**REVIEW AREAS- BREAKDOWN**

**Teaching, Learning and Assessment.**

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| **10. T.L.A.-(A)** | **The Learning Environment** | | | |
| 1. **How is the quality of the Learning Experience monitored?** 2. **How are the modes of delivery and pedagogical methods evaluated to ensure that they meet the needs of the learners?** 3. **How is the quality of the learning experience of learners on work placement ensured?** 4. **Is there evidence of enhancement in teaching and learning?** | | | | |
| * What progress has been achieved? What are the barriers to progress in this area? * Is the activity distinctive or typical within the sector? * Is the activity systematically employed and understood at all levels of the organisation? How does the ETB know? * Can any benchmarking be undertaken? * What is the feedback from internal and external stakeholders (learners, industry, graduates, staff, etc.)? * What sources of expert opinion are available (e.g. outcomes from a peer review)? * What qualitative and quantitative indicators are available to measure the performance of the activity? * How does the activity inform planning and operational management? * How are staff involved? Is this part of ‘the way things are done’? * How are learners involved? Is this part of ‘the way things are done’? * Does it impact the core functions of the ETB and lead to improvements? * What improvements and outcomes can be directly attributed to the activity versus what would happen anyway? * Is the activity having any other (perhaps unanticipated or unintended) impacts? | | | | |
| **Facilities and Resources** | | **Learning Off-Campus** | **Differentiation and Variety of Methodologies (Learning Enhancement)** | **Criteria For Success**  **(Link with Self-Evaluation Monitoring & Review)** |
| Buildings- are they safe, clean, comfortable and fit for purpose.  Is the centre/college located in a suitable area?  Is the facility fully wheelchair accessible? | Are centres adequately staffed, are the learner/staff ratios acceptable?  Are the teaching and learning resources adequate for all subjects?  Are IT resources adequate? | Evidence that provider supports appropriately work placements and can stand over the integrity and consistency of same.  Evidence of support for both learner and work experience provider. Consistency  Evidence of ensuring appropriateness of placements. | Are multiple learning styles considered in Learning environments?  Is there flexibility in the formats that learners can choose to create and present work?  Have Teaching staff an understanding of multiple forms of teaching methodologies and are they regularly used? | Is there high expectation for success?  Is there a system in place for reviewing learner progress and supporting and improvement?  Is success celebrated How often?  ***Celebrated****- (a marked acknowledgement and celebration of success may be formal or informal)*  What constitutes success for a learner? |

**Description:** A brief description of the policies and procedures that support, monitor, review and develop the different learning environments within the ETB

**Evaluation:** An evaluation of how effective (or otherwise) the ETB considers these arrangements to be (including reference to data/examples to illustrate this).

**Conclusion**: Identification of effective practice, challenges and potential future enhancements.

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| **10. T.L.A.-(A)** |  | | **The Learning Environment** | | | | | |
| **Points We Want to Make** | | **Evidence** | | | | **Gaps** | **Resp.** | **Consultation Plan** |
|  | | **Documentation** | | **Data** | **Consultation** |  |  |  |
| **10. T.L.A.- (A1)** *WWETB Learning Environments are suitably equipped in terms of:*   1. *Appropriate Premises* 2. *Specialist equipment and appropriate technical know-how to maintain same.* 3. *Appropriate and accessible reference resources and technology.* | | Stocktake lists and inventories Sample  Procurement Policies  Health and Safety Reports and audits for insurance purpose showing fit for purpose facilities-Sample  PAC Applications- Specific Requirements Confirmation  **Audit Reports, Learner Certificates, Programme Approval Procedures, Case Study,** | | Expenditure figures breakdown supporting investment in facilities and technology.  ~~Percentages of centre allocations~~  Data around IT support Provision. | Practitioner Survey.  Learner survey  Learner Focus  Group  FET Manager/Coordinator Survey Group |  |  |  |
| **10. T.L.A.- (A2)** *WWETB supports both the learner and provider in work experience arrangements. Placements are suitable for the learner and course and are monitored.* | | 1. Work Experience reports 2. Workplace Provider Agreement 3. Monitoring Visits/Schedule 4. EA Reports 5. Work Experience Policy 6. Senior Training Advisor Visits- Policy | | Work experience completion (modular) Average figure across service | 1. Work Experience Providers Representative Group 2. Learner Focus Group 3. Learner Survey 4. FET Manager & Coordinator Survey Group. |  |  |  |
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| **11. T.L.A.-(B)** | | **Assessment of Learners** | | | | | |
| 1. **How is the integrity, consistency and security of assessment instruments, methodologies procedures and records ensured- including in respect of recognition of prior learning?** 2. **How is the standard of assessment of learners on work placements ensured, particularly where these are undertaken by non-ETB staff?** 3. **Do learners in all settings have a clear understanding of how and why they are assessed and are they given feedback on assessment?** | | | | | | | |
| * What progress has been achieved? What are the barriers to progress in this area? * Is the activity distinctive or typical within the sector? * Is the activity systematically employed and understood at all levels of the organisation? How does the ETB know? * Can any benchmarking be undertaken? * What is the feedback from internal and external stakeholders (learners, industry, graduates, staff, etc.)? * What sources of expert opinion are available (e.g. outcomes from a peer review)? * What qualitative and quantitative indicators are available to measure the performance of the activity? * How does the activity inform planning and operational management? * How are staff involved? Is this part of ‘the way things are done’? * How are learners involved? Is this part of ‘the way things are done’? * Does it impact the core functions of the ETB and lead to improvements? * What improvements and outcomes can be directly attributed to the activity versus what would happen anyway? * Is the activity having any other (perhaps unanticipated or unintended) impacts? | | | | | | | |
| **Assessment Process** | **Consistency and Fairness** | | | **Security and Integrity** | **Standards, Validity and Progression** | **Feedback and Review** | |
| Is there full awareness of Assessment policies and procedures?  Are the Assessment policies followed and are they viewed as adequate?  Are learners informed about and aware of the assessment process and appropriate policies?  Is there an established system for Internal verification and External Authentication and is it fit for purpose? | Does the Assessment process run in a consistent fashion?  Do teaching staff maintain a consistent standard in terms of delivery and assessment of learning for their subjects?  Are Teaching staff aware of the K, S and C requirements in line with the NFQ? | | Is the Assessment process fair and reasonable?  Is the assessment of learning fair in the context of all learners in respect of learning styles and learning difficulties?  Is the Appeals process fair, consistent and timely? | How vulnerable is the assessment process to learner malpractice and dishonesty?  In the event of assessment malpractice, are there adequate procedures in place?  How adequate is the level of oversight to ensure that tutors and teachers assess and mark fairly?  Is there a system for keeping assessment work secure in terms of storage and responsibility for safeguarding of student work? | Do assessment methodologies and the assessment process adequately meet the proposed standards as suggested by the NFQ?  Are the modules descriptors adequately up to date and valid?  Do the assessment methodologies and the assessment process adequately prepare learners for the next level on the NFQ.    Do the assessment methodologies and the assessment process adequately prepare learners for the world of work where appropriate? | Is there a formal, timely and supportive feedback process for learners to allow them to develop and improve in their learning?  Is there a formal process through which Learners can feedback on the learning and assessment process?  Is there a formal process through which Tutors/Teachers can feedback on the learning and assessment process?  Is there a process for Learner complaints around assessment? (see supports- General) | Is there a formal review process in place around assessment? |

**Description:** A brief description of the policies and procedures that support, monitor, review and develop assessment processes.

**Sharepoint site/Briefings/**

**Evaluation:** An evaluation of how effective (or otherwise) the ETB considers these procedures to be (including reference to data/examples to illustrate this).

