CITY OF DUBLIN EDUCATION AND TRAINING BOARD

QUALITY IMPROVEMENT PLAN

PROGRESS REPORT- March 2020

Abstract

Progress report on the quality improvement actions undertaken by CDETB in 2019 and summary of the QA action plan for 2020

CDETB

CITY OF DUBLIN ETB QUALITY IMPROVEMENT PLAN
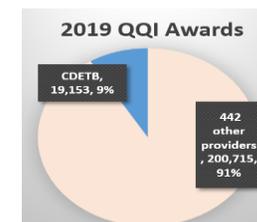
PROGRESS REPORT AND PLANNING 2020

3,226 Courses   **52,024 Learners**   **19,153 QQI Awards**   **60+ Centres**   **9% of QQI Awards in 2019**

Introduction

In 2019, CDETB provided [1]3226 courses and educational opportunities for over 52,024 beneficiaries who achieved 19,153 QQI accredited awards across 60+ QQI approved centres. This figure equated to 9% of all QQI awards in 2019.   These courses were delivered across five service spheres operating under four QQI agreements. http://cityofdublin.etb.ie/centre-level-quality-assurance-procedures/ . The five spheres are -

1. Colleges of Further Education – 16 centres
2. Youthreach – 9 centres
3. Adult Education Services – 5 regional areas,
4. Education to Prisons - 7 centres
5. Training centres –
   - CDETB Training Centres (2)
   - Community Training Centres (10)
   - Local Training Initiatives (6)
   - Specialist Training (5)
   - Department of Justice Workshops (2)
   - Contracted training

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[1] Figure does not include apprenticeships

Part 1: Overview of Quality Improvement Activities in 2019

1.1 Key areas of focus prioritised for 2019

Underpinning the work of the CDETB Quality Improvement Plan (QIP) has been the transition and regularisation of a more unified system of Quality Assurance (QA) that continues to recognise the needs of FET learners and the importance of local context in its quality assurance systems. Underpinning the move from twenty-two legacy QA agreements with QQI to four consolidated agreements and related systems was ongoing stakeholder engagement, programme development and validation, and a focus on enhancing CDETBs QA governance structures. Firstly, by further developing ETB wide policies, procedures and guidelines and secondly by working to embed these into everyday practice at corporate and centre level.

1.2 Improvements in achieved in 2019

In 2019 CDETB focused on consolidating and building on the QA development work undertaken in 2017 -2018 by;-

1   Restructuring the governance and management systems in CDETB to enhance quality assurance oversight and accountability and continue to embed these changes into everyday practices at centre and corporate (head office) level. http://cityofdublin.etb.i/cdetb-corporate-governance-structures-strategic-planning-and-qa-enhancement-process/
2   Enhancing the processes and procedures for the development of new programmes or amending existing courses to respond to learner needs and economic trends
3   Establishing Quality Assurance Teams/Groups with shared TORs at centre/service sphere level as mechanisms to enhance the quality assurance practices at centre level and improve consistency across centres and service spheres. http://cityofdublin.etb.ie/qa-corporate-level-quality-assurance-policies-and-procedures/
4   Analysing the resources available, and the role of the Curriculum Development Unit (CDU) in developing and enhancing FET across CDETB, then based on that analysis, securing resources and recruiting additional staff to support the implementation of the FET quality strategy and professional development across the 60+ centres in the 5 education services spheres
5   Increasing the use of data to support evidence informed decision making http://cityofdublin.etb.ie/information-and-data-analytics/

Part 2 provides a summary of the progress achieved in 2019. The development of the new governance structures for QA included transferring the responsibility for the development of a number of QIP actions outlined in the 2019 plan from the FET Steering Group to any of the four CDETB Governance Groups as follows:

1.   Quality Assurance Strategic Planning Council (QASPC)

2. Quality Assurance Development Group (QADG)
3. Strategic Performance Agreement Group
4. Programme Management and Development Committee (PMDC).

 Where this was the case, the governance group that took responsibility for the actions are indicated in the third column of the table in part 2. The FET Steering Committee remains in place to oversee applications from centres to deliver new courses from existing validated programmes to respond to identified skills and training required to meet national economic and local industry needs.

All published CDETB Quality Assurance documents relating to this progress are available here http://cityofdublin.etb.ie/quality-assurance/ .

The layout of this progress report is in line with the seven development areas submitted last year. Synergies emerged across these as many of the actions resulted in progress across a number of the development areas. Table 1 demonstrates these synergies.

Table 1: Synergies across outcome areas

Key improvements	Specific actions completed	Quality improvement desired outcome area
Developing new structures, procedures or documents	• Developed and integrated QA governance into the overall governance structures for CDETB • Establishing Quality Assurance Teams at centre/service sphere level using a common set of terms of reference • Temporary quality assurance standards (TQAS) for training centres were adapted and updated QA system and related documents were implemented with community providers • Assessment guidelines developed and circulated to Further Education(FE) colleges for implementation in 2019/2020 academic year • Strategic Performance Agreement Governance group set up, comprising of reps from all CDETB service spheres • Planning template developed and circulated to all centres • To enhance learner supports a 'needs and strengths' analysis tool that informs inclusive and responsive learning and teaching approaches was developed by the CDETB learning network for use across all FET service spheres. • Developed and shared a common CDETB role profile and job description for External Authenticators (EA),	1.1, 1.3, 1.4. 1.6, 1.8, 2.4, 2.6, 2.11, 3.2, 3.5, 3.6, 4.1, 6.2, 7.1
Embedding new policies and structures into practice across the organisation	• Implemented a common EA report and sampling strategy across all CDETB service spheres • QA assessment guidelines implemented with support and training from FET Development Unit with emphasis on new repeats policy • Procedure for processing complaints made by parents/guardians of students OR adult learner(s) was implemented across FET • Risk assessment and risk management training delivered to Senior management and to 39 centres • FET Development Unit participated in QQI and FESS programme Development CPD and 1 staff member is participating in the NUI Maynooth level 9 course on programme development • FET Development Unit managed the oversight of new course applications from existing course provision so that centres could respond to local skills and training needs and modify and update their course offering appropriately	1.4, 1.9, 1.13, 2.1, 2.2, 2.5, 2.6, 2.7, 2.11, 3.3, 4.2, 4.4, 5.2

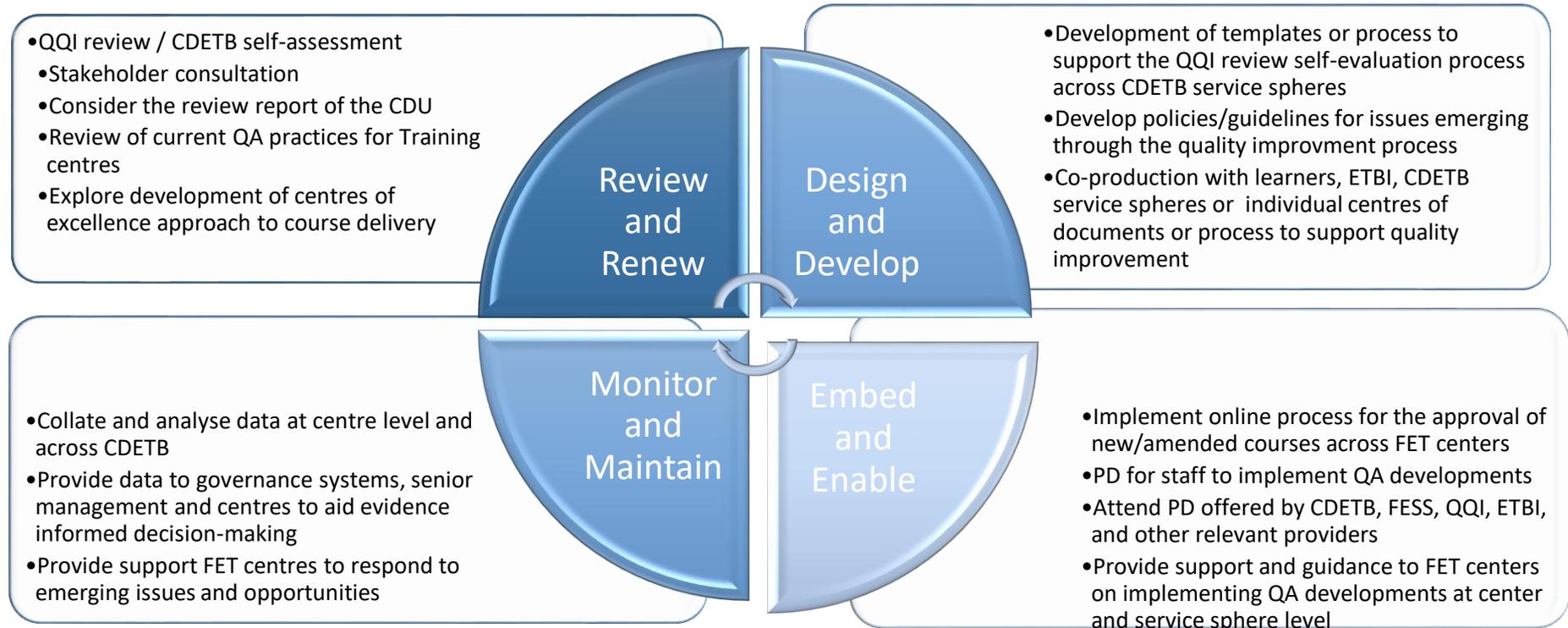|		
	• Updated and user tested policies and procedures for the approval of courses across FET centres. Created online application process for new /amended courses and user tested application process (full implementation in 2020) • CDETB Professional learning networks established in a number of subject areas with resources being produced to support CPD, teaching and learning and assessment • CDETB delivered training for CDETB External Authenticator (EA) panel and the new national apprenticeship; these EA's have been incorporated into the national ETBI EA directory. https://www.etbi.ie/etb-ea-search/ • Complaints procedure implemented across all centres	

