

# Interim Quality Report

Kildare and Wicklow Education and Training Board

Date: February - 2024



## PREFACE

The inaugural review by QQI of the quality assurance in the 16 Education and Training Boards (ETBs) took place between March 2021 and May 2022. Following the review, each ETB provided an **action plan** and **follow-up report** in response to the recommendations made in the individual review report. QQI's role is to monitor and review the QA of providers, and the effectiveness of provider's internal QA system. Systematic quality reporting by providers is an integral part of this process. The development of an integrated and systematic annual quality reporting model for ETBs has commenced; for this quality reporting period, ETBs are submitting an interim quality report. This interim quality report records progress, developments and impacts in furtherance of recommendations arising from each ETB's review report, as well as other QA enhancements and initiatives.

**In addition, the interim quality report requires each ETB to include updated links to its published quality assurance policies and procedures.**

This is the interim quality report for [Kildare and Wicklow ETB]

It is to be submitted by [27th March 2025]

The interim quality report has been approved by [FET Management Team] and is submitted by [Ken Seery, Director of Further Education and Training/Chair of Quality Council]

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# GUIDELINES ON COMPLETING THE REPORT

This **interim quality report** provides a progress update to the ETB's inaugural review follow-up report, in addition to information regarding quality plans and initiatives in the ETB. Whereas details regarding all inaugural review recommendations were included in the follow-up report, please note that information relating to completed actions in response to recommendations, if any, are not required in this interim quality report.

**Links to the published quality assurance policies and procedures of the ETB must be included in this interim quality report. Each ETB should ensure before submission that all links within the report are correct and functional, and that the policies and procedures referred to are the most up-to-date versions available.**

The ETB is asked to give particular attention to specific impacts arising from QA actions/initiatives, this includes:

- the key areas of focus prioritised for action and any specific changes arising as well as links to any associated outputs (e.g., procedures, reports etc.)
- reflections on the Follow-up reporting **process** and any barriers or challenges arising in implementation of the review recommendations.

The ETB is also asked to include additional **reflections** in the commentary.

The ETB is invited to provide up to 3 short case studies, 1-2 pages, demonstrating QA enhancements and their impacts.

There is a short survey on the follow-up process in Section 6. The results of this will be used to inform QQI and will not be published as part of this report.

# 1.0 Interim Quality Report

Include all links to published QA policies and procedures relevant to each section in the table below.

**Please add or delete rows in the tables below, as required.**

## 1.01 ETB Mission and Strategy

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
The review team recommends the immediate development of a clearly articulated, long-term vision and strategy for an integrated FET service, which identifies the changes needed for its realisation and related timeframes	The KWETB Statement of Strategy 2025 – 2029 includes a strategic goal: Foster a Quality-led Culture in FET with 4 priority actions to deliver on an integrated FET service. The priority actions will inform the action plans to deliver on this strategy across FET and the ETB over the next 5 years.
<p>The review team recommends the immediate development of a single QA framework and a clear plan for its implementation which identifies the changes needed for its realisation and related timeframes. The development and implementation of the new QAF should be prioritised and expedited as a matter of utmost importance to ensure that the ETB's commitment to quality can be fully realised.</p> <p>a. Ensure examples of best practice are identified and inform the development of the new QAF.</p> <p>b. This new QA Framework must include a strong focus on robust internal self-evaluation processes at all levels of the organisation, which expands the</p>	<p><b>Quality Assurance Framework (QAF)</b></p> <ol style="list-style-type: none"> <li>1. In 2023 the QAF was approved for rollout of new courses commencing in January 2024.</li> <li>2. A consultation and communication plan were developed to ensure a smooth transition (Report on Rollout of QAF attached) – December 2023</li> <li>3. The QA Framework was shared with all Coordinators for dissemination to all staff – December 2023.</li> <li>4. As part of Phase 2, face-to-face training and information briefing sessions were planned and carried out with Centre Coordinators, PLC Principals, Deputy Principals, Training Services and Innovation Team – January 2024.</li> <li>5. Following on from the briefing sessions on the Single QA Framework for Centre Coordinators, Principals, Deputy Principals, Training Services and Innovation Team, a series of local briefing sessions for Learning Practitioners, Contractors and Community Trainers, Guidance and Advocate Service were held in February to April 2024.</li> <li>6. At the conclusion of each information session on the QAF, evaluations were gathered to assess the effectiveness of the session and to identify areas for improvement. These</li> </ol>

