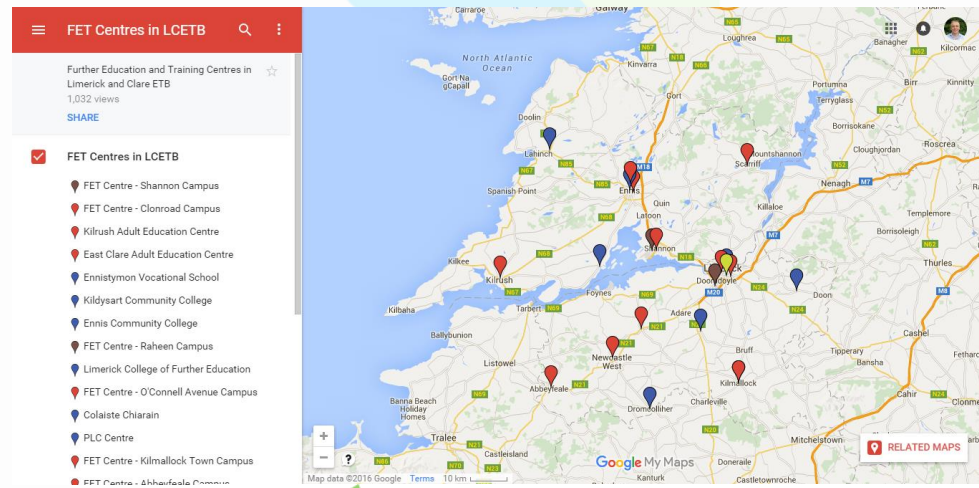


# **From Data to Wisdom – an informed Quality Assurance Practice**

*21<sup>st</sup> June 2016, EQAVET National Reference Point,  
Ireland.*

# LCETB FET– at a glance

- >19,000 full time places
- > 6,000 part-time places
- ~ 1,000 courses
- > 700 FET staff
- 35 centres
- 300 locations



**lcetb**

Bord Oideachais agus Oiliúna  
Luimnigh agus an Chláir  
*Limerick and Clare  
Education and Training Board*

**Further Education & Training Division**

# LCETB FET Strategic Framework

**STRATEGIC  
FRAMEWORK  
2015-2020**

**FURTHER  
EDUCATION  
& TRAINING  
SERVICE**



## OUR VISION FOR THE FUTURE

Quality further education and training will inspire people to realise their personal and professional potential and contribute to the social, cultural and economic development of the region.

## OUR CORE PURPOSE

We provide relevant and innovative further education and training opportunities that address the needs and aspirations of our learners, local communities and employers.



**FURTHER EDUCATION  
& TRAINING SERVICE**

## Access & Progression

**OUR  
STRATEGIC  
PRIORITY  
1**

### What We'll Do...

1. Develop a LCETB FET PR/Marketing Strategy to facilitate advertising, branding and learner recruitment.
2. Develop an integrated FET Service educational and careers guidance strategy.
3. Agree learner enrolment strategies at FET level, including clear referral protocols, to ensure appropriate learner placement and enhance participation and retention in programmes.
4. Recognise learners' prior learning, in line with national guidelines, to facilitate access to FET programmes.
5. Develop a strategy to embed core literacies (i.e. literacy, numeracy, critical thinking, interpersonal skills, digital literacy, etc.) in all our provision.
6. Provide a range of learner supports (e.g. referrals to other agencies, disability supports, placements, etc.) to help address barriers to participation, retention and progression.
7. Map out the wide range of learners' progression options within LCETB programmes.
8. Develop LCETB FET-wide learner progression tracking systems, including the use of relevant learner management information systems.

This is about supporting learners to access and sustain participation in education and training and to progress in key aspects of their lives, including personal development, further education and/or employment.

## Quality Teaching & Learning

**OUR  
STRATEGIC  
PRIORITY  
2**

### What We'll Do...

1. Develop an evidence-based CPD strategy for the FET service, informed by latest research on teaching, learning and assessment, stakeholder feedback and skills audits to support staff impact and educational expertise, and enable them to better support learners' individual needs.
2. Promote a culture of innovation and reflective practice, by fostering teamwork, supporting communities of practice and networks, creating opportunities for all staff to exchange ideas and share best practice.
3. Strategically use existing, new and emerging technologies to enhance the quality of teaching and learning.
4. Promote curriculum and programme development approaches that enable us to tailor our provision to meet the needs of learners, employers and communities, and practice key regional and national skills areas.
5. Continue to celebrate learner and staff excellence and achievements to highlight the positive impact of our work.
6. Document the wide range of outcomes and benefits from individuals, communities and employers' participation in FET programmes.
7. Use findings from operational learning to inform improvement plans, influence policy and advocate for appropriate structures and resources for the FET sector at local and national level.
8. Ensure LCETB FET learners have access to welcoming, safe and fit-for-purpose learning environments.

This is about promoting a culture of continuous improvement and organisational learning in the LCETB FET Service, so that staff, learners, employers and communities have confidence in the quality and relevance of FET in Limerick and Clare.

## Stakeholder Engagement

**OUR  
STRATEGIC  
PRIORITY  
3**

### What We'll Do...

1. Develop and implement tailor-made and inclusive consultation mechanisms for our stakeholders (learners, staff, community partners, employers, etc.)
2. Ensure consultation feedback is used to inform planning, and contribute to continuous improvement of our programmes and services.
3. Build on existing strategies to develop an Employer Engagement Strategy that ensures our provision responds to key regional and national skills demand, and helps learners to participate successfully in the workforce.
4. Set up effective partnerships with community groups, other agencies including education providers, to share information, agree protocols, and encourage joint up-skilling and delivery of local programmes and services.
5. Engage in meaningful dialogue with awarding bodies, including QQI to enhance FET learners' opportunities.
6. Ensure the FET Service is represented on local, regional and national fora to promote the strategic advancement of FET for social inclusion and economic development.

This is about communicating with learners, staff, community partners, employers, other agencies and education providers and using feedback to enhance the quality and relevance of our work.

## Effectiveness & Accountability in Governance & Leadership

**OUR  
STRATEGIC  
PRIORITY  
4**

### What We'll Do...

1. Develop an internal communications strategy that clarifies FET organisational structures, roles and responsibilities, and sets out effective communication and decision-making processes within the FET service and with the LCETB Administrative pillars and the Schools Division.
2. Develop transparent operational planning procedures for budget & financial management.
3. Ensure all key personnel are involved in planning for the introduction of new management and administrative systems, procedures and practices (e.g. CPD, implementation frameworks, roles and responsibilities, etc.)
4. Enhance planning and operational management capacity at all levels of the organisation, through CPD, self-managed teams and devolved decision-making where appropriate.
5. Develop and use fit-for-purpose FET management information systems to ensure up-to-date, relevant and accurate data is available at local and regional levels for reports to national bodies (e.g. SOLAS, DES, etc.), and to inform planning.
6. Develop and implement a structured LCETB FET Quality Assurance system that demonstrates our commitment to quality standards and continuous improvement.
7. Develop an outcome-based evaluation framework for the LCETB FET Service, including effective monitoring and reporting systems for returns to national bodies and to inform planning.

This is about ensuring that the quality of our education & training provision is supported by LCETB management and administration systems that meet the highest standards of accountability, transparency and compliance.



**lcetb**  
Board Oideachais agus Oiliúna  
Lúimnigh agus an Chláir  
Limerick and Clare  
Education and Training Board

# From Data to Wisdom

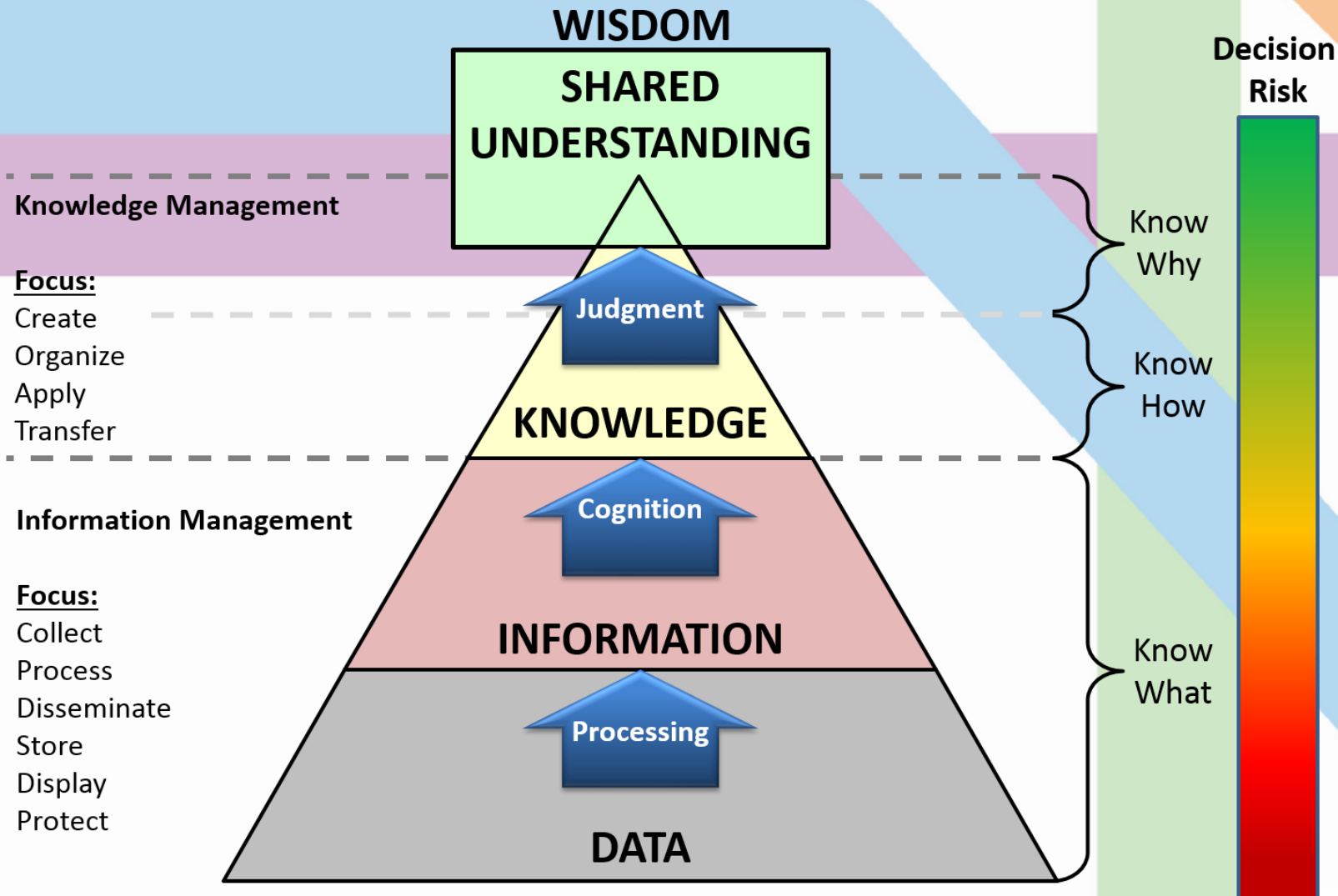
An ounce of  
information is  
worth a  
pound of  
data.

