KERRY EDUCATION AND TRAINING BOARD

INAUGURAL REVIEW
OF QUALITY ASSURANCE

FURTHER EDUCATION AND
TRAINING PILLAR
SELF-EVALUATION REPORT

JULY 2021

**BORD OIDEACHAIS
AGUS OILIÚNA CHIARRAÍ**

**KERRY EDUCATION
AND TRAINING BOARD**

Foreword

Tá an-áthas orainn Tuairisc Féinmheasúnaithe BOO Chiarraí a chur in bhur láthair. Cuireadh an Tuairisc seo le chéile le cur faoi bhráid Dearbhú Cáilíochta agus Cáilíochtaí (QQI) agus beidh sé mar chuid thábhachtach den phróiseas nua athbhreithnithe.

We are delighted to introduce the Kerry Education and Training Board (Kerry ETB) Self-Evaluation Report which has been compiled for submission to Quality and Qualifications Ireland (QQI) as a key component of the inaugural review process.

The Kerry ETB core values guide the organisation in our work to ensure that all learners have access to education and training opportunities to reach their full potential. These values are Respect, Learning, Inclusion, Equality and Quality.

Quality is a core value in Kerry ETB that underpins every aspect of Further Education and Training (FET) provision. Our primary focus is the provision of learner-centred quality FET courses across modern, fit for purpose teaching/training and learning environments, supporting and nurturing learners to reach their potential on their learning journey.

The Kerry ETB Statement of Strategy 2018-2022 has quality assurance (QA) embedded through each of its nine goals. Continuous improvement is intrinsic to the Kerry ETB core value of being a learning organisation.

Our quality improvement process advanced in 2017 with the production of an Executive Self-Evaluation Report which informed the development of our Quality Improvement Plan, culminating in this Self-Evaluation Report. The consultation, feedback, monitoring, analysis and review reports produced during this inaugural review process involved bringing together colleagues to share our lived experience of QA. We now have a better shared understanding of QQI's QA guidelines for the ETB Sector and how important the ETB's QA policies and procedures are in the delivery of FET Programmes.

This 2021 review provided us with an opportunity to reflect on the progress made in the development and implementation of our policies and procedures in line with QQI Core Statutory QA Guidelines 2016 and QQI Sector-Specific QA Guidelines for ETBs 2017 and their effectiveness in our delivery of programmes.

The transformation of FET and the creation of Kerry College, as an integrated FET College of the future, is a progressive journey that would not have been possible without the robust QA governance structures put in place. Kerry ETB will continue to learn from our analysis and reflection and this learning will be very important in shaping our next strategy statement and quality improvement plan.

We would like to take this opportunity to sincerely thank all our learners, staff, community partners and employers who participated in surveys and focus groups for this self-evaluation exercise. We also wish to express our appreciation to the members of the Quality Council, Governance Boards, Inaugural Review Steering Group, all staff in the QA Unit and the support departments who contributed to finalising this report.

We are confident in recommending this self-evaluation report as an accurate and fair reflection of the work of the ETB across all our FET programme delivery and we look forward to meeting with and engaging with the review team. The engagement, dialogue and feedback from the QQI review team will be very welcome.

Táimid ag súil le bualadh leis an bhfoireann athbhreithnithe agus an chéad athbhreithniú seo a thabhairt chun críche.

Colm McEvoy
Chief Executive Officer

Owen O'Donnell
Director of Further Education and Training

Kerry College Monavalley Campus, Beauty Therapy Course Learner

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Glossary & Abbreviations

A	
AEO	Adult Education Officer
ATI	Accounting Technicians Ireland
C	
CAS	Common Awards System
CCT	Corporate, Capital and Technology
CEO	Chief Executive Officer
C&G	City and Guilds
CIBTAC	Confederation of International Beauty Therapy and Cosmetology
CIDESCO	Comité International d'Esthétique et de Cosmétologie
CISCO	Computer Information System Company
COP	Community of Practice
CPD	Continuing Professional Development
CSG	Consortium Steering Group
CSO	Central Statistics Office
CTC	Community Training Centre
D	
DES	Department of Education and Skills
DFHERIS	Department of Further and Higher Education, Research, Innovation and Science
DSAR	Data Subject Access Request
DP	Data Protection
E	
EA	External Authentication
ECDL	European Computer Driving Licence
ECTS	European Credit Transfer and Accumulation System
EQF	The European Qualifications Framework
ESF	European Social Fund
ESOL	English for Speakers of Other Languages
ETB	Education and Training Board
ETBI	Education and Training Boards Ireland
F	
FARR	Funding Allocation Request & Reporting
FAS	Irish National Training and Employment Authority
FET	Further Education and Training
G	
GDPR	General Data Protection Regulation
H	
H&S	Health & Safety
HR	Human Resources
I	
ICS Skills	International Digital Skills Standard
ICT	Information and Communications Technology
IRSG	Inaugural Review Steering Group
ISCED	International Standard Classification of Education

ITEC	International Therapy Examination Council
IV	Internal Verification
L	
LCA	Leaving Certificate Applied
M	
MIS	Management Information System
MOU	Memorandum of Understanding
N	
NCC	National Course Calendar
NCOET	National Outdoor Education and Training Centre
NFQ	National Framework of Qualifications
NPD	National Programme Database
O	
OSD	Organisation Support and Development
P	
PGB	Programme Governance Board
PHECC	Pre-Hospital Emergency Care Certificate
PLC	Post Leaving Certificate
PLSS	Programme and Learner Support System
Q	
QA	Quality Assurance
QAGB	Quality Assurance Governance Board
QIP	Quality Improvement Plan
QQI	Quality and Qualifications Ireland
QQI FE	Quality and Qualifications Ireland Further Education (Award)
R	
RAP	Results Approval Panel
RPL	Recognition of Prior Learning
RTITB	Road Transport Industry Training Board
S	
SAP	Small Area Population
SER	Self-Evaluation Report
SHEP	Social & Health Education Project
SEMT	Senior Executive Management Team
SOLÁS	An Seirbhísí Oideachais Leanúnaigh agus Scileanna
SYM	Schools, Youth and Music
T	
TEL	Technology Enhanced Learning
TOR	Terms of Reference
U	
UDL	Universal Design for Learning
V	
VEC	Vocational Education Committee
VLE	Virtual Learning Environment
VLP	Virtual Learning Platform

ETB Introduction and Context

Kerry College sign designed and crafted by Stone Cutting and Stone Masonry Apprentices.

ETB Introduction and Context

Kerry Education and Training Board (Kerry ETB), was established in July 2013 under the Education and Training Boards (ETB) Act 2013, and is the main statutory provider of education and training services in County Kerry. The 2013 Act sets out the functions of the boards in paragraph 1 (c):

> **'to plan, provide, coordinate and review the provision of education and training, including education and training for the purpose of employment, and services ancillary thereto in its functional area in – (i) recognised schools or centres for education maintained by it.'**

Section 21 of the same Act allows ETBs, with the permission of the Minister, to make arrangements for the joint performance of its functions in the functional area. The Board of Kerry ETB[1] comprises 21 members -12 local authority representatives, 2 staff representatives, 2 parent representatives and 5 representatives of special interest in/or knowledge of education and training. The Board meets circa 10 times each year and the ETB Head Office is located at Centrepoint Building, John Joe Sheehy Road, Tralee, County Kerry. Collectively, the Board is responsible for the strategic direction and management of the organisation and overseeing the work of the executive in implementing same. The Board at all times brings an informed, independent judgement on both performance and conformance.

1.1. Locations

As a statutory agency, Kerry ETB holds responsibility for the delivery of education and training services in County Kerry. Further Education and Training (FET) focuses on raising the standard of education of all adults in the context of economic growth and the sustainability and development of communities. Kerry ETB serves a population of circa 147,707 (CSO 2016 Census). The area covered by Kerry ETB reaches from Tarbert to Lauragh covering an area of 4,807 km. The majority of the population of Kerry live in rural areas. Connectivity between rural areas and towns remains challenging for many people and for those accessing public services, long commutes are often required. Kerry ETB serves a wide hinterland and part-time courses are often delivered in pockets of the county that are distant from the ETB's Campuses and Hubs. In response, Kerry ETB has developed a strategic rural outreach approach to FET delivery. Kerry College Hubs are located across the ten main towns in Kerry and additional community education outreach in villages throughout the county.

In 2020, Kerry ETB provided full-time and part-time FET Courses to a total of 10,848 beneficiaries across its FET Provision, utilising a total budget of circa €33,227,510.

Table 1.1 | Kerry ETB Programmes in 2020

Programme	2020 Planned	2020 Actual
Kerry College	2,439	2,402
Apprenticeship	656	456
Part Time	2,916	2,699
Youthreach/CTC	336	242
Pathways	423	346
Adult Literacy	1,748	1,126
Community Education	1,910	3,577
TOTALS	**10,428**	**10,848**

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[1]   Membership of the Kerry ETB board is available on **https://www.kerryetb.ie/board/**

1.1.1. Education Attainment levels within the county

An outline of the educational attainment levels in the county is set out in Section 4 of the Kerry ETB Provider Profile. The older age profile of the county is a challenge for the ETB as the level of people with no formal education or primary only education is heightened. Early school leaving, together with a lack of progression opportunities, may also be a factor in the low skills levels associated with the county. Section 6 of the Kerry ETB Provider Profile shows that the majority of learners are unemployed, with secondary level as their highest level of education. Learner profile data for 2020 shows that twenty five percent of all learners were twenty four years and under and therefore likely to have recently been in formal education. This implies the majority of learners will not have recently progressed from school.

1.1.2. Unemployment and Disadvantage levels within the county

The Pobal HP Relative Deprivation Score for Kerry in 2016 was -1.3 (minus). Twelve percent of Small Areas were classed as Very Disadvantaged or Disadvantaged. Twenty eight percent of the population living in those Small Areas

are under the age of twenty four. Compared to the national average (based on Census 2016), there are fewer people at work in Kerry, a higher percentage of retired people and more people not at work due to disability. Of those at work, fewer people work in "Professional Occupations" and more work in "Elementary Occupations" than the State average. Tourism, hospitality, agriculture, forestry and fishing are key economic drivers with more people in Kerry working in these areas than there are nationally. Manufacturing has steadily decreased since the 1980s, employing just ten percent of the workforce in 2016. Kerry ETB mapped the Central Statistics Office's (CSO) Census 2016 Small Areas of Population (SAP) data to the ten towns where its core FET infrastructure is located. This detailed analysis of the SAP data showed significant variation across educational attainment, age dependency, deprivation and unemployment.

Maintaining five rural FET Centres is a core strategy to address the social and economic inequality experienced in communities across the county, and is a central tenant of the organisations FET Capital development work[2]. The table that follows provides data on the profile of people on the live register who are living in the main towns in County Kerry.

Kerry College Campuses
Kerry College Hubs
Admissions Office

Kerry ETB has Centres in ten towns which are shown in Figure One:

1. Tralee
2. Killarney
3. Listowel
4. Castleisland
5. Causeway
6. Killorglin
7. Dingle
8. Caherciveen
9. Waterville
10. Kenmare

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[2]   FET Capital Report [See Supplementary Information/Reports]

Table 1.2 | **Kerry Live Register May 2021**

Kerry Live Register 2021				
Town	<25 Yrs Female	<25 Yrs Male	All Under 25 Yrs	All Ages
Tralee	208	190	398	4115
Killarney	59	50	109	1753
Listowel	91	70	161	1794
Killorglin	27	19	46	740
Dingle	15	14	29	552
Kenmare	17	12	29	340
Caherciveen	14	8	22	333
TOTAL	431	363	794	9627

1.1.3. Collaborative community partners

Kerry ETB works with a wide range of community, voluntary and statutory organisations. Community partners include family resource centres, active retired groups, communities of interest, advocacy groups, sporting, cultural and heritage organisations[3]. TEAM a CE Scheme for people in recovery from addiction is an example of an interagency project under the Regional Drug and Alcohol Task Force (Southern Region). A case study on this project sets out details of learner participation and progression[4].

 A focus group discussion took place with four participants from the Social, Health and Education Project (SHEP) a community organisation to capture the views about the nature of partnering with Kerry ETB through Community Education[5]. Community education is centred around non-formal education that promotes wellbeing in a non-formal experiential way. Participants spoke about the importance of a shared ethos and highlighted the value of the Service Level Agreement with Kerry ETB in maintaining that shared ethos. Participants spoke about the level of trust that has emerged through the partnership allowing for joined-up responses to identified education needs within communities. Examples of effective responses that were enabled through the partnership were identified which pointed to the value that collaboration brings to targeting groups in most need in Kerry.

1.2 Organisation of services

Kerry ETB's service delivery is organised under three pillars:

a.   Schools, Youth and Music (SYM)

b.   Further Education and Training (FET)

c.   Organisation Support and Development (OSD)

Each of the three pillars has an Implementation Plan aligned with the wider strategic goals of the organisation. Progress in implementing the Kerry ETB Strategy is reported upon annually[6]. Kerry ETB Services are managed under the Directorships, with each Director formally delegated authority in their role, in accordance with Section 16 of the ETB Act 2013.

a.   The Director of SYM reports to the CEO and is responsible for the leadership of teaching and learning and the governance and management of School, Youth and Music provision

b.   The Director of OSD is responsible for the leadership, management and governance of the ETB's support services. The Director reports to the CEO

c.   The Director of FET reports to the CEO and is responsible for both the delivery of FET provision and the governance and management of FET.

Under Section 16 of the ETB Act 2013, the Chief Executive Officer may in writing, subject to such terms and conditions as he considers appropriate, and any directions that may be given by the Minister, delegate any of his functions to a specified member of staff, and that member of staff shall be accountable to the Chief Executive Officer for the performance of the functions so delegated.

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[3]   Community Partners Report [see Supplementary Information/Reports]

[4]   Team Addiction Recovery case study [see Supplementary Information/Case Study]

[5]   Kerry ETB FET Consultation Process- Stakeholder Focus Group Sessions [see Supplementary Information/Reports]

[6]   Annual Reports are available on **https://www.kerryetb.ie/what-we-do/publications/**

Figure 1.1 | Kerry ETB Executive Management Structure

Reserved Function

KERRY EDUCATION AND TRAINING BOARD

Executive Function

Colm McEvoy
Chief Executive Officer

Ann O'Dwyer
*Director of Schools,
Youth and Music*

Owen O'Donnell
*Director of Further
Education and Training*

Maria Brennan
*Director of Organisation
Support Development*

POST PRIMARY SCHOOLS	KERRY COLLEGE	FINANCE
COMMUNITY NATIONAL SCHOOLS	COURSES FOR PROGRESSION	CORPORATE, CAPITAL & TECHNOLOGY
HOME SCHOOL LIAISON	COURSES FOR EMPLOYMENT	HUMAN RESOURCES
YOUTH WORK	APPRENTICESHIP	EXECUTIVE SUPPORT
SPECIAL EDUCATION NEEDS	PART-TME COURSES	COMPLIANCE UNIT
SCHOOL COMPLETION PROGRAMME	PATHWAY COURSES	
MUSIC EDUCATION	YOUTHREACH	
CHILD PROTECTION OVERSIGHT	ADULT BASIC EDUCATION	
	COMMUNITY EDUCATION	

FET QUALITY ASSURANCE UNIT	KERRY COLLEGE BUSINESS SUPPORT UNIT	KERRY COLLEGE ADMISSIONS UNIT	LEARNER SUPPORT UNIT	KERRY COLLEGE PROCUREMENT UNIT	KERRY COLLEGE ICT SUPPORT UNIT

Figure 1.2 | FET Management Structure

Owen O'Donnell
Director of Further Education and Training

KERRY COLLEGE ADMISSIONS

KERRY COLLEGE MANAGEMENT

Kerry College Admissions

| Marketing |
| Learner Recruitment |
| Learner Data |
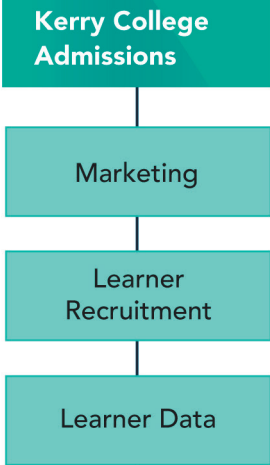
CLASH *Campus*
DENNY ST *Campus*
LISTOWEL *Campus*

Stephen Goulding
Principal

| Courses for Employment |
| Courses for Progression |
| Part-time Courses |
| Learner Supports |
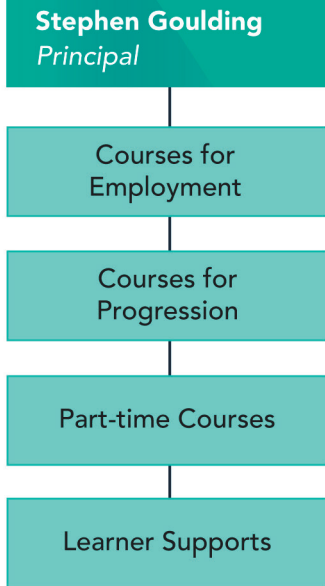
MONAVALLEY *Campus*
NATIONAL OUTDOOR EDUCATION & TRAINING *Campus*

Con O'Sullivan
Manager

| Courses for Employment |
| Courses for Progression |
| Part-time Courses |
| All Outdoor Activity Courses |
| Apprenticeships |
| Business Support Unit |

ADULT EDUCATION OFFICERS

Bernadette Corridan
Quality Manager AEO

Quality Assurance Unit

Curriculum Development

Shivaun Shanahan
AEO

Youthreach

VTOS

Kevin Fay
AEO

FET Centres

Community Education

Part-time Courses

Adult Basic Education

Sharon Browne
AEO

FET Strategic Development

TEL & CPD

Inter-Agency Collaboration

1.3 Further Education and Training Priorities

The table that follows outlines the FET priorities in 2019 through to 2021. These priorities action the organisation's Statement of Strategy and the SOLAS FET Strategy.

Table 1.3 | Further Education and Training Priorities

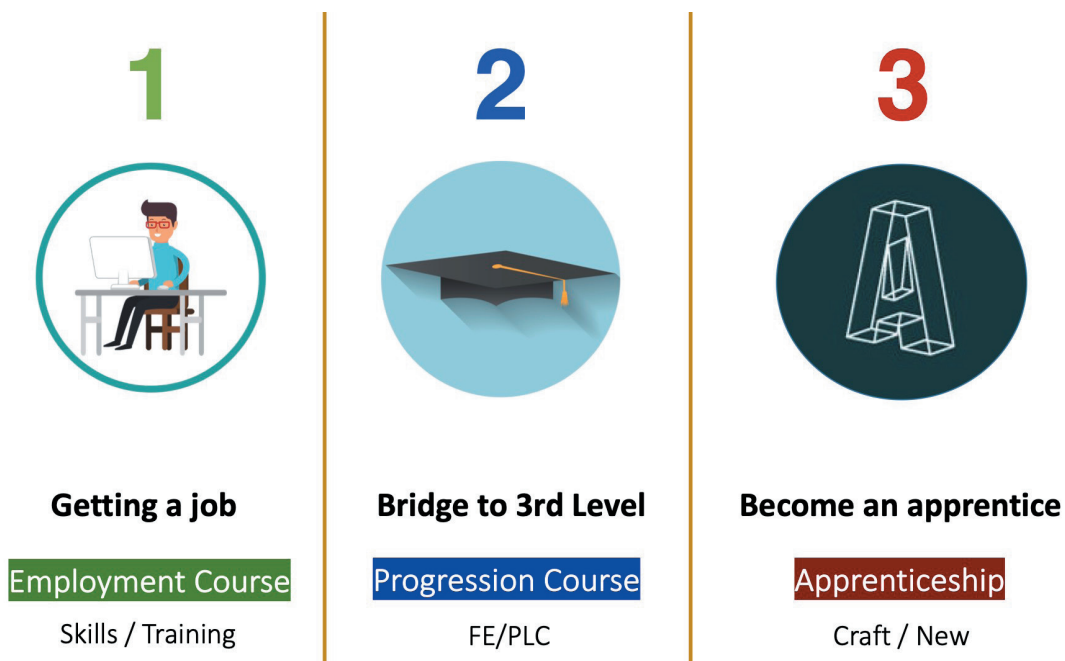| FET Priorities 2019 |
| --- |
| Expand QA Unit Curriculum Development Capacity |
| Explore New Employer Engagement Strategies |
| PLC Review |
| Increase Apprenticeship and Traineeship Numbers |
| Establish new National Apprenticeship: Wind Turbine Maintenance Technician |
| Implement CPD and TEL Plan |
| Monitor SOLAS/Kerry ETB Strategic Targets for 2017 – 2020 |
| Establish new Kerry College of Beauty Therapy |
| Explore new Facility in Killorglin |
| Upgrading of FET Centres county-wide |
| **FET Priorities 2020** |
| Kerry College Fully Established |
| Youthreach and CTC Provision Review |
| Enhanced Training Facilities at Cappanalea, NCOET |
| Kerry ETB FET Centres (5) Provision Review |
| Publication of CPD Overall Plan for 2020 |
| **FET Priorities 2021** |
| Continued provision of High Quality FET Courses in a Safe Manner during Covid-19 Pandemic |
| Restructuring/Streamlining of Kerry ETB FET Provision in 7 Clear Streams |
| Youthreach and CTC Provision Review Implementation |
| VTOS Provision to be Re-organised in line with National Review |
| Review of FET Centre Provision with an increase in full-time provision Flagship Courses identified for each Centre |
| QQI Inaugural Review |
| Capital Acquisition and Development of new Kerry College Campus Apprenticeship facilities in Tralee |
| Separation of Kerry College Listowel from Post Primary Provision |
| Development and Upgrading of the O'Connell FET Centre, Caherciveen |
| Establish a new Marine Training Provision |
| Development of Kerry College National Outdoor Education and Training Campus as a Green Campus. |
| Development of new FET programmes: Wind Turbine Maintenance Technician Apprenticeship, Commercial Diving, Marine Technician, Cyber Security |
| Revalidation of the Commis Chef Apprenticeship |
| Development of New Kerry College Irish Language Provision Unit |
| Creation of Kerry College Learner Support Services, standardised services across all Campuses |
| Development of a Unified Kerry College Apprenticeship and Business Support Unit |
| Expansion of Admissions Office to include all FET full-time and part-time provision |
| Development of Single Centralised Procurement Unit for all FET provision |
| Development of Single Centralised Learner Attendance and Payment System for all FET Provision |

1.4 Quality Assurance Unit

The Quality Assurance Unit was established in 2018. The Unit supports the work of the FET Quality Council, the Programme Governance Board, Quality Assurance Governance Board and FET Provision. The unit reports directly to the Director of Further Education and Training and acts as the first point of contact for awarding bodies. The functions of the Quality Assurance Unit are set out in Section 2 of the Kerry ETB Provider Profile.

1.4.1 Kerry College

Kerry College is Irelands first integrated College of Further Education and Training, established in 2019. Kerry College continues to develop in line with the 5-year plan 2018-22, to strategically change the structure of full-time FET provision at Kerry ETB[7]. The academic year 2020/21 has been a challenging time. The integrated nature of provision at Kerry College has helped to respond to the challenges and underpin management's response to an evolving situation. In September 2020, the number of Kerry College Campus locations was expanded to include Kerry College National Outdoor Education and Training Campus at Cappanalea, Killorglin. Kerry College has introduced a new approach to classifying courses. Courses for employment, courses for progression and apprenticeship. Rural FET Centres are commencing the process of transitioning to the new integrated College in the towns of Kenmare, Waterville, Cahersiveen, Causeway and Dingle as Kerry College Hub locations. This will expand the nature of the provision delivered by Kerry College to include programmes at level 3 and 4 (with an emphasis on transfer and progression pathways to existing programmes)[8].

1	**2**	**3**
Getting a job	**Bridge to 3rd Level**	**Become an apprentice**
Employment Course	Progression Course	Apprenticeship
Skills / Training	FE/PLC	Craft / New

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[7] Links to Kerry College: Kerry College Sizzle Reel– focusing on energy, youth, unlocking your potential: https://www.youtube.com/watch?v=TB4wuYLk-Uw Kerry College Sizzle Reel – Apprenticeship: https://www.youtube.com/watch?v=FpFwNKvH3Zo

[8] Kerry College Transformation Report (see Supplementary Information/Reports)

1.4.2 Admissions Office

The Admissions Office was established in 2019, opened in January 2020 and holds responsibility for marketing, course recruitment and course registration. In February 2020 the Kerry College Website went live, showcasing the transformation of Kerry College and the amalgamation of all Kerry College Campuses. The establishment of the Kerry College Admissions Unit and Kerry College has allowed for the streamlining of FET programmes. Prior to the establishment of the Admissions Office and the centralisation of the administrative and management

functions, these functions were spread across the different Colleges and Centres. It was determined that this approach was disjointed, based on legacy arrangements and lacked a real consistency of approach. Heretofore, FET courses were presented to the public under a range of twenty programme names and abbreviations. These have now been coordinated into specific streams, each with a clear purpose and a progression pathway.