<p>approach to seeking feedback to include a much greater range of external perspectives.</p>	<p>responses have been collated into themes and this feedback will enable the Quality Team to refine future information sessions on quality assurance (see themes within the attached report document)</p> <ol style="list-style-type: none"> <li>7. A review plan of the QF procedures was developed and approved by the Quality Assurance Sub-Group (see attached document) – April 2024</li> <li>8. Outstanding procedures must be developed – to be actioned</li> <li>9. Follow-on Briefing sessions will be held in 2025 to support educators, coordinators and principals to address emerging challenges and update information one year into the implementation of the Single Quality Framework (QAF).</li> </ol> <p><b>Self-Evaluation</b></p> <ol style="list-style-type: none"> <li>1. The analysis of the IRQ survey was completed in 2024 (see attached)</li> <li>2. The policy and procedure 3.3.3 is to be piloted – to be actioned.</li> </ol>
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<p><b>Commentary and Reflections</b></p> <p>The approval and rollout of the QAF for new courses starting in January 2024 marked a significant milestone in the continuous improvement of delivery of programmes and best practice across FET. The planning and execution of the consultation and communication plan were very important in ensuring a smooth transition and maintaining clear and consistent communication with all stakeholders at all levels of the organisation.</p> <p><u>Consultation and Communication Plan</u></p> <p>The development of a comprehensive consultation and communication plan ensured that all stakeholders were well informed about the launch of the QAF and its implications. This plan ensured that all stakeholders across the organisation were included in the implantation which would promote consistency in understanding and approach to quality assurance.</p> <p><u>Phase 2: Training and Information Sessions</u></p> <p>Phase 2 of the rollout involved face-to-face training and information sessions with Centre Coordinators, PLC Principals, Deputy Principals, Training Services and the Innovation Team. These sessions were designed to provide in-depth knowledge and understanding of the QAF, ensuring that managers were aware of the content of the QAF prior to implementation within their centres.</p>
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This was followed by briefing sessions for Learning Practitioners, Contractors, Community Trainers, Guidance and Advocate Service, scheduled from January to April 2024. By grouping centres together and mandating attendance, this ensured that all relevant staff were aware and understood the QAF content and context through pre-session discussions at staff meetings.

#### Evaluation and Feedback

At the conclusion of each information session, evaluations were gathered to assess the effectiveness of the sessions and identify areas for improvement. This feedback gave a greater range of external perspectives. The feedback received was collated into themes, which will enable the QT to refine future information sessions and continuously improve the QA process.

#### Reflection

The rollout of the QAF was a well-planned effort that highlighted the importance of clear communication, thorough training and continuous feedback. The face-to-face sessions promoted a collaborative environment where all stakeholders could engage directly with the content and context of the QAF. The evaluations highlight a commitment to continuous improvement, ensuring that the QAF will remain an effective tool for quality assurance.

#### **Link to Published Policies and Procedures**

[January 2024 - KWETB Single Quality Assurance Framework.pdf](#)

[IRQ Feedback.docx](#)

[Report on rollout of QFW.docx](#)

## **1.02 Structures & Terms of Reference for Governance of QA**

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
<p>The review team recommends the strengthening of governance and management structures and arrangements to ensure their effectiveness, to include: a. Review of the Quality Council and sub committees Terms of Reference and membership within 12 months to ensure they continue to be fit for purpose and to provide clarity for members and wider audiences. b. regular meetings of all FET teams and a common standard for recording minutes. c. enhanced information and communication flows to and from 'Head Office'. d. increasing the involvement of independent, external in QA governance structures.</p>	<ol style="list-style-type: none"> <li>1. A Governance Review Workshop took place in June 2024 (see attached report)</li> <li>2. Based on feedback from the Governance Workshop, the TOR's for the four Governance subgroups were reviewed and redrafted with all members of the four Governance Subgroups being asked to give their feedback.</li> <li>3. In September, membership of the Quality Council and Governance Subgroups (Quality Assurance, Programme Governance and Stakeholder Engagement Subgroups) was refreshed with some existing members remaining within their Subgroup.</li> <li>4. A face-to-face QA Induction Seminar was held for all QC and Subgroup members that were remaining and for all new members on 13.11.24. Representatives of QQI attended the meeting via MS Teams and gave an overview of: <ol style="list-style-type: none"> <li>a. the context including elements of QA and QQI QA guidelines,</li> <li>b. The features of governance of quality assurance,</li> <li>c. QA governance in ETBs, which included findings from Inaugural Review Sectoral reports and synthesis of follow of up reports.</li> </ol> </li> <li>5. The new TORs for the four governance subgroups were ratified by the Quality Council on 10.12.24.</li> <li>6. A common schedule of meetings for 2025 will be published.</li> <li>7. Regular meetings of FET teams occur locally and at an ETB level with inclusion from key members of OSD (head office) sections; Finance, HR, Buildings and Corporate Services. A CRM (online ticketing) system has been established to improve communications and reducing wait times on actioning requests. There remains room for improvement in this area which will be progressed in 2025. Training on minute taking and identification of standardised reporting – to be actioned.</li> </ol>
<p>The review team recommends that the QA Team produce an annual plan with the priorities for the team identified and the timeline for delivery.</p>	<p>An annual workplan for the QA Team is created annually. This work plan incorporates all activities of the QA Team including assessment Ent and certification actions, actioning recommendations from the IRQ, enhancing implementation of the Single Quality Framework, implementing the QA priority actions contained in the ETB Strategic Plan, implementing QQI and other awarding bodies guidelines and any other items that are a priority that year.</p>



## **Commentary and Reflections**

### Governance Workshop and Feedback

In June 2024, the Governance Workshop was held, providing a platform for discussion and feedback. The insights gathered from this workshop led to a comprehensive review and redrafting of the TOR for the four Governance subgroups – the Quality Council, the Programme Governance subgroup, the Quality Assurance subgroup, the Stakeholder Engagement subgroup. All subgroup members were invited to contribute their feedback, ensuring an inclusive approach to governance.

