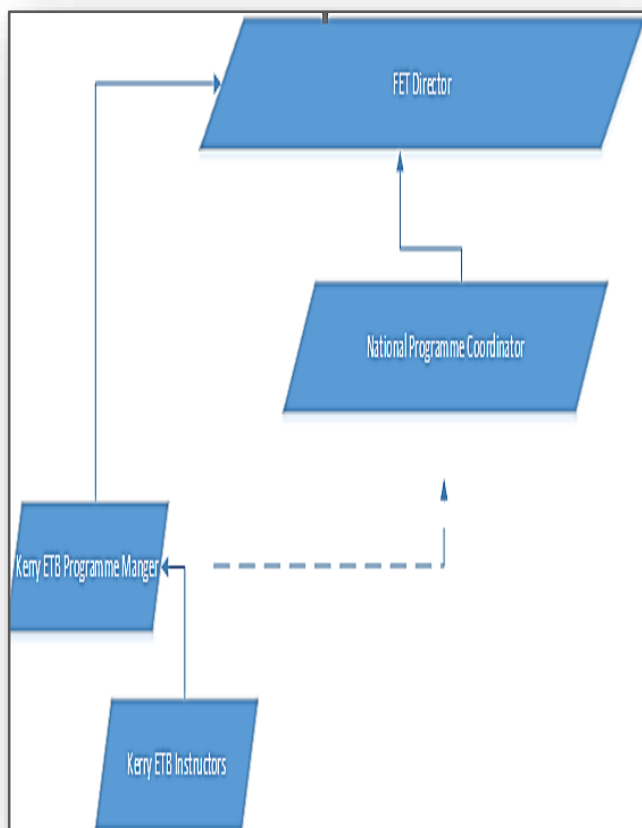


### 1.4.3 Adaptation to Quality Assurance Procedures-Kerry ETB as the coordinating provider of two national apprenticeship programmes

In preparing for the validation, Kerry ETB is mindful of its obligations with regard to ensuring that quality assurance procedures are applied consistently. Differences between Apprenticeship Programmes are a reality. In the context of the current programmes for which Kerry ETB is a coordinating provider, these differences relate to the fact that Kerry ETB is the single provider of the WTMT Apprenticeship. Terms of reference for these groups will be published, recording that the membership of the Consortium Steering Group (CSG), the National Programme Board (NPB) and the National Examination Board (NEB) do not include collaborating providers. In addition to being the single provider- there will be a single training location at

Kerry College Monavalley Campus. Quality assurance roles and responsibilities for this programme are such that:

- a) The programme instructors will report to the Kerry ETB Programme Manager. S/he will report to the National Programme Coordinator on programme outputs and inputs as per the monitoring schedule
- b) The National Programme Coordinator will ensure strong reporting and communication links with the Quality Council and units of governance<sup>31</sup>
- c) Both the Programme Manager and National Programme Coordinator will report to the FET Director



A key area of focus of quality improvement activity in 2020 will be to document how roles are operationalized and confirm the division of responsibilities between those leading and managing programme operations<sup>32</sup>, and those who are charged with ensuring that responsibilities associated with maintaining the quality and consistency of the programme are carried out<sup>33</sup>.

### 1.4.4 Preparing for the full integration of FET in Kerry

In 2019 Kerry ETB established the new local identity of [Kerry College of Further Education and Training](#). This development represents a key juncture for Kerry ETB, as it moves towards full integration of FET in County Kerry<sup>34</sup>. Single programme specifications in Beauty Therapy, Office Administration and Hairdressing are operational since September 2019, which standardise the structure and delivery of these programmes across sites. Three communities of practice (COP) are also in operation and will continue working together in 2020 to identify best practice. A key area of focus of quality improvement activity in 2020, will be developing a bank of assessment instruments for the office administration programme<sup>35</sup>, through the COP. This work will be planned and reviewed in the wider context of governance and assessment. In addition to going some way to address the practical need for assessment instruments; the process of collaboration in the design and trialing of assessment instruments, will inform Kerry ETB on consistency of assessment. Kerry ETB is mindful of the challenges associated with academic integrity, and [QQI's plans to introduce enhancement tools and initiatives](#) to assist providers to support academic integrity.