Improving the collection and use of data to enhance evidence informed decision making	• Planning data compiled and analysed from all centres and reported to senior management and strategic performance agreement group
	• A plan on learner supports produced and informed the developed of learner supports in FET
	• PLSS system in use to review data on a centre by centre basis
	• Analyses on a range of programmes presented to senior management and strategic performance agreement group
	• Data on emerging trends and economic growth areas presented to Snr management team and the strategic performance agreement group
	• Outcome reports generated on certification, progression, employment
	• GDPR training completed by all staff and forms/reports GDPR compliant
	   • Data protection on learner detail form.
	   • PLSS reports GDPR compliant
	   • Centres can only generate reports for their own centres
	   • Data protection policy aligned with ESF cadet policy
		1.6, 1.7, 2.8, 2.9 , 2.12, 4.1, 4.3, 4.5, 5.1, 5.2, 7.3

Reviewing available supports, securing resources and recruiting additional staff to support the implementation of the FE quality strategy and professional development across the 60+ centres in the 5 spheres of work	• Reviewed roles of FET development unit and CDU. In response to the finding of this review recruited four new staff, two focusing on implementing QA, one on Professional Development (PD) and one admin support for FET and International Office, review ongoing with additional staff to be recruited in 2020 • Completed a review of QA needs of Community Sector providers • Recruited new External Authenticators (EA) to build and enhance the CDETB EA panel and added these to the national EA database • QA staff member recruited with background in training centre quality assurance. Staff member currently analysing existing QA system in Training centres and associated providers with a view to updating and enhancing it to meet current and future needs	1.2, 2.7, 3.4, 6.2, 6.3, 7.2

1.3 Barriers and challenges encountered

Due to the size and complexity of FET in CDETB (approximately 3,000 staff employed in FET and 52,024 beneficiaries in 2019), embedding changes in governance structures and procedures and practices across the 5 service spheres and 60+ centres, while at the same time managing existing systems and trying to embrace emerging opportunities and development areas, was and will remain, a challenge for CDETB.

In addition to this change management process for CDETB corporate (head office) and the 60+ QQI registered centres, the challenge highlight last year of moving to one overall comprehensive Quality Assurance system that satisfies the requirements of all certifying bodies for awards offered by CDETB remains. In 2020, talks will continue with Pearson, City and Guilds and a number other awarding bodies on how to achieve this.

1.4 Key areas for quality improvement in 2020

In 2020 CDETB will continue to follow a Quality Assurance continuous improvement model and were possible will continue to implement the improvement plans outlined below. However, these plans will need to be flexible and adjust to respond to the emerging COVID 19 emergency with areas for example blended learning and quality assurance of online teaching and learning and assessments prioritised.

The matrix below has been adapted from Kolb's learning cycle (1984) to outline indicative QA tasks scheduled for 2020 by CDETB as part of its QA continuous improvement plan.

Review and Renew
- QQI review / CDETB self-assessment
- Stakeholder consultation
- Consider the review report of the CDU
- Review of current QA practices for Training centres
- Explore development of centres of excellence approach to course delivery

Design and Develop
- Development of templates or process to support the QQI review self-evaluation process across CDETB service spheres
- Develop policies/guidelines for issues emerging through the quality improvment process
- Co-production with learners, ETBI, CDETB service spheres or individual centres of documents or process to support quality improvement

Monitor and Maintain
- Collate and analyse data at centre level and across CDETB
- Provide data to governance systems, senior management and centres to aid evidence informed decision-making
- Provide support FET centres to respond to emerging issues and opportunities

Embed and Enable
- Implement online process for the approval of new/amended courses across FET centers
- PD for staff to implement QA developments
- Attend PD offered by CDETB, FESS, QQI, ETBI, and other relevant providers
- Provide support and guidance to FET centers on implementing QA developments at center and service sphere level

These tasks reflect the 3 priority areas for quality improvement in 2020;-

1. To respond appropriately to the COVID 19 emergency and assure the quality and integrity of awards
2. Actively participate in the QQI inaugural review and develop mechanisms, templates and processes to support the 60+ centres and their stakeholders to contribute to the CDETB self-evaluation in line with the review objectives and criteria
3. Embed and maintain of existing and newly developed QA practices and processes while completing outstanding tasks

Detailed in tabular form in Part three are the specific tasks and activities that will be undertaken in 2020.

Part 2: Detailed Update on Activities in 2019

PROGRESS REPORT

1. CDETB QA GOVERNANCE – MANAGEMENT WITH REFERENCE TO SECTION 2 QQI CORE STATUTORY QA GUIDELINES AND SECTION 3 QQI SECTOR SPECIFIC QA GUIDELINES FOR ETBS

Quality Improvement Desired Outcome	Key Tasks/Activities	Responsibility	Timeline	Measure/Benchmark	Status	Update	Revised Time-scale
1.1 CDETB will have enhanced mechanisms to facilitate the purposeful integration of its Quality Assurance governance entities	Roll out final aspects of updated/revised corporate governance structures	FET Director in consultation with QA Governance Groups + FET Development Unit	Q3 2019	Establishment of final aspects of amended corporate governance structures Development of local Quality Teams across CDETB	Complete	New QA corporate governance structure developed and adopted. Governance structure for QA integrated into CDETB corporate governance. Local quality assurance teams established in all 5 service spheres	N/A
1.2 Oversight at corporate (head office) level will be maintained while also ensuring devolved management and responsibility for quality assurance at	Examine the role and function of the FET Development Unit to ensure it has the capacity and ability to respond to the maintenance and enhancement of QA in CDETB	FET Director in consultation with the Quality Assurance Strategic Planning Council +	Q2 2019	Role review of FET unit members and assignment of roles and responsibilities in line with QA requirements, staff skills, knowledge and new appointments	Complete	Initial review completed, Three additional staff recruited in 2019/2020 to reflect developmental needs identified as part of that review. Development continues and will be informed by QQI inaugural review process and needs/opportunities	N/A

Quality Improvement Desired Outcome	Key Tasks/Activities	Responsibility	Timeline	Measure/Benchmark	Status	Update	Revised Time-scale
(multiple local) centre-level		FET Development Unit			Completed	identified through evolving QA processes.	
1.3 CDETB will have established fair and transparent mechanisms which ensure centralised Monitoring and Periodic Reviews apply to relevant core QA processes, such as consistency in assessment	Further embed CDETB assessment procedures designed to improve consistency in assessment across multiple CDETB centres and enhance quality assured locally devised assessment	FET Director in consultation with QA Development Group + FET Development Unit	Q3 2019	All FE Colleges to implement CDETB Assessment Guidelines	Completed	Assessment guidelines and repeats procedures developed and circulated to FE colleges for implementation in 2019/2020 academic year Focus in 2020 is embedding these changes across service spheres and tailoring them to respond issues arising in service spheres.	N/A Q1 – Q4
1.4.Monitoring and Review mechanisms will take account of significant reporting on issues raised by staff at multiple centre level (other than through the programme review process)	Development and implementation of new corporate Monitoring and Periodic Review policy and guidelines to enable review of quality assurance procedures which are currently in place	FET Director in consultation with QA Development Group + the QA Monitoring and Review Policy Subgroup	Q3 2019	Further embed the agreed mechanisms in place for the review of programmes delivered with Exam Board and RAP meetings used as a means of reviewing programmes	On Track	QA guidelines developed for the Exam Boards, RAPs and Course Reviews. http://cityofdublin.etb.ie/newly-developed-qa-procedures-applicable-to-centres/	Q1 – Q4

Quality Improvement Desired Outcome	Key Tasks/Activities	Responsibility	Timeline	Measure/Benchmark	Status	Update	Revised Time-scale
1.5 Developed mechanisms for Programme Monitoring and Periodic Review	Consideration of the impact of the development of new programmes such as Apprenticeships and Traineeships alongside existing suite of programmes in a centre	FET Director + FET Development Unit	Q1 to Q4 2019	Consider programme development and strategic performance matters under new corporate governance structures	Complete	Established a Strategic Performance Agreement Group and a Programme Management and Development Committee (PMDC) under new governance structures.	
1.6. Data Management CDETB will have develop more meaningful data loop systems and better use of IT between head office, multiple centres and QA governance entities This will facilitate transparency in the implementation and use of the outcomes of such data analysis/reports and will help identify trends and themes which will inform corporate planning and local centre decision-	Use data across all aspects of FET to create a more evidence based approach to decision making.	FET Director + Strategic Performance Agreement Group + FET Development Unit		Establish a stronger data emphasis for the new QA governance structures and further refine the use of data sets for planning and reviewing at all levels of CDETB Continue to develop the use of PLSS, QQI data and other data sources across FET.	On Track	Planning templates issued to all centres and returned to head office for analysis Strategic performance agreement group set up, comprising of reps from all CDETB service spheres	

