



BORD OIDEACHAIS
AGUS OILIÚNA CHIARRAÍ

KERRY EDUCATION
AND TRAINING BOARD



**Kerry ETB Quality Assurance
Action Plan
2022 - 2027**

Table of Contents

Introduction	2
1. Self-Evaluation – Broader Engagement	3
2. Kerry ETB QA Vision and Value	5
3. External Representative in Governance Structures	6
4. Governance Structures Roles	8
5. Continuous Professional Development Programme	9
6. Continuous Professional Development, Induction, Mentoring, and Recording	10
7. Communities of Practice	12
8. Admissions and Diversity	13
9. Recognition of Prior Learning	15
10. Learner Induction: Academic Integrity	16
11. Ratification of Assessment Results	18
12. Measuring Success: Using Certification Data	19
13. Use of Data: Policies and Procedures	21
14. QA Handbook, Public Information and Communication Policy	23
15. Gaeilge: Systematic Approach to Official Language Act 2021	25
16. Moving from Second level to FET – (Irish Language)	25
17. Alternative Assessments: Universal Design	26
18. Continuous Professional Development - Leadership	29
19. Open Learning Centres consistency and trends	30
20. Learner Induction to Governance Structures	32
21. Self-evaluation Methodologies	33
22. Stakeholder Engagement Policy	34

Introduction

This Action Plan was developed in response to a number of recommendations received from QQI following from its inaugural review of quality assurance in Kerry ETB and publication of the 'QQI Review Report – Inaugural Review of Kerry Education and Training Board'. The Plan also acknowledges the commendations received and wishes to build on these strengths as well as focus on areas for continuous improvement.

While this Plan is based on the recommendations of the Review Panel Report, it was developed in consultation with Kerry ETB's key stakeholders through on-line surveys and a number of focus group sessions. This consultation processes invited comments from learners, staff, employers, members of Kerry ETB governance structures, and other parties.

The Plan also integrates learning that emerged from a review of the Kerry ETB FET QA Governance System and findings from Kerry ETB's Self Evaluation of Quality Assurance.

This Plan is set out with each recommendation on an individual page, therefore, there is some overlap and duplication in commentary and planned action.

Kerry ETB has decided not to combine the recommendations on this Action Plan but reference to the interconnection between recommendations and planned actions will be detailed.

All actions will be completed between Q4 2022 and Q2 2027. Kerry ETB will develop and review an annual action plan to achieve implementation.

1. Self-Evaluation – Broader Engagement

	Recommendation	Commentary	Planned Actions
1	<p>The review team recommends that Kerry ETB pursue a broader community of interests to ensure the ETBs approach to self-evaluation benefits from a wider range of experience, skills and knowledge and promotes shared ownership of the QA process with all stakeholders.</p>	<p>Links with Recommendation 3 and Recommendation 22.</p> <p>Kerry ETB will review membership of its governance structures with particular focus on embedding external representation.</p> <p>Kerry ETB wishes to retain identified strengths within the academic governance systems.</p> <p>The approach to programme development; and experience of successfully doing so, demonstrates Kerry ETB’s capacity to align programmes with employer needs and to actively involve employers.</p> <p>Align programmes with regional needs and emerging trends for future employment is an area of potential development.</p>	<p>Kerry ETB FET will develop a documented approach to the engagement of broader stakeholder.</p> <p>Review of membership of PGB.</p> <p>Review of membership of QAGB.</p> <p>Review of membership of FET Quality Council.</p> <p>Involve learners, apprentices and employers in the review of QA procedures and QA Handbook.</p> <p>Develop shared ownership through improved communication and open dialogue such as surveys and focus groups annually.</p> <p>Continue membership of various fora that FET representative are on.</p> <p>Further develop the Kerry College Business Support Unit to broaden its employer engagement strategy, including a training needs analysis service to individual companies to feedforward into programme development.</p> <p>Further develop links and pathways with Higher Education institutions and additional advance progression</p>

		<p>MOU between Kerry ETB and MTU (Munster Technology University) is in progress.</p> <p>ILM certification and new SOLAS micro credentials are now available.</p>	<p>opportunities for Kerry ETB learners to feedforward into programme development.</p> <p>Explore the potential of micro-credentials in the development of programmes for workplace learning and programmes aimed at those in employment seeking to upskill.</p>
--	--	--	--