<sup>31</sup> National Programme Board (NPB) and National Examination Board (NEB) for the WTMT Apprenticeship Programme

<sup>32</sup> Kerry ETB Programme Manager

<sup>33</sup> National Programme Coordinator

<sup>34</sup> Kerry ETB will create a dedicated College of Further Education and Training over the course of the next 4-5 years. This development is in line with the goals of the Kerry ETB Strategy Statement 2018-22 and the SOLAS FET Strategy (*consolidation at Level 5 and Level 6*)

<sup>35</sup> City and Guilds is the awarding body associated with the beauty therapy and hairdressing programmes. Assessment instruments are provided for under services provided by this awarding body

A key area of focus of quality improvement activity in 2020 will be to integrate these enhancement tools and initiatives within FET provision. Continuous Professional Development activities will be centrally planned, including activities on themes emerging from External Authentication Reports and recommendations from Results Approval Panels/Committees. Examples of effective practice in respect of academic integrity will be considered by FET Staff-taking a closer look at how learning environments across FET provision support academic integrity.

Kerry ETB will continue to develop its Quality Assurance Procedures in 2020<sup>36</sup>, and is mindful of QQI's encouragement to continue to progress new procedures and their integration across FET provision in advance of the statutory review ([QQI report on 2019 ETB quality reporting and dialogue meetings](#)). A key area of focus of quality improvement activity in 2020 will be the operation of the New Programme Approval, Development and Validation Policy, (recommended by the Programme Board and ratified by the Quality Council in Jan/Feb 2020), together with the operation across provision of the New Assessment Procedures, (recommended by the Quality Assurance Governance Board and ratified by the Quality Council in Jan/Feb 2020).

#### 1.4.5 Part 2 Tabulated Information – status of key tasks/activities planned for in 2019

Part 2 of this Progress Report sets out the Quality Improvement Plan; which Kerry ETB submitted and published for 2019, with updated information on the status of each of the key tasks/activities. For those tasks which were not completed in 2019- an update on what aspects of the tasks has been actioned and what is outstanding is recorded. A revised timescale for the completion of these tasks is also provided

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<sup>36</sup> The development and maintenance of QAP is viewed as a dynamic process- taking place in the context of the integration of legacy services and procedures, and in response to new and updated guidelines that may be published by QQI, or reflecting changes in the operating context, e.g. becoming a coordinating provider of an apprenticeship (QQI Dialogue Meeting 15.05.19)