### Refreshing Membership

By September, the membership of the Governance subgroups was refreshed. Some existing members continued to be members of the Quality Council and the subgroups to maintain consistency in the work and many new members joined the Quality Council and subgroups ensuring that representation from all areas of FET was achieved. There isn't the level of member from external bodies that we would like but we are working on improving this in 2025.

### Induction Day for New and Existing members

On 13<sup>th</sup> November, an Induction Day was conducted face-to-face for both new and continuing members. This session was comprehensive, covering the definition of governance, relevant legislation and policy, an overview of the KWETB governance structure, and the purpose of the subgroups. Members of QQI joined via teams to provide an overview of the context, including elements of QA and QQI QA guidelines, features of quality assurance governance, and findings from the Inaugural Review Sectoral reports and follow-up reports.

### Ratification of TOR and Future Planning

The revised TOR for the four governance subgroups were ratified by the Quality Council on 10.12.24 and have been implemented.

### Outstanding Workplan Development

Training on minute-taking and the identification of standardised reporting remains outstanding. The QT has been meeting face-to-face fortnightly, with a standing agenda item focused on the Team Work Plan. Members of the QT also upload biweekly reports which identifies key tasks in the QT workplan and the Inaugural Review action plan. It is planned that the 2025 Workplan for the QT will be disseminated across the organisation.

### Reflection

The governance activities undertaken in 2024 reflect a strong commitment to continuous improvement and stakeholder engagement. The Governance Workshop and subsequent feedback were vital in refining the TOR for the subgroups, ensuring they are fit for purpose. The Induction Session provided clarity for members of the subgroups.

### Link to published policies and procedures

[The Governance Workshop Report 19.06.24.docx](#)

[KWETB FET Quality Council TOR V2.1 December 2024](#)

[KWETB FET Stakeholder Voice Sub Group TOR V1 June 2021](#)

[KWETB Programme Governance Sub Group ToR V2.1 December 2024.docx](#)

[KWETB Quality Assurance Sub Group ToR V2.1 December 2024.docx](#)

## 1.03 Documentation of QA

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
The review recommends that KWETB considers more varied and extensive means of consultation with staff and learners on policy development. The consultation process, when strategically designed, may be harnessed as a means of generating 'buy in' from staff and a sense of ownership and investment in the quality system.	<p><b>Quality Assurance Framework (QAF)</b></p> <ol style="list-style-type: none"><li>1. Feedback has been collected and incorporated into the QAF</li><li>2. Updates and amendments have been communicated to all relevant stakeholders</li><li>3. Monitoring of the implementation and effectiveness of the amendments is ongoing</li></ol> <p><b>Implementation of the self-evaluation policy and procedure pilot</b></p> <ol style="list-style-type: none"><li>1. The Stakeholder engagement group will action the self-evaluation process and it will be tested across various participants and programmes.</li><li>2. Analysis of results and feedback findings will be gathered in order to refine the policy.</li><li>3. Continuous consultation and communication will be incorporated into the self-evaluation to give a sense of ownership and investment in the quality system.</li></ol> <p><b>Review process for the QAF</b></p> <ol style="list-style-type: none"><li>1. An internal Quality Review schedule for the QAF has been developed (see attached).</li><li>2. The QAF review commences 2025 (schedule attached).</li><li>3. The QAF review schedule was submitted to the Quality Assurance Subgroup and was approved by the Quality Council.</li></ol>

	<ol style="list-style-type: none"> <li>4. Provisions for early reviews due to regulation changes, QA event outcomes, or issues raised by staff or learners are included.</li> <li>5. The Review Schedule is being implemented with the support of the Quality Team.</li> <li>6. Version numbers and document revisions will be updated in the Control Sheet and Revision History documents in the QAF.</li> <li>7. Quality Assurance is a standing agenda item at all staff meetings across FET provision.</li> <li>8. A survey form has been shared with all Coordinators to gather responses from Learning Practitioners.</li> <li>9. Data on the implementation of QA policies and procedures from the QAF will be collected.</li> <li>10. Consultation with staff gives the opportunity to identify areas of good practice and areas for improvement.</li> <li>11. The Quality Team will collate and review all data collected for the purpose of the review.</li> </ol>
<p>The review recommends that KWETB ensures that the staff and learner handbooks are derived directly from the finalised QAF to confirm uniformity of information and practice and that students have easy access to all relevant documentation, such as the Code of Conduct.</p>	<p>The KWETB learner handbook is in final draft format and has been presented to the Quality Assurance Subgroup for review. Recommendations have been drafted, and the document will be uploaded to the QASG Teams channel for final review and signoff.</p> <p>The Staff Handbook on Quality Assurance is to be actioned.</p>
<p><b>Commentary and Reflections</b></p> <p>The incorporation of the feedback into the QAF provides a more inclusive and responsive quality assurance system. Through integrating stakeholder input, the QAF becomes a living document and will evolve to meet the needs and expectations of all stakeholders. This will enhance the effectiveness of the QAF and will also foster a sense of ownership and engagement among stakeholders. By keeping all staff updated of any amendments to the QAF, it will build confidence in using the QAF.</p> <p>The engagement of the stakeholder subgroup in the self-evaluation process will be vital for gathering diverse perspectives and insights across KWETB – to be actioned.</p>	