An ounce of  
knowledge is  
worth a  
pound of  
information.

An ounce of  
understanding  
is worth a  
pound of  
knowledge.

Ackoff, R. L. (1999) Ackoff's Best. New York: John Wiley & Sons, pp 170 – 172

# Knowledge Management Cognitive Pyramid

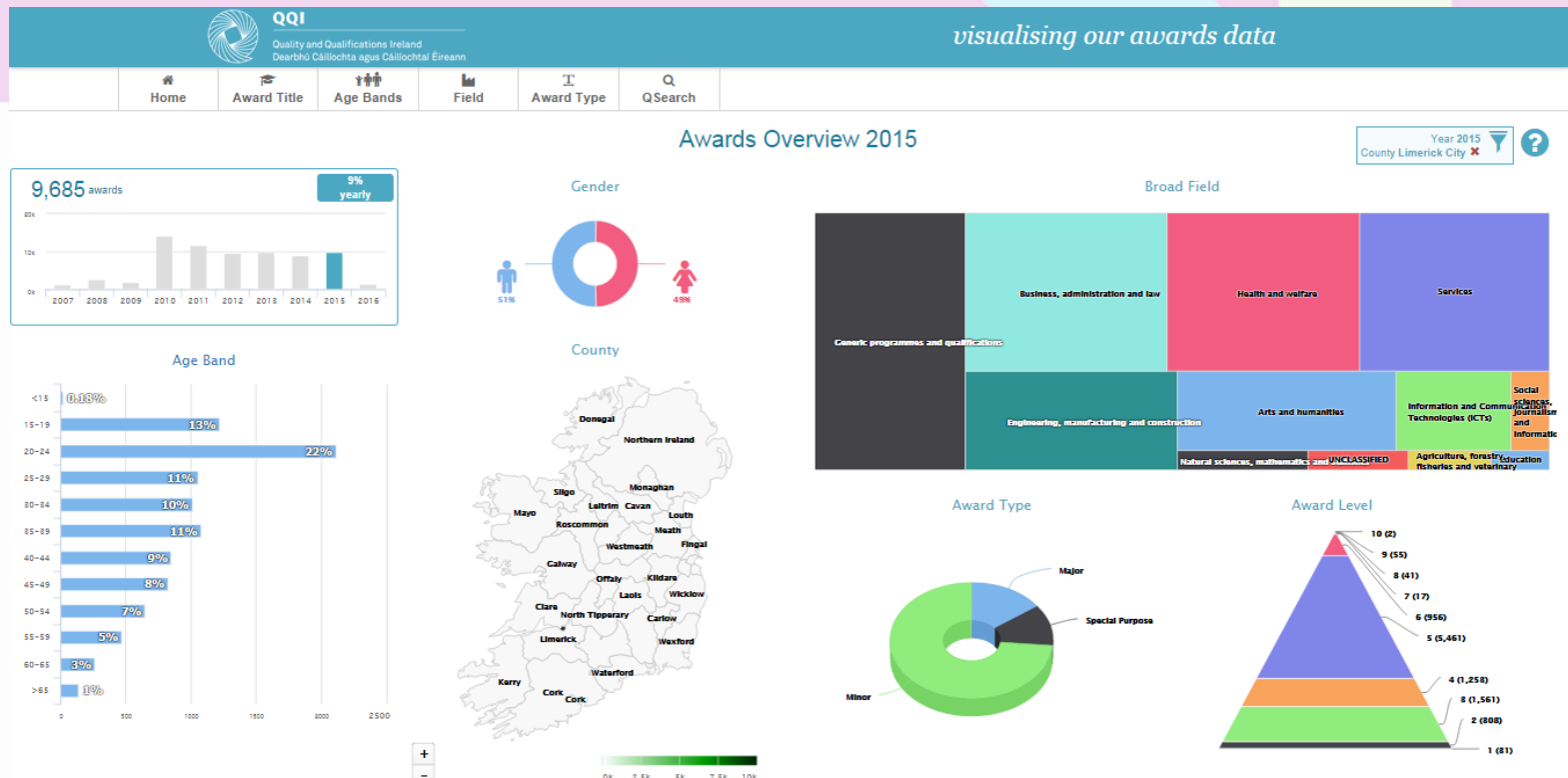


DIKW Adaptation in use within the US Army KM Community of Practice

# DATA

# Data to Inform QA - Sources

- QQI – QBS – Infographics



# Data to Inform QA - Sources

- QQI direct data
  - Centre programme validation data
  - Certification data – awards summary and detail
  - Component grade analysis
  - Grade distribution across providers



# Raw Data (from QQI)

## Component Grade Analysis by Centre 2013 - 2015

PP00106		Total	Dist	Merit	Pass	Success	UnSuccess	Exemption				
079069	LCETB Limerick Training Centre (Training Services)											
025	Counterbalance Fork Lift Truck Driving	1	0	0%	0	0%	1	100%	0	0%	0	0%
026	Reach Fork Lift Truck Driving	1	0	0%	0	0%	1	100%	0	0%	0	0%
3N0523	Floor and Wall Tiling	22	0	0%	0	0%	0	0%	22	100%	0	0%
3N0562	Painting and Decorating	23	0	0%	0	0%	0	0%	23	100%	0	0%
3N0589	Woodwork	24	0	0%	0	0%	0	0%	24	100%	0	0%
3N0590	Wood Turning	24	0	0%	0	0%	0	0%	24	100%	0	0%
3N0896	Career Preparation	21	0	0%	0	0%	0	0%	21	100%	0	0%
4N0689	Communications	103	73	71%	20	19%	10	10%	0	0%	0	0%
4N1112	Computer Applications	52	47	90%	3	6%	2	4%	0	0%	0	0%
4N1114	Door Security Procedures	129	38	29%	60	47%	31	24%	0	0%	0	0%
4N1118	Guarding Skills	143	22	15%	86	60%	35	24%	0	0%	0	0%
4N1124	Workplace Safety	119	85	71%	23	19%	11	9%	0	0%	0	0%
4N1125	Information Technology Skills	288	195	68%	71	25%	22	8%	0	0%	0	0%
4N1131	Personal and Interpersonal Development	12	4	33%	3	25%	5	42%	0	0%	0	0%
4N1132	Personal Effectiveness	33	18	55%	5	15%	10	30%	0	0%	0	0%
4N1168	Work Experience	61	36	59%	15	25%	10	16%	0	0%	0	0%
4N1169	Teamworking	71	39	55%	18	25%	14	20%	0	0%	0	0%
4N1170	Work Practice	29	8	28%	11	38%	10	34%	0	0%	0	0%
4N1183	Retail Sales Techniques	56	35	63%	12	21%	9	16%	0	0%	0	0%
4N1184	Stock Control	43	18	42%	21	49%	4	9%	0	0%	0	0%
4N1185	Retail Payment Procedures	54	28	52%	22	41%	4	7%	0	0%	0	0%
4N1858	Digital Media Technology	41	16	39%	11	27%	14	34%	0	0%	0	0%
4N1987	Mathematics	44	19	43%	10	23%	15	34%	0	0%	0	0%
4N1989	Customer Service	50	38	76%	10	20%	2	4%	0	0%	0	0%
4N2848	Laying Kerbs, Flags and Pavours	122	48	39%	51	42%	23	19%	0	0%	0	0%
4N2849	Concreting	120	48	40%	64	53%	8	7%	0	0%	0	0%
4N2886	Milling	49	33	67%	15	31%	1	2%	0	0%	0	0%
4N2890	Turning	47	38	81%	8	17%	1	2%	0	0%	0	0%
5N0690	Communications	58	29	50%	20	34%	9	16%	0	0%	0	0%
5N0749	Anatomy and Physiology	54	43	80%	8	15%	3	6%	0	0%	0	0%
5N0758	Care Support	32	22	69%	7	22%	3	9%	0	0%	0	0%

