

## **NAPD-FET response to White Paper on Sector Specific Quality Assurance (QA) Guidelines for the ETB Sector**

NAPD-FET welcomes the opportunity to provide feedback on this paper as many of NAPD-FET Principals and Deputy Principals work in the Education and Training Board Sector. To date ETB's and others have delivered FET courses and worked hard to achieve migration to the CAS and create programmes. This has been led by the hard work and dedication of FE teachers led by the vision and direction of NAPD-FET Principals/Deputies. This feedback is made on the basis of that experience and knowledge of the sector.

Rigours surrounding QA are very welcome in NAPD-FET schools and colleges and can only serve to underpin the good quality work that is already taking place. NAPD-FET welcomes the long term vision of QQI regarding QA and supports in principle the rigours around this development, in particular delegated authority. However the main concern rests in the changing workload and work practices of its members as outlined in this document.

### **Governance and Management**

- The move to a multi-layered QA system within ETB's will assist in supporting NAPD-FET Principals/Deputies.
- A multi-layered approach which has regard to the overall corporate responsibility within ETB's is welcome, however NAPD-FET are concerned with the lack of operational resources available to Principals/Deputies and how this will affect local decision making as NAPD-FET schools and colleges have been subject to the moratorium on promotions and the rigours surrounding the teaching contract.
- The change to the governance of teaching and learning is a cause for concern as the role of the inspectorate is defined under the second level structure within which NAPD-FET schools and colleges operate. This will be a substantial change in contracts of employment and could lead to industrial relations concerns.

### **Programmes of Education and Training**

- Teachers within NAPD-FET schools and colleges are not subjected to PDMS, however ancillary and administrative staff are. The concern in relation to review of staff performance is linked to the fact the NAPD-FET schools and colleges are governed under post-primary structures. A change in review in relation to staff performance, in particular teachers, could lead to industrial relations issues.
- Flexibility within the FET sector will be reduced in relation to the new rigours surrounding change to QA systems. While it has been acknowledge that the NAPD-FET welcomes the long term vision of QQI, this has the result of stagnating provision and leading to a situation where the FET sector is not meeting its targets in relation to providing skills for the economy and upskilling Irelands society.
- Planning for change is important in our sector. There is a concerned that the length of time taken to plan, develop, validate, determining capacity etc. will result in a lack of demand for the skills once it has been developed.

- Current teaching contracts will also hamper development as NAPD-FET schools are governed by the rigours of the teaching council and the fact that teachers have to be teaching council registered whereas those who work in training centres are not.

#### **Learner Records and Certification**

- NAPD-FET welcomes development in this area, however to date MIS systems are underdeveloped and do not work together. There is a necessity for an MIS system that actually works and is easy to use.

#### **ETBs collaborating on a national basis**

- NAPD-FET schools and colleges have been collaborating together without formal structures for many years, the opportunity to collaborate formally on a national basis is welcome.