The development of the internal Quality Review Schedule is proactive and a structured approach to QA. This schedule provides a road map for regular reviews, ensuring that the QAF is consistently evaluated. This ensures that the QAF evolves in line regulatory changes, QA requirements and any concerns or issues raised by staff are addressed.

The learner handbook offers advice and information on various topics, including getting acquainted with KWETB, preparing for learning, understanding assessment processes and recognising the value of qualifications. It has been designed to answer frequently asked questions and address concerns that learners may have. By covering these key topics, it ensures that learners are well informed and supported before, during and after their course.

#### **Link to Published Policies and Procedures**

Click here to enter text. [Review of Policies and Procedures within the QFW Document.pdf](#)

[Core Procedures for Teaching and Learning QFW Feedback](#)

## **1.04 Staff Recruitment, Management & Development**

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
The review team recommends that KWETB fully and consistently implement the organisation's approach and policies for performance management and professional development. This should include the introduction of a mentoring system for new teaching / instructing staff to support new staff in curriculum and assessment	<p>KWETB fully implements their Induction Framework Policy for Newly Appointed, Transferred, Seconded and Promoted Staff. This comprehensive policy encompasses the 4 phases of employment commencement: Pre-employment, Commencement of Employment, Early Employment Period and KWETB Organisational Induction. Managers are encouraged to appoint a mentor to each new employee, and to draft a training/CPD that will support the new employee in their integration into their new work environment.</p> <p>A Staff Handbook to encompass all grades in FET will be developed.</p>

<p>The review team recommends that KWETB Enhances the communication channels across the organisation and between centres and 'Head Office' to ensure best practice is identified and shared between staff, peer learning is promoted, and organisational developments and enhancements are widely known and understood.</p>	<p>Communications have improved between centres and OSD (head office) through a number of communication channels:</p> <ul style="list-style-type: none"> <li>- Regular meetings with FET managers (AEOs) and HR (weekly/fortnightly) to progress HR related issues and share information.</li> <li>- OSD (Finance, HR, Corporate Services, ICT, Buildings) representation at centre coordinator meetings to share information, new developments and to answer questions.</li> <li>- CRM ticketing system to speed up responses to issues arising in the centres and to track response times.</li> <li>- Communities of practice in some programme areas to share best practice and resources between practitioners and educators.</li> </ul> <p>There are still improvements to be made but the recruitment of additional staff in OSD at Director, APO and Grade 7 levels will improve response times and communications throughout the wider organisation.</p>
<p><b>Commentary and Reflections</b> Click here to enter text.</p>	
<p><b>Link to Published Policies and Procedures</b> Click here to enter text.</p>	

## 1.05 Programme Development, Approval & Submission

<p><b>Recommendation</b> (as recorded in the review report)</p>	<p>Update - Note progress/changes made to P&amp;P, timeline.</p>
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<p>The review team welcomes the stated intention to “establish a defined process for the systematic evaluation, review and monitoring of existing programmes” (SER p. 106) and recommends that:</p> <p>a. an audit of the existing programmes should be undertaken urgently to identify the priority programmes that will need re-development. Consideration should be given to collaborating with other ETBs in the development of new programmes.</p> <p>b. KWETB collaborates with other ETBs to fast track the achievement of its stated intention to “implement a quality assured process for the review and updating of existing programme descriptors (SER p. 31).</p>	<p><b>Programme Development</b> As part of the national process to CAS review, led by ETBI, the ETBs are collectively focussed on updating and developing a selection of levels 4,5, and 6 CAS modules. KWETB has collaborated with CDETB to review the Communication modules at levels 4,5, and 6. A Quality Team staff member has been assigned to this task. All relevant Learning Practitioners are participating in the feedback and consultation processes. The phases of the process include consultations, review and development, evaluation and approval at local governance level, sharing and implementation.</p> <p><b>Blended Learning</b> KWETB has conducted a Gap Analysis and Blended Learning Action Plan for the implementation of Blended Learning Strategy and Policy. The Blended Learning Action Plan was submitted to QQI in January 2025 (document attached). The development of a Strategy for Blended Learning will be included in the 2025 Workplan for the Quality Team. This will include a strategy for integrating blended learning into FET provision focusing on synchronous learning only. This strategy will guide the KWETB’s actions in the short and medium term, ensuring effective methods of blended learning - synchronous.</p> <p><b>Review Broad Standards</b> KWETB will review and consider the new broad standards at levels 1-4 and the new standards for business at levels 5-9. This task is to be actioned and will be part of the 2025 Workplan for the Quality Team.</p>
	<p><a href="#">Click here to enter text.</a></p>
<p><b>Commentary and Reflections</b></p> <p>The national process for the CAS review, led by ETBI, represents a collaborative effort among ETBs to update and develop levels 4,5, and 6 CAS modules. KWETB’s collaboration with CDETB in reviewing the Communication modules at these levels demonstrates the commitment to review and update programme descriptors. By assigning a team staff member to this task demonstrates KWETB’s commitment to the process. By involving relevant learning practitioners in the feedback and consultation ensures transparency.</p> <p>The Gap Analysis and Blended Learning Action Plan reflect KWETBs approach to implementing the Blended Learning Strategy and Policy. By focusing on synchronous learning only ensures that the approach will be relevant.</p>	