2. Kerry ETB QA Vision and Value

	Recommendation	Commentary	Planned Actions
2	The review team recommends the ETB adopts a systematic approach to ensure the current organisational culture is adopted ETB-wide, with practical examples to help define the desired outcomes. To this end, an action plan should be established to communicate and embed the ETB vision and values at all levels.	<p>Kerry ETB will develop an action plan to communicate and embed Kerry ETB’s vision and values at all levels.</p> <p>A consultation process per campus/ centre/ programme will underpin this process.</p>	<p>Development of this action plan alongside Strategic Planning process.</p> <p>Integrate learning from QA Self Evaluation and Action Planning processes to inform the development of the Kerry ETB Strategy of Statement/ Kerry ETB Strategic Plan.</p> <p>Develop and publish a quarterly QA Unit FET Implementation Report to provide an update on / evidence of progress relating to the Statement of Strategy Goals and annual Service Plan objectives. Circulate same to FET Quality Council and Staff.</p> <p>Further develop the suite of reports for the FET Quality Council to include an Annual Report for the CEO and Section 44 Committees, a Report on Applications for Programme Approval, and Grade Analysis Reports and ICQ reports to take place at 5th meeting every year. Refine the ICQ to include Quality Assurance actions and ensure this is reported to section 44 committees.</p> <p>Pilot use of Continuous Improvement Plans at Kerry College and FET Centre Level to strengthen programme outcomes and assist in the communication of QA Values.</p> <p>Complete Kerry ETB FET Pillar contribution to the Statement of Strategy Process.</p>

3. External Representative in Governance Structures

	Recommendation	Commentary	Planned Actions
3	The review team recommends that Kerry ETB embeds similar external representation across all of its governance groups including the Programme Governance Board and the Quality Assurance Governance Board, learners, staff, and external stakeholders such as those from industry and local communities including Gaeltacht areas, and should be among the stakeholder groups invited to participate.	<p>Relates to Recommendation 1 and Recommendation 22.</p> <p>Kerry ETB QA Governance Structures currently invite participation from a broad range of stakeholders.</p> <p>Kerry ETB has established good practice in its self-evaluation and action planning process, which have been reviewed and evaluated and will inform practice in the future.</p> <p>Having an external Chair and external membership has brought advantages. Including a learner representative on the FET Quality Council is not easy in practical terms.</p> <p>Kerry ETB approach has been to include the learner voice from different parts of the ETB at meetings.</p> <p>Visibility of FET Governance is important in Kerry ETB and having meetings in different locations to achieve this.</p> <p>Current members report high levels of confidence and possibility in the role of the governance systems.</p> <p>Administrative meetings operate well.</p> <p>Kerry ETB acknowledges the current gaps in representation.</p>	<p>Survey students to gain knowledge of satisfaction levels.</p> <p>Explore ways to effectively capture the learner and apprentice voice at centre campus and programme level.</p> <p>Develop a learner and apprenticeship voice group with clear terms of reference and a clear policy.</p> <p>Link with Learner Forms across Kerry College and FET Centres.</p> <p>Examine the potential of a FET Learner Forum to support the learner voice in decision making at FET Quality Council and Programme Governance Board levels.</p> <p>Examine the potential of a FET Employer Forum to support the employer voice in decision making at FET Quality Council and Programme Governance Board levels.</p> <p>Brief the Learner Forums and Employer Forums on QA Structures and the opportunity and benefits that participation presents.</p>

		<p>Key policies and procedures relating to QQI's Core Statutory Quality Assurance Guidelines are documented, approved by the FET Quality Council.</p>	<p>Ensure the consistent implementation of current policies and procedures.</p>
		<p>A draft QA Handbook detailing QA policies and procedures is at an advanced stage. It is a working draft as the process is evolving on an on-going basis. However gaps remain and these will be addressed on the Action Plan.</p> <p>QA Policies and Procedures articulate how Kerry ETB will assure the quality of teaching, learning, and service activities across its FET provision.</p>	<p>Strengthen the understanding amongst staff at College/ Centre level on the current policies and procedures in terms of consistent implementation across FET through the establishment of QA Working Group.</p>
			<p>Provide CPD briefings on the QA Handbook and include QA Handbook in induction for new staff.</p> <p>Produce a QA eZine (Sept, Jan, April) to give staff at College/Centre level updates on QA– pointing them to where to go to see the detail of changes, policies, procedures etc. for consideration at staff meetings.</p> <p>Harness the position and purpose of the Kerry College Business Support Unit to find a mechanism to include the employer voice in QA structures.</p> <p>Explore the benefits of establishing a QA Forum of frontline QA College/Centre Staff.</p>

4. Governance Structures Roles

	Recommendation	Commentary	Planned Actions
4	<p>The review team recommends that all quality assurance policies and procedures are approved by the FET Quality Council, and that the Programme Board and Quality Assurance Governance Board adhere to their defined role in developing policy and making recommendations, ensuring adherence to the appropriate approval functions outlined in the relevant Terms of Reference.</p>	<p>Kerry ETB’s Programme Governance Board and QA Governance Board currently adhere to their defined roles in developing policy and making recommendations. Kerry ETB will now reflect this correctly in the minutes of meetings.</p>	<p>Record minutes that reflect the approval processes.</p>
<p>Ensure Terms of Reference for each Governance Structure are reviewed with formal approval of any changes.</p>			
<p>The current arrangements for the governance and management of quality at Kerry ETB are appropriate and continually improving.</p>		<p>The FET Quality Council and its sub-committees will annually review its terms of reference to ensure that they reflect its role.</p>	
<p>Kerry ETB has a well-established governance system which has provided substantial coordinating benefits to the ETB. This was most evident when contingency planning in response to COVID-19.</p> <p>Additionally, there are established working groups and sub-committees to support the governance system, such as the Teaching, Learning and Assessment Working Group and Quality Assurance Working Group.</p>		<p>Update QA section of the Kerry ETB website.</p>	