Quality Improvement Desired Outcome	Key Tasks/Activities	Responsibility	Timeline	Measure/Benchmark	Status	Update	Revised Time-scale
making and provision							
1.7 CDETB will seek to ensure that all learners receive an appropriate level of support to enable them to meet their goals	Interpret and consider the review of CDETB Learner Supports in FET.	FET Director + Quality Assurance Strategic Planning Council + QA Development Group + Heads of Centre	Q2 2019	A plan will be developed from the review undertaken and will be implemented on a phased basis to ensure a consistency in standards and availability of learner supports provided across all centres. This is to ensure fair and equal treatment of learners in all CDETB centres and also to ensure that learners have equal opportunity to avail of the supports that they require	Completed	Recommendations from the review of learner supports have been considered and prioritised. Implementation of these commenced in 2020 and will continue to be developed over the next strategic planning cycle	
1.8 CDETB will have developed a plan of investment in and resourcing of teaching, training and learning environments and a learner support service across CDETB centres as to support and meet learner needs	The development of strategies designed to meet the needs of Special Education Needs learners will further develop the range of learner supports provided by CDETB	FET Director + Curriculum Development Unit + CDETB Psychological Service	Q4 2019	Learner Support policy and practice protocols will be in place as developed by practitioners of the CDETB Learning Support Network. The policy will be informed by the CDETB review of Learner Supports	On Track	Each FET centre and service sphere has learner supports in place. The CDETB Professional Learning Network for support teachers is reviewing these, and will develop a range learner supports and guidelines. In 2019, the Professional Learning Network (PLN) devised a strengths and needs analysis tool for students with additional learning needs. Input came	

Quality Improvement Desired Outcome	Key Tasks/Activities	Responsibility	Timeline	Measure/Benchmark	Status	Update	Revised Time-scale
					(yellow)	from across the scheme and is being piloted in one centre	
1.9 The governance and management of learner complaints will be reviewed and a new learner charter and complaints policy & procedures will be put in place	Review current practices in handling complaints and develop a new policy and procedures that sets out a process for managing local complaints at centre level and escalates the complaint to head office where the matter has not been resolved at centre level	FET Director in consultation with the QA Development Group	Q4 2019	A new Learner Complaints policy and procedures will be reviewed	Completed	A procedure for processing complaints made by parents/guardians of students OR adult learner(s) was implemented across FE http://cityofdublin.etb.ie/wp-content/uploads/sites/11/2020/02/0016-2018-Complaint-Procedure.pdf	
1.10. All centres will have a structure for the active participation of learners in the life of the centre ensuring that the learners voice is heard and has an impact of the policy and procedures of the centre	Develop a new Learners Charter in co-operation with other ETBs through ETBI

Review structures at centre level for ensuring Learner participation

Establish a clear policy and structures for the Learner Voice with centres | FET Director in consultation with the QA Development Group | Q4 2019 | A new Learner Charter will be published and implemented across CDETB | On Track | Participated in the development of a generic Learner Charter for use in FET in Ireland. This report was published by ETBI and SOLAS in November. Exploring appropriate mechanisms for adapting and implementing this Learners charter for the 60+ FET centres in Dublin city | |
| 1.11. Learner feedback will be | Learner feedback on courses is essential to | FET Director in consultation | Q1 2020 | Each centre will have established a Learners | Delayed | See learners charter above | Q4 2020 |

Quality Improvement Desired Outcome	Key Tasks/Activities	Responsibility	Timeline	Measure/Benchmark	Status	Update	Revised Time-scale
further enhanced at local centre level and integrated into local governance arrangements while governance groups will take cognisance of learner feedback within the QA strategy	the self-evaluation procedures to be implemented at centre level. New procedures need to be developed in consultation with learners and staff	with the QA Development Group		Forum operating to the common terms of reference			
1.12. CDETB will have a clear communications policy and strategy in place to ensure that potential learners and stakeholders are clear about the programmes offered and the quality of the provision across the City of Dublin	Agree a CDETB Policy on Communications and Marketing which sets out the framework for centre and central communications and marketing and review and revise the CDETB marketing, advertising and publicity/communication strategy and plan	Senior Management Team + The Communications Officer	Q4 2019	CDETB communicates as one single provider of a diverse and multi-faceted education and training service	On Track	CDETB Website updated and all references to FETAC and CDVEC removed Staff consulted as part of the CDETB strategy statement development process with communications (both internal and external) identified as a key area for further development CDETB Communications Officer twill take account of the communication issues arising from the strategy development process	See part 3
1.13 CDETB will ensure Centres risk registers encompass consider risks	Offer training to senior managers in relation to risk registers.	FET Director + Centre management	Q2 & Q3 2019	Senior members will have attended risk management training and QA matters are reflected in the registers	Completed	Senior managers attended risk assessment and risk management Training in risk assessment and risk management delivered in 39 centres	

Quality Improvement Desired Outcome	Key Tasks/Activities	Responsibility	Timeline	Measure/Benchmark	Status	Update	Revised Time-scale
specific to QA matters							

2. CDETB PROGRAMMES OF EDUCATION AND TRAINING

WITH REFERENCE TO SECTION 2 QQI CORE STATUTORY QA GUIDELINES AND SECTION 4 QQI SECTOR-SPECIFIC QA GUIDELINES FOR ETBs

Quality Improvement Desired Outcome	Key Tasks/Activities	Responsibility	Timeline	Measure/Benchmark	Status	Update	Revised Timescale
2.1. CDETB will have improved QA governance and oversight structures for new programme development and innovation in compliance with QQI Validation Policy	CDETB will establish a programme development resource to enable cross-centre collaboration in the context of NFQ standards and ATP statements	Senior Management Team	2019	FET Development Unit will continue to support programme development & participate in QQI and FESS programme validation CPD	On Track	FET Development Unit staff provided training to and supported centres with the development of over 150 new/or amended education programmes, traineeships and apprenticeships in 2019/2020 academic cycle FET staff participated in QQI and FESS programme development CPD Recruited an additional 4 FET Development Unit staff to enhance the support, quality assurance and programme innovation of FE provision in Dublin city.	See part 3

Quality Improvement Desired Outcome	Key Tasks/Activities	Responsibility	Timeline	Measure/Benchmark	Status	Update	Revised Timescale
2.2. To stimulate innovation and entrepreneurship, CDETB will continue to develop strategies for External and Internal stakeholder involvement in programme design and development	CDETB will continue to engage in new programme design (e.g. Apprenticeships, Traineeships) and further develop expertise in new programme QA protocols (e.g. QQI validation criteria & panels)	FET Director + Employer Engagement Unit	Ongoing 2019	New Apprenticeship and Traineeship programmes continue to be developed and delivered Increased involvement of social partners, companies, chambers of commerce and other VET providers in programme development	On Track	Expanded pre-apprenticeship programmes across FET with 15 new pathways to apprenticeship approved by SOLAS in 2019 Developed and took the role of programme lead in the Dental Nursing traineeship course (Higher Certificate Level 6) which is professionally endorsed by Dental Council of Ireland. CDETB are exploring the possibly of developing this into an apprenticeship programme. Youthreach centres developing 2 new pre-apprenticeship in partnerships with FE colleges Hosted two 6-week introduction to computing programmes under the 'explore programme' for staff in manufacturing industry whose posts would become obsolete because of automation of roles in response to requests arising in the Regional Skills forum meetings.	See part 3

Quality Improvement Desired Outcome	Key Tasks/Activities	Responsibility	Timeline	Measure/Benchmark	Status	Update	Revised Timescale
						Developed new courses with external providers for example • Collaborated with industry to develop new 'Animation VFX' traineeship. • Developed Health and Wellbeing Programme in partnership with Irish Cancer society (level 4 special purpose award),	
2.3 Employer Engagement Unit engaging with employers promoting CDETB as 1 single provider for separate labour market sectors, e.g. Tourism, Hospitality, ICT, Business	CDETB will have developed an internal consultation strategy on programme development to engage in a meaningful way with internal stakeholders (e.g. staff, learners) and carry out recommendations from feedback	FET Director + Employer Engagement Unit + FET Development Unit	Q1 to Q4 2019	Further develop links with employers with a view to offering upskilling of staff through Skills to Advance Engage with employers with a view to further developing traineeships and apprenticeships	On Track	Breakfast meetings held with employers with a view to enhancing course offers to respond to their changing training/ upskilling needs Enhanced 'Skills to Advance' offering in 2019 with 9 programmes offered including 3 under our Adult Education offerings. In response to employer needs CDETB began to process E-college opportunities under 'skills to advance' for staff	See part 3