**Conclusion**: Identification of effective practice, challenges and potential future enhancements.

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| **11. T.L.A.-(B)** |  | **B. Assessment of Learners** | | | | | |
| **Points We Want to Make** | | **Evidence** | | | **Gaps** | **Resp.** | **Consultation Plan** |
|  | | **Documentation** | **Data** | **Consultation** |  |  |  |
| **11. T.L.A.- (B1)** *WWETB has well established assessment procedures* | | -SharePoint- (Policies, Guides & formal template documents).  -TQAS Policies and procedures  -EA reports and EA report summary findings (June 2019 & 2020)  -Key policies- Examinations, Appeals, Repeats, -Malpractice, Extensions and considerations  -QA Briefings- Presentations  -QA Steering Group minutes? | Grade comparison by level showing a reasonable range/Bell curve of results over range of years? | Programme Manager Focus Group  Learner Focus Group  Learning Practitioner Survey. |  | Quality Assurance |  |
| **11. T.L.A.- (B2)** *The Assessment procedure is consistently applied across WWETB programmes* | | -EA Reports and EA report summary findings 2019 and 2020.  -QA Steering Group minutes? | % Rate of success of Process Appeals over a range of years. AOG/Michael | Learner Focus Group  FET Manager Coordinator Survey  Programme Manager Focus Group |  | Quality Assurance |  |
| **11. T.L.A.- (B3)** *Assessments are secure and there is assessment integrity* | | -Examinations and malpractice policies/procedures  -TQAS Policies |  | Learner Focus Group  Learning Practitioner Survey? |  | Quality Assurance/ Centres |  |
| **11. T.L.A.- (B4)** *Learners are made aware of their responsibilities around assessment. This is consistent.* | | Exam Guidelines  Examination Policy |  | Learner Survey  Learner Focus Group  Learning  Practitioner Survey |  | Quality Assurance/ Centres |  |
| **11. T.L.A.- (B5)** *WWETB Assessment promotes/ signals effective teaching and learning.* | | -Assignment Briefs/ IV reports  -External authentication reports  -EA Summary Report (QA 2019/20) | Course completion rates and acquisition of certification per learner excluding Comm. Ed. | Learner Focus Group |  | Quality Assurance/ Centres |  |
| **11. T.L.A.- (B6)** *Learners are assessed at appropriate points in their course and there is timely feedback.* | | -Formal Feedback forms (centre-based)  -Assessment Schedules/Course Plans sample |  | Learner Survey  Learner Focus Group  Learning Practitioner Survey |  | Quality Assurance/ Centres |  |
| **11. T.L.A.- (B7)** *WWETB Learners are informed of the how, why and when of assessment.* | | -Course schedules  -Course Induction plans  -Assignment Brief template and samples |  | Learner Focus Group  Learning Practitioner Survey |  | Quality Assurance/ Centres |  |
| **11. T.L.A.- (B8)** *Learners are involved in the Review of Assessment processes.* | | -Course Review (learner input) |  | Learner Focus Group  ( input into course assessment?) |  | Quality Assurance/ Centres |  |
| **11. T.L.A.- (B9)** *The processes for assessment complaints and appeals meet the same standards of fairness, consistency and fitness for purpose as assessment in general.* | | -Assessment Policies and procedures  -Learner Complaints Policy |  | Learner Focus Group  FET Manager and Coordinator Survey |  | Quality Assurance/ Centres |  |
| **11. T.L.A. – (B10)** The assessment of learners on work placement is monitored and reviewed. | | - Work Experience Policy |  | FET Manager/ Coordinator Survey  Programme Manager Focus Group  Learner Focus Group  Work Experience Rep. Group. |  | Quality Assurance/ Centres |  |

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| **12. T.L.A.-(C)** | **Support for Learners** | | |
| 1. **How are support services planned and monitored to ensure that they meet the needs of learners?** 2. **How does the ETB ensure consistency in the availability of appropriate supports to learners across different settings/regions?** 3. **Are learners aware of the existence of supports?** | | | |
| * What progress has been achieved? What are the barriers to progress in this area? * Is the activity distinctive or typical within the sector? * Is the activity systematically employed and understood at all levels of the organisation? How does the ETB know? * Can any benchmarking be undertaken? * What is the feedback from internal and external stakeholders (learners, industry, graduates, staff, etc.)? * What sources of expert opinion are available (e.g. outcomes from a peer review)? * What qualitative and quantitative indicators are available to measure the performance of the activity? * How does the activity inform planning and operational management? * How are staff involved? Is this part of ‘the way things are done’? * How are learners involved? Is this part of ‘the way things are done’? * Does it impact the core functions of the ETB and lead to improvements? * What improvements and outcomes can be directly attributed to the activity versus what would happen anyway? * Is the activity having any other (perhaps unanticipated or unintended) impacts? | | | |
| **General Support** | | **Learning Support** | **Access to Specialist Support** |
| Do learners have a voice? Is there a facility to allow learners to seek assistance or clarity? IS there a formal mechanism for dealing with complaints?  Are learners made aware of the additional supports that are available to them upon enrolment? Can they access the information again easily?  Are there administrative supports in place for learners in relation to enrolment, placement, allowance etc.?  List of supports?  Are learner supports localised or are there example of support networks within the organisation? | | Is there a process for supporting learners with learning difficulties such as Dyslexia, dyscalculia etc?  Is there a process for assessing learners to establish the prevalence of any specific learning disabilities?  List of specific learning supports?  To what extent can learners with more moderate and severe learning disabilities be accommodated? | Is there easy access to specific Mental Health supports?  Is there a Critical Incident Plan in place and a support plan on foot of a critical incident?  Is there easy access to specific Career Guidance supports?  Is there easy access to Pastoral Care or mentoring supports?  Is there easy access to help and information regarding External Supports such as childcare, medical, social welfare etc.?  Is there easy access to Study and Library supports?  Is there support for learners with mobility issues or physical disabilities? |

**Description:** A brief description of the policies and procedures that support, monitor, review and develop learner support structures within the ETB

**Evaluation:** An evaluation of how effective (or otherwise) the ETB considers these supports to be (including reference to data/examples to illustrate this).

**Conclusion**: Identification of effective practice, challenges and potential future enhancements.

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| **12. T.L.A.-(C)** |  | | **C. Support for Learners** | | | | | |
| **Points We Want to Make** | | **Evidence** | | | | **Gaps** | **Resp.** | **Consultation Plan** |
|  | | **Documentation** | | **Data** | **Consultation** |  |  |  |
| **12. T.L.A.- (C1)** *Learners are informed about the full range of supports and services available to them. These supports are actively promoted.* | | Course Prospectus, Course Induction material (sample), Website. | |  | Learner Survey Group  Learner Focus Group |  | Guidance  Joanne Power- Learning Support (apprenticeships) |  |
| **12. T.L.A.- (C2)** *Learners are surveyed/consulted annually for their overall impression of Learner supports and resources.* | | AONTAS Learner Forum Reports (WWETB specific)  Staff Day agenda (Skeeter Park) showing learner involvement/ Testimonials.  Course Evaluations | | Data items arising from AONTAS Learner Forum?  Participation of Learners on staff days providing qualitative feedback to practitioners. (Data around this process) | Learner Survey Group  Learner Focus Group  FET Manager & Coordinator Survey Group |  |  |  |
| **12. T.L.A.- (C3)** *Different Learner support units benefit from networking with each other ensuring a coherent approach.* | | Learner support policy?  Shared documentation. Meeting agendas/minutes?? | |  | Designated Learner Support Personnel  Programme Manager Group |  | Guidance  Access  Joann Power |  |
| **12. T.L.A.- (C4)** *Resources are in line with best practice and National Standards* | | Any reference to the standards on official WWETB material showing a knowledge/awareness/appreciation of the standard ????? | |  | Designated Learner Support Personnel  Programme Manager Group |  | Guidance  Access  Joann Power |  |
| **12. T.L.A.- (C5)** *The organisation provides pastoral care supports for learners.* | | WWETB Website.  Course Promotional literature  Designated People?? | | Pastoral Care spends such as personnel, resources, external agencies engaged.  AOG- Refine/Consult | Learner Survey Group  Learner Focus Group  FET Manager and Coordinator Survey |  | Guidance  Access  Joann Power |  |
| **12. T.L.A.- (C6)** *There are mechanisms in place for learners to make representations to the provider about general concerns that impact on the learner body.* | | Local Documented Procedures  AONTAS Learner Forum feedback  Induction Policies  Learner Representation/Councils | |  | Learner Survey Group  Learner Focus Group  Programme Manager Group |  |  |  |
| **12. T.L.A.- (C7)** *Learners have access to career guidance appropriate to their course and level.* | | Guidance Service Documentation and Promotional Material | | Learner engagement data-spreadsheets- Aisling Cusack- Guidance | Learner Survey Group  Learner Focus Group  Programme Manager Group |  |  |  |

**Governance and Management of Quality**

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| **1. G.M.Q.-(A)** | **WWETB Mission and Strategy** | |
| 1. **How do the ETB’s Quality Assurance arrangements contribute to the fulfilment of these?** 2. **Is the learner experience consistent with this mission?** | | |
| * What progress has been achieved? What are the barriers to progress in this area? * Is the activity distinctive or typical within the sector? * Is the activity systematically employed and understood at all levels of the organisation? How does the ETB know? * Can any benchmarking be undertaken? * What is the feedback from internal and external stakeholders (learners, industry, graduates, staff, etc.)? * What sources of expert opinion are available (e.g. outcomes from a peer review)? * What qualitative and quantitative indicators are available to measure the performance of the activity? * How does the activity inform planning and operational management? * How are staff involved? Is this part of ‘the way things are done’? * How are learners involved? Is this part of ‘the way things are done’? * Does it impact the core functions of the ETB and lead to improvements? * What improvements and outcomes can be directly attributed to the activity versus what would happen anyway? * Is the activity having any other (perhaps unanticipated or unintended) impacts? | | |
| **WWETB Mission and Aims** | | **WWETB Strategy** |
| Is there a discernible link between the QA processes and the core mission and aims? | | Is there a discernible link between the QA improvement plans and strategy and the core mission and aims |

**Description:** An outline of the QA arrangements that are aligned to and support these, and why they have been adopted.

**Evaluation:** An evaluation of whether the QA components described are being implemented fully and consistently (including reference to examples to illustrate this). An evaluation of how effective (or otherwise) the ETB considers these QA arrangements to be in supporting the achievement of strategic objectives (including reference to data/examples to illustrate this).