5. Continuous Professional Development Programme

	Recommendation	Commentary	Planned Actions
5	The review team recommends that Kerry ETB develop and implement a coherent programme of Continuing Professional Development (CPD) for all staff, including hourly-paid staff and those delivering second provider contracted training. Such a programme should have clear links to the organisation's mission and strategy, and feature annual review and evaluation of impact, drawing on the views of participants.	<p>Links with Recommendation 6 and Recommendation 18</p> <p>Kerry ETB has already developed a coherent programme of CPD and this is planned, implemented, tracked and reported on in line with Kerry ETB strategy and mission, under the following priority headings:</p> <ol style="list-style-type: none"> 1. QA 2. TEL 3. IT 4. Learner Supports 5. Management 6. Vocational Upskilling 7. Health & Safety 8. Sustainability 9. Enterprise Engagement <p>The AEO with responsibility for CPD and her team carried out extensive research into the technology enhanced learning needs of FET staff. This will provide useful baseline information for future planning.</p>	<p>Continue to develop and implement a coherent programme of CPD for all Kerry ETB staff across FET and supported locally at campus/centre level.</p> <p>Kerry ETB will develop an Employee Training Management System on its new Office 365 platform to increase automation in CPD scheduling, enrolment, attendance and records.</p> <p>Kerry ETB will focus CPD effort on:</p> <ul style="list-style-type: none"> • pedagogy • learner psychology • UDL • Leadership training at middle management <p>Consult with all staff around their CPD needs.</p> <p>Establish a FET CPD Strategy group as a subcommittee of the QA Working Group.</p>

6. Continuous Professional Development, Induction, Mentoring, and Recording

	Recommendation	Commentary	Planned Actions
6	<p>The review team recommends that the programme of CPD proposed in Recommendation 5 be further enhanced with a revised policy on staff, recruitment, management and development, aligned with the goals, values, and mission of the ETB. This might include:</p> <ul style="list-style-type: none"> • a formal induction to the organisation, including a briefing on the Kerry ETB Quality Assurance system and any specific QA requirements of the post • processes for staff mentoring <p>Systematic recording of CPD undertaken by staff aligned to the organisation's goals, values and mission. The current policy should be applied consistently across the ETB by staff.</p>	<p>Links with Recommendation 5, Recommendation 6 and Recommendation 18</p> <p>Kerry ETB will develop a revised policy on staff recruitment, management and development with particular focus on formal induction and staff mentoring. This will be done through an inclusive and consultative process.</p> <p>FET CPD activity has been systematically recorded and reported on since 2018.</p> <p>A system for tracking and reporting on Staff CPD is also in place.</p> <p>A cascade system is in place for staff communications.</p> <p>During the Pandemic systematic staff development was key to online teaching and learning and associated changes in assessment practice.</p>	<p>Revise/develop policy on staff recruitment, management and align to goals, values and mission of Kerry ETB.</p> <p>Develop formal induction processes for FET staff.</p> <p>Pilot staff mentoring models across the FET provision.</p> <p>Evaluate pilot mentoring schemes.</p> <p>Implement learning from pilot schemes.</p> <p>In line with staffing resource allocation CPD reports will be evolved to include a section on impact analysis and participation gap analysis.</p> <p>Continue to resource TEL and UDL Champion Projects throughout the academic training terms. Showcase TEL tools for UDL practice at annual QA Autumn CPD Festival (August Annually).</p>

			<p>Ensure that upskilling of staff includes subject specific CPD which links to the evolving needs of employers and industry change.</p>
			<p>Staff retraining and upskilling needs to be systematically and strategically examined in the context of workforce development in key employer-led areas.</p>
			<p>Host an annual workforce-planning meeting with HR and the FET Management Team. Plan for panels / a staff pool to teach in new and emerging areas and for areas where we have a shortage of subject matter expertise.</p>
			<p>Capitalise on the new Core HR MIS system to leverage data for the benefit of FET analysis and planning. Find a method to identify FET staff on Core by role (management, admin, T&L) and by subject matter expertise.</p>

7. Communities of Practice

	Recommendation	Commentary	Planned Actions
7	The review team recommends staff engaged in all phases of the QA cycle have the opportunity to join a Community of Practice to share learning, deepen knowledge and embed improvement.	<p>Also relates to Recommendation 18 Kerry ETB will expand its COP models to capture the knowledge and competencies in the quality improvement works undertaken.</p> <p>TEL and UDL Champions in place will facilitate change and development and support a culture of peer learning.</p>	<p>Review existing Communities of Practice (COP).</p> <p>Expansion of the COP model across FET provision e.g. (VTOS/Pathways).</p> <p>Piloting the COP model by module (as opposed to by Programme).</p>