Learner Pathway

Employment | Progression | Apprenticeship

KERRY COLLEGE
of Further Education & Training

Course Start

- **First Contact**
- **Application via FETCH**
- **Course Offer / Acceptance**
- **Call for course**
- **Registrations**

Learner Finish / Outcome

Admissions Unit

Kerry College Course Delivery
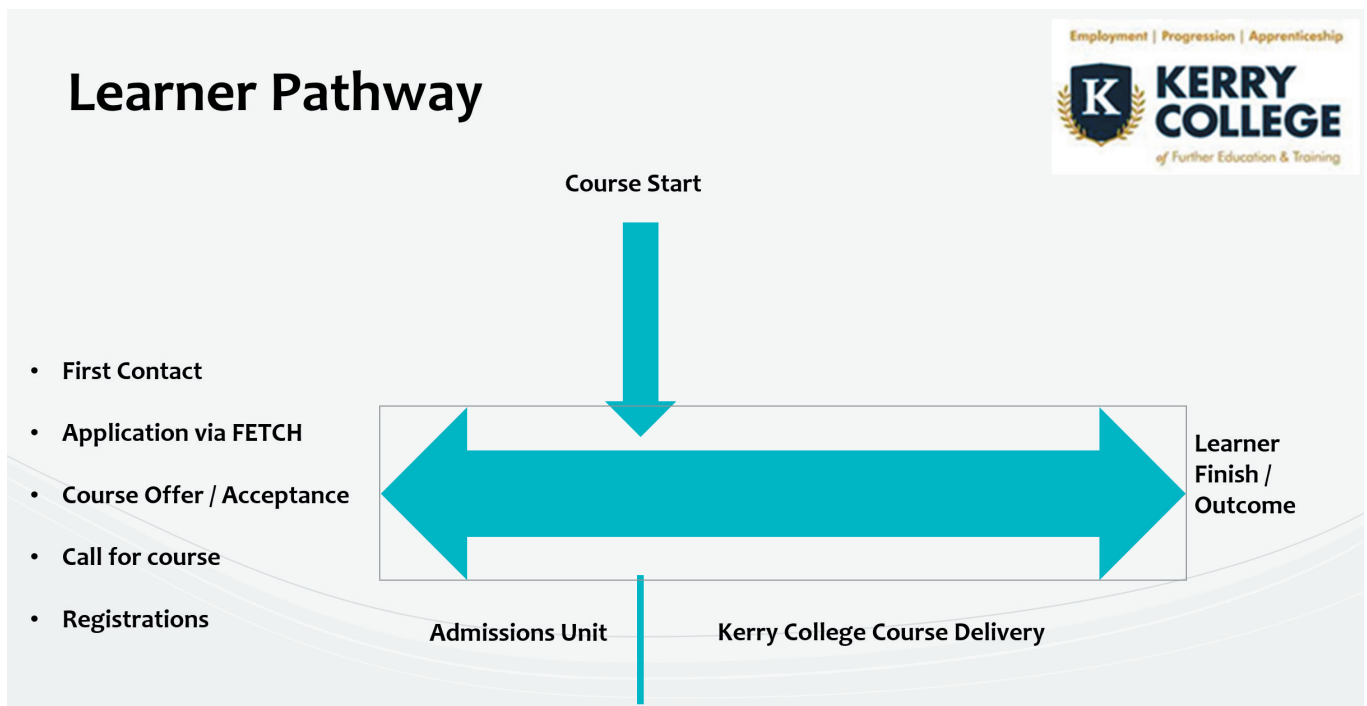
Figure 1.3 | Kerry ETB Employer Engagement and Future Skills Planning

1.4.3 Kerry ETB Employer Engagement and Future Skills Planning

Kerry ETB has a range of methods for engaging with employers to identify skill gaps, future skill needs, address shortage of talent supply and design of bespoke training solutions[9].

1.4.4 Kerry College Business Support Unit

A new Business Support Unit has been established at Kerry College Monavalley Campus to support businesses as they return to operation following the COVID-19 shutdown. The Business Support Unit also assists small companies, to identify the training needs of employees and plan professional development programmes that respond to identified needs at both an individual and an organisational level. In 2020, the unit worked with employers to develop

a suite of online courses to provide employees with the understanding and competence needed to implement workplace protocols in response to COVID-19.

Fifty-one employers were surveyed on their views about Kerry ETB FET provision[10]. Table 1.4 Outlines survey responses.

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9   Summary report on Kerry ETB Employer Engagement and Future Skills Planning (see Supplementary Information/Reports)

10 The survey responses can be viewed through https://forms.office.com/Pages/AnalysisPage.aspx?id= G1uLaEkYakuSu9_ iLFk5giUBlCwIFC9EklbFWhnFYBxUQkVUWTdlNDU4VFZUMzFYV1lWNzgwVks5MS4u& AnalyzerToken=Sl6R26KtFIDyIGMlH2ll4miIhdByMSpe

Table 1.4 | Kerry ETB Employer Survey

Business base	**Business based in Kerry**	74%	Business based outside of Kerry	25%
Sector	**Construction sector**	29%	Accommodation and food services	27%
	Information and Communication sector	15%	Manufacturing, education, scientific and health sector	27%
Number of employees	**800-600**	11%	500-300	3%
	250-100	5%	Less than 100	7%
Active Vacancies	**100**	2%	25-30	2%
	15-20	5%	5-10	5%
	Less than 5	23%	0	50%
Prior involvement with Kerry ETB	**Providing work-based training and/ or placement to Kerry ETB learners**	72%	Accessing training services for their employees and agreed employee training had allowed them to either retain or promote staff and grow their business	7%
	Recruited Kerry ETB graduates in the past two years and agreed that graduates had skills and competences that are relevant to the current business needs	66%	Identified specific areas of knowledge and competence that will be important for graduates as business needs evolve	27%

A Focus Group discussion, with six employer representatives, highlighted how the requirements of programme curricula are not static, and pointed to the importance of updating skills[11].

The employer representatives spoke about the high level of confidence they have in Kerry ETB, and the confidence they have in graduates who are employable, innovative and adaptable. Participants also spoke about their level of engagement with instructors at Monavalley Campus, identifying instructors as a key point of contact for communicating with Kerry ETB about the type of skills and competencies that are required from employees in a changing business environment.

Table 1.5 | Employer Focus Group
Curriculum additions suggested by employers.

Beauty Therapy and Hairdressing	General business skills On-line sales skills Mind and Body wellness GDPR- Data security and privacy
Stonemasonry	3D laser scanning Report writing for recording preservation GDPR- Data security and privacy
Medical Administration	Technical language skills (used by the Allied Health Professionals) GDPR- Data security and privacy

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11   Kerry ETB FET Consultation Process-Stakeholder Focus Group Sessions [see Supplementary Information/Reports]

1.5 The Self- Evaluation Report (SER)

This section of the report provides information about how the preparation of the Self-Evaluation Report was managed, including details on the structure used to manage the drafting process. Details about the sources of information and how the information was gathered in the preparation of the SER is also included in this section. The table to follow summarises the timeline associated with the processes for the preparation of the SER.

Table 1.6 | Timeline Preparation for the Self Evaluation

Timeline- Preparation of the SER	
Nov 2020	First meeting of the Inaugural Review Steering Group
Dec 2020	Situation analysis conducted
Jan 2021	Implementation plan adopted
Feb 2021	First draft of the SER completed and circulated
	Second draft of SER completed and circulated
Mar 2021	Third draft of the SER reviewed by the IRSG
May 2021	Fourth draft of the SER reviewed by the IRSG
June 2021	Sixth draft of SER reviewed by IRSG Seventh draft of SER reviewed by IRSG Confirmation of acceptance by QAGB Presented to the FET Quality Council
July 2021	Recommended by the FET Quality Council to the CEO
	Approved by the CEO in advance of the required submission date of the 23.07.21
	SER submitted to QQI Report uploaded to SharePoint (Kerry ETB's internal file-sharing portal) for wider dissemination

1.5.1 Process and Methodology

The process and methodology for the self-evaluation were informed by the QQI Policy for the Inaugural Review of Quality Assurance in Education and Training Boards, whilst the main stages of the review process were informed by the Review Handbook for the Inaugural Review of Quality Assurance in ETB's and the indicative timelines that were set.

Kerry ETB began the process of preparing for the Inaugural Review in November 2020. An Inaugural Review Steering Group (IRSG), chaired by the Director of FET was established to undertake the self-evaluation exercise in advance of the Review Panel visit and to plan for the active engagement of staff with the Review Panel. The Terms of Reference for the IRSG are set out in Appendix 1. Steering Group membership was selected to represent a cross-section of the staff involved in FET provision and supporting departments. Membership of the group includes two Directors, four members of the FET Management Team, three Heads of Department, three staff members of Kerry College and is supported by members of the Quality Assurance (QA) Unit. The list of IRSG members and their affiliations are set out in Appendix 1.

Table 1.7 | Phases of drafting, reviewing and finalising the Self-Evaluation Report

PHASE 1	JANUARY THROUGH TO JULY 2021					
Pre-Submission of SER	Drafting, reviewing and finalising the Self-Evaluation Report					Self-Evaluation Report submitted
	Evidence gathering	Drafting report	Reviewing drafts	Analysing data	Finalising report	23 July 2021
PHASE 2	JULY 2021 THROUGH TO MARCH 2022					
Post Submission of SER	Self-Evaluation Report submitted	Planning Visit	Main Review Visit	Draft Review Report received	Any factual accuracy issues arising addressed	Kerry ETB formally responds to Review Report
	23 July 2021	7 Oct 2021	29 Nov to 3 Dec 2021	25 Feb 2022	4 Mar 2022	25 Mar 2022

1.5.2 Themes

The IRSG considered themes proposed by the QA Unit and decided on eight themes for the Inaugural Review:

Table 1.8 | Eight themes by the QA Unit

Themes	QA Area
The learning environment	Teaching, learning and assessment
Supports for learners	Learner support
Assessment of learning	Teaching, learning and assessment
New and existing programmes	Programmes of education and training
Quality assuring assessment	Assessment integrity
Staff	Staff recruitment, management and development
Data control and protection	Information and data management
Communications	Public information and communications

## 1.5.3 Situational Analysis and Implementation Plan

The Steering Group also completed a situational analysis[12] identifying the position and capabilities relevant to undertaking the self-evaluation exercise and planning for the active engagement of FET staff with the review panel. This Situational Analysis informed the development of an Implementation Plan,[13] setting out priority areas and a timeline for actions spanning November 2020 to June 2021. The IRSG Implementation Plan outlined key objectives, processes and responsibilities. The timeframe set out in the plan allowed for data gathering and analysis, review and discussion of drafts final design, printing and binding. The

meeting schedule of the QA Governance Board and the FET Quality Council were also considered to ensure that appropriate time was allowed for members of the Quality Council to consider and recommend the Self Evaluation Report to the CEO for final approval in advance of the required submission date. Communication with members of the Steering Group to enable both data gathering and drafting were undertaken by online meetings and email. Eight drafts were prepared, with a focus placed on a review of each objective at each review point.

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[12] Situational Analysis IRSG Dec 2020 (see Supplementary Information/Reports)

[13] Implementation Plan IRSG Dec 2020 (see Supplementary Information/Reports)

Figure 1.4 Timeframe for the Self-Evaluation Report
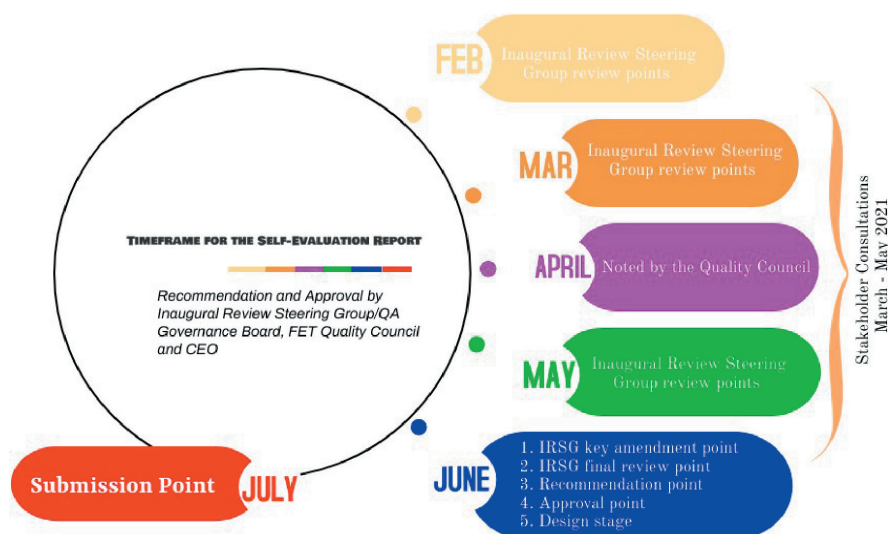
1.5.4 The development of the Self Evaluation Report

The self-evaluation process was organised so that data gathering activities and the drafting of the SER could be conducted in parallel. The final draft was reviewed by the QA Governance Board, and presented to the FET Quality Council in July, which, in turn, recommended it to the CEO for approval. The report was submitted to QQI on 23 July.

1.5.5 Data gathering activities -Learners and Staff

Data gathering on the themes of Teaching, Learning and Assessment commenced in January and continued through to May 2021. Data gathering took the form of a series of online surveys and focus group discussions with learners and staff. Data gathering on the theme of Governance and Management also commenced in January and continued through to May 2021. Data gathering took the form of online surveys with the Programme Governance Board (PGB) and

Table 1.9 | Data Gathering Activities

DATA GATHERING ACTIVITIES Surveying and focus group discussions		
STAFF	Theme: The learning environment [QA area/ Teaching, Learning and Assessment]	**Teaching and learning**
		• Online survey
		• Focus Group 1 • Focus Group 2 • Focus Group 3 • Focus Group 4
	Theme: The learning environment [QA area/ Learner Support]	**Supports for Learners**
		• Focus Group 5 • Focus Group 6
LEARNERS	Theme: The learning environment [QA area/Teaching, Learning and Assessment]	**Assessment of learning**
		• Online survey
		• Focus Group 7 • Focus Group 8 • Focus Group 9 • Focus Group 10 • Focus Group 11

Quality Assurance Governance Board (QAGB), followed by special sessions of these boards. The PGB and QAGB considered Kerry ETB's quality systems, including how quality improvement planning supports the ETB's quality systems and the wider Kerry ETB Strategy Statement 2018 -2022.

1.5.6 Case Studies and Reports

This self-evaluation also draws directly on a number of case studies of developments undertaken in 2020-21, that were

identified as analytical in nature and relevant to the themes selected for the Inaugural Review.

Members of the IRSG also prepared several reports. This Self-Evaluation Report draws directly on ten of these areas identified as contributing to the analytical approach that underpins evaluation and relevant to the themes selected for the Inaugural Review.

Table 1.10 | Data Gathering Activities - Governance Boards

DATA GATHERING ACTIVITIES Surveying and special session of the PGB and QAGB Jan through to March	
QA Area Governance and Management System	**Operations of the PGB and QAGB**
	• Online survey
	Contribution of QIP to Kerry ETB Education and Training Strategy 2018-22
	• Focus Group Discussion

Table 1.11 | Case studies and Reports

Themes	QA Area	Case Study
The learning environment	Teaching, Learning and Assessment	Support Provided by the Corporate Capital Technology Department to FET's COVID-19 Response
		Learners' Views about a course module that pivoted to online
		Blended Learning Case Study Software Development Three Blended Learning Case Studies focusing on TEL Tools: TEL for practical subject - Beauty Therapy TEL for practical subject - Culinary Arts TEL for curriculum design
		e-Portfolio Case Study
Supports for learners	Learner support	Open Learning Centre Case Study TEAM Addiction Case Study Learner Support Report
New and existing programmes	Programmes of education and training	Initial Review National Tour Guiding Programme
		Tracking the views of learners on an online course
Quality assuring assessment	Assessment integrity	Kerry ETB FET Experience of Engaging with Turnitin
Communications	Public information and communications	Admissions Office-Public Information and Marketing

Governance and Management of Quality

Objective 1
Governance and Management of Quality

This section of the report considers the QA arrangements that align with and support the organisation's Mission and Strategy. It also considers how the Quality Assurance governance structure operates. It examines the flow of reports from the governance boards to the FET Quality Council that provides oversight of the quality of FET programmes and services. Finally, this section considers the approach to documenting QA Policies and Procedures. The policies and procedures which have been approved, and those which are at a review stage or development stage are listed in Appendix 2.

2.1 Kerry ETB's Mission and Strategy

2.1.1 Description

Kerry ETB has published its *Education and Training Strategy 2018-2022*, articulating the objectives of the Board, the associated priorities and its approach to achieving those objectives. The organisation's Mission Statement aligns with the wider *National Further Education and Training (FET) Strategy 2020-2024*

2.1.2 Evaluation

Kerry ETB's QA procedures were approved by QQI in June 2018. The development and maintenance of these procedures is an evolving process, as the integration of legacy services and procedures continues and new or updated guidelines (such as *the Quality Assurance Guidelines on Blended Learning*) are published. Quality improvement planning[14] has provided pointers to specific areas that, when progressed, support the organisation's strategic goals and priorities, particularly in terms of higher levels of effectiveness and accountability. Kerry ETB has set out a plan of improvement activities over a 5-year period from Oct 2017 to Dec 2022 (*Quality Improvement Plan 2017-22*[15]). Governance and approval of improvement activities are the responsibility of the Director of FET, in consultation with the FET Management Team and the FET Quality Council. The Quality Assurance Manager has oversight of the implementation of the plan and monitors and reports on its progress to the FET Management Team and the FET Quality Council.

2.1.3 Conclusion

In principle, quality improvement planning is mapped to the *Kerry ETB Strategy Statement 2018-2020*. Quality improvement planning has assisted Kerry ETB to transition from a re-engagement process with QQI to the current stage, which is characterised by a focus on policy and procedural developments and quality activities in a range of areas.

In March 2021, the Quality Assurance Manager reported on how quality assurance arrangements support the organisation's mission and strategy[16]. The report examined the contribution of the governance and management of quality to the achievement of the *Kerry ETB Education and Training Strategy 2018-22*, and points to the establishment of governance structures, new policy developments and the implementation of assessment procedures, as indicative of a functioning internal quality system. The governance structures are identified as enabling the FET Management Team to ensure that education and training programmes are designed and delivered to a high standard and monitored for compliance with quality assurance procedures.

The process for monitoring and review of quality assurance procedures is articulated in the *Policy for Self-evaluation, Monitoring and Review*. The Programme Governance Board (PGB) and Quality Assurance Governance Board (QAGB), through its membership is well placed to evaluate the outcomes of the monitoring of programmes, services and the contribution of policy to supporting the implementation of quality assurance. Undertaking the self-evaluation exercise in advance of the Review Panel visit, will also make a contribution to wider strategic objectives- providing an opportunity to reflect on achievements to date, identify ongoing challenges and articulate plans about the future direction of focus in respect of improved levels of effectiveness and accountability.

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14   Kerry ETB Quality Improvement Plan October 2017 to December 2022 (Ver. 01.3), [See Supplementary Information/Reports]

15   Kerry ETB Quality Improvement Plan Dec 2017 (Ver. 01.2) [See Supplementary Information/Reports]

16   Performance Review Report on the PGB and QAGB (See Supplementary Information /Reports)

2.2 Structures and Terms of Reference for the Governance and Management of Quality Assurance

2.2.1 Description

QQI Core and Sector Specific Quality Assurance Guidelines point to the importance of establishing a multi-layered governance structure that will provide connectivity between centres and ETB governance. Kerry ETB has established a structure that provides oversight across all Kerry College Campuses and FET Centres. A governance structure, including a FET Quality Council and dedicated Programme Governance, Quality Assurance Governance and National (Apprenticeship) Programme structures have been established and are operational. The structure oversees all FET provision, including non-QQI provision.

The Chief Executive Officer (CEO), has overall responsibility for quality assurance in Kerry ETB, and has delegated certain governance responsibilities to the Director of FET, FET Quality Council and governance boards. Procedures are in place on the governance side, with resources in place on the executive side. The overarching governance unit is the FET Quality Council. The Council is responsible for approving policies and procedures, as recommended by the QAGB and approving programme related recommendations from the PGB. Approval of policies and procedures and programme related recommendations is subject to the final approval by the CEO. Policies approved by the FET Quality Council are "approved to go the CEO for final approval" (Ref. pg. 7 Kerry ETB Guidelines for Policy Development [Approved by Kerry ETB Board 27.10.20]).

The Terms of Reference (TOR) for the FET Quality Council, the PGB, the QAGB and the National (Apprenticeship) Programme Boards set out the responsibilities of the Council and the respective boards for key areas of governance and the respective functions in relation to policy development, programme validation and the ratification of programme results. The TOR and membership of the FET Quality Council and the respective boards are set out in Appendices 3 and 4.

There is duplication of membership of the PGB and the QAGB. Five senior managers are 'ex-officio members'' of each of the respective boards. At each of its meetings, learner representatives are invited to speak to the FET Quality Council. There are gaps in respect of Occasional Members of the QAGB, specifically two representatives of QA Working Groups[17] and one learner representative. There is a gap in respect of ex-officio of the PGB, specifically a Senior Manager, plus additional gaps in respect of Occasional Members of this board. These relate to representatives from the QAGB, the National (Apprenticeship) Programme Board, a learner representative and an industry representative. There are gaps in respect of membership of the National (Apprenticeship) Programme Board for the Commis Chef programme, specifically two employers nominated by the Consortium Steering Group, two mentors nominated by the group of employers and one representative nominated by apprentices.

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[17] There are currently two working groups in operation, established by the governance boards. The QA Governance Board has established the Inaugural Review Steering Group. The Programme Governance Board has established the Teaching, Learning and Assessment Working Group

The schedule of governance meetings in 2019 and 2020 is set out in the table that follows:

Table 2. 1 | Schedule of FET Quality Council and Governance Board Meeting 2019

Schedule of FET Quality Council and Governance Board Meetings 2019					
Jan 2019	National (Apprenticeship) Programme Board /Commis Chef	May 2019	Quality Assurance Governance Board and Programme Governance Board / National (Apprenticeship) Programme Board /Wind Turbine Maintenance Technician	Sept 2019	Quality Assurance Governance Board and Programme Governance Board
Feb 2019	FET Quality Council	June 2019	FET Quality Council / National (Apprenticeship) Programme Board/Wind Turbine Maintenance Technician	Oct 2019	FET Quality Council
Mar 2019	Quality Assurance Governance Board and Programme Governance Board	July 2019		Nov 2019	Quality Assurance Governance Board and Programme Governance Board / National (Apprenticeship) Programme Board/Commis Chef
April 2019	FET Quality Council / National (Apprenticeship) Programme Board/Commis Chef / National (Apprenticeship) Programme Board/Wind Turbine Maintenance Technician	Aug 2019	National (Apprenticeship) Programme Board/Commis Chef	Dec 2019	
Schedule of FET Quality Council and Governance Board Meetings 2020					
Jan 2020	Quality Assurance Governance Board and Programme Governance Board	May 2020	Quality Assurance Governance Board and Programme Governance Board	Sept 2020	FET Quality Council / Quality Assurance Governance Board and Programme Governance Board
Feb 2020	FET Quality Council	June 2020	FET Quality Council	Oct 2020	
Mar 2020	Quality Assurance Governance Board and Programme Governance Board	July 2020	National (Apprenticeship) Programme Board/Commis Chef	Nov 2020	Quality Assurance Governance Board and Programme Governance Board / National (Apprenticeship) Programme Board/Commis Chef
April 2020	FET Quality Council / Quality Assurance Governance Board and Programme Governance Board	Aug 2020		Dec 2020	FET Quality Council

The charts that follow show the governance structure, and its relationship to the organisation's management structure.