**Conclusion:** Identification of effective practice, challenges and potential future enhancements.

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| **1. G.M.Q.-(A)** |  | | **A. WWETB Mission and Strategy** | | | | | |
| **Points We Want to Make** | | **Evidence** | | | | **Gaps** | **Resp.** | **Consultation Plan** |
|  | | **Documentation** | | **Data** | **Consultation** |  |  |  |
| **1. G.M.Q.- (A1)** *WWETB has in place a mission statement and Strategies for FET that reflect the values and aspirations of the organisation and its development was supported by key stakeholder groups.* | | Mission Statement  Corporate Services- Documentation  Initial Documented Consultation Groups  **Strategy Implementation Plan including Service Plan, Annual Report, Strategy Statement. Board Management Meeting Minutes** | | Participation in this. |  |  | Organisational Support and Development |  |
| **1. G.M.Q.- (A2)** *There is a discernible link between WWETB’s Mission Statement and Strategy Documents* | | Alan L. bolt on to mapping exercise (Edel)  FARR Doc 2020  Strategy Implementation Plan | |  |  |  | Senior Management Team  Corporate Services | Summary of Documentation illustrating those links |
| **1. G.M.Q.- (A3)** *There is a discernible correlation between WWETB’s Strategy Statements and the QA Core Guidelines* | | Mapping Exercise between  The two- **EW** | |  |  |  |  |  |
| **1. G.M.Q.- (A4)** *WWETB’s staff are aware of the main thrust and values listed in the Strategy Statement.* | | Consumer Satisfaction findings- Staff Day Skeeter Park  Agendas From staff events launching the Strategy Document  **Recruitment Documentation, Newsletter, Annual Reports, Service Plan** | | Events how many and attendance  Any surveys?? | -Administrative Personnel Focus Group |  | Talk to Karina  Margaret Kelly (Kevin’s PA) |  |
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| **2. G.M.Q.-(B)** | **Structures and TOR for Governance & Management of Quality Assurance** | |
| 1. **Are the arrangements sufficiently comprehensive and robust to ensure strong governance and management of operations (e.g. separation of responsibilities, externality, stakeholder input)?** 2. **Is governance visible and transparent?** 3. **Where multi-level arrangements exist (e.g. where responsibilities are invested in centre managers), is there sufficient clarity, co-ordination, corporate oversight of and accountability for, these arrangements?** | | |
| * What progress has been achieved? What are the barriers to progress in this area? * Is the activity distinctive or typical within the sector? * Is the activity systematically employed and understood at all levels of the organisation? How does the ETB know? * Can any benchmarking be undertaken? * What is the feedback from internal and external stakeholders (learners, industry, graduates, staff, etc.)? * What sources of expert opinion are available (e.g. outcomes from a peer review)? * What qualitative and quantitative indicators are available to measure the performance of the activity? * How does the activity inform planning and operational management? * How are staff involved? Is this part of ‘the way things are done’? * How are learners involved? Is this part of ‘the way things are done’? * Does it impact the core functions of the ETB and lead to improvements? * What improvements and outcomes can be directly attributed to the activity versus what would happen anyway? * Is the activity having any other (perhaps unanticipated or unintended) impacts? | | |
| **Organisational Governance** | | **Quality Assurance Structures** |
| Is there a statutory and functioning Organisational structure in place?  Is it Publicly displayed and accessible for all (accessibility technology)?  Do you have a knowledge of the management positions within the organisation?  Does the Board of Management comprise of all the recommended participants and stakeholders?  Is the Board of Management meeting as per the minimum requirement. Is there a formal agenda? Is it minuted? Are there Actions?  Is the Board serving the recommended terms and due process followed when renewing the BOM. | | Is Quality Assurance discussed at Board and Senior Management Level?  Is there a functioning structure for Quality Assurance in the Organisation?  General Awareness of these structures.  Is there management and oversight of Programme approvals?  Is there management and oversight of Programme Validation?  Is there a process for disseminating information in relation to policies, procedures and training that related to Quality Assurance of Provision- Awareness of these? |

**Description:** An outline of what these are and why they have been adopted.

**Evaluation:** An evaluation of whether the components described are being implemented fully and consistently (including reference to examples to illustrate this). An evaluation of how effective (or otherwise) the ETB considers these arrangements to be (including reference to data/examples to illustrate this).

**Conclusion:** Identification of effective practice, challenges and potential future enhancements.

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| **2. G.M.Q.-(B)** |  | | **B. Structures and Terms of Reference For Governance and Management of Quality Assurance** | | | | | |
| **Points We Want to Make** | | **Evidence** | | | | **Gaps** | **Resp.** | **Consultation Plan** |
|  | | **Documentation** | | **Data** | **Consultation** |  |  |  |
| **2. G.M.Q.- (B1)** *WWETB has in place a Quality Assurance Governance structure with appropriate representation and oversight.* | | Governance Structure Terms of Reference  WWETB Official Website  Self-evaluation reports  Learner Representation Discussion Minutes- **AOG** | |  | -Programme Manager Focus Group |  |  | Awareness Of QA Structurers and effectiveness and Learner Representation on same  (representation may be an area of recommendation here- no external representation of learner representation on QA steering group) |
| **2. G.M.Q.- (B2)** *The QA Governance structure is effective, transparent and fit for purpose* | | QA Steering group minutes and meeting agendas.  FET Management Team minutes and agendas | |  | -Programme Coordinator and FET Manager Survey Group |  |  |  |
| **2. G.M.Q.- (B3)**  *(The understanding of Quality assurance responsibility and accountability is understood from CE and right through the organisation.* | | Terms of reference for QA Groups  Proof of FET Management Team Oversight (minutes of FET Mgt. meetings) | |  | -Programme Manager Focus Group  Practitioner Focus Group  Administrative Focus Groups |  |  |  |
| **2. G.M.Q.- (B4)** *There is appropriate separation of QA Oversight group functions. E.g. Programme approvals input and oversight, QA procedure approval input and oversight, etc.* | | Terms of reference for QA Groups  Self-Evaluation Report  Trish O’Brien Report | |  | -Programme Coordinator and FET Manager Survey Group |  |  |  |
| **2. G.M.Q.- (B5)** *There are procedures in place for the Management of Risk in terms of the integrity of the organisation, the avoidance of fraud associated with services and planning, ensuring appropriate provision to numbers and types of learners.* | | Risk Register, Fraud Policy,  Assessment Handbooks  Central Auditor reports  ESF Audit Team?  Data Accuracy Checks Jon  WWETB Audit Committee- Memberships-Rationale  **Risk Management Policy, Annual Risk Management Business Plan, 3 Risk Registers for Schools, FET and Corporate, Terms of Reference for Risk Committee** | | Data accuracy- Jon  Descriptive piece- Jon (example of best practice) |  |  | Karina Daly  WWETB-Audit and Risk Committee  Jaqueline Sweeney |  |

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| **3. G.M.Q.-(C)** | **Documentation of Quality Assurance** | |
| 1. **How effective are the arrangements for the development and approval of policies and procedures?** 2. **Are the policies and procedures coherent and comprehensive (do they incorporate all service types and awarding bodies?), robust and fit for purpose?** 3. **Are the policies and procedures systematically evaluated?** | | |
| * What progress has been achieved? What are the barriers to progress in this area? * Is the activity distinctive or typical within the sector? * Is the activity systematically employed and understood at all levels of the organisation? How does the ETB know? * Can any benchmarking be undertaken? * What is the feedback from internal and external stakeholders (learners, industry, graduates, staff, etc.)? * What sources of expert opinion are available (e.g. outcomes from a peer review)? * What qualitative and quantitative indicators are available to measure the performance of the activity? * How does the activity inform planning and operational management? * How are staff involved? Is this part of ‘the way things are done’? * How are learners involved? Is this part of ‘the way things are done’? * Does it impact the core functions of the ETB and lead to improvements? * What improvements and outcomes can be directly attributed to the activity versus what would happen anyway? * Is the activity having any other (perhaps unanticipated or unintended) impacts? | | |
| **Policies** | | **A Comprehensive Quality System** |
| Is there a WWETB Policy on Quality Assurance?  Is there a formal process for writing policies that relate to QA? IS there an adequate Governance and ratification process for writing and formalising these policies?  Are ratified policies publicly available (published)?  Are staff aware of the location of policies and procedures? How do we share?  Is there accountability in the organisation? How do we know?  Are there gaps in policy? (Staff) | | How do we know we are promoting a Quality Culture?  How are we facilitating Diversity?  How are we supporting Innovation?  Do we adequately facilitate Review? Is it formal? Who participates? Do we hear from all stakeholder groups and how is what we hear informing policy?  Do we have a policy or procedure for using Data and Benchmarking> Is this informing strategy or policy? Is this procedure effective? How do we record change or impact? |

**Description:** An outline of what these are (possibly including an annex with a list of all policies and procedures and links to them. A description of the ETB’s approach to the Governance and management of policy/procedural development, approval and review and why it has adopted this approach.

**Evaluation:** An evaluation of whether the components described are being implemented fully and consistently (including reference to examples to illustrate this. An evaluation of how effective (or otherwise) the ETB considers these arrangements to be (including reference to data/examples to illustrate this).