8. Admissions and Diversity

	Recommendation	Commentary	Planned Actions
8	<p>The review team recommends that Kerry ETB engage and consult widely in reviewing the Kerry College Admissions policy, ensuring it meets the programme entry requirements of all awards offered by the ETB and includes a transparent appeals process. This should be with a view to adopting an inclusive, consistent and enabling approach to admissions across all FET programmes, colleges, and centres, recognising the diverse learner populations in the county.</p>	<p>The Kerry College Admissions Unit currently provides applicants with a consistent experience of admissions, from application, to interview, document verification, course place offer and course registration.</p> <p>Systems are in place to monitor the process of appropriate course placement of applicants.</p> <p>Entry criteria are clear.</p> <p>Systems are in place to track and record progression at both course level and provider level.</p> <p>A standardised Fees / Fee Waiver Policy is in place.</p> <p>Kerry ETB will consult widely when the Kerry ETB Admissions Policy is being reviewed.</p>	<p>Bring the Admissions Policy to Kerry ETB Board</p> <p>Review of Admissions Policy through a consultative process.</p> <p>Develop a broad Initial Assessment tool for use at Admissions time in learner journey.</p> <p>Provide guidance to those who do not meet the criteria in original application.</p> <p>Host on-line event to inform all staff of the role of the Admissions Office.</p> <p>Further develop links with Higher Education institutions with a view to agreeing formal transfer and progression arrangements which will support progression pathways at programme level.</p> <p>Brief relevant staff and referring agencies on the Admissions Policy, procedures, programme entry criteria and progression pathways.</p> <p>Research and develop credit transfer schemes within Kerry ETB programmes.</p> <p>Develop pre-entry courses in specific areas such as Early Learning and Care and Healthcare from programmes at Level 4 to programmes at Level 5. Such courses could focus on literacy, numeracy, ICT, specific vocabulary and key concepts relating to anatomy and physiology, human</p>

			<p>development, providing an access stream through the transfer of credits and/or entitlement to automatic to programmes in Early Learning and Care, Healthcare, and Sports and Recreation. Such courses should act as a social inclusion measure for learners who are vocationally suitable, but have not yet reached the academic standard.</p>
			<p>Explore the role of career planning as an aid to progression to employment.</p>
			<p>Research and develop formal structures for RPL for advanced entry.</p>

9. Recognition of Prior Learning

	Recommendation	Commentary	Planned Actions
9	The review team recommends the ETB explore the use of both accredited and experiential Recognition of Prior Learning (RPL) to allow for advanced entry and programme module exemptions so that those in employment have an opportunity to gain qualifications.	<p>Kerry ETB has piloted RPL processes and will integrate this learning into future schemes.</p> <p>The Planned Actions here align with some of the planned actions identified in Recommendation 8.</p>	<p>Appoint staff member to resource RPL, pilot initiatives and capture learning.</p> <hr/> <p>Explore RPL for Advanced Entry and pilot formal RPL advanced entry structures in Kerry College.</p> <hr/> <p>Develop formal structures for RPL processes, including clear paths and approaches.</p> <hr/> <p>Pilot RPL processes, evaluate, disseminate findings and use to inform next steps.</p> <hr/> <p>Support Centre/ Campus staff to deal with requests.</p>

10. Learner Induction: Academic Integrity

	Recommendation	Commentary	Planned Actions
10	The review team recommends that learner induction includes alerting learners and staff to the risks of plagiarism. In this context, the support available to learners should include help with academic writing and guidance on assignments.	Kerry ETB will review its Learner Induction and integrate the importance of academic integrity, with a focus on ways to support it.	Incorporate Academic Integrity into Learner Induction at College/ Centre level.
		Kerry ETB will continue to provide support with academic writing, guidance and assignments through Learner Supports.	Establish a Kerry College Support Unit to build on the good practice across FET provision.
		Kerry ETB will develop an Academic Integrity Action Plan.	Draft, consult and publish an Academic Integrity Policy and Action Plan.
		Kerry ETB will integrate a role for Academic Integrity into the FET Quality Council's role and responsibilities.	Develop a Harvard Referencing Style, one page handout.
			Develop Learner Support Plans for every learner that will help identify academic integrity needs.
		The PGB and QAGB, evaluate the effectiveness of assessment procedures in ensuring fairness, consistency and fitness for purpose. These structures can make recommendations for improvement as required.	Complete the dialogue on defining assessment malpractice.
		Academic integrity and assessment malpractice are explained to the learner in the Kerry ETB FET Learner Handbook.	Develop two standardised workshops, one for staff and one for learners on academic integrity and referencing