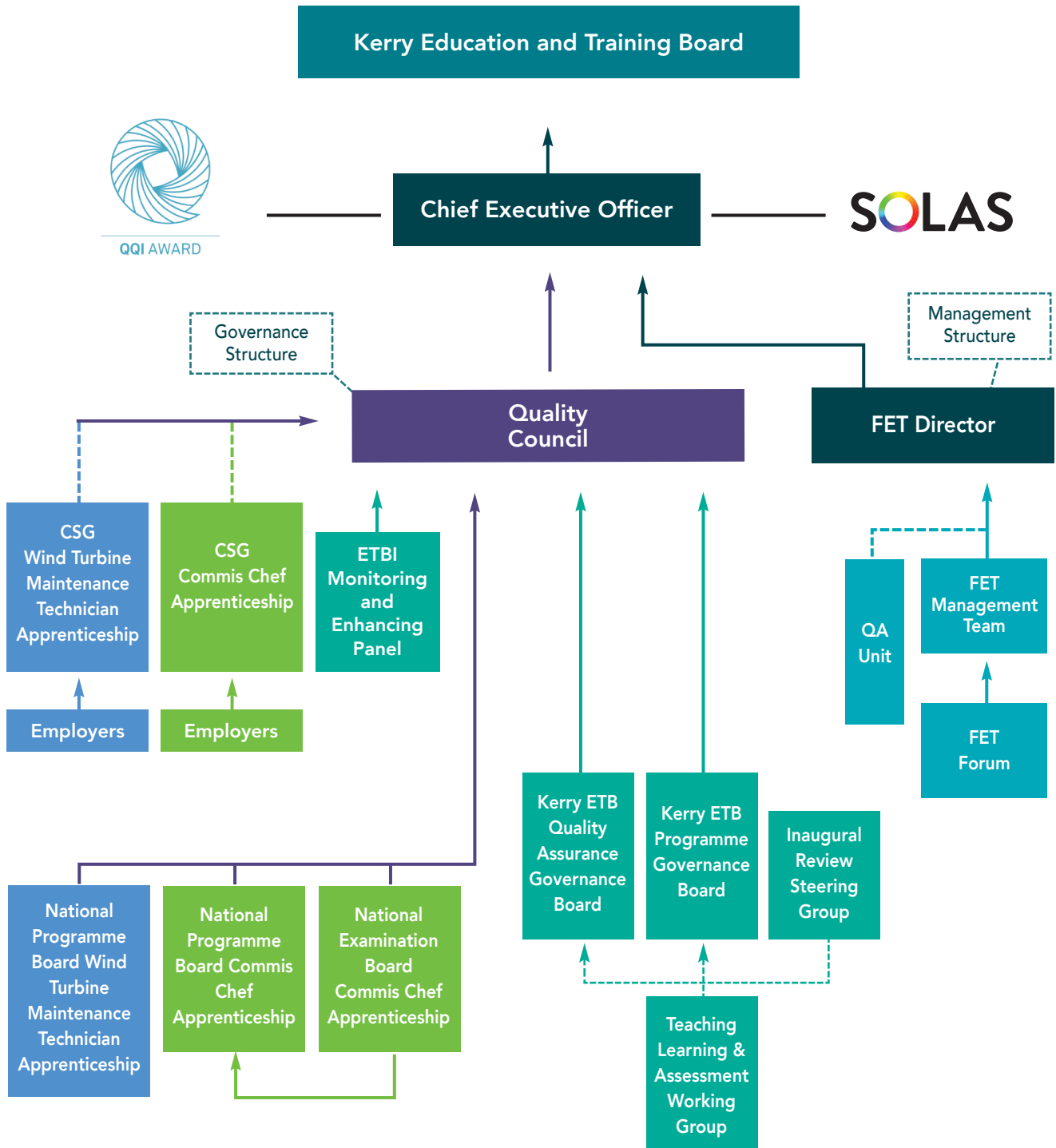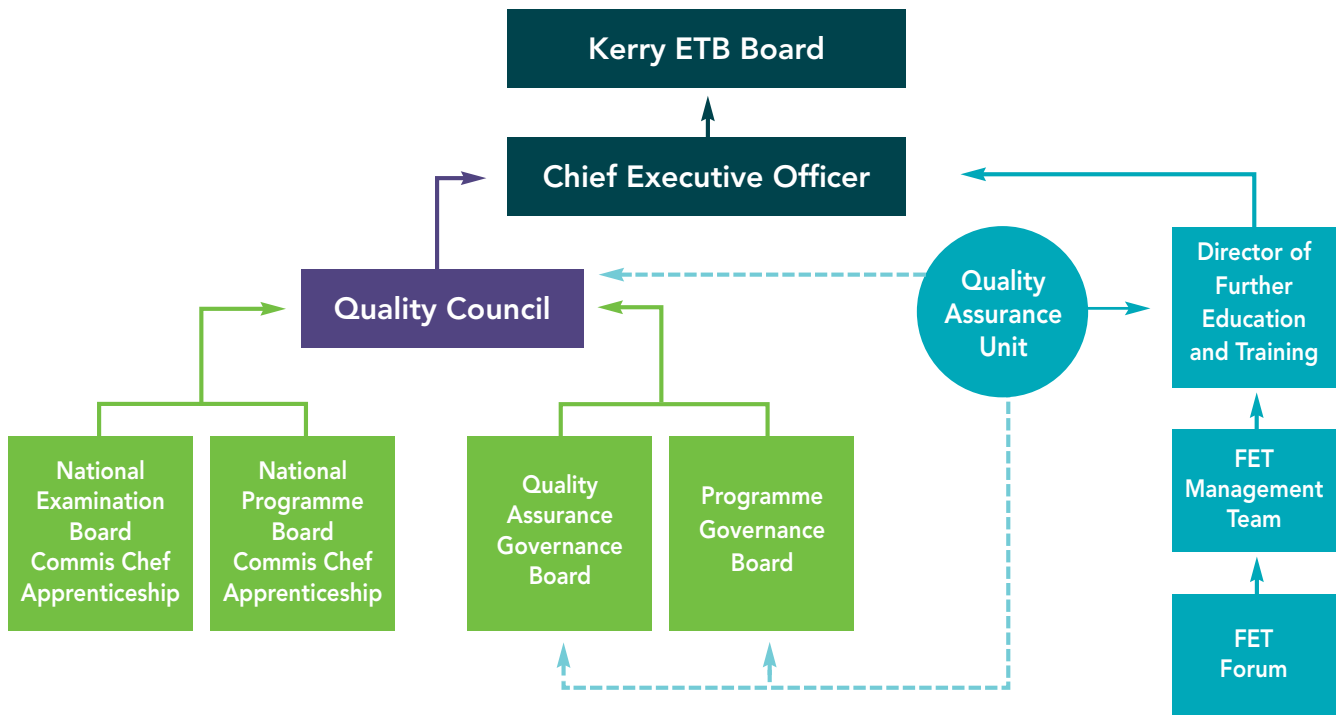**Figure 2. 1 | FET Quality Assurance Governance**

Figure 2. 2 | Governance Structures Central Relationships

Governance Structure | Central Relationships

2.2.2 Evaluation

It is the national policy that provider-owned QA procedures are comprehensive, covering all FET programmes and related services, regardless of whether or not these programmes lead to QQI awards. The reporting requirements and governance structures align with this policy and aim to provide the FET Quality Council with oversight of procedures and assist them to examine themes in respect of quality. The FET Quality Council and governance boards operate in the context of the Core Sector Specific and Topic Specific QQI Guidelines. Reports serve as a tool for the Council and boards when identifying key themes, making recommendations and/or taking action(s) to improve particular aspects of the QA system that fall within their remit. The flow of reports from the governance boards to the FET Quality Council is set out in the table that follows:

Table 2. 2 | Flow of Reports 2019

FLOW OF REPORTS 2019
Jan 2019- National (Apprenticeship) Programme Board
Recommendation to approve results – Commis Chef Apprenticeship
Feb 2019 FET Quality Council
External Examiners' Report – Commis Chef Apprenticeship Programme and approval of results Enrolment Report – Commis Chef Apprenticeship Consolidated Admissions' Report Approval of results- Commis Chef Apprenticeship
May 2019 Programme Governance Board (PGB) & Quality Assurance Governance Board (QAGB)
Report on sub-group of PGB – Teaching, Learning and Assessment Working Group
Review of proposed provider level Programme Specifications- Hairdressing, Beauty Therapy and Office Administration
Recommendation to approve results- Kerry College and FET Centres
Quality Improvement Planning progress report
June 2019 FET Quality Council
Approval of results from FET Centres and Kerry College
August 2019 National (Apprenticeship) Programme Board)
External Examiners' Report- Commis Chef Apprenticeship Recommendation to approve results – Commis Chef Apprenticeship
Sept 2019 Programme Governance Board (PGB) and Quality Assurance Governance Board (QAGB)
Review of proposed provider level Programme Specifications- Childcare, Art and Healthcare
Approval of proposed provider level Programme Specifications- Hairdressing, Beauty Therapy and Office Administration
Review of Learner Feedback from Kerry College and FET Centres
Review of External Authentication (EA) Reports and centralised management of EA process
Review on outcomes of Results' Appeals
Oct 2019 FET Quality Council
Approval of results from FET Centres and Kerry College Approval of results- Commis Chef Apprenticeship
Nov 2019 Programme Governance Board (PGB)
Report on outcomes of appeals
Collated report on Learner's Feedback (Kerry College and FET Centres)
Review of central management of EA Process
Review of EA Reports
Approval of proposals to modify programmes (add modules)

FLOW OF REPORTS 2020

Jan 2020 Programme Governance Board

Approval of proposals to modify programmes (and add modules)

March 2020 Programme Governance Board (PGB)

Report on components certified in 2019 and which are outside of structure of validated programme

Report on outputs from initial programme review– National Tour Guiding

April 2020 Programme Governance Board (PGB) and Quality Assurance Governance Board (QAGB)

Review of proposed modifications to teaching, learning and assessment under COVID-19 Contingency Arrangements and recommendations to FET Quality Council

Approval of proposed provider level Programme Specifications- Childcare, Art and Animal Care

Review of Infection Prevention and Control online course

April 2020 FET Quality Council

Approval of modifications to teaching, learning and assessment under COVID 19 Contingency Arrangements

Approval of Internal Verification and External Authentication under COVID-19 Contingency Arrangements
Approval of results- Commis Chef Apprenticeship

May 2020 Programme Governance Board (PGB)

Approval of amendment to provider level programme specification (Covid 19 contingency)

Approval of modification to assessment IPAC (online)

Review of assessment results from Kerry College and FET Centres and recommendation for approval to FET Quality Council

June 2020 FET Quality Council

Approval of assessment results from Kerry College and FET Centres

Sept 2020 Programme Board (PGB)

Report on learner and staff evaluations from Kerry College

Sept 2020 FET Quality Council

Report on learner and staff evaluations from Kerry College

Oct 2020 Programme Governance Board (PGB)

Report on learner and staff evaluations from Kerry College

Nov 2020 Programme Governance Board

Review of assessment results from Kerry College and FET Centres and recommendation for approval to Quality Council

Nov 2020 National (Apprenticeship) Programme Board

Recommendation of modifications to teaching, learning and assessment under COVID 19 Contingency Arrangements to the FET Quality Council
Recommendation to approve results – Commis Chef Apprenticeship

Dec 2020 FET Quality Council

Collated EA report from FET Centres and Kerry College

Approval of Results
Approval of Results – Commis Chef Apprenticeship
Commis Chef Apprenticeship - Consolidated Admissions' Overview
Commis Chef Apprenticeship - Consolidated External Examiners' Report
Commis Chef Apprenticeship – Apprentice Graduate Report
Commis Chef Apprenticeship- Approval of modifications to teaching, learning and assessment under COVID 19 Contingency Arrangements

2.2.3 Conclusion

The record of the flow of reports for the respective governance bodies has, in general, been building year on year. The Terms of Reference (TOR) for the governance units enforces the separation of responsibilities between those parts of the system who produce and/or develop policies and programmes (and associated reports) and those that approve them. Oversight of the QA system is maintained by the FET Quality Council and it is operating in tandem with the FET Management Team decision making and the local line management structures at Kerry College and the ETB's FET Centres, (as managed by the FET Management Team). In recognition of the challenge of establishing meaningful representation of learners across the governance system, the initial step of identifying existing pathways has been identified as an area for potential development. Two learners drawn from different courses and locations present to each Quality Council meeting[18].

2.3 The Documentation of Quality Assurance Policy and Procedures

2.3.1 Description

The Core Statutory Quality Assurance Guidelines refer to supporting documentation for the governance system, including published TOR's for the governance groups. The development of QA policies and procedures is an evolving process. The FET Quality Council approved a suite of Assessment Procedures including Recognition of Prior Learning in 2020.

The Council Approved three policies in 2020:

    a) Programme Approval, Development and Validation Policy

    b) Blended Learning Policy

    c) Self-Evaluation, Monitoring and Review Policy

TORs are documented and approved for the FET Quality Council, the PGB the QAGB and the National (Apprenticeship) Programme Board(s).

2.3.2 Evaluation

Members of the PGB and QAGB were surveyed on their views about the clarity of the TORs of the respective boards[19].

Survey responses indicate that the roles and responsibilities of the governance units are clear. Members did not identify any particular aspects of the business of the board that require more clarity. Survey responses also indicate that members are of the view that the nature of the business of the boards and its reporting requirements to the FET Quality Council are aligned with the TOR. Members did not identify any particular terms set out for the board that require more clarity, or that need more consideration. Members were of the view that the structure of the membership means that the boards have the experience and skill that is needed to conduct the business of the board. Five members were of the view that the TOR were appropriate to the board's purpose and that, in general, there are adequate resources in place to support the functioning of the board. One member felt that the board would benefit from additional technical support. Five members were of the view that the way in which meetings are organised and conducted generally means that the business of the board can be accomplished effectively. One member suggested that things could be improved by ensuring sufficient time is allocated for the meetings and that all members are fully engaged. One member highlighted that the TOR stated that papers should be circulated 1 week in advance of meetings and that this timeline was not adhered to. Five members felt that board papers are provided in a timely manner allowing members to consider matters fully. Five members felt that the meeting time is used well, with issues getting the time and attention proportionate to their importance. One member felt that the issue of the short time allocated to meetings was an issue.

A special session of the PGB and QAGB was held in February 2021 to consider Kerry ETB's quality systems, including how Quality Improvement Planning (QIP) support the ETB's quality systems and the wider *Kerry ETB Education and Training Strategy 2018 -2022*. Members' views on the contribution of the QIP to *Kerry ETB Education and Training Strategy 2018-22* were collated. Board members were of the view that important features of an internal quality system are operating, citing governance structures, a policy for new programme development and the implementation of established assessment procedures, together with staff commitment to quality, as

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[18] Learner Case Study (Quality Council) can be viewed [see Supplementary Information/Case Study]

[19] Survey responses can be viewed through https://forms.office.com/Pages/AnalysisPage.aspx?id=G1uLaEkYakuSu9_iLFk5gh9P14ZqRjlFkACs5rkPOhBUNUlMUDk0WFcwVUs2NU9TRkJPUEhDWTVZMy4u&AnalyzerToken=TvRprW7l1sBOiQQ5Zbu8o7FWGB32D0o5

examples. In general, board members' assessment of how the internal quality system was developing was positive. The role of governance structures in supporting the integration of provision in a single college, across multiple campuses (through Kerry College), was highlighted, with the standardised approach to programmes, (through Programme Specifications) and admissions (through the Admissions Office), cited as examples. Members highlighted the work of the PGB in supporting the development of new programmes. One board member highlighted that this work had assisted with employer engagement by providing information on the stages involved in developing new programmes. One board member expressed some reservations about the capacity of the process to respond to programmes for short and part-time courses.

Members highlighted the work of the QAGB in supporting academic integrity, with the examples of the centralised management of the appointment of External Authenticators and oversight of the external authentication process cited. The work of the PGB in supporting the response to COVID-19 restrictions was also highlighted, with the examples of monitoring the implementation of contingency arrangements and oversight of issues arising cited. Board members identified the work of the Teaching, Learning and Assessment Working Group (a sub-group established by the PGB), as an important mechanism to enhance teaching, learning and assessment and the plans for the enhancement of learner support.

An online survey was conducted with staff with a quality assurance role at Kerry College and FET Centres in April 2021[20]. There were nineteen respondents.

A follow-up focus group discussion was held in May 2021 to consider the role of the QA Unit in enabling a quality culture, levels of confidence in the QA unit, supervision of quality assuring teaching, learning and assessment by the QA Unit, and its conduct of day-to-day business. Four people took part in this discussion. Their views were collated[21]. The four participants reported a positive experience of their engagement with the QA Unit. These four participants were of the view that there was a need to bring more clarity to quality assurance procedures such that procedures are written in a user-friendly and

SURVEY RESPONSES

Kerry College & FET Centres QA Staff

100%
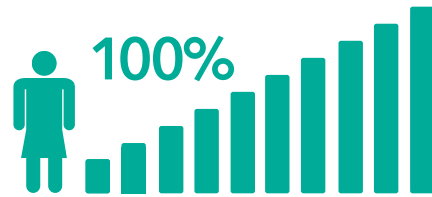
Nineteen of nineteen Respondents felt that there was an active quality culture at their College/Centre

Twelve respondents agreed that the QA Unit supports their day-to-day work and two respondents disagreed

Disagreed
14.3%
85.7%
Agreed
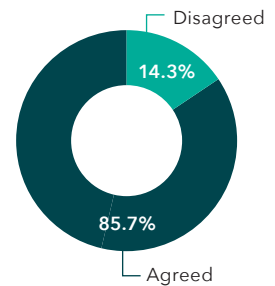
Seventeen respondents agreed that staff are open to engaging in further training to support the implementation of quality assurance procedures, whilst one respondent disagreed

5%
89.5%

Thirteen respondents were satisfied with the support received from the QA Unit, whilst one respondent was unsatisfied
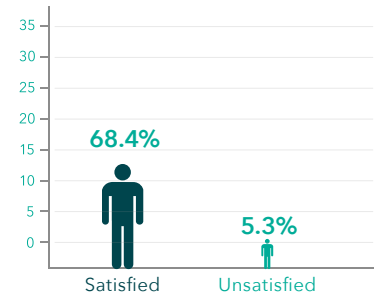
68.4%   5.3%
Satisfied   Unsatisfied

34

easy to read manner. They expressed the view that there is a need to strengthen awareness of the purpose of the QA Unit, including adopting a communications approach that aligns with the needs at College/Centre level. These four participants were of the view that a consultative approach was needed via existing structures, such as established Communities of Practice, when developing QA Procedures. These participants also highlighted the value of communicating details on how existing programmes can be updated. In addition, the value of identifying additional forums to support staff at College/Centre level in enhancing quality was identified, particularly with regard to capturing the specific requirements of centres in rural and peninsula locations.

The Performance Review Report on the PGB and QAGB[22], which includes a review of the special session of the PGB and QAGB held in February 2021, to consider Kerry ETB's quality systems, records a number of recommendations in respect of the QA system and its relationship to quality improvement planning. The report highlights the need to include the learner voice and identifies the planned review of the terms of reference of the PGB and the QAGB as an appropriate juncture to address this question. The Performance Review Report also identifies a need to confirm that all staff are accessing QA SharePoint site for Quality Assurance Procedures. In addition, the report identifies the need to update the Quality Assurance Section of the Kerry ETB website. The report points to the fact that this area of the website is outward-facing, providing a key reference point to stakeholders and the public in respect of Quality Assurance. The report also identifies the planned review of the Terms of Reference as the appropriate juncture to address agreement on employer representation at PGB level. The Business Support Unit is identified as providing scope for building links with employers and as a key point of contact when documenting QA approaches to employer engagement.

2.3.3 Conclusion

QA Policies and Procedures articulate how Kerry ETB will assure the quality of teaching, learning and service activities across its FET provision. A QA Handbook that is under development will provide the necessary information to staff, learners and other key stakeholders on how FET programmes and services are quality assured. References have been included in the draft of the QA Handbook to QQI's core guidelines so that it can be comprehensively aligned to Kerry ETB's wider policies and procedures and associated supporting documentation. The QAGB, through

its membership, is well placed to inform the development of policy and evaluate the extent to which draft policies are capable of being implemented within the structures of Kerry ETB Colleges and Centres, examining whether the policy can be implemented in a fair and consistent manner. The QA Manager, through membership of the ETBI Quality Network, is well placed to provide direction on how policies at draft stage reflect good practice within the FET sector, including the norms of any future sectoral level policies that may be adopted by Kerry ETB.

Some additional work is required in order to strengthen current policies and procedures in terms of consistency and structure. It will be important that the QA Handbook is written in a user-friendly and easy to read manner, for example, by presenting key procedures in diagrammatic form. A consistent format will be required for all documents that are directly referenced in the manual, such as handbooks and guides. This will, in turn, improve the quality of the full suite of QA documentation – policies, procedures, diagrams, and guides, and allow a systematic approach to be taken to updating the documentation, as appropriate. Kerry ETB will need to update and, where necessary, create additional policies, in line with regulatory and legal policies. The Self *Evaluation Monitoring and Review Policy (Dec 2020)* incorporates the review of policy, providing a mechanism for reviewing the effectiveness of policies.

2.4 Staff Recruitment Management and Development

2.4.1 Description

Recruitment of staff is managed by the ETB's Human Resources (HR) Department. National agreements and procedures apply to the various grades/descriptions of staff involved in FET delivery. Courses are delivered by qualified staff holding subject specific qualifications and/ or a training qualification. The HR Department liaises with the FET Management Team which identifies the subject specific qualification requirements.

Arrangements to support and enhance professional standards under the FET pillar are centrally managed and reported. A member of the PGB holds responsibility for FET Professional Development, as AEO. The outputs from professional development activities referenced in this section draw directly from the report for the period 2020[23]. Eight priority areas were earmarked by the FET Management Team for professional development during

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22   Performance Review Report on the PGB and QAGB (See Supplementary Information/ Reports)

2020 of which Quality Assurance was one. The graph that follows sets out the levels of engagement by staff across these eight areas. Data recorded for staff engagements pertains to the number of engagements as opposed to the number of individuals who engaged.

Figure 2. 3 | Staff Professional Development
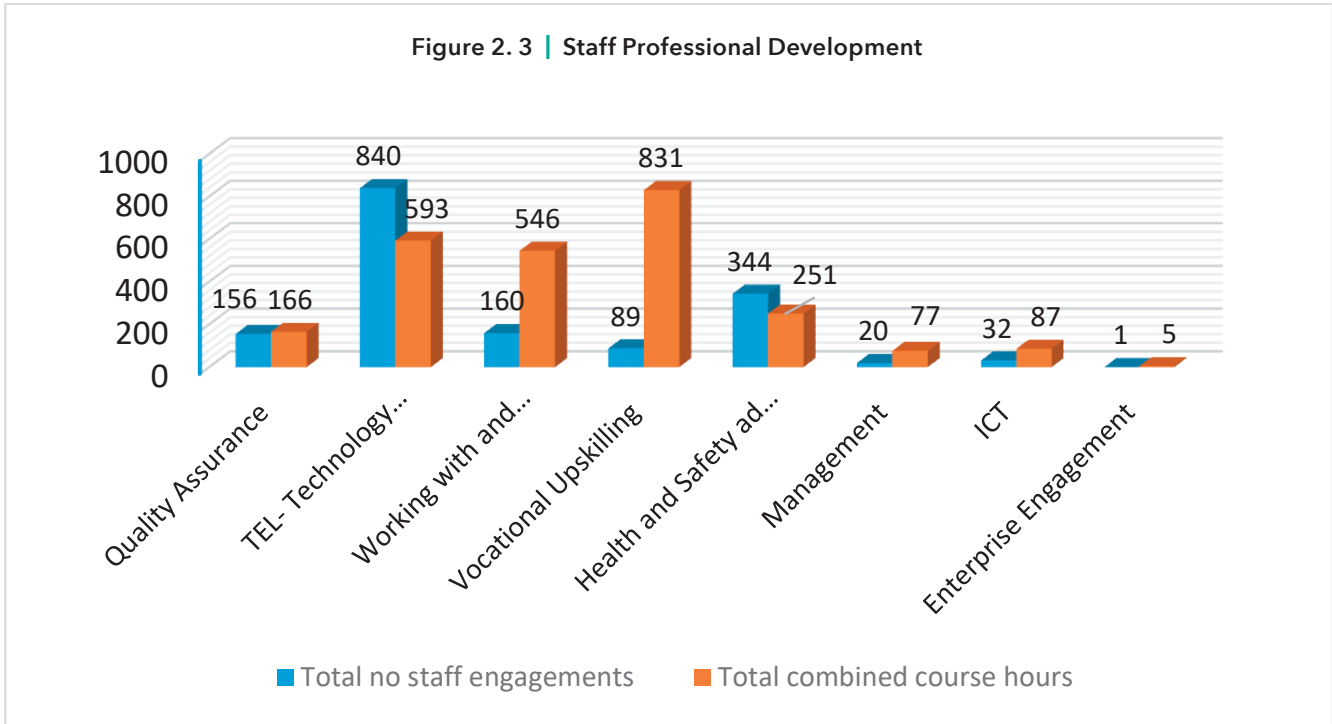
2.4.2 Evaluation

Staff representatives are members of the FET Quality Council and of the Board of Kerry ETB and Section 44 Committees[24], providing a pathway for staff input into decision-making. Kerry ETB is a geographically dispersed and diverse organisation and maintaining effective mechanisms for staff communications is key. An internal Cascade Communications Model is used which builds on management meeting structures:

a)   Senior Executive meetings every three weeks

b)   Monthly FET Management Team meetings (Director, College Principals and Campus Manager, AEO's)

This cascade model is incorporated within a wider communications frame with a further twelve key elements:

1.   Annual Organisation Newsletter

2.   Kerry ETB SharePoint as a communication channel

3.   CEO Letters to staff- periodically through staff email account

4.   Annual Report – published on www.kerryetb.ie

5.   Press Releases- published on www.kerryetb.ie

6.   College/Centre visits by CEO and Director of FET

7.   ETB Board meeting minutes published on www. kerryetb.ie

8.   Campus / Centre Staff meetings

9.   FET Forum

10. Summary memo to all Head Office staff and FET Management Team from the Senior Executive notifying staff of development or revision to policies and procedures

11. Social Media

12. Senior Executive Meeting notes

These elements serve as channels for informing staff of developments that impact the organisation. The Kerry ETB SharePoint site is a lead communication channel. Key updates are communicated to staff via the staff email account firstname.lastname@staff.kerryetb.ie. The website

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23   Kerry ETB Professional Development Report 2020 [See Supplementary Information/Reports]

24   Section 44 Committees are i.e. Boards of Management, Governance Boards etc. established in accordance with Section 44 of the ETB Act 2013. These Committees are established to: Perform such one or more of its functions as, in the Board's opinion, could be better or more conveniently performed by a committee, or Advise the Board in relation to the performance by it of any of its functions

www.kerryetb.ie (which was re-designed in April 2019) is also a lead communication channel. Key daily updates are communicated via the Kerry ETB Twitter Account.

The centralised management of professional development activities under the FET pillar provides the organisation with oversight of the nature and extent of engagement. The AEO with responsibility for same manages a FET Professional Development Communication site on SharePoint, which accounts for all staff CPD on an annual basis using the HR Continuous Professional Development Application Form. Staff apply for a place on a course through this site. The site also hosts a newsfeed section to promote projects and keep staff informed.