**Conclusion:** Identification of effective practice, challenges and potential future enhancements.

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| **3. G.M.Q.-(C)** | **C. Documentation of Quality Assurance** | | | | | | |
| **Points We Want to Make** | | **Evidence** | | | **Gaps** | **Resp.** | **Consultation Plan** |
|  | | **Documentation** | **Data** | **Consultation** |  |  |  |
| **3. G.M.Q.- (C1)** *WWETB’s* ***Quality Assurance System*** *is documented* | | QA Handbook  Sharepoint  Curriculum Drive |  | -Programme Coordinator and FET Manager Survey Group |  |  |  |
| **3. G.M.Q.- (C2)** *There is a discernible link to the QA system and WWETB’s commitment to Quality in terms of Programme provision.* | | Mapping Exercise?  QA Handbook  FET Strategy |  | -Programme Coordinator and FET Manager Survey Group |  |  |  |
| **3. G.M.Q.- (C3)** *The arrangements for review and improvement are a documented part of the WWETB QA system.* | | SER  QIP  Steering Group Agendas/Minutes  QA Handbook |  | - -Programme Coordinator and FET Manager Survey Group |  |  |  |
| **3. G.M.Q.- (C4)** *WWETB QA Policies and procedures are effective and fit for purpose* | | Policies and Procedures  Sharepoint  QA Handbook |  | -Programme Coordinator and FET Manager Survey Group |  |  |  |
| **3. G.M.Q.- (C5)***. Quality assurance procedures are regularly self-monitored to ensure ongoing effectiveness* | | QA Handbook  Quality Improvement Plan  QA Steering Group Minutes  Review of ETBI Assessment Procedures- Steering Group Agendas  External Authenticator Feedback |  | - -Programme Coordinator and FET Manager Survey Group |  |  | Practitioner Focus Group |
| **3. G.M.Q.- (C6) *WWETB Policies and Procedures are:*** *Available to the Public, -available to staff and other users in usable formats* | | Website!! New Policies?  SharePoint  Intranet |  |  |  |  |  |
| **3. G.M.Q.- (C7)** *-Informed by QQI Quality Assurance Guidelines* | | Yes. Description |  |  |  |  |  |
| **3. G.M.Q.- (C8)** *-Fit for purpose and appropriate to the provider context* | |  |  | -Programme Coordinator and FET Manager Survey Group |  |  |  |
| **3. G.M.Q.- (C9)** *-have formal standing within the provider and form part of strategic management* | | FET Management Meetings  Mapping between Organisational aims and Policies |  | -Programme Coordinator and FET Manager Survey Group  Practitioner Focus Group |  |  |  |
| **3. G.M.Q.- (C10)** *-include a role for learners and other stakeholders* | | Learner Evaluations incorporate review system  Service to Business?? |  | Learner Focus Group Any other external input?? |  |  |  |
| **3. G.M.Q.- (C11)** *-Promote a culture of quality* | | Mapping Exercise |  | -Programme Manager Focus Group  -Practitioner Survey Group  -Wider Community -Representative Survey  -Industry/Employers Groups |  |  |  |
| **3. G.M.Q.- (C12)** *-Facilitate diversity* | | Reasonable Accommodation Policy?  Access Transfer and Progression Policy | Learner Nationality data  Target Groups Data? | Learner Focus Group  Practitioner Survey Group  Programme Coordinator and FET Manager Survey Group |  |  |  |
| **3. G.M.Q.- (C13) -***Facilitates Innovation* | | CPD Policy |  | -Programme Coordinator and FET Manager Survey Group  Practitioner Focus Group  Learner Survey  Practitioner Survey Group |  |  |  |
| **3. G.M.Q.- (C14)** *-are reviewed periodically to ensure they are fit for purpose and remain effective* | | No process as yet |  |  | A documented Review Process for QA Documentation |  |  |
| **3. G.M.Q.- (C15)** *-are consistent with the requirements of relevant legislation* | | Mapping Exercise  Difficult to provide evidence for otherwise? |  |  |  |  |  |

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| **4. G.M.Q.-(D)** | **Staff Recruitment, Management and Development** | | |
| 1. **How does the ETB assure itself as to the competence of its staff?** 2. **How are professional standards maintained and enhanced?** 3. **How are staff informed of developments impacting the organisation and how can the input to decision-making?** | | | |
| * What progress has been achieved? What are the barriers to progress in this area? * Is the activity distinctive or typical within the sector? * Is the activity systematically employed and understood at all levels of the organisation? How does the ETB know? * Can any benchmarking be undertaken? * What is the feedback from internal and external stakeholders (learners, industry, graduates, staff, etc.)? * What sources of expert opinion are available (e.g. outcomes from a peer review)? * What qualitative and quantitative indicators are available to measure the performance of the activity? * How does the activity inform planning and operational management? * How are staff involved? Is this part of ‘the way things are done’? * How are learners involved? Is this part of ‘the way things are done’? * Does it impact the core functions of the ETB and lead to improvements? * What improvements and outcomes can be directly attributed to the activity versus what would happen anyway? * Is the activity having any other (perhaps unanticipated or unintended) impacts? | | | |
| **Staff Recruitment** | | **Staff Management** | **Staff Development** |
| Are there fair and consistent procedures in relation to staff recruitment?  Are we able to attract an adequately skilled workforce?  Are we effectively and accurately advertising available roles?  Are we adequately and effectively inducting staff into the organisation? | | Are there fair and consistent procedures in relation to staff management?  Are staff aware of their direct lines of Management?  Do staff feel supported by these lines of Management?  Do staff feel supported by their line management?  Do they have any outstanding or unresolved payment or contract issues?  Are there any Human Resource issues?  Do staff feel informed and connected to the organisation? | Are we fostering a culture of staff development and innovation?  Have you upskilled in your time with the organisation through an opportunity generated by or communicated to you by the organisation?  Do staff feel they have adequate skills to do the job they have?  Is there a process for requesting specific training?  How does the organisation innovate? How does the organisation research or trial new methods? examples?  Professional Networks: are there any and what is their impact? |

**Description:** An outline of the policies and procedures that govern staff recruitment, management and development.

**Evaluation:** An evaluation of whether the policies and procedures are effective in ensuring quality and the most appropriate personnel are recruited to the organisation. An evaluation of the processes that ensure that these personnel are subsequently adequately managed and developed to become optimised contributors to the work of the organisation.

**Conclusion:** Identification of effective practice, challenges and potential future enhancements.

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| **4. G.M.Q.-(D)** | **Staff Recruitment, Management and Development** | | | | | | |
| **Points We Want to Make** | | **Evidence** | | | **Gaps** | **Resp.** | **Cons. Plan** |
|  | | **Documentation** | **Data** | **Consultation** |  |  |  |
| **4. G.M.Q.- (D1)** *WWETB ensures itself as to the competence of its staff prior to employment and that they have appropriate expertise and experience to fulfil their roles* | | Recruitment Policy and procedures  Shortlisting process  Interview Policies, Procedures and Documentation.  **Recruitment Policy (to be updated), Consultation, Documents for Online Interviews, Circulars, Tender Document for HR Review** |  | Administrative Personnel Focus Group  (HR Group/CPD consultation) | Recruitment Policy needs updating- Plan?- (Plan could be included as evidence) | Human Resource and CPD. |  |
| **4. G.M.Q.- (D2)** *There is a systematic approach to the fair and transparent recruitment of staff* | | Recruitment Policy and procedure  Audit results/comments?  **Recruitment Policy (to be updated), Consultation, Documents for Online Interviews, Circulars, Tender Document for HR Review** |  | Administrative Personnel Focus Group  Practitioner survey Group  HR Group/CPD Cons.  FET Managers and Coordinator’s Survey | Recruitment Policy needs updating- Plan? (Plan could be included as evidence) | Human Resource |  |
| **4. G.M.Q.- (D3) *WWETB Procedures for recruitment address: -****responsibilities and**WWETB**Code of Conduct* | | Recruitment Policy  Induction Policy  Contracts  **Induction Day Plan, Induction Day Presentation** |  | HR Group/CPD cons. |  | Human Resource |  |
| **4. G.M.Q.- (D4)** *–WWETB Policy and procedures address academic and professional standards for all FET staff and how these are maintained and enhanced* | | **Induction Day Plan, Induction Day Presentation- Karina**  **PLD procedures document (in progress). Paul's annual records of PLD sought and run. Paul's membership of National PLD Network.** | **PLD Support Scheme Data (Bursary- 27 staff)**  **WWETB SharePoint site data**  **F. Dee Survey results**  **Digital Badges earned** |  |  | Human Resource |  |
| **4. G.M.Q.- (D5)***-* There are procedures in place for the c*ollection and use of regular and timely learner and other relevant feedback on teaching staff* | | Course level evaluations |  | Programme Manager Focus Group  Practitioner Survey Group | Not standardised. All centres engaging?? |  |  |
| **4. G.M.Q.- (D6)** *A mechanism is in place to impart feedback to staff members on their strengths and on areas requiring improvement (performance Management)* | | Recruitment Policy  Probation and Review Documentation? |  |  | **Used to be Performance Management and Development System. Lack of probation policy. There are Barriers to this!! Karina to send summary.** | Human Resource |  |
| **4. G.M.Q.- (D7)** *WWETB staff members have access to support and opportunities for development based on a systematic approach to the identification of their continuing professional training and development needs.* | | Staff Days and Feedback from these (e.g. Skeeter Park)  CPD Calendar  QA Briefings and Briefing Requests  **Professional Learning and Development Policy/Statement of Strategy for FET.**  **List of responsive or opportunistic Training events (Edel List)** | Data on use of WWETB Moodle site  PLD Sharepoint Data  In-service Training attendance figures  Expenditure figures on external training procurement platforms and modules- Paul | Programme Manager Focus Group  Practitioner Focus Group  Practitioner Survey Group  Administration Focus Group | This could be developed further. SOLAS Skills checker could be used. Will be investigated by PLD Team. | Human Resource and CPD. |  |