		<p>Anti-plagiarism software Turnitin was piloted at Kerry College Listowel Campus and will be rolled out across FET for academic integrity.</p>	<p>and ensure that a deeper version of this is revisited by staff with learners ahead of assessment due dates.</p>
			<p>Continue work on Plagiarism with the TLA WG.</p>
			<p>Develop a Kerry ETB Plagiarism Spectrum.</p>
			<p>Capture the learning from Turnitin Pilot.</p>
			<p>Explore the rollout of Turnitin across Kerry College Campuses integrated into Kerry ETB Office 365.</p>

11. Ratification of Assessment Results

	Recommendation	Commentary	Planned Actions
11	The review team recommends that clear terms of reference are published within the Quality Assurance manual for the role of the Results Approval Panels in the approval and ratification of assessment results. These should be comprehensive and include the approval of the results of all awarding bodies.	<p>Kerry ETB will publish terms of reference for the Results Approval Panel in the QA Handbook.</p> <p>Terms of Reference for Results Approval Panels already exist and are documented in 6.13 Results Approval procedure.</p> <p>Kerry ETB will use data/ practice emerging from the Open Learning Centres to inform learner support provision.</p>	<p>Publication of the Results Approval Panel Terms of Reference in the QA Manual.</p>
		<p>Assessment data is approved at College/Centre level via the Results Approval Reports (RAP) and External Authentication (EA) Reports. Collated reports go to FET Quality Council for noting and learner results go for ratification.</p> <p>Kerry ETB has made progress in establishing an integrated QA Handbook as a reference point for quality assurance in Kerry ETB. This is used to ensure that Kerry ETB is using its quality assurance policies and procedures to meet strategic objectives. The FET Quality Council provides oversight of quality systems and framework.</p>	<p>Ensure the inclusion of the views of teaching and instructing staff on grade changes prior to Results Approval.</p> <p>RAP meetings will continue to prioritise key areas based on EA reports for implantation.</p> <p>Review current RAP processes.</p> <p>Review all stages of the assessment process including certification audit; Peer reviews and conduct of assessment.</p>

12. Measuring Success: Using Certification Data

	Recommendation	Commentary	Planned Actions
12	<p>The review team recommends that Kerry ETB develops a systematic approach to using certification data to contribute to the effective quantitative measurement of programme success levels in addition to the qualitative details available in external authenticator reports.</p>	<p>Links with Recommendation 13 and Recommendation 21.</p> <p>Kerry ETB will develop a systematic approach to use all data, both qualitative and quantitative.</p> <p>Assessment data is approved at College/Centre level via the Results Approval Reports (RAP) and External Authentication (EA) Reports. Collated reports go to FET Quality Council for noting and learner results go for ratification.</p>	<p>Development of data expertise and the designation of a data expert to focus on the development of how we:</p> <ul style="list-style-type: none"> • Consider instruments used to measure programme outcomes. • Record qualitative data such as learner testimonials, case studies and evaluations. • Capture learner supports being offered and the road travelled by a variety of students – not just high achieving students. • Continue to communicate with PLSS nationally where identified data gaps emerge. <p>Develop templates to capture data e.g. annual report of grade levels per programme.</p> <p>Strengthen the electronic management and administration systems to monitor learners’ progress, provide feedback to learners and assess their achievement.</p> <p>Continue to strengthen the connection between quality improvement planning and strategic planning organisations structures workforce planning and posts and the interface between future strategic goals and quality improvement planning.</p> <p>Strengthen the interface between quality reporting and updates on the progress of strategic plans.</p> <p>Ensure that quality improvement is informed by and responds to identified risks and emerging issues.</p> <p>Strengthen the alignment of risk registers with teaching, learning and assessment processes.</p>

			<p>Ensure that areas that are identified as strengths are retained and enhanced within the governance system.</p>
			<p>Ensure that areas identified for further improvement are prioritised in the Quality Improvement Plan.</p>
			<p>Devise and action a reporting system from the Programme Governance Board to the FET Quality Council on</p> <ul style="list-style-type: none"> a) The outcomes of monitoring reports for Kerry ETB and collaborating providers; and b) The progress of actions approved by the FET Quality Council.
			<p>Devise and action a reporting system from the National (Apprenticeship) Programme Boards to the FET Quality Council on:</p> <ul style="list-style-type: none"> a) The outcomes of monitoring reports for collaborating providers; and b) The progress of actions approved by the FET Quality Council.
			<p>Devise and action a reporting system from the Programme Governance Board and Quality Assurance Governance Board to the FET Quality Council on: a) the outcomes of monitoring reports; and</p> <ul style="list-style-type: none"> b) The progress of actions approved by the FET Quality Council.