The Kerry ETB FET Professional Development Report outlines annual activity during 2020[25]. Taking the area of Quality Assurance as an example (there was a total of twenty four events) the majority of which were organised and delivered by the QA Unit. A quarter of these QA events focused on assessment processes and the implementation of the organisation's assessment procedures. Training was also organised on the use of the software 'Turnitin', as a tool to support academic integrity. Taking the area of Supporting FET Learners as an example, there were a total of seventy two events, primarily organised by the QA Unit. Accredited courses were provided on Integrating Literacy and Teaching English as a Foreign Language, (Waterford Institute of Technology (NFQ Level 6) and training on dyslexia awareness and how to conduct initial assessment to identify dyslexia. Taking the area of Technology Enhanced Learning (TEL) as an example, there was a total of one hundred and twenty one event records linked to this area, primarily recording events that were centrally organised. A week of events on the use of MS Teams were organised at the end of August 2020 and repeated in November and additional training was provided in October on using MS Teams as a Virtual Learning Platform (VLP). A number of case studies are provided in the supplementary folder:

- The introduction of e- portfolios sets out details of a pilot initiative that standardised the use of digital folders on OneDrive for managing the assessment process at Kerry College Clash Campus, Denny Street Campus and Listowel Campus[26].
- A case study on the application of TEL and UDL principles to the Beauty Therapy Programme at Clash College sets out effective teaching practice[27]

- A case study on use of TEL for Culinary Arts Teaching and Learning
- A case study on Curriculum Design using TEL and UDL for online delivery of digital skills

2.4.3 Conclusion

Pathways for staff input into decision-making are provided through membership of the FET Quality Council and the Kerry ETB Board. Communication channels have been established to inform staff of developments that impact the organisation.

The requirements of programme curricula are not static and there is a recognition of the need to upskill staff in line with both changes in pedagogic practice (particularly in the area of technology-enabled learning) and industry needs. Systematic staff development has been an important factor to pivoting programmes to online teaching and learning during the COVID-19 Pandemic. It has also been an important element in quality assuring the assessment process. Decisions on the nature of these events were informed by emerging issues and developments at both organisational and national level, specifically addressing assessment issues as highlighted in Results Approval Panel reports and putting in place systems that will enable learners to uphold academic integrity during the COVID-19 Pandemic and beyond.

2.5 Programme Development, Approval and Submission for Validation

2.5.1 Description

A structured application process is in place for all new programme proposals and for permission to run programmes already validated, with formal consideration of programme documentation by the PGB for approval (in the case of validated programmes) and recommendation to the FET Quality Council for approval (in the case of new programme proposals)[28]. The process is set out in the Programme Approval, Development, and Validation Policy. Programme amendments are managed through the PGB. Where significant implications are arising from an amendment, the PGB makes a recommendation to the FET Quality Council for a final decision.

Kerry ETB has first-hand experience in the development of new apprenticeship programmes. The demands of

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[25] Kerry ETB FET Professional Development Report 2020 (see Supplementary Information/ Reports)

[26] E-portfolio Case Study [see Supplementary Information/Case Studies]

[27] Kerry College Beauty Therapy [see Supplementary Information/Case Studies]

[28] The Programme Development Policy and Procedure is available to view on https://www.kerryetb.ie/further-education-training/quality-assurance/programme-design-and-approval/

the regional economy were particularly relevant in the design of the Commis Chef Apprenticeship Programme. Kerry ETB also developed the National Tour Guiding Programme and Regional Tour Guiding Programme, both of which were subsequently shared with ETB's seeking validation of their own Tour Guiding Programmes under a shared curriculum process. Tourism is a major industry in the region (responsible for 20% of economic activity) and services to tourists are in constant need of adaption and improvement to serve a diverse clientele. Kerry ETB is the lead education and training partner in the Consortium Steering Group (CSG), for the development of a new Wind Turbine Maintenance Technician Apprenticeship. The direct involvement of industry has been a key element in the programme development process, with the work of the CSG providing the programme development group with a solid understanding of labour market conditions and learner demand.

Through the development of new programmes, Kerry ETB has strengthened its internal capabilities. The development of a system for quality assuring programmes stemmed from the development of the Commis Chef Apprenticeship. The system has given the ETB increased autonomy over the provision of programmes, together with benefits derived

from close involvement with industry, which has partnered with the organisation in the design and delivery of these programmes.

2.5.2 Evaluation

The TOR for the Programme Governance Board (PGB) and FET Quality Council provide a separation of approval points. There are two points prior to the submission of documentation for validation, where governance is required. The first is approval of a proposal to develop a programme and the second is approval of documentation that is submitted to the CEO for approval to be submitted to the awarding body. These approval points have been applied in relation to the Wind Turbine Maintenance Technician Apprenticeship Programme. The Programme Approval, Development and Validation Policy provides for an evaluation of the resource and staff requirements at the point of programme proposal, taking account of the fact that these requirements have a bearing on the proposal being approved to progress. The PGB has considered resource and other implications arising from over thirty-five proposals to modify programmes[29]. No significant implications were identified and, to date, the PGB has approved each of the amendments to validated programmes proposed by Kerry College and FET Centres.

Kerry College Monavalley Campus, Commis Chef Apprenticeship. The 2020 Generation Apprenticeship Consortia-led Category Runner Up.

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[29]   Record of programme modifications 2019-Quarter 1 2021 (see Supplementary Information/ Reports)

2.5.3 Conclusion

The approach to programme development demonstrates Kerry ETB's capacity to align programmes with employer needs and actively involve employers. A Policy and Procedure for Programme Development was approved in December 2020. The procedures and processes set out in this policy will strengthen and widen the approach that Kerry ETB has taken to date. Procedures include a common approach for development groups to use when recording labour market conditions and levels of learner demand. Outputs of this nature have a potential to inform wider planning through periodic reporting on the alignment of new programmes with regional needs. This is an area of potential development that can assist with building public confidence about the currency of FET programmes, specifically their alignment with identified skills needs and emerging trends for future employment or progression to courses with other providers of Tertiary Education.

2.6 Access, transfer and progression

2.6.1 Description

The majority of Kerry ETB programmes are legacy programmes (e.g. formerly shared programmes or FÁS programmes). The criteria, as referenced in the programme descriptors, state that:

a) Any learner seeking access to the programme should have the knowledge, skills and competencies at the level below the level of the programme itself;

b) Where the learner does not have a major award at the level indicated for access on to the course, relevant life skills or work experience may be taken into account, as long as they possess the skills which would be required to allow them to participate successfully in the course.

The exception to this is the Commis Chef Apprenticeship programme, where access criteria at programme level are specific. The statement of entry requirements defines:

a) The minimum academic standard and those qualifications deemed to satisfy this;

b) The English Language entry requirements and the evidence that should be presented to demonstrate a sufficient level of proficiency; and

c) Minimum age at application stage.

Likewise, the access criteria to the planned Wind Turbine Maintenance Technician Apprenticeship programme are specific.

Courses at Kerry College have published statements on the specific entry requirements for each course. The Admissions Office evaluates course applications and a decision is reached and communicated to the applicant, normally within ten working days. Courses for employment and Higher Education progression are offered within a single integrated FET College - Kerry College. For courses categorised as *courses for employment*, an interview forms part of the admissions process. The Admissions Office interviews applicants and verifies applicant documentation. The interview process and verification of the applicant's documents are, in effect, an assessment of the applicant's suitability for these courses. The basis of a decision of the applicant's suitability is derived from the stated entry requirements for the course.

Data on the number of enrolled learners who have disclosed a disability (via their FETCH online application) and the nature of their disability, as recorded in PLSS, is provided by SOLAS annually. Kerry College encourages applicants to disclose their disability during the application process and advises applicants to notify the Admissions Office, so that the admissions officers can support the application process and provide advice and information about Reasonable Accommodation available through the Open Learning Centres that provide an academic support service at Kerry College and through Care Teams in Youthreach and VTOS Centres.

Kerry ETB offers a range of awards on the National Framework of Qualifications (NFQ), which defines the relationship between awards. The NFQ in turn contributes to transfer and progression between levels and between award-types at the same level. However, there are currently no arrangements in place, which allow enrolled learners to transfer between programmes and consequently no credit transfer schemes apply to Kerry ETB programmes at present.

PLSS captures immediate course outcome data at a point in time when the learner is recorded as finished on a course. For a high percentage of courses, because of the duration of the course being one year (full time) or less than one year (part time), the immediate course outcome data often reflects the status of the learner at course entry point. The purpose of recording the immediate course outcome is to serve as a confirmation of a point in time for a longer-term analysis that takes place at national level. A data analyst is engaged by SOLAS to analyse data on longer-term course outcomes. Data at ETB Level (as opposed to a more granular level) is provided by SOLAS annually. This data provides numeric information on employment and education progression. Employment is defined as twelve weeks of cumulative employment, within twelve months of finishing a course. Education progression is defined as continuing on another course irrespective of the course

level. These reports recording data at ETB level have yet to be considered by the FET Quality Council at the time of publication.

2.6.2 Evaluation

The organisation has collective oversight of application, admission and retention related data, through the management information system, PLSS. Through the establishment of Kerry College in 2019 a centralised approach to admissions has been put in place through the Admissions Office[30]. An Admissions Policy for Kerry College is at an advanced stage of development. This policy will inform the drafting of a wider policy and procedure for Access, Transfer and Progression.

Kerry ETB has transformed multiple FET programme offerings into seven clear streams, allowing for more flexible learner progression currently from levels 5 to 6, with levels 3 and 4 pathway courses being added to Kerry College in 2021/22.

FET Streams

- Kerry College
- Apprenticeship
- Part Time
- Youthreach/CTC
- Pathways
- Adult Literacy
- Community Education

2.6.3 Conclusion

The planned processes for monitoring and reporting are set out in the Policy for Self-evaluation, Monitoring and Review. Systems are in place to monitor the selection of applicants for a given programme and their completion of the programme. Systems are also in place to track and record progression at both course level and provider level.

There has been a clear focus at Kerry College on providing applicants with a consistent experience of admissions - application, interview, document verification and course place offer and course registration. Table 6.5 in the Provider Profile sets out access points to the labour market. Learner testimonials recorded on the Kerry College YouTube Channel record progression to employment and courses at higher education institutes.[31]

The importance of clearer learner pathways and a whole of education and training systems approach is recognised. The focus is set to widen with the development of transfer and progression pathways as an identified

Kerry College Admissions Office

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[30]   Admissions Office – Public Information and Marketing (see Supplementary Information/Case Studies)

[31]   Learner Testimonials available to view on https://www.youtube.com/c/KerryCollege/videos
Kerry College information for Post Primary students: https://youtu.be/UxxSwPOwOUI

area of development. The stage level concept (where stages or groups of modules are sub- programmes within programmes), has been recognised by programme development groups to date as a way to signal a rung on a progression ladder. Programme development groups have also considered the application of credit transfer at programme design stage. There is potential to design staged programmes, which allow learners who have achieved learning outcomes associated with a stage (or group of modules) to transfer to a programme leading to another award at the same level or to transfer to a programme leading to an award at the next level - having achieved a number of programme learning outcomes. The planned inclusion of the five main FET Centres (in Kenmare, Waterville, Caherciveen, Causeway, and Dingle) within Kerry College will provide a network of hubs offering pathways to Kerry College Campuses.

2.7 Integrity and approval of learner results

2.7.1 Description

Assessment procedures are in place across multiple centres. Monitoring of the integrity of learner results is conducted at College/Centre level through internal verification, external authentication and results approval processes. Provider level monitoring augments College/Centre level monitoring. A centralised approach is taken to selecting external authenticators, providing briefings on the requirements of the role and the assessment procedures. The QA Unit undertakes this work. Assessment data is approved at College/Centre level, via the Results Approval Reports (RAP) and External Authentication (EA) Reports. The QA Unit processes results appeals and brings consolidated reports synopsising EA Reports and results appeals before the FET Quality Council. The FET Quality Council notes recommendations of EA's and the actions taken at College/Centre level to improve the assessment process. The FET Quality Council also notes assessment appeals and the outcomes of appeals.

2.7.2 Evaluation

A Case Study on piloting the anti-plagiarism software Turnitin[32] reported on the views of five staff at Kerry College Listowel Campus using the software to determine suspected instances of academic malpractice by learners. The Case Study records that feedback from these five

staff members indicates that the software assists in the determination of malpractice, particularly plagiarism. The staff members identified the software as a tool to assist learners in gaining a clear understanding of the need for the correct referencing of sources. Outputs can be incorporated into formative feedback on assessment, providing pointers to learners on the avoidance of plagiarism and building their academic rigour. The learner can crosscheck that written assignments do not display evidence of plagiarism, using Turnitin. Academic skills are strengthened as the learner takes practical steps to correctly acknowledge the source of any data that is not original to the learner. The use of such software facilitates learners to reflect on the content of their written assessment and the associated referencing before final submission.

The schedule of governance and FET Quality Council meetings over the period 2019-20 as set out in Section 2.2.1. aligned with the certification periods, allowing for the formal approval of results issued by Kerry College FET Centres and the National Examinations Board over the period 2019-2020, (See section 2.2.2 Flow of Reports).

The assessment procedures that are in place were developed at sectoral level. An important element of the assessment procedures is how Kerry ETB addresses academic malpractice[33]. Any suspected intended or unintended act of assignment falsification, misrepresentation, deception, or breach of examination regulations is considered academic malpractice. The responsibility to demonstrate academic integrity lies with the learner. As a practical support to learners, Kerry ETB is piloting the use of the anti-plagiarism software Turnitin. Monitoring the implementation of these procedures is carried out at College/Centre level. This approach is in line with the design of the governance system as a multi layered governance structure for QA, incorporating centre level and provider level systems. An overarching policy statement on assessment has yet to be developed as part of a wider policy on Teaching, Learning and Assessment. The Policy for Self Evaluation Monitoring and Review (Oct 2020) incorporates the review of such policies and the procedures that set out how that policy takes effect.

2.7.3 Conclusion

The planned process for monitoring is articulated in the *Policy for Self-evaluation, Monitoring and Review (Oct 2020)*. Outcomes from the monitoring of the

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32   Case Study Kerry ETB Experience of Engaging with Turnitin Software (see Supplementary Information/Case Study)

33   The Assessment Malpractice Procedure can be viewed at
https://www.kerryetb.ie/wp-content/uploads/2020/04/6.10-Assessment-Malpractice.pdf

implementation of assessment procedures at College/Centre level will feed forward from College/Centre level to Provider level and, in turn, inform the monitoring of the effectiveness of these procedures. The PGB and QAGB, through its membership, is well placed to evaluate the effectiveness of assessment procedures in ensuring fairness, consistency and fit-ness for purpose. The PGB and QAGB have a recommendation role in respect of actions to address identified shortcomings in the role of the procedures in ensuring such fairness, consistency and fit-ness for purpose. The FET Quality Council holds the approval role in respect of quality assurance actions to address identified shortcomings.

Oversight of the QA system is maintained by the FET Quality Council. This oversight operates in tandem with the FET Management Team decision-making, and the College/Centre structures, (established and maintained by the FET Management Team). The FET Quality Council approves results from the Commis Chef Apprenticeship Programme, prior to submission to the awarding body. The FET Quality Council also approves results from non-apprenticeship programmes, where the schedule of meetings is such that the call for certification from Kerry College and FET Centres aligns with a scheduled council meeting.

2.8 Information and data management

2.8.1 Description

Kerry ETB uses a national management information system (MIS), known as the Programme and Learner Support System (PLSS), to manage course information and learner records. PLSS is a national SOLAS/ETBI initiative and data is hosted by SOLAS that provides a secure sharing, collecting and use of data system through four portals:

a) National Programme Database (NPD)- repository of FET programmes being delivered nationally
b) National Course Calendar (NCC) –schedule of programmes. Data in the NCC is transferred to the Further Education Resource Hub (FETCH) website fetchcourses.ie- allowing applicants to search, view and apply for courses online
c) Learner Database – Data from FETCH online applications is transferred into the Learner Database
d) Further data entered at ETB level for enrolled learners, creates a secure learner record

e) Funding Allocation Requests and Reporting System (FARR)-Kerry ETB's rollout of PLSS means that centres plan courses annually in a linked system known as FARR. Data from both the NCC and Learner Database is transferred to the Funding Allocations Requests and Reporting System (FARR) and is used in SOLAS reports.

2.8.2 Evaluation

PLSS is the single Management Information System (MIS) for FET provision and is in operation across the service. Protocols for the control of data access, data backup systems, the collection of personal data, and assigned roles within Kerry College and FET Centres operate across the service. These protocols stem from a wider set of policies approved by the Board of Kerry ETB:

a) Kerry ETB Data Protection Policy and Procedures
b) Kerry ETB Data Subject Access Request (DSAR) Policy and Procedure
c) Kerry ETB ICT Access Control Policy

These policies and protocols are reinforced by the supporting policies and protocols:

a) Data Breach Protocol
b) Records Management Policy
c) Records Retention Schedule
d) Data Protection Statement (PLSS)

Where the operation of a programme involves the sharing of learner data, a Data Sharing Agreement is put in place. In addition, a Student Data Privacy Statement is included on Admissions Forms (including where registration is via the Further Education Resource Hub (FETCH) website fetchcourses.ie, advising that the data is being shared, the legal basis for doing so or, where there is not a legal basis for sharing, seeking the consent of the learner to share their data. Two statistical reports, drawing on data in PLSS on learner participation on Kerry ETB Programmes, were considered by the PGB in January 2020[34]. The organisation has yet to undertake a full programme review. An initial review of registration, retention and certification was carried out by the QA Unit for the National Tour Guiding programme[35]. This review drew on PLSS data. Likewise, an exercise tracking learners' views about a course module that pivoted to online teaching and learning during the COVID-19 Restrictions also drew data from PLSS[36]. The FET Management Team also receives monthly Management Information Systems reports that includes a dashboard for filtering and analysing data.

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[34] Data on Learner Participation on Kerry ETB Programmes (all relevant awarding bodies), (see Supplementary Information/ Reports)

[35] Initial Review National Tour Guiding programme (see Supplementary Information/Case Studies)

[36] Infection Prevention and Control (IPAC leaners views about a course module that pivots online (see Supplementary Information/Case Studies)

The Performance Review Report on the PGB and QAGB[37] identifies PLSS as a contributor to strategic goals, highlighting that analytical data from PLSS can support oversight of how key performance indicators are met, as outlined in the SOLAS FET Strategy.

A report outlining the Support Provided to FET from Corporate, Capital and Technology Department[38] points to the role of the Data Protection Officer in supporting the organisation to comply with General Data Protection Regulation (GDPR). The report points to the advisory service available on general Data Protection matters and matters relating to Data Governance. The nature of the support was identified in the report:

a) Proactive support to ensure compliance with GDPR across FET operations
b) Proactive management of data breaches or suspected data breaches
c) The management of Data Subject Access Requests
d) Providing DP/GDPR awareness training and updates to FET Staff
e) The development and publishing of related policies & procedures

An overarching policy statement on Information and Data Management has yet to be developed. Approval of policies and procedure are subject to the final approval by the CEO. A policy on Information and Data Management will need to give due regard to the wider organisational policies that have been approved[39]-specially:

a) Kerry ETB Data Protection Policy, approved by the Board of Kerry ETB
b) Kerry ETB Privacy Notices, approved by the Board of Kerry ETB
c) Kerry ETB Data Subject Access Request (DSAR) Policy and Procedure, approved by the Board of Kerry ETB
d) Kerry ETB Data Breach Protocol, approved by the Board of Kerry ETB
e) The Kerry ETB ICT Access Control Policy, approved by the Board of Kerry ETB

Specific reference to the data access controls, data backup systems, the collection of personal data and assigned roles within Kerry ETB Schools/Centres are made in these wider policies.

2.8.3 Conclusion

Prior to the implementation of PLSS, there were a number of information management systems operating. There is now a single management information system, (MIS) providing oversight of both current and planned provision. In terms of using data to support quality assurance, reviews and enhancement, the MIS does not yet have all the reporting capability it requires. Additional system functionality is required to provide for consistency in extracting data to inform quality assurance reporting. In the main, this additional functionality pertains to the presentation of data. There is potential to extract and analyse particular data sets from MIS to strengthen decision-making, underpinning the work of the governance boards. Kerry ETB is conscious of the importance of strengthening the use of data from MIS to identify key trends and track emerging changes that arise from decisions or improvement actions, particularly in terms of quality indicators such as learner retention, achievement and destination.

2.9 Public Information and communications
2.9.1 Description

The provisions of the Freedom of Information Act 2014 cover Kerry ETB, as a public body. In accordance with Section 8 of this Act, Kerry ETB publishes information on its organisational structures, business processes, plans and services on a routine basis and as part of normal business activities. In addition, Kerry ETB Service Plans and Annual Reports are published[40], together with minutes of the Board of Kerry ETB and the membership of the Board. The Director of FET has overall responsibility for the information contained in Kerry College e-prospectus[41] and brochures issued by Kerry College and FET Centres. College Principals, the Campus Manager and AEOs are responsible for ensuring the accuracy of information relating to the programmes being offered before publication and for ensuring the accuracy of updated information, if and when any changes are made. The Director of FET also has overall responsibility for the information contained in published information and documents issued by the QA Unit. The Quality Assurance Manager is responsible for ensuring the accuracy of information related to the QA System and

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37 Performance Review Report on the PGB and QAGB (See Supplementary Information/ Reports)

38 Report on Support Provided to FET from Corporate, Capital and Technology Department (see Supplementary Information/Reports)

39 Available to view on https://www.kerryetb.ie/organisational-support-development/corporate-capital-technology-department/data-protection-gdpr/

40 Available to view on https://www.kerryetb.ie/organisational-support-development/publications/

41 Available to view on Kerry College e-prospectus

for ensuring the accuracy of updated information on QA policies and procedures as the system evolves and new or updated guidelines are issued by QQI.

Kerry ETB has introduced a new Customer Service Charter[42] and has provided an information workshop to fifty-eight employees on key elements of the charter in June 2021.

a) The level of service customers can expect when engaging with Kerry ETB
b) The level of service customers can expect when receiving services
c) The pathways for customers to provide feedback on improving services

2.9.2 Evaluation

The arrangements for publishing and updating information related to programmes and services at Kerry College are being implemented consistently. The Admissions Office publishes and updates the Kerry College brochure/prospectuses and web pages[43], as advised by the College Principals and Campus Manager. Arrangements for publishing and updating information related to QA structures and activity have been implemented with less consistency. An update on progress in respect of activities set out in the QIP 2018-2022 was published in Quarter 2 2020. An Annual Report from the FET Quality Council has yet to be prepared, providing a high-level overview of the activities of the FET Quality Council. Meeting notes

from FET Quality Council meetings for the period 2018 to October 2019 have been published and information set out in the 'Quality' pages of the Kerry ETB website was updated in Quarter 2 2020. A regular schedule for publishing new material and updating these 'Quality' pages has yet to be established.

2.9.3 Conclusion

The Performance Review Report on the PGB and QAGB[44] highlights the importance of updating the Quality Assurance Section of the Kerry ETB website. The report also points to the need to ensure that all staff access the QA SharePoint site for Quality Assurance Procedures and Learning Resources. Standardised programme specifications are identified as enabling the accurate dissemination of course information to course applicants. Publicly available records of how the QA Infrastructure and processes are operating is an identified area for improvement. This is an area of potential development that can help to build public confidence in the quality of FET programmes and services. Once the outcome of this Inaugural Review is approved, it will be published on the 'Quality' page(s) of the Kerry ETB website. In addition, periodic accounts of the impact of quality improvement measures on the experiences and outcomes of learners could also be published, to augment the information provided in published Annual Reports from the FET Quality Council.