### Link to Published Policies and Procedures

Click here to enter text. [KWETB Action Plan for Blended Learning Final 31-1-25 \(1\).docx](#)

## 1.06 Access, Transfer and Progression

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
The review team supports and recommends KWETB's stated intention to "plan, design and put in place internal learning pathways to improve progression and transfer for learning" (SER, p.55)	The QA Team have been engaging with the consultation sessions and briefings on the Access, Transfer and Progression Green Paper and will implement the White Paper when it is issued. To fully implement the new QQI ATP guidelines we will establish a working group comprising QA and FET programme staff to ensure effective and timely implementation.
The review team recommends that KWETB expands the current pilot projects developed under ALISS to place learners on programmes that they want and have the capability to undertake.	The projects developed under ALISS are continuing in the FET centres. The post of language support ALO has been vacant for a year despite 2 recruitment drives to fill the post. This ALO was the lead on the ALISS project and the vacancy has stalled our plans to expand the project to the wider FET programmes. There is scope to develop the project further including enhancing CPD around initial assessment and developing more resources for the Student Support Hub. We will continue in our attempts to fill this vital post and to continue the work on the ALISS project.
The review team recommends that KWETB considers the development of a modified application processes for learners with additional needs or literacy challenges	<p>Per the above, the lack of language support ALO is inhibiting progress and development in this area. However, engagement with disability organisations like Down Syndrome Ireland, KARE, and others has resulted in a significant increase in the numbers of bespoke programmes for learners with additional difficulties.</p> <p>Additionally, the ETB is implementing the Adult Literacy for Life Strategy, including successfully establishing a Regional Adult Literacy Coalition to support community and</p>

	<p>statutory organisations to implement measures to address the unmet literacy needs of their service users.</p> <p>The ETB is implementing a consistent approach to initial assessment to people with additional needs and literacy challenges. Several of our guidance counsellors are trained to deliver dyslexia assessments which informs the supports given to relevant learners.</p> <p>When the language support ALO post is filled, we will commence the process to develop a modified application process for this cohort of learner.</p>
The review team recommends that KWETB facilitates guidance services to work more cohesively and consistently across the organisation to ensure all prospective learners have access to a seamless and equitably resourced service.	The recent sanction of 2 additional guidance counsellors (on 2-year fixed term contracts) will facilitate the ETB in delivering consistent access to guidance counselling services in every FET centre. The posts are due to filled in the coming weeks as the interviews were held in mid-March. The ETB plan for Guidance Service is that every FET Centre, irrespective of size, will have a guidance counsellor in situ for a minimum of 2 days per week allowing all learners to have an opportunity to engage with the service if they so wish. Centres with significantly larger learner numbers will have an increased number of guidance counsellor hours. Consistent monitoring of the guidance service utilisation will ensure that we are maximising guidance resources to ensure we have a seamless and equitably resourced service.
The review team recommends that KWETB Enhances their current good practice by formally seeking feedback from HEI partners which can be shared and promoted within the ETB.	The Stakeholder Engagement Quality Council Subgroup will include HEIs in their work to seek feedback from all stakeholders. Additionally, the appointment of the Tertiary Coordinator will enhance relationships with HEIs including providing opportunities to gain valuable insights into how progression can be improved and streamlined.
<b>Commentary and Reflections</b> Click here to enter text.	
<b>Link to Published Policies and Procedures</b> Click here to enter text.	



## 1.07 Integrity and Approval of Learner Results

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
N/A	Click here to enter text.
	Click here to enter text.
<b>Commentary and Reflections</b> KWETB is committed to upholding best practice in the integrity and approval of learner results. Our dedication to protecting the National Framework of Qualifications ensures best practice in key areas such as practices with the delivery, planning and development of programmes and the integrity of our assessment processes.	
<b>Link to Published Policies and Procedures</b> Click here to enter text.	