## Part 2- Tabulated Update

| <b>Detailed Update on Activities in the Kerry ETB Quality Improvement Plan submitted for 2019</b>                   |  |  |                           |                     |   |                   |
|---|--|--|---------------------------|---------------------|---|-------------------|
| Quality Area: Governance & Management of Quality  |  |  |                           |                     |   |                   |
| Enhancing Governance  |  |  |                           |                     |   |                   |
| <i>Ref. point Kerry ETB Quality Improvement Plan Oct 2017 to Dec 2022</i>   | Key Tasks/Activity in 2019   | Responsible Person(s)  | Timeline                  | Status              | Update  | Revised Timescale |
| <i>1.1 Enhance Kerry ETB Quality Assurance Governance &amp; Management system</i>                                   | Input from external expert on the format of a Kerry ETB Quality Assurance Manual   | AEO/QA Quality Assurance Officer                                   | Mar 2019                  | Complete            | External input from governance practitioner on: <ul style="list-style-type: none"> <li>➤ Chart of the QA Governance Structure published on Kerry ETB website</li> <li>➤ Format of a Kerry ETB Quality Assurance and Enhancement Handbook</li> </ul> Modifications made to chart and format for handbook set out   |                   |
| <i>1.4 Rename Quality Assessment Working Group to Quality Assurance Implementation Group</i>                        | Conduct interim review of pilot phase (DRAFT New Assessment Procedures)  | QA Governance Board  | Sept 2019                 | Complete            | Interim review undertaken by the Kerry ETB Quality Governance Board.  |                   |
|   | New Assessment Procedures and templates agreed   | Quality Council  | Dec 2019                  | Complete (Feb2020)  | December 2019 meeting of the Quality Council postponed.<br><br>Feb 2020 meeting of the Quality Council to consider the recommendation for approval of the New Assessment Procedures by the Quality Assurance Governance Board (Jan 2020).   |                   |
| <i>1.3 Consolidate central monitoring of QAP for all FET provision through a multi layered governance structure</i> | Monitor implementation of New Assessment Procedures and templates  | Further Education Standards Officer and Training Standards Officer | April 2019                | Delayed             | New Assessment Procedures recommended by the Quality Assurance Governance Board for approval by the Quality Council (January 2020)  |                   |
|   |  | QA Governance Board  | Nov 2019                  |                     | Monitoring of the implementation of New Assessment Procedures to commence on approval by the Quality Council.   |                   |
| <i>1.6 Develop new comprehensive Quality Assurance Procedures in line with QQI Core and Specific QA guidelines</i>  | Quality Assurance and Enhancement Handbook approved by Quality Governance Board and ratified by Quality Council  | QA Governance Board<br><br>Quality Council                         | Sept 2019<br><br>Oct 2019 | Delayed             | Work completed to date reviewed by Quality Assurance Governance Board September 2019.<br><br>Engagement by QA Unit in sectoral level meeting on Inaugural Reviews of the ETB Sector and Approaches to Developing QA Policies and procedures October 2019.<br><br>Update to be presented to Quality Council on the Quality Assurance and Enhancement Handbook in the wider context of the Inaugural Review of Kerry ETB. | Dec 2020          |
| <i>3.8 Learners will be represented on the Quality Council</i>  | Present report on existing arrangements for learner representation to Quality Council and to the National Programme Board for the Commis Chef Apprenticeship Programme | AEO/QA Officer   | Dec 2019                  | Complete (Feb 2020) | National Programme Board for the Commis Chef Apprenticeship Programme to review existing arrangements for learner representation and report to the Quality Council on a timeline for learner representation on the National Programme Board. Quality Council to review current model for learner representation on the Council (Membership and Terms of Reference).   |                   |