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| **5. G.M.Q.-(E)**  **Description:** An outline of the policies and procedures that govern Programme development, Validation and approval.  **Evaluation:** An evaluation of whether the processes and procedures described are consistent and effective and in line with overall ETB strategy and strategic goals.  **Conclusion:** Identification of effective practice, challenges and potential future enhancements. | **Programme Development, Approval and Validation** | |
| 1. **What arrangements are in place to ensure alignment of programme development activity with strategic goals and regional needs?** 2. **Are the arrangements for the approval and management of programme development robust, objective and transparent?** 3. **What arrangements are in place to facilitate and oversee a comprehensive programme development process in advance of submission for validation? (e.g. the conduct of research, the inclusion of external expertise, writing learning outcomes, curricula etc.)?** | | |
| * What progress has been achieved? What are the barriers to progress in this area? * Is the activity distinctive or typical within the sector? * Is the activity systematically employed and understood at all levels of the organisation? How does the ETB know? * Can any benchmarking be undertaken? * What is the feedback from internal and external stakeholders (learners, industry, graduates, staff, etc.)? * What sources of expert opinion are available (e.g. outcomes from a peer review)? * What qualitative and quantitative indicators are available to measure the performance of the activity? * How does the activity inform planning and operational management? * How are staff involved? Is this part of ‘the way things are done’? * How are learners involved? Is this part of ‘the way things are done’? * Does it impact the core functions of the ETB and lead to improvements? * What improvements and outcomes can be directly attributed to the activity versus what would happen anyway? * Is the activity having any other (perhaps unanticipated or unintended) impacts? | | |
| **Programme Development and Validation** | | **Programme Approval** |
| Is there an effective and established process for programme validation and how do we know? (Suggest that Agriculture programme be used as a case study here with very brief testimony from main stakeholders).  Are stakeholders correctly identified and part of consultation?  Who leads programme development, what is the system of consultation and review that they engage in? Is that maximised for best possible outcomes?  Is Access, Transfer and Progression adequately considered?  Is there investigation any or adequate investigation into ‘Learner Workload’  Compliance with External regulatory bodies and professional policies/requirements? | | Is there an effective process for programme approval and how do we know it is effective?  How does programme approval meet the strategic goals of the organisation?  General feedback form Managers on same. Illustrating examples of effective process? Maybe a brief case study of a New course from inception to delivery with brief testimony from Manager- Tutor- Learner?  Is Access, Transfer and Progression adequately considered?  Are there effective procedures at a local level for coordinating the provision of multiple programmes at faculty level and at centre/college level? |

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| **5. G.M.Q.-(E)** |  | | **E. Programme Development, Approval and Validation** | | | | | |
| **Points We Want to Make** | | **Evidence** | | | | **Gaps** | **Resp.** | **Consultation Plan** |
|  | | **Documentation** | | **Data** | **Consultation** |  |  |  |
| **5. G.M.Q.- (E1)** *WWETB has programme development and Approval policies and procedures in place* | | Programme Development Delivery and Approval Policy (needs updating) | |  |  |  |  |  |
| **5. G.M.Q.- (E2)** *The policy for Programme Development and Approval ensures that programmes for development are in line with the Provider Strategy* | | Strategic Performance Agreement | |  |  |  |  |  |
| **5. G.M.Q.- (E3)** *-Programmes are developed in line with the requirements of the National Framework of Qualifications and associated policies and procedures on Access, Transfer and Progression* | | Programme Development Policy  Feedback from QQI (Agriculture Submission for validation)  Self-Evaluation of New Programmes (Agriculture)  ETB/QQI Template | |  |  |  |  |  |
| **5. G.M.Q.- (E4)** *-Programmes are designed with the involvement of learners and other stakeholders and benefit from external expertise and reference points to ensure they fulfil vocational needs where appropriate and are compliant with internal and other regulatory or professional policies and requirements* | | Agriculture Programme Development Team Documentation  Validation Policy  Evaluation Template | |  |  |  |  |  |
| **5. G.M.Q.- (E5)** -Programmes are designed to enable smooth progression for learners within and between programmes and define the expected learner workload | | Agriculture Programme Documentation  Programme Development Policy | |  |  |  |  |  |
| **5. G.M.Q.- (E6)** *-have procedures for coordinating provision at faculty level.*  *(This is just in relation to provider developed programmes)* | | Agriculture Programme Documentation  Programme Development Policy | |  |  |  |  |  |
| **5. G.M.Q.- (E7)** *-are subject to formal internal provider approval processes against defined criteria* | | Agriculture Programme Documentation  Programme Development Policy  Programme Board Docs. | |  |  |  |  |  |
| **5. G.M.Q.- (E8)** ar*e subject to ongoing monitoring and periodic review* | | Programme Boards (New)  IV, EA and RAP reports (sample)  Review of EA Doc  Subject Specific working groups Agendas | |  |  |  |  |  |

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| **6. G.M.Q.-(F)** | **Access, Transfer and Progression** | | |
| 1. **How does the ETB quality assure access, transfer and progression systematically across all programmes and services?** 2. **Are there flexible learning pathways, respecting and attending to the diversity of learners?** 3. **Are admissions, progression and recognition policies and processes clear and transparent for learners and implemented on a consistent basis?** | | | |
| * What progress has been achieved? What are the barriers to progress in this area? * Is the activity distinctive or typical within the sector? * Is the activity systematically employed and understood at all levels of the organisation? How does the ETB know? * Can any benchmarking be undertaken? * What is the feedback from internal and external stakeholders (learners, industry, graduates, staff, etc.)? * What sources of expert opinion are available (e.g. outcomes from a peer review)? * What qualitative and quantitative indicators are available to measure the performance of the activity? * How does the activity inform planning and operational management? * How are staff involved? Is this part of ‘the way things are done’? * How are learners involved? Is this part of ‘the way things are done’? * Does it impact the core functions of the ETB and lead to improvements? * What improvements and outcomes can be directly attributed to the activity versus what would happen anyway? * Is the activity having any other (perhaps unanticipated or unintended) impacts? | | | |
| **Access** | | **Transfer** | **Progression** |
| Do we have and follow an ATP Policy?  Do we have effective procedures for ATP Are they consistent and how do we know?  How can we gauge the ease of access to WWETB run programmes? Are we considering barriers to access, how are we doing this?  Are the most marginalised learners in our society enabled in accessing education and Training? | | What examples can we provide that show that transfer is formal and supported and consistent?  Also in relation to access- Do we have an RPL policy? Do we have effective and consistently applied RPL procedures? | What examples can we provide that show that progression is formal, supported and individualized?  Are we pursuing routes for our graduates? Can we show examples of opening up pathways to employment? What example can we provide of industry-led training leading to immediate progression for learners to employment?  What examples can we provide of pathways to Higher Education and do we have any statistics to back up? (University Access programmes etc…. |

**Description:** An outline of the policies and procedures that govern Access, Transfer and Progression

**Evaluation:** An evaluation of the appropriateness and effectiveness of the polices and precedures for access, transfer and progression. An evaluation of ease of access, transfer and progression for learners and centers with examples to illustrate this.

**Conclusion:** Identification of effective practice, challenges and potential future enhancements.

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| **6. G.M.Q.-(F)** |  | | **F. Access, Transfer and Progression** | | | | | |
| **Points We Want to Make** | | **Evidence** | | | | **Gaps** | **Resp.** | **Consultation Plan** |
|  | | **Documentation** | | **Data** | **Consultation** |  |  |  |
| **6. G.M.Q.- (F1)** *WWETB has a policy and appropriate procedures to facilitate learner access to, transfer between and progression from WWETB run programmes. These procedures are fit for purpose.* | | Access, Transfer and Progression Policy and Procedures (in progress) | | Figures showing transfer if possible (PLSS?)  Data showing progression between programmes if possible (PLSS?) | Learner Focus Group  FET Managers- Initial Assessment |  |  |  |
| **6. G.M.Q.- (F2)** *There is induction as standard for learners into the organisation and onto their respective programmes.* | | Sample of induction material | |  | Learner Focus Group  Programme Manager Focus Group  Learner Survey  FET Management Survey |  |  |  |
| **6. G.M.Q.- (F3)** *WWETB has Processes and tools to collect, monitor and act on information on learner progression and completion rates.* | | Data Management Policy and procedure (in progress) | | Progression and Completion rate figures | Programme Manager Focus Group |  |  |  |
| **6. G.M.Q.- (F4)** *WWETB implements fair recognition of education and training qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning.* | | RPL Policy (review in progress)  Any documented instance of an RPL process including e-mails- Work Experience- Covid  No means to track learners who achieve Work Exp. Via RPL | | Exemption figures QBS?  Jon ask QQI (Data dump) | Learner Focus Group?  Programme Manager Focus Group |  |  |  |
| **6. G.M.Q.- (F5)** *There is co-operation with other providers and agencies as appropriate. In particular, there is co-operation with QQI.* | | Record of QQI Meetings  Any formal documentation illustrating this where appropriate or proof of membership/representation on relevant for a  HSE, ITs, SOLAS, TUSLA, other ETBs SKILLS Fora, DSP?  Check ESR for list. Meeting Dates?? | |  |  |  |  |  |