Quality Improvement Desired Outcome	Key Tasks/Activities	Responsibility	Timeline	Measure/Benchmark	Status	Update	Revised Timescale
						• employed in service areas where roles are being automated • where staff are aged over 50 years • where staff need to enhance skills to continue to be employed in their current roles.	
2.4. Review existing programmes on a phased basis to ensure that programme content and teaching, training and learning methodologies are fit for purpose	FET Application Process - consultation underway with Software Developers for an online platform to inform decision-making	FET Director + Programme Management & Development Committee + FET Development Unit	Q4 2019	Further develop new online platform to streamline application process and inform decision-making	On Track	Created online application process (FET form) for approval for centre use of programmes. Application process currently being user tested for implementation in Autumn 2020	See part 3
2.5. CDETB will have improved governance system for the management of its existing programmes	Embed the policy and procedures for application and approval for the use of CDETB programmes by individual centres	FET Director + FET Development Unit in consultation with QA Development Group	2019	The policy will be further embedded across CDETB.	On Track	Updated and user tested the policy and procedures for approval of programmes at centre level. The updated policy and related documents will be forwarded for QASPC approval in 2020.	See part 3
2.6. CDETB will review and develop	Continue to monitor QA procedures required by	FET Director	Q2 to Q4 2019	Further embed procedures, which are	On Track	New governance structures (see 1.1)	See part 3

Quality Improvement Desired Outcome	Key Tasks/Activities	Responsibility	Timeline	Measure/Benchmark	Status	Update	Revised Timescale
its QA procedures to ensure that the new procedures meet the QQI Guidelines and are sufficient to meet the QA requirements of other Awarding Bodies such as City and Guilds, Pearson	other Certifying Bodies and map their requirements to the QQI QA Guidelines	+ FET Development Unit in consultation with QA Development Group and all management teams within CDETB		integrated into the normal day-to-day planning, management and evaluation of programme delivery

Continue to train staff so they fully understand the QA Procedures and their implementation

Discuss with relevant centres impact Brexit may have on provision. | | FET Development Unit provided support and training to FET centres on new course development/amending courses and the governance systems supporting these.

Roundtable discussions on identifying and mitigating the impact of Brexit on the provision and delivery of the Pearson award were held between CDETB and Pearsons.

CDETB representatives included the FET Director accompanied by staff and management from providing centres who deliver BTEC HND awards. The situation continues to be monitored and talks continue. | |
| 2.7. CDETB will have developed a quality assured programme development and validation application process to ensure compliance with all QQI validation | CDETB will continue to manage a programme development process to ensure a quality assured programme application process is in place based on:
✓ sufficient time allowed for validation | FET Director in consultation with the FET Steering Group + All management teams within CDETB + | 2019 | CDETB is committed to developing new programmes to meet specific needs as they emerge in the economy, and requisite resources are required to enable CDETB to meet these emerging needs | On Track | FET centres supported to review their service offers and development programmes in response to emerging needs. This resulted in 173 applications for new/or amended education programmes, traineeships and apprenticeships in 2019/2020 academic cycle | See part 3 |

Quality Improvement Desired Outcome	Key Tasks/Activities	Responsibility	Timeline	Measure/Benchmark	Status	Update	Revised Timescale
policy and procedures	✓ differentiated validated applications between different types of processes ✓ the identification of criteria that CDETB centres must meet to provide a programme validated by QQI	FET Development Unit		CPD strategy will become more embedded in the organisation through the soon to be appointed CPD Officer		Member of FET Development Unit staff enrolled in the Level 9 post grad certificate in course development run by Maynooth in conjunction with FESS New Professional Development (PD) staff member employed in February 2020 and is currently developing a PD training calendar	
2.8. CDETB will have utilized detailed market analysis to identify future employment trends and labour market need for higher level programmes	Increase engagement with industry and academic experts by Programme Clusters to improve a sharper focus on skills and training outcomes via participation in Dublin Chamber of Commerce, IBEC Industrial Clusters, and other professional bodies	FET Director + Employer Engagement Unit + Data Analytics and Research Unit	Q1 to Q4 2019	The identification of new areas for the development of new Programmes will be based on an analysis of need and a consultation process with all stakeholders Thematic clusters will be further developed as part of ongoing Programme Management Increase the use of available data to inform decision-making processes	On Track	CDETB staff continued to participate on a range of professional bodies and fora to keep abreast of emerging trends Employer Engagement Unit attended Regional Skills Forum meetings and engaged with employers and employer representative bodies such as the Construction Industry Federation and The Irish Hotel Federation on staffing needs. Data on emerging trends and economic growth areas presented to Strategic Performance Agreement Group, FET unit and will be integrated into the process on approval of new /amended courses	See part 3

Quality Improvement Desired Outcome	Key Tasks/Activities	Responsibility	Timeline	Measure/Benchmark	Status	Update	Revised Timescale
						Established FET Consultation Working Group - consultation meeting held between all service spheres to inform the approval of course delivery at centre level.	
2.9. CDETB will have ensured suitable QA procedures are in place for planning of provision within a centre by taking account of the capacity of the centre to provide a new programme which may be limited by other programmes a centre already provides	CDETB will monitor the capacity criteria for a CDETB centre to provide a programme taking into account the following: ✓ Impact of new programme on current provision in the centre ✓ Assessment of the capacity of the centre to provide a validated programme ✓ Reporting by the centre to CDETB on any change in its capacity to provide QQI validated programmes ✓ Limitations imposed by other programmes a centre already provides	FET Director in consultation with QA Development Group + All management teams within CDETB + FET Development Unit	Q1 to Q4 2019	All CDETB centres will have reviewed their capacity to deliver the programmes that they are validated for and will have put in place corrective measures where deficiencies may be identified	Completed	Review completed. Self-assessment templates developed as part of the inaugural review http://cityofdublin.etb.ie/newly-developed-qa-procedures-applicable-to-centres/	

Quality Improvement Desired Outcome	Key Tasks/Activities	Responsibility	Timeline	Measure/Benchmark	Status	Update	Revised Timescale
2.10. CDETB will have developed QA procedures which support and enable the formal collaborative design and development of shared curricula across the ETB sector for programmes leading to QQI awards	CDETB will engage with other ETBs through the support processes of ETBI and FESS to develop new Apprenticeships and Traineeships aligned to QQI approval processes and the specific QQI QA Framework for collaborative programmes CDETB will develop new agreed procedures on the sharing of curricula across the ETB sector as well as with non-ETB providers, e.g. requests for programmes by community providers are potential opportunities for CDETB to develop a programme in conjunction with them as either a supported CDETB programme or help a community provider develop a feeder path into CDETB Review the needs of the community providers associated with CDETB in relation to QQI reengagement	FET Director in consultation with the QA Development Group + FET Development Unit	Q1 to Q4 2019	Map the needs of the community providers associated with CDETB in relation to QQI reengagement requirements	Completed	Following information and consultation meeting with community providers a comprehensive report completed and circulated Temporary quality assurance standards (TQAS) for training centres were adapted and updated QA system and related documents issued to community providers. Community/secondary providers supported to implement these.	

Quality Improvement Desired Outcome	Key Tasks/Activities	Responsibility	Timeline	Measure/Benchmark	Status	Update	Revised Timescale
2.11. CDETB will have committed to corporate planning and oversight by monitoring and reporting on the totality of programme provision in the context of the programme lifecycle across all CDETB centres and will have ensured systems and QA procedures are in place at centre level and at CDETB level	A revised application and approval system will be in place in CDETB for all centres for all fulltime and part-time programmes at level 4, 5,and 6	FET Director in consultation with QA Development Group + FET Development Unit		Quality Teams will be supported to develop their role within local centres Application process will be further developed through a software application development	On Track	Terms or reference for Quality Teams/Groups were developed and circulated to all centres. Quality Teams established at centre/service sphere level and a database of membership compiled Online application system for approval of fulltime/part time courses at centre level was developed and user tested for implementation in 2020	See part 3
2.12. CDETB will have a clear strategy for programme development and programme design	Develop a strategy for programme development based on: ✓ Spheres of learning ✓ Certification data ✓ Review of current CDETB programme portfolio Design all programmes in line with the FET strategy of	FET Director in consultation with the Programme Management & Development Committee + Data Analytics and Research Unit +	2019	Mechanisms in place to analyse data Programme structure and programme design based on CDETB FET Strategy and SOLAS Strategic Performance Agreement 2018 - 2020	On Track	Analyses on a range of programmes presented to Senior management and Strategic Performance Agreement Group Outcome reports generated on certification, progression, employment.	See part 3

Quality Improvement Desired Outcome	Key Tasks/Activities	Responsibility	Timeline	Measure/Benchmark	Status	Update	Revised Timescale
	the organisation and give full consideration to: (a) Resources (b) Staff Planning (c) Quality teaching, training and learning and the monitoring thereof (d) Fair, consistent and fit-for-purpose of assessment of learners and the monitoring thereof (e) Engagement with prospective employers of CDETB graduates	FET Development Unit					

3. CDETB TEACHING, TRAINING, AND LEARNING

WITH REFERENCE TO QQI SECTION 5 CORE STATUTORY QA GUIDELINES

Quality Improvement Desired Outcome	Key Tasks/Activities	Responsibility	Timeline	Measure/Benchmark	Status	Update	Revised Timescale
3.1 The quality of teaching, training, and learning will be monitored on an on-going basis with CDETB policy statement on commitment to self-monitoring and improving the quality of teaching, training and learning in programmes, research, and related services	CDETB will support inclusive/differentiated teaching, training and learning practice in all CDETB centres with teaching and learning strategies through the provision of high quality CPD\n\nCDETB will appoint a senior staff member with responsibility for CPD\n\nCDETB will continue to work with other relevant organisations to support and develop QA continuous professional development programmes for all staff to ensure that staff are appropriately qualified and experienced	FET Director in consultation with QA Development Group\n\n+\n\nFET Development Unit	October 2017 – December 2018	A register of all CPD undertaken in any one year will be compiled\n\nA comprehensive programme of CPD will be in place for all staff\n\nRecruitment of a CPD Officer	On Track	Registration of CPD is ongoing\n\nCPD Training calendar under development\n\nPD officer recruited and began work in February 2020	See part 3
3.2 Processes will be in place to ensure	CDETB operates specific policies in relation to Literacy and Numeracy development	FET Director in consultation with QA	Q2 2019	Implementation of Anti-Plagiarism Policy (assessment	Complete	Malpractice guidelines established http://cityofdublin.etb.ie/newly-	