13. Use of Data: Policies and Procedures

	Recommendation	Commentary	Planned Actions
13	The review team recommends that policies and procedures are developed for the use of data to help support programme review, alongside self-evaluation and monitoring. This will help to inform provision planning and benchmarking against key performance indicators including socio economic data sources (e.g., Pobal, HP Deprivation Index).	<p>Link with Recommendation 12 & Recommendation 21.</p> <p>Kerry ETB has a self-evaluation, monitoring and review policy to support programme review to help support provision planning.</p> <p>Kerry ETB FET Management regularly reviews the following information: Census 2016 data, including Small Area of Population (SAP) for each Campus / Centre location, along with various relevant statistical reports (ETBI/SOLAS PLSS Management Information Systems reports; Quarterly Household Surveys, SMLRU, Southern Regional Assemblies etc).</p> <p>PLSS is the key MIS platform for FET, which is supported by robust corporate data management policies and procedures.</p> <p>Quarterly QQI programme data and monthly SOLAS MIS reports are also useful data sources at centre and provider level, respectively.</p> <p>There is potential to extract and analyse data at a deeper level to identify key trends and changes</p>	<p>Designated data expert to analyse Census 2022 data, including Small Area of Population (SAP) data and map to all towns with Kerry ETB FET provision to aid local planning that meets the needs of the learner, economy and community profile.</p> <p>Review Internal Processes for tracking learner data and learner profile information.</p> <p>Develop mechanisms to capture data from contracted training.</p> <p>Set quarterly FET Management Team meetings to analyse PLSS reports and quarterly SOLAS MIS reports in the QA Unit, develop a systematic approach to collection and storage of data for programmatic and cyclical review process.</p> <p>Provide a dashboard to allow data analysis by programme, centre, learner profile, learner outcomes etc.</p>

		emerging from quality improvement actions, particularly in learner retention, achievement and destination.	
		Planned Actions for Recommendation 12 will also address this recommendation.	

14. QA Handbook, Public Information and Communication Policy

	Recommendation	Commentary	Planned Actions
14	The review team recommend the creation of a 'Public information and Communications' policy in line with the QQI core guidelines to support the publication of programme information and quality assurance reporting in clear and accessible form to learners, staff, and external stakeholders; and that the Quality Assurance Handbook should be promoted, and available to, all staff and other stakeholders, including collaborating providers.	Kerry ETB will develop a Public Information and Communications policy in line with QQI core guidelines.	Public information and OSD Kerry ETB Communications' policy in line with the QQI core guidelines to support the publication of programme information and quality assurance reporting in clear and accessible form to learners, staff, and external stakeholders.
Kerry ETB has detailed a document approach to QA in the QA Handbook.			
Kerry ETB will promote the QA Handbook.			
Kerry ETB also has detailed a provision and use of Public Information in its QA handbook.			
The Quality Assurance Section of the Kerry ETB website and the QA SharePoint site for Quality Assurance Procedures and Learning Resources are key sources of QA information.		Quality Assurance Handbook should be promoted, and available to, all staff and other stakeholders, including collaborating ETB providers.	
			Gain visibility of QA Procedures for contracted training.
	Standardised programme specifications provide accurate course information to applicants.		Kerry ETB will establish a QA Working Group to build ownership and knowledge of the QA Handbook. QA Policies in the handbook will be scheduled for review.
	The QA Unit maintain a page in the Kerry ETB newsletter to share updates and information with staff annually.		Update the Quality Assurance Section of the Kerry ETB website.
			Publish information on the operation of the QA Infrastructure.

			Ensure that all teaching and instructing staff, and managers actively use the QA SharePoint Kolab.
			Notify such staff of additions and/or updates to the QA SharePoint Kolab through automated email.
		Kerry ETB published its first Quality Council Annual Report in April 2022. This will continue.	Produce and publish a plain English Annual Report from the FET Quality Council for the CEO, staff and stakeholders.
		Planned Actions for Recommendation 3 will also help implement this Recommendation	Develop a strategy to strengthen staff use of the QA SharePoint Kolab.
			Once a single login for all Kerry ETB Office 365 tenancies is in place, re-design the QA SharePoint Kolab and include a newsfeed in it.
			Do staff surveys to evaluate the effectiveness of the QA processes.

15. Gaeilge: Systematic Approach to Official Language Act 2021

	Recommendation	Commentary	Planned Actions
15	The review team recommends that the ETB continues to work towards complying fully with the Official Languages (Amendment) Act 2021, exploring further enhancement of FET services and provision through Irish in the Gaeltacht. The ETB should explore establishing a working group working with representatives from other ETB areas with a strong Gaeltacht and Irish language tradition to develop a systematic approach through which to share and enhance best practice and jointly develop provision through the medium of Irish.	<p>Kerry ETB complies with the Official Languages (Amendment) Act 2021 and has a specific Irish language scheme.</p> <p>Kerry ETB will explore establishing a working group working with other Gaeltacht ETBs to develop a systematic approach through which to share and enhance best practice and jointly develop provision through the medium of Irish.</p>	<p>Kerry ETB will work with ETBI to establish a working group.</p> <p>Create opportunities to speak and nurture the language e.g. centre based at coffee mornings during Seachtaine Na Gaeilge.</p>