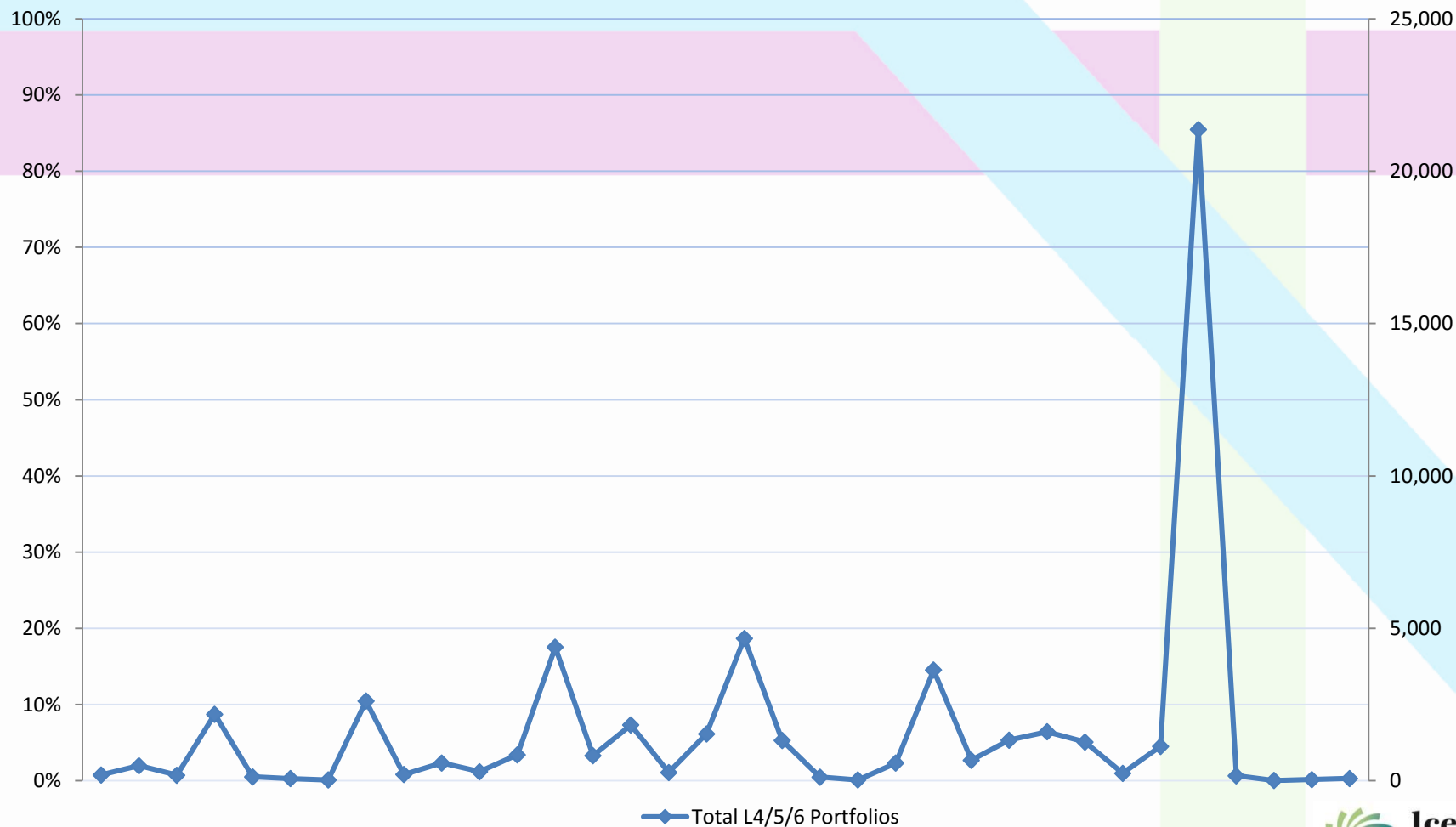
- 1,500 rows of raw data in pdf format
- All LCETB centres
- Numbers and rates of
  - Distinction
  - Merit
  - Pass
  - Successful
  - Unsuccessful
  - Exemption

# Collation of Raw Data

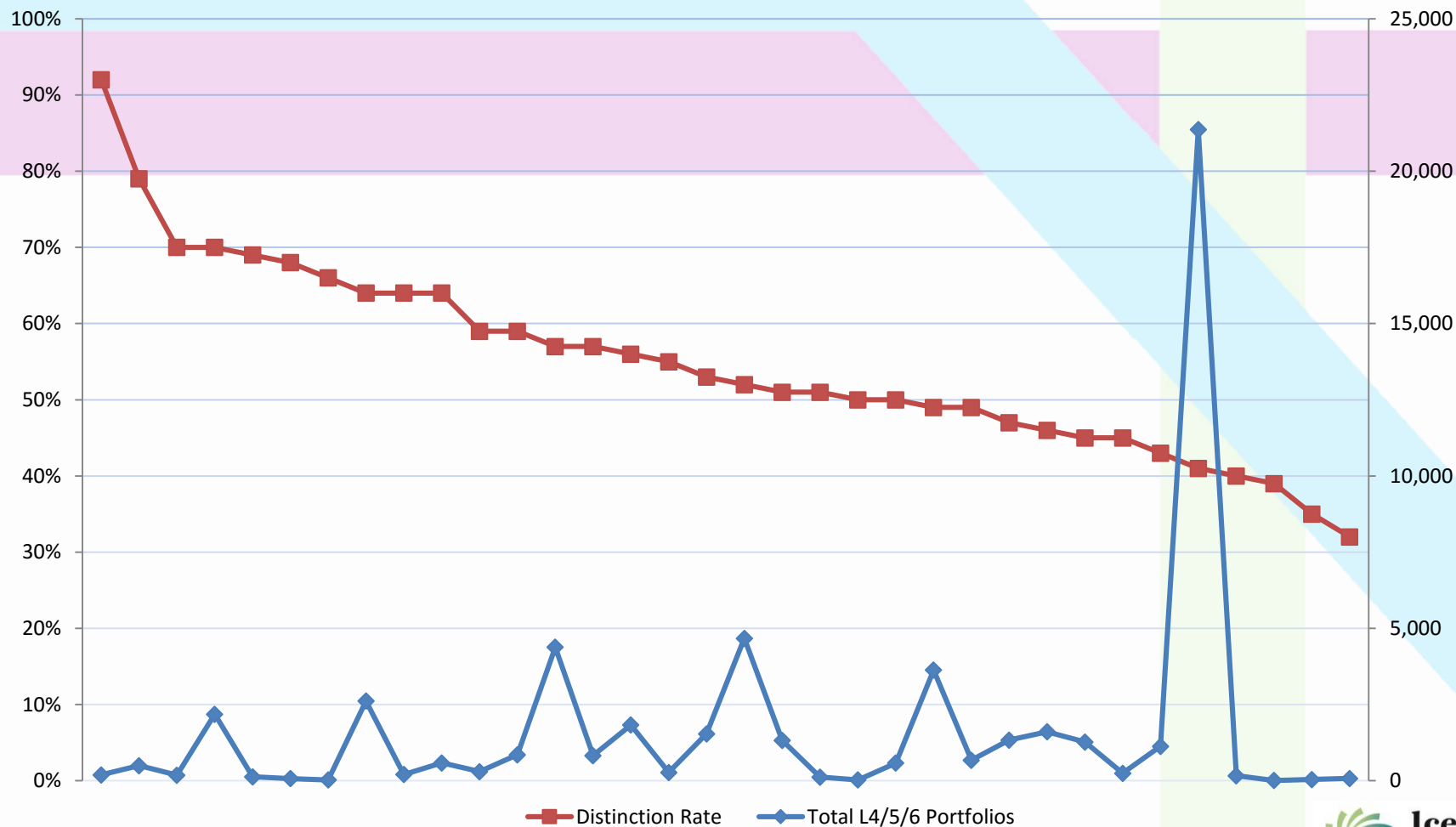
Centre #	Total L4/5/6 Portfolios	Distinction	Distinction Rate	Merit	Rate	Pass	Rate	Unsuccessful	Rate	Exemption	Rate
1	193	176	92%	15	7%	2	1%	0	0%	0	0%
2	495	386	79%	87	17%	13	2%	0	0%	9	3%
3	184	134	70%	23	20%	6	5%	0	0%	21	5%
4	2,183	1,592	70%	356	18%	172	9%	63	3%	0	0%
5	130	94	69%	24	21%	9	6%	3	4%	0	0%
6	71	47	68%	17	23%	7	9%	0	0%	0	0%
7	28	21	66%	6	28%	1	6%	0	0%	0	0%
8	2,615	1,771	64%	582	23%	262	14%	0	0%	0	0%
9	207	144	64%	32	14%	17	7%	0	0%	14	15%
10	586	411	64%	80	15%	34	9%	0	0%	61	12%
11	299	173	59%	94	29%	31	12%	0	0%	1	0%
12	853	522	59%	229	27%	71	8%	1	0%	30	5%
13	4,384	2,776	57%	1,130	29%	477	14%	0	0%	1	0%
14	825	503	57%	188	28%	80	12%	0	0%	54	3%
15	1,832	1,117	56%	474	27%	132	11%	0	0%	109	6%
16	272	148	55%	63	22%	35	10%	0	0%	26	13%
17	1,542	859	53%	360	22%	192	15%	16	1%	115	8%
18	4,671	2,615	52%	1,148	24%	679	18%	0	0%	229	6%
19	1,325	713	51%	402	27%	146	11%	1	0%	63	11%
20	121	61	51%	29	21%	17	15%	14	13%	0	0%
21	27	19	50%	0	0%	0	0%	0	0%	8	50%
22	580	303	50%	187	36%	90	14%	0	0%	0	0%
23	3,634	1,997	49%	865	25%	437	12%	205	5%	130	8%
24	675	361	49%	150	23%	63	10%	0	0%	101	18%
25	1,333	654	47%	436	33%	206	16%	1	0%	36	4%
26	1,609	741	46%	400	27%	246	15%	219	13%	3	0%
27	1,271	726	45%	298	24%	2	6%	0	0%	147	25%
28	247	111	45%	99	40%	36	14%	1	0%	0	0%
29	1,129	553	43%	253	24%	111	15%	0	0%	212	18%
30	21,369	9,836	41%	5,049	26%	3,573	17%	2,830	14%	81	1%
31	166	68	40%	41	35%	31	15%	25	11%	1	0%
32	12	4	39%	6	40%	2	21%	0	0%	0	0%
33	40	15	35%	13	34%	12	32%	0	0%	0	0%
34	76	24	32%	27	36%	15	20%	0	0%	10	12%
Total	54,984	29,675	54%								