## 1.08 Information and Data Management

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
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<p>The review team recommends that KWETB seeks ways to enhance systems for managing learner data, using the “Potential Enhancements” identified in the SER (p. 64) as a starting point.</p>	<p>Our ICT Team is currently recruiting a dedicated FET ICT person who will provide dedicated technical supports to FET.</p> <p>Our PD/TEL Coordinator working with the QA and FET team continues to develop pedagogical responses to emerging needs including in the areas of AI, UDL, TEL, Moodle and digital skills of FET practitioners. The PD Hub, hosted on MS Teams continuously provides updates on in-house and external PD opportunities, particularly in the areas of digitisation and TEL.</p> <p>Our QA, Data and PLSS teams continue to advocate for more coherent national systems through our membership of the ETBI Fora (QA Network, PLSS Advisory Group, Directors Fora) and through our engagement with SOLAS and QQI.</p> <p>PLSS training is embedded in the staff induction and the upskilling of newly promoted staff. Our PLSS Coordinator provides continuous support, including refresher training, to staff using the PLSS platform.</p> <p>Our FET staff are represented on national and ETBI fora and working groups that contribute to the design and of new national systems, when this is happening.</p> <p>RE publish a training video on the PLSS for staff: this is being looked at nationally, with involvement from ETBs, ETBI and SOLAS. Currently PLSS documentation is available through the ETBI Digital Library to which our FET staff have access. The documentation provides a standardised and consistent approach to PLSS. Video support material and other enhanced supports are planned for 2025. Reminders and notifications regarding updates to the ETBI Digital Library are regularly forwarded to FET practitioners and other staff.</p>
<p>The review team recommends that KWETB considers ways to expand in-house ICT supports.</p>	<p>KWETB has appointed an APO to lead the ICT section with staffing at grades 7, 5 and 3 currently in place. This team has established a CRM ticketing system to receive and log requests for ICT support, thereby significantly improving efficiency in delivering ICT supports to centres and schools. The ICT team are also working with the FET team to review broadband connectivity in FET centres to establish the centres that require improvement and additional resources.</p>

**Commentary and Reflections**

Click here to enter text.

**Link to Published Policies and Procedures**

Click here to enter text.

## 1.09 Public Information and Communication

**Recommendation** (as recorded in the review report)

The review team recommends and supports the proposal to develop a comprehensive PR “marketing strategy with plans for targeting specific groups effectively” (SER, p. 67). This will be an important step in increasing the publication and promotion of KWETB programmes.

**Update** - Note progress/changes made to P&P, timeline.

A branding and promotion working group is in the process of being established in FET. This working group will have cross functional representation and will devise a marketing strategy to enhance the reach of FET, ensure that a consistent branding approach is used by all FET providers, and to achieve cost savings by centralising some of the promotion campaigns.

**Commentary and Reflections**

Click here to enter text.

**Link to Published Policies and Procedures**

Click here to enter text.

## 2.0 Teaching, Learning & Assessment

### 2.01 The Learning Environment

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
The review team recommends that KWETB develops an estate strategy to enable the achievement of KWETB's ambitions in the longer term.	A FET Estate Strategy has been developed with short-, medium- and long-term priority actions identified to progress the ETB to the Ideal FET Estates Strategy in 2030.
<b>Commentary and Reflections</b> Click here to enter text.	
<b>Link to Published Policies and Procedures</b> Click here to enter text.	

### 2.02 Assessment of Learners

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
The review team recommends that KWETB develops procedures for checking or approving the quality of locally devised assessment. This should include the development of a plan to address the dated AISs in training as a matter of urgency and validate new AISs through the QA governance structures. KWETB should work with second providers on updating those most	We are partners in the QQI review of the CAS awards and will implement the new awards in line with the QQI timelines. This will be reviewing and amending the LDAs and AISs in line with national guidelines. This will be a key feature in the QA Team's 2025/2026 Workplans.

dated AISs	
The review team recommends that KWETB make a decision on the future model for assessment development across FE and training.	This has been actioned. No further action required.
The review team recommends that in centres where locally devised assessments are operating, KWETB should introduce cross moderation at regional level to support consistency in the development of assessment and develop exemplars of assessment instruments and marking schemes	<p>This will be included in the 2025 Work Plan for the Quality Team</p> <ol style="list-style-type: none"> <li>1. Develop a pilot on standards across all levels of FET within KWETB to ensure standardisation and consistency with maintaining standard. This was deferred, due to clarity required regarding the TUI position on cross moderation.</li> <li>2. Conduct reviews and benchmarking to collate data and ensure the consistency of standards applies across various fields of learning.</li> <li>3. Involve External Authenticators in reviewing and ensuring the consistency of standards within specific fields/sub fields of learning.</li> <li>4. Scope out the project to maintain standards and improvement</li> </ol>
<b>Commentary and Reflections</b> Click here to enter text.	
<b>Link to Published Policies and Procedures</b> Click here to enter text.	