2.10 Objective 1 Conclusion

Table 2. 3 | Kerry ETB's Mission and Strategy

Kerry ETB's Mission and Strategy	
Strengths	**Recommendations**
The current arrangements for the governance and management of quality at Kerry ETB are appropriate and continually improving. They feed directly into the Mission of Kerry ETB and the nine goals in the Statement of Strategy, most specifically into the following:	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
Goal 1: Nationally and Internationally Recognised and Quality Assured Programme **Goal 2:** Quality Teaching and Learning **Goal 3:** Innovative Education and Training Responses **Goal 4:** Access and Progression **Goal 7:** Effectiveness and Accountability in Governance and Leadership	Further develop the suite of reports for 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

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42   Available to view on https://www.kerryetb.ie/what-we-do/customer-service/

43   Available to view on https://kerrycollege.ie/ and Kerry College e-prospectus

44   Performance Review Report on the PGB and QAGB (See Supplementary Information/Reports)

Table 2. 4 | Structures and Terms of Reference for the Governance and Management of Quality Assurance

Structures and Terms of Reference for the Governance and Management of Quality Assurance	
Strengths	Recommendations
The Governance structures and TOR are appropriate, effective and evolving	There are gaps in representation. 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
The TOR for the governance units create a separation of responsibilities between those which produce and/or develop policies and programmes (and associated reports) and those that approve them. Oversight of the QA system is maintained by the FET Quality Council, in tandem with FET Management decision-making and local line management structures	Link with Learner Forums across Kerry College and FET Centres
	Brief the Learner Forums on QA Structures and the opportunity and benefits that participation presents
	There are gaps in representation. 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
	Harness the position and purpose of the Kerry College Business Support Unit to find a mechanism to include the employer voice in QA structures. Co-opt the Manager of the Business Support Unit to the Programme Approval Board
	Include frontline QA College/Centre staff in the Quality Assurance Governance Board structure
	Explore the benefits of establishing a QA Forum of frontline QA College/Centre Staff

Table 2. 5 | The Documentation of Quality Assurance Policy and Procedures

The Documentation of Quality Assurance Policy and Procedures	
Strengths	Recommendations
QA Policies and Procedures articulate how Kerry ETB will assure the quality of teaching, learning and service activities across its FET provision	Ensure the consistent implementation of current policies and procedures
Key policies and procedures relating to QQI's Core Statutory Quality Assurance Guidelines are documented, approved by the FET Quality Council	Strengthen the understanding amongst staff at College/Centre level on the current policies and procedures in terms of consistent implementation across FET
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. Gaps remain, for example, in the teaching and learning section and staff recruitment	Provide CPD briefings on the QA Handbook and include QA Handbook in induction for new staff
	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
	Finalise the external report from the QA Consultant, distribute to the FET Quality Council and relevant governance boards to inform recommendations in respect of Terms of Reference of the QA structures
	Update QA Section of the Kerry ETB website

Table 2. 6 | Staff Recruitment, Management and Development

Staff Recruitment, Management and Development	
Strengths	**Recommendations**
During the Pandemic systematic staff development was key to online teaching and learning and associated changes in assessment practice	Ensure that upskilling of staff links to the evolving needs of employers
A system for tracking and reporting on Staff CPD is in place	Staff retraining and upskilling needs to be systematically and strategically examined in the context of workforce development in key employer led areas
A cascade system is in place for staff communications	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
	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

Programme Development, Approval and Submission for Validation	
Strengths	**Recommendations**
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	Align programmes with regional needs and emerging trends for future employment is an area of potential development
The Policy and Procedure for Programme Development (approved in December 2020) is appropriate and effective. Proposals include a labour market justification and progression paths to employment and Higher Education	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
	Further develop links and pathways with Higher Education institutions and additional advance progression opportunities for Kerry ETB learners to feedforward into programme development
	Explore the potential of micro-credentials in the development of programmes for workplace learning

Table 2. 7 | Access, transfer and progression

Access, transfer and progression	
Strengths	**Recommendations**
The Kerry College Admissions Unit provides applicants with a consistent experience of admissions, from application, to interview, document verification, course place offer and course registration	Develop strong internal progression pathways from part time entry level, level 4 and level 5 programmes through to level 6 programmes
Systems are in place to monitor the process of appropriate course placement of applicants	Further develop links with Higher Education institutions to support progression pathways from identified Kerry ETB Programmes
Entry criteria are clear	Brief relevant staff and referring agencies on the Admissions Policy, procedures, programme entry criteria and progression pathways
Systems are in place to track and record progression at both course level and provider level	Develop credit transfer schemes within Kerry ETB programmes
A standardised Fees / Fee Waiver Policy is in place.	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 development, providing an access stream 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
A Kerry College Admissions Policy is at an advanced stage	Explore the role of career planning as an aid to progression to employment

| Integrity and approval of learner results	
Strengths	**Recommendations**
Oversight of the QA system is maintained by the FET Quality Council and at the management layers underneath from FET Management to Centre level	Complete the dialogue on defining assessment malpractice
The PGB and QAGB, evaluate the effectiveness of assessment procedures in ensuring fairness, consistency and fit-ness for purpose. These structures can make recommendations for improvement as required	Develop two standardised workshops, one for staff and one for learners on academic integrity and referencing
Academic integrity and assessment malpractice are explained to the learner in the Kerry ETB FET Learner Handbook	Ensure that academic integrity is incorporated within learner induction at College/Centre level

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	Ensure that a deeper version of this element is revisited by staff with learners ahead of assessment due dates
Anti-plagiarism software Turnitin was piloted at Kerry College Listowel Campus and will be rolled out across FET for academic integrity	

Table 2. 8 | Information and data management

Information and data management	
Strengths	**Recommendations**
PLSS is the key MIS platform for FET, which is supported by robust corporate data management policies and procedures	Complete a QA Unit data mapping exercise
Quarterly QQI programme data and monthly SOLAS MIS reports are also useful data sources at centre and provider level, respectively	Set quarterly FET Management Team meetings to analyse PLSS reports and monthly SOLAS MIS reports
There is potential to extract and analyse data at a deeper level to identify key trends and changes emerging from quality improvement actions- particularly in learner retention, achievement and destination	Provide a dashboard to allow data analysis by programme, centre, learner profile, learner outcomes etc.

Table 2. 9 | Public Information and communications

Public Information and communications	
Strengths	Recommendations
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	Update the Quality Assurance Section of the Kerry ETB website
Standardised programme specifications provide accurate course information to applicants	Publish information on the operation of the QA Infrastructure
The QA Unit maintain a page in the Kerry ETB newsletter to share updates and information with staff annually	Ensure that all teaching and instructing staff, and managers actively use the QA SharePoint site
	Notify such staff of additions and/or updates to the QA SharePoint site through automated email
	Produce and publish a plain English Annual Report from the FET Quality Council for the CEO, staff and stakeholders
	Develop a strategy to strengthen staff use of the QA SharePoint site
	Once a single login for all Kerry ETB Office 365 tenancies is in place, re-design the QA SharePoint site and include a newsfeed in it.
	Produce a QA eZine three times p.a. for staff providing updates and signposting to resources
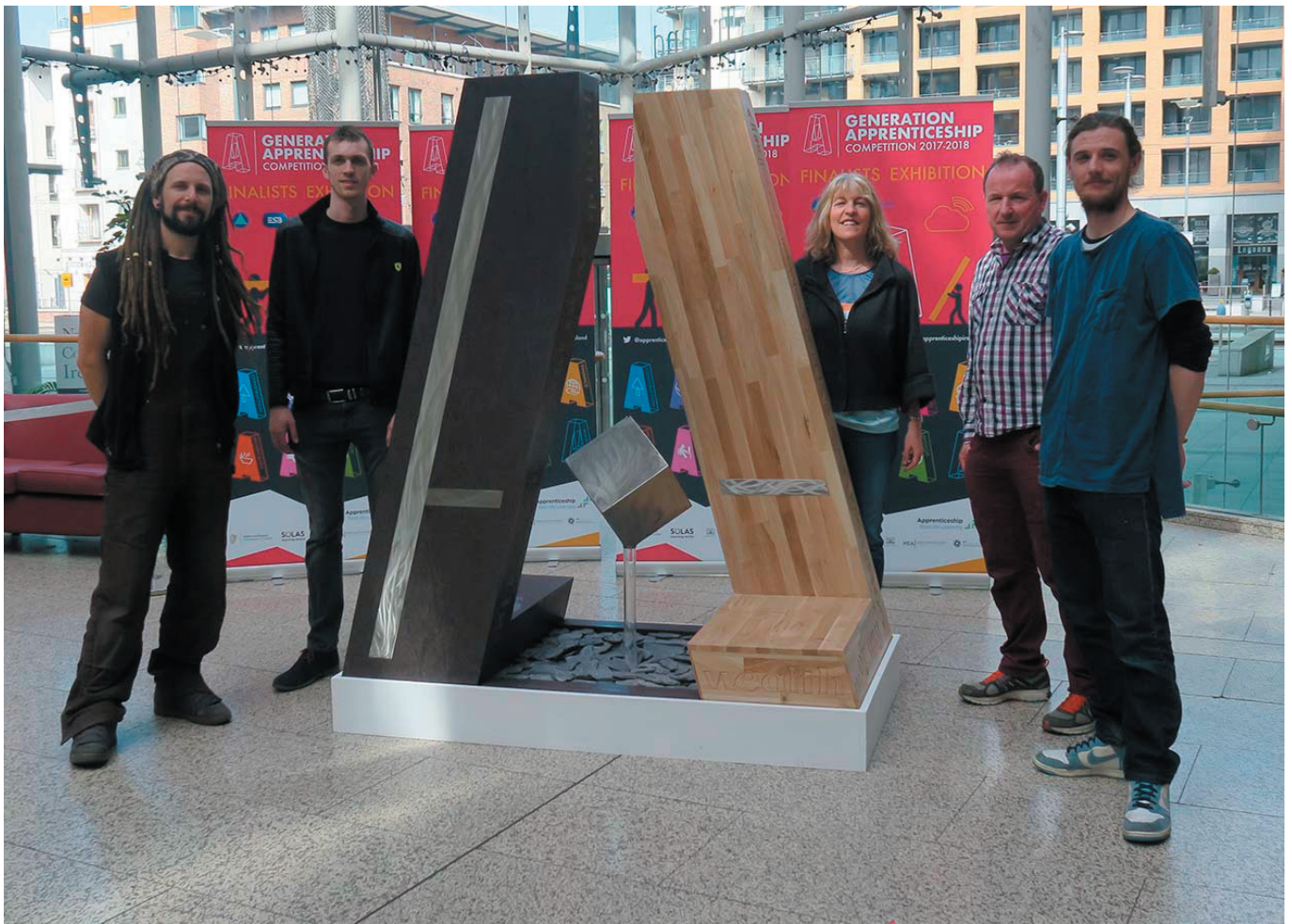
Kerry College Monavalley Campus, Generation Apprenticeship, Carpentry & Joinery, Stonemasonry, Metal Fabrication & Mechanical Automotive Maintenance Fitter Apprenticeship Courses

Teaching, Learning and Assessment

Kerry College Monavalley Campus, Digital Journalism and Radio Production Course - Dara Ó Cinnéide and Guide Dog, Hansen (aka Handsome).
Dara and Hansen along with Barry O'Donnell and their fellow trainees won both Gold and Bronze at the PPI National Radio Awards with a short feature series for Radio Kerry called Cluas Chiarraí which is based on Dara and Barry's experiences in navigating their respective worlds via sound.

Objective 2
Teaching, Learning and Assessment

This section of the report considers how the quality of the learning experience is monitored. This section also looks at how new assessment procedures were developed and introduced across multiple centres. Finally, the nature of academic support available in FET Centres and through the Open Learning Centres at Kerry College Campuses is examined.

3.1 The Learning Environment

3.1.1 Description

The local line management structure at Kerry College and FET Centres, as established and maintained by the FET Management Team, are responsible for how the quality of the learning experience is monitored. Kerry ETB is mindful of the significant contribution made by learners to this monitoring.

A uniform system was introduced in May 2019 for capturing learner feedback in 2019, with a single evaluation form used across multiple centres. An evaluation template based on 14 questions (with a range of rating and descriptive type response options), is administered through MS Forms. The system was piloted in the second and fourth quarter of that year. The Quality Assurance Governance Board reviewed a Learner Feedback Report in September 2019[45]. Data relating to overall satisfaction levels, teaching and learning facilities and practices, and engagement in learner support activities (through Open Learning Centres) was reviewed. The evaluation template provided Colleges/Centres with a mechanism to roll out learner satisfaction surveys.

3.1.2 Evaluation

The uniform system for capturing learner feedback was used in June 2020 to obtain feedback from learners on modifications to teaching, learning and assessment in response to COVID-19 restrictions in 2019[46]. The QA Unit carried out a thematic analysis. A specific online survey for the Commis Chef Apprentices was also designed and a thematic analysis was conducted. The first survey had a response rate of fifty percent (229 learners), whilst the specific apprentice survey had a response rate of twenty seven percent (29 apprentices). The Programme Governance Board and the National (Apprenticeship) Programme Board considered reports on the collated data from these surveys for the Commis Chef Apprenticeship. Data capture of this nature will form the basis of a wider analysis of learner's experience of teaching and learning in 2021-2022.

A practitioner online survey targeting teaching and instructing staff was administered in February through to March[47]. There were one hundred and sixty eight responses.

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[45]   Amalgamated Learner Evaluations 2019, report presented to the FET Quality Council Sept 2019 (see Supplementary Information/ Reports)

[46]   Learners views on modifications to teaching and learning during COVID 19 restriction's June 2020 (see Supplementary Information/ Reports)

[47]   The survey response can be viewed on https://forms.office.com/Pages/AnalysisPage.aspx?id=G1uLaEkYakuSu9_iLFk5gh9P14ZqRjlFkACs5rk POhBUN08wWDREVzlaVlRBRzZWV0hTWU9JOUVRRC4u&AnalyzerToken= MeohjveKS4OaZJo6OTyEh6QmeHs9PduO

Figure 3. 1 | Practitioner Survey
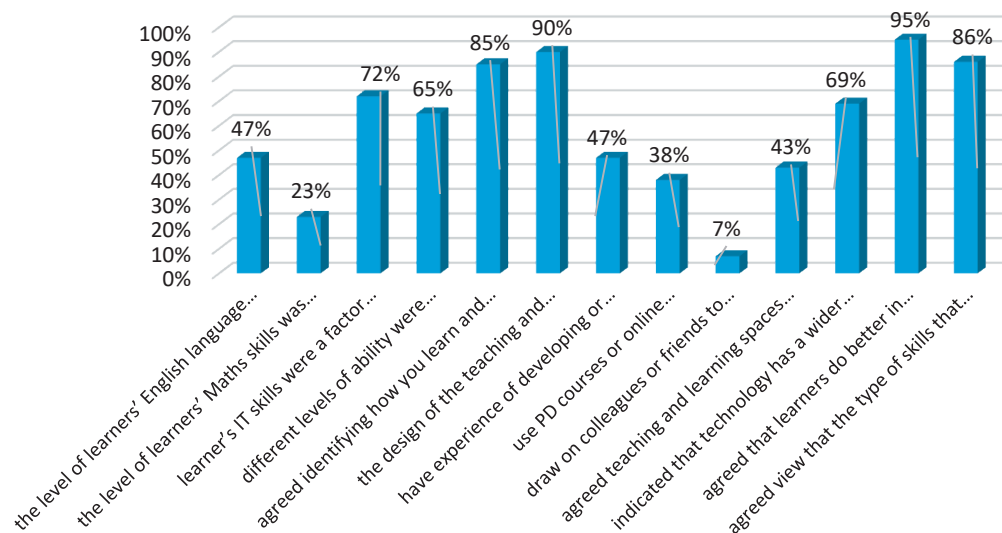
Surveying was followed by three focus group discussions to capture feedback on staffs' views on the teaching and learning environment.

Table 3. 1 | Three Focus Group discussions

Kerry College	Focus Group 1	Clash Campus Monavalley Campus	10 participants
FET Centres	Focus Group 2	Part time courses	10 participants
	Focus Group 3	Youthreach Centres	7 participants

Table 3. 2 | Teaching Learning and Assessment Working Group Focus Group Discussion

Teaching Learning and Assessment (TLA) Working Group	Focus Group 4	FET Centres	Tralee VTOS Killarney VTOS Killarney VTOS South Kerry VTOS	12 participants

The data from focus group discussions referenced in this section draws directly from the report by the QA Unit-Kerry ETB FET Consultation Process: Stakeholder Focus Group Sessions[48].

All participants pointed to the value of ongoing professional development for both strengthening their current practice of online teaching and learning and enhancing their capacity in this area. In addition, all participants pointed to the importance of access to on-site teaching and learning. Courses need to provide learners with access to specialist equipment and facilities, and opportunities to acquire fluency in associated practical skills. Participants from Youthreach Centres highlighted that, in some cases, the home base learning environment where the learner is using an online learning platform is unsuitable for learning.

Participants from Kerry College and Youthreach Centres spoke about the value of opportunities for interaction between learners, and between learners and staff. Participants pointed to how face to face interactions provides a more supported learning experience and holds particular value for those learners encountering additional learning needs supports. Interactions between learners and between learners and staff (both face-to-face and virtual), are important factors in sustaining motivation, supporting the development of relationships and providing a context within which to apply interpersonal skills. Relationships are an important factor in sustaining the engagement of learners. Participants from Kerry College and FET Centres spoke about the importance of including information and instruction on the use of online learning platforms as part of course induction. Information about internet safety, online etiquette and the appropriate method for contacting staff should be included. Participants from Kerry College pointed to the value for learners in knowing their level of digital literacy ahead of engaging in the course material. An extended course induction holds potential to provide structured teaching and instruction in digital literacy.

A focus group discussion was also held with the Teaching Learning and Assessment Working Group to capture members' views on the teaching and learning environment[49], specifically learning styles.

All participants pointed to the value of building learners' awareness of learning styles, from course entry point through to course completion. Participants spoke about the importance of supporting learners to develop their understanding of concepts, such as multiple intelligences, growth mind-sets, and locus of control. Participants highlighted how course modules in communications and career planning provide structure for reflecting on learning styles and skills. The value of fostering a partnership with learners was also highlighted, using interactive methods, such as group discussion, brainstorming, and peer support. Participants spoke about the importance of a systematic approach to the ongoing appraisal of curricula content to module/curriculum review. Participants were of the view that more focus was needed on course placement and referral processes, in order to ensure that learners were best placed to successfully engage in progression courses.

The report also identified seven key themes associated with the learning environment:

Learning Environment

a) Learner centred approaches clearly emerged and were reported at the sessions.
b) Building learner confidence was identified as important by all staff focus groups.
c) Pitching content and assessment to learner levels was identified by many participants as important in developing learner competence.

Virtual Learning Environment (VLE)

d) The challenges and advantages of the virtual learning environment were readily discussed. A very real sense of an openness to work in a blended way in the future was expressed. However, in-centre provision was identified as critical for learners who have diverse emotional, behavioural, social and academic needs.
e) Many staff highlighted the infrastructural advantages (MS Teams, laptops) that assisted in ensuring continuity and structure during public health restrictions.
f) Staff identified that a VLE worked best where relationships were pre-established and the sense of team has already been developed.

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48   Kerry ETB FET Consultation Process: Stakeholder Focus Group Sessions [See Supplementary Information/Reports]

49   There are currently two working groups in operation, established by the governance boards. The Programme Governance Board has established the Teaching, Learning and Assessment Working Group. The QA Governance Board has established the Inaugural Review Steering Group

h) All had engaged in Technology Enhanced Learning (TEL) CPD and many showed an openness to further develop these skills through future CPD.

i) Some staff identified the possibilities for on-line and blended learning delivery and would welcome support for the development of curriculum and resources.

3.1.3 Conclusion

There is strong evidence of learner-centred approaches and 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. There is also a core base of pedagogic skill that has been developed through Technology Enhanced Learning (TEL) CPD, and an openness to deliver blended learning. The Teaching, Learning and Assessment (TLA) Working Group, which was established as a sub-group of the Programme Governance Board (PGB), serves as an identifiable entity focused on teaching and learning. The plan of work[50] for this working group was agreed by the PGB in May 2020. The plan of work includes identifying themes relating to the learning experience and evaluating enhancement activities. Outputs from the working group will feed forward from the PGB to local line management structures at Kerry College and FET Centres, as established and maintained by the FET Management Team.

3.2 Assessment of Learners

3.2.1 Description

The local line management structures at Kerry College and FET Centres, as managed by the FET Management Team, are responsible for how the integrity, consistency and security of assessment instruments, methodologies, procedures and records are ensured.

Within Kerry College, both centralised assessments, through former FÁS validated programmes and locally devised assessment models, are in place. Communities of Practice (COPs) across Beauty Therapy, Hairdressing, Administration and Animal Care programmes were established in 2019, enabling those responsible for assessing learning outcomes to maintain regular contact. A further three COPs were established in 2020 for three programmes in Healthcare, Childcare and Art, Craft and Design. Part of the work of these COPs includes collaborating on how best to ensure that assessments are based on valid skills, knowledge and competencies associated with the subject area.

Workplace assessment results for Kerry ETB Apprenticeship programmes are ungraded. However, the value of employers and industry representatives in assessment design is recognised. As part of the programme development for the Wind Turbine Maintenance Technician Apprenticeship, key learning outcomes of skills required during each stage on-the-job have been identified, providing the workplace assessor with clarity on the nature and range of competencies assessed. Clear descriptors contextualise the relevance of assessment and a standard grid sets out how assessment results should be graded.

Assessment procedures are in place across multiple Campuses/Centres. These procedures were developed at sector level in 2018. Figure 3.2 sets out the development work that underpinned the introduction of standardised assessment procedures. This work was organised and coordinated by the QA Unit. A Working Group on assessment was established that year as a sub-group of the QAGB, and outputs from the Working Group, including the development of templates to record the assessment process across multiple centres, have provided a foundation for a consistency of approach to both assessment processes and records management.

The Working Group served as a formal consultation group for reviewing the procedures and associated templates that record the assessment process. Six meetings took place in 2019 to consider, amend and propose changes to the QAGB. Information on the new procedures and templates, and the timelines associated with the consultation process was disseminated through a series of 19 information and briefing sessions, with 225 staff. These sessions served as an additional consultation mechanism. A final consultation phase was initiated in November 2019. Five focus group sessions were held and forty-four written submissions on the New Assessment Procedures and Assessment Templates were received. The Assessment Working Group, having considered the feedback from the final consultation phase recommended the procedures and templates to the QAGB in December 2019. The Assessment Working Group formally finished their business in December 2019. The FET Quality Council approved the procedures and templates in February 2020, together with a review schedule that will run from December 2021-2024.

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[50] Teaching, Learning and Assessment Working Group Implementation Plan (see Supplementary Information/Reports)

Kerry College Monavalley Campus, Hairdressing Course

A Learner Handbook[51] was developed by the QA Unit in 2020. The section Getting Ready for Assessment provides information to learners about how and why they are assessed. Kerry College and FET Centres actively promote the handbook at learner induction sessions and periodic learner information sessions. An Assessor Handbook was also developed in 2020, for use at Kerry College and FET Centres at staff induction sessions and information sessions on the role of the internal assessor.

Figure 3. 2 | Assessment Procedures Development Process

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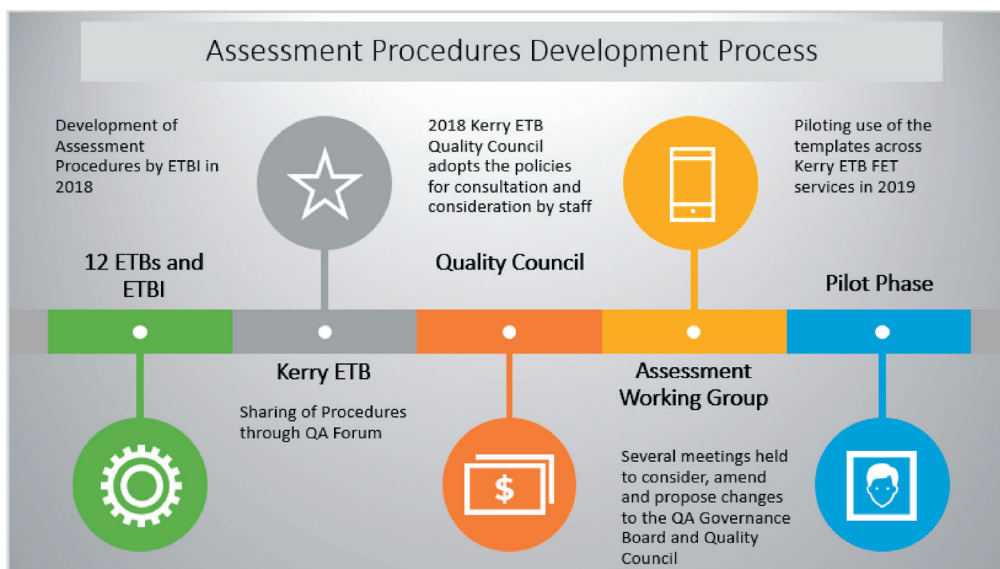
51   Learner Handbook 2020 (see Supplementary Information)

Figure 3. 3 | Learner Survey
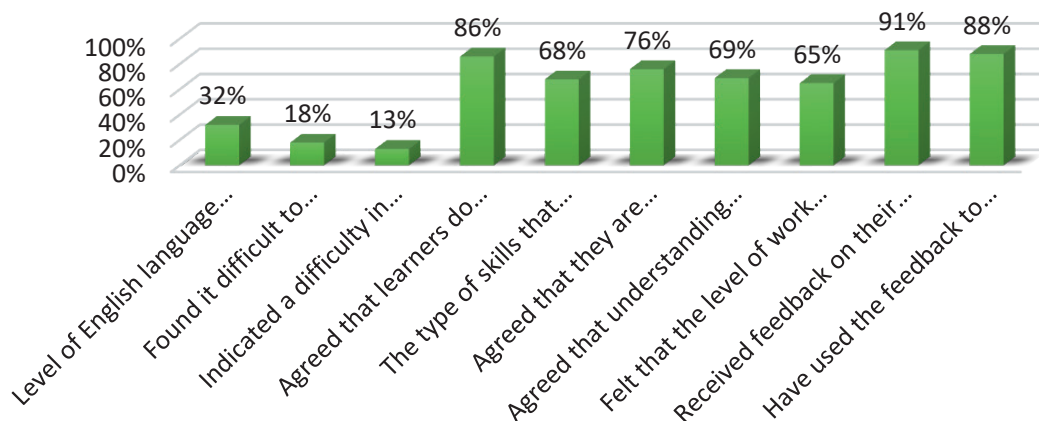
3.2.2 Evaluation

An online survey targeting learners across multiple Campuses/Centres, who had the experience of three or more assessment events, was administered from January through to March 2021[52]. There were four hundred and thirty two responses.

Surveying was followed by five focus group discussions to capture feedback on learners' views and experiences of assessment.

The data from focus group discussions referenced in this section draws directly from the report by the QA Unit- Kerry ETB FET Consultation Process: Stakeholder Focus Group Sessions[53].