Quality Improvement Desired Outcome	Key Tasks/Activities	Responsibility	Timeline	Measure/Benchmark	Status	Update	Revised Timescale
content of programmes reflects advances in relevant disciplines and pedagogic style and incorporates national and international effective practice	Development of Anti-Plagiarism Policy and strategy	Development Group + FET Development Unit		Malpractice policy) across all centres supported by FET Unit		developed-qa-procedures-applicable-to-centres/ Similarity software in place to support students and teachers Supports in place to address issues arising where plagiarism is suspected	
3.3 The learning environment in CDETB will continue to respect diversity of learners and enable flexible learning pathways CDETB will continue to consider different modes of delivery	Review of the role and function of the CDETB Curriculum Development Unit to provide curriculum development and continuous professional development	FET Director in consultation with QA Development Group + FET Development Unit	2019 Q4 2019	Open learning communities that value critical reflection and foster personal and professional development for both learners and staff will be further developed and supported A Review of the CDU will be undertaken	On Track	CDETB Professional learning networks and communities of practice established in a number of subject areas with resources being produced to support CPD and teaching and learning Review of the role and function of the CDU completed, a paper is drafted and will be circulated to QA development group for further consultation	See part 3

Quality Improvement Desired Outcome	Key Tasks/Activities	Responsibility	Timeline	Measure/Benchmark	Status	Update	Revised Timescale
3.4 CDETB engagement with the wider national and international community of practice to enhance teaching, training and research	Integrate the work of the International Desk into the work of the FET Development Unit Appointment of a dedicated staff member to lead the TEL strategy	FET Director in consultation with QA Development Group + FET Development Unit	Q4 2019	A full programme of International Projects in centres will continue to be supported with key areas for development identified TEL strategy will be further rolled out and embedded in the organisation	On track	Integrate the work of the International Desk into the work of the FET Development Unit with a new staff member recruited to provide admin support across the FET development unit and the international office- Recruitment process in place for a dedicated staff member to implement the Technology Enhanced Learning (TEL) strategy	See part 3
3.5 A clear policy and procedure for managing Learner Appeals	Review external Learner Appeals policy and procedures currently in place	FET Director + FET Development Unit	Q3 2019	Enhancement of Learner Appeals calendars to meet external timelines, e.g. CAO applications	Complete	Updated appeals process. Process annually reviewed to incorporate lessons and implement improvements.	
3.6 Develop a clear policy and procedures on Repeats	Review current practices and develop a draft paper on a model for managing Repeats and engage in consultation processes	FET Director + FET Development Unit	Q3 2019	New policy & procedures on Repeats will be implemented for Summer 2020 assessment	Complete	Repeats policy developed for FE colleges and implemented across all centres.	

4. CDETB ASSESSMENT

WITH REFERENCE TO SECTION 6 QQI CORE STATUTORY QA GUIDELINES

Quality Improvement Desired Outcome	Key Tasks/Activities	Responsibility	Timeline	Measure/Benchmark	Status	Update	Revised Timescale
4.1 CDETB assessment framework will continue to incorporate procedures and systems for the security and integrity of the assessment process, to include: (a) Assessment materials (test/task briefs, exam briefs, etc.) (b) Assessment processes (supervision of tests etc.) (c) Learner work (assignments, practical tests, exam scripts, project work, etc.) (d) Records of learner assessment	New procedures on assessment based on best practice and the development work undertaken with other ETBs through ETBI. Assessment procedures cover compassionate consideration; reasonable accommodation; malpractice due to be implemented in Spring 2019 Develop exemplars of assessment evidence, briefs, marking schemes, exams, outline solutions in programme thematic areas	FET Director in consultation with QA Development Group + FET Development Unit FET Director + FET Development Unit FET Director +	Q3 2019 Q4 2019 Q1 2019	Revised assessment procedures in place covering compassionate consideration; reasonable accommodation; malpractice used in all FE college centres. Collected exemplars of assessment materials available on Moodle platform Recommendations of Results Approval Panel are compiled for consideration	Completed On Track On Track	The revised assessment procedures are In place http://cityofdublin.etb.ie/newly-developed-qa-procedures-applicable-to-centres/ Collection of exemplars continues with 2 programmes chosen to pilot a process of developing briefs, marking schemes etc. for use improving consistency across centres RAP meeting reports and QA reports were collated and findings brought to the QADG for consideration.	 See part 3 ongoing

Quality Improvement Desired Outcome	Key Tasks/Activities	Responsibility	Timeline	Measure/Benchmark	Status	Update	Revised Timescale
maintained by CDETB centre	Ensure Results Approval Panels are more robust in terms of evaluation of assessment practice at centre level Recommendations from Results Approval Panel meetings and EA Reports are taken on board at FET Director level in CDETB	FET Development Unit FET Director + FET Development Unit	Q1 2019	Review of information and data from RAPs and EAs			
4.2 CDETB will have adopted an assessment policy based on a philosophy that assessment of learners measures or infers the achievement of learning. Assessment policy will have ensured that assessment is fair and consistent, carried out	CDETB implements a thorough External Authentication process and CDETB QA Development Group is engaged with the National EA process currently under development by ETBI and will continue to develop mechanisms which allows EA to be used as a tool by CDETB to create greater levels	FET Director + FET Development Unit	Q2 2019	CDETB trains EAs for local and national panel. EA documentation is reviewed and implemented as part of national review New CDETB database established to support this Ensure there is a clear understanding	complete	CDETB completed training for local EA panel and the EA have been incorporated into the national EA panel Based on an analysis of strengths and challenges associated with the use and role of EAs, CDETB developed training materials for EA and contributed these to the EA national training event. – CDETB will continue to develop materials to support local and national training.	

Quality Improvement Desired Outcome	Key Tasks/Activities	Responsibility	Timeline	Measure/Benchmark	Status	Update	Revised Timescale
professionally at all times and takes into account the extensive knowledge that exists about testing and examination processes. Feedback on and analysis of assessment will provide valuable information for CDETB about the effectiveness of the programme, teaching and learner supports	of consistency in assessment FET Development Unit to compile issues identified from EA Reports and present to CDETB FET Steering Group for consideration with appropriate follow up at centre level CDETB will have clear procedures in place for the appointment of EAs by Centre management and will ensure that requirements for EAs are clearly set out and implemented at centre level			between CDETB and newly created EA panel More robust discussion at strategic level in relation to assessment processes within CDETB		Developed and shared a role profile and job description for EAs.	
4.3 CDETB Policy and Procedures related to the assessment of learners will have been addressed:	Establish the Data Analytics and Research team as part of the FET Development Unit and use of PLSS and	Senior Management Team	Q3 2019	Further embed the use of available data to inform decision-making	Complete	PLSS system in use to review data on and centre-by-centre basis. Data gathered by CDETB youth work committee (CDYSB) to inform analysis	

Quality Improvement Desired Outcome	Key Tasks/Activities	Responsibility	Timeline	Measure/Benchmark	Status	Update	Revised Timescale
i) Learner responsibility for demonstrating learning achievement ii) How assessment supports standards based on learning outcomes iii) How assessment promotes and supports effective learning, teaching and training iv)The credibility and security of assessment procedures v) The regulation of assessment methods, ensuring that they are reviewed and renewed as necessary with the involvement of learners to adapt to evolving requirements vi) The assessment of learners at appropriate points	FARR to review data on a centre by centre basis Devise a formalized structure and process for analysing EA and RAP reports, data derived critical indicators automated reporting systems (note, data collection will feed into other processes, e.g. course coordination and approval process)	FET Director + Data Analytics and Research Unit + FET Development Team FET Director + Heads of Centre + FET Development Unit		CDETB Assessment guide and Procedures to be distributed		Data gathered by regional skills forum to inform analysis	

Quality Improvement Desired Outcome	Key Tasks/Activities	Responsibility	Timeline	Measure/Benchmark	Status	Update	Revised Timescale
in the programme and ensure that feedback on the outcomes of assessment is provided to learners in a timely and appropriate manner vii) Learners will be informed about how and why they are assessed and will receive feedback on assessment viii)Learners will be involved in the periodic review of assessment procedures		FET Director + Heads of Centre + FET Development Unit					
4.4 CDETB has ensured that the processes for assessment, complaints and appeals has met the same standards of fairness, consistency and fitness-for-purpose	CDETB will develop a Learner Charter and Complaints Policy Review of internal centre Learner Appeals policy and procedures for consistent	FET Director + Heads of Centre + FET Development Unit	Q4 2019	Centre level implementation of revised policies commenced and Corporate review will take place	Complete	Complaints procedure completed and implemented http://cityofdublin.etb.ie/wp-content/uploads/sites/11/2020/02/0016-2018-Complaint-Procedure.pdf (see below for learner charter	