16. Moving from Second level to FET – (Irish Language)

	Recommendation	Commentary	Planned Actions
16	The review team recommends that the ETB develop strategic approaches to pathways that allow the growing number of young people leaving the meanscoileanna/post-primary to continue their tertiary education through the Irish language.	The initial stage development of the Kerry ETB's strategic plan has identified this as a core issue.	<p>Kerry ETB's strategic plan will document and monitoring implementation of this action to develop strategic approaches to pathways.</p> <p>Introduce FET courses as Gaeilge where resources available.</p> <p>Develop formal pathways from second level to FET commencing with Kerry College and Kerry ETB Schools.</p> <p>Explore the addition of a field in PLSS where learners could select their first language as Gaeilge.</p>

17. Alternative Assessments: Universal Design

	Recommendation	Commentary	Planned Actions
17	The review team recommends that the ETB explore alternative means of assessing learners that better recognises the diversity of its student body.	<p>Kerry ETB has invested in Universal Design for Learning supports for teaching and instructing staff and has integrated UDL principles into new programme design.</p> <p>Kerry ETB recognises that the important change management required for this takes place at a centre/campus level, supported by QA and CPD.</p> <p>UDL principles have been applied for many years in diverse programmes such as the Adult Literacy and VTOS programme.</p>	<p>Kerry ETB will expand UDL supports and practices.</p> <p>Kerry ETB will integrate UDL into programme design.</p> <p>Develop UDL strategy.</p> <p>Invest in instructional design.</p> <p>Embed UDL in Teaching learning and assessment processes.</p> <p>Celebrate and promote innovative approaches.</p> <p>Develop UDL practices for synchronous and asynchronous learning.</p> <p>Develop procedural and assessment guidance to support alternative ways to assess learners.</p> <p>Devise a policy in consultation on appropriate assessment methods or flexible alternative methods.</p> <p>Support at Quality Assurance Programme Development Stage.</p>

	The learner centred approaches to teaching and instructing staff have been captured and evidenced.	Strengthen the connection between practice and policy by ensuring that examples of current and emerging practice inform the Kerry ETB Policy on Teaching and Learning (practice to policy).
	There is a shared understanding of the role that face-to-face delivery plays in supporting the diverse emotional, behavioural, social and academic needs of FET learners.	Devise and action a reporting system from the Programme Governance Board to the FET Quality Council on a) Key actions on teaching and learning approaches, commencing with the implementation of Universal Design for Learning b) Outcomes from surveys and focus groups on approaches to teaching and learning, commencing with approaches to meeting differentiated learning needs.
	There is a core base of pedagogic skill which has been developed through Technology Enhanced Learning (TEL) CPD, and an openness to deliver blended learning.	Ensure that quality improvement activity is informed by and responds to outputs from the TLA plan of work.
	There is an identifiable entity focused on teaching and learning, the Teaching Learning and Assessment (TLA) Working Group. A review of Assessment Procedures is due to commence in 2021, providing a forum for Kerry ETB to examine the implications of online teaching and learning for assessment design and the conduct of assessment. Whilst learners have expressed a preference for learning in-centre, some	Devise and action a reporting system from the Programme Governance Board to the FET Quality Council on a) Work undertaken by the TLA on the learning experience b) Reports from the TLA in respect of their evaluations of enhancement activities.
		Support (through the appropriate COPs), teaching and instructing staff to design appropriate ways of assessment via e-enabled assessment- informed by the good practice that has emerged from adaptations to assessment in response to Covid-19 restrictions.

		positive aspects of learning online have been identified.	Ensure a level of consistency across FET provision when resourcing the good practice of supporting learner variability.
			Strengthen the electronic management and administration systems that will monitor learners' progress, provide feedback to learners and assess their achievement.

18. Continuous Professional Development - Leadership

	Recommendation	Commentary	Planned Actions
18	The review team recommends that Kerry ETB staff continue to be empowered and invited to lead where appropriate; their appetite for continued development be met; and their deep knowledge captured in the development and improvement work undertaken by the ETB.	<p>Also relates to Recommendation 6 and Recommendation 7</p> <p>Kerry ETB will expand its COP models to capture the knowledge and competencies in the quality improvement works undertaken.</p> <p>TEL and UDL Champions in place with facilitate change and development and support a culture of peer learning. This is supported by recent research as earlier referenced (TEL needs of FET Staff).</p>	<p>Review of existing COP</p> <p>Consult with all staff including Guidance, Admissions and administration to provide training based on surveyed needs at the end of each academic year.</p> <p>Explore models for the sharing of information and resources paying attention to timing and frequency of events.</p> <p>Allocate staff time to participate in CPD opportunities and COPs-</p> <p>Invite teaching and instructing staff to co-present QA Units information sessions.</p> <p>Develop specialist mentoring for FET COP Participants and all staff to develop leadership.</p>