# INFORMATION

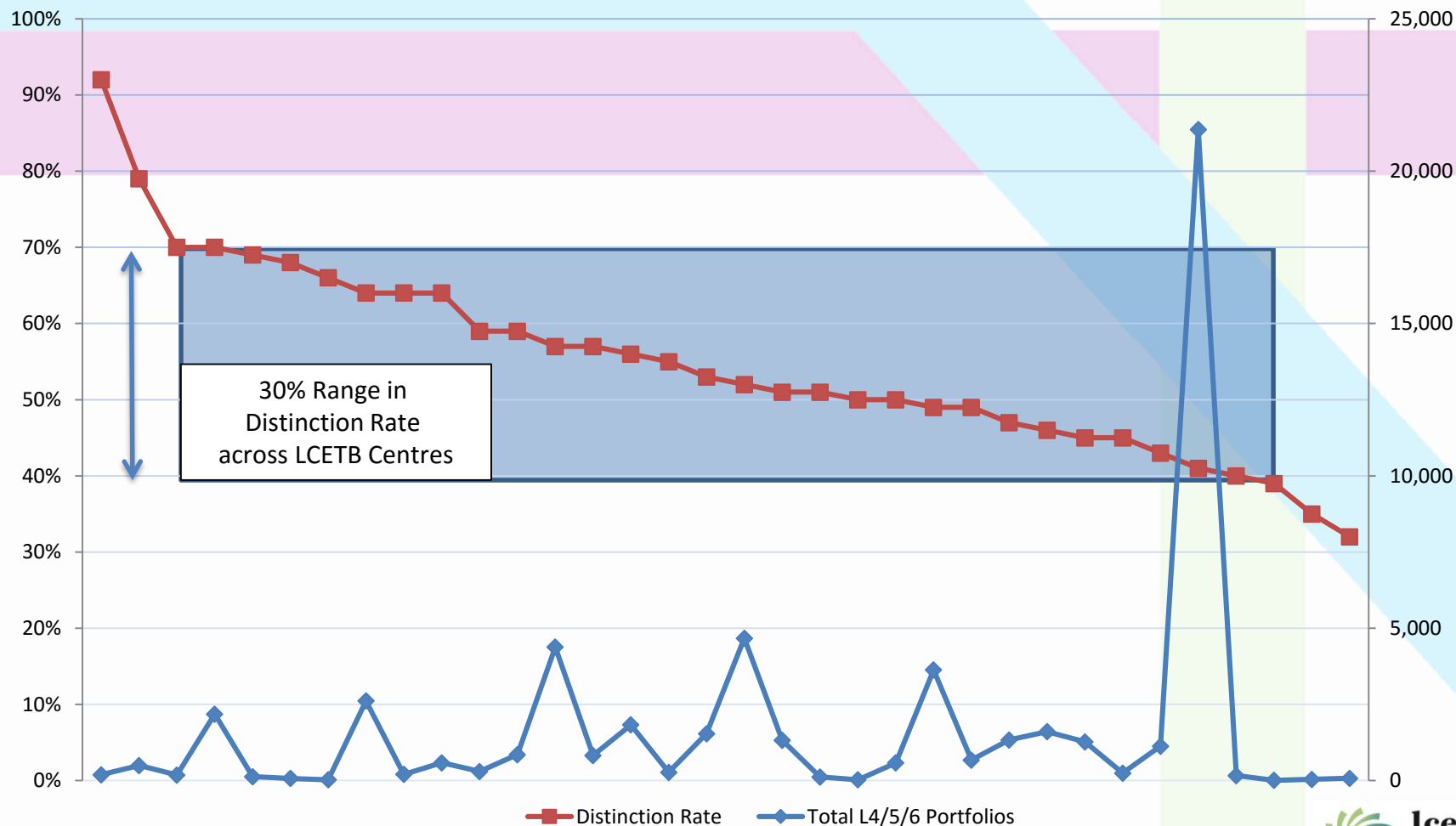
# Component Grade Analysis by Centre 2013 - 2015