Quality Improvement Desired Outcome	Key Tasks/Activities	Responsibility	Timeline	Measure/Benchmark	Status	Update	Revised Timescale
as assessment in general	application by centres	FET Director + Heads of Centre + FET Development Unit					

5. CDETB INFORMATION AND DATA MANAGEMENT

WITH REFERENCE TO SECTION 8 QQI CORE STATUTORY QA GUIDELINES

Quality Improvement Desired Outcome	Key Tasks/Activities	Responsibility	Timeline	Measure/Benchmark	Status	Update	Revised Timescale
5.1 Controls and structures are in place to generate named data/reports, which are communicated to staff and management for self-monitoring and planning purposes. Mission and context of CDETB reflected in the information gathered	Mechanisms developed for gathering comprehensive and reliable internal data and professional external statistics for effective planning and funding purposes	FET Director + Data Analytics and Research Unit	2019	Increase the use of data to assess, plan and develop policy Further integration of MIS for internal and external analysis and reporting	On Track	Analyses on a range of programmes presented to Senior management and strategic performance agreement group Outcome reports generated on certification, progression, employment.	Ongoing – see part 3
5.2 CDETB procedures and protocols for the appropriate collection of data on: ✓ Information systems ✓ Learner information systems ✓ Management information system	Controls and procedures are in place to generate named data/reports and where appropriate, CDETB sets and monitors both quantitative and qualitative targets and indicators of progress	FET Director + Data Analytics and Research Unit	2019	Ongoing staff training is delivered in GDPR and in governance areas	Completed	GDPR training completed by all staff. Ongoing focus in embedding good practice across the organisation Data protection on learner detail form. PLSS reports GDPR compliant Centres can only generate reports for their own centres	Ongoing

Quality Improvement Desired Outcome	Key Tasks/Activities	Responsibility	Timeline	Measure/Benchmark	Status	Update	Revised Timescale
✓ Information for further planning ✓ Completion rates ✓ Records maintenance and retention ✓ Data protection and freedom of information						Data protection policy aligned with ESF cadet policy Targets set out in strategic performance agreement Indicators of progress circulated to strategic performance agreement group	

6. OTHER PARTIES INVOLVED IN EDUCATION AND TRAINING

WITH REFERENCE TO SECTION 5 QQI SECTOR-SPECIFIC QA GUIDELINES FOR ETBS

Quality Improvement Desired Outcome	Key Tasks/Activities	Responsibility	Timeline	Measure/Benchmark	Status	Update	Revised Timescale
6.1 CDETB QA procedures provided for the establishment of formal protocols for the collaborative development of shared or cooperative arrangements with other ETBs through ETBI	CDETB will continue to collaborate with other ETBs on a national basis on areas such as: ✓ Proposals for new awards standards ✓ Proposals for new types of programmes ✓ Leadership performance and professional development CDETB will develop procedures to inform operating arrangements and outcomes of any collaborative or cooperative arrangements and how	FET Director + FET Development Unit FET Director + Senior Management Team FET Director +	Ongoing	Strengthening of consultation processes via ETBI on areas for development in the ETB sector by continued engagement by CDETB in collaborative development Strengthening of internal consultation and communication processes so that all centres are informed and meet ETB sector agreed arrangements National ETB collaboration in new programme development and innovation in existing programmes will continue to be developed for new Apprenticeships and new Traineeships	On Track	CDETB staff engaged and collaborated on a number of ETBI and FESS initiatives for example in the areas of EA training and development of new courses CDETB staff consulted as part of the development of the new CDETB strategic statement 2020 - 2024 Internal consultation meetings held in relation to the development and approval of courses offered across the ETB areas FET unit and FE colleges worked collaboratively on the roll out of national traineeships in Creative Media for Production, Visual Effects and Animation, Manufacturing, Supply Chain and Customer Services Logistics.	Ongoing

Quality Improvement Desired Outcome	Key Tasks/Activities	Responsibility	Timeline	Measure/Benchmark	Status	Update	Revised Timescale
	they will be managed within CDETB CDETB will continue to support the following fora: ✓ FET Provider Fora ✓ ETBI/FET Director Strategy Group ✓ ETB QA Forum	Heads of Centre + FET Development Unit				coordinated the national roll out and delivery of the national apprenticeship in Auctioneering and Property Services Collaborating providers on the Accounting Technician, Commis Chef, ICT Associate Professional Software Developer and ICT Associate Developer Network Engineer and Hairdressing apprenticeships	
6.2 Developed QA procedures for collaboration with other providers, partners and other awarding bodies	CDETB will establish QA procedures which will ensure that collaborative arrangements with other providers and partners are approved and the effectiveness of those arrangements is monitored and reviewed	FET Director + Senior Management Team + FET Development Unit	Q3 2019	Review of QA needs of Community Sector providers supported by CDETB will be completed	On Track	Review completed – ongoing support provided	
6.3 CDETB will have considered certain requirements in respect of providers	CDETB will have QA guidelines in place for consideration of other providers of: 1. Legal, reputation and	FET Director + Senior Management Team		Review of QA needs of Community Sector providers supported by CDETB will be completed	On Track	Review completed	

Quality Improvement Desired Outcome	Key Tasks/Activities	Responsibility	Timeline	Measure/Benchmark	Status	Update	Revised Timescale
seeking to offer programmes with CDETB through collaborative arrangements, or those providers seeking to continue to offer programmes under an existing collaborative arrangement with CDETB	compliance requirements 2. Resource, governance and structural requirements 3. Programme development and provision requirements 4. Significant changes to requirements by the provider	+ FET Development Unit					

7. CDETB DEVELOPMENT OF NEW QUALITY ASSURANCE POLICIES AND PROCEDURES

WITH REFERENCE TO QQI CORE STATUTORY QA GUIDELINES AND QQI SECTOR-SPECIFIC QA GUIDELINES FOR ETBS

Quality Improvement Desired Outcome	Key Tasks/Activities	Responsibility	Timeline	Measure/Benchmark	Status	Update	Revised Timescale
7.1 CDETB will have ensured that the development of new QA Procedures will have a significant impact on quality outcomes for learners from programmes/courses and will be based on (a) a locally devised assessment system and (b) a strong process of self-evaluation at local centre level	Set common CDETB QA policies and agree appropriate QA procedures across education and training provision at local centre level by issuing new draft policies and procedures for extensive internal consultation and amendment so that the development of one set of QA procedures are built on best practice and are embedded in the normal life cycle of the centre and cover all aspects of the learner's journey	FET Director in consultation with the Quality Assurance Strategic Planning Council and QA Development Group and in consultation with management and staff across all centres + FET Development Unit	Q3 2019	New QA governance structures will be fully operational	Completed	QA governance structures are operational. – CDETB will continue to embed and support its operation.	
7.2 CDETB will have ensured a review of current QA Policies and procedures operating across all CDETB centres	Review of existing Training Centre TQAS policies and procedures and former VEC policies and procedures and develop one agreed set of policies and procedures for CDETB	FET Director in consultation with the QA Development Group and in consultation with management	Q4 2019 & Q1 2020	Review and devise replacement QA system for Training Centres and their associated providers	On Track	New QA staff member recruited with a background in Training Centre quality assurance processes. Currently analysing the existing QA system with a view to updating and enhancing it to meet current and future needs.	On going

		and staff across all centres + FET Development Unit		Engage with national developments in relation to replacement of QA system for Training Centres		Staff member attending national events on the replacement of QA systems for training centres	
7.3 CDETB will develop QA guidelines for centralised review mechanisms to link centre level monitoring and review to QA governance entities	CDETB will engage with individual centres on the outcomes of their programmes and assist them to develop a plan for continuous improvement	FET Director in consultation with QA governance entities + FET Development Unit	Commenced October 2017 and continues through 2019	Data analytics and research function established so as align strategic and informed decision-making with all available data	On Track	Data on emerging trends and economic growth areas presented to strategic performance agreement group, FET unit and was integrated into the process on approval of new /amended courses Analyses on a range of programmes presented to senior management and strategic performance agreement group Outcome reports generated on certification, progression, employment.	Ongoing – see part 3
7.4 CDETB will develop and implement a new self-evaluation model for centres to undertake review the outcomes of their own provision	CDETB will develop and implement a new self - evaluation model for centres to undertake review the outcomes of their own provision	FET Director Head of Centre + Data Analytics and Research team + FET Development Unit	Continuous process at centre level through 2019	Continue to observe self-evaluation as an agenda item on RAP meetings Ensure new RAP procedures are embedded across the scheme Review the functioning of local centre Quality Assurance Teams	On Track	Quality teams/groups established at centre and service sphere level. Assessment guidelines developed and circulated to FE colleges for implementation in 2019/2020 academic year	

Part 3: Quality Improvement Plan 2020

There are three main priorities for the Quality Improvement Plan in 2020.