Table 3. 3 | Learners Views and Experience of Assessment

Kerry College	Focus Group 7	Clash Campus Denny Street Campus Listowel Campus	27 participants
	Focus Group 8	Monavalley Campus	8 participants
FET Centres	Focus Group 9	Part time learners	7 participants
	Focus Group 10	VTOS learners	9 participants
	Focus Group 11	Youthreach learners	9 participants

Assessment using the MS Teams Platform

The majority of learners who participated in focus group discussions felt confident in their ability to complete assessment through the MS Teams Platform. Participants at Kerry College taking full-time courses, pointed to the benefits of having received training on how to use the

platform ahead of assessment, and how the availability of course materials online supported their preparation for both examinations and continuous assessment. Some participants highlighted the value of using online breakout rooms to support their understanding of course material. Others pointed to the value of having had the experience

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52   The survey responses can be viewed on https://forms.office.com/Pages/AnalysisPage.aspx?id=G1uLaEkYakuSu9_ iLFk5gh9P14ZqRjlFkACs5rkPOhBUQkRZWk9GSFYzRFAxMFo5S1c4NjZSRDg5Ti4u&AnalyzerToken= AtJUaHiUwv33bkuJjvQKdKIh5J1AaYsb

53   Kerry ETB FET Consultation Process: Stakeholder Focus Group Sessions [See Supplementary Information/Reports]

of online learning and assessment from the previous year in post- primary education. Participants highlighted the value of MS Teams in supporting learning- specifically as a tool to support their understanding of the theoretical elements of their course, and aiding their management of their course material. Many of the participants expressed the need to return to in-centre delivery. Likewise, participants taking courses with a high level of practical learning pointed to how using the platform supported their theoretical learning, but also highlighted their need to return to in-centre teaching and learning in order to learn practical skills.

Participants at FET Centres taking part-time courses pointed to how having the assessment schedule in calendar format online supported how they managed completing assessment. Some learners spoke about how tutors had adapted to their needs, giving the example of mannequins sent to their homes to enable completion of online skills demonstrations. One participant highlighted the value of one-to-one tutor time to assist with understanding of course topics where they felt reticent about speaking up in a wider group session about gaps in their understanding.

Participants at VTOS Centres taking full-time courses spoke about how the help and support provided by teachers and other learners encouraged them to engage with online assessment. Whilst these participants expressed a preference to learning in-centre, using MS Teams was, in their view, generally helpful in supporting learning.

Participants at Youthreach Centres taking full-time courses used MS Teams to prepare for assessment rather than engaging with online assessment. Participants expressed the view that the online platform was a good support tool. The online calendar provided clear pointers to class schedules and breaks, and enabled participants to stay connected and communicate with their tutors.

The report also identified two key themes associated with the virtual learning environment (VLE):

a) Most learners expressed a preference for learning in-centre, although some positive aspects of learning on-line were readily identified

b) Some learners enjoyed the VLE and were able to identify many positives, along with a hope for its continuation.

The report points to the need to resource the good practice in supporting learner variability to the same extent across the Kerry ETB FET Provision.

Assessment: Expectations and marking

The majority of learners who participated in focus group discussions were clear about what was expected of

them during assessment and how assessments would be marked. Participants at Kerry College taking full-time courses highlighted how the use of the MS Teams platform had assisted with clarifying aspects of the assessment with teachers. Likewise, participants taking courses with a high level of practical learning pointed to the value of the MS Teams platform to ask questions and receive responses on elements of course assessment. These participants pointed to the fact that assessment is primarily hands on with the focus on demonstrating their skills by doing and/or completing specific tasks.

Participants at FET Centres taking part-time courses pointed to the value of talking through what was expected of them during assessment with tutors. These participants also highlighted the value of feedback on continuous assessment elements of their course. Likewise, participants at VTOS Centres taking full-time courses pointed to the value of clarifying aspects of the assessment with teachers. These participants highlighted how helpful the tip and guidelines given by teachers when preparing for assessment. Participants at Youthreach Centres taking full-time courses also pointed to the value of understanding what was expected of them during assessment. Participants spoke about how understanding the marking scheme was useful in helping them to prepare their assessments and the benefits of discussing what's required of them with teachers.

Learning preferences and assessment

The majority of learners who participated in focus group discussions identified their preferred way to learn. Participants at Kerry College taking full-time courses spoke about how course materials were presented using a range of formats. A number of participants spoke about being asked about their preferred learning style by their teachers. Participants also pointed to how a range of assessment techniques was also helpful in terms of their preferred learning style. A number of participants spoke about how assessment on some courses provided less flexibility. Participants taking courses with a high level of practical learning also pointed to the value of flexibility, saying how they like to learn in a mixed way. These participants also spoke about how course materials were presented using a range of formats.

Participants at FET Centres taking part-time courses explained their preferred way to learn as learning by doing, real-life examples, visual learning, and repetitive learning to name a few. Participants spoke about the value of one-to-one time with their teachers and using breakout rooms in-class time. Participants at VTOS Centres taking full-time courses pointed to how teachers were attuned to the different ways that people learn. They explained how their preferred way to learn varied, depending on the nature of

Killarney VTOS, Learners with their laptops under the Kerry ETB IT Devise Loan Scheme.

what they were learning. One participant highlighted the value of having written information where English is not the first language, with written information providing an important reference point and touchstone for reviewing what was taught in class. Participants at Youthreach Centres taking full-time courses also pointed to how teachers were attuned to the different ways that people learn. Participants spoke about how the use of visual aids, technology and scheduled practice time supports their learning.

The report also identified a key theme associated with the learning styles:

- Learners showed a great awareness for their preferred ways to learn and how this is supported through teaching and learning

Formative feedback for learning and assessment

Participants at Kerry College taking full-time courses spoke about the benefits of receiving feedback on assessment. Whilst some participants pointed to the focussed nature of the feedback, others felt that feedback was more generic in nature and at times, lacking consistency. Likewise, participants taking courses with a high level of practical learning spoke about the benefits of receiving feedback on assessment, highlighting the value of receiving feedback on skills development in real time/face-to-face. Participants placed value on verbal feedback, whilst recognising the benefit of written feedback in developing self-reflective practice.

Participants at FET Centres taking part-time courses spoke about the benefits of receiving both formative feedback and feedback on assessment. Participants pointed to the focussed nature of the feedback. Likewise, participants at VTOS and Youthreach centres taking full time courses spoke about the benefits, and pointed to how verbal feedback supported their motivation to learn. One participant highlighted the value of written feedback for learners whose first language was not English. Another participant spoke about how formative feedback supports wider learning specifically the skills associated with learning to learn.

3.2.3 Conclusion

The period for the review of Assessment Procedures that commences this year is of key importance given the implications for both assessment design and the conduct of assessment for programmes that pivot to online teaching and learning. Whilst learners have expressed a preference for learning in-centre, some positive aspects of learning online have been identified. Given that the application of technology to assessment and feedback will become more embedded within assessment practice, it will be important to ensure a level of consistency across FET provision when resourcing the good practice of supporting learner variability. Designing authentic ways of assessment via e-enabled assessment, together with the electronic management and administration systems that will monitor learners' progress, provide feedback to learners and assess their achievement has also been identified as an area for potential development.

Table 3. 4 | Support for Learners

Long Lasting Condition	Learners
Hearing disability	31
Intellectual disability	105
Learning or remembering difficulty	108
Mobility impairment	55
Other Illness or condition	100
Psychological disability	68
Vision disability	12
Total	479

Table 3. 5 | Support for Learners in Kerry College and FET Centres

Kerry College	Learners
Monavalley Campus	11
Clash Road Campus	87
Denny Street Campus	24
Listowel Campus	56
FET Centres	**Learners**
VTOS Centres- Full time learners	8
Youthreach Centres- Full time learners	13
Other centres- Part time learners	4
Total	203

3.3 Supports for Learners

3.3.1 Description

Supports for enrolled learners who have additional needs relating to disability, wellbeing and mental health, are provided across multiple centres. The report on Learner Support at Kerry ETB[54] provides data on the Long-Lasting Conditions that learners self-reported in 2020.

The report also provides data on the number of reasonable accommodations in assessment during the period September 2020 to May 2021.

Within each centre, a designated person, such as the Course Coordinator, Learner Support Staff, Manager or other named person, is available to provide broad wellbeing support. This person acts as a first point of contact for learners who require wellbeing support. College/Centre referrals are made to counselling support services in Kerry, where more specialised wellbeing support is required. Counselling Service responds to critical incidents when they occur.

Guidance services are provided across multiple Centres to assist learners to set realistic career goals and make informed career decisions.

Open Learning Centres providing academic support operate in Kerry College at Clash Campus and Listowel Campus. In 2019, Monavalley Campus introduced a system of academic support modelled on the type of support provided by Open Learning Centres. Learners come together with a tutor, to work on particular areas in more detail- specifically numeracy, structuring written responses, oral presentation skills, and basic information technology skills. Academic support does not focus on specific assignments or programme topics, proofreading or advice on dealing with programme assessment are outside of the remit of this support.

Information on non-academic support and academic support is included in the Learner Handbook. Learner support services are promoted actively to ensure that learners are aware of the type of support that is available.

3.3.2 Evaluation

A learner support online survey, targeting learners and teaching staff, was administered in March through to April 2021[55]. There were 132 respondents. Fifty seven percent of these responders were learners.

Surveying was followed by two focus group discussions to capture feedback on staff's views on learning support.

The data from focus group discussions in this section draws directly from the report by the QA Unit- Kerry ETB FET Consultation Process: Stakeholder Focus Groups Sessions[56].

Participants from Kerry College spoke about the contribution of learner support to developing self-confidence and supporting the learners emerging professional identity. Participants also spoke about the embedded nature of learner support, whereby support is provided by all teaching staff at the college, with more targeted support provided by the Care and Learning Support Team. Learner support aims to help the learner to reframe patterns of thinking, and provide pathways for learners to learn about how they learn. It is holistic in nature, informed by the principle of inclusion and characterised as direct engagement in relationship with learners.

Participants from Youthreach and VTOS Centres spoke about the wider context in which learner support took place, identifying key elements of the process as building self-esteem and understanding how to approach challenges positively. Participants also spoke about how learner support was presented as a core activity within the day-to-day programme, something that is understood and identified as a universal support for every learner as part of their course, rather than something that was only needed for some individuals. Learner support enhances personal growth and builds the skills needed to become an independent learner. It is characterised as multi-layered, supporting the academic, emotional and behavioural needs of learners.

The report also identified four key themes associated with learner support:

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[54] Learner Support at Kerry ETB [see Supplementary Information/Reports]

[55] The survey response can be viewed on https://forms.office.com/Pages/AnalysisPage.aspx?id=G1uLaEkYakuSu9_iLFk5giUBlCwlFC9EklbFWhnFYBxUQkI4STkxOTBOQ0RGQ0xYRTZBTlVITjZFOS4u&AnalyzerToken=d5HR3zMI3FOCvTxijRv4o4NSUWcqT8FD

[56] Kerry ETB FET Consultation Process: Stakeholder Focus Group Sessions [See Supplementary Information/Reports]

Figure 3. 4 | Learner Support

Learner Support

Category	Percentage
Need for additional support for learners seeking accommodation and/or additional Financial...	10%
Establishment of a Wellbeing Support Programme	33%
Access to a study room/area	29%
Access to Quiet Area	23%
Individual course orientation	15%
Establishment of a Student Council	9%
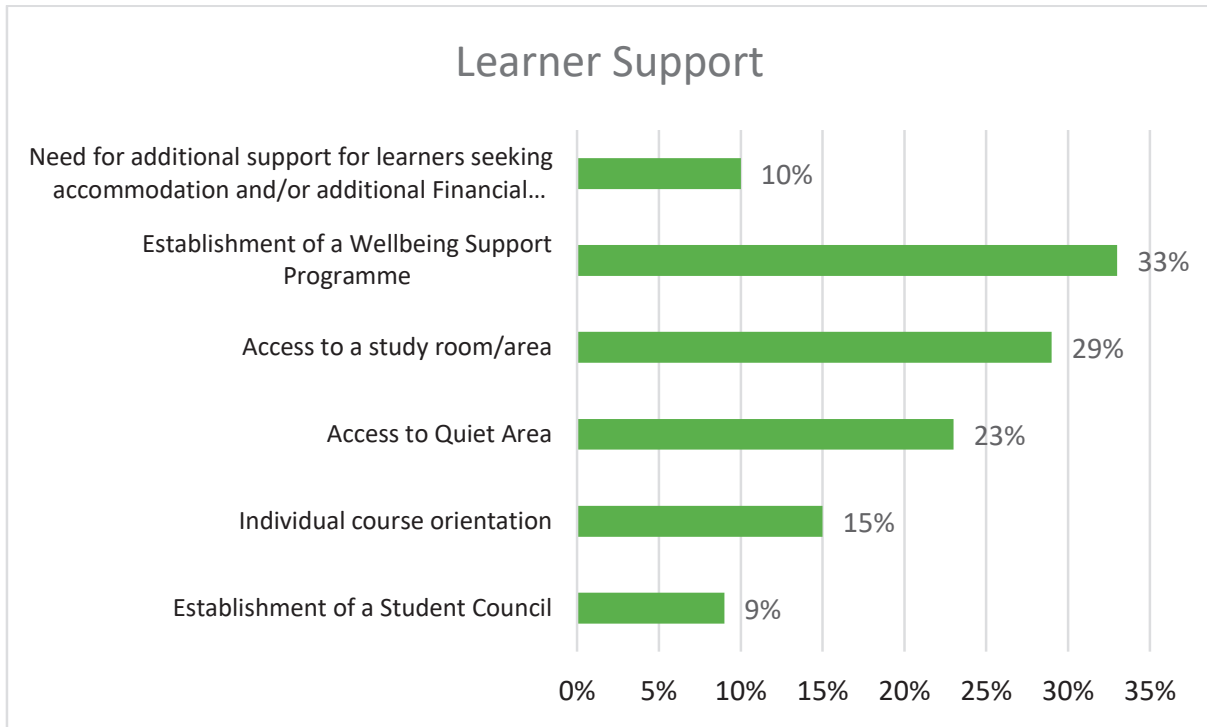
a) Staff identified a number of ways they support the diverse needs of learners. It was clear that this is so strongly embedded in their day to day practice that reflection was required to help the group identify the myriad of ways they manage variability in the course of their daily work;

b) Staff provided clear examples of how support to learners is provided across the academic journey of the learner;

c) The process of learning to learn, and how this is a gap for many learners, was identified in many discussions;

d) Evidence of the integration of learner support across centres and the existence of individualised supports in some locations bore testament to the different models that exist.

A Case Study on the Open Learning Centre at Kerry College Listowel Campus[57] sets out details of the type of the academic support requirements identified by 142 learners as part of their course induction.

Table 3. 6 | Learner Support

Kerry College	Focus Group 5	Clash Campus Denny Street Campus Listowel Campus	14 participants
FET Centres	Focus Group 6	Youthreach Centres VTOS Centres	6 participants

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[57] Case Study Open Learning Centre, Kerry College Listowel Campus (see Supplementary Information/Case Study)
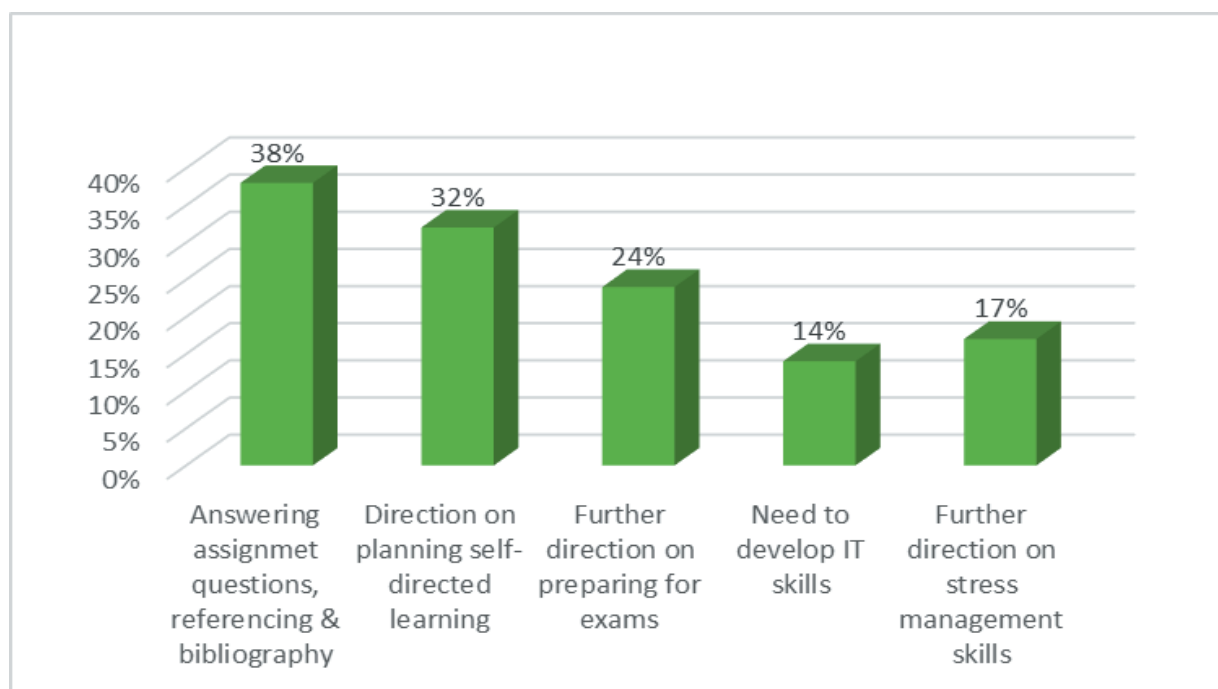
3.3.3 Conclusion

Learner support is integral to the life of a College/Centre through both teaching and instructing practice and formal structured support. Whilst strengthening retention and enabling learners to participate in teaching, learning and assessment is a core purpose of non-academic and academic support, learner support also has a wider purpose, supporting learners' personal growth, enhancing their sense of independence and supporting their emerging professional identity.

The Case Study on the Open Learning Centre at Kerry College Listowel Campus cites the importance of a plan of assistance to support learners in completing assignments as an important factor in retention and the value of planning for the expansion of services at the Open Learning Centre, including planning for the equipping and staffing requirements.

How support services are planned and monitored will be an important factor in supporting retention and attainment of programme learning outcomes. Ensuring consistency in the availability of appropriate supports to learners across multiple centres is an identified area for development.

Figure 3. 5 | Academic Support Requirements

3.4 Objective 2 Conclusion

Table 3. 7 | The Learning Environment

| The Learning Environment	
Strengths	**Recommendations**
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 a) 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	
There is an identifiable entity focused on teaching and learning, the Teaching Learning and Assessment (TLA) Working Group	Ensure that quality improvement activity is informed by and responds to outputs from the TLA plan of work
	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

Table 3. 8 | Assessment of Learners

Assessment of Learners	65
Strengths	**Recommendations**
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	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
Whilst learners have expressed a preference for learning in-centre, some 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

Table 3. 9 | Learner Support

Learner Support	
Strengths	**Recommendations**
Learner support is integral to the life of a College/Centre through both teaching and instructing practice and formal structured support	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
	Establish a Kerry College Support Unit for all of Kerry College which will build on the good practice in place across FET provision
There 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	Develop a Learner Support Policy to be actioned by the Kerry College Support Unit
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	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)

Self Evaluation, Monitoring and Review
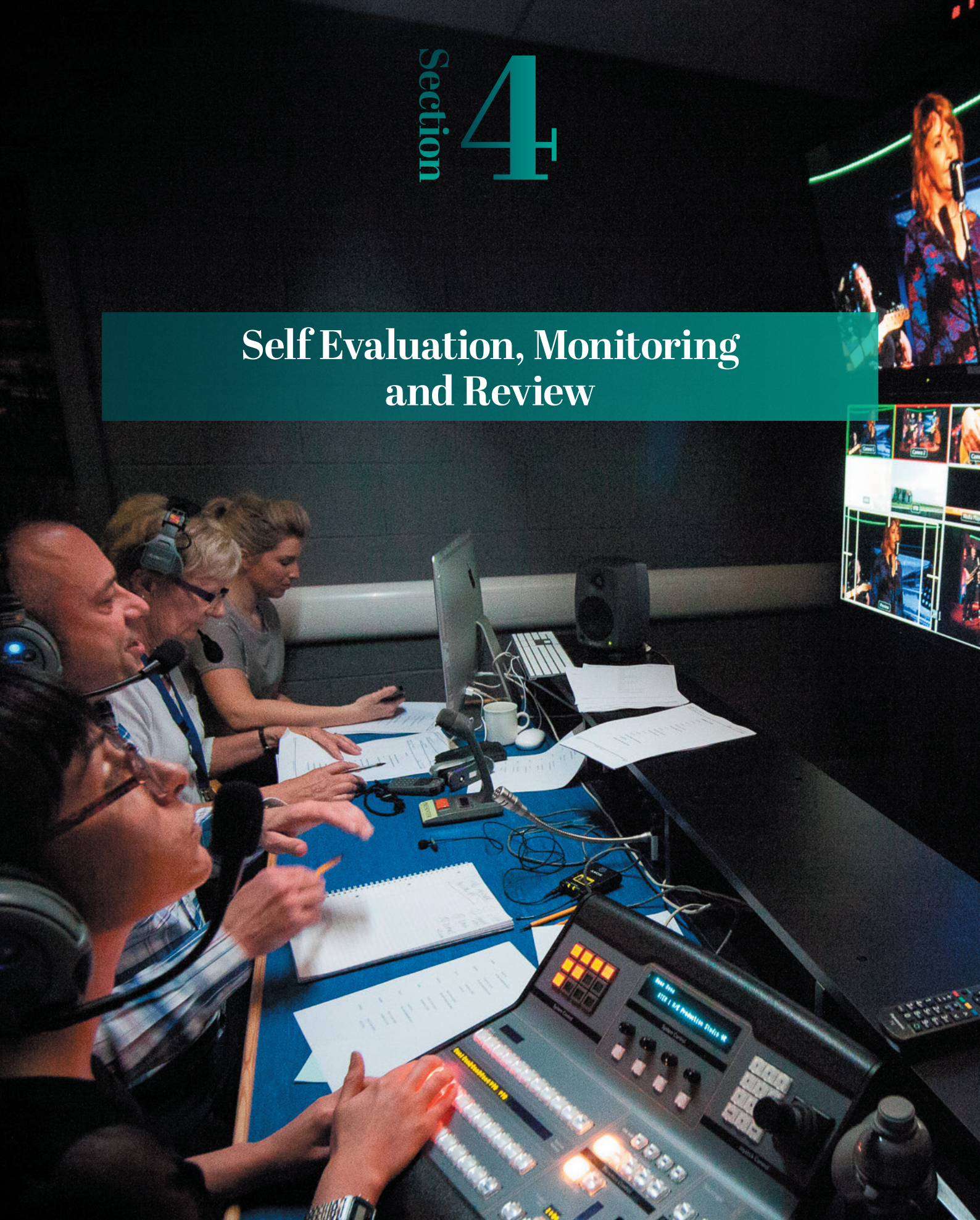
Self Evaluation, Monitoring and Review

This section of the report considers the arrangements for the monitoring, review and evaluation of quality assurance polices (QAP), FET programmes and related services. It also considers how these processes feed forward into the quality cycle, how specific areas for improvement are identified, and how elements of effective practice are evidenced. This section also looks at third party arrangements with collaborating partners and third parties involved in FET provision and examines the arrangements to provide oversight, monitoring and review of these relationships[58].

4.1 Policy on Self-Evaluation, Monitoring and Review

4.1.1 Description

A *Policy on Self-Evaluation, Monitoring and Review* was approved in October 2020[59]. The planned processes for monitoring and reporting, including for conducting the process of self-evaluation, are set out in this policy. The policy also details how the wider review of QAP's will take effect. The Quality Assurance Governance Board holds responsibility for the monitoring of the policy and its associated procedures.

4.1.2 Evaluation

The policy itself serves to underpin the reporting system used by the FET Quality Council, the Programme Governance Board and the Quality Assurance Governance Board. In this regard, it makes an important contribution to the evolving QA infrastructure of the organisation.

4.1.3 Conclusion

Kerry ETB is not yet at a point where it can assess the contribution of *the Policy for Self-Evaluation, Monitoring and Review* to the quality cycle. An assessment of this nature is more likely to flow from activity scheduled in 2021 and 2022. Engaging in cyclical review will action particular aspects of the policy. Kerry ETB is undertaking a self-evaluation exercise in advance of an Inaugural Review and a Review Panel visit in October 2021. Programmatic review will action another aspect of the policy. Kerry ETB is undertaking a review of the Commis Chef Apprenticeship Programme ahead of a re-validation submission in 2021.

4.2 Executive Self-Evaluation and Quality Improvement Planning 2018

4.2.1 Description

The *Policy for Self-Evaluation, Monitoring and Review* came into effect in October 2020. However, Kerry ETB has been active in the area of self-evaluation over the past four years. In 2017, the organisation undertook an Executive Self Evaluation[60]. The process considered existing policies and structures, and the actions needed to develop and improve the effectiveness of QA systems. The 2017 Executive Self Evaluation defined the structures holding the authority for improvement planning and the governance of academic quality. As part of the process, Kerry ETB set out a plan of improvement activities over a 5-year period from October 2017 to December 2022 (*Quality Improvement Plan 2017-2022*[61]). Governance and approval of improvement activities are the responsibility of the Director of FET, in consultation with the FET Management Team and the FET Quality Council. The Quality Assurance Manager has oversight of the implementation of the plan and monitors and reports on its progress to the FET Management Team and the FET Quality Council.