| Quality Area: Delivery of Further Education and Training<br>Programme Approval, Development and Validation |  |   |   |                           |  |                   |
|--|--|---|---|---------------------------|--|-------------------|
| <i>Ref. point Kerry ETB Quality Improvement Plan Oct 2017 to Dec 2022</i>                                  | Key Tasks/Activity in 2019   | Responsible Person(s)   | Timeline                                  | Status                    | Update   | Revised Timescale |
| <i>2.1 Develop a Programme Approval, Development and Validation Policy</i>                                 | New Programme Approval, Development and Validation Policy approved by the Programme Board and ratified by the Quality Council  | Programme Governance Board<br><br>Quality Council                                       | Sept 2019<br><br>Oct 2019                 | Complete (Feb 2020)       | External input from governance practitioner on:<br>➤ Programme Approval, Development and Validation Policy<br><br>Review of DRAFT Policy and Procedure by Programme Governance Board. Recommended to the Quality Council for approval (Jan 2020).  |                   |
| <i>2.1 Design new Apprenticeship and Traineeship programmes to meet the identified needs of industry</i>   | Establish Programme Development Group-<br>New Programme-Wind Turbine Maintenance Technician Apprenticeship (WTMT Apprenticeship)<br>WTMT Apprenticeship Programme recommended for approval to the Quality Council, by the National Programme Board and ratified by the council                               | Curriculum Development Officer<br><br>Programme Governance Board<br><br>Quality Council | Jan 2019<br><br>May 2019<br><br>Jun 2019  | Delayed                   | National Programme Board established (Jan 2019).<br><br>Revisions made to the validation application following recommendations from the Mock Panel Meeting (No 2019):<br>a) The programme structure<br>b) The comparative programmes cited in the documentation<br>c) The programme entry requirements in relation to RPL<br>d) The articulation of transfer and progression<br>e) The classification of the award<br>Further work required on the programme curriculum and assessment. External subject matter expertise sought.  | Mar 2020          |
| <i>2.3 Review existing programmes</i>  | Establish a programme review process, setting out a programme review cycle<br>Commence review of National Commis Chef Apprenticeship Programme   | Curriculum Development Officer<br><br>Programme Governance Board                        | Jun 2019<br><br>Dec 2019                  | Completed<br><br>On track | Programme Review process established and review cycle for 2020 published.<br><br>Review of National Commis Chef Apprenticeship programme commenced.  |                   |
| <i>3.7 Feedback from learner will be collated centrally and will inform future iterations of courses</i>   | Review of current feedback mechanisms in place at centre level<br>DRAFT Procedure for Recording and Reviewing Learner Feedback at Programme Level presented to Programme Board<br>Standardised procedure recommended for approval to the Quality Council, by the Programme Board and ratified by the council | Curriculum Development Officer<br><br>Programme Governance Board<br><br>Quality Council | Jun 2019<br><br>Sept 2019<br><br>Oct 2019 | Complete (Feb 2020)       | Mechanisms for capturing learner views on Kerry ETB Programmes (Programme Level Feedback) reviewed by Programme Governance Board (Sept 2019)<br><br>Further Education Standards Officer collates results from pilot initiative (Microsoft Forms for Learners Evaluations in Kerry College Clash Campus, Listowel Campus and Monavalley Campus and Adult Basic Education Centres.<br><br>Quality Assurance Governance Board reviews Learner Feedback Report 2019 (Sept 2019)<br><br>New standardised procedure for capturing feedback from learners at programme level reviewed by Programme Governance Board and recommended for ratification to the Quality Council (Nov 2019).<br><br>December meeting of the Quality Council postponed. |                   |
| <i>2.4 Review programme management in all FET centres</i>  | Procedure for FET centres to apply for the approval to deliver programmes established  | Programme Governance Board<br><br>Quality Council                                       | May 2019<br><br>Jun 2019                  | Complete                  | Programme Governance Board adopts protocol for approval to deliver Kerry ETB programmes, which includes a formal application process to the Board. Quality Council notes the integration of provision through the transformation of 2 colleges and the Training Centre into a single 3 campus college.   |                   |

| Quality Area: Delivery of Further Education and Training<br>Enhancing Teaching and Learning [continued]  |  |  |  |                     |  |                   |
|--|--|--|--|---------------------|--|-------------------|
| <i>Ref. point Kerry ETB Quality Improvement Plan Oct 2017 to Dec 2022</i>  | Key Tasks/Activity in 2019   | Responsible Person(s)  | Timeline                                 | Status              | Update   | Revised Timescale |
| <i>2.5 Teaching and Learning – the quality of teaching and learning will be monitored on an on-going basis</i>                                   | Commence the establishment of communities of practice  | AEO/QA Officer   | April 2019                               | Complete            | Survey of tutor groups undertaken to establish scope and range of planned communities of practice (April 2019).<br><br>Communities of practice (COP) meet at provider level forum (June 2019).<br><br>COP for 3 Kerry ETB Programmes commence work (Sept 2019)<br>Quality Assurance Governance Board reviews report on the work of COP's (Nov 2019).   |                   |
|  | Establish a monitoring process, setting out a monitoring plan  | Further Education Standards Officer and Training Standards Officer   | Jul/Aug 2019                             | Delayed             | Monitoring process scoped out for pilot initiative – programme delivered by Kerry ETB Adult Literacy and Basic Education Centres   | Mar 2020          |
| <i>Reference not specified</i>   | Chart all training activities offered and undertaken by FET tutors/instructors- based on centre level records (professional development training events for FET provision)   | AEO/QA Officer   | Jul/Aug 2019                             | Complete            | Centralised recording of all training activities established by FET Management.<br><br>Record of training activities noted by Quality Council at October Meeting   |                   |
| <i>Reference not specified</i>   | Report baseline information, (derived from centre level registers) of training undertaken by tutors and instructors, together with a collated report on the annual reviews of skills gaps identified at centre level | AEO/QA Officer   | Dec 2019                                 | Delayed             | Programme Governance Board<br><br>Report on emerging skills gaps identified at centre level to come before Programme Governance Board (1 <sup>st</sup> recipient).   | April 2020        |
| <i>Reference not specified</i>   | Collated report to come before QA Governance Board   | QA Governance Board  | Dec 2019                                 | Delayed             | Report to go before the Quality Council (2 <sup>nd</sup> recipient).   |                   |
| Quality Area: Delivery of Further Education and Training<br>Assessment of Learning   |  |  |  |                     |  |                   |
| <i>Ref. point Kerry ETB Quality Improvement Plan Oct 2017 to Dec 2022</i>  | Key Tasks/Activity in 2019   | Responsible Person(s)  | Timeline                                 | Status              | Update   | Revised Timescale |
| <i>2.8 Develop monitoring processes for Internal Verification of Results and Peer Review, the Conduct of Assessment and Certification Audits</i> | New Internal Verification and Certification reporting procedures approved by the QA Governance Board and ratified by the Quality Council   | Further Education Standards Officer and Training Standards Officer<br><br>QA Governance Board<br><br>Quality Council | Oct 2019<br><br>Nov 2019<br><br>Dec 2019 | Complete (Feb 2020) | New Internal Verification and Certification reporting procedures incorporated into the New Assessment Procedures.<br><br>Quality Assurance Governance Board recommends the New Assessment Procedures to the Quality Council for approval (Jan 2020).<br><br>Feb 2020 meeting of the Quality Council to consider the recommendation for approval of the New Assessment Procedures by the Quality Assurance Governance Board (Jan 2020). |                   |