1 To respond appropriately to the COVID 19 emergency and assure the quality and integrity of the awards by:
   1.1 Supporting learners to continue or complete their studies using the most appropriate mechanisms available to them
   1.2 Ensuring a coordinated CDETB approach to assessments that responds appropriately and compassionately to learner needs
   1.3 Supporting the economic and social recovery of Dublin City and Ireland as a whole by analysing and planning appropriately to respond to prospective student, learner and employer needs

2 To actively participate in the QQI inaugural review. This will include
   2.1 Developing mechanisms, templates and processes to support the 60+ centres and their stakeholders to contribute to the CDETB self-evaluation process in line with the review objectives and criteria
   2.2 supporting staff to undertake the review and to proactively engage stakeholders in the process
   2.3 Identifying areas for improvement and developing SMART objectives and related action plans to achieve these improvements

Many of the actions included in the 2020 QIP outlined in the table below will form, or inform the self-evaluation process. These actions have the following symbol to help identify them.

Outlined in appendix 1 is a logic model that outlines the theory of change underpinning the self-evaluation and inaugural review process in CDETB. The self-evaluation approach chosen by CDETB will follow a continuous improvement model so the indicative tasks and timeline outlined may be adapted in response to emerging issues and opportunities for example the national emergency caused by COVID 19. In table 2 below this work is labelled review or development work.

3 Embedding and maintenance of existing and newly developed QA practices and processes across the scheme. There were a number of new policies and procedures developed over the last 3 years including the restructuring of the CDETB governance structure. Alongside the inaugural review and self-evaluation process CDETB will focus on ensuring that these policies become part of day-to-day practice across the CDETB. Table 2 outlines key actions to support the bedding down of these practices. They are labelled as 'embedding' or 'maintenance' in the table below. A number of tasks included in the 2020 plan are ongoing pieces of work that commenced in 2019 but will required additional effort to move them from the development phase to the embedding and maintenance phases. This will continue to be priority work for CDETB in 2020.

Quality Area/s	Key Tasks / Activities	Responsible	Timeline	Action type
Governance and Management	Ensure agendas, minutes and reports to and from the CDETB governance structures incorporate the QA governance requirements.	CE, FET Directors and Chairs	Q1 – Q4	Embed and Enable
Governance and Management	Focus in 2020 is on embedding these changes across all centres and tailoring them to respond to issues arising in the different service spheres.	FET Director, QA Development Group And FET Development Unit	Q1 – Q4	Embed and Enable
Governance and Management **Programmes of Education and Training** **Teaching, Training and Learning** **Fair and Consistent Assessment of Learners** **Information and Data Management** **Other parties involved in Education and Training**	Provide support, training and Professional Development (PD) to centres and staff to establish and enhance areas for improvement arising from QA self-evaluation processes for the inaugural review Roll out and operationalise CDETB cross-sectoral area delivery structures across the City of Dublin in line with the experience in the North Inner City	FET Directors, FET Development unit and CPD staff member FET Director/s Senior staff in designated areas of the city	Q1 – Q4 2020 Q3	Embed and Enable Embed and Enable
Programmes of Education and Training	Continue to engage with community providers to enable them to continue to meet their quality assurance requirements	FET Director and FET Development Unit	Q1 – Q4	Monitor and Maintain
Teaching, Training and Learning **Fair and Consistent Assessment of Learners**	Respond appropriately to the COVID 19 emergency and assure the quality and integrity of the awards by Supporting learners to continue or complete their studies using the most appropriate mechanisms available to them • Develop online resources, provide access to online materials, engage with QQI, FESS and ETBI on ideas and mechanisms to support teaching and learning,	FET Director and FET Development Unit	Q1/Q2	Embed and Enable

Quality Area/s	Key Tasks / Activities	Responsible	Timeline	Action type
	• Provide support guidance and online PD to staff regarding the use of technology in teaching and learning, • Produce a centre/service sphere based and CDETB wide contingency plan for continued closure of centres beyond June 2020 Ensure a coordinated CDETB approach to assessments that responds appropriately and compassionately to learner needs • Develop centre/service sphere wide contingency plan for carrying out assessments, practical exams and alternatives to exams. • Engage with QQI, FESS forums and ETBI forums, • Establish Moodle site to upload sample assessments as replacement for exams • Establish topic based forums to ensure consistency across centres for example beauty, hairdressing. Continue to provide support to Heads of Centres/ Principals on maximising the implementation of new CDETB assessment guidelines Offer increased supports to Exam Boards and Results Approval Panels Offer support and training to embed the use of developed templates in QA guidelines (Aim to have QA attendance and observation role at 30% of all exam boards / grade approval award meetings /RAP meetings by summer 2021)		Ongoing Q3 Increasing in 2020 – to achieve by June 2021	Maintain and Monitor

Quality Area/s	Key Tasks / Activities	Responsible	Timeline	Action type
Fair and Consistent Assessment of Learners **Teaching, Training and Learning**	Develop exemplars for 2 subject matter areas (art, design, Health, and Wellbeing programme that is validated for delivery in all service spheres) to aid the development of a shared understanding and assure standards of assessment across centres delivering similar courses. Develop protocols for producing exemplars in subject areas	FET Director and FET Development Unit	Q 3 2020 Q 4	Develop and design
Governance and Management **Programmes of Education and Training** **Fair and Consistent Assessment of Learners**	Further develop QA Policy to reflect the current FE guideline's and other service spheres in line with QQI Core Quality Assurance Guidelines (2017)	FET Director and FET Development Unit	Q 4 2020	Develop and design
Governance and Management **Programmes of Education and Training** **Teaching, Training and Learning** **Other parties involved in education and training**	Establish a working group to look at the *"college of the future"*	FET Director + Quality Assurance Strategic Planning Council	Q2 2020	Develop and design
Governance and Management **Information and data management**	Expand the use of Microsoft forms and Smart PDFs to reduce the time spent processing information and increase the data available to inform decisions at centre and corporate level • Gather data and consult with stakeholders as part of the inaugural review process • Implement online application processes for approval of new courses/amended courses • Develop smart PDF application for the recruitment of FET teaching staff	FET Development Unit + Data Analytic and Research Unit	 Q3 2020 Q2 2020	Develop and design Embed and enable Design and develop

Quality Area/s	Key Tasks / Activities	Responsible	Timeline	Action type

Governance and Management
 	
Programmes of Education and Training
 	
Teaching, Training and Learning
 	
Fair and Consistent Assessment of Learners
	Implement recommendations from the review of Learner support needs
	
	• Deliver a multi-disciplinary Trauma Informed partnership conference for staff involved in educational management, student support and student guidance
	
	• Provide additional resources to all FE centres to procure learning support to respond to additional learning needs at PLC level
	
	• Further explore learner needs in
	    • Language support service,
	    • Learners with disabilities
	
	Engage with TCD to expand the partnership work of the Curriculum Development Unit to include CPD of FET staff
		FET Director
		+
		
		FET Development Unit
		
		+
		Psychological services
			Begin in Q1
			
			Q1
			
			Q2 – Q4
			
			Begin Q3
			
			Begin Q1
				Design and Develop
				
				Embed and enable
				
				Embed and enable
				
				Review and renew
				
				Design and develop

Programmes of Education and Training **Teaching, Training and Learning**	Support learners with additional language needs, Learners from new communities by • Conducting research on enablers and obstacles to participation for migrant learners in CDETB FET centres. • Rolling out CPD initiative for Youthreach staff on Content Language and Integrated Learning (CLIL) and inter-culturalism to address the changing demographic of learners in Youthreach	FET Director + FET Development Unit	 Q2-4 Q2-3 Q2	

Quality Area/s	Key Tasks / Activities	Responsible	Timeline	Action type
	• reviewing CDETB policy on Access, Transfer and Progression in relation to language requirements on entry to FET programmes • devising and implementing assessment procedures and tools to assess English language on entry		Q3-4	
Programmes of Education and Training **Teaching, Training and Learning**	Develop a policy/guidelines on learning support for use across FET service spheres	CDETB teachers, tutors and Adult Literacy Organisers on the Learning Support Network	Q 2 – Q4	Develop and Design
Governance and Management **Other parties involved in Education and Training** **Teaching, Training and Learning**	Adapt the jointly designed ETBI Learners Charter to ensure that the learners voice is heard and has an impact on the policy and procedures of the centre Devise and implement consultation mechanism to engage learners in the inaugural review process	QA self-evaluation steering group and FET Development Team	Q4	Design and Develop
Governance and Management **Programmes of Education and Training** **Teaching, Training and Learning** **Fair and Consistent Assessment of Learners** **Information and Data Management** **Other parties involved in Education and Training**	To enhance learner feedback and active participation • Establish a working group to assess the current status of the learning forums • Create a common terms of reference for the learners forums in centres • Establish a Learners Forum in all Centres • Design and establish procedures and systems for the collection of feedback to be collected at course level and integrated into the self- evaluation processes at centre level	FET Director, FET Development Team and Learning Forums working group	Q2 Q3 Begin in Q4	Design and Develop Embed and Enable