## 2.03 Supports for Learners

<b>Recommendation</b> (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
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<p>The review team recommends that KWETB proceed with its plan to expand the ALISS service and the Study Hub to all learners including those in training services (SER, p. 96).</p>	<p>As stated above in 1.06, this will be progressed when the language support ALO post has been filled.</p>
<p>The review team recommends that supports are available across centres of different sizes and fully integrate with career guidance to ensure consistency. The review team supports KWETB's intention to "Develop an equitable system of supports for learners regardless of centre or funding strand, eliminating barriers to support. Support learners equally across the whole of further education and training, through an objective central office" (SER, p. 96).</p>	<p>As stated above in 1.06, our plan to ensure consistency of access to guidance service for all learners is near completion. Under this Plan, each FET centre will have a minimum 2 days per week of an in-situ guidance counsellor, irrespective of the size of the centre. Our FET College of Future model includes plans for consistent, centrally managed guidance service.</p>
<p><b>Commentary and Reflections</b> The recruitment of two additional guidance counsellors will ensure that there is consistent access to guidance services across FET.</p>	
<p><b>Link to Published Policies and Procedures</b> Click here to enter text.</p>	

## 3.0 Self-Evaluation, Monitoring & Review

### 3.01 Self-Evaluation Monitoring & Review

Recommendation (as recorded in the review report)	Update - Note progress/changes made to P&P, timeline.
<p>The review team recommends that KWETB takes steps to ensure that quality is owned (internally driven to meet internal needs) and utilised to help achieve strategic ambitions for FET. An annual, institutional cycle of monitoring and review could help achieve that. This should include the development and promotion of a culture and framework for self-evaluation at class level and centre level. Centres should review the outcomes of their work annually examining feedback from learners, staff and stakeholders and data on retention, certification and progression. Such reviews could be supported by the QA Team.</p>	<p>Our Single Quality Framework, attached above, outlines processes for Internal Programme Monitoring, Evaluation and Review which includes receiving feedback from learners who are engaging in education and training programmes.</p> <p>Class level self-evaluation where learners submit course evaluations are currently an element of the QA process that is expected from all centres. We do need to improve the process of collating the feedback received during those class evaluations at a central level to inform our QA improvements. This is being added to the remit of the Stakeholder Engagement Subgroup of the Quality Council. In our 2025 Workplan we will begin the process of devising improved programme based self-evaluations, including enhancing existing models and practices and devising a model for collating this qualitative and quantitative data to inform development plans and future strategies.</p>
<p>The review team recommends that KWETB makes greater use of data to inform strategic decision-making, including in performance review, target setting and provision development.</p>	<p>We have allocated staff members to interrogate and review internal and external data and share insights with senior and middle management team.</p> <p>Strategic Performance Agreement targets are cascaded to local level and regular meetings and presentations are held at local and regional level to update centres and course providers on performance against these targets.</p> <p>Reviews of external data is shared with staff to inform strategic decision making and service delivery, e.g. local census data, deprivation indices etc.</p>

	A dedicated MS Teams channel has been established to share insights from data research with senior management.
The review team recommends that the QA Team should be given direct, formal and routine access to the full range of stakeholders to inform QA processes. KWETB should develop a central database of employers engaged with KWETB to support the QA function. This database should include employers active with the ETB in providing work experience and work placement opportunities, engaging in programme development or receiving education and training services for employees. The data base should also name the department that manages the relationship with that employer.	<p>This is an ambitious task because we engage with a very large number of employers through our different engagement networks and mechanisms, e.g. Skills to Advance courses, work experience in our Youthreach and L4-6 full-and part-time courses, programme development consortia, course partnerships and internships support among others.</p> <p>This year we will begin to devise a process for collating this information and assessing how to utilise the data in a manner that adds value to the QA function and to programme delivery.</p>
<b>Commentary and Reflections</b> Click here to enter text.	
<b>Link to Published Policies and Procedures</b> Click here to enter text.	



### 3.02 Programme Monitoring & Review

<p>The review team recommends that KWETB establishes clear mechanisms to formally capture the learner voice consistently at programme, centre and central level to inform decision- making at all levels.</p>	<p>In line with our Single Quality Framework learner feedback is gathered at programme level in education and training courses. We do need to develop a model for collating this data and feedback to inform quality enhancements and programme improvement.</p> <p>Representation from the learner cohort on the Quality Council and Subgroups is not at the required level but we are aware of this gap and plan to introduce initiatives to improve this. More centres are introducing student councils to include students/learners in centre decision making and to receive feedback on issues concerning learners.</p> <p>We participated in the AONTAS FET Learner Forum every year since 2019 and value the feedback received in the AONTAS KWETB Regional Report.</p>