| Quality Area: Delivery of Further Education and Training   |  |  |                      |           |  |                   |
|--|--|--|----------------------|-----------|--|-------------------|
| Assessment of Learning   |  |  |                      |           |  |                   |
| Ref. point Kerry ETB Quality Improvement Plan Oct 2017 to Dec 2022   | Key Tasks/Activity in 2019   | Responsible Person(s)                              | Timeline             | Status    | Update   | Revised Timescale |
| 2.9 External Authentication will be centrally managed, reports will be analysed and data collated to inform (practice in respect of), the fair and consistent assessment of learners, the maintenance of standards based on learning outcomes and the effectiveness of programme, teaching and learning supports | Develop procedure for the appointment of External Authenticators (EA's) and form Kerry ETB EA Panel to be recommended for approval to the Quality Council, by the QA Governance Board and ratified by the council  | AEO/QA Officer                                     | Oct 2019             | Completed | Central Management of the appointment of EA's established.   |                   |
|  |  | QA Governance Board                                | Nov 2019             |           | Collated EA Report reviewed by Quality Assurance Governance Board (1 <sup>st</sup> recipient [Sept 2019]).   |                   |
|  |  | Quality Council                                    | Dec 2019             |           | Collated Report noted by Quality Council (2 <sup>nd</sup> recipient [Oct 2019]).<br><br>Development of a procedure for the appointment of EA's on hold on foot of the establishment of a sectoral level panel. |                   |
| Quality Area: Learner Experience   |  |  |                      |           |  |                   |
| Access, transfer and progression   |  |  |                      |           |  |                   |
| Ref. point Kerry ETB Quality Improvement Plan Oct 2017 to Dec 2022   | Key Tasks/Activity in 2019   | Responsible Person(s)                              | Timeline             | Status    | Update   | Revised Timescale |
| 3.1 Develop a transparent access, transfer and progression policy for all FET provision  | Standardised admissions policy recommended for approval to the Quality Council, by the Programme Board and ratified by the Council   | AEO/QA Officer                                     | Jul/Aug 2019         | Delayed   | Establishment of central learner recruitment function providing a single point of contact and information for potential learners (May 2019)  | April 2020        |
|  |  | Programme Governance Board and QA Governance Board | Sept 2019            |           |  |                   |
|  |  | Quality Council                                    | Oct 2019             |           |  |                   |
| 3.3 Learner Induction Handbook will be available in all FET centres  | Single uniform handbook approved by QA Governance Board and Programme Board  | QA Governance Board and Programme Governance Board | Nov 2019<br>Dec 2019 | Delayed   | Draft Learner Handbook reviewed by Quality Assurance Governance Board (Sept 2019)<br>2 <sup>nd</sup> Draft reviewed (Nov 2019)<br>3 <sup>rd</sup> Draft reviewed (Jan 2020)                                    | Mar 2020          |
| Quality Area: Learner Experience   |  |  |                      |           |  |                   |
| Academic Support   |  |  |                      |           |  |                   |
| 3.6 Learner Supports and Resources will be available in all FET centres  | Initial assessment of literacy and numeracy levels taken by apprentices (National Craft Apprenticeship Programmes)<br>Consolidated report on outcomes of initial assessment of apprentices and the nature of the support provided post assessment presented to QA Governance Board | AEO/QA Officer                                     | Jan 2019             | Delayed   | Initial assessment of literacy and numeracy levels taken by apprentices and academic support scheduled for apprentices   | April 2020        |
|  |  | Training Standards Officer                         | Sept 2019            |           |  |                   |
|  |  | QA Governance Board                                | Nov 2019             |           |  |                   |
| Consolidated report on learners engagement at centre level– Learner Guidance, Academic Support and Psychological Support presented to QA Governance Board and Quality Council  |  | Further Education Standards Officer                | Sept 2019            | Delayed   | Quality Assurance Governance Board reviews the Kerry College Listowel Campus Report on learner Support (Nov 2019)  | April 2020        |
|  |  | QA Governance Board                                | Sept 2019            |           |  |                   |
|  |  | Quality Council                                    | Oct 2019             |           |  |                   |