# Component Grade Analysis by Centre 2013 - 2015



# Component Grade Analysis by Centre 2013 - 2015

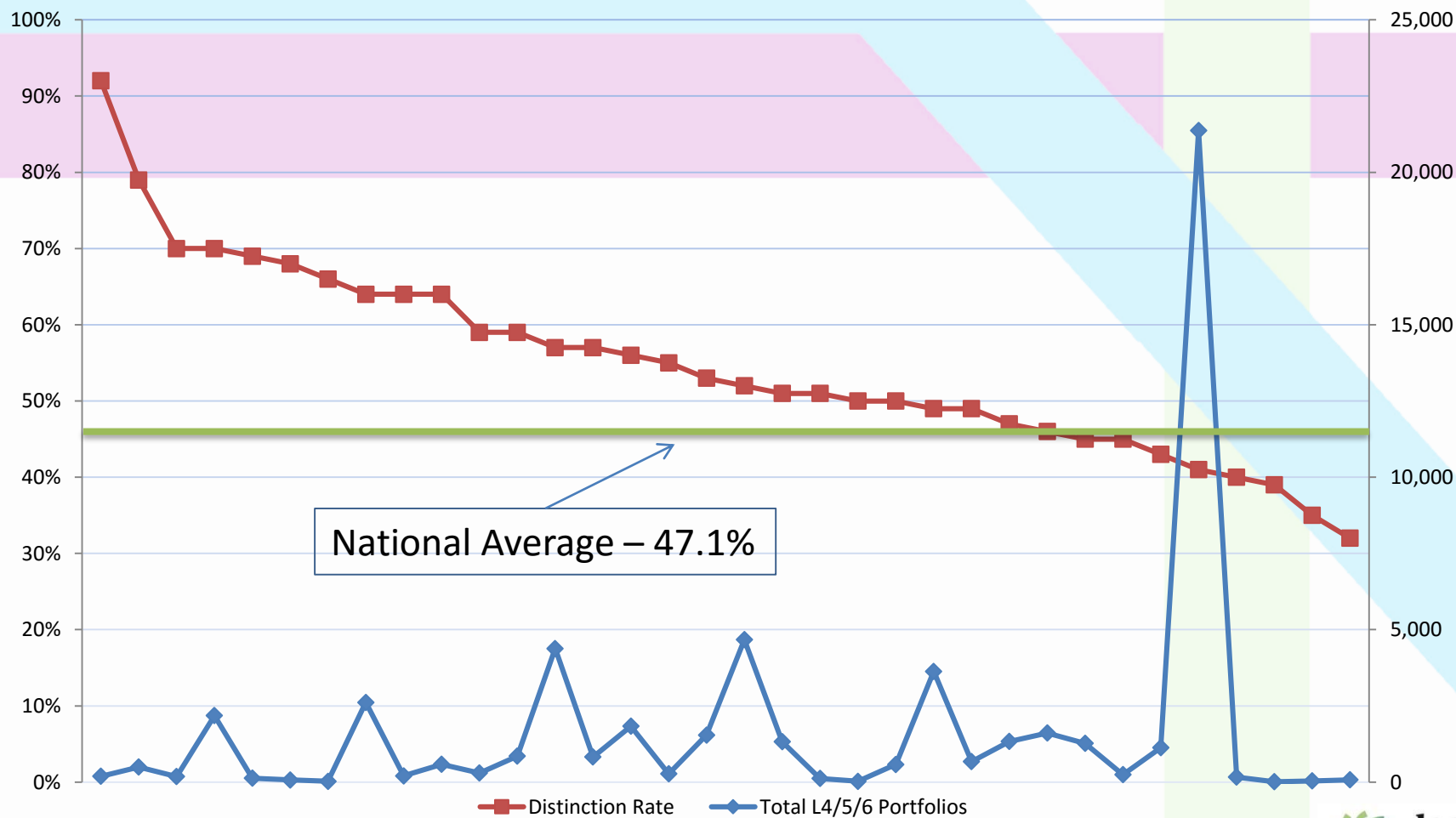


# QQI Grade Comparison by ETB

2013 - 2015

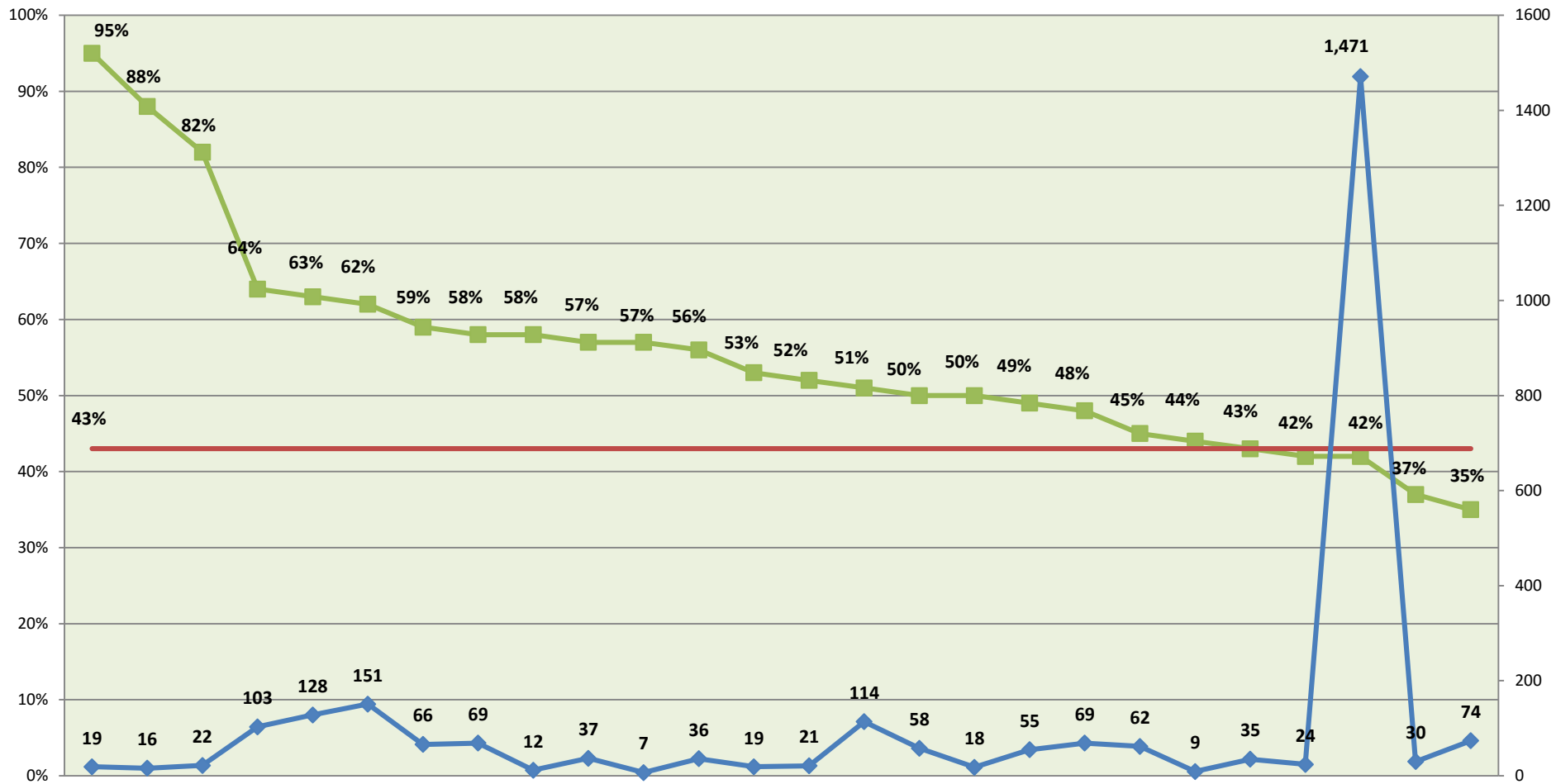
PRCode	ETB	Total	D	M	P	U	E	D%	M%	P%	U%	E%
PG00110	Kerry Education and Training Board	26,167	14,466	6,013	3,336	2,037	315	55.3%	23.0%	12.7%	7.8%	1.2%
PN00105	Longford & Westmeath Education and Training Board	25,319	13,873	6,444	3,244	669	1,089	54.8%	25.5%	12.8%	2.6%	4.3%
PJ00022	Donegal Education and Training Board	19,561	10,600	5,115	2,689	656	501	54.2%	26.1%	13.7%	3.4%	2.6%
<b>PP00106</b>	<b>Limerick &amp; Clare Education and Training Board</b>	<b>55,716</b>	<b>29,676</b>	<b>13,531</b>	<b>7,668</b>	<b>3,379</b>	<b>1,462</b>	<b>53.3%</b>	<b>24.3%</b>	<b>13.8%</b>	<b>6.1%</b>	<b>2.6%</b>
PE00476	Tipperary Education and Training Board	22,315	11,302	5,475	3,393	1,577	568	50.6%	24.5%	15.2%	7.1%	2.5%
PS00858	Mayo Sligo & Leitrim Education and Training Board	42,155	21,290	9,073	5,348	4,830	1,614	50.5%	21.5%	12.7%	11.5%	3.8%
PA00474	Louth & Meath Education and Training Board	52,829	26,662	12,676	7,945	4,552	994	50.5%	24.0%	15.0%	8.6%	1.9%
PK00479	Galway & Roscommon Education and Training Board	56,113	27,786	13,273	8,209	4,913	1,932	49.5%	23.7%	14.6%	8.8%	3.4%
PQ00115	Dublin & Dun Laoghaire Education and Training Board	93,856	46,251	24,713	14,165	6,985	1,742	49.3%	26.3%	15.1%	7.4%	1.9%
PV00160	Laois & Offaly Education and Training Board	19,386	9,392	5,218	2,991	876	909	48.4%	26.9%	15.4%	4.5%	4.7%
PF00549	Waterford & Wexford Education and Training Board	64,103	30,711	16,298	9,841	4,873	2,380	47.9%	25.4%	15.4%	7.6%	3.7%
PK00157	Kilkenny & Carlow Education and Training Board	31,352	14,869	7,756	4,654	3,059	1,014	47.4%	24.7%	14.8%	9.8%	3.2%
PJ00120	Kildare & Wicklow Education and Training Board	36,155	16,988	9,170	5,365	2,951	1,681	47.0%	25.4%	14.8%	8.2%	4.6%
PL00541	Cork Education and Training Board	120,870	53,944	32,493	20,058	11,591	2,784	44.6%	26.9%	16.6%	9.6%	2.3%
PC00492	City of Dublin Education and Training Board	165,836	66,819	43,565	28,629	23,961	2,862	40.3%	26.3%	17.3%	14.4%	1.7%
PE00154	Cavan & Monaghan Education and Training Board	42,744	17,094	10,133	7,316	7,069	1,132	40.0%	23.7%	17.1%	16.5%	2.6%
		<b>874,477</b>	<b>411,723</b>	<b>220,946</b>	<b>134,851</b>	<b>83,978</b>	<b>22,979</b>	<b>47.1%</b>	<b>25.3%</b>	<b>15.4%</b>	<b>9.6%</b>	<b>2.6%</b>