4.2.2 Evaluation

The *Quality Improvement Plan 2017-2022* was considered at a specific dialogue meeting with QQI in February 2018. QQI noted that the plan demonstrated Kerry ETB's awareness of its responsibility for the quality assurance of FET provision. It was noted that the Plan placed particular emphasis on governance. The importance of developing policies that support the systematic review of learner feedback was also noted.

4.2.3 Conclusion

The improvement activities planned for October 2017 to December 2022, were selected because of their potential to support the following areas

a) The governance and management of quality;

b) The delivery of FET;

c) The learner experience;

d) The enhancement of information and data management;

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58   A Third Party Governance Policy is at advanced stage of development

59   Policies approved by the FET Quality Council are "approved to go to the CEO for final approval" (Ref. pg. 7 Kerry ETB Guidelines for Policy Development [Approved by Kerry ETB Board 27.10.20])

60   Kerry ETB Executive Self Evaluation 2017 [See Supplementary Information/Reports]

61   Kerry ETB Quality Improvement Plan Dec 2017 (Ver. 01.2) [See Supplementary Information/Reports]

e) The strengthening of partnerships with other parties involved in education and training.

Prioritising these four areas supported the organisation to meet the objectives of its Strategic Performance Agreement with SOLAS, 2018-2020. Prioritising the enhancement of the governance and management of quality served to support Kerry ETB's wider strategic goals and priorities- partially in respect of effectiveness and accountability.

4.3 Progress Reporting in 2019

4.3.1 Description

In April 2019, the organisation reviewed progress on the improvement activities that were underway and planned for the period May 2019 to December 2022[62]. A Progress Report was published on the achievements to date, the challenges encountered and the key areas of focus for the period April 2019 through to January 2020. The Progress Report was considered at an annual dialogue meeting with QQI in May 2019.

4.3.2 Evaluation

The Progress Report pointed to how self-evaluation was taking place within the organisation. As part of the annual dialogue meeting, QQI noted the review by the Quality Assurance Governance Board and FET Quality Council of the collated report on External Authentication and Results Approval in the third quarter of 2019. The annual dialogue meeting also considered the significant potential of establishing Kerry College as an integrated FET College, to contribute to the quality of programmes and services.

4.3.3 Conclusion

Progress Reporting in 2019 pointed to the dynamic nature of what is an evolving quality assurance infrastructure. The report detailed how the governance system serves to improve the assessment process. The collated report on External Authentication and Results Approval in the third quarter of 2019 brought into focus a number of strategic themes and identified issues, which in turn prompted additional quality improvement activity to improve the quality of the assessment process.

4.4 Progress Report on establishing and operating the Quality Assurance Governance System

Kerry ETB engaged an external consultant in May 2021 to review the progress made by the organisation in establishing and operating its QA governance system and to provide advice on how the system might evolve. The report[63] identified areas of strength of the QA Governance system:

a) External membership on the FET Quality Council, with the external Chair, brings a positive bearing to the work of the FET Quality Council and other external members bring experiences and perspectives that have influenced thinking and discussion.

b) Bringing learners from different parts of the organisation into FET Quality Council meetings to include the 'learner voice'.

c) Holding meetings in different locations across the ETB to inform members of the FET Quality Council and engage with centre staff and governance.

d) Using reports to support cross ETB analysis, and contribute to the capacity and function of the FET Quality Council to oversee the quality of FET.

e) Informing the FET Quality Council about Kerry ETB's regulatory engagement, through providing updates on the implementation of the Quality Improvement Plan (QIP) and the development of the Self Evaluation Report in preparation for inaugural review.

f) Establishing the Programme Governance Board and Quality Assurance Governance Board to manage decision-making on programme development, and to plan and implement an increasingly cohesive quality assurance system.

g) Using the established governance system to support contingency planning in response to COVID-19.

h) Managing apprenticeship governance, through Consortium Steering Groups and National Programme Boards.

i) Connecting the FET Quality Council and the Programme Governance Board to apprenticeship governance through reporting and updates.

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[62] The Quality Improvement Plan Progress Report 2019 [See Supplementary Information/Reports]
[63] Review of Kerry ETB FET QA Governance System June 2021 [See Supplementary Information/Reports]

j) Establishing working groups such as the Teaching Learning and Assessment Working Group and entities, such as Communities of Practice, to support the governance system.

k) Measuring the level of confidence such as the positivity expressed by members of the FET Quality Council, the Programme Governance Board and the QA Governance Board in the role of the governance system and in their roles within the system.

l) The administration of the governance system overall.

The report detailed specific recommendations for the QA Governance System

Recommendations in respect of the framework of Governance

a) Include good practice within the Kerry ETB QA Handbook (currently at draft stage).

b) Reference the agreed roles of the FET Quality Council, the Programme Governance Board and the Quality Assurance Governance Board, in QA policies and procedures and incorporate their relevant decision-making roles into procedures.

c) Brief the FET Quality Council and the Programme Governance Board and Quality Assurance Governance Board, on QQI's Quality Assurance Guidelines, and the importance of the system of quality within the organisation to interface with these guidelines.

Recommendations in respect of the FET Quality Council and the Programme Governance Board and Quality Assurance Governance Board

a) Reinforce the interconnected nature of the governance system and the importance of a documented approach to QA in providing clarity on the delegation of responsibility within the system.

b) Ensure that the respective roles of the FET Quality Council, the Programme Governance Board and the Quality Assurance Governance Board, are discussed and agreed for key areas of engagement.

c) Schedule meetings of the Chairs of the FET Quality Council, the Programme Governance Board and the Quality Assurance Governance Board, at agreed intervals to discuss their engagement as a governance system.

d) Ensure that agenda items of the FET Quality Council are based on recommendations or reports from the Programme Governance Board and the Quality Assurance Governance Board and are formally identified as being reports from those sub-committees. In addition, record that the individual speaking to the agenda item is doing so on behalf of the sub-committee.

e) Ensure that minutes consistently confirm the onward governance trajectory of an item e.g. submission to the FET Quality Council for approval.

f) On an annual basis, review the Terms of Reference of the FET Quality Council, Programme Governance Board and Quality Assurance Governance Board.

g) Ensure that any changes to the Terms of Reference go through the appropriate approval process.

h) Ensure that the Terms of Reference of the FET Quality Council, Programme Governance Board and Quality Assurance Governance Board are aligned with those included in the draft QA Handbook.

i) Ensure that the Secretary and Chair agree the agenda in advance- removing the need to include Any Other Business as an agenda item

Recommendations in respect of the Programme Governance Board

a) Ensure that the recommendation role in respect of programme proposals to the FET Quality Council is exercised in line with the Board's Terms of Reference.

b) Consider taking some of the decisions currently residing with the Programme Governance Board out of the governance structure and into the management structure.

c) Consider reconstituting the Programme Governance Board to bring a stronger focus to the quality of provision post-validation and/or the expanded provision of a given programme.

d) Ensure that any such changes to the management and governance of programmes are reflected in updated Terms of Reference.

Recommendations in respect of the Quality Assurance Governance Board

a) Consider expanding the current membership to include QA practitioners from across the ETB.

b) Consider appointing an alternative Chair of the QA Governance Board.

c) Draw on the agreed QA framework / parameters within which the Board is operating to support a more collegial approach to decision-making.

d) Ensure that any such changes to the management and governance of programmes are reflected in updated Terms of Reference.

Recommendations in respect of membership, terms and appointments

a) Consider the use of *occasional membership* to strengthen the practitioner voice and of input from specialists from the ETB sector, on matters of strategic interest.

b) Ensure that the duration of membership terms is staggered and confirmed.

c) Ensure that ex-officio members are identified and that the categories of required representatives are identified, together with any other relevant criteria which supports the governance system in having oversight of the quality of provision.

d) Consider the use of a nominations system for filling relevant roles of the FET Quality Council.

e) Recommendations in respect of conflict of interest

f) Carry out a review of the Code of Conduct with members on an annual basis.

g) Include Conflict of Interest as a standard FET governance agenda item.

4.5 Programme Monitoring and Review

4.5.1 Description

The Policy for Self-Evaluation, Monitoring and Review details the process for monitoring and reviewing programmes. The monitoring and review of all Kerry ETB programmes are within the scope of this policy. The policy brings into effect an annual monitoring report for a particular programme, or a group of linked programmes. Annual monitoring will examine:

a) Learner enrolment

b) Analysis from Results Approval Panel/National Examination Board

c) Analysis of progression and award data

d) External Authenticators' reports

e) Learner appraisal of programmes

f) Tutor/Instructor feedback

g) Programme Governance Board minutes

h) Survey of employers

A formal learner appraisal of the entire programme(s) will take place towards the end of the year via a Learner Programme Survey, which will gather feedback on attendance, resources available, the organisation and the content of modules. A formal learner appraisal of modules, (undertaken in the middle and end of the module), will capture learners' views on the resources available, module content, and the delivery of modules. An analysis of survey data will be presented to the Programme Governance Board towards the end of each year.

4.5.2 Evaluation

With the exception of the Commis Chef Apprenticeship Programme, and the National and Regional Tour Guiding Programmes, all programmes leading to QQI awards are legacy programmes (e.g. former shared programmes and former FÁS programmes). Kerry ETB has over 120 programmes validated by QQI. Whilst it is likely that the number of programmes will reduce over time, the task of reviewing programmes is not insubstantial. A review exercise was conducted by the QA Unit in 2019, to identify the range of programmes actively in use across multiple centres, including programmes leading to awards by awarding bodies other than QQI[64]. The scope of provision in 2019 was grouped under sixteen categories. Fourteen of these categories were specialist in nature (for example Engineering or Healthcare). The remaining two categories related to transversal skills (for example Literacy, Numeracy & Basic Technology Skills).

The QA Unit conducted an initial desk review of PG22912 National Tour Guiding[65] in 2020. The desk review piloted the use of MIS (PLSS) data and QQI certification reports. Student profile information recorded over a three-year period was collated and enrolment trends considered. The alignment between the award credit value and the programme duration was also considered, as was the results of a benchmarking exercise on grade achievement.

A Learner Module Survey[66] was also piloted in 2020. Learners' views on a module, which had pivoted to online teaching and learning, were tracked. The data collection method used allowed responses to build incrementally

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[64] Review Exercise on Level of Activity on Validated Programmes [See Supplementary Information/Reports]

[65] Initial Review National Tour Guiding Programme [See Supplementary Information/Case Study]

[66] Tracking the views of learners on an online course [See Supplementary Information/Case Study]

over a 3-month period, recording learner feedback from eight course instances. Survey responses were used to improve aspects of the course. External Authentication Reports were also considered as part of the pilot, and improvements were made to the online course assessment in response to comments and suggestions from the External Authenticator. Benchmarking of grade achievement was also carried out, to allow the course team to consider how learner achievement compared to other ETB providers (as a whole) and to the original classroom-based model of delivery.

4.5.3 Conclusion

The planned processes for monitoring and reviewing programmes are set out in the *Policy for Self-evaluation, Monitoring and Review*. The policy provides a mechanism for the periodic review of programmes. Systems are in place to monitor programme delivery outcomes across multiple centres. Undertaking initial desk reviews and piloting module surveys has actioned particular parts of the policy. Whilst the Programme Governance Board considered the outcomes from the desk review and module survey, some additional work is required in order to ensure that these review processes feedforward into the quality cycle.

4.6 Oversight, Monitoring and Review of Relationships with Collaborating Partners

4.6.1 Description

Kerry ETB, as Coordinating Provider of the Commis Chef Apprenticeship Programme, has third party relationships with seven collaborating ETB's:

   a) Cavan Monaghan ETB

   b) Cork ETB

   c) City of Dublin ETB

   d) Limerick and Clare ETB

   e) Mayo, Sligo and Leitrim ETB

   f) Kildare and Wicklow ETB

   g) Kilkenny and Carlow ETB

Memoranda of Agreement between each collaborating provider and Kerry ETB are in place. The National (Apprenticeship) Programme Board holds responsibility for the management of curriculum and assessment updates and reviewing the programme. The National Programme Coordinator supports the Board in their role. (See Section 1.3 of the QAP for New Apprenticeship Programmes).

4.6.2 Evaluation

Programme Leaders, assigned by each collaborating ETB, monitor how the on-the-job elements of the programme are recorded and documented. The Programme Leader liaises with apprentice employers and holds the responsibility for ensuring any corrective actions required at the on-the-job site are communicated to the National Programme Co-ordinator. This responsibility includes reporting to the National Programme Co-ordinator, if a case arises where an employer no longer has capacity to provide on-the-job training, (See Section 2.2 of the QAP for New Apprenticeship Programmes). A network of Authorised Officers[67], based in ETB's, manage, support and administer a portfolio of apprentice-approved companies and apprentices within their region, on behalf of SOLAS. They provide independent brokerage through which the integrity of the overall apprenticeship programme is maintained, and are a critical link between the apprentice and the employer. Authorised Officers currently carry out a range of functions on behalf of SOLAS including monitoring employers during the apprentice's on-the-job stages and maintaining apprentice and employer records.

Programme Leaders assigned by each collaborating ETB also monitor how the off-the-job elements of the programme are recorded and documented (See Section 2.2 of the QAP for New Apprenticeship Programmes). Programme Leaders hold the responsibility for review meetings with instructors. Review meetings must address issues relating to teaching, learning and assessment of the off-the-job elements. Where an issue arises, an agreement is established with the instructor regarding the actions that will be taken to remedy shortfalls identified without undue delay.

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[67] Authorised Officers operate under a certificate of appointment as Authorised Officers by the Chief Executive Officer of SOLAS, under Section 43 of the Industrial Training Act 1967, as amended ("the Act").

Kenmare FET Centre, Commis Chef Apprenticeship

Kenmare FET Centre, Horticulture Course

The table below sets out the Flow of Reports from the National (Apprenticeship) Programme Board to the FET Quality Council for the reporting period 2019 and 2020:

Table 4. 1 | **Flow of Reports from the National Apprenticeship Programme Board**

Jan 2019- National (Apprenticeship) Programme Board Commis Chef
Meeting record and recommendation to approve results
Feb 2019 FET Quality Council
External Examiners Report – Commis Chef Apprenticeship Programme
Approval of Results
Enrolment Report
Consolidated Admissions Report
August 2019 National (Apprenticeship) Programme Board Commis Chef
External Examiners' Report
Meeting record and recommendation to approve results
Oct 2019 Quality Council
Approval of Results
April 2020 FET Quality Council
Approval of Results
Nov 2020 National (Apprenticeship) Programme Board Commis Chef
Recommendation of modifications to teaching, learning and assessment under COVID 19 Contingency Arrangements to the FET Quality Council
Meeting record and recommendation to approve results
Dec 2020 FET Quality Council
Approval of Results
Consolidated Admissions Overview
Consolidated External Examiners' Report
Apprentice Graduate Report
Approval of modifications to teaching, learning and assessment under COVID 19 contingency arrangements

4.6.3 Conclusion

The business of the National (Apprenticeship) Programme Board is recorded in Meeting Records/Minutes. No potential risks to the programme were recorded and no significant deficiencies were identified in relation to the organisation and management of the programme. The Flow of Reports from the National (Apprenticeship) Programme Board to the FET Quality Council shows that there is oversight in place. Some additional work is required in order to strengthen the nature of this oversight. The Board will consider a range of views and experiences of stakeholders ahead of the re-validation of this programme, including:

a) Comments on teaching, learning and assessment and overall academic management of the programme;

b) Comments on teaching and learning on the job elements, apprentice engagement, retention and achievement, the management of the programme overall, employment of graduates, and suggested modifications and enhancements to the programme;

c) Comments on teaching and learning of the on-the-job elements of the programme, apprentice engagement, retention and achievement, management of the programme overall, employment of graduates, and suggested modifications and enhancements to the programme.

This commentary, together with data from stakeholder surveys, will be recorded in an Apprentice Report Employer Report and a Staff Report.

4.7 Oversight, Monitoring and Review of Relationships with External Providers/ Third Parties

4.7.1 Description

Kerry College Monavalley Campus engages training companies to provide courses where the required expertise and/or the allocation of staff for delivery is not available within the complement of Kerry ETB staff. The company is required to detail the training schedule and the number of learners in attendance for each weekly reporting period. Monavalley Campus conducts monitoring visits of courses delivered under the contracted training arrangements. Reports from monitoring visits record the observations on training facilities, resources and equipment, the delivery of the course content, course assessment and areas that require improvement. A system of weekly reporting from the contracted training company to Monavalley Campus augments monitoring visits and reporting.

The National Learning Network and the Community Training Centre deliver courses as a second provider for Kerry ETB. Monavalley Campus conducts monitoring visits and carries out monitoring of assessment results from courses provided by the National Learning Network and the Community Training Centre. Any identified risk relating to the conduct of assessment is brought to the Monavalley Campus Results Approval Panel (RAP) meeting. The RAP records the risk identified- detailing the specific issue(s) that need to be addressed. The Campus Manager draws up an action plan to remedy/close the risk.

4.7.2 Evaluation

Parameters used to ensure the suitability of contracted training companies to deliver training derive from a national system are set by the Office of Public Procurement. There is a staged tendering process operated by the Office of Public Procurement which establishes the suitability of the training company. The capacity of the training company to track levels of learner engagement, manage tutor contracting, (including required level(s) of experience and qualifications) is assessed at tendering stage. The arrangements in place by the company to provide the required information to Kerry ETB is also assessed at the tendering stage. The role of Kerry ETB comes into play at contract stage, with Kerry ETB (through Monavalley Campus) monitoring and evaluating the company's effectiveness in respect of the operation of its learner management system and its tutor contracting.

4.7.3 Conclusion

The National Learning Network and the Community Training Centre are subject to Kerry ETB's quality assurance arrangements. The effectiveness of quality assurance arrangements with the National Learning Network, and the Community Training Centre are monitored by Monavalley Campus. Kerry ETB (through its governance structure), has established the Programme Governance Board to oversee quality assurance in respect of programmes delivered by contracted training companies, the National Learning Network and the Community Training Centre. Oversight, monitoring and review of relationships is provided for under the Terms of Reference of these specific bodies.

4.8 Objective 3 Conclusion

Table 4. 2 Policy on Self Evaluation, Monitoring and Review

Policy on Self Evaluation, Monitoring and Review	
Strengths	**Recommendations**
The Policy will be actioned in 2021 and 2022 through a review of the Commis Chef Apprenticeship Programme and the Inaugural Review of Kerry ETB	Conduct an assessment of the contribution of this policy to the quality cycle
	Strengthen the electronic management and administration systems that will monitor learners' progress, provide feedback to learners and assess their achievement

Table 4. 3 Quality Improvement Planning and Progress Reporting

Quality Improvement Planning and Progress Reporting	
Strengths	**Recommendations**
Improvement actions selected for 2017-2022 align with the wider strategic goals of the organisation	Continue to strengthen the connection between quality improvement planning and strategic planning and the interface between future strategic goals and quality improvement planning
	Strengthen the interface between quality reporting and updates on the progress of strategic plans
The governance system serves to improve the assessment process, bringing into focus strategic themes and issues which, in turn, lead to quality improvement	Ensure that quality improvement is informed by and responds to identified risks and emerging issues Strengthen the alignment of risk registers with teaching, learning and assessment processes

Table 4. 4 Progress Report on establishing and operating the Quality Assurance Governance System

Progress Report on establishing and operating the Quality Assurance Governance System	
Strengths	**Recommendations**
Specific areas of strength of the governance system have been identified	Ensure that areas that are identified as strengths are retained and enhanced within the governance system
Specific areas for further improvement of the governance system have also been identified	Ensure that areas identified for further improvement are prioritised in the Quality Improvement Plan

Table 4. 5 Programme Monitoring and Review

Programme Monitoring and Review	
Strengths	**Recommendations**
The planned processes for monitoring and reviewing programmes are set out in the Policy for Self-Evaluation, Monitoring and Review	Devise and action a reporting system from the Programme Governance Board to the FET Quality Council on
Systems are in place to monitor programme delivery outcomes across multiple centres	a) the outcomes of programme monitoring reports; and
Undertaking initial desk reviews and piloting module surveys has actioned particular parts of the Policy for Self-Evaluation, Monitoring and Review	b) the progress of actions approved by the FET Quality Council

Oversight, Monitoring and Review of Relationships with Collaborating Providers	
Strengths	**Recommendations**
The Flow of Reports from the National (Apprenticeship) Programme Board to the FET Quality Council shows that there is an oversight process in place	Devise and action a reporting system from the National (Apprenticeship) Programme Boards to the FET Quality Council on: a) the outcomes of monitoring reports for collaborating providers; and b) the progress of actions approved by the FET Quality Council

Table 4. 6 Oversight, Monitoring and Review of Relationships with External/Third Parties

Oversight, Monitoring and Review of Relationships with External/Third Parties	
Strengths	**Recommendations**
Kerry ETB (through its governance structure) has established the Programme Governance Board to oversee quality assurance in respect of programmes delivered by contracted training companies and the National Learning Network and the Community Training Centre	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 b) the progress of actions approved by the FET Quality Council
The effectiveness of quality assurance arrangements with the National Learning Network, and the Community Training Centre are monitored by Monavalley Campus	

Section 5

Conclusion

QQI is the State agency with responsibility for the external quality assurance of further and higher education and training in Ireland. In its role as the external Quality Assurance body, it will be conducting an Inaugural Review of FET in Kerry ETB to identify the strengths of the FET quality assurance system and recommend improvements to its implementation and further development. It is three years since Kerry ETB held its first meeting of its FET Quality Council (June 2018). This self-evaluation process has allowed Kerry ETB to complete a provider level analysis and reflect on how effectively it assures and enhances the quality of teaching and learning and how QA activities support the achievement of the organisation's strategic goals. Areas of progress have been identified which impact the core functions of Kerry ETB in respect of FET.

The process has identified key areas of improvement for assuring and enhancing the quality of teaching and learning, and pointers for future QA activities that will strengthen the organisation's strategic goals.

a) Analysing the interplay between QA procedures and their overall effectiveness through monitoring and review

b) Developing further policies and procedures for quality assurance and quality enhancement

c) Facilitating governance bodies to discharge their responsibilities in respect of QA

d) Using information and data to identify quality outcomes and earmark areas for quality enhancement

e) Using the flow of quality reporting to support evidence-based decisions

f) Strengthening the integration of FET Quality Assurance with strategic planning

g) Standardisation of learner supports across all Kerry College Campuses and hubs.

This exercise will usefully inform our strategic response and feed directly into the development of the next Kerry ETB Statement of Strategy and the next FET Quality Improvement Plan.

The process of self-evaluation was a significant undertaking for the organisation and required collaboration and meaningful input from a wide group of people. Kerry ETB gratefully acknowledges the work of the members of the Inaugural Review Steering Group in guiding and supporting this evaluation. Kerry ETB thanks the staff, learners, the members of the FET Quality Council and governance boards, and external stakeholders, for their engagement with the process and their constructive feedback. Surveying and focus group discussions provided Kerry ETB with a sound basis for the self-evaluation.

Appendices

FET Centre, Tech Amergin, Waterville Woodwork Course

Appendix 1

1. Terms of Reference and Membership Inaugural Review Steering Group

Role and Purpose

The key function of the Inaugural Review Steering Group is to co-ordinate the self-evaluation process, monitoring progress, and ensuring the production, approval and submission of the Self-Evaluation Report, by the required dates, as outlined in the published QQI Review Schedule. The group shall be appointed by the Director of Further Education and Training (FET Director).

Membership

Chair: The Inaugural Review Steering Group shall be chaired by the Director of FET, or a member of the FET Management Team[67] , to ensure that the evaluation process is open, reflective and evaluative and that outputs from the process have an authoritative voice within Kerry ETB. The Chairperson shall be responsible for reporting the actions of the Inaugural Review Steering Group to the FET Management Team and for transmitting the relevant decisions and views of the FET Management Team to the Inaugural Review Steering Group.

Secretary: Staff member of the QA Unit Administration (or equivalent staff members designated by the Director of FET.

Members: The Inaugural Review Steering Group shall include, learning practitioners, staff involved in governance, support services and administration; and staff who manage quality assurance and enhancement across FET provision

- QA Manager
- Two learning practitioners
- Three staff members involved in governance[68] as the FET Director determines appropriate
- Two members of the FET Management Team the FET Director determines appropriate
- The ETB review coordinator

External Members: The Chair may from time to time recommend to the FET Director that persons who can bring an external perspective to the working of the Inaugural Review Steering Group. Such as experts in tertiary education or quality systems may be invited to join the Inaugural Review Steering Group for a defined period.