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| **7. G.M.Q.-(G)** | **Integrity and Approval of Results** |
| 1. **What governance and oversight processes are in place to ensure the integrity of learner and assessment results?** 2. **How does the ETB ensure that these arrangements provide for consistent decision-making and standards across services and centres?** | |
| * What progress has been achieved? What are the barriers to progress in this area? * Is the activity distinctive or typical within the sector? * Is the activity systematically employed and understood at all levels of the organisation? How does the ETB know? * Can any benchmarking be undertaken? * What is the feedback from internal and external stakeholders (learners, industry, graduates, staff, etc.)? * What sources of expert opinion are available (e.g. outcomes from a peer review)? * What qualitative and quantitative indicators are available to measure the performance of the activity? * How does the activity inform planning and operational management? * How are staff involved? Is this part of ‘the way things are done’? * How are learners involved? Is this part of ‘the way things are done’? * Does it impact the core functions of the ETB and lead to improvements? * What improvements and outcomes can be directly attributed to the activity versus what would happen anyway? * Is the activity having any other (perhaps unanticipated or unintended) impacts? | |
| **Integrity and Approval of Results (including the operation and outcome of IV and EA)** | |
| There is no prompt in the Core guidelines for this area. Huge cross-over here with Assessment of Learners imagined.  Questions for Managers and Tutors: Do they see the IV and EA process as rigorous and fair?  Is there sharing of recommendations with staff on a formal and informal basis? How does this happen? Does it lead to best practice in centres and across the organisation? How can we illustrate this?  How are errors picked up and addressed and is the system for doing this robust enough? | |

**Description:** An outline of the policies and procedures that govern results approval within the organisation.

**Evaluation:** An evaluation of the validity, integrity and consistency of the results approval process.

**Conclusion:** Identification of effective practice, challenges and potential future enhancements.

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| **7. G.M.Q.-(G)** |  | | **G. Integrity and Approval of Results** | | | | | |
| **Points We Want to Make** | | **Evidence** | | | | **Gaps** | **Resp.** | **Consultation Plan** |
|  | | **Documentation** | | **Data** | **Consultation** |  |  |  |
| **7. G.M.Q.- (G1)** *WWETB has and implements key assessment based policies that help to ensure integrity of assessment across all courses* | | Assessment Policies | |  | Learner Survey Group  Learner Focus Group  Practitioner Survey Group  Practitioner Focus Group  Programme Manager Focus Group  Coordinator/FET Survey Group |  |  |  |
| **7. G.M.Q.- (G2)** *WWETB has standard and related assessment procedures and documentation* | | Assessment Documentation and guides- SharePoint  New Training process Docs | |  | Programme Manager Focus Group  Practitioner Survey Group  Practitioner Focus Group |  |  |  |
| **7. G.M.Q.- (G3)** *WWETB Practitioners can avail of regular support and information around integrity of assessment* | | QA Briefing Presentations  Record of schedule of briefings  (including Skeeter Park etc.) | | Attendance sheet data- QA Briefings- AOG- Michael | Programme Manager Focus Group  Practitioner Survey Group  Practitioner Focus Group |  |  |  |
| **7. G.M.Q.- (G4)** *WWETB has a robust and consistent authentication and appeals process for certification of learners* | | Appeals Policy/Procedure Centrally managed by QA Team- Standardised)  IV & EA process forms.  WWETB Appeals Handbook | | Appeals data- Michael/AOG- Upon request- Protected data | Brief EA Survey?  Programme Manager Focus Group  Practitioner Survey Group  Practitioner Focus Group |  |  |  |
| **7. G.M.Q.- (G5)** *WWETB does a formal review of EA reports and items of note form part of feedback and support by QA Team and QA Briefings* | | Authentication process Review Documents 2019/20  QA Briefing Presentations  Survey of Remote External authentication process | |  | FET Manager and Coordinator Survey Group  FET Manager Focus Group  Practitioner Focus Group |  |  |  |
| **7. G.M.Q.- (G6)** *WWETB has procedures to address malpractice or suspected malpractice in Assessment* | | Malpractice Policy/Procedure | |  | Programme Manager Focus Group  Practitioner Focus Group  FET Manager and Coordinator Survey Group |  |  |  |
| **7. G.M.Q.- (G7)** *WWETB has a policy and process of Reasonable Accommodation so learners with specific difficulties or disabilities are able to learn and demonstrate their learning and ability in a valid and fair manner.* | | Reasonable Accommodation Policy/Procedure | |  | Programme Manager Focus Group  Practitioner Focus Group  FET Manager and Coordinator Survey Group |  |  |  |
| **7. G.M.Q.- (G8)** *WWETB has a formal system for collecting and reviewing grades distribution across all FET services and using this data to flag any certification anomalies.* | | Information and data Management Policy/procedure | | Grade distribution data- ? |  |  |  |  |

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| **8. G.M.Q.-(H)** | **Info and Data Management** | | | |
| 1. **What arrangements are in place to ensure that data are reliable and secure?** 2. **How are data utilised as part of the quality assurance system?** 3. **What arrangement are in place to ensure the integrity of learner records (including, where relevant, the sharing of learner data with other providers on national apprenticeships)?** | | | | |
| * What progress has been achieved? What are the barriers to progress in this area? * Is the activity distinctive or typical within the sector? * Is the activity systematically employed and understood at all levels of the organisation? How does the ETB know? * Can any benchmarking be undertaken? * What is the feedback from internal and external stakeholders (learners, industry, graduates, staff, etc.)? * What sources of expert opinion are available (e.g. outcomes from a peer review)? * What qualitative and quantitative indicators are available to measure the performance of the activity? * How does the activity inform planning and operational management? * How are staff involved? Is this part of ‘the way things are done’? * How are learners involved? Is this part of ‘the way things are done’? * Does it impact the core functions of the ETB and lead to improvements? * What improvements and outcomes can be directly attributed to the activity versus what would happen anyway? * Is the activity having any other (perhaps unanticipated or unintended) impacts? | | | | |
| **Information Systems** | |  | **Information for Planning** | **Data Protection and FOI** |
| WWETB Information Systems are robust & comprehensive?  Information systems are adequately capable of and used for (in line with core guidelines).   * maintaining secure learner records for current use and historical review * providing reports required for internal quality management and improvement * generating data required for external regulatory (?) professional or national systems as appropriate * generating statistical & other reports to meet internal and external info requirements e.g. on the QQI database of programmes and awards as prescribed by the legislation * ensuring the database is maintained securely and that data relating to learner assessment is accurate and complete   (maybe we need to use the central auditor as a reference here and the CNAG and the ESF, any external agency with and audit or review function looking at these areas). | |  | Are we using data as information? How are we establishing KPIs and Benchmarking? (minimum and maximum learner numbers per programme, learner profiles, learner satisfaction rates, grade analysis, progression?  All this information is reviewed holistically to determine insights on a periodic basis?  Are we making Completion rates available to external quality reviewers? ( SOLAS review meetings and strategy).  Evidence of this: (8.6) *There is a policy for the establishment and maintenance of quality-related records. It specifies data retention periods. Typically, records include items such as objectives, plans and targets; performance indicators; evidence used in the evaluation of performance against objectives; self-monitoring reports; evaluation reports; minutes of QA meetings; actions taken (including changes made to the quality assurance system) and the rationale for these; and follow-up reports*. | Are we adequately protecting people’s personal data- How do we now this is an intended outcome as oppose to an accidental one?  Examples of FOI applications to demonstrate compliance.  Evidence of compliance with data protection legislation.  Have we functioning data access controls and data back-up systems?  Are we clear about the information we collect and how we use it, particularly in the case or personal information? |

**Description:** An outline of the policies and procedures that Data and information management.

**Evaluation:** An evaluation of the effectiveness (or otherwise) of these procedures. An evaluation of the appropriateness of data security arrangements.