| Quality Area: Information and Data Management  |   |   |  |                     |  |                   |
|--|---|---|--|---------------------|--|-------------------|
| <i>Ref. point Kerry ETB Quality Improvement Plan Oct 2017 to Dec 2022</i>                                | Key Tasks/Activity in 2019  | Responsible Person(s)   | Timeline   | Status              | Update   | Revised Timescale |
| 4.1 <i>Generate data report for self-monitoring and planning purposes</i>                                | <p>Establish schedule for analytical reports to guide programme planning</p> <p>Consolidated report on range and nature of outputs from centre level MIS (PLSS reports) for planned Kerry ETB Self – Evaluation, presented to Programme Board and Quality Council</p> | <p>Curriculum Development Officer</p> <p>QA Governance Board</p> <p>Quality Council</p> | <p>Jul/Aug 2019</p> <p>Sept 2019</p> <p>Oct 2019</p> | Complete (Feb 2020) | <p>Programme Governance Board reviews DRAFT schedule for analytical reports (Oct 2019).</p> <p>Programme Governance Board recommends schedule of analytical reports to the Quality Council for approval (Jan 2020).</p> <p>Board reviews Provider Level Programme Report (Scope of provision in 2019, Overview of currently validated programmes, and Data on learner participation), (1<sup>st</sup> recipient [Jan 2020]).</p> <p>Quality Council approved schedule for analytical reports (Feb 2020). Council reviews Provider Level Programme Report (2<sup>nd</sup> recipient [Feb 2020])</p> |                   |
| Quality Area: Other Parties Involved in Education and Training   |   |   |  |                     |  |                   |
| <i>Ref. point Kerry ETB Quality Improvement Plan Oct 2017 to Dec 2022</i>                                | Key Tasks/Activity in 2019  | Responsible Person(s)   | Timeline   | Status              | Update   | Revised Timescale |
| 6.1 <i>Evaluate and report on education and training and the Quality Assurance System and procedures</i> | Progress Report in respect of Kerry ETB Quality Improvement Plan Progress in 2018, presented to Quality Council   | AEO/QA Officer  | <p>Mar 2019</p> <p>April 2019</p> <p>Dec 19</p>      | Complete (Feb 2020) | <p>Quality Council reviews report on the Quality Improvement Activities in 2018 and notes revised timeline for actions not completed.</p> <p>Quality Improvement Progress Report and Annual Quality Improvement Plan for 2019 published.</p> <p>Quality Council Reviews actions undertaken/completed in 2019 and notes revised timeline for actions not completed (Feb 2020).</p>  |                   |