# Component Grade Analysis by Centre 2013 - 2015

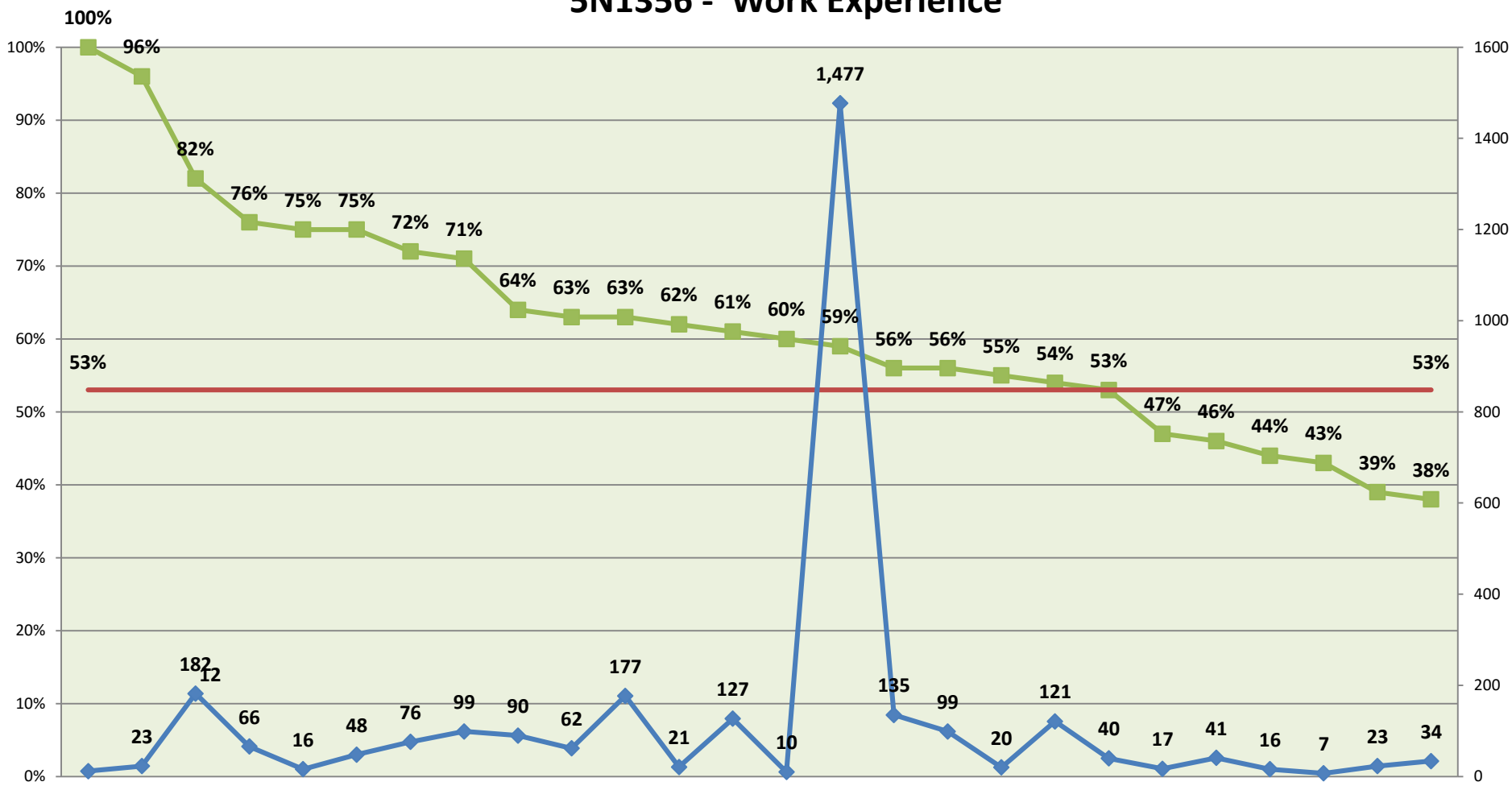




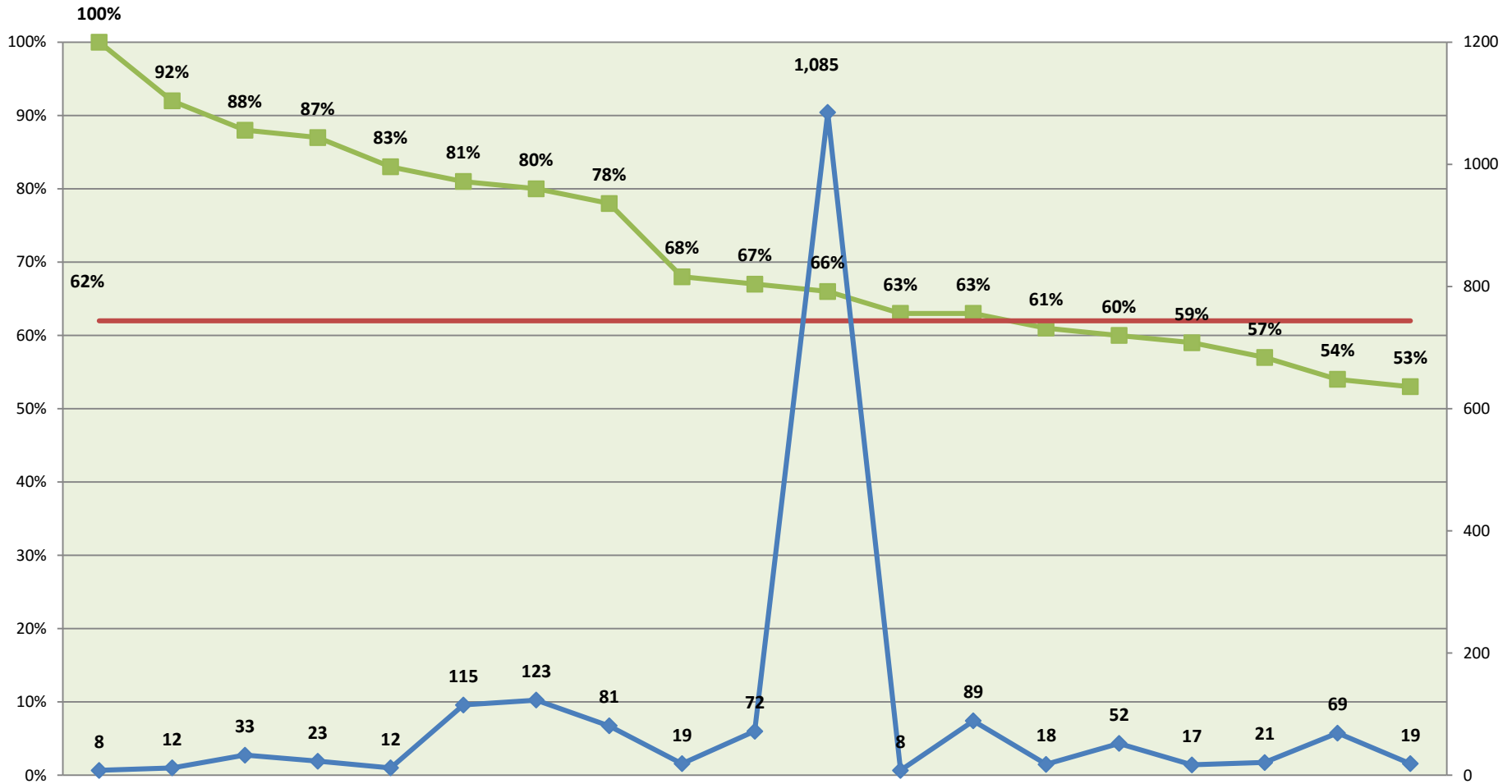
## 5N0690 - Communications



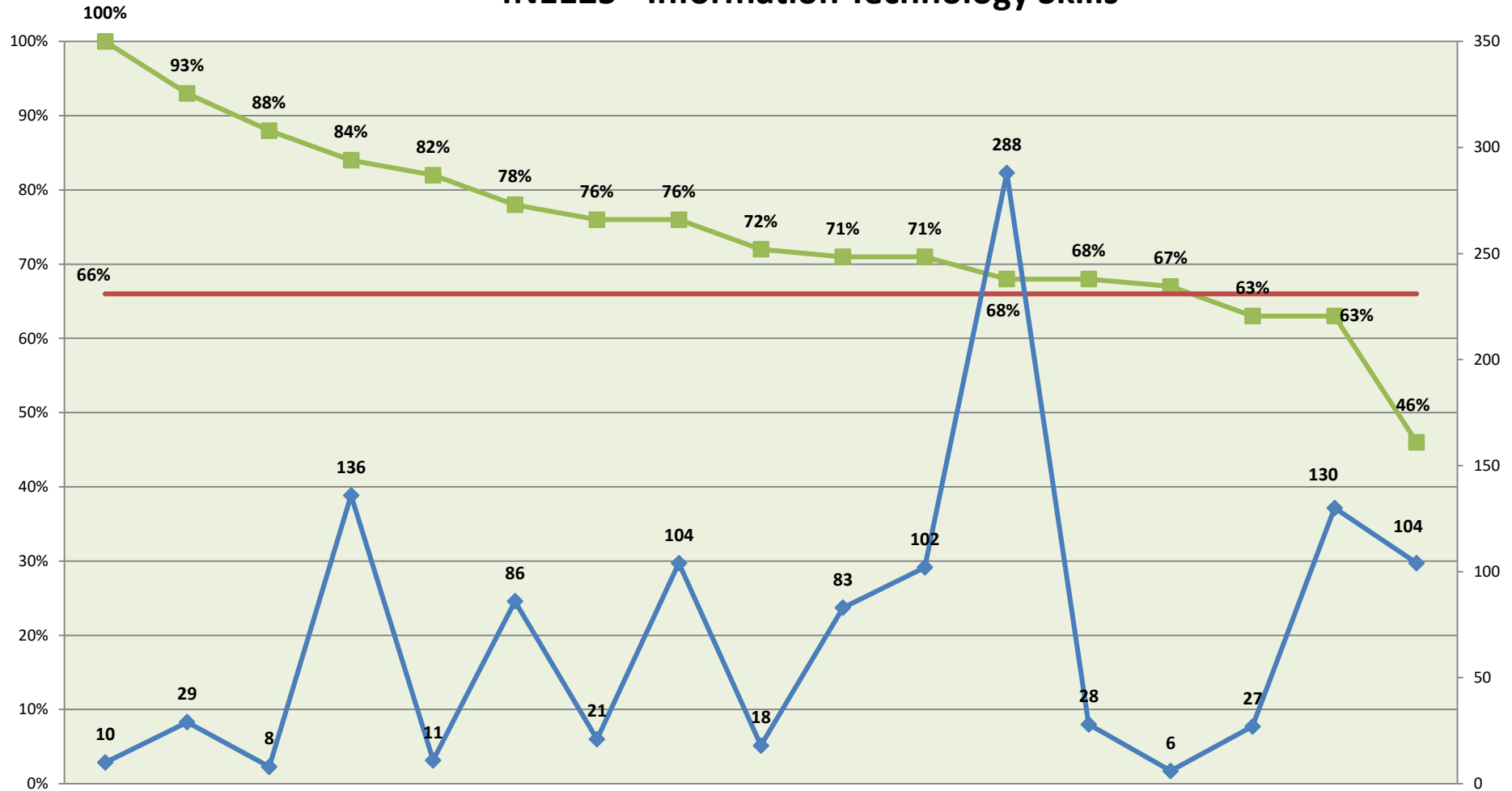
## 5N1356 - Work Experience



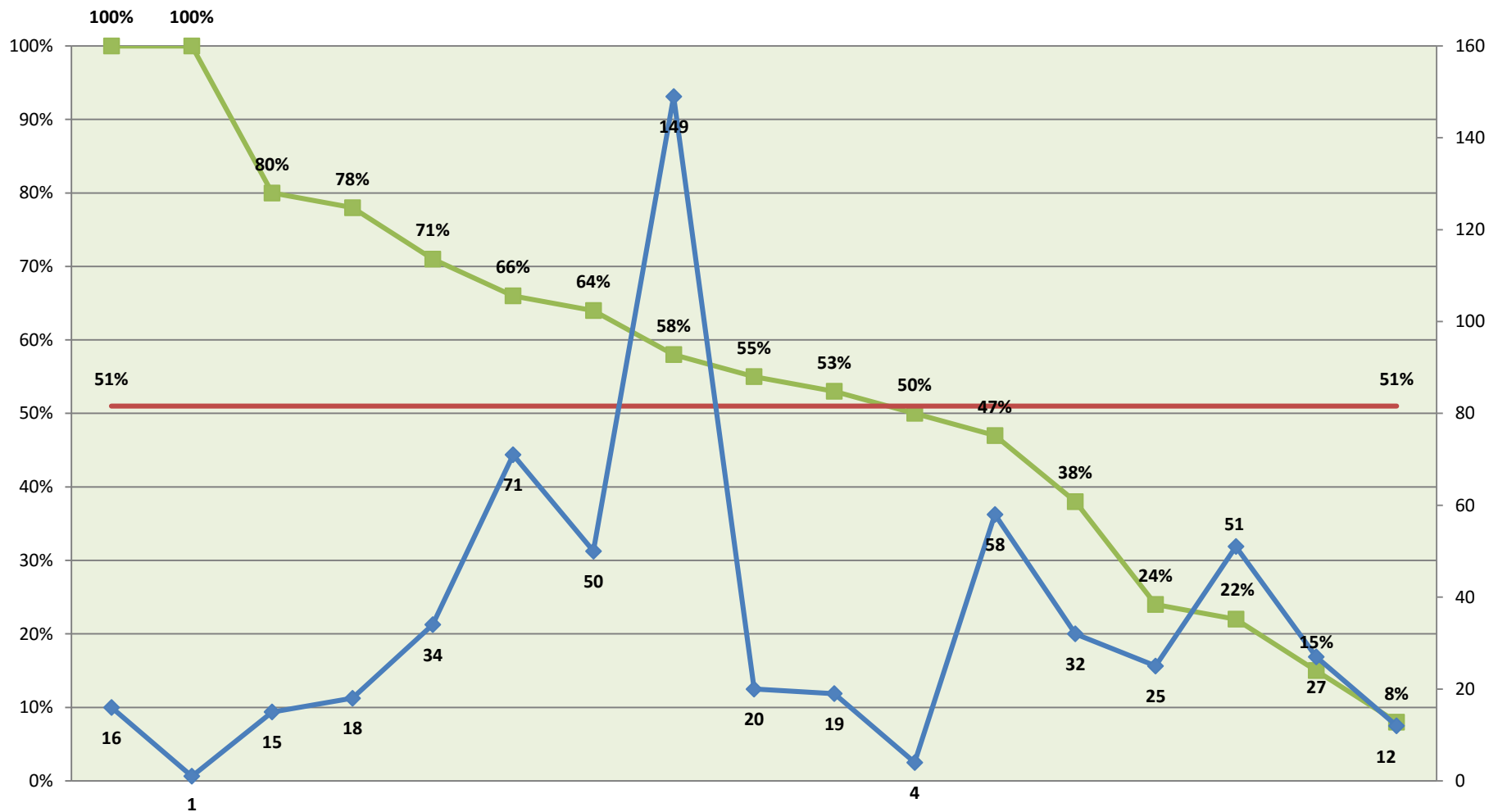
## 5N1358 Word Processing



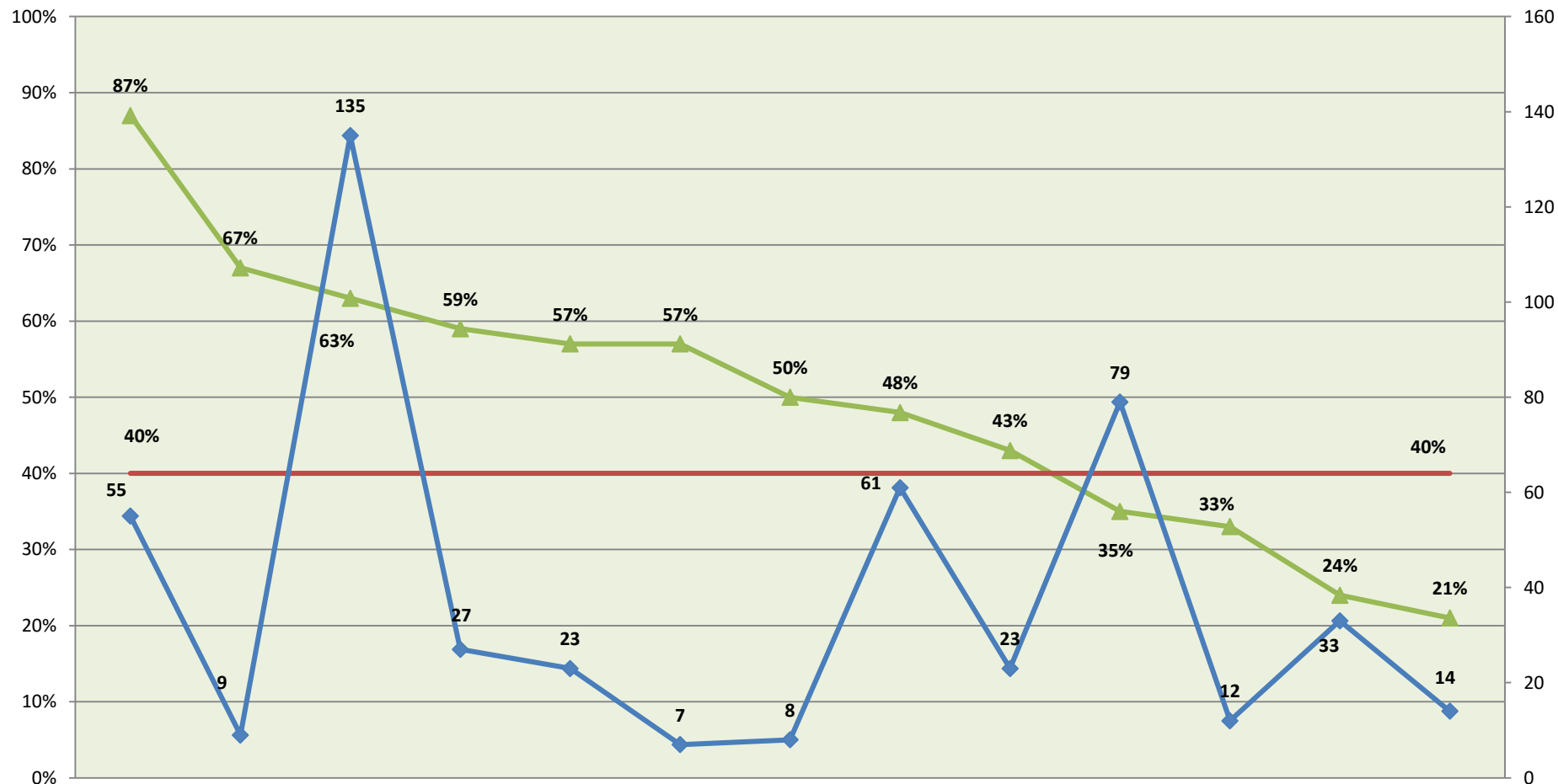
## 4N1125 - Information Technology Skills



## 5N2706 - Care of Older Person



## 5N1770 - Early Care & Education Practice



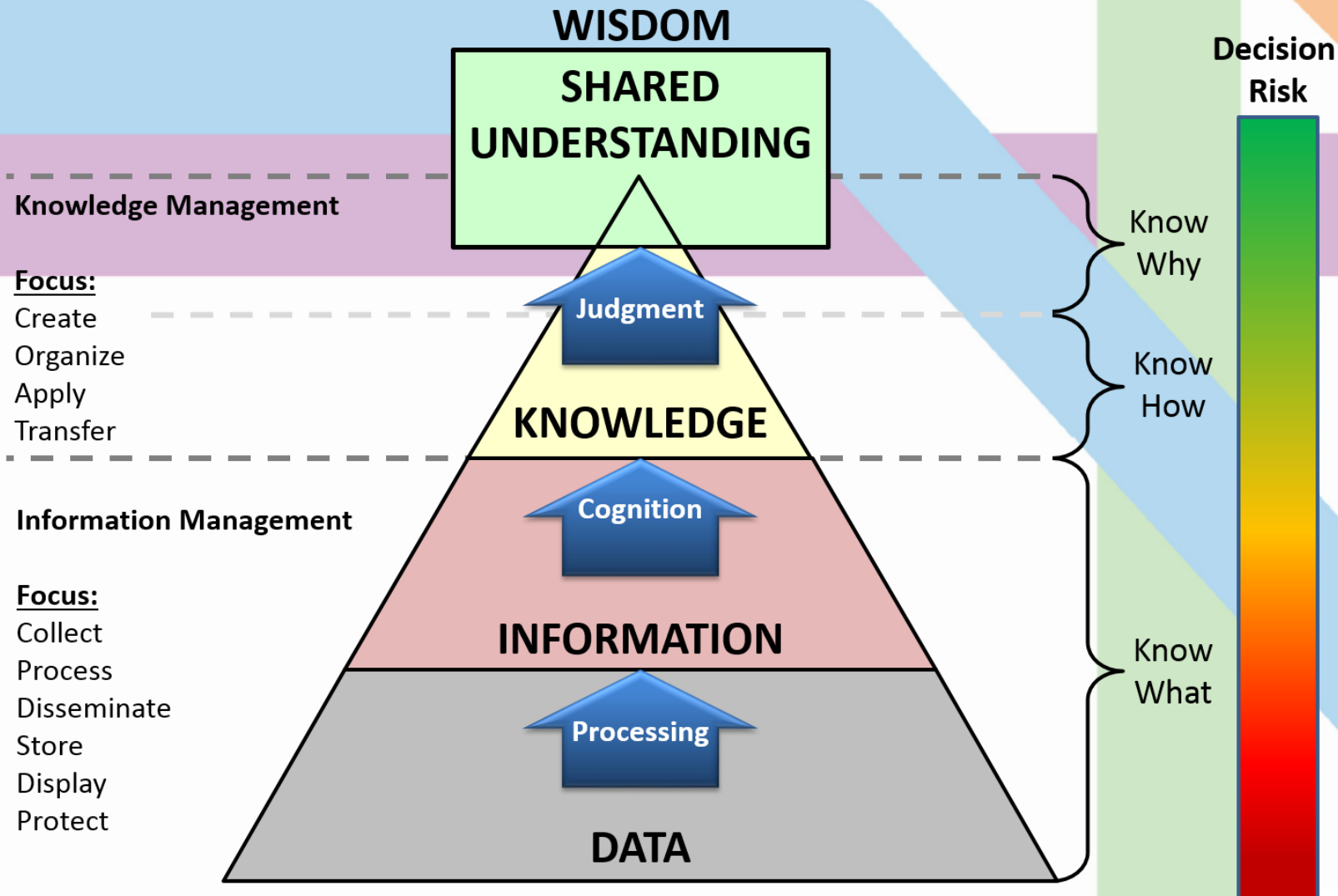
# Information Summary

- High range in Distinction rates between LCETB centres
- Range in Distinction rates from ETB to ETB
- LCETB average similar to sector
- Pattern repeats within specific modules

# KNOWLEDGE



# Knowledge Management Cognitive Pyramid



DIKW Adaptation in use within the US Army KM Community of Practice

# LCETB QA Seminar - Ensuring Consistency of Assessment across Multi-Centre Provision



# Group Exercises

- List the factors potentially influencing range of distinction rates across LCETB centres.
- What initiatives could be implemented to improve consistency of assessment across centres?
- List challenges to implementing performance improvement initiatives.
  - Recommend solutions
- What would be other effective indicators to evaluate provision?