<p>The review team recommends that data from the PLSS should be used to inform reviews of programme outcomes in centres and across centres and to give management at centre level and central level the data to support strategic decision-making.</p>	<p>Updates are received monthly from SOLAS on comprehensive data collated from PLSS including data relating to activity, outcomes, certification, learner profile etc. The SOLAS Tableau site provides an interface for FET managers to track performance against the Strategic Performance Agreement Targets set for our ETB.</p> <p>The data from both PLSS and Tableau is used by FET management to inform strategic decision making, programme planning, allocating of resources, and day-to-day decision making and planning.</p> <p>Updates are regularly disseminated to programme coordinators who are expected to use this data in their local and area planning processes.</p>
<p>The review team recommends that KPIs should be reintroduced consistently to set targets in areas such as retention, certification and progression in all education and training programmes delivered by centres and second providers and those outcomes should be measured and recorded. This quantitative data should be used by centre management and senior management in future planning.</p>	<p>No action is required. The current Strategic Performance Agreement is in place until the end of 2024. It is expected that another SPA will be agreed for the next period.</p>
<p><b>Commentary and Reflections</b></p> <p>The progress of focus groups is a positive development. These groups serve as an effective means of gathering qualitative data, providing valuable insights into the learner experience. Reporting on the outcomes and effectiveness of these focus groups will be essential in understanding their impact and refining the model for collating data and feedback.</p> <p>In addition to focus groups, internal self-evaluation at the class level is another important tool for capturing the learner voice. This approach allows for more immediate and specific feedback which can be used to make improvements in teaching and learning practices.</p> <p>Providing updates to coordinators and programme managers on performance outcomes and targets will help inform programme planning by highlighting areas of success and identifying areas for improvement.</p>	

#### **Link to Published Policies and Procedures**

Click here to enter text.

### **3.03 Oversight, monitoring & review of relationships with external parties**

<b>Recommendation</b> (as recorded in the review report)	<b>Update - Note progress/changes made to P&amp;P, timeline.</b>
The review recommends that KWETB formalises and centralises QA processes for, and oversight of, the monitoring and review of external relationships as a priority. This could be achieved by: o Strengthening the role of the QA Team in monitoring and informing contracted training providers on their use of KWETB QA procedures and validated programmes. o Strengthening the relationship between the QA Team, governance structures and contracted training and community providers.	<p>The KWETB Training Standards Office, which is part of the QA Team, oversees that the implementation of KWETB QA is adhered to by its contracted and community training providers.</p> <p>The Training Standards officers are in communication daily with these providers via teams/ email / telephone or on-site visits to monitor the use of KWETB QA in their organisation. In addition to this, monthly meetings have been implemented by the Training Standards Office to ensure there is a clear free flow of information between all parties concerned. Such communication has greatly increased the quality of the paperwork submitted and reduced administration errors that may occur on the part of the training providers.</p> <p>Training Standards encourage these providers to seek additional training from KWETB TSO if they become unsure of required processes/ procedures or indeed administration systems, such as RCCRS.</p> <p>The Training Standards Office through its monitoring process engages with each course tutor/ centre administrator/ IV and EA irrespective of awarding body, ensuring that all relevant QA requirements have been successfully adhered to prior to any course being presented to Results Approval Panel and certification approval.</p>

<b>Commentary and Reflections</b> We are continuously working to enhance implementation of and adherence to KWETB QA procedures. Process will be reviewed and improvements implemented as part of this continuous improvement process.	
<b>Link to Published Policies and Procedures</b> Click here to enter text.	

## 4.0 Quality Developments and Enhancements

In this section, please provide an update on QA developments and enhancements within the ETB. This could include programme and curriculum developments and initiatives, and enhancements of teaching, learning and assessment.

### Guide:

An update should be provided on any objectives/planned actions for the year **not already addressed in the Interim quality report** in sections 1-3.

The table is designed to assist in this process and should include headline information only.

No.	QA Objectives <small>These should relate to objectives not already discussed in the progress report.</small>	Update on Status <small>Provide brief update on status, whether completed or in progress.</small>	Link to updated/new Policy
1	KWETB Micro Learning Unit – Introduction to Assessment Practice	This QA PD project was developed in response to the need for a professional learning programme for staff to increase awareness of KWETB Quality Assurance processes and procedures, a key theme identified from RAP meetings <b>Completed</b>	<a href="https://link.edapp.com/ktMrJ0jkgnb">https://link.edapp.com/ktMrJ0jkgnb</a>
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## 5.0 Additional Themes and Case Studies (optional)

### Guide:

The ETB is invited to provide up to 3 x **short case studies**, 1-2 pages, demonstrating QA enhancements and their impacts (these may relate to topics covered in sections above). **You are encouraged to reflect on and highlight areas that may be of interest to other providers and would benefit from wider dissemination.** Note: Submission of case studies are not mandatory. However, please know that any submitted case studies will be published on QQI's website in full unabridged format.

### Guideline for Case Study

QQI recommends that written case studies should:

- ⇒ Be between half a page and two pages in length
- ⇒ Limited to 2-2500 words
- ⇒ Relate to a specific time- and subject-bound issue
- ⇒ Include an introduction that sets out a brief overview of contextual matters
- ⇒ Include any relevant supporting data and data analysis
- ⇒ Include links to any sources cited
- ⇒ Include a clear concluding paragraph with overview of key outcomes/learning



**Case Study Title:** Click here to enter text.

**Introduction**

Click here to enter text.

**Description of issue**

Click here to enter text.

**Action**

Click here to enter text.

**Key Outcomes/Impacts**

Click here to enter text.

**Key Learnings**

Click here to enter text.



## 6.0 Follow-Up Report Survey

(This section will not be published)

Please complete a short survey in relation to the Follow Up Reporting **process** using this [link](#).