**Conclusion:** Identification of effective practice, challenges and potential future enhancements.

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| **8. G.M.Q.-(H)** |  | | **H. Info and Data Management** | | | | | |
| **Points We Want to Make** | | **Evidence** | | | | **Gaps** | **Resp.** | **Consultation Plan** |
|  | | **Documentation** | | **Data** | **Consultation** |  |  |  |
| **8. G.M.Q.- (H1)** *WWETB has a system for collating reliable information and data for informed decision-making and to ensure the provider knows what is working well and what needs attention.* | | Information and data Management Policy/procedure (in progress)  EA Review Documents  RAP Reports  FARR Submissions | | PLSS Data  Data sets?- Jon Ishaque  AOG- Comm. Of Practice |  |  |  |  |
| **8. G.M.Q.- (H2)** *Appropriate, quantitative and qualitative measures are identified which can be used as benchmarks or key performance indicators.* | | Information and data Management Policy/procedure  WWETB FET Strategy  Strategic Service Agreement | | PLSS Data  Data sets?- Jon Ishaque- Caveat- Is this appropriate? |  |  |  |  |
| **8. G.M.Q.- (H3)** *The learner information management system used by WWETB is fit for purpose, robust and comprehensive.* | | Stock and official info on PLSS and QBS and reference to same in Information and Data Management Policy | |  | Programme Manager Focus Group |  |  |  |
| **8. G.M.Q.- (H4)** *WWETB ensures that PLSS data is as accurate as possible and reflects programme activity appropriately* | | Reference to Official PLSS Coordinator position- WWETB  Audit/ SOLAS feedback regarding PLSS data and accuracy of same  **Service Plan**  Audit/ SOLAS feedback regarding PLSS data and accuracy of same | | Data issues and anomalies noted and responses to same. | Programme Manager Focus Group |  |  |  |
| **8. G.M.Q.- (H5)** *WWETB complies with General Data Protection Regulation and WWETB information systems and procedures safeguard against data breaches.* | | Information and data Management Policy/procedure  **GDPR Compliancy Excel Spreadsheet, Data Protection Policy, IT Security System Ratings, Amount of Data Breaches (CE Report)** | |  | Learner Survey Group  Learner Focus Group  Practitioner Survey Group  Programme Manager Focus Group |  |  |  |
| **8. G.M.Q.- (H6)** *WWETB complies with FOI legislation and requests* | | Information and data Management Policy/procedure  FOI Officer in place  **FOI Policy** | |  |  |  |  |  |
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| **9. G.M.Q.-(I)** | **Public Information and Communications** | | |
| 1. **Is information on the Quality Assurance system, procedures and activities publicly available and regularly updated?** 2. **What arrangements are in place to ensure that published information in relation to all provision (including by centres) is clear, accurate, up to date and easily accessible?** | | | |
| * What progress has been achieved? What are the barriers to progress in this area? * Is the activity distinctive or typical within the sector? * Is the activity systematically employed and understood at all levels of the organisation? How does the ETB know? * Can any benchmarking be undertaken? * What is the feedback from internal and external stakeholders (learners, industry, graduates, staff, etc.)? * What sources of expert opinion are available (e.g. outcomes from a peer review)? * What qualitative and quantitative indicators are available to measure the performance of the activity? * How does the activity inform planning and operational management? * How are staff involved? Is this part of ‘the way things are done’? * How are learners involved? Is this part of ‘the way things are done’? * Does it impact the core functions of the ETB and lead to improvements? * What improvements and outcomes can be directly attributed to the activity versus what would happen anyway? * Is the activity having any other (perhaps unanticipated or unintended) impacts? | | | |
| **Public Information** | | **Learner Information** | **Publication of QA Evaluation Reports** |
| Is published information complaint with the requirements of the 2012 Act? How is there assurance or cognisance of this? Is there are a policy and what awareness is there on this?  Are quality assurance procedures published and easily accessible?  Is validation and accreditation specified publicly (in particular where there is no accreditation, how clear is this to a prospective participant)?  The International Education Mark?? | | Learners are formally and suitably informed about:   * Whether or not an programme leads to an award * The details of the award and the awarding body * Access, transfer and progression procedures * Details of PEL arrangements , should PEL be a requirement.   There is a process or responsibility to maintain accuracy of this information. | Is there a published record of these reports?  How accessible are they and are they effectively signposted for stakeholders? |

**Description:** An outline of the policies and procedures that govern public information and communications.

**Evaluation:** An evaluation of whether the policies and procedures are adequate or lacking in any way. An evaluation of ease of access of all important information for all stakeholders.

**Conclusion:** Identification of effective practice, challenges and potential future enhancements.

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| **9. G.M.Q.-(I)** |  | | **I. Public Information and Communications** | | | | | |
| **Points We Want to Make** | | **Evidence** | | | | **Gaps** | **Resp.** | **Consultation Plan** |
|  | | **Documentation** | | **Data** | **Consultation** |  |  |  |
| **9. G.M.Q.- (I1)** *WWETB has an Information Management Policy which outlines it’s procedures for displaying and disseminating public information, ensuring that it is clear, accurate, up to date and easily accessible.* | | **Customer Charter, Customer Service Action Plan, Communications Policy** | |  |  |  | Communications Committee-  Karina Daly  Fintan O’Reilly |  |
| **9. G.M.Q.- (I2)** *WWETB ensures that it publicly advertises information about its Quality Assurance procedures, procedures for access, transfer and progression, Information for enrolled learners, the register of providers and their programmes/awards and information about non-accredited programmes.* | | WWETB Website  And FETCH Website  Waterford/Wexford Training Services | |  |  |  |  |  |
| **9. G.M.Q.- (I3)** *WWETB learners are made aware of; whether or not their programme leads to an award, the name of the awarding body, the title of the award and the NFQ level, the course entry requirements.* | | WWETB Website  Course Prospectuses- various centres  FETCH  Affiliated websites (PLCs etc). | |  | Learner Focus group |  |  |  |
| **9. G.M.Q.- (I4)** *The key information arising from Executive self-evaluation reports, Quality Improvement plans are made accessible to the public.* | | WWETB Website | |  |  |  |  |  |
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**Self-Evaluation, Monitoring and Review**

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| **13. S-E.M.R.-(A)**  **Description:** An outline of the policies and procedures that govern self-evaluation, monitoring and review.  **Evaluation:** An evaluation of whether the processes and procedures described are consistent and effective. An illustration of monitoring, self-evaluation and review leading to change within the organisation.  **Conclusion:** Identification of effective practice, challenges and potential future enhancements. | | **Self-Evaluation, Monitoring and Review** |
| 1. **What are the processes for Quality Assurance Planning, monitoring and reporting?** 2. **Are the processes for self-evaluation, monitoring and review (including the self-evaluation report undertaken for the inaugural review) comprehensive, inclusive and evidence based?** 3. **Is there evidence of a strategic analysis and follow-up of the outcome of internal quality assurance reviews and monitoring (e.g. review reports, external authenticator reports, learner feedback reports etc.)?** 4. **How is quality promoted and enhanced?** | | |
| * What progress has been achieved? What are the barriers to progress in this area? * Is the activity distinctive or typical within the sector? * Is the activity systematically employed and understood at all levels of the organisation? How does the ETB know? * Can any benchmarking be undertaken? * What is the feedback from internal and external stakeholders (learners, industry, graduates, staff, etc.)? * What sources of expert opinion are available (e.g. outcomes from a peer review)? * What qualitative and quantitative indicators are available to measure the performance of the activity? * How does the activity inform planning and operational management? * How are staff involved? Is this part of ‘the way things are done’? * How are learners involved? Is this part of ‘the way things are done’? * Does it impact the core functions of the ETB and lead to improvements? * What improvements and outcomes can be directly attributed to the activity versus what would happen anyway? * Is the activity having any other (perhaps unanticipated or unintended) impacts? | | |
| **Internal Self-monitoring** | **Self-Evaluation, Improvement and Enhancement** | |
| Evidence that there is a process for continuous self-monitoring and that we measure:   * Learner satisfaction ratings * completion/certification rates * Relevance of outcomes to the marketplace * Error levels **(See data section as there is crossover)**   There is evidence of a consideration as to the most appropriate way to gather evidence when objectives are set and reviewed.  Evidence of a priority system for objectives- addressing the most important ones first.  Evidence of QIP in appropriate format. (cross-over here with self-evaluation). | Is there evidence that the Quality Assurance system is connected with the provider’s external QA obligations? ( the Review is evidence of this and also attendance at QA forum meetings and briefings and participation in ESE and formulation and review of QIP).  Evidence that Self-evaluation focusses primarily on the quality of, or impact on, the learner’s experience (rather than predominantly about policies and procedures.  Evidence that stakeholders are consulted during self-evaluation process.  Evidence of review and improvement arising from self-evaluation. | |

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| **13. S-E.M.R.-(A)** |  | | **A. Self-Evaluation Monitoring and Review** | | | | | |
| **Points We Want to Make** | | **Evidence** | | | | **Gaps** | **Resp.** | **Consultation Plan** |
|  | | **Documentation** | | **Data** | **Consultation** |  |  |  |
| **13. S-E.M.R.- (A1)** *WWETB has a formalised system for the self-evaluation, monitoring and review of all provision of education and training and related services and activities.* | | FET Strategy/SOLAS  Executive self- evaluation reports  Quality Improvement plans  EA Report Reviews  Remote Authentication Reviews  FARR Reporting  QA Steering Group Agendas/Minutes  FET Man. Meetings Agendas.Minutes  SMT Meeting Agendas Mins | | Data sets for FET Strategic Performance Agreement. |  |  |  |  |
| **13. S-E.M.R.- (A2)** *WWETB sets objectives and applies a suitable method for gathering evidence in ascertaining the achievement of these objectives.* | | FET Strategy | | Data sets for FET Strategic Performance Agreement. |  |  |  | Practitioner Focus Group |
| **13. S-E.M.R.- (A3)** *Overall Learner satisfaction and experience forms part of the data that we review.* | | AONTAS Learner Forum Docs  Centre Programme Evaluations (Governance and meeting structures)  ERTLA Learner Surveys  Learner Consultation 2021 | | AONTAS Learner Forum data?? See reports  Response rate consultation 2021 | FET Manager and Coordinator Survey |  |  |  |
| **13. S-E.M.R.- (A4)** *As part of our review and enhancement process, WWETB consults with employers, collaborative partners, and external experts.* | | ETBI Meetings  SOLAS Meetings  QQI Dialogue Meetings  Industry Group Meetings  External Stakeholders Consultation- 2021 | |  | Work Experience Providers Representative | Formal/Systematic consultation with employers regarding appropriate competencies (sectoral??) | Nichola Long? Any info here |  |

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| **14. S-E.M.R.-(B)** | **Programme Monitoring and Review** |
| 1. **How are programme delivery and outcomes monitored across multiple centres (including collection of feedback from learners and stakeholders)?** 2. **Are the mechanisms for periodic review of programmes comprehensive, inclusive and robust?** 3. **Is there evidence that the outcome of programme monitoring and review informs modification and enhancement?** 4. **Are the outputs of programme monitoring and review considered on a strategic basis by the ETB’s governance bodies to inform decision making?** | |
| * What progress has been achieved? What are the barriers to progress in this area? * Is the activity distinctive or typical within the sector? * Is the activity systematically employed and understood at all levels of the organisation? How does the ETB know? * Can any benchmarking be undertaken? * What is the feedback from internal and external stakeholders (learners, industry, graduates, staff, etc.)? * What sources of expert opinion are available (e.g. outcomes from a peer review)? * What qualitative and quantitative indicators are available to measure the performance of the activity? * How does the activity inform planning and operational management? * How are staff involved? Is this part of ‘the way things are done’? * How are learners involved? Is this part of ‘the way things are done’? * Does it impact the core functions of the ETB and lead to improvements? * What improvements and outcomes can be directly attributed to the activity versus what would happen anyway? * Is the activity having any other (perhaps unanticipated or unintended) impacts? | |
| **Programme Monitoring and Review** | |
| Evidence that there is a process of monitoring at programme level.  That the process is consistent and there is a systematic loop of information through the management structures.  That there is evidence of development and change at local level and at a higher level where appropriate (illustration of this? | |

**Description:** An outline of the policies and procedures that govern programme monitoring and review.

**Evaluation:** An evaluation of whether the processes and procedures described are consistent and effective and in line with overall ETB strategy and strategic goals.