# List the factors potentially influencing range of distinction rates across LCETB centres.

- Learner Profile
  - Ability, prior learning, age, attendance, language, literacy levels, motivation
- Resources
  - Contact hours, class size, IT resources, environment, part-time/full-time
- Tutor
  - Standards, assessment, interpretation, P/M/D, impartiality, teaching style, feedback
- Processes and Procedures
  - Module descriptors, assessment briefs, marking schemes, assessments, External Authentication, assessment policies

# What initiatives could be implemented to improve consistency of assessment across centres?

- Training
  - Standards (P/M/D), mentoring for new tutors/modules, peer review, feedback from assessment
- Assessment
  - Briefs/marketing schemes, EA training and feedback, marking conferences, Communities of Practice, centralised assessment banks
- Processes and Procedures
  - Evaluation and feedback processes, consistency of assessment across ETB – assessment instrument, IV, EA, RAP, single programme modules

# List challenges and solutions to implementing performance improvement initiatives.

- Challenges
  - Resources, budget, organisation scale, increased workload, conditions of employment, geography, programme range,
- Solutions
  - Funding and resourcing of CPD, resourced LCETB QA unit, IT systems, open communication

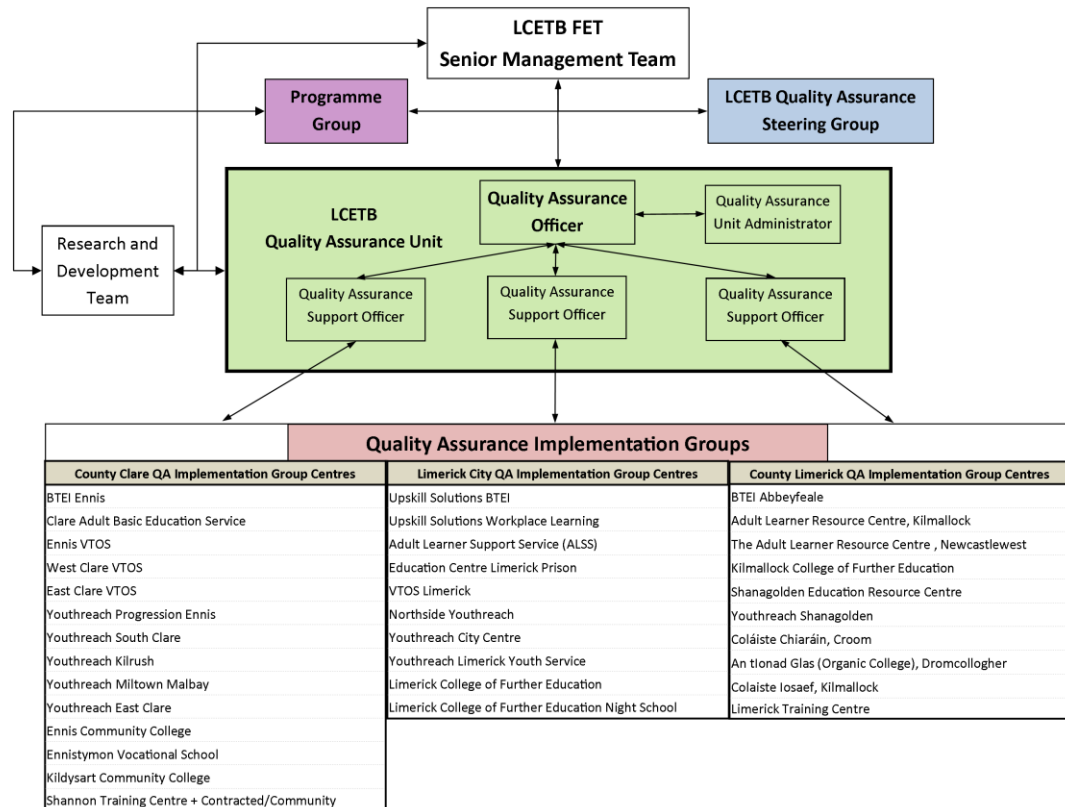
# What would be other effective indicators to evaluate provision?

- Student Profiles
  - Attendance, feedback, early exits, progression, performance at 3<sup>rd</sup> level
- External Indicators
  - Reports from progression – employers and 3<sup>rd</sup> level, EA report (% grade changes), self-evaluation and monitoring
- Resource and Environmental Indicators
  - Programme fill rates, links with local employers, MOUs with 3<sup>rd</sup> level institutes



# Actions

- Structure
  - LCETB QA Unit
  - Regional QA Support Officers





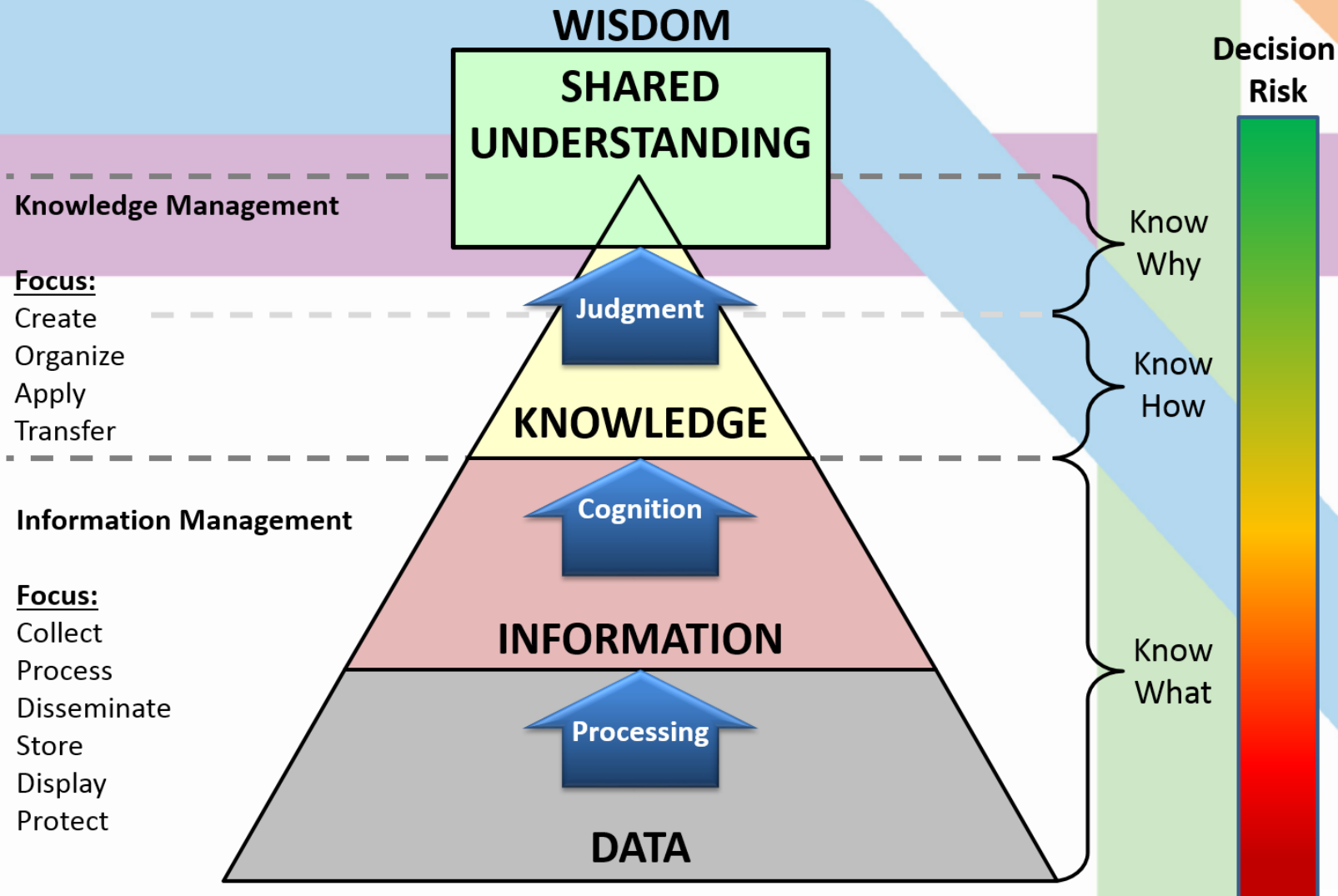
# Plans

- Single versions of programme modules across LCETB
- LCETB Programme Group to evaluate and approve applications for new programme delivery or development
- Common LCETB Policy and Procedures on self-evaluation and monitoring
- Pilot programme or module, standardise as many variables as practicable, review results
- Introduce additional QA control indicators - % EA grade change for example.



# WISDOM

# Knowledge Management Cognitive Pyramid



DIKW Adaptation in use within the US Army KM Community of Practice

# Wisdom

- Wisdom from applied learning
  - Identify critical indicators
  - Identify contributory factors
  - Standardise variables
  - Observe results and modify if necessary
  - Apply learning to other programmes and systems

# Examples of useful additional data

- Certification data and reports from QBS/PLSS
  - Each certification period, view and query certification rates across ETB centres
- Online IV/EA entry – searchable and available to interrogate centrally at ETB level
- Self-evaluation checklists, reports, programme improvement plans online
- Centre monitoring reports
- Staff CPD history
- Learner appeals history

# Conclusion

- Analysis of supplied **Data** has provided very useful **Information**
- Interrogation and review of **Information** has informed **Knowledge** of contributory factors and potential solutions.
- Standardisation of factors and implementing solutions will develop **Wisdom** and reduce **Risk**

Thank You!