Quality Area/s	Key Tasks / Activities	Responsible	Timeline	Action type
Governance and Management	In order to continue to embed the transition from FETAC to QQI and CDVEC to CDETB • Continue to remove FETAC brand/logo and replace with to the QQI brand/logo on all module descriptors and course materials	FET Development Unit	Q2	Embed and Enable
Programmes of Education and Training **Information and Data Management** **Other parties involved in Education and Training**	Continue to develop and validate new programmes in response to emerging needs and opportunities • Develop roofing apprenticeships • In response to employer needs expand E-college opportunities under 'skills to advance' • Roll out the new Dental Nursing Traineeship and the new health and Wellbeing programmes	FET Director + FET Development Unit + Employers Engagement Unit	Ongoing in 2020 with validation of Dental nursing traineeship secured in 2020	Design and Develop
Programmes of Education and Training **Information and Data Management** **Other parties involved in Education and Training**	Target 3 specific areas/cluster groups to engage with employers for breakfast meetings to explore ways of responding to their training or recruitment needs. At least one of these will be with an industry affected by COVID 19	FET Director + Employers Engagement Unit	Q2, Q3 and Q4	Develop and Design
Governance and Management **Programmes of Education and Training** **Teaching, Training and Learning** **Fair and Consistent Assessment of Learners** **Other parties involved in Education and Training**	Continue to align QA governance structures and practices to satisfy requirements of other awarding bodies • Review Pearson Higher National Diploma awards not mapped to current National Framework Qualifications to map requirements against current QA structures • Engage with British awarding bodies about post Brexit awarding issues	FET Director, QA Development Group and FET Development Unit	Q4 Q3	Review and renew
Programmes of Education and Training	In order to improve the use of data in course offerings across the ETB	FET Directors , QA Development Group,		

Quality Area/s	Key Tasks / Activities	Responsible	Timeline	Action type
Teaching, Training and Learning	• Establish working group to explore specialisms /cluster themes • Include more data on population, work trends etc. in the approval process for new /updated courses	FET Development Unit and Data Analytics and Research	Q3 Q1	Review Embed and enable
Programmes of Education and Training **Other parties involved in Education and Training**	Continue to engage in collaborative design and development of shared curricula across the ETB sector • Participate and contribute to ETBI and FESS development groups	FET Director, Programme Management & Development Committee FET Development Unit	Q1 – Q4	Maintain and monitor

Programmes of Education and Training
Teaching, Training and Learning
	To enhance teaching, training and learning in the CDETB
	
	• Review and update the CDETB Continuous Professional Development (CPD) policy
	  • Create CDETB PD training calendar
	  • In line with review and findings from QQI inaugural review and Strategic planning process identify PD priorities for CDETB
	• Begin negotiating with our CDU partners Trinity College on the development of new PD awards
	• Establish professional learning networks in priority areas – 1 new network in 2020
		FET Director, Quality Assurance Strategic Planning Council, Programme Management & Development Committee, FET Development Unit including PD Officer	Begin review in Q2
			Q2 – 2020 calendar
			Q3 identify priorities from review of CPD policy – 2021 for rest
			Q3	

Programmes of Education and Training **Information and Data Management** **Other parties involved in Education and Training**	Continue to develop blended learning options, e.g. Dental Nursing Traineeship Establish a QA development group which will focus specific policies in relation to Literacy and Numeracy development	FET Director, Programme Management & Development Committee, FET Development Unit	Q2 2020	Design and develop

Quality Area/s	Key Tasks / Activities	Responsible	Timeline	Action type
	Appoint the TEL Coordinator • Enhance the delivery Technology Enhanced Learning Mentoring Support (TELMS) and Blend4VET International desk – continue to oversee Work Experience placements within the Erasmus+ and Leargas Programmes for CDETB students		Q2 2020	
Governance and Management **Programmes of Education and Training** **Teaching, Training and Learning** **Fair and Consistent Assessment of Learners** **Information and Data Management** **Other parties involved in Education and Training**	Establish CDETB Public Sector Equality and Human Rights Duty Working Group Develop CDETB intercultural and diversity policy • Establish working group with representation from different service spheres	FET Director, QA steering committee, FET Development Unit	Q2 Q3-2021 Q3	Design and develop
Governance and Management **Programmes of Education and Training** **Teaching, Training and Learning** **Fair and Consistent Assessment of Learners** **Information and Data Management**	Develop QA handbook • Establish Quality Assurance handbook working group with representation from the different service spheres (reporting to QA steering committee) • Develop shared understanding of Quality Assurance across CDETB – Update QA statement • Map common QA policies and procedures that apply across all spheres 'shared rules' • Map QA 'enabling rules' and 'procedures' that are common across spheres • Map QA areas where specific variations in practice or approach needs to be developed, focus on 1 key area in 2020	FET Director, QA Development Group, FET Development Unit	Q2 Q3 Q3 Q3 Q3	Design and develop Review

Quality Area/s	Key Tasks / Activities	Responsible	Timeline	Action type
	• Support the implementation of the repeats policy and procedures • Produce online draft QA handbook for inclusion as QQI review evidence		Q2-Q4 Q4	Embed and enable
Fair and Consistent Assessment of Learners **Other parties involved in Education and Training**	• Establish role profile and job description for External Authenticators (EA) • Develop strategy to manage National EA Directory • Develop a briefing document to support centres in appointing an EA • Update CDETB's assessment handbooks to include CDETB guidelines for centres on appointing an EA	FET Director, QA Development Group, FET Development Unit	Q2 Q3 Q3 Q3	Embed and enable Embed and Enable
Information and Data Management	• Explore ways of making data available for centre use – 　• Circulate the QQI review - provider profile to all centres 　• Update new/revised course development documentation to include data on populations and employment growth areas 　• Circulate the Department of Children and Youth Affairs (DCYA) area profiles, needs assessment and service specification documents for 10 – 24 year olds to relevant centres	FET Director, QA Development Group, Strategic Performance Agreement Group, CDYSB, FET Development Unit	Q4 Q3 Q4	Embed and Enable
Other parties involved in Education and Training **Governance and Management**	Develop and implement the QA systems where CDETB is the lead agency	FET Director + Programme Management &	Q1 – Q4	

Quality Area/s	Key Tasks / Activities	Responsible	Timeline	Action type
Information and Data Management **Development of new Quality assurance policies and guidelines** **Programmes of Education and Training** **Teaching, Training and Learning** **Fair and Consistent Assessment of Learners**	• Review process and record learning from implementation of the Dental Nursing Traineeship and other recently validated programmes and present as evidence in review process • Integrate programme validation criteria into CDETB QA processes	Development Committee + FET Development Unit		
Development of new Quality assurance policies and guidelines **Programmes of Education and Training** **Fair and Consistent Assessment of Learners**	Continue to develop a suitable replacement QA system for Training Centres and their associated providers • Begin review of current QA system • Consult with non ETB providers on the suitability of the QA systems	FET Director, Quality Assurance Strategic Planning Council, Training Centre Management/QA staff and FET Development Unit	Q2 Q4 – into 2021	

CDETB

Appendix 1 – Logic model

Monitoring and evaluation – QQI review team, Self-evaluation steering group, Snr Management team, QQI data management, SOLAS data collection system, CDETB Board, QA teams, CDETB Governance Groups

Situation analysis

- Establishment of QQI
- Amalgamation of CDVEC and FAS- establishment of CDETB with shared approach to quality
- 5 Service Spheres of FET
- Consolidation of 22 legacy QA agreements into 1 QA system across CDETB with 4 QA systems governing Further Education and Training in CDETB (FE colleges, Adult Ed incl. Ed to prisons, Training Centres and Youthreach)

Objectives To encourage and enhance a quality culture across FET in CDETB

- Enhance the implementation of a unified system of QA across the CDETB
- Enhance the learning environment and experience of learners in CDETB
- Provide mechanisms for all stakeholders to contribute to and/or own improvements in QA policies and practices
- Enhance the ownership of quality assurance at governance and management levels
- Improve the use of evidence informed decision making
- Improve public confidence in FET in CDETB
- Develop mechanisms for monitoring improvements in QA across CDETB

Inputs

60 FE centres

Self-evaluation steering group

FET development unit and quality assurance team

Data Analyst Officer

20 - 30 QA teams

15 Stakeholder engagement workshops (300 participants)

Self-evaluation questionnaire (all FET staff)

FET staff evidence conference?

CDETB review coordinator

Evaluation review documents feedback

Outputs

Provider profile

Self-evaluation report

Stakeholder feedback

External review report

Evidence portfolio

Force Field Analysis on 10 key challenge areas across five service spheres

Self-improvement plan/s across all domains

Outcomes

- Improved integration across CDETB FE domains
- Implementation of the QA teams in all FET service domains
  - 20 QA teams established
  - QA development plans in place for 30 FET centres

- Mechanisms established to engage stakeholders in self-evaluation and continuous improvement processes
  - All FET staff surveyed with xxx staff retuning surveys
  - 300 stakeholders consulted as part of in self-evaluation and improvement plan process
    - 50 level 1-3 participants
    - 100 level 5 – 8 participants
    - 100 educators
    - 15 heads/deputy heads of centres
    - 10 Snr staff/board members
    - 15 employers /external stakeholders
- Regional and local demographics circulated to all FET centres
- Conference held on the use of evidence in FET
- SMART objectives set for all areas of improvement/development opportunities arising from self-evaluation process
- Enhanced monitoring and review of mechanism for improvement objectives developed
- Review report displayed on CDETB website

Evidence Informing the Model

Logic modelling, qualitative and quantitative research methodologies, change management and organisation development theories, citizen participation methodologies, regional demographics, PLSS data, implementation science, project management theory,