**Conclusion:** Identification of effective practice, challenges and potential future enhancements.

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| **14. S-E.M.R.-(B)** |  | | **B. Programme Monitoring and Review** | | | | | |
| **Points We Want to Make** | | **Evidence** | | | | **Gaps** | **Resp.** | **Consultation Plan** |
|  | | **Documentation** | | **Data** | **Consultation** |  |  |  |
| **14. S-E.M.R.- (B1)** *WWETB supports programme level review and there is a process by which key findings feed into overall review activity when appropriate.* | | Any programme review material- Centre Level  CEIP Process (Youthreach)  FET Management minutes showing example of feedback from programme level review (AEO’s to source)  ERTLA Programme Reviews  EA Report Reviews  Subject specific working groups evidence.  (No formal schedule for Descriptor Reviews)  Ad-hoc but procedural review | | Number of changes to Module Descriptors approx.?  How many PAC 02’s past 5 years. AOG | Programme Management Focus Group  Practitioner Survey Group  FET Managers and Coordinators Group |  |  | DO they know the procedure for enacting a change to a module descriptor |
| **14. S-E.M.R.- (B2)** *Learners are involved in programme level review to ensure that learner needs are known and learner experience of workload can be evaluated.* | | Any programme review material.  Course Evaluations Sample  CEIP Process (Youthreach)  AOnTAS Learner Forum Documentation | |  | Learner survey group.  Learner Focus group  FET Management & Coordinator Group |  |  | FET Management Group- Do they consider/discuss the results of the AONTAS leaner forum. |
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| **15. S-E.M.R.-(C)** | **Oversight, Monitoring & Review of Relationships with External Third Parties** |
| **(In Particular with contracted training providers, community training providers and other collaborative provision).**   1. **How does the ETB ensure the suitability of the external parties with which it engages?** 2. **Is the nature of the arrangements with each external party published?** 3. **Is the effectiveness of these arrangements monitored and reviewed through ETB Governance?** 4. **Does the ETB assess its impact within the region and local communities?** | |
| * What progress has been achieved? What are the barriers to progress in this area? * Is the activity distinctive or typical within the sector? * Is the activity systematically employed and understood at all levels of the organisation? How does the ETB know? * Can any benchmarking be undertaken? * What is the feedback from internal and external stakeholders (learners, industry, graduates, staff, etc.)? * What sources of expert opinion are available (e.g. outcomes from a peer review)? * What qualitative and quantitative indicators are available to measure the performance of the activity? * How does the activity inform planning and operational management? * How are staff involved? Is this part of ‘the way things are done’? * How are learners involved? Is this part of ‘the way things are done’? * Does it impact the core functions of the ETB and lead to improvements? * What improvements and outcomes can be directly attributed to the activity versus what would happen anyway? * Is the activity having any other (perhaps unanticipated or unintended) impacts? | |
| **Oversight, Monitoring & Review of Relationships with External Thirds Parties** | |
| Evidence that Quality Assurance procedures extend to secondary providers Procedures cover:   * Sub-contracting of provision * Research partnerships or related services at home and abroad * Provision for due diligence procedures on the reputation, legal status, standing and financial sustainability of any such parties or second providers involved in provider provision. | |

**Description:** An outline of the policies and procedures that govern the oversight and quality assurance of external third parties and secondary providers.

**Evaluation:** An evaluation of whether the processes and procedures described are consistent and effective and in keeping with Quality Assurance.

**Conclusion:** Identification of effective practice, challenges and potential future enhancements.

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| **15. S-E.M.R.-(C)** |  | | **C. Oversight, Monitoring and Review of Relationships with External Third Parties** | | | | | |
| **Points We Want to Make** | | **Evidence** | | | | **Gaps** | **Resp.** | **Consultation Plan** |
|  | | **Documentation** | | **Data** | **Consultation** |  |  |  |
| **15. S-E.M.R.- (C1)** *WWETB’s Quality Assurance policies include provision for engagement with external partnerships and secondary providers.* | | WWETB policy- second providers TQAS.  QA Handbook  ~~Regional Skills Fora~~ Agendas/Minutes  TQAS Policies and Procedures engagement with C.T. providers | |  |  |  | Ken Whyte/FET Management Team  John Cassidy  Eamonn McGettigan  Michael O’Brien et.al. |  |
| **15. S-E.M.R.- (C2)** *This policy sets out the provisions for due diligence on the reputation, legal status, standing and financial sustainability of such parties.* | | WWETB policy- second providers. TQAS  Contracts | |  |  |  | Nichola Long  FET Management Team |  |
| **15. S-E.M.R.- (C3)** *WWETB’s Quality Assurance policies include provision for examiners, external authenticators, Contracted Training Providers and Employers. The appropriate policy sets out the process for ensuring that there are no impinging conflict of interests and other affiliations.* | | EA Agreement (Conflict of Interest).  Various Policies/Contracts. | |  | Employers Focus Group  Training Providers Group  Apprenticeship Providers |  |  | EAs, Contracted Training Providers, Employers, |
| **15. S-E.M.R.- (C4)** *WWETB’s associations with other providers of certification are based on internal and external quality assurance procedures.* | |  | |  |  | **WWETB QA Team have no oversight of these arrangements. They are between the Cert body and Centre!** |  |  |
| **15. S-E.M.R.- (C5)** *WWETB maintains systematic partnerships**with appropriate stakeholder groups and agencies**with a view to development of FET provision* | | List of the agencies that WWETB engage with | |  |  |  |  |  |

**WWETB Review Consultation Groups- QQI Inaugural Review**

**EMPLOYERS REPESENTATIVE**

**LEARNERS**

**Learner Survey Group**- One/two substantial quantitative survey to the current learner body or a substantial selection thereof.

**Learner Focus Group**- A group comprising of 6 members representing a number of programmes as appropriate. A mixture of male and female learners with as much diversity and ethnicity represented as appropriate. A learner with a disability or specific learning difficulty. One/two recorded consultation sessions to explore key topics and real experience. (RPL Learner)

**FET Managers and Coordinators Survey Group.** - One/two substantial quantitative survey to WWETB FET Managers and Programme Coordinators.

**PRACTITIONERS**

**Practitioner/Centre Admin. Survey Group**- One/two substantial quantitative survey(s) to WWETB Practitioner Staff and Centre admin staff.

**Practitioner Focus Group**- A group comprising of 6 members representing a number of programmes as appropriate. One/two recorded consultation sessions to explore key topics and real experience.

**Programme Manager Focus Group**- One/two substantial quantitative survey to WWETB Programme Management. One/two recorded consultation sessions to explore key topics and real experience.

**INDUSTRY/EMPLOYERS GROUP**

**Work Experience Providers Representative Group**- One quantitative survey to Work Exp. Provider Group. Regional Skills Forum Rep?

**Training Partners Representative Group**- One quantitative survey to Training Partners Group

**Employers Representative Survey Group**- One quantitative survey to Apprenticeship Provider Group

**PRACTITIONER/CENTRE ADMIN SURVEY GROUP**

**FET Managers & FET Coordinators Survey**

**Programme Managers Focus Group**

**PRACTITIONER FOCUS GROUP**

**PRACTITIONERS & Managers**

**OTHERS**

**Wider Community Representative Survey Group**- - One quantitative survey or Vox-Pop to Community Representative Group

**Learner Support Personnel-** One or two meetings with a Focus group of WWETB personnel relative to this area.

**Administrative Personnel Focus Group**- A group comprising of representatives from WWETB’s main Administrative functions. One recorded consultation session. Paul Fallon to be included-CPD.

Administrative Personnel Focus Group

**INDUSTRY/EMPLOYERS**

**WORK EXPERIENCE PROVIDERS REPESENTATIVE**

**TRAINING PARTNERS REPESENTATIVE**

**WWETB DESIGNATED LEARNER SUPPORT PERSONNEL**

**WIDER COMMUNITY REPESENTATIVE SURVEY**

**LEARNER SURVEY GROUP**

**LEARNER FOCUS GROUP**

**OTHERS**

**LEARNERS**