Operations

- The Inaugural Review Steering Group shall meet at least once every two months and at such other times as required
- In order for a quorum to be established, 50% of members + 1 additional member must be in attendance
- The meeting agenda and supporting documentation must be circulated to members at least one week in advance of the scheduled meeting
- Decisions made by consensus or by exercise of a vote if necessary; the Chair has the deciding event of a tie
- Meeting outcomes are recorded and circulated in draft from within 2 weeks of a meeting
- The minutes of meetings are approved at the beginning of the subsequent meeting

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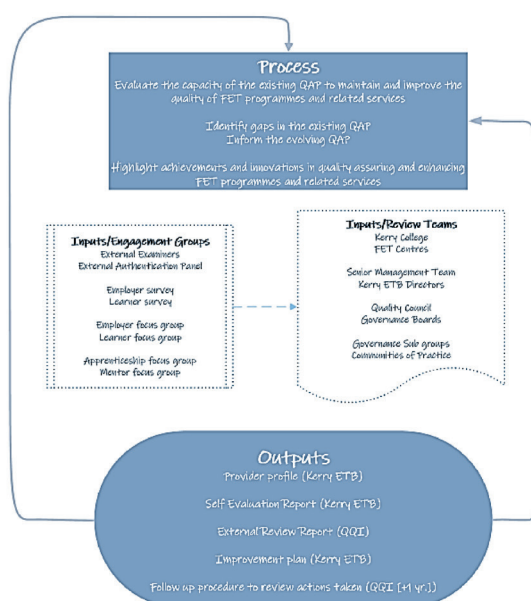
[67]   As assigned by the Director of Further Education and Training

[68]   One to include the governance of New Apprenticeship Programmes

- In some cases, at the discretion of the Chair, an incorporeal meeting may be held where reports can be circulated virtually and accepted by the Inaugural Review Steering Group without having to meet

Responsibilities

- Identify core stakeholder groups and mechanisms that will be used to engage with them on self-evaluation
- Determine key activities, milestones and timescales for the self-evaluation process
- Design a programme of engagement that provides multiple opportunities for direct contributions and discussions with stakeholder groups

- Design a programme of engagements that provide opportunities for discussions with the Kerry ETB governance groups
- Design a communications plan that enables stakeholders to understand the purpose and importance of the self-evaluation process and their role within it
- Foster a sense of shared ownership of the process by all participants through using existing structures such as internal committees, employer engagement networks, learner councils and electronic channels such as kerryetb.ie and intranet sites
- Monitor and report on progress

The list of members and their affiliations

Name	Role	Area of expertise in Quality Assurance	Email address
Owen O'Donnell	Director of FET	Chair	oodonnell@kerryetb.ie
Maria Brennan	Director of OS&D	Organisation Support and Development	directorosd@kerryetb.ie
Sharon Browne	FET Management Team	Technology Enhanced Learning & Continuous Professional Development	sbrowne@kerryetb.ie
Noelle Carey Hawkridge	Kerry College	Learner Support	Noelle.careyhawkridge@kerrycollege.ie
Aoife Comiskey Clifford	Quality Assurance Unit	Curriculum Development Officer	acomiskey@kerryetb.ie
Tommy Conroy	Head of Department	Finance	tconroy@kerryetb.ie
Betty Corkery	Head of Department	Human Resources	bettycorkery@kerryetb.ie
Bernadette Corridan	FET Management Team	Quality Assurance Manager	bcorridan@kerryetb.ie
Monica Dillane	Quality Assurance Unit	Training Standards Officer	Monica.dillane@kerrycollege.ie
Stephen Goulding	FET Management Team	Further Education and Training at Kerry College	Stephen.goulding@kerrycollege.ie
Aoife Mc Cormack	Quality Assurance Unit	Further Education Standards Officer	amccormack@kerryetb.ie
Aileen O'Connor	Head of department	Corporate, Capital and Technology	Aoconnor2@kerryetb.ie
Ella O' Donoghue	Kerry College	Admissions Officer/ Learner admission	Ella.odonoghue@kerrycollege.ie
Con O'Sullivan	FET Management Team	Apprenticeship/Employer Liaison	Con.osullivan@kerrycollege.ie
Mary Jo Staunton	Kerry College	Instructor/ Teaching, Learning and Assessment	Maryjo.staunton@kerrycollege.ie

Appendix 2

2. Policies and procedures which have been approved, and those at Review Stage and Development stage

Policies and Procedures which have been Approved				
Procedure/ Policy	**Recommended by**	**Date**	**Approved by**	**Date**
Suite of Assessment Procedures	QA Governance Board	January 2020	FET Quality Council	February 2020
Self-evaluation, Monitoring & Review of Programmes	FET Quality Council	October 2020	CEO	November 2020
Programme Development	FET Quality Council	December 2020	CEO	May 2021
Blended Learning	FET Quality Council	December 2020	CEO	May 2021

QA Handbook Development and Review	
QA Handbook Development Plan	**Approval and Review**
Documented Approach to Quality Assurance	Q4 2021
Access, Transfer and Progression	Q4 2021
Staff Recruitment, Management and Development	Q4 2021
Assessment of Learners	Q4 2021
Supports for Learners	Q4 2021
Information and Data Management	Q4 2021
Provision and Use of Public Information	Q4 2021
Other Parties Involved in Education and Training	Q4 2021

Appendix 3

3. Membership of the FET Quality Council and the respective boards

FET Quality Council		
Name	**Role**	
Brendan Tuohy	Chair	Former Secretary General of the Department of Communications, Energy and Natural Resources
Owen O'Donnell	Secretary	Director of FET
Bernadette Corridan	Assistant to Secretary	Quality Assurance Manager
Sharon Browne	Member	AEO Technology Enhanced Learning and Staff Development for FET
Jenny Conroy	Member	Education and Training Boards Ireland
Stephen Goulding	Member	Principal Kerry College
Con O'Sullivan	Member	Campus Manager Kerry College Monavalley Campus
Shivaun Shanahan	Member	AEO Youthreach and Vocational Training Opportunities Scheme
John Skinner	Member	Staff Member Kerry College Clash Campus
Mary Jo Staunton	Member	Staff Member Kerry College Monavalley Campus
Michael Vaughan	Member	Consortium Steering Group Commis Chef Apprenticeship Programme

Quality Assurance Governance Board		
Name	**Role**	
Owen O'Donnell	Chair	Director of FET
Bernadette Corridan	Secretary	Quality Assurance Manager
Sharon Browne	Member	AEO Technology Enhanced Learning & Continuous Professional Development
Con O'Sullivan	Member	Campus Manager Kerry College Monavalley
Kevin Fay	Member	AEO FET Centres
Shivaun Shanahan	Member	AEO Youthreach and VTOS
Stephen Goulding	Member	Principal Kerry College Clash Campus, Denny St Campus and Listowel Campus

Programme Governance Board

Name	Role	
Owen O'Donnell	Chair	Director of FET
Bernadette Corridan	Secretary	Quality Assurance Manager
Sharon Browne	Member	AEO Technology Enhanced Learning & Continuous Professional Development
Con O'Sullivan	Member	Campus Manager Kerry College Monavalley Campus
Kevin Fay	Member	AEO FET Centres
Shivaun Shanahan	Member	AEO Youthreach and VTOS
Stephen Goulding	Member	Principal Kerry College Clash Campus, Denny St Campus and Listowel Campus
Niamh O'Donovan	Member	Kerry College Admission Office

National (Apprenticeship) Programme Board for the Commis Chef Apprenticeship

Name	Role	Role
Mallory Higgins	Chair	National Programme Coordinator
Con O'Sullivan	Secretary	Coordinating Provider Programme Leader
Simon Regan	Member	Instructor Kerry ETB
Douglas Harrington	Member	Instructor Kildare Wicklow ETB
Rory Culkin	Member	Instructor Kildare Wicklow ETB
Brian Homan	Member	Instructor Mayo Sligo Leitrim ETB
Bernadette Enright	Member	Training Centre Manager Limerick Clare ETB
Michelle Mc Elvogue	Member	Quality Assurance Manager Cavan Monaghan ETB
Kieran Shaughnessy	Member	Instructor Limerick Clare ETB
Niamh Ward	Member	Quality Assurance Manager Limerick Clare ETB
Mark Gaffney	Member	Instructor City of Dublin ETB
Margaret Corbett	Member	Quality Assurance Manager City of Dublin ETB
Antony Quinn	Member	Instructor Mayo Sligo Leitrim ETB
Eileen Cullen	Member	Kildare Wicklow ETB
Jean Fitzgerald	Member	City of Dublin ETB
Emmet O'Reilly	Member	Kildare Wicklow ETB
Mary Prior Butler	Member	Kilkenny Carlow ETB
John Byron	Member	Instructor Cork ETB

National (Apprenticeship) Programme Board for the Wind Turbine Maintenance Technician Apprenticeship		
Name	**Role**	
Mallory Higgins	Chair	National Programme Coordinator
Con O'Sullivan	Secretary	Coordinating Provider Programme Leader
Andy Kane	Member	Instructor Kerry College
Kevin O'Connor	Member	Instructor Kerry College
Denis Tagney	Member	Saorgus
Alan Edwards	Member	Element power
Eric Lyne	Member	Enercon

Appendix 4

4. Terms of Reference of the FET Quality Council and the respective boards
FET Quality Council Terms of Reference

Governance Unit	FET Quality Council
Document	Terms of Reference
Approved by	Chief Executive Officer/SMT 17 April 2018
Version	1.1
Due for Review by	01 December 2019

Role	The FET Quality Council will have the overall responsibility for all new apprenticeship programmes and will oversee the planning, co-ordination, quality, development and improvement of all aspects of the further education and training offering of the ETB. It protects, maintains and develops the standards of education and training programmes and related activities. In doing so, the FET Quality Council is ensuring, as far as possible, that all learners receive an equivalent experience.
Membership	**Chair:** An External Chair appointed by the FET Director. In his/her absence, the chair shall be taken by a staff member, designated by the FET Director. **Secretary:** The FET Director, assisted by the ETB Quality Officer, or equivalent staff member designated by the FET Director. **Ordinary Members:** • 6 Staff members drawn from across the ETB, as the CEO (FET Director) determines appropriate. Included in these six staff members should be 2 representatives from the Programme Governance Board • 2 representatives from the National (Apprenticeship) Programme Board, one of which is from industry and 1 of which can represent the ETBI New Apprenticeship Monitoring and Enhancement Panel • 1 learner representative. **External Members:** The Chair of the FET Quality Council may from time to time, recommend to the CEO the appointment of external members to the Council. These will be persons who can bring an external perspective to the working of the Council, such as employers or experts in FET or in quality systems. Persons with expertise from other ETBs may also be invited to join the FET Quality Council for a defined period.
Accountable to	Chief Executive Officer
Schedule of Meetings	• The FET Quality Council will meet at least 4 times a year • In order for a quorum to be established, 50% of members + 1 additional member must be in attendance • The meeting agenda and supporting documentation must be circulated to members at least one week in advance of a scheduled meeting • Decisions are made by consensus or by the exercise of a vote if necessary; the Chair has the deciding vote in the event of a tie • Meeting outcomes are recorded and circulated in draft form within 2 weeks of a meeting • The minutes of meetings are approved at the beginning of the subsequent meeting of the FET Quality Council In some cases, at the discretion of the Chair, an incorporeal meeting of the FET Quality Council may be held where reports can be circulated virtually and accepted by the FET Quality Council without the FET Quality Council having to meet.

Responsibilities	The Chief Executive Officer (CEO) of the ETB has delegated certain governance responsibilities to the FET Quality Council, as detailed below. The FET Quality Council is accountable to the CEO for carrying out its functions, regardless of whether it forms governance sub-groups or working groups to advance these tasks.
	The FET Quality Council is responsible for the following:

QA Policies and Procedures
- Approving the FET quality assurance policies and procedures of the ETB as recommended by the QA Governance Board.

Programme Responsibilities
- Recommending proposals to the CEO, as appropriate, for the development of new programmes that are consistent with the mission and strategy of the ETB, as recommended by the Programme Governance Board
- Approving programme documentation prior to its submission to the awarding body for validation, as recommended by the Programme Governance Board
- Making recommendations to the CEO for the establishment of appropriate structures to support new or existing programmes
- Making recommendations for staff development where it is necessary or desirable for the improved delivery or development of programmes.

Monitoring and Review Responsibilities
- Noting the annual schedule of reviews submitted by the QA Governance Board
- Approving programme and organisational review documentation prior to its submission to the awarding body
- Receiving reports from the QA Governance Board of progress against action plans arising from quality reviews
- Receiving observations arising from programme feedback reports and other internal and external stakeholder reports, as appropriate.

Assessment Responsibilities
- Ratifying the agreement of persons to act as External Authenticators and External Examiners as proposed by the Programme Governance Board
- Noting assessment reports received by the Programme Governance Board and confirming they are in line with agreed assessment processes and procedures
- Ratifying assessment results and final results presented by the QA Officer (or equivalent) prior to their submission to the awarding body for the purposes of certification.

Apprenticeship-specific Responsibilities
The FET Quality Council is asked to reserve a section of its agenda to fulfil the role of "Apprenticeship" FET Quality Council. In doing so, it undertakes the following responsibilities:
- Considering reports from the Consortium Steering Group established by the Apprenticeship Council on matters affecting apprenticeship programmes
- Considering proposals from the National (Apprenticeship) Programme Board and from the Consortium Steering Group for new partnerships and for new members of partnerships
- Ensuring that the proposals received from the National (Apprenticeship) Programme Board and from the Consortium Steering Group for new partnerships conform to the requirements of the programme and that suitable Memorandums of Agreement are in place
- Fulfilling any reporting requirements to external authorities on apprenticeship activities
- Receiving named annual and biannual reports from the National (Apprenticeship) Programme Board.Apprenticeship Council on matters affecting apprenticeship programmes

Operational Matters	• Agreeing its operating procedures • Establishing sub-units of governance, as required, and delegating responsibilities to those groups through defined terms of reference • Establishing ad-hoc working groups to assist it in fulfilling its functions • Receiving recommendations from sub-units of governance on specified matters to inform its functions • Receiving annual reports from sub-units of governance on their activities • Providing a FET Quality Council Annual Report to the CEO, identifying key decisions and actions taken by the FET Quality Council and making any recommendations to the CEO, as appropriate • Participating in the review of its terms of reference and formally making recommendations to the CEO for amendments and additions, if required • Reviewing the outcomes of reviews of terms of reference by its sub-groups and making recommendations to the CEO as appropriate • Exercising any other functions, which may be formally delegated to it by the CEO

Programme Governance Board Terms of Reference

Governance Unit	Programme Governance Board
Document	Terms of Reference
Approved By	FET Quality Council 15/06/2018
Version	V1.4 March 2019
Due for Review by	01/12/2019

Role	The purpose of the Programme Governance Board is to fulfil the role and responsibilities delegated to it by the FET Quality Council, for the oversight, planning, co-ordination, development and quality of the programmes of the ETB. In doing so, it assists the FET Quality Council in protecting, maintaining and developing the standards of education and training programmes and the related activities of the ETB. The Programme Governance Board is overseeing all programme developments, however, its role and responsibilities below do not apply directly to Apprenticeship programmes, unless otherwise specified. Governance of apprenticeship programmes is managed by the National (Apprenticeship) Programme Board and reports are provided to the Programme Governance Board.
Accountable to	The Chief Executive Officer

Membership	The membership of the Programme Governance Board is designed to enable professional colleagues to collectively contribute to the oversight, planning, coordination, development and quality of the ETB's education and training programmes.
	Chair: The Programme Governance Board has significant responsibilities. The Chair of the Programme Governance Board will be the Director of Further Education and Training.
	Secretary: The Secretary will be the Quality Assurance Manager who will liaise closely with any sub-units of governance that are reporting to the Programme Governance Board, or other groups providing information to inform the Programme Governance Board.
	Fixed Members: 6 Senior FET Management members drawn from across the ETB, as the Director of Further Education & Training determines appropriate. Occasional Members: • 2 representatives from the QA Governance Board • 1 representative from the National (Apprenticeship) Programme Board • 1 learner representative • 1 industry representative
Role of Chair	***Role and Responsibilities of the Chair*** The responsibilities of the Chair of the Programme Governance Board include: • working closely with the Secretary to agree meeting agendas • ensuring meetings function efficiently and effectively • providing adequate time for discussion of agenda items • ensuring that members have been provided with materials in advance of the meeting to support informed decision-making • ensuring that a quorum is present before commencing a Programme Governance Board meeting • ensuring that decisions are taken in the context of the Programme Governance Board's remit and that they are recorded.
Role of Secretary	***Role and Responsibilities of the Secretary*** The Secretary is a full member of the Programme Governance Board. His/her responsibilities include: • agreeing a schedule of meetings with the Chair in consultation with members and having regard to the business of the Programme Governance Board and the meeting dates of the FET Quality Council • convening meetings of the Programme Governance Board and determining the agenda of the meetings, in consultation with the Chair • circulating the agendas for meetings and associated documentation and reports for review by Programme Governance Board members • liaising with the Secretary of the of the FET Quality Council, and with the secretaries of governance units reporting into the Programme Governance Board, to manage a smooth flow of information • preparing draft minutes of meetings and circulating these to members • ensuring that the decisions of the Programme Governance Board are made known to the appropriate individuals/governance units • reporting to the Chair on the implementation of the decisions of the Programme Governance Board.

Meetings	• The Programme Governance Board will meet at least 4 times a year. • In order for a quorum to be established, 50% of members + 1 additional member must be in attendance • The meeting agenda and supporting documentation must be circulated to members at least one week in advance of a scheduled meeting • Decisions are made by consensus or by the exercise of a vote if necessary; the Chair has the deciding vote in the event of a split decision • Meeting outcomes are recorded and circulated in draft form within 2 weeks of a meeting • The minutes of meetings are approved at the beginning of the subsequent meeting of the Programme Governance Board • Confirmed minutes are submitted for noting to the next meeting of the FET Quality Council In some cases, at the discretion of the Chair, an incorporeal meeting of the Programme Governance Board may be held where reports can be circulated virtually and accepted by members without the Programme Governance Board having to meet.
Operational Matters	The Programme Governance Board is responsible for the following: • Agreeing its operating procedures in consultation with the Chair and Secretary of the FET Quality Council • Establishing sub-groups to advance programme-related matters, if required, and in agreement with the Chair and Secretary of the FET Quality Council • Establishing working groups to advance programme related matters, as required • Making recommendations to the FET Quality Council to inform its decision-making and in line with its terms of reference • Reporting to the FET Quality Council and preparing a Programme Governance Board Annual Report for the FET Quality Council on key decisions and actions taken by the Programme Governance Board and making any recommendations to the FET Quality Council, as appropriate • Receiving recommendations from sub-units of governance on specified matters to inform its responsibilities • Receiving annual reports from sub-units of governance on their activities • Participating in the review of its terms of reference and formally making recommendations to the FET Quality Council as appropriate • Reviewing the outcomes of reviews of terms of reference by its sub- units of governance and making recommendations to the FET Quality Council as appropriate • Exercising any other functions, which may be formally delegated to it by the FET Quality Council.
Programme Responsibilities	• Reviewing proposals for the development of new programmes and making recommendations to the FET Quality Council • Appointing the Programme Development Group to develop draft programme documentation and identifying the programme expertise required for its membership • Reviewing and commenting upon draft programme validation documentation submitted by the Programme Development Group • Recommending programme validation documentation to the FET Quality Council for approval and making recommendations to the FET Quality Council for submission to the awarding body • Reviewing proposals for the provision of newly validated or existing programmes and making recommendations to the FET Quality Council • Making recommendations to the FET Quality Council for the establishment of appropriate structures to support new or existing programmes.

Monitoring and Review Responsibilities	• Reviewing programme review documentation submitted by the Programme Governance Board and making recommendations to the FET Quality Council prior to its submission to the awarding body • Reviewing reports on qualitative and quantitative assessment outcomes from the QA Governance Board and making recommendations to the FET Quality Council as appropriate • Reviewing feedback reports on teaching and learning matters from the QA Governance Board and making recommendations, including staff development and learner support requirements, to the FET Quality Council • Assigning the Programme Development Group to implement minor modifications and additions to programmes recommended as a result of programme reviews, where these do not affect module outcomes • Approving modified programme documentation submitted by the Programme Development Group • Receiving reports of progress against action plans arising from programme reviews and reporting issues arising to the FET Quality Council.
Assessment Responsibilities	Agreeing individuals to act as External Authenticators and External Authenticators and submitting details to the FET Quality Council for ratification.
Apprenticeships Responsibilities	• Receiving reports from the National (Apprenticeship) Programme Board on its activities • Noting proposals from the National (Apprenticeship) Programme Board to the FET Quality Council for new apprenticeship partnerships and for new members of partnerships • Noting annual and biannual specified reports provided by the National (Apprenticeship) Programme Board to the FET Quality Council for approval.

Programme Governance Board Terms of Reference

Governance Unit	Quality Assurance (QA) Governance Board
Document	Terms of Reference
Approved by	FET Quality Council 15/06/2018
Version	V1.4 March 2019
Due for Review by	01/12/2019

Role	The purpose of the QA Governance Board is to fulfil the role and responsibilities delegated to it by the FET Quality Council, for the development, oversight, planning, co-ordination and improvement of quality assurance policies, procedures, and processes. In doing so, it assists the FET Quality Council in protecting, maintaining and developing the standards of education and training programmes and the related activities of the ETB. The FET Quality Council of the ETB has delegated certain governance responsibilities to the QA Governance Board, as detailed below. The QA Governance Board is accountable to the FET Quality Council for carrying out its functions, regardless of whether governance sub-groups or working groups are formed to advance these tasks.
Accountable to	The Chief Executive Officer
Membership	***Chair:*** The QA Governance Board has significant responsibilities. The Chair of the QA Governance Board will be the Director of Further Education and Training (FET) ***Secretary:*** The Secretary will be the Quality Assurance Manager who will liaise closely with any sub-units of governance that are reporting to the QA Governance Board, or other groups providing information to inform the QA Governance Board. ***Fixed Members:*** 5 Senior FET Management members, as the Director of FET determines appropriate ***Occasional Members:*** • 1 representative from the FET Quality Council • 1 representative from the Programme Governance Board • 2 representatives from any of the QA Working Groups • 1 learner representative
Role of Chair	***Role and Responsibilities of the Chair*** The responsibilities of the Chair of the QA Governance Board include: • working closely with the Secretary to agree meeting agendas • ensuring meetings function efficiently and effectively • providing adequate time for discussion of agenda items • ensuring that members have been provided with materials in advance of the meeting to support informed decision-making • ensuring that a quorum is present before commencing a QA Governance Board meeting • ensuring that decisions are taken in the context of the QA Governance Board's remit and that they are recorded.

Role of Secretary	Role and Responsibilities of the Secretary The Secretary is a full member of the QA Governance Board. His/her responsibilities include: • agreeing a schedule of meetings with the Chair in consultation with members and having regard to the business of the QA Governance Board and the meeting dates of the FET Quality Council • convening meetings of the QA Governance Board and determining the agenda of the meetings, in consultation with the Chair • circulating the agendas for meetings and associated documentation and reports for review by QA Governance Board members • liaising with the Secretary of the FET Quality Council, and with the secretaries of governance units reporting into the QA Governance Board, to manage a smooth flow of information • preparing draft minutes of meetings and circulating these to members • ensuring that the decisions of the QA Governance Board are made known to the appropriate individuals /governance units • reporting to the Chair on the implementation of the decisions of the QA Governance Board.
Meetings	• The QA Governance Board will meet at least 4 times a year (it is recommended that it meets 6 times in its first year) • In order for a quorum to be established, 50% of members + 1 additional member must be in attendance • The meeting agenda and supporting documentation must be circulated to members at least one week in advance of a scheduled meeting and external members may be invited to present agenda items • Decisions are made by consensus or by the exercise of a vote if necessary; the Chair has the deciding vote in the event of a split decision • Meeting outcomes are recorded and circulated in draft form within 2 weeks of a meeting • The minutes of meetings are approved at the beginning of the subsequent meeting of the QA Governance Board • Confirmed minutes are submitted for noting to the next meeting of the FET Quality Council • In some cases, at the discretion of the Chair, an incorporeal meeting of the QA • Governance Board may be held where reports can be circulated virtually and accepted by members without the QA Governance Board having to meet

Operational Matters	• Agreeing its operating procedures in consultation with the Chair and Secretary of the FET Quality Council • Establishing sub-groups to advance QA-related matters, if required, and in agreement with the Chair and Secretary of the FET Quality Council • Establishing working groups to advance QA-related matters, as required • Making recommendations to the FET Quality Council to inform its decision-making and in line with its terms of reference • Reporting to the FET Quality Council and preparing a QA Governance Board Annual Report for the FET Quality Council on key decisions and actions taken by the QA Governance Board and making any recommendations to the FET Quality Council, as appropriate • Receiving recommendations from sub-units of governance on specified matters to inform its responsibilities • Receiving annual reports from sub-units of governance on their activities • Participating in the review of its terms of reference and formally making recommendations to the FET Quality Council as appropriate • Reviewing the outcomes of reviews of terms of reference by any • subunits of governance and making recommendations to the FET Quality Council as appropriate • Exercising any other functions, which may be formally delegated to it by the FET Quality Council.
QA Responsibilities	• Reviewing and commenting upon draft quality assurance policies and procedures • Recommending quality assurance policies and procedures to the FET Quality Council for approval • Recommending revisions to quality assurance policies and procedures to the FET Quality Council for approval • Reviewing and commenting upon the quality review schedule and submitting this to the FET Quality Council for noting • Reviewing and commenting upon the standard of reports arising from the implementation of any agreed quality assurance schedules (e.g. programme or service reviews) • Submitting the outcomes of programme reviews to the Programmes • Governance Board for consideration and onward transmission to the FET Quality Council • Making recommendations to the FET Quality Council for the approval of other review documentation and outcomes that are required to be submitted to an awarding body • Receiving reports and follow-up on actions arising from quality reviews and reporting to the FET Quality Council on issues or recommendations arising • Escalating areas of risk associated with the quality assurance of further education and training to the FET Quality Council.

KERRY EDUCATION AND TRAINING BOARD
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