19. Open Learning Centres consistency and trends

	Recommendation	Commentary	Planned Actions
19	The review team recommends that Kerry ETB learn from the emerging trends in the Open Learning Centres and ensure learners outside these Centres, in more remote and rural areas including the Gaeltacht, have access to similar support.	Also relates to Recommendation 10 therefore many of the actions for Recommendation 10 will also address this recommendation.	Establish a Kerry College Support Unit for all Campuses across Kerry College which will build on the good practice in place across FET provision.
		Whilst during public health restrictions learners have expressed a preference for learning in-centre, some positive aspects of learning online have been identified.	Develop a Learner Support Policy to be actioned by the Kerry College Support Unit.
		Learner support is integral to the life of a College/Centre through both teaching and instructing practice and formal structured support.	Strengthen the connection between practice and policy by ensuring that examples of current and emerging practice inform the Kerry ETB Policy on Teaching and Learning (practice to policy).
			Ensure a level of consistency across FET provision when resourcing the good practice of supporting learner variability.
		In Kerry ETB is a shared understanding of the role that Learner Support plays in strengthening retention and enabling learners to participate in teaching, learning and assessment, and in supporting learner's personal growth, enhancing independence and supporting a professional identity.	Strengthen the electronic management and administration systems that will monitor learners' progress, provide feedback to learners and assess their achievement.
		There is also a shared understanding of the role that face-to-face delivery plays in supporting the diverse emotional, behavioural, social and academic needs of FET learners.	Ensure that quality improvement activity is informed by and responds to the practice of supporting learners and the different models of organising learner support that exist.
Research and Develop an Educational support worker handbook.			

--	--	--	--

20. Learner Induction to Governance Structures

	Recommendation	Commentary	Planned Actions
20	The review team recommends continuous engagement with learners and that all learner representatives across the Kerry ETBs governance structures and learner bodies (e.g., Kerry College Learner Council) are provided with full induction, training and continued support and that their roles are widely promoted among the Kerry ETB learner population.	<p>Links with Recommendation 3 Kerry ETB has found the involvement of learner representatives as an enriching experience.</p> <p>Kerry ETB will continue to involve learners in non-executive roles in boards of governance and in representative roles at the FET Quality Council.</p> <p>Learners, along with all new members, currently receive an induction prior to commencement.</p>	<p>Kerry ETB will develop and provide a full induction process for all new members on Kerry ETB governance structures and learner bodies.</p> <p>Kerry ETB will support and promote the representative role among the Kerry ETB learner population.</p> <p>Organise annual reviews and planning sessions to reflect on self-evaluation and deprivation data analysis.</p>

21. Self-evaluation Methodologies

	Recommendation	Commentary	Planned Actions
21	The review team recommends the ETB continues to development its self-evaluation methodology, expanding target groups involved in feedback; better planning self-evaluation; evaluating new/existing programmes and assessment of learners in line with the QA Handbook; improving the data source(s) so as to complement feedback on self-evaluation findings; and improving the development of evaluation tools (such as surveys/focus groups questionnaires) and statistical analysis.	<p>Link with Recommendation 12, Recommendation 13 and Recommendation 22.</p> <p>Kerry ETB developed self-evaluation systems in preparation for the Inaugural Review. Kerry ETB will continue this good practice and will expand practices.</p> <p>Actions identified for recommendations 12. 13 and 22 will help address this recommendation.</p>	<p>Kerry ETB will enhance its evaluation methodology, improving the data source(s) so as to complement feedback on self-evaluation findings;</p> <p>Kerry ETB will expand target groups involved in feedback</p> <p>Kerry ETB will introduce better planning self-evaluation by improving the development of evaluation tools (such as surveys/focus groups questionnaires) and statistical analysis.</p> <p>Evaluating new/existing programmes and assessment of learners in line with the QA Handbook.</p> <p>Establish a Data Research Working Group to review data sources, and identify key information to support FET decision making.</p> <p>Pilot the use of Continuous Improvement Plans at centre level, if successful expand to provide a useful data source.</p>

22. Stakeholder Engagement Policy

	Recommendation	Commentary	Planned Actions
22	<p>The review team recommends that Kerry ETB develop a policy and approach to Stakeholder Engagement to help develop and improve the QA system; this should allow a wide variety of voices to contribute feedback and suggestions for improvements on all phases of the quality cycle, and all matters relating to the learner experience.</p>	<p>Relates to Recommendation 1 and Recommendation 3.</p> <p>Kerry ETB supports stakeholder engagement in its current systems through consultation processes, learner representation on governance structures and learner attendance at FET Quality Council meetings. Kerry ETB values this wide variety of voices to contribute feedback and suggestions.</p> <p>Actions for these recommendation will also address this recommendation</p>	<p>Kerry ETB will develop a QA Stakeholder Engagement Policy to allow for a wide variety of experiences to be heard and reflected in quality enhancement activities.</p> <p>Kerry ETB will develop Employer Engagement Strategy and Plan.</p> <p>Kerry ETB will host an information evening for employers with a view to expanding locations for work experience and to maintain existing relationships</p> <p>Kerry ETB will explore the wider benefits of learning model and pilot the Distance Travelled to capture the learner experience.</p> <p>Develop a Kerry ETB approach to attracting traveller students to FET provision through link with schools.</p> <p>Explore employment initiative options for Traveller